

Revised Program Evaluation Form - Instructional Indicators

Higher Functioning Students in Middle/Secondary School

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)	
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	Instructional Indicator	Priority
<i>Individual Education Programs</i>		
0 1 2	1. IEP includes goals which focus on social thinking and communication skills in natural contexts.	A B C
0 1 2	2. IEP includes goals which focus on secondary/post-secondary life skills including independent work behaviors, organization and planning, big picture thinking, impulse control, as well as resource location and management.	A B C
0 1 2	3. Each goal is clearly and easily measureable.	A B C
0 1 2	4. Data on IEP goals are collected, tallied, and interpreted regularly.	A B C
<i>Biological and Sensory Needs</i>		
0 1 2	5. A sensory motor assessment is completed on each student as warranted.	A B C
0 1 2	6. Sensory and biological needs are considered throughout the school day in all daily activities.	A B C
<i>Reinforcement</i>		
0 1 2	7. Sufficient non-contingent reinforcement is available throughout the school day	A B C
0 1 2	8. Appropriate behaviors are consistently reinforced.	A B C
0 1 2	9. A reinforcement inventory has been completed for each student.	A B C
0 1 2	10. Reinforcement menus are available to staff as appropriate.	A B C
0 1 2	11. Reinforcement in addition to natural consequences is consistently considered and provided.	A B C
0 1 2	12. Rate of reinforcement is considered and is appropriate.	A B C

Quality	Instructional Indicator	Priority
0 1 2	13. Plans are implemented for fading of reinforcement as appropriate.	A B C
<i>Structure and Visual Supports</i>		
0 1 2	14. Adults consistently use visual and organizational supports to encourage students to participate in activities and promote smooth transitions across activities.	A B C
0 1 2	15. When a task is assigned the student is given written information regarding what he is expected to do, how much he is expected to do, how he will know when he is finished, and what he is to do when he is finished. The detail of this information may be gradually reduced (as appropriate) as the student gains skills.	A B C
0 1 2	16. Each student is supported in using a calendar (paper or digital) in order to become increasingly independent in keeping track of assignments, homework, and due dates.	A B C
<i>Task Demands</i>		
0 1 2	17. Students are given the necessary additional time to complete assignments, gather materials, and orient themselves during transitions.	A B C
0 1 2	18. Adults use simplified and direct language free of sarcasm, nuances, and hidden meanings.	A B C
0 1 2	19. Materials and activities are age appropriate and functional.	A B C
0 1 2	20. Environmental and curricular modifications and accommodations are implemented on a regular basis for each student.	A B C
0 1 2	21. Adults encourage student's initiation by offering choices, waiting, and facilitating shared control.	A B C
0 1 2	22. A plan is in place for each ASD student to have a "safe place" or "safe person" where (or to whom) he can go to calm himself when overstimulated and/or upset..	A B C
<i>Functional Behavior Assessment and Behavior Plans</i>		
0 1 2	23. Functional Behavior Assessments are completed and written behavior support plans are developed and implemented as necessary and appropriate. [Items a, b, c, and d 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 hypothesized function of the each behavior	A B C
	0 1 2 b. A behavior plan based on the hypothesized function of the behavior is developed.	A B C
	0 1 2 c. Data is collected and the behavior plan, including both proactive and reactive strategies, is reviewed on a regular basis and is modified as necessary.	A B C
	0 1 2 d. Appropriate replacement behaviors which serve the same function as challenging behaviors are deliberately and consistently taught and reinforced	A B C

<i>Skills Instruction</i>		
0 1 2	24. Instruction is systematically provided in social thinking and communication skills as part of each student's weekly schedule (daily preferably in some cases)	A B C
0 1 2	25. As part of each ASD student's daily schedule instruction is systematically provided in secondary/post-secondary life skills including independent work behaviors, organization and planning, big picture thinking, impulse control, as well as resource location and management.	A B C
0 1 2	26. A plan is developed and implemented on an ongoing basis to support students in identifying socially inappropriate behavior; self-monitoring behavior, and consistently engaging in socially appropriate behavior. 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	27. Staff uses a variety of teaching methods that are appropriate for each child. Describe:	A B C
0 1 2	28. A specific plan is implemented for facilitating social interaction between the student(s) with autism and peers.	A B C
0 1 2	29. Plans are implemented for fading prompts and reinforcement as appropriate..	A B C
<i>Family Communication</i>		
0 1 2	30. A priority is placed on the development of mutually respectful, positive parent-professional relationships.	A B C
0 1 2	31. A plan is in place and implemented for regular communication with parents/families.	A B C

Date of first rating: _____ Sum of scores: _____ Percentage: _____	Date of second rating: _____ Sum of scores: _____ Percentage: _____ Points of improvement: _____
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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 Higher Functioning Students-Middle and Secondary School

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).
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Priority Scale (right side of form)	
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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. Staff (both regular education and special education) have had training in ASD and understand the characteristics of high functioning autism as a means of understanding the learning style of their students.	A B C
0 1 2	3. Professionals and paraprofessionals receive specific and direct instruction and supervision as needed regarding their responsibilities to students.	A B C
0 1 2	4. 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	5. 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	6. Staff members are monitored, evaluated, and given feedback regarding their effectiveness with students and participation as team members..	A B C
0 1 2	7. There is sufficient time available for the team to meet regularly to coordinate programming	A B C
0 1 2	8. 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: _____
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Comments: