

Nebraska Autism Spectrum Disorders Network

Effective Practices Checklist

for Students with Autism Spectrum Disorders – High Functioning

Developed by Laura L. Maddox, 2002
Revised by the ASD Network, 2011

Participant: _____

Date: _____

Mentor: _____

Circle: Pre or Post

*Form completed by (please check)

School: _____

Location: _____

The attached document was designed as a tool to assist educators and parents in assessing and designing an effective educational program for every student. This tool is not meant to be all-inclusive nor to suppose that all of the practices listed must be included in every program. Rather, the items are meant to address a range of possible practices that may support programming for children with autism. This tool should be used as a support for individualized educational programming.

Instructions: Review each practice area in the left column and select the column that best describes the level of implementation. Check the most appropriate component for each practice. Use the Notes column to indicate if your support was observed or reported and to explain your selection further.

Individualized Supports and Services	Consistently	Occasionally	Seldom	Never	Notes
<p><i>Individualized student schedule:</i></p> <p>Individualized schedule used by student & teachers regularly</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>IEP/IFSP :</i></p> <p>Clear, objective & complete; addresses current needs based on recent assessment</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Grade Level Curriculum Standards:</i></p> <p>Standards included in IEP and infused into student's day</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Individualized planning:</i></p> <p>Program book includes IEP, preferences, sensory needs, etc., data and individualized plans for meaningful activities</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Visual Supports:</i></p> <p>Used to support learning & communication</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Prompting:</i></p> <p>Clear continuum (least-most invasive) of individualized prompts; includes natural prompts, fading, etc.</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Motivation/Reinforcement:</i></p> <p>Interests are used to reinforce learning & communication</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Data Collection:</i></p> <p>Data collected at least weekly, graphed & used for individualized programming</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported

Systematic Instruction	Consistently	Occasionally	Seldom	Never	Notes
<p><i>Structured Planning:</i></p> <p>Written daily plans links student objectives with general education curriculum/daily schedule, detail specific</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Active Engagement</i></p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Systematic Instructions:</i></p> <p>Uses clear, concise instructions relevant to task; individualized to needs of the student</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported

Environmental/Program Structure	Consistently	Occasionally	Seldom	Never	Notes
<p><i>Comprehensible classroom:</i></p> <p>Settings and routines allow student to predict and anticipate requirements</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Self-management:</i></p> <p>Consistently promotes self-management for independence</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Sensory/Emotional Regulation:</i></p> <p>Student-specific sensory/emotional regulation strategies are appropriately incorporated into activities when needed</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported

Social Communication Skills	Consistently	Occasionally	Seldom	Never	Notes
<p><i>Facilitation of Social Communication :</i></p> <p>Staff identifies possible communication attempts; restructures and reframes communication attempts and facilitates peer interaction</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Peer Interaction:</i></p> <p>Student is included in activities with peers with planned opportunities and goals for social interactions</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Social Skills Instruction:</i></p> <p>Specialized social skills curriculum utilized to address social engagement skills, many opportunities are present for student to practice and generalize</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Pragmatics/Social Conversation:</i></p> <p>Instruction is provided to address communication issues in pragmatics/social conversation on a daily basis</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported

Behavioral Supports	Consistently	Occasionally	Seldom	Never	Notes
<p><i>Written Plan:</i></p> <p>Written design created in collaboration with educational team, proactive strategies in design and full implementation of program</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Functional Behavior Assessment (FBA):</i></p> <p>Functional behavior assessment completed</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Variety of Strategies:</i></p> <p>Consistent implementation of variety of individualized strategies based upon FBA; class-wide PBS evident</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Data Collection:</i></p> <p>Identified replacement behavior for target behavior, design of plan present, implementation precise and effective, data present.</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Evaluation:</i></p> <p>Plan is reassessed monthly with input from entire team</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported

Teaming	Consistently	Occasionally	Seldom	Never	Notes
<p><i>Consistency:</i></p> <p>Team members, including general education teachers, are informed & updated regularly; team leader monitors consistency</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Clearly Defined Roles/Expectations:</i></p> <p>Team members plan together and roles/expectations are defined for staff members, peers, target student</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Scheduled Meetings:</i></p> <p>Team meetings are consistently attended with a clear agenda; data-driven discussions foster collaborative decisions about programming and role responsibilities</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Family Role:</i></p> <p>Family plays an active role on their child's educational team including decision making, planning and implementation; receives training on strategies</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p><i>Training:</i></p> <p>Team members have received training on characteristics of ASD and student specific information</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p>Team members use "person-first" language</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported
<p>Team members describe student in terms of strengths, needs and interests</p>					<input type="checkbox"/> Observed <input type="checkbox"/> Reported