



NLC Setting III → Effectiveness Quick Reference

6 Quality Indicators of Effective Programming

(Summary of Quality Indicators Rubric)

<u>Environmental management (where served, space design)</u>	The systematic use of resources, physical factors and organizational and communication schema to structure students' total environment for the purpose of providing necessary support and control
<u>Behavior management</u>	Systems, including classroom management, individual management, school rules and crisis management systems to assist the student in obtaining and maintaining prerequisite behaviors for learning and to assume increasing responsibility for his/her own behavior
<u>Affective education</u>	Systematic instruction, the primary purpose of which is to help students acquire information, attitudes and skills that will encourage appropriate behavior and mental health
<u>Individuation and personalization</u>	The activities that are used to individualize and internalize the lessons learned in affective education. Some programs call this processing or "working through" a situation
<u>Academic</u>	Systems that promote academic growth utilizing various techniques or curricula that is appropriate to the student's individual learning needs
<u>Career/life skills/transitions</u>	Systems that develop skills necessary for productive, meaningful life outside of school; provide the link between the skills a student gains in his/her school experience and application of those skills in the nonacademic settings