

Revised Program Evaluation Form - Instructional Indicators

Name of Program _____ Person making rating _____

The following are key indicators of a quality program for students with autism. Note: This is not intended to be a teacher performance evaluation instrument.

Quality Scale (left side of form)	Priority Scale (right side of form)				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">0</td> <td style="padding-left: 10px;">There is no or minimal evidence that this is happening</td> </tr> </table>	0	There is no or minimal evidence that this is happening	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">A</td> <td style="padding-left: 10px;">Needs immediate attention, of the highest priority</td> </tr> </table>	A	Needs immediate attention, of the highest priority
0	There is no or minimal evidence that this is happening				
A	Needs immediate attention, of the highest priority				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">1</td> <td style="padding-left: 10px;">There is some evidence that this is happening with some of the staff or some of the time (or with some of the children).</td> </tr> </table>	1	There is some evidence that this is happening with some of the staff or some of the time (or with some of the children).	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">B</td> <td style="padding-left: 10px;">Important issue to address, but not immediate or urgent</td> </tr> </table>	B	Important issue to address, but not immediate or urgent
1	There is some evidence that this is happening with some of the staff or some of the time (or with some of the children).				
B	Important issue to address, but not immediate or urgent				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">2</td> <td style="padding-left: 10px;">This is clearly happening with most of the staff most of the time (with all of the children)</td> </tr> </table>	2	This is clearly happening with most of the staff most of the time (with all of the children)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">C</td> <td style="padding-left: 10px;">Not important or relevant now, but need to monitor for the future</td> </tr> </table>	C	Not important or relevant now, but need to monitor for the future
2	This is clearly happening with most of the staff most of the time (with all of the children)				
C	Not important or relevant now, but need to monitor for the future				

Quality	Instructional Indicator	Priority
0 1 2	1. Goals emphasize the functional use of language and communication in natural contexts, not simply teaching isolated speech and language behaviors.	A B C
0 1 2	2. Each goal is clearly and easily measurable.	A B C
0 1 2	3. Functional Behavior Assessments are completed and written behavior support plans are developed and implemented as appropriate. [Items a, b, and c below must all be rated as 2 for this item to be rated 2.	A B C
0 1 2	a. Challenging behaviors are analyzed to determine the function of the each behavior.	A B C
0 1 2	b. Behavior plans including both proactive and reactive strategies are written and reviewed on a regular basis.	A B C
0 1 2	c. Appropriate replacement behaviors which serve the same function as challenging behaviors are deliberately and consistently taught and reinforced.	A B C
0 1 2	4. Adults adjust language complexity, quantity, and quality to match each child's developmental level.	A B C
0 1 2	5. Adults model appropriate language, communication, play, and behavior.	A B C
0 1 2	6. Adults encourage children's initiation by offering choices, waiting, and facilitating shared control.	A B C
0 1 2	7. Augmentative and/or alternative systems are used as appropriate to foster expression and understanding of language and emotion.	A B C
0 1 2	8. Adults consistently use visual and organizational supports to encourage children to participate in activities and promote smooth transitions across activities.	A B C
0 1 2	9. Appropriate environmental modifications have been made.	A B C
0 1 2	10. Materials and activities are developmentally appropriate and functional.	A B C

Quality	Instructional Indicator	Priority
0 1 2	11. A sensory motor assessment is completed on each child as warranted.	A B C
0 1 2	12. Sensory needs are considered in all daily activities.	A B C
0 1 2	13. Other biological needs are considered in daily activities.	A B C
0 1 2	14. A reinforcement inventory has been completed for each child.	A B C
0 1 2	15. Reinforcement menus are posted.	A B C
0 1 2	16. Sufficient non-contingent reinforcement is available throughout the school day.	A B C
0 1 2	17. Appropriate behaviors are consistently reinforced.	A B C
0 1 2	18. Plans are in place and implemented for fading prompts and reinforcement as appropriate.	A B C
0 1 2	19. Staff uses a variety of teaching methods that are appropriate for each child. Describe:	A B C
0 1 2	20. Reinforcement in addition to natural consequences is consistently considered and provided.	A B C
0 1 2	21. Rate of reinforcement is considered and is appropriate.	A B C
0 1 2	22. Data are collected, tallied, and interpreted regularly.	A B C
0 1 2	23. A specific plan is in place and implemented for facilitating social interaction between the student with autism and peers.	A B C
0 1 2	24. A priority is placed on the development of mutually respectful, positive parent-professional relationships.	A B C
0 1 2	25. A plan is in place and implemented for regular communication with the parent/family.	A B C

Date of first rating: _____ Sum of scores: _____ Percentage: _____	Date of second rating: _____ Sum of scores: _____ Percentage: _____ Points of improvement: _____
--	---

An action plan should be formulated and a time line developed to improve any priorities with ratings of A or B.

Comments:

Revised Program Evaluation Form - Programmatic and Administrative Indicators

Name of Program _____ Person making rating _____

Quality Scale (left side of form)	
0	There is no or minimal evidence that this is happening
1	There is some evidence that this is happening with some of the staff or some of the time (or with some of the children).
2	This is clearly happening with most of the staff most of the time (with all of the children)

Priority Scale (right side of form)	
A	Needs immediate attention, of the highest priority
B	Important issue to address, but not immediate or urgent
C	Not important or relevant now, but need to monitor for the future

Quality	Programmatic and Administrative Indicator	Priority
0 1 2	1. Sufficient staff is available to provide the support necessary to accomplish IEP goals and carry out other programmatic responsibilities.	A B C
0 1 2	2. Professionals and paraprofessionals receive specific and direct instruction and supervision as needed regarding their responsibilities to students.	A B C
0 1 2	3. Staff participates in professional development activities within the school that are designed to further develop the staff members' knowledge and skills.	A B C
0 1 2	4. Staff participates in professional development activities outside the school setting, such as attending regional or national conferences and workshops.	A B C
0 1 2	5. Staff members are monitored, evaluated, and given feedback regarding their effectiveness with students and participation as team members.	A B C
0 1 2	6. There is sufficient time available for the team to meet regularly to coordinate programming.	A B C
0 1 2	7. The team meets regularly to collaborate, (written records, jobs targeted, people responsible noted.)	A B C

Date of first rating: _____ Sum of scores: _____ Percentage: _____	Date of second rating: _____ Sum of scores: _____ Percentage: _____ Points of improvement: _____
--	---

An action plan should be formulated and a time line developed to improve any priorities with ratings of A or B.

Comments: