Human Development Center
Building Capacity Inspiring Change

Goals & Indicators: A Synthesis of the Original and the Revised Louisiana Autism Quality Indicators (LAQI)

KEY: GOAL=Original LAQI Indicator Objective=Revised LAQI Indicator CEC NTC= CEC National
LA DOE= LOUISIANA SKILL COMPETENCIES FOR PROFESSIONALS AND PARAPROFESSIONALS SUPPORTING INDIVIDUALS WITH AUTISM IN SCHOOL SETTINGS

KEY AREA: COLLABORATION:	
Goal	Team members meet regularly to plan, evaluate, and refine programming for the student.
Objective	I 1. Evidence of collaboration between special education and general education teachers is present on lesson plans.
Literature	Friend & Cook, 1995; Jorgensen, Schuh, & Nisbet, 2006.
CEC NTC	[ICC7S2]
LA DOE	2.1.6S
Objective	I2. Team members signing the IEP represent multiple disciplines (e.g. person with disability, paraeducators, related service providers, family members).
Literature	Wilson, 2006
CEC NTC	[DDA7.S2]
LA DOE	1.2.8S; 1.2.10S;1.2.11S; 1.3.1S
Goal	Team members share responsibility for implementing programming.
Objective	I 3. Assessment of student work and progress reflects input from multiple team members. (e.g., grading, progress reports, IEP progress reports, report cards).
Literature	Friend & Cook, 1995; Jorgensen, Schuh, & Nisbet, 2006
CEC NTC	[DDA8.S2]
LA DOE	1.2.5S; 1.2.10S; 1.2.11S;2.1.1S;2.1.8S;2.2.12S
Goal	Team supports family involvement in the IEP process.

Objective	I 4. Student IEP meetings include attendance represented in the body of the document from multiple members of the instructional team. Team members represent multiple disciplines (e.g., person with disability, paraeducators, related service providers, family members). *Examples would include general education content knowledge, related service embedded goals, family priorities included.*
Literature	Jorgensen, Schuh, & Nisbet, 2006; IDEA 2004.
CEC NTC	[DDA10S1, DDA4.S6]
LA DOE	1.2.10S; 2.1.8S
Goal	Team members participate in professional development activities related specifically to students with autism spectrum disorders.
Objective	I 5. School teams (including families) attend trainings provided by outside agencies or local districts regarding students with autism and related disabilities.
Literature	Yell, Katsiyannis, Drasgow, & Herbst, 2003; Iovannone, Dunlap, Huger, & Kincaid, 2003
CEC NTC	[ICC10S5]
LA DOE	1.2.1S; 1.2.9S; 1.3.1S;1.4.2S;4.1.7S;4.1.8S;4.2.2S;4.2.3S;3.1.9S;6.1.1S;6.1.2S;6.1.3S;6.1.4S;6.2.1S;6.2.4S
Objective	I 6. Ongoing training for school staff and families is offered by the school and/or district related to students with autism and related disabilities.
Literature	Yell, Katsiyannis, Drasgow, & Herbst, 2003.; Iovannone, Dunlap, Huger, & Kincaid, 2003
CEC NTC	[ICC10S5]
LA DOE	1.2.1S;1.2.9S; 1.3.1S;3.2.4S;4.1.3S;4.1.8S;4.2.2S;4.2.3S;3.1.9S;6.1.1S;6.1.2S;6.1.3S;6.1.4S;6.2.1S;6.2.4S
Goal	Team promotes ongoing communication with the family
Objective	I 7. Evidence of a history of communication between family and school staff over time is present.
Literature	Iovannone, Dunlap, Huger, & Kincaid, 2003; Blue-Banning, Summers, Frankland, Nelson, & Beegle, 2004.
CEC NTC	[ICC10S4]
LA DOE	1.2.10S; 1.2.11S;1.4.4S;2.1.8S;2.2.12S;3.1.1S;3.2.4S;4.1.3S;4.1.8S;4.2.2S;4.2.3S; 3.1.9S;6.2.4S;6.2.7S
KEY AREA: INCLUSIVE PRACTICES	
Goal	Schedule offers opportunities for interaction with peers in instructional settings.
Objective	I 8. Students are in age-appropriate, general education classrooms.
Literature	Blair, Umbreit, Dunlap, & Jung, 2007; Fisher & Meyer, 2002; Jorgensen, Schuh, & Nisbet, 2006; Laws, Byrne, & Buckley, 2000; Salend & Duhaney, 1999; Yell, Katsiyannis, Drasgow, & Herbst, 2003
CEC NTC	[DDA1.K2, DDA7.S2]
LA DOE	2.2.3S;6.2.5S

Goal	Students participate in school wide settings, activities, and routines with peers.
Objective	I 9. Students participate with their typical peers in classroom/school-wide routines. Routines may include, but are not limited to: pledge of Allegiance, recess, library, performing jobs and errands, eating in the lunchroom, having a locker and using it.
Literature	Jorgensen, Schuh, & Nisbet 2006; Yell, Katsiyannis, Drasgow, & Herbst, 2003; Renzaglia, Karvonen, Drasgow, & Stoxen, 2003
CEC NTC	[DDA7.S3]
LA DOE	2.2.3S;2.2.7S;6.2.5S
Objective	I 10. Students participate with their typical peers in school wide activities. Activities include, but are not limited to: assemblies, fieldtrips, plays, extracurricular activities, school-wide positive behavior support activities).
Literature	Jorgensen, Schuh, & Nisbet, 2006
CEC NTC	[DDA4.S6]
LA DOE	2.2.3S;2.2.7S
Goal	Students receive appropriate levels of support to participate in school wide settings, activities, and routines.
Objective	I 11. Students have individualized supports available in general education classrooms.
Literature	Yell, Katsiyannis, Drasgow, & Herbst, 2003; IDEA 2004.; Renzaglia, Karvonen, Drasgow, & Stoxen, 2003.
CEC NTC	[DDA4.K1, DDA4.S1]
LA DOE	1.3.8S;2.1.10S;2.2.8S;3.1.7S
Objective	I 12. Students are engaged in the same topic/subject activity as typical peers in the general education classroom.
Literature	Sonnenmeier, McSheehan, & Jorgensen, 2005.
CEC NTC	[DDA4.K1]
LA DOE	2.2.3S
Objective	I 13. Secondary ONLY: Student schedules are individualized and include link to students' interests/preferences, as indicated on the IEP/ITP.
Literature	Renzaglia, Karvonen, Drasgow, & Stoxen, 2003.
CEC NTC	[DDA4.S6]
LA DOE	2.2.3S;2.2.4S;3.1.8S
Objective	I 14. As needed, individualized supports in the general education classroom are delivered by more than two faculty/staff/peers.
Literature	Carter, Cushing, Clark, & Kennedy, 2005.

CEC NTC	[DDA7.S3]
LA DOE	1.4.3S;2.2.3S;2.2.6S;2.2.8S
Objective	I 15. Related service providers deliver services within or across instructional activities and ongoing routines in the classroom, school, and/or community [community =community based instruction].
Literature	Giangreco, 2000; Polychronis, McDonnell, Johnson, Riesen, & Jameson, 2004.
CEC NTC	[DDA4.K1]
LA DOE	2.1.17S;3.1.4S;3.1.5S
KEY AREA: ENVIRONMENT	
Goal	All areas are organized to promote learning and minimize avoidant behavior.
Objective	I 16. Evidence of classroom behavior expectations is visible in the classroom (e.g., rules, reinforcement, etc.).
Literature	Sugai et al., 2000.
CEC NTC	[DDA1.K5, DDA3.K3, DDA4.S5]
LA DOE	2.1.15S
Objective	I 17 Students perform behaviorally as directed OR can explain what they have done incorrectly (i.e., mastery of classroom behavior expectations).
Literature	Sugai et al., 2000.
CEC NTC	[DDA3.K3,DDA8.S2, DDA8.S3]
LA DOE	2.1.15S;4.2.4S
Goal	Team provides modifications and/or adaptations of environments for students with multisensory needs.
Objective	I 18. The environment is arranged to allow students to access shared classroom materials and supplies (e.g., pencil sharpener, books from shelf, etc.) independently **or** with least restrictive supports.
Literature	Russell., Hoffmann, & Higgins, 2009; Iovannone, Dunlap, Huger, & Kincaid, 2003.
CEC NTC	[DDA5.S3]
LA DOE	2.1.10S;2.2.8S
Objective	I 19. Each student's immediate environment is arranged to allow access to their individualized materials (e.g., things from backpacks, desks, etc.), any individual materials that all students access in the setting, and supplies independently **or** with least restrictive supports.
Literature	Iovannone, Dunlap, Huger, & Kincaid, 2003.
CEC NTC	[DDA5.S3]

LA DOE	1.2.4S;2.1.10S;2.1.14S;2.2.8S
Objective	I 20. In general education settings, the teacher provides all students alternatives for demonstrating what they know (i.e., UDL) (e.g, presentations, visual displays, pen/paper activities, etc.).
Literature	Rose & Meyer, 2002.
CEC NTC	[DDA8.K2, DDA8.K3]
LA DOE	1.2.4S;2.1.17S;2.2.3S;2.2.8S
Objective	I 21. In general education settings, the teacher provides all students various ways of acquiring information and knowledge (i.e., UDL) (e.g., auditory, visually, through text, etc.).
Literature	Rose & Meyer, 2002.
CEC NTC	[DDA4.K1]
LA DOE	1.2.4S;2.1.17S;2.2.3S;2.2.8S
Objective	I 22. In general education settings, the teacher promotes student engagement by using student areas of interest, offering choice in activity, providing reinforcement (i.e., UDL).
Literature	Rose & Meyer, 2002.
CEC NTC	[DDA7.S2]
LA DOE	1.2.4S;2.1.17S;2.2.3S;2.2.8S
Goal	Team uses environmental supports to help the student understand expectations
Objective	I 23. Visual supports are observed in the classroom (e.g., individualized schedules, timers, class wide schedule, labels, etc.).
Literature	Heflin and Alberto, 200; Bryan and Gast, 2000.
CEC NTC	[DDA2.K6, DDA3.K3, DDA4.S2]
LA DOE	1.3.8S;2.1.10S;2.2.2S; ;3.1.7S
Objective	I 24. Students use individualized visual supports in the classroom independently or with least restrictive supports (e.g., individualized schedules, timers, labels, etc.).
Literature	Heflin and Alberto, 2001; Ganz, 2007.; MacDuff, Krantz, & McClanahan, 1993.
CEC NTC	[DDA4.S1]
LA DOE	1.3.8S;2.1.10S;2.2.2S;2.2.8S; ;3.1.7S;6.2.5S
Objective	I 25. Individualized environmental supports include more than two methods of implementation [e.g., human support (adult and peer), visual support, and material support] if needed.
Literature	Carter, Cushing, Clark, & Kennedy, 2005; Ganz, 2007.
CEC NTC	[DDA7.S3]
LA DOE	1.3.8S;2.2.8S

KEY AREA: CURRICULUM AND INSTRUCTION	
Goal	Curriculum used for students with autism aligns with the general education curriculum at students' age-considerate grade level.
Objective	I 26. Core content (ELA, Math, Science, Social Studies) goals on student IEPs address state standards for the grade in which the student is enrolled (e.g., grade level expectations, extended standards).
Literature	NCLB, IDEA, 2004.
CEC NTC	[DDA4.S3, DDA7.S2]
LA DOE	1.2.6S;2.1.9S;2.2.11S
Objective	I 27. Individualized accommodations and modifications are present on classroom lesson plans.
Literature	Yell, Drasgow, & Lowrey, 2005.
CEC NTC	[DDA4.S1]
LA DOE	1.2.6S;2.1.10S;2.2.11S;5.1.2S
Goal	Instructional plans and routines incorporate functional skills with a view towards independent living.
Objective	I 28. Individualized targets addressing goals other than core content areas are present on classroom lesson plans (e.g., self help, vocational, communication, social).
Literature	Wood, Karvonen, Test, Browder, & Algozzine, 2004.
CEC NTC	[DDA4.S2]
LA DOE	1.2.3S; 1.2.6S;2.1.9S;2.1.14S;2.2.11S;6.2.2S;6.2.3S;6.2.6S
Goal	IEP goals and objectives are embedded within socially valid activities and routines throughout the day to promote maintenance and generalization.
Objective	I 29. Instruction on individualized skills is observed within or across primary instructional activities and ongoing routines in the classroom, school, or community (i.e., embedded instruction of social interaction skills, communication skills, self-help, etc.).
Literature	Polychronis, et al. 2004). (Angell, M., Bailey, R., & Larson, L., 2008.
CEC NTC	[DDA7.S3, DDA5.S1]
LA DOE	1.2.6S;2.1.17S;2.2.3S;2.2.6S;2.2.7S;2.2.11S;5.2.4S;6.2.2S;6.2.3S;6.2.6S
Goal	Instruction occurs in a variety of settings and group arrangements.
Goal	Instructional plan includes strategies to promote student independence across activities and settings.

Objective	I 30. Generalization of the targeted skill is addressed within each lesson [i.e., skills are taught in multiple settings (large/small group), with multiple people (staff/peers), using multiple materials].
Literature	Stokes & Baer, 1977; Angell, M., Bailey, R., & Larson, L., 2008.
CEC NTC	[DDA7.S3 (only across environments for Social Interaction)]
LA DOE	1.2.6S;2.1.17S;2.2.6S;2.2.7S;2.2.11S;3.2.4S
Goal	Instructional methods consist primarily of research-based practices.
Objective	I 31. Systematic instructional procedures are evident in the instruction provided.
Literature	Iovannone, R., Dunlap, G., Huber, H., & Kincaid, D.,2003; Angell, M., Bailey, R., & Larson, L.,2008.
CEC NTC	[DDA7.S4]
LA DOE	1.2.6S;2.2.1S; 2.2.3S;2.2.11S
Objective	I 32. Plans for use of systematic instructional procedures are evident.
Literature	Iovannone, R., Dunlap, G., Huber, H., & Kincaid, D.,2003; Angell, M., Bailey, R., & Larson, L.,2008.
CEC NTC	[DDA7.S4]
LA DOE	1.2.6S;2.2.1S; 2.2.3S;2.2.11S
Objective	I 33. Systematic error correction procedures are evident in the instruction provided.
Literature	Jones, Feeley, and Takacs, 2007.
CEC NTC	[DDA7.S4]
LA DOE	1.2.6S;2.2.1S;2.2.11S
Objective	I 34. Plans for use of systematic error correction procedures are evident.
Literature	Jones, Feeley, and Takacs, 2007.
CEC NTC	[DDA7.S4]
LA DOE	1.2.6S;2.2.1S;2.2.11S
Objective	I 35. Systematic use of reinforcement is evident in the instruction provided.
Literature	Simonsen, Fairbanks, Briesch, Myers, & Sugai,2008; Jones, Feeley, &Takacs, 2007.
CEC NTC	[DDA7.S4]
LA DOE	1.2.6S;2.2.1S;2.2.11S
Objective	I 36. Plans for systematic use of reinforcement are evident.
Literature	Jones, Feeley, & Takacs, 2007.
CEC NTC	[DDA7.S4]
LA DOE	1.2.6S;2.2.1S;2.2.11S

Goal	Instruction is data driven. Team evaluates student progress weekly to plan and refine instruction.
Objective	I 37. The teacher is observed collecting data on student performance on the instruction provided (e.g., grading answers, providing written feedback, completing checklists, etc.).
Literature	Yell, Drasgow, & Lowrey, 2005.
CEC NTC	[DDA7.S4]
LA DOE	1.2.6S;2.1.1S;2.1.2S;2.1.3S;2.1.4S;2.1.6S;2.1.7S;2.2.1S;5.1.1S;5.1.4S;3.1.2S
Objective	I 38. Plans include systems for collecting data on student performance (e.g., grading answers, completing checklists, etc.)..
Literature	Yell, Drasgow, & Lowrey, 2005; IDEA, 2004; Yell, Shriner, & Katsiyannis, 2006.
CEC NTC	[ICC8S4, ICC8S8, DDA8.S1]
LA DOE	1.2.6S;2.1.1S;2.1.2S;2.1.3S;2.1.4S;2.1.6S;2.1.7S;2.2.1S;2.2.4S;2.2.4S;5.1.1S;5.1.4S
Objective	I 39. Ongoing assessments demonstrate maintenance of skills over time. (e.g., Universal benchmark assessments, alternate benchmark assessments, instructional data collection, progress monitoring assessment).
Literature	Yell, Drasgow, & Lowrey, 2005; IDEA, 2004; Yell, Shriner, & Katsiyannis, 2006.
CEC NTC	[DDA8.S1]
LA DOE	1.2.5S; 1.2.6S;2.1.1S;2.1.2S;2.1.3S;2.1.4S;2.1.6S;2.1.7S;2.1.17S;2.2.4S;2.2.4S;5.1.1S;5.1.4S; 3.1.2S
KEY AREA: COMMUNICATION	
Goal	Team provides students a socially acceptable and effective means to communicate throughout the day in any setting.
Objective	I 40. Students have the opportunity to communicate in natural settings with more than one person (e.g., natural settings could be break time in class, hallway, bathroom, lunch, recess, etc.).
Literature	Cowan & Allen, 2007.
CEC NTC	[DDA6.S1, DDA4.S4, DDA4.S3]
LA DOE	2.1.12S;2.2.6S;2.2.7S;2.2.10S;2.2.11S;2.2.12S;3.1.1S; 3.1.2S;3.1.3S; 3.1.4S;3.1.5S;3.1.6S;3.2.2S;3.2.3S;3.2.6S;3.2.7S;3.2.1S
Objective	I 41 Students' instructional documentation includes a plan for social inclusion through access to multiple settings to increase the opportunity to communicate with peers.
Literature	Cowan & Allen, 2007.
CEC NTC	[ICC5S2, ICC5S4]
LA DOE	2.1.12S;2.1.17S; 2.2.3S;2.2.6S;2.2.7S;2.2.10S;2.2.11S;2.2.12S; 3.1.1S; 3.1.2S; 3.1.3S; 3.1.4S;3.1.5S;3.1.6S; ;3.2.1S; 3.2.2S;3.2.3S;3.2.6S;3.2.7S
Goal	Team supports and expands students' communicative repertoire (i.e. respond yes/no, ask questions, greet others).

Objective	I 42 Students use a socially acceptable form of communication to request preferred items and events.
Literature	Downing, 1999.
CEC NTC	[DDA4.S2]
LA DOE	1.3.6S;2.1.12S;3.2.3S; 3.1.1S; 3.1.4S;3.1.5S;3.1.6S; 3.2.1S ; 3.2.2S;3.2.6S;3.2.7S;3.1.8S
Objective	I 43. Students use a socially acceptable form of communication to reject unpreferred items and events.
Literature	Downing, 1999.
CEC NTC	[DDA4.S2]
LA DOE	1.3.6S;2.1.12S;3.2.3S;3.2.6S; 3.1.1S; 3.1.2S; 3.1.3S; 3.1.4S;3.1.5S;3.1.6S; 3.2.1S ; 3.2.2S;3.2.7S
Objective	I 44. Students sustain an interaction with staff or peers by using socially acceptable forms of communication.
Literature	Downing, 1999.
CEC NTC	[DDA4.S2]
LA DOE	1.3.6S;2.1.12S; 3.1.1S; 3.1.2S; 3.1.3S; 3.1.4S;3.1.5S;3.1.6S; 3.2.1S ; 3.2.2S;3.2.3S;3.2.6S;3.2.7S
Objective	I 45. Students use a socially acceptable form of communication to comment.
Literature	Cowan & Allen, 2007.
CEC NTC	[ICC6S1, DDA6.S1]
LA DOE	2.1.12S; 3.1.1S; 3.1.2S; 3.1.3S; 3.1.4S;3.1.5S;3.1.6S; 3.2.2S;3.2.3S;3.2.6S;3.2.7S
Objective	I 46.Students use socially acceptable forms of communication to initiate an interaction with staff or peers.
Literature	Cowan & Allen, 2007.
CEC NTC	[ICC6S1, DDA6.S1]
LA DOE	2.1.12S; 3.1.1S; 3.1.2S; 3.1.3S; 3.1.4S;3.1.5S;3.1.6S; 3.2.1S ; 3.2.2S;3.2.3S;3.2.6S;3.2.7S
	I 47.Students terminate an interaction with staff or peers by using socially acceptable forms of communication.
Literature	Downing, 1999.
CEC NTC	[ICC6S1, DDA6.S1]
LA DOE	2.1.12S; 3.1.1S; 3.1.2S; 3.1.4S;3.1.5S;3.1.6S; 3.2.1S ; 3.2.2S;3.2.3S;3.2.6S;3.2.7S
Objective	I 48. Students continue to use socially acceptable forms of communication when initial attempt is unsuccessful.
Literature	Downing, 1999.
CEC NTC	[DDA6.S2]
LA DOE	2.1.12S; 3.1.1S; 3.1.2S; 3.1.3S; 3.1.4S;3.1.5S;3.1.6S; 3.2.1S ; 3.2.2S;3.2.3S;3.2.6S;3.2.7S
Goal	Team supports students' effective communication with adults and peers.
Objective	I 49. Staff foster and sustain students' communicative attempts by responding (a) consistently, (b) in ways consistent with the student's communicative purpose or motivation, and (c) at the student's communicative level.

Literature	Keen, Sigafoos, & Woodyatt, 2005; Meaden, Halle, Ostrosky, & DeStefano, 2008.
CEC NTC	[DDA4.S2]
LA DOE	2.1.12S;2.2.11S; 3.1.1S; 3.1.2S; 3.1.3S; 3.1.4S;3.1.5S;3.1.6S; 3.2.1S ; 3.2.2S;3.2.3S;3.2.4S;3.2.6S;3.2.7S
Objective	I 50. Peers foster and sustain students' communicative attempts by responding (a) consistently, (b) in ways consistent with the student's communicative purpose or motivation, and (c) at the student's communicative level.
Literature	Keen, Sigafoos, & Woodyatt, 2005; Meaden, Halle, Ostrosky, & DeStefano, 2008.
CEC NTC	[DDA6.S1, DDA4.S4]
LA DOE	2.1.12S;2.1.17S;2.2.10S;2.2.11S; 3.1.1S; 3.1.2S; 3.1.3S; 3.1.4S;3.1.5S;3.1.6S; 3.2.1S ; 3.2.2S;3.2.3S;3.2.4S;3.2.6S;3.2.7S
KEY AREA: BEHAVIOR	
Goal	Students with ASD are included in school-wide positive behavior support activities.
Objective	I 51. School-wide systems utilizing positive behavior supports are implemented with all students.
Literature	Turnbull et al., 2002; Sailor et al., 2006.
CEC NTC	[Stand. 1, K4, K5, Stand. 4, S1, S2, S3, S5, Stand. 5, S4, Stand. 7, K1, S1-S4, Stand. 8, S2, Stand. 10, K1,S1]
LA DOE	2.1.16S;2.2.7S;2.2.11S;2.2.12S;4.2.4S;5.1.3S
Objective	I 52. Class wide student-specific behavior management systems target positive consequences rather than punitive measures.
Literature	Reinke, Lewis-Palmer, & Merrell, 2008; Maag, 2001.
CEC NTC	[DDAA4.S5, ICC5S13, ICC5S10]
LA DOE	5.1.3S; 5.1.3S; 2.1.14S
	I 52a. Individualized behavior management systems target positive consequences rather than punitive measures
Literature	Reinke, Lewis-Palmer, & Merrell, 2008; Maag, 2001.
CEC NTC	[Stand. 1, K4, K5, Stand. 2, K1, K3, K4, Stand. 3, K1, K2, Stand. 4, K1, S1, S4, S5, Stand. 5, S3, Stand. 7, S1, S2, S3, S4, Stand. 8, K2, K3, S1-S3]
LA DOE	2.1.16S;2.2.11S;2.2.12S;5.1.3S;5.2.1S
Goal	Functional behavior assessments of challenging behaviors are used to identify possible alternative or replacement behaviors.
Objective	I 53. Functional behavior assessments (FBA) are conducted to assess problem behaviors as necessary.
Literature	deBildt, Sytema, Kraijer, Sparrow, & Minderaa, 2005; Kern & Vorndran, 2000; Mueller, Sterling-Turner, & Scattone, 2001; O'Neill, Horner, Albin, Sprague, Storey, & Newton, 1997; IDEA, 2004.
CEC NTC	[Stand. 1, K4, K5, Stand. 2, K2, K4, K6, Stand. 3, K1, K3, Stand. 4, S5, Stand. S1, S4, Stand. 8, K1-K4, S1-S3]
LA DOE	2.1.1S;2.1.2S;2.1.3S;2.1.16S;4.1.5S;5.1.1S;5.1.3S;5.1.4S;5.1.6S;5.1.8S;6.2.1S;6.2.2S

Objective	I 54. If present, Behavior Intervention Plans are based on individualized FBA.
Literature	deBildt, Sytema, Kraijer, Sparrow, & Minderaa, 2005; Kern & Vorndran, 2000; Mueller, Sterling-Turner, & Scattone, 2001; O'Neill, Horner, Albin, Sprague, Storey, & Newton, 1997, IDEA, 2004.
CEC NTC	[Stand 1, K4, K5, Stand. 2 K1, K3, Stand. 3 K1, K2, Stand. 4, K1, S1, S5, Stand. 8 K1-K4, S1-3]
LA DOE	2.1.16S;4.1.3S;4.1.6S;5.1.1S;5.1.3S;5.1.4S;5.1.8S;5.1.9S
Objective	I 55. If present, Behavior Intervention Plans include procedures to increase replacement behavior.
Literature	deBildt, Sytema, Kraijer, Sparrow, & Minderaa, 2005; Kern & Vorndran, 2000; Mueller, Sterling-Turner, & Scattone, 2001; O'Neill, Horner, Albin, Sprague, Storey, & Newton, 1997.
CEC NTC	[Stand. 1, K4, K5, K7, Stand. 2, K1, K3, K6, Stand. 3, K1-K3, Stand. 4, K1, 1, 2, S4,S5, Stand. 7, S1, S4, Stand. 8, K1, K2-K4, S1-S3, Stand. 10, K1]
LA DOE	2.1.16S;2.2.12S;4.1.3S;4.1.6S;5.1.1S;5.1.3S;5.1.8S5.1.9S;5.2.1S
Goal	Functional behavior assessments of persistent behaviors are used to design intervention plans that employ positive support strategies.
Objective	I 56. Evidence of identified student preferences exists in lesson plans and IEP.
Literature	deBildt, Sytema, Kraijer, Sparrow, & Minderaa, 2005; DeLeon & Iwata, 1996; Fisher, Piazza, Bowman, Hagopian, Owens, & Slevin, 1992; Romaniuk & Miltenberger, 2001.
CEC NTC	[Stand. 1, K1, K4, K5-K7, Stand. 2 K5, Stand. 3, K3, Stand. 4, K1, S1, S6, S7, Stand. 5, S4, S5, Stand. 7, K1, S1-S4, Stand. 8, K4, Stand. 10, K1, S1]
LA DOE	2.2.5S;5.1.4S;5.1.7S;3.1.8S
Objective	I 57. The reinforcement students are working for is identified before a student begins his/her work (i.e., students know what they are working for).
Literature	Jones, Feeley, & Takacs, 2007; Wilder, D., Schadler, J., Higbee, T., Haymes, L., Bajagic, V., & Register, M., 2008.
CEC NTC	[Stand. 1, K4, K5, K6, K7, Stand. 2, K2, K3, Stand. 3, K2, Stand. 4, S1, Stand. 5, S5, Stand. 7, S4, Stand. 8, K4]
LA DOE	2.2.5S;2.2.12S5.1.7S
Goal	Data is used to evaluate and modify behavior plans as needed.
Objective	I 58. Evidence of the application of data analysis to modify behavioral plans is available (e.g., changes based on graphs, grade point averages, etc.).
Literature	Killu, 2008
CEC NTC	[Stand. 4, S1, S4, S5, Stand. 7, S4, Stand. 8, K1-S1-S3]
LA DOE	2.2.4S;5.1.4S;5.1.8S;5.1.9S;5.2.1S;5.2.2S

KEY AREA: SOCIAL INTERACTION	
Goal	IEPs include **social interaction** goals such as reciprocity, and self-awareness (e.g., taking turns, maintaining personal space).
Objective	I 59. Initial assessment data is available on specific social skill interventions for students (e.g., current level of progress or baseline data included in IEP folder).
Literature	Bellini & Hopf, 2007; Wang & Spillane, 2009.
CEC NTC	[Stand. 8, K1-K4, S1-S3, Stand. 10, K1, S1]
LA DOE	1.2.5S;2.1.1S;2.1.2S;2.1.3S;2.1.4S;2.1.7S;2.1.13S;2.2.9S;4.1.1S;5.2.3.S
Objective	I 60. Specific social skills goals are identified on student IEPs for intervention (i.e., interventions can be targeted as acquiring skills or enhancing performance).
Literature	Bellini & Hopf, 2007.
CEC NTC	[Stand. 4 K1, S1-S7, Stand, 5, S1-S3, Stand. 7, K1, S1-S4, Stand. 8, K1-K4, S1-S3, Stand. 10, K1, S1]
LA DOE	2.1.4S;2.1.7S;2.1.13S2.2.9S;4.1.1S
Objective	I 61. Progress monitoring data is available on specific social skill interventions for students.
Literature	Bellini & Hopf, 2007; Wang & Spillane, 2009; Timler,Vogler-Elias, & McGill, 2007.
CEC NTC	[Stand. 8, K1-K4, S1-S3, Stand. 10, K1, S1]
LA DOE	2.1.13S;2.2.4S;2.2.9S
Goal	Instructional plans include strategies to address social goals.
Objective	I 62. Social skills instructional plans for students include peer supported strategies.
Literature	Carter, Kushing, Clark, & Kennedy, 2005; Owen-DeSchryver, Carr, Cale, & Blakeley-Smith, A., 2008.; Timler,Vogler-Elias, & McGill, 2007; Goldstein, Schneider, & Thiemann, 2007; Kamps, et. al, 2002.
CEC NTC	[Stand. 4, K1, S1-S7, Stand. 5, S1-S5, Stand. 7, K1, S1-S4, Stand. 8, K2-K4, Stand. 10, K1, S1]
LA DOE	2.1.13S;2.2.10S;2.2.11S;4.1.2S4.1.9S;4.2.1S;4.2.3S
Goal	Appropriate strategies are used to teach the student social skills, and promote independent performance and generalization.
Objective	I 63. Social Skill instruction is observed.
Literature	Bellini, Benner, & Peters-Myszak.,2009; Bellini, Peters, Benner, & Hopf, 2007.
CEC NTC	[DDA6.S1]
LA DOE	4.1.2S; 4.1.4S; 4.1.6S; 4.2.1S; 4.2.3S

Objective	I 64. Social skill deficits for students have been identified as one of the following: - Skill acquisition deficit (absence of a particular skill or behavior), or a -Performance deficit (skill or behavior is present, but not demonstrated or performed).
Literature	Gresham, 2002; Gumpel, T. 2007.
CEC NTC	[Stand. 1, K1, K2, K4-K7, Stand. 2, K3, K4, K6, Stand. 4, K1, S1-S7, Stand. 5, S1-S5, Stand. 8, K1-K4, S1-S3, Stand.7, K1, S1-S4, Stand. 10, K1, S1]
LA DOE	2.1.13S;2.2.9S;4.1.2S
Objective	I 65. Routines for students include unstructured opportunities for social interaction with typical peers in social and academic contexts.
Literature	Kamps et al., 2002.
CEC NTC	[Stand. 1, K1, K3, K4, K5, Stand. 2, K4-K6, Stand. 4, K1, S1-S3, S5-S7, Stand. 5, S1-S5, Stand. 6 S1, S2, Stand. 7 K1, S1-S4, Stand. 8 k2, K4]
LA DOE	2.1.13S;2.1.17S; 2.2.3S;2.2.11S;4.1.4S ;4.1.9S;4.2.1S
Objective	I 66. Social skill instruction is implemented in natural settings (i.e., general education classroom, general school and community settings, not self-contained or resource settings).
Literature	Bellini, Peters, Benner, & Hopf, 2007; Orsmond, Krauss, & Seltzer, 2004; Timler,Vogler-Elias,& McGill, 2007; Kamps, et. al, 2002.
CEC NTC	[Stand. 4 K1, S1-S7, Stand, 5, S1-S5, Stand. 7, K1, S1-S4, Stand. 8, K1-K4, S1-S3, Stand. 10, K1, S1]
LA DOE	2.1.13S;2.1.17S; 2.2.3S;2.2.6S;2.2.7S;2.2.10S;2.2.11S;4.1.4S;4.1.9S;4.2.1S;4.2.3S;5.2.5S
Objective	I 67. Generalization of social skills is implemented through the use of multiple naturalistic settings and activities with multiple partners (e.g., peers, teachers, family, related service providers).
Literature	Bellini, Peters, Benner, & Hopf, 2007; Timler,Vogler-Elias, & McGill, 2007; Kamps, et. al, 2002.
CEC NTC	[Stand. 4 K1, S1-S7, Stand, 5, S1-S5, Stand. 7, K1, S1-S4, Stand. 8, K2-K4, S1-S3, Stand. 10, K1, S1]
LA DOE	1.2.8S;2.1.13S;2.1.17S; 2.2.3S;2.2.6S;2.2.7S;2.2.11S;2.2.12S;4.1.2S;4.1.4S;4.1.9S;4.2.1S;4.2.3S;5.1.3S;5.2.4S
KEY AREA: TRANSITION	
Goal	A written plan exists to guide transitions (Part C to Part B; grade to grade, building to building, school to ESY, school to community).
Goal	Students, families, sending programs and receiving programs are involved in development of transition plans.
	I 68. A written plan exists to facilitate major transitions (e.g. Part C to Part B; grade to grade, building to building, school to ESY, school to community), based on individual student needs.

Objective	
Literature	IDEA, 2004.
CEC NTC	[DDA4.S7]
LA DOE	1.2.8S;2.1.11S
Objective	I 69. **Secondary ONLY:** Individualized Transition Plans (ITP) include goals for all domains (e.g., instruction, related services, community experiences, the development of employment and other post-school living objectives, and, if appropriate, acquisition of daily living and functional vocational evaluation).
Literature	IDEA, 2004 in Wehman, Smith, & Schall, 2009.
CEC NTC	[DDA7.S1, DDA5.S1, DDA4.S6, DDA10S1]
LA DOE	1.2.8S;2.1.11S
Objective	I 70. Transition plans include individualized positive behavior support strategies, including opportunities for choice making.
Literature	Banda, Grimmett, & Hart, 2009; Wehman, Smith, & Schall, 2009.
CEC NTC	[DDA4.S5]
LA DOE	1.2.9S;2.1.11S;2.2.11S;2.2.12S
Goal	Existing supports follow students to their new setting.
Objective	I 71. Resources (environmental or human) are identified to support students within and across their day: (e.g., from activity to activity, within a routine, from one environment to another, during unanticipated changes).
Literature	Wehman, Smith, & Schall, 2009.
CEC NTC	[DDA5.S3]
LA DOE	1.3.8S;2.1.11S
Objective	I 72. When transitioning from environment to environment, students use class wide or individualized supports effectively.
Literature	Banda, Grimmett, & Hart, 2009.
CEC NTC	[DDA4.S5, DDA5.S3]
LA DOE	1.3.8S
Objective	I 73. When transitioning from activity to activity, students use class wide or individualized supports effectively.
Literature	Banda, Grimmett, & Hart, 2009
CEC NTC	[DDA4.S5,DDA5.S3]
LA DOE	1.3.8S

Objective	I 74. During unanticipated changes for the student(s), students use class wide or individualized supports effectively.
Literature	Banda, Grimmett, & Hart, 2009
CEC NTC	[DDA4.S5,DDA5.S3]
LA DOE	2.1.9S
Objective	I 75. Data on transition plan initial assessment and progress monitoring is available.
Literature	Banda, Grimmett, & Hart, 2009.
CEC NTC	[DDA7.S4]
LA DOE	2.1.11S;2.2.4S;

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