



Oregon Commission on Autism Spectrum Disorders ASD Program Self Assessment & Action Plan

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

What is the purpose of the ASD Program Self Assessment & Action Plan?

The ASD Program Self Assessment & Action Plan, alongside the [Oregon Education Guidelines for ASD](#) are used to help teams review their delivery of services and practices and develop action plans for system improvements. The Oregon Education Guidelines for ASD is a [dynamic, resource document based on current best-evidence practices](#). The ASD Program Self Assessment & Action Plan is a tool for teams to determine indicators currently in place: the design of their programs, the level of implementation of critical evidence-based practices, fidelity of implementation of instructional strategies, and ongoing program review. The ASD Program Self Assessment & Action Plan is designed to focus on five essential component areas with specific indicators. The essential component areas are: Identification and Assessment, Qualified Staff, and Family and Community Training & Supports, Appropriate Development of IFSP/IEP/Transition Plans, and, Systematic Program Development and Implementation.. These five areas are divided into two categories, Program Supports and Individual Student Supports. The specific indicators help teams identify, develop and implement comprehensive programming from individual IFSP/IEP/Transition plans for students with ASD.

Program Supports	Individual Student Supports
I. Provide Appropriate Identification and Assessment	IV. Provide Appropriate Development of IFSP/IEP/Transition Plans
II. Provide Appropriate Qualified Staff	V. Provide Appropriate Systematic Program Development and Implementation
III. Provide Appropriate Family and Community Training & Supports	

The ASD Program Self Assessment & Action Plan was derived from a review of the literature on critical evidence-based practices necessary for effective programming for all students with ASD. The ASD Program Self Assessment & Action Plan is linked to the Oregon Education Guidelines for ASD. The Guidelines provide definitions, practice, and supports information. Establishing these practices in EI/ECSE, District and ESD Programs is important to allow students to make steady progress toward successful involvement in general education environments. These supports and instructional strategies, identified by the indicators, provide students with ASD a solid foundation for learning and can be individualized to meet the unique needs of each student. Instruction for students with ASD begins with system-wide supports. It continues with building level and individual student application.

[Definitions](#)

Completing the ASD Program Self Assessment and Action Plan:

Who completes the ASD Program Self Assessment & Action Plan? Effective teams should be in place prior to implementing any special education process. In addition to the team itself, team process, guiding principles, and a commitment to working with families will be important when initiating systems change.

Each EI/ECSE, District, and ESD programs will determine the appropriate team to complete the ASD Program Self Assessment & Action Plan. It is critical that each team has access to building and/or EI/ECSE, District and ESD leadership as well as team members who have a comprehensive understanding of ASD and the profiles of the students with ASD across EI/ECSE, District and ESD Programs. In addition, there is a highly qualified ASD coach (statewide trained ASD Specialization) who is available to guide the identified team in the completion of the ASD Program Self Assessment & Action Plan. The highly qualified ASD coach has experience implementing systems for a range of learners with ASD, collaborating with leadership, and demonstrates mastery implementing the five components of a comprehensive ASD Program. Other team members include individuals with responsibility for implementing the action plan.

When should the ASD Program Self Assessment & Action Plan be completed?

It is recommended that EI/ECSE, District and ESD programs establish an ongoing review process for the ASD Program Self Assessment & Action Plan. Ideally, the ASD Program Self Assessment & Action Plan will be reviewed twice a year (at the start of the year and prior to the budget process). Ongoing reviews are necessary to ensure that the established components of the ASD Program are being sustained, instructional strategies are implemented to fidelity, and any additional needs are identified in the action plan

COMPONENT I:

Provide Appropriate Assessment and Identification

“Educational assessment of children serves three basic purposes: to provide an estimate of developmental functioning, to describe skills needed for planning intervention, and to document development and progress over time” (Quill p.39). Identification of Autism Spectrum Disorders (ASD) requires a formal evaluation in the areas of social behavior, language and nonverbal communication, adaptive behavior, motor skills, and cognitive development conducted by a skilled team that meets the criteria and follows established rules and procedures (proposed OAR changes in progress). The team demonstrates knowledge sufficient to recognize characteristics of ASD, identifies characteristics of ASD appropriate to the age of the person being evaluated and which indicates need for a referral. It is the intent (through OAR changes) that the team will use the revised DSM-5 to identify the characteristics of ASD. Evidence-based ASD assessments are conducted and interpreted by appropriately trained and qualified staff. The ultimate goal is for competency-based teams in healthcare and education to use the same criteria and procedures for the identification of a student with ASD.

Indicators #1 – #9

COMPONENT I: Provide Appropriate Assessment and Identification	Level of Implementation					Priority Level 1 – 3
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> Not In Place 1-----2-----3-----4-----5 </div> <div style="text-align: center;"> Partially In Place </div> <div style="text-align: center;"> In Place </div> </div>					1 = high, 3 = low
<u>Indicator 1:</u> The ASD Identification Team conducting and interpreting the assessment for an individual suspected of having ASD meets identified competencies.	<div style="text-align: center;"><input type="checkbox"/> 1</div> The ASD Identification Team demonstrates <u>less than half</u> of the following competencies: <ul style="list-style-type: none"> ○ Typical child development ○ Atypical child development ○ Psychopathology ○ Formal and Informal Assessment Practices ○ Specific Assessment Tools and Methods for ASD and other disorders ○ Characteristics of ASD ○ Family and environmental dynamics/systems ○ Knowledge sufficient to identify common co-occurring medical conditions <p>** Check any of the competencies that are currently in place.</p>	<div style="text-align: center;"><input type="checkbox"/> 2</div>	<div style="text-align: center;"><input type="checkbox"/> 3</div> The ASD Identification Team demonstrates <u>more than half</u> of the following competencies: <ul style="list-style-type: none"> ○ Typical child development ○ Atypical child development ○ Psychopathology ○ Formal and Informal Assessment Practices ○ Specific Assessment Tools and Methods for ASD and other disorders ○ Characteristics of ASD ○ Family and environmental dynamics/systems ○ Knowledge sufficient to identify common co-occurring medical conditions <p>** Check any of the competencies that are currently in place.</p>	<div style="text-align: center;"><input type="checkbox"/> 4</div>	<div style="text-align: center;"><input type="checkbox"/> 5</div> The ASD Identification Team demonstrates <u>all</u> of the following competencies: <ul style="list-style-type: none"> ○ Typical child development ○ Atypical child development ○ Psychopathology ○ Formal and Informal Assessment Practices ○ Specific Assessment Tools and Methods for ASD and other disorders ○ Characteristics of ASD ○ Family and environmental dynamics/systems ○ Knowledge sufficient to identify common co-occurring medical conditions 	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT I: Provide Appropriate Assessment and Identification	Level of Implementation						Priority Level
	Not In Place		Partially In Place		In Place		1 – 3 1 = high, 3 = low
	1-----2-----3-----4-----5						
<u>Indicator 2:</u> The Speech and Language Pathologist participating on the Identification Team uses evidence-based, standardized tools to identify communication characteristics of ASD. *Refer to the updated ODE Technical Assistance Paper identifying evidence-based tools for a range of learners with ASD. **For EI/ECSE teams, address the Birth-3 years of age and 3-5 years of age. *** Check any of the above sub indicators that are currently in place.	<input type="checkbox"/> 1 The licensed Speech and Language Pathologist/team has not been trained in evidence-based, standardized tools addressing expressive and receptive language skills: <ul style="list-style-type: none">o Birth-3 years of ageo 3-5 years of ageo 6-12 years of ageo 13-21 years of age And: <ul style="list-style-type: none">o Limited or no verbal languageo Verbal language And, if appropriate: <ul style="list-style-type: none">o Hearing impairment is ruled out				<input type="checkbox"/> 5 The licensed Speech and Language Pathologist/team has been trained in evidence-based, standardized tools addressing expressive and receptive language skills: <ul style="list-style-type: none">o Birth-3 years of ageo 3-5 years of ageo 6-12 years of ageo 13-21 years of age And: <ul style="list-style-type: none">o Limited or no verbal languageo Verbal language And, if appropriate: <ul style="list-style-type: none">o Hearing impairment is ruled out		Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT I: Provide Appropriate Assessment and Identification	Level of Implementation						Priority Level
	Not In Place		Partially In Place		In Place		1 – 3 1 = high, 3 = low
	1-----2-----		3-----4-----		5		
<u>Indicator 3:</u> A licensed Speech and Language Pathologist conducts a functional communication assessment including social competence (verbal and nonverbal modes) in a variety of natural contexts with peers.	<input type="checkbox"/> 1 A licensed Speech and Language Pathologist does not conduct and has not been trained in a communication assessment with an emphasis on functional communication (verbal and nonverbal modes) and social competence in a variety of natural contexts with peers.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 A licensed Speech and Language Pathologist has been trained and conducts a communication assessment, but misses an emphasis on functional communication (verbal and nonverbal modes) or social competence in a variety of natural contexts with peers.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 A licensed Speech and Language Pathologist conducts a communication assessment with an emphasis on functional communication (verbal and nonverbal modes) and social competence in a variety of natural contexts with peers. The Speech and Language Pathologist has been trained in evidence-based, standardized tools.		Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 4:</u> The ASD Identification Team conducting and interpreting the assessment for individuals suspected of having ASD creates a developmental profile.	<input type="checkbox"/> 1 The ASD Identification Team conducting and interpreting the assessment for individuals suspected of having ASD does not create a developmental profile.				<input type="checkbox"/> 5 The ASD Identification Team conducting and interpreting the assessment for individuals suspected of having ASD creates a developmental profile.		Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT I: Provide Appropriate Assessment and Identification	Level of Implementation					Priority Level 1 – 3 1 = high, 3 = low
	Not In Place		Partially In Place		In Place	
	1-----2-----3-----4-----5					
<u>Indicator 5:</u> The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD uses standardized and informal tools to conduct interviews, including family surveys, interviews and to acquire a developmental history. * Refer to the updated ODE Technical Assistance Paper identifying appropriate standardized tools.	<input type="checkbox"/> 1 The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD do not acquire a developmental history.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD uses a standardized or informal tool to conduct interviews, including family surveys, interviews to acquire a developmental history but not both.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD uses both standardized and informal tools to conduct interviews, including family surveys, interviews to acquire a developmental history.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT I: Provide Appropriate Assessment and Identification	Level of Implementation					Priority Level 1 – 3 1 = high, 3 = low
	Not In Place		Partially In Place		In Place	
	1-----2-----3-----4-----5					
<u>Indicator 6:</u> The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD conducts a standardized observation using an evidence-based ASD specific instrument. *Refer to the updated ODE Technical Assistance Paper identifying evidence-based tools for a range of learners with ASD.	<input type="checkbox"/> 1 The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD does not conduct a standardized observation using an evidence-based ASD specific instrument.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD conducts a standardized observation but does not use an evidence-based ASD specific instrument.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD conducts a standardized observation using an evidence-based ASD specific instrument.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 7:</u> The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD conducts two or more observations of individual during unstructured activity (at least one observation outside of the team evaluation setting).	<input type="checkbox"/> 1 The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD does not conduct two or more observations of individual during unstructured activity (at least one observation outside of the team evaluation setting).	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD conducts one observation of individual during unstructured activity or may not include at least one observation outside of the team evaluation setting.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD conducts two or more observations of individual during unstructured activity (at least one observation outside of the team evaluation setting).	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT I: Provide Appropriate Assessment and Identification	Level of Implementation					Priority Level
	Not In Place		Partially In Place	In Place		1 – 3 1 = high, 3 = low
	1-----2-----		3-----4-----	5		
<u>Indicator 8:</u> The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD conducts Developmental and relevant assessments , appropriate to the age and developmental level of the student in the following areas: cognition, adaptive functioning, sensory responses, and social emotional development.	<input type="checkbox"/> 1 The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD does not conduct all Developmental Assessments, appropriate to the age and developmental level of the student in the following areas: cognition, adaptive functioning, sensory responses, and social emotional development.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD conducts Developmental Assessments, but may miss one or more of the following: a) appropriate to the age and developmental level of the student b): cognition, c) adaptive functioning, d) sensory responses, and e) social emotional development.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The ASD Identification Team conducting and interpreting the assessment for individual suspected of having ASD conducts all Developmental Assessments, appropriate to the age and developmental level of the student in the following areas: cognition, adaptive functioning, sensory responses, and social emotional development.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT I: Provide Appropriate Assessment and Identification	Level of Implementation					Priority Level 1 – 3 1 = high, 3 = low
	In Place	Partially In Place			Not In Place	
	1-----2-----3-----4-----5					
<u>Indicator 9:</u> Each ASD Identification Team conducting an assessment for individual suspected of having ASD, writes an assessment report clearly describing a) the assessments performed, b) the results and interpretation of the assessments and their functional implications, c) the individual's significant characteristics related to their functioning d) indicators, if any, for further evaluation, and e) any additional conclusions reached.	<input type="checkbox"/> 1 Each ASD Identification Team conducting an assessment for individual suspected of having ASD, writes an assessment report clearly describing <u>less than half</u> of the following: a) the assessments performed, b) the results and interpretation of the assessments and their functional implications, c) the individual's significant characteristics related to their functioning d) indicators, if any, for further evaluation, and e) any additional conclusions reached.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Each ASD Identification Team conducting an assessment for individual suspected of having ASD, writes an assessment report clearly describing more <u>than half</u> of the following: a) the assessments performed, b) the results and interpretation of the assessments and their functional implications, c) the individual's significant characteristics related to their functioning d) indicators, if any, for further evaluation, and e) any additional conclusions reached.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Each ASD Identification Team conducting an assessment for individual suspected of having ASD, writes an assessment report including <u>all</u> of the following clearly describing a) the assessments performed, b) the results and interpretation of the assessments and their functional implications, c) the individual's significant characteristics related to their functioning d) indicators, if any, for further evaluation, and e) any additional conclusions reached.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT II:

Provide Appropriate Qualified Staff

The EI/ECSE, ESD and District Programs have staff that is qualified to implement the components of the Comprehensive ASD program through the *Oregon Education Guidelines for Autism Spectrum Disorders*. Staff must be familiar with theory, research and currently recognized National and Statewide resources concerning evidence-based practices for children with autism spectrum disorders. “Scientifically based research on instructional practices will not affect students’ academic achievement unless such practices are actually used in classrooms...”(Drasgow, Lowrey, and Yell 2005). Depending on the role of each staff member, the qualifications, training, coaching, and follow-up needs may be different. Additionally, the goal of training and coaching is to build capacity to implement the components of the comprehensive program to fidelity. Coaching will include follow up and related professional development activities regarding learners with an ASD.

Indicators #10 – #19

COMPONENT II: Provide Appropriate Qualified Staff	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place		Partially In Place		In Place	
	1-----2-----		3-----4-----		5	
<u>Indicator 10:</u> EI/ECSE, District and ESD teams have access to and use an *ASD Specialist to provide training, coaching , program set- up, and follow up. Currently recognized Statewide ASD program training, coaching , and follow-up are provided regularly by an * ASD Specialist and required for staff working with students with ASD *ASD Specialist holds TSPC ASD Specialization.	<input type="checkbox"/> 1 The team does not have an ASD Specialist who provides support to EI/ECSE, ESD and District Programs in the implementation of Oregon Education Guidelines for ASD by regularly providing required training, coaching, program set- up, and follow up.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The team is in the process of identifying an ASD Specialist who can provide support to EI/ECSE, ESD and District Programs in the implementation of Oregon Education Guidelines for ASD by regularly providing required training, coaching, program set-up, and follow up.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The team has an ASD Specialist who provides support to EI/ECSE, ESD and District Programs in the implementation of Oregon Education Guidelines for ASD by regularly providing required training, coaching, program set- up, and follow up.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 11:</u> District and ESD teams have access to and use ASD Transition Staff to provide training coaching, program set- up, and follow up for Transition planning and implementation. * Refer to the <i>ASD Transition Staff Competencies</i> .	<input type="checkbox"/> 1 EI/ECSE, ESD and District Program Teams do not have an ASD Transition specialist to work with on the implementation of best practice activities to transition youth as identified in the Oregon Education Guidelines for ASD.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 EI/ECSE, ESD and District Program Teams are in the process of identifying an ASD transition specialist to work with on the implementation of best practice activities to transition youth as identified in the Oregon Education Guidelines for ASD.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 EI/ECSE, ESD and District Program Teams have identified and ASD Transition Specialist to work with on the implementation of best practice activities to transition youth as identified in the Oregon Education Guidelines for ASD.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT II: Provide Appropriate Qualified Staff	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place	Partially In Place			In Place	
	1-----	2-----	3-----	4-----	5	
<u>Indicator 12:</u> The team has a licensed Speech and Language Pathologist who meets established Oregon competencies for working with ASD	<input type="checkbox"/> 1 The team does not have a licensed Speech and Language Pathologist who meets established competencies for working with ASD.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The team is in the process of inviting a licensed Speech and Language Pathologist who meets established competencies for working with ASD to be a member of their team.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The team has a licensed Speech and Language Pathologist who meets established competencies for working with ASD to be a member of their team.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 13:</u> The team has an Occupational Therapist who meets established Oregon competencies for working with ASD.	<input type="checkbox"/> 1 The team does not have an Occupational Therapist who meets established Oregon competencies for working with ASD.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The team is in the process of inviting an Occupational Therapist who meets established Oregon competencies for working with ASD to be a member of their team.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The team has an Occupational Therapist who meets established Oregon competencies for working with ASD.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 14:</u> The team has been provided with an ASD specialist to coach the completion of the ASD Program Self Assessment & Action Plan.	<input type="checkbox"/> 1 The team has not been provided with a statewide ASD trained specialist to assist/coach with the completion of the ASD Assessment & Action Plan.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The team is in the process of being provided with a statewide ASD trained specialist to assist/coach with the completion of the ASD Assessment & Action Plan.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The team has been provided with a statewide ASD trained specialist to assist/coach with the completion of the ASD Assessment & Action Plan.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT II: Provide Appropriate Qualified Staff	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5		Partially In Place		In Place	
<u>Indicator 15:</u> Staff training needs are identified by a systematic review of student outcome data.	<input type="checkbox"/> 1 Student outcome data of any programs within an EI/ECSE, ESD or District is not used to determine and implement staff training.		<input type="checkbox"/> 3 Intermittent review of student outcome data across some programs within an EI/ECSE, ESD or District is used to determine and implement staff training.		<input type="checkbox"/> 5 A comprehensive, ongoing review of student outcome data across all programs within an EI/ECSE, ESD or District is used to determine and implement staff training.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 16:</u> Currently recognized National and Statewide resources focused on evidence-based practices for learners with ASD are used to train and coach staff on the impact of ASD characteristics on learning. * Check any of the adjacent sub indicators that are currently in place.	<input type="checkbox"/> 1 The EI/ECSE, ESD or District Programs do not use Statewide resources focused on evidence-based practices for learners with ASD to train and coach staff on the impact of ASD characteristics on learning for: <ul style="list-style-type: none"> ○ administrators ○ general education teachers, ○ special education teachers ○ paraprofessionals ○ related staff 	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, ESD or District Programs intermittently use Statewide resources focused on evidence-based practices for learners with ASD to train and coach staff on the impact of ASD characteristics on learning for: <ul style="list-style-type: none"> ○ administrators ○ general education teachers ○ special education teachers ○ paraprofessionals ○ related staff 	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, ESD or District Programs consistently use Statewide resources focused on evidence-based practices for learners with ASD to train and coach staff on the impact of ASD characteristics on learning for: <ul style="list-style-type: none"> ○ administrators ○ general education teachers ○ special education teachers ○ paraprofessionals ○ related staff 	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 17:</u> Currently recognized National and Statewide resources focused on evidence-based practices for learners with ASD are used to train and coach staff on ASD evidence-based strategies.	<input type="checkbox"/> 1 The EI/ECSE, ESD or District Programs do not use Statewide resources focused on evidence-based practices for learners with ASD to train and coach: <ul style="list-style-type: none"> ○ administrators ○ general education teachers 	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, ESD or District Programs intermittently use Statewide resources focused on evidence-based practices for learners with ASD to train and coach: <ul style="list-style-type: none"> ○ administrators ○ general education teachers 	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, ESD or District Programs consistently use Statewide resources focused on evidence-based practices for learners with ASD to train and coach: <ul style="list-style-type: none"> ○ administrators, ○ general education teachers 	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

* Check any of the adjacent sub indicators that are currently in place.	<ul style="list-style-type: none"> ○ special education teachers ○ paraprofessionals ○ related staff 		<ul style="list-style-type: none"> ○ special education teachers ○ paraprofessionals, ○ related staff 		<ul style="list-style-type: none"> ○ special education teachers ○ paraprofessionals ○ related staff 	
---	--	--	---	--	--	--

COMPONENT II: Provide Appropriate Qualified Staff	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5		Partially In Place		In Place	
<u>Indicator 18:</u> Currently recognized National and Statewide resources focused on evidence-based practices for learners with ASD are used to train and coach staff on functional behavior assessments and behavior support plans. * Check any of the adjacent sub indicators that are currently in place.	<input type="checkbox"/> 1 The EI/ECSE, ESD or District Programs do not use Statewide resources focused on evidence-based practices for learners with ASD to train and coach staff on functional behavior assessments and behavior support plans for: <ul style="list-style-type: none"> o special education teachers o paraprofessionals o related staff 	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, ESD or District Programs intermittently use Statewide resources focused on evidence-based practices for learners with ASD to train and coach: <ul style="list-style-type: none"> o special education teachers o paraprofessionals o related staff 	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, ESD or District Programs consistently use Statewide resources focused on evidence-based practices for learners with ASD to train and coach on functional behavior assessments and behavior support plans for: <ul style="list-style-type: none"> o special education teachers o paraprofessionals o related staff 	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 19:</u> Currently recognized National and Statewide resources focused on evidence-based practices for learners with ASD are used to train and coach staff on academic core curriculum and <u>expanded functional core curriculum.</u> * Check any of the adjacent sub indicators that are currently in place.	<input type="checkbox"/> 1 The EI/ECSE, ESD or District Programs do not use Statewide resources focused on evidence-based practices for learners with ASD to train and coach staff on academic core curriculum and expanded functional core curriculum for: <ul style="list-style-type: none"> o administrators o general education teachers o special education teachers o paraprofessionals o related staff 	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, ESD or District Programs intermittently use Statewide resources focused on evidence-based practices for learners with ASD to train and coach staff on academic core curriculum and expanded functional core curriculum for: <ul style="list-style-type: none"> o administrators o general education teachers o special education teachers o paraprofessionals o related staff 	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, ESD or District Programs consistently use Statewide resources focused on evidence-based practices for learners with ASD to train and coach for academic core curriculum and expanded functional core curriculum for: <ul style="list-style-type: none"> o administrators o general education teachers o special education teachers o paraprofessionals o related staff 	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT II: Provide Appropriate Qualified Staff	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place	Partially In Place			In Place	
	1-----2-----3-----4-----5					
<u>Indicator 20:</u> Currently recognized National and Statewide resources focused on evidence-based practices for learners with ASD are used to train and coach staff local coaches. Trained local coach(es) are available to assist in the implementation of specific training, coaching and follow-up needs relative to: <ul style="list-style-type: none">• impact of ASD characteristics on learning;• ASD evidence-based strategies;• functional behavior assessments and behavior support plans	<input type="checkbox"/> 1 The EI/ECSE, ESD or District Programs do not have trained (focused on evidence-based practices for learners with ASD) local coach(es) available to assist in the implementation of specific training, coaching and follow-up needs relative to: <ul style="list-style-type: none">• impact of ASD characteristics on learning;• ASD evidence-based strategies;• functional behavior assessments and behavior support plans for:<ul style="list-style-type: none">○ administrators○ general education teachers○ special education teachers○ paraprofessionals○ related staff	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, ESD or District Programs are in the process of setting up a trained (focused on evidence-based practices for learners with ASD) local coach(es) to be available to assist in the implementation of specific training, coaching and follow-up needs relative to: <ul style="list-style-type: none">• impact of ASD characteristics on learning;• ASD evidence-based strategies;• functional behavior assessments and behavior support plans for: <ul style="list-style-type: none">○ administrators○ general education teachers○ special education teachers○ paraprofessionals○ related staff	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, ESD or District Programs have trained (focused on evidence-based practices for learners with ASD) local coach(es) available to assist in the implementation of specific training, coaching and follow-up needs relative to: <ul style="list-style-type: none">• impact of ASD characteristics on learning;• ASD evidence-based strategies;• functional behavior assessments and behavior support plans for: <ul style="list-style-type: none">○ administrators○ general education teachers○ special education teachers○ paraprofessionals○ related staff	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT III:

Provide Appropriate Family & Community Training and Supports

The EI/ECSE, ESD and District Programs take into consideration cultural values, language, and parenting styles when the school team and family identify needs to address as indicated in the IFSP/IEP. Families and professionals display mutual respect, keeping the focus on the individual learner and his or her strengths and needs. Awareness and educational opportunities are essential for professional and family/community members to assist in provide support and education to individuals learners with ASD. Up-to-date information for families and community partners is essential in order to collaborate more effectively. EI/ECSE, ESD and District ASD Programs take into account the school community and enlist community support to maximize use of all resources available to address student needs. Information is provided to families regarding curriculum, effective strategies, and services available through other community agencies. EI/ECSE, ESD and District ASD Programs link with community agencies to assist families in accessing additional supports. Students with ASD, their families, and relevant community service providers are involved in the development and implementation plans for transition.

Indicators #21 – #26

COMPONENT III: Provide Appropriate Family & Community Training and Supports	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5		Partially In Place		In Place	
<u>Indicator 21:</u> Family dynamics, parenting styles, culture, language and needs are considered and incorporated in the development of IFSPs/IEPs. Staff supports actions, which foster equity of opportunity and services.	<input type="checkbox"/> 1 Parenting style, lifestyle and culture are not considered when interacting with students and their families or when developing goals. All information provided to families is presented in the exact same format.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 An attempt is made to value parenting style, lifestyle and cultural differences. However, such efforts, are not systematic, consistent, and fully integrated into the development of goals for each student. Information provided to families is provided in their native language.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Parenting style, lifestyle and cultural differences are valued in the interaction with students and families during the development of goals. Information provided to families is provided in their native language. A formal system is in place for families and professionals to identify communication channels used between home and school.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 22:</u> Family members are active, supported and informed participants in their child's education.	<input type="checkbox"/> 1 Families attend IFSP/IEP meetings however there is little preparatory communication prior to the meeting. Families are not provided opportunity to be involved in developing goals and strategies.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Families attend IFSP/IEP meetings and occasional classroom meetings. Some information is provided to parents prior to an IEP meeting. Home-school communication may occur on a sporadic basis or is focused on updates but is not interactive with families.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Families are involved in planning for goals, modifications, and accommodations prior to the IFSP/IEP meetings. In addition to consistently participating in relevant meetings about their child, family members are supported so that they can participate in collaborative problem solving and shared decision making. Home-school communication occurs regularly, through an established format, and contains both student success and concerns.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT III: Provide Appropriate Family & Community Training and Supports	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5					
<u>Indicator 23:</u> Families are provided opportunities to meet with other families and professionals.	<input type="checkbox"/> 1 Opportunities to meet with other families and professionals are not formally scheduled.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 There is an annual scheduled opportunity for families to meet with other families and professionals.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Families are provided with scheduled opportunities to meet and follow-up with other families and professionals over the course of the school year.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 24:</u> EI/ECSE, ESD, and District Programs inform families about: a) school based resources b) <u>different</u> community agencies that provide comprehensive services and training relevant to students with ASD.	<input type="checkbox"/> 1 The EI/ECSE, ESD, and District Programs inform all families about general school-based resources.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, ESD, and District Programs inform families about general school based resources and school-based resources relevant to students with ASD.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, ESD, and District Programs inform families about general school based resources and school-based resources, and resources provided by community agencies relevant to students with ASD.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 25:</u> EI/ECSE, ESD, and District Programs offer training to families relevant to students with ASD.	<input type="checkbox"/> 1 The EI/ECSE, ESD, and District Programs offer training to families about general information concerning ASD.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, ESD, and District Programs offer training to families about specific intervention strategies relevant to students with ASD.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, ESD, and District Programs offer training on interventions strategies to families customized to their individual child.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT III: Provide Appropriate Family & Community Training and Supports	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5		Partially In Place		In Place	
<u>Indicator 26:</u> The team, including family, identifies components of the individual student support system(s) made available to implement in the home.	<input type="checkbox"/> 1 Individual student support system(s) are not available for use at home.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The team identifies individual student support system(s) that may be used at home.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The team identifies, plans for, and develops individual student support system(s) for follow-up at home.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT IV:

Provide Appropriate Program Development and Implementation of IFSP/IEP/Transition Plans

Individuals with Disabilities Education Act (IDEA) mandates that “schools must educate individuals with disabilities with children who do not have disabilities to the maximum extent possible.” Effective programming for learners with ASD requires a concerted team approach between EI/ECSE, Districts, ESDs, agencies, and families. The design of the IFSP/IEP focuses on individual needs related to two major components. The first component addresses the Academic Curriculum: language arts, mathematics, science, social sciences, health, physical education, world languages, and the arts. The second component focuses on individual needs addressing the characteristics associated with an ASD (social, communication, sensory, routines, and behavioral development), which are addressed by the Expanded Functional Core Curriculum (communication development, social development, self-advocacy, cognitive development, sensory processing skills, organization skills, adaptive skills-life function, and transitional skills for life span). Placement options should be adequately assessed to determine if the curricula, instruction, activities, and setting are the best fit for each individual learner with ASD. The key is to provide flexible options to meet each learner’s needs. Transitions are individually and specifically planned for each level, environment, and adulthood.

Indicators #27 – #31

COMPONENT IV: Provide Appropriate Development and Implementation of IFSP/IEP/ Transition Plans	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5		Partially In Place		In Place	
<u>Indicator 27:</u> The goals and objectives are matched to the needs determined by the assessment and consider both the academic curriculum areas and the expanded Functional Core Curriculum areas (Communication, Social, Self-Advocacy, Cognitive, Sensory Processing, Organization Skills, Adaptive/Life Skills, Transition Skills).	<input type="checkbox"/> 1 The goals and objectives do not incorporate present performance levels and identified needs and address <u>less than half</u> of the expanded functional core curriculum areas for the students with ASD: <ul style="list-style-type: none"> o Communication, o Social, o Self-Advocacy, o Cognitive, o Sensory Processing, o Organization Skills, o Adaptive/Life Skills, o Transition Skills – level to level o Transition Skills – post secondary. * Check any of the curriculum areas that are currently in place.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The goals and objectives do not incorporate present performance levels and identified needs and address <u>more than half</u> of the expanded functional core curriculum areas for the students with ASD: <ul style="list-style-type: none"> o Communication, o Social, o Self-Advocacy, o Cognitive, o Sensory Processing, o Organization Skills, o Adaptive/Life Skills, o Transition Skills –level to level o Transition Skills – post secondary. * Check any of the curriculum areas that are currently in place.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The goals and objectives incorporate present performance levels and identified needs and address <u>all</u> of the expanded functional core curriculum areas for the students with ASD: <ul style="list-style-type: none"> o Communication, o Social, o Self-Advocacy, o Cognitive, o Sensory Processing, o Organization Skills, o Adaptive/Life Skills, o Transition Skills –level to level o Transition Skills – post secondary. 	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT IV: Provide Appropriate Development and Implementation of IFSP/IEP/ Transition Plans	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5		Partially In Place		In Place	
<u>Indicator 28:</u> Generalization of skills in multiple environments is identified within the goals and objectives.	<input type="checkbox"/> 1 Generalization of skills is not directly identified within the goals and objectives.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Generalization of skills is directly identified within the goals and objectives, but not individualized to specific environments.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Generalization of skills in multiple environments is directly identified within the goals and objectives and a formalized plan is put in place, which includes specific, individualized skills for each environment.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 29:</u> Accommodations/modifications to the general education curriculum are systematically implemented in all content areas/subjects to meet individual needs as reflected in IEP goals for students with ASD.	<input type="checkbox"/> 1 Accommodations/modifications in all school settings are not specified or implemented for students with ASD.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Accommodations/modifications in all school settings are included in the IEP and are implemented some of the time and in some subject/content areas.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Accommodations/modifications in all school settings are systematically and effectively implemented in all content areas/subjects to meet individual needs as reflected in IEP goals; visual organizational strategies, graphic organizers, reinforcement system, prompt level procedure, task analysis – break down assignments/language, redirection strategies, as appropriate, to facilitate student comprehension.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 30:</u> Systematic data collection is used to measure progress toward goals, which are assessed frequently to inform instruction , including frequency	<input type="checkbox"/> 1 Progress on academic goals is assessed only at the end of each marking period. Assessment information is not used to inform changes to instruction.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Progress on academic goals is formally assessed monthly. Assessment information is sometimes used to inform changes to instruction.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Progress on academic goals is formally assessed at least weekly and necessary changes are made to instruction to ensure progress.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

and intensity.						
COMPONENT IV: Provide Appropriate Development and Implementation of IFSP/IEP/ Transition Plans	<p style="text-align: center;">Level of Implementation</p> <div style="display: flex; justify-content: space-between;"> Not In Place Partially In Place In Place </div> <p style="text-align: center;">1-----2-----3-----4-----5</p>					Priority Level 1 – 3 1=high, 3=low
<u><i>Indicator 31:</i></u> For post secondary students, the IEP guides identified instructional support needs in a variety of community based and structured work settings.	<input type="checkbox"/> 1 The IEP does not guide identified instructional support needs in a variety of community based and structured work settings.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The IEP formally guides individualized skills that a student needs in a variety of community based and structured work settings, but they are not comprehensive or linked to an individual personal vision for adult life.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The IEP formally guides individualized skills that a student needs in a variety of community based and structured work settings. They are linked to an individual personal vision for adult life.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT V:

Provide Systematic Program Development and Implementation

“In addition to knowing which interventions are effective, teams must consider three additional factors impacting any program of instruction. First, the program of instruction (intervention) must be delivered with fidelity ...” (Gresham, MacMillan, Boebe-Frankenberger, & Bocian, 2000). Second, instructional components are appropriate to systematically engage the student in learning activities. Third, data collection, analysis, and modification are applied throughout the program of instruction. Further, nationally established evidence-based practices are used to provide appropriate access for students with ASD to the common core curriculum. Evidence-based practices for ASD are documented at the National Professional Development Center (NPDC) for ASD and in the National Standards Report.

The EI/ECSE, Districts, and ESD Programs integrate a variety of functionally appropriate activities, experiences, and materials for students to engage in meaningful learning in all settings. Effective programs provide structure, consistency, clear defined roles, and ongoing measurement systems of student progress. Carefully planned, research-based, and teaching procedures include plans for generalization and maintenance of skills. Challenging behaviors are addressed through the use of functional behavior assessments (FBA) linked to behavior support plans (BSP). The implementation of behavior plans aligns with the district/program Positive Behavioral and Interventions Support (PBIS) system or school-wide system.

Indicators #32 – #54

COMPONENT V: Provide Systematic Program Development and Implementation	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5		Partially In Place		In Place	
<u>Indicator 32:</u> Students with ASD have consistent, supported academic opportunities in general education.	<input type="checkbox"/> 1 Students are instructed only in self-contained settings and do not receive instruction relevant to the general education curriculum.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Students with ASD have some academic opportunities in general education. Opportunities are not consistent and may not be supported adequately.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Students with ASD have consistent, supported academic opportunities in general education. Observations regularly occur to document that this is occurring and students are successful.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 33:</u> Collaboration systematically occurs between general and special educators to assure that accommodations/modifications are linked with curriculum content.	<input type="checkbox"/> 1 No formal system is in place to meet and discuss IFSP/IEP. General and special education teachers do not have a collaborative relationship and communication about accommodations and modifications rarely occurs.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 No formal system is in place to meet and discuss IFSP/IEP. Collaboration between general and special education teachers occur periodically – primarily at IEP meetings, or only occurs between some teachers.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 A formal system is in place to meet and discuss IFSP/IEP. General and special education teachers collaborate on a regular basis to assure that accommodations and modifications are appropriate and well linked with curriculum content for all students who need these adaptations.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 34:</u> Paraprofessional support is assigned based on specific and individual needs for academic, behavioral or social support.	<input type="checkbox"/> 1 All students are assigned the same type and amount of paraprofessional support regardless of their specific needs. School resources or policies are taken into consideration more than each student's individual needs.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Paraprofessional support is assigned for students who need direct support. Assignment is not based on careful consideration of the settings and circumstances under which specific students will benefit from direct adult support.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Paraprofessional support is assigned only when data indicates a student needs direct academic, behavioral, or social support. Assignment is also based on careful consideration of the settings and considerations under which specific students will benefit from direct adult support.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT V: Provide Systematic Program Development and Implementation	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5		Partially In Place		In Place	
<u>Indicator 35:</u> Paraprofessional responsibilities have been clearly determined and communicated by special education staff.	<input type="checkbox"/> 1 Paraprofessionals and teachers are unsure of their roles and responsibilities and/or teachers and paraprofessionals rarely discuss responsibilities.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Paraprofessionals' roles and responsibilities are outlined in writing, but lack specificity in terms of strategies across different school settings/activities.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Paraprofessionals' roles and responsibilities are outlined in detail and in writing. These responsibilities are related to, but clearly distinct from the classroom teacher's role. Paraprofessionals can refer to a list of strategies they are required to implement with the student(s) he/she is supporting.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 36:</u> Adults in student environments actively promote student independence.	<input type="checkbox"/> 1 No formal systematic training is provided for staff focusing on promoting student independence. Adults "do" for students rather than encouraging students to perform tasks independently (e.g. adults open milk cartons, pick up dropped materials).	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Formal systematic training is provided for staff focusing on promoting student independence but doesn't address specific approach related to learner with ASD. Adults encourage students to perform routine tasks independently, but they do not expect students to try new tasks independently (e.g., expected to open door but if it is locked, adult will open the door without encouraging the student to try).	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Formal systematic training is provided for staff focusing on promoting student independence addressing specific approaches related to learner with ASD. Adults provide evidence-based practices so that new tasks/expectations are learned and can be performed independently, and generalized across settings.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT V: Provide Systematic Program Development and Implementation	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5		Partially In Place		In Place	
<u>Indicator 37:</u> Adults utilize an appropriate prompting level to support student learning.	<input type="checkbox"/> 1 Staff is not taught to use prompting strategies for teaching. Data is not collected on the use of prompts.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Prompts are used but often in an unsystematic way and data is only occasionally used to inform the use of prompts.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 A prompting hierarchy is used in a systematic manner and informed by data. Prompt fading is used consistently to promote independence in completing tasks.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 38:</u> Fading of paraprofessional support is ongoing and is determined by progress data.	<input type="checkbox"/> 1 Students receive the same type and intensity of adult support, regardless of data to indicate a need for increased or decreased support or data is not available to determine whether current support is evidence-based.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Data is inconsistently used to determine the type and intensity of adult support that is needed over time.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Data is collected and systematically reviewed at least quarterly to determine the type and intensity of adult support that is needed for each individual student with ASD.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 39:</u> <u>Using statewide resources,</u> the EI/ECSE, District, ESD seeks information and training on an on-going basis about current, ASD evidence-based practices.	<input type="checkbox"/> 1 The EI/ECSE, District, ESD does not access statewide information and training on an on-going basis about current, ASD evidence-based practices.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current ASD evidence-based practices but does not have a systematic plan for implementation across all programs.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices and has a systematic plan for implementation across all programs.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT V: Provide Systematic Program Development and Implementation	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5					
<u>Indicator 40:</u> Evidence-based practices, addressing the use of a comprehensive behavioral program using ABA instructional strategies are incorporated into instruction.	<input type="checkbox"/> 1 The EI/ECSE, District, ESD does not incorporate information and training from the statewide ASD resource for evidence-based practices addressing the use of a comprehensive behavioral program using ABA instructional strategies are incorporated into instruction.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices but does not have a systematic plan for implementation across all programs addressing the use of a comprehensive behavioral program using ABA instructional strategies are incorporated into instruction.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices and has a systematic plan for implementation across all programs addressing the use of a comprehensive behavioral program using ABA instructional strategies are incorporated into instruction.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 41:</u> <u>Evidence-based practices</u> are incorporated into the instruction of communication skills.	<input type="checkbox"/> 1 The EI/ECSE, District, ESD does not incorporate information and training from the statewide ASD resource for evidence-based practices into the instruction of communication skills.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices but does not have a systematic plan for implementation across all programs for the instruction of communication skills.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices and has a systematic plan for implementation across all programs for the instruction of communication skills.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 42:</u> <u>Evidence-based practices</u> are incorporated into the instruction of social skills with peers and adults.	<input type="checkbox"/> 1 The EI/ECSE, District, ESD does not incorporate information and training from the statewide ASD resource for evidence-based practices into the instruction of social skills.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices but does not have a systematic plan for implementation across all programs social skills.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices and has a systematic plan for implementation across all programs for the instruction of social skills.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

<u>Indicator 43:</u> Evidence-based practices are incorporated into the instruction of organization skills.	<input type="checkbox"/> 1 The EI/ECSE, District, ESD does not incorporate information and training from the statewide ASD resource for evidence-based practices into the instruction of executive functioning skills.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices but does not have a systematic plan for implementation across all programs executive functioning skills.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices and has a systematic plan for implementation across all programs for the instruction of executive functioning skills.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
--	---	----------------------------	--	----------------------------	---	--

COMPONENT V: Provide Systematic Program Development and Implementation	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5					
<u>Indicator 44:</u> Evidence-based practices are incorporated into the instruction of adaptive living skills.	<input type="checkbox"/> 1 The EI/ECSE, District, ESD does not incorporate information and training from the statewide ASD resource for evidence-based practices into the instruction of adaptive living skills.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices but does not have a systematic plan for implementation across all programs adaptive living skills.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices and has a systematic plan for implementation across all programs for the instruction of adaptive living skills.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 45:</u> Evidence-based practices are incorporated into the instruction of self-advocacy skills.	<input type="checkbox"/> 1 The EI/ECSE, District, ESD does not incorporate information and training from the statewide ASD resource for evidence-based practices into the instruction of self-advocacy skills.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices but does not have a systematic plan for implementation across all programs self-advocacy skills.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices and has a systematic plan for implementation across all programs for the instruction of self-advocacy skills.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 46:</u> Evidence-based practices are incorporated into all areas of instruction to address the impact of assessed sensory issues/needs of each individual.	<input type="checkbox"/> 1 The EI/ECSE, District, ESD does not incorporate information and training from the statewide ASD resource for evidence-based practices into all areas of instruction to address the impact of assessed sensory issues/needs of each individual.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices but does not have a systematic plan for implementation across all areas of instruction to address the impact of assessed sensory issues/needs of each individual.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 The EI/ECSE, District, ESD accesses statewide information and training on an on-going basis about current, ASD evidence-based practices and has a systematic plan for implementation across into all areas of instruction to address the impact of assessed sensory issues/needs of each individual.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT V: Provide Systematic Program Development and Implementation	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5					
<u>Indicator 47:</u> Instruction is taught systematically, in which the entire sequence of instruction is well thought out and designed in advance. Skills and concepts are taught in a planned, logically progressive sequence.	<input type="checkbox"/> 1 Lessons are not focused on clearly defined objectives that are stated in terms of what students will do.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Lessons focus on clearly defined objectives that are stated in terms of what students will do. Multiple practice activities are scheduled purposefully to help students master new skills.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Lessons focus on clearly defined objectives that are stated in terms of what students will do. Multiple practice activities are scheduled purposefully to help students master and retain new skills. Students' work on carefully designed tasks that give them opportunities to apply what they have been taught (generalization).	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 48:</u> The classroom environment is clutter-free and organized visually.	<input type="checkbox"/> 1 Classroom arrangement does not cue expected behavior. The purpose for areas is not clear upon entering the classroom. Classroom is disorganized with multiple factors competing for students' attention.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 The classroom arrangement cues expected behavior and the purpose of most classroom areas is obvious upon entry into the room. The environment may not maximize student focus (e.g., poor placement of student seats or materials). Some materials may be visually distracting.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Classroom areas are clearly defined (e.g., signs, desk & table arrangement) and readily apparent upon entry to room. The environment maximizes student focus through an arrangement that emphasizes the instructional or leisure purpose of the area and cues expected behavior. Strategies are in place to minimize disruptions as much as possible.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 49:</u> Typical peers are recruited and trained to interact with students with ASD throughout the day.	<input type="checkbox"/> 1 Typical peers do not receive any form of training or direction in how to interact effectively with students with ASD.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Typical peers receive initial training, minimal ongoing supervision and opportunities to reflect on their experiences.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 All typical peers are trained to interact effectively with students with ASD. Adults prompt typical peers as needed to initiate and sustain the interaction with students with ASD.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT V: Provide Systematic Program Development and Implementation	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5		Partially In Place		In Place	
<u>Indicator 50:</u> Clear and consistent expectations for student behavior are established and taught to all students (staff and team all know them and follow them).	<input type="checkbox"/> 1 Behavioral expectations have not been developed/identified for the school building. Individual classrooms/teachers/settings have their own expectations. Expectations are not formally taught at any time.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Consistent behavioral expectations have been developed for the building, but some or all are stated negatively (e.g. <u>no</u> running, <u>no</u> talking loudly, <u>no</u> hitting). Expectations are formally taught at the beginning of the school year, but are not revisited throughout the school year.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Positively stated and consistent expectations are posted in all school environments. Expectations are taught at the beginning of the school year and revisited throughout the school year.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 51:</u> Behavior plans and strategies for students with challenging behavior patterns are developed based on functional behavior assessment and principles of positive behavior.	<input type="checkbox"/> 1 An FBA is conducted for students who demonstrate persistent challenging behavior and includes <u>less than half</u> of the following components: <ul style="list-style-type: none"> o operational definition of problem behavior (observable/measurable) o <i>multiple</i> data collection methods o antecedents o consequences o setting events o hypothesized function of the behavior o prior intervention information o other information as necessary (medical, academic) * Check any in place.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 An FBA is conducted for students who demonstrate persistent challenging behavior and includes <u>more than half</u> of the following components: <ul style="list-style-type: none"> o operational definition of problem behavior (observable/measurable) o <i>multiple</i> data collection methods o antecedents o consequences o setting events o hypothesized function of the behavior o prior intervention information o other information as necessary (medical, academic) * Check any in place.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 An FBA is conducted for students who demonstrate persistent challenging behavior and includes <u>all</u> of the following components: <ul style="list-style-type: none"> o operational definition of problem behavior (observable/measurable) o <i>multiple</i> data collection methods o antecedents o consequences o setting events o hypothesized function of the behavior o prior intervention information o other information as necessary (medical, academic) 	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT V: Provide Systematic Program Development and Implementation	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5		Partially In Place		In Place	
<u>Indicator 52:</u> Individual behavior support plans include strategies for preventing problem behavior, responding to problem behavior and teaching replacement behaviors.	<input type="checkbox"/> 1 Behavior support plans do not use information collected by the FBA and address <u>less than half</u> of the following components: <ul style="list-style-type: none"> ○ Manipulation of antecedent events (prevention strategies) ○ Teaching appropriate replacement behaviors & new skills ○ Pairing of reinforcers with natural and logical consequences ○ Positive reinforcement of desired behavior ○ Problem behaviors are not reinforced ○ Non-emotional, visual, non-punitive responses to problem behavior ○ Crisis plan for emergency situation * Check any in place.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Behavior support plans use information collected by the FBA and address <u>more than half</u> of the following components: <ul style="list-style-type: none"> ○ Manipulation of antecedent events (prevention strategies) ○ Teaching appropriate replacement behaviors & new skills ○ Pairing of reinforcers with natural and logical consequences ○ Positive reinforcement of desired behavior ○ Problem behaviors are not reinforced ○ Non-emotional, visual, non-punitive responses to problem behavior ○ Crisis plan for emergency situation * Check any in place.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Behavior support plans use information collected by the FBA and address <u>all</u> of the following components: <ul style="list-style-type: none"> ○ Manipulation of antecedent events (prevention strategies) ○ Teaching appropriate replacement behaviors & new skills ○ Pairing of reinforcers with natural and logical consequences ○ Positive reinforcement of desired behavior ○ Problem behaviors are not reinforced ○ Non-emotional, visual, non-punitive responses to problem behavior ○ Crisis plan for emergency situation 	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

COMPONENT V: Provide Systematic Program Development and Implementation	Level of Implementation					Priority Level 1 – 3 1=high, 3=low
	Not In Place 1-----2-----3-----4-----5		Partially In Place		In Place	
<u>Indicator 53:</u> The support team routinely collects and reviews behavior support plan progress data for effectiveness, and makes changes as needed.	<input type="checkbox"/> 1 Minimal or no data is collected or reviewed by the team.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Data is collected, but is not used for decision-making, or is not collected regularly.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Data are collected daily, summarized and used as the basis for decision making for modifying the behavior support plan.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<u>Indicator 54:</u> Behavior support plans are implemented with fidelity across environments.	<input type="checkbox"/> 1 Behavior support plans do not provide information about who will carry out the plan. There is no documentation to show the behavior support plan is being implemented with fidelity across environments.	<input type="checkbox"/> 2	<input type="checkbox"/> 3 Behavior support plans contain procedures for how the plan will be carried out, by whom, where, when, and for how long. Follow-up meetings are inconsistent resulting in limited documentation that the plan is implemented consistently.	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Behavior support plans contain detailed procedures for how the plan will be carried out, by whom, where, when, and for how long. Regularly scheduled follow-up meetings provide documentation that the plan is implemented with high fidelity across at least 80% of the student's school day and in most environments.	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3



ASD Program Assessment and Action Plan TEAM PRIORITIES

School: _____

Date: _____

Component	List all '1' Priorities	Goal and Activities to meet Goal	Timeline
I. Provide Appropriate Identification and Assessment			
II. Provide Appropriate Qualified Staff			
III. Provide Appropriate Family and Community Training & Supports			
IV. Provide Appropriate Development of IFSP/IEP/Transition Plans			
V. Provide Appropriate Systematic Program Development and Implementation			