Statewide Autism Resources and Training (START)
Effective Practices Assessment Tool
for Young Children with Autism Spectrum Disorders

> The Effective Practices Assessment Tool was developed from a review of the literature on critical practices necessary for effective programming for young children with ASD. Establishing these practices in a program/classroom is important to allow children to make steady progress toward successful involvement in general education environments. The tool allows teams to rate the current level of implementation of critical practices and also re-evaluate progress over time. Examples are provided for three anchor levels.

Team: _____ **District:** _____ **Date:** _____

AREA 1: Critical Program Components	Current Status/Progress						Priority Level 1 – 5 1=low, 5=high
	Not in Place 1---------------2		**Partially In Place** 3		**In Place** 4----------------- 5		
CRITICAL COMPONENTS 1. Students are actively engaged with many learning opportunities throughout the day	☐ 1 Students each receive less than 5 learning opportunities (including entire request, response, reaction sequence) per hour on average. Students are actively engaged in productive activities less than 50% of the time.	☐ 2	☐ 3 Students each receive approximately 10 learning opportunities (including entire request, response, reaction sequence) per hour on average. Students are actively engaged in productive activities more than 80% of the time.	☐ 4	☐ 5 Students each receive more than 20 learning opportunities (including entire request, response, reaction sequence) per hour on average. Students are actively engaged in productive activities more than 80% of the time.		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
CRITICAL COMPONENTS 2. Programming is individualized to meet student needs	☐ 1 Students receive traditional preschool instruction with minimal adjustments for individual needs.	☐ 2	☐ 3 Programming is individualized for some students, some of the time, but not consistently enough to make rapid progress toward IEP goals.	☐ 4	☐ 5 Instructional goals, methods, prompts and response requirements are individualized to meet the student's abilities, needs, and developmental level.		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

CRITICAL COMPONENTS	□ 1	□ 2	□ 3	□ 4	□ 5		Priority:
3. Focus on evidence based practices or collecting data to document effectiveness	Instructional practices, curricula and behavioral support strategies are used because they have commonly been used within the program, and are not evaluated for effectiveness.		Some instructional practices, curricula and behavioral support strategies that are implemented have research evidence supporting them. Data is not consistently collected to document effectiveness of practices without research support.		Instructional practices, curricula and behavioral support strategies that are implemented have research evidence supporting them or data is collected to document effectiveness. All staff know and can implement evidence based practices for young children with ASD.		□ 1 □ 2 □ 3 □ 4 □ 5
CRITICAL COMPONENTS 4. Emphasis on preparing students for general education environments and community involvement	Program practice follows the belief that students need highly supportive, separate environments and access to typical settings is not often available.		Staff set kindergarten as a priority for most students with ASD; goals and activities are moderately successful at preparing some students for a general education setting.		Student goals prepare students for typical school and community activities; kindergarten is considered for all students with ASD; classroom staff visit typical preschool and general education environments at least once per year.		**Priority:** □ 1 □ 2 □ 3 □ 4 □ 5
CRITICAL COMPONENTS 5. Promotion of independence	Students are assisted to complete most tasks and with few or no plans to reduce adult support and prompts. Note: This does not mean taking away visual supports or augmentative communication systems that are effective.		Independence is promoted for some students or some of the time, but staff do not consistently implement supports that will allow ALL students to increase independence during classroom activities.		All staff support students to move toward independence in learning and self-care skills using strategies such as visual supports, time delay prompts and prompt fading.		**Priority:** □ 1 □ 2 □ 3 □ 4 □ 5

AREA 2: Organizational Supports	Current Status/Progress						Priority Level 1 – 5 1=low, 5=high
	Not in Place 1----------------------------2		Partially In Place -------------------------- 3-----------------------------		In Place 4----------------------------- 5		
SCHEDULE AND ORGANIZATION 6. Organized Activities (e.g., centers, circle time, movement)	☐ 1 Classroom activities are not systematically organized and may not adequately address developmentally appropriate goals; activities may not provide a complete mix of social, communication, motor, pre-academic/academic, and literacy goals; large blocks of free time are provided in the daily schedule	☐ 2	☐ 3 Classroom activities are organized with developmentally appropriate activities but may not be implemented systematically; key goals are addressed some, but not all days; students still have periods of unstructured time.	☐ 4	☐ 5 Classroom activities are systematically organized to address all of the key learning goals including of social, communication, motor, pre-academic/academic, and literacy areas throughout the day; clear organization and structure are evident to anyone who enters the room; organization and structure allows news students and staff to integrate easily		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
SCHEDULE AND ORGANIZATION 7. Classroom schedule is developed to maximally promote time on task, increase learning opportunities	☐ 1 A standard preschool schedule is used without considering creative ways to increase time on task and learning opportunities.	☐ 2	☐ 3 The standard preschool schedule is used with some modification to account for individual needs, but scheduled activities tend to be used repetitively (e.g., the same circle time activities most days). New learning goals are not systematically incorporated into scheduled activities.	☐ 4	☐ 5 The classroom schedule counterbalances work time with movement activities to increase motivation and reduce problem behavior due to extended work time; bathroom breaks are taken during snack to reduce time away from learning activities; scheduling ensures a wide range of goals are addressed throughout the day and new activities are consistently incorporated within the scheduled		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

VISUAL & BEHAVIORAL SUPPORTS 8. Classroom environment is structured to prevent problem behaviors and support predictability and learning	☐ 1 The classroom is a wide open space without clear boundaries, or clutter makes it hard to differentiate between areas; needed materials are hard for students to access; problem areas are not modified (e.g., covering areas that are distracting).	☐ 2	☐ 3 Some areas of the classroom are delineated moderately well; some spaces are still problematic and less functional for student learning.	☐ 4	☐ 5 Areas of the room are clearly delineated; space is laid out so children focus on tasks (e.g. enclosed play spaces that promote social interaction, work areas without too many distractions); schedules and communication systems are easy to access.	**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
VISUAL & BEHAVIORAL SUPPORTS 9. A variety of visual supports are used to promote communication and reduce problem behaviors	☐ 1 A few visuals are placed around the classroom but children do not attend to them and staff rarely reference them.	☐ 2	☐ 3 Some visual supports are used to assist students but may not be used consistently or other visuals may be more effective.	☐ 4	☐ 5 Students are provided with a variety of visual supports (e.g. stop signs, wait signs, picture labels for areas, choice making) in a majority of daily activities and staff actively use visual supports to assist children with learning and behavior.	**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
VISUAL & BEHAVIORAL SUPPORTS 10. Visual schedules promote predictability and routine. Individual schedules are created as needed.	☐ 1 Schedules are not used, or a classroom schedule is posted but not referenced or updated.	☐ 2	☐ 3 A classroom schedule is used some of the time and individual schedules are provided for some students who need one.	☐ 4	☐ 5 Students are provided with visual schedules to support transitions; schedules are individualized and available and referenced throughout daily routines, as appropriate, to meet individual student needs.	**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
VISUAL & BEHAVIORAL SUPPORTS 11. Transitions are actively supported and students are taught how	☐ 1 Students are expected to transition to the next activity without warnings or cues.	☐ 2	☐ 3 Students are given notice of transitions but schedules may not be used consistently to facilitate transitions and promote independence.	☐ 4	☐ 5 Students are provided with visual schedules to move through daily routines; other strategies, including visual timers and warnings ("one more minute") are utilized; students are specifically taught to manage changes in their schedule.	**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

to manage changes to the schedule						
VISUAL & BEHAVIORAL SUPPORTS

12. Appropriate behaviors are regularly reinforced | ☐ 1
Students are acknowledged for appropriate behaviors inconsistently and correction of problem behavior occurs more frequently than praise for appropriate behavior. | ☐ 2 | ☐ 3
Students are sometimes verbally praised and provided with reinforcers to reward appropriate behavior; appropriate behaviors may be quietly ignored. | ☐ 4 | ☐ 5
Students are verbally praised and regularly provided with reinforcers to reward appropriate behavior; the ratio of positive to negative feedback is at least 5 positives to 1 negative. | **Priority:**
☐ 1
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☐ 5 |
| VISUAL & BEHAVIORAL SUPPORTS

13. Inappropriate behaviors are quickly addressed in a systematic manner (pervasive problems are addressed with an FBA and BIP) | ☐ 1
Problem behaviors are discussed as they occur, which leads to slow response to behavior; staff do not respond to behavior in the same way; problem behaviors may be ignored without a systematic extinction plan. | ☐ 2 | ☐ 3
A plan may be in place to address problem behaviors, but it isn't followed consistently by all staff or is preceded by too much verbal prompting. | ☐ 4 | ☐ 5
The staff makes decisions about responding to behavior at team meetings and all staff agree to respond in the same manner within a set time period; the plan is followed consistently for a substantial period of time before changes are made | **Priority:**
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☐ 4
☐ 5 |
| VISUAL & BEHAVIORAL SUPPORTS

14. Proactive strategies are used to reduce problem behaviors and positive patterns of behavior are established. | ☐ 1
Problem behaviors are ignored or receive a consequence (e.g. time out, reprimands) and prevention of problem behavior is rarely considered. | ☐ 2 | ☐ 3
Some proactive strategies are used to reduce problem behaviors, but may not be used consistently or by all staff. | ☐ 4 | ☐ 5
Proactive strategies are implemented to prevent problem behavior (e.g., visual cues, precorrects, environmental changes, targeted teaching of skills) and behaviors are patterned to teach new skills (e.g. put your shoes on, line up, wash hands). | **Priority:**
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5 |
| VISUAL & BEHAVIORAL SUPPORTS

15. Alternative behaviors are taught | ☐ 1
Problem behaviors are ignored or receive a consequence (e.g. time out, reprimands) and alternative behaviors are rarely taught. | ☐ 2 | ☐ 3
Some alternative behaviors are taught, but they may not be individualized or reinforced consistently by all staff. | ☐ 4 | ☐ 5
Teaching appropriate behaviors is built into the curriculum for all students, and consistently occurs outside of times of problem behavior (e.g., pre-teaching is used to teach students to wait, ask for help, or ask | **Priority:**
☐ 1
☐ 2
☐ 3
☐ 4 |

and prompts are provided to ensure success					to play); when problem behaviors arise, appropriate alternative behaviors are identified and actively prompted and reinforced	☐ 5
VISUAL & BEHAVIORAL SUPPORTS 16. Expectations are clear and consistent for <u>students</u> (staff, students, and team all know them and follow them)	☐ 1 Expectations for students are not explicitly defined.	☐ 2	☐ 3 Expectations may be defined, but may not be posted or known by all staff; staff may know the expectations but not follow them. Expectations are not shared with parents.	☐ 4	☐ 5 Expectations for students are well-defined, written, clearly posted, reviewed regularly by staff and carried out by staff. Expectations are also shared with parents.	**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
VISUAL & BEHAVIORAL SUPPORTS 17. Expectations are clear and consistent for <u>staff</u> (staff know them and follow them)	☐ 1 Expectations for staff are not explicitly defined.	☐ 2	☐ 3 Expectations may be defined, but may not be posted or known by all staff; staff may know the expectations but not follow them.	☐ 4	☐ 5 Expectations for staff are well-defined, written, clearly posted, and reviewed regularly by staff. A system is in place to ensure expectations are followed.	**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

AREA 3: **Instructional Supports**	Current Status/Progress						Priority Level 1 – 5 1=low, 5=high
	Not in Place 1----------------------------2		**Partially In Place** ------------------------- 3-----------------------------		**In Place** 4----------------------------- 5		

GROUP INSTRUCTION 18. Differentiated instruction is provided for most activities throughout the day	☐ 1 All students are expected to learn the same content and are presented with the same materials; efforts are not directed toward diversifying instructional requests or goals within activities.	☐ 2	☐ 3 Some differentiation of instruction occurs during classroom instruction, but is rarely planned and is not specifically targeted to meet the diverse learning needs of both early learners and students preparing to transition to kindergarten; rates of instructional requests may be higher for students with more verbal abilities; students who are more passive and disengaged receive fewer requests	☐ 4	☐ 5 Within classroom instruction, different requests and prompting levels are used for different students to meet their diverse needs and strengths (e.g., some students are asked to point to picture cues to respond to questions, while other students are expected to provide elaborated verbal responses); rates of instructional requests are fairly equivalent for students at all levels		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
GROUP INSTRUCTION 19. Small group instruction is scheduled and implemented to maximize instructional opportunities	☐ 1 No or few scheduled opportunities for small group instruction are provided; teaching primarily occurs in a whole-class format (no attempts are made to split circle or other activities to reduce student to teacher ratios)	☐ 2	☐ 3 Some opportunities for small group instruction occur, but these opportunities may be irregular or minimally structured (e.g., the adult in charge of a group of students is unclear about goals)	☐ 4	☐ 5 Center-like activities are regularly scheduled and implemented such that student: adult ratios are maximized; student groupings are thoughtfully implemented; creative scheduling practices ensure that small group instruction occurs		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
GROUP INSTRUCTION 20. Clear goals, identified from a number of domains are actively targeted within classroom activities	☐ 1 Classroom activities do not regularly target a variety of goals (e.g., sensory table is primarily focused on sensory play, art activities primarily focus on fine motor skills)	☐ 2	☐ 3 Some classroom activities regularly address a few goals or targets, but all staff may not be aware of these targets, or the targets are not consistently addressed	☐ 4	☐ 5 Classroom activities are planned such that multiple goals are targeted and taught within activities; goals target communication, pre-literacy, academic skills, gross & fine motor skills, and social domains; goals are represented in nearly all classroom activities; all staff are aware of these goals and actively target them for all students		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

	□ 1	□ 2	□ 3	□ 4	□ 5		Priority:
GROUP INSTRUCTION: CIRCLE TIME 21. Circle time is engaging with clear goals, numerous group and individual learning opportunities, and connections to the current learning theme.	Circle time is routine with few targeted goals for students; students are typically passive participants and few opportunities are given for students to respond or ask questions either as a group or individually with feedback; size of the group may be too large		Circle time is structured with some planned goals; students are given some opportunities to respond although specific feedback is not often provided; group size may be large		Circle time has clearly identifiable goals that link to current learning theme; students have numerous opportunities to engage with teacher through group and individual responses that is followed by feedback; the size of the group is conducive to learning and management of the group behavior		□ 1 □ 2 □ 3 □ 4 □ 5
GROUP INSTRUCTION: SNACK 22. Snack is set up with specific communication and social goals with numerous group and individual learning opportunities.	Snack is primarily a time to eat and little instruction takes place such as prompting for communication or social interaction with adults or peers		Snack is set up with some group and individual goals focused on communication and social interaction; some opportunities are given for students to engage with adults and peers through responding and asking questions		Snack has clear goals that may link with current learning theme; students have numerous opportunities for group and individual responding, requesting and social engagement		Priority: □ 1 □ 2 □ 3 □ 4 □ 5
INDIVIDUAL INSTRUCTION 23. Key curriculum areas are addressed for students with ASD to meet their specific learning and behavior needs.	A standard curriculum (or curricula) is not used to address class wide goals or individual goals.		A curriculum (or curricula) may be used to structure classroom activities but not all curriculum areas are addressed systematically across days and students.		A developmentally appropriate and effective curriculum (or curricula) is used to structure classroom activities and address individual student goals; the curriculum is used systematically across days and students; key curriculum areas for students with ASD include: attending, imitation, communication, social, pre-academic/academic, motor, self-care, school readiness		Priority: □ 1 □ 2 □ 3 □ 4 □ 5

	□ 1	□ 2	□ 3	□ 4	□ 5	Priority:
INDIVIDUAL INSTRUCTION 24. A standard assessment process is used to identify IEP goals and provides ongoing information about progress toward goals.	A standard assessment process is not used; IEP goals are developed by individual team members and they are not developed consistent with a curriculum or standardized assessment tool		A standard assessment process is used for IEP development, but the assessment is not repeated throughout the school-year to allow progress measurement; goals based on this tool are not easily measurable		A standard assessment process is used to develop IEP goals based on student strengths and needs; information from the assessment tool is used to create explicit, measurable goals; assessments are repeated throughout the school-year to evaluate progress	□ 1 □ 2 □ 3 □ 4 □ 5
INDIVIDUAL INSTRUCTION 25. Individual goals are targeted and taught with regular data collection to inform decision making.	Individual goals are only infrequently targeted in the classroom; regular data collection does not occur to show whether the student is making gains on individual targets; 1:1 or 1:2 instruction occurs primarily in the context of ancillary services (e.g., speech, OT) and rarely occurs within the classroom setting		Individual data sheets are available with critical goals identified for those students requiring more intensive instruction but may not be used consistently or across activities		Individual goals are identified and available in a specified location (program book, data sheets on a clipboard) for students requiring intensive instruction; these students receive daily opportunities for 1:1 or 1:2 instruction and data collection occurs approximately each day; generalization data are also collected	□ 1 □ 2 □ 3 □ 4 □ 5
INDIVIDUAL INSTRUCTION 26. Effective instructional strategies are used based on applied behavior analysis and incorporate critical components of teaching	Staff do not use instructional strategies based on applied behavior analysis principles to teach new skills		Staff inconsistently use instructional strategies based on applied behavior analysis to teach new skills		All staff regularly use instructional strategies based on applied behavior analysis to teach new skills (i.e., prompting, shaping, reinforcement, task analysis, generalization); instructional requests are consistently followed by either: a) reinforcement for a correct response, or b) prompts to achieve successful responding	□ 1 □ 2 □ 3 □ 4 □ 5

PLAY 27. A wide range of age appropriate play activities are offered	☐ 1 Play activities are not age appropriate; efforts are not directed toward diversifying and expanding play opportunities with new materials and play activities.	☐ 2	☐ 3 Play activities are age-appropriate and many materials are offered; however, these materials are not routinely changed or expanded to ensure that students have exposure to new play activities (e.g., systematically changing dramatic play materials)	☐ 4	☐ 5 Age-appropriate activities and materials (e.g., books, pretend play materials, puzzles) are offered and accessible; play materials are representative of those found in typical preschool classrooms and efforts are directed toward diversifying and expanding play opportunities		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
PLAY 28. Play activities are structured and organized	☐ 1 Play experiences are not regularly structured to ensure that meaningful experiences occur; play areas and activities are not well-defined; play may not be well integrated with curriculum goals	☐ 2	☐ 3 Play experiences are usually motivating and developmentally appropriate; play areas and activities are defined with boundaries; play activities sometimes match with curricular goals (e.g., play materials are provided that fit within curricular themes)	☐ 4	☐ 5 Play experiences are meaningful (involving specific, targeted goals) and are developmentally appropriate and highly engaging to students; play areas and activities are clearly defined; play activities are selected that fit within curricular themes (e.g., building blocks are replaced with boxed goods used for building during the grocery store unit)		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
PLAY 29. Supports are used to ensure active and meaningful engagement in play activities	☐ 1 Some children are not actively engaged in meaningful play during scheduled play time; play skills for these students are not consistently modeled and expanded through peer and adult supports	☐ 2	☐ 3 Play activities are regularly supervised by adults but some supervising adults are unclear of specific goals, and may not effectively use teaching strategies such as prompting and modeling to encourage appropriate play	☐ 4	☐ 5 Play time is highly structured with adult and peer support to ensure that learning and meaningful engagement occurs for all students; when appropriate, play schedules, scripts, and peer training are offered to encourage appropriate play; pre-teaching of foundational play skills is addressed in individual or small group instruction to promote success during play time.		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

COMMUNICATION 30. Communication opportunities are actively planned and taught throughout the day	☐ 1 Students are often provided with items without encouraging communication (e.g. snacks); activities are not actively planned to ensure that communication opportunities are maximized.	☐ 2	☐ 3 Some staff encourage communication (e.g., the speech-language pathologist or the classroom teacher), but efforts are not systematic across people; communication opportunities may only happen at specified times such as snack	☐ 4	☐ 5 All staff consistently plan and implement communication opportunities by using highly motivating materials within activities, providing fewer materials than necessary to complete a task, making preferred activities/items visible, but inaccessible, and by creating a strong language-based environment (providing fill-ins, e.g., "ready, set ___," and commenting and labeling throughout the day)		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
COMMUNICATION 31. Children are taught to initiate social interactions	☐ 1 Initiations of social interactions by students are inconsistent or are not directly targeted.	☐ 2	☐ 3 Initiations of social interactions are sometimes targeted, but not consistently; initiations toward peers are targeted less frequently than initiations toward adults	☐ 4	☐ 5 Students are supported to initiate social interactions and initiate commenting to both peers and adults throughout the day; verbal, gestural or pictorial prompts target increasing social language (e.g., "can I play?," "look what I made," "what do you have?" "it's your turn," "I like it!," "That's a ____"); visual supports and instructional strategies are systematically used.		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
COMMUNICATION 32. Children are taught to respond to social bids	☐ 1 Responding to social bids is inconsistently or not directly targeted for students.	☐ 2	☐ 3 Students are typically prompted to respond to social bids from adults, but not necessarily to peers; social bids by peers are not actively encouraged and often are not directed toward children with limited language abilities	☐ 4	☐ 5 If students do not independently or appropriately respond to social bids from either peers or adults, staff consistently prompt appropriate responses; responses may be verbal or gestural, such as waving, turn-taking, saying "no," or handing materials		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
COMMUNICATION 33. Every student has a functional communication system	☐ 1 Some students do not have functional communication systems, and/or parents have not been consulted to determine the	☐ 2	☐ 3 Functional communication systems are available for some, but not all students; communication systems are developed but are not	☐ 4	☐ 5 All students have individualized functional communication systems to make their wants and needs known; systems may be verbal,		**Priority:** ☐ 1 ☐ 2 ☐ 3

	1	2	3	4	5	Priority
that is developed on an individual basis with the parents	most appropriate mode of communication for students.		individualized based on a careful assessment of student strengths and needs; systems may be developed with some parental input		picture-based, sign-language-based, or may include an augmentative device; systems may also involve a combination of strategies; systems target broad communication needs, including: requests for items, requests for support (help, attention), making internal states known (illness, emotions), delaying non-preferred activities (break, later), and social interactions (greetings, reciprocal communication)	□ 4 □ 5
COMMUNICATION 34. Communication systems are available to children at all times and are actively supported by staff	□ 1 Communication systems are available in only one environment (e.g., snack time) or in a few environments inconsistently (e.g., sometimes the child takes his communication device to music); staff do not consistently encourage and prompt communication	□ 2	□ 3 Student communication systems are regularly available in a few activities (e.g., snack and circle time), but students are not consistently encouraged to use their systems; vocabulary relevant to all environments is not available for the student	□ 4	□ 5 Students have consistent access to their functional communication systems through which they can make their wants and needs known; staff consistently and actively support students to use these systems throughout the day in all environments (classroom, playground, hallway, etc.)	**Priority:** □ 1 □ 2 □ 3 □ 4 □ 5
COMMUNICATION 35. Staff support students to initiate requests	□ 1 Initiating requests is not specifically targeted, or is targeted in only one activity (e.g., child uses his Picture Exchange Communication System (PECS) book only during snack time to request food items)	□ 2	□ 3 Requests are targeted in a few activities with support from adults but systematic efforts are not taken to expand the child's repertoire of requests; requests tend to be from one or a few domains (e.g., foods and sensory activities)	□ 4	□ 5 Students are taught to request items and activities across a variety of domains, e.g., foods/snack items, preferred toys, social activities (play, tickles, chase), sensory activities (swing, trampoline), and play items (bubbles, play-doh, puzzles); requests are systematically targeted throughout the day in a variety of environments with data collection to determine progress on expanding requesting ability	**Priority:** □ 1 □ 2 □ 3 □ 4 □ 5

