



Human
Development
Center

Building Capacity
Inspiring Change

**User's Guide to
Louisiana Autism Quality Indicators for Schools**



LSU HSC Human Development Center

2010

The contents of this document were developed in part by a grant from the Louisiana Department of Education. However, the contents do not necessarily reflect the policy of the Louisiana Department of Education and you should not assume endorsement by the Department of Education.

Primary Authors:

K. Alisa Lowrey, Ph.D.

Philip Wilson, Ph.D.

Lisa Altman, M. Ed

Julie Riley, M. Ed.

Donna Hammons

Bambi Polotzola

Maria Blanco, M.Ed.

The authors would like to acknowledge the following people for their contributions to this document:

Carrie DeLorge, M.Ed.

Krista James

Patty Alewyne

We would also like to thank the students and families, administrators, faculty, and staff in Louisiana public schools who collaborated with us in the development of this document.

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/3.0/> or send a letter to Creative Commons, 444 Castro Street, Suite 900, Mountain View, California, 94041, USA.

Table of Contents

Table of Contents	3
Louisiana Autism Quality Indicators for Schools	4
Introduction	4
Framework	6
Development	6
Administering the LAQI Assessment Tool	9
Site Visit	9
Observation	10
Document Review	10
Supplementary LAQI Administration Documents	11
Scoring the Assessment	12
Debrief	13
Accompanying LAQI Documents	14
LAQI Synthesis Document:	14
Louisiana Autism Quality Indicators and Exemplars	15
Glossary	64
Appendix 1	68
References	70

Louisiana Autism Quality Indicators for Schools

Introduction

Incidence of Autism Spectrum Disorders (ASD) in children continues to rise. Currently 1 in 110 children are diagnosed with ASD (CDC 2009). School systems are serving increasing numbers of students with ASD and related disabilities. By definition, these students present with a spectrum of abilities and needs. The increased prevalence of ASD has created a plethora of treatments and strategies to address the needs of people with ASD and other related disabilities with similar characteristics. Many of these treatments and strategies do not have quality research findings to support their effectiveness in addressing the educational, social, communication, and behavioral needs of students with ASD and related disabilities (National Autism Center, 2010). Although