AREA 4: **People Supports**	Current Status/Progress						Priority Level 1 – 5 1=low, 5=high
	Not in Place 1----------------------------2-------------------------		**Partially In Place** 3----------------------------4		**In Place** ---------------------------- 5		
TEAM 36. Meeting on a regular basis with the support team is a priority.	☐ 1 Classroom staff may discuss issues informally; ancillary staff are rarely involved in formal meetings with the classroom team.	☐ 2	☐ 3 Staff meet on a semi-regular basis but all key staff members are not in attendance.	☐ 4	☐ 5 Staff meetings are set as a priority and key staff members attend.		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
TEAM 37. Team meetings are run effectively and efficiently with an agenda and action plan.	☐ 1 A standard meeting format has not been established and meetings tend to involve casual discussion and rarely result in action items.	☐ 2	☐ 3 A standard meeting format is followed, but not consistently; action plans are created but not always followed.	☐ 4	☐ 5 Meetings are run efficiently and effectively with an agenda and actions items developed each time; actions items are followed up on at each meeting.		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
TEAM 38. An established problem-solving process is consistently used during all team meetings	☐ 1 A problem-solving process is not used during meetings.	☐ 2	☐ 3 Team meetings over-focus on problem definition and analysis and often fail to yield well-planned solutions / interventions.	☐ 4	☐ 5 An established problem-solving process exists and includes: (a) problem definition based on relevant data, (b) problem analysis from multiple perspectives based on relevant data, (c) generation and selection of solutions that are research-based, and (d) a procedure for following up on action plan items		**Priority:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

	□ 1	□ 2	□ 3	□ 4	□ 5		
SERVICE DELIVERY & CONSISTENCY 39. Ancillary team members spend time assisting in the classroom	Ancillary staff rarely spend time interacting and assisting in the classroom.		Ancillary staff spend only some of their time in the classroom or if they spend most of their time in the classroom they are not well-integrated into the schedule and classroom themes, activities, and goals.		Planful scheduling allows ancillary staff to assist in the classroom at key times of the day; ancillary staff incorporate individual goals and activities within the classroom and models teaching for classroom staff (e.g. speech therapist models speech activities in classroom for staff to use).		**Priority:** □ 1 □ 2 □ 3 □ 4 □ 5
SERVICE DELIVERY & CONSISTENCY 40. Staff are consistent in their work with the children (e.g. responding to behavior, teaching strategies)	Each staff member responds to behavior without coordination with other staff; goals and teaching approach are not coordinated across staff.		Staff coordinate responses to behavior at some times and with some children.		Staff discuss plans in team meetings to ensure consistency of responding in learning tasks and when responding to behavior. A system is in place to check that all staff follows team plans for ensuring consistency.		**Priority:** □ 1 □ 2 □ 3 □ 4 □ 5
FAMILY INVOLVEMENT 41. Families are actively assisted in becoming involved in developing goals and strategies	Most families attend IEP meetings and receive communication from school occasionally.		Families attend IEP meetings and may participate in some additional goal setting and planning related to behaviors and learning performance.		Families are invited to volunteer in the classroom; families give input regarding preferences for goals, strategies, and communication systems; resources are provided to families as needed; families receive regular communication that provides both positive feedback and relevant information regarding their child's progress in school.		**Priority:** □ 1 □ 2 □ 3 □ 4 □ 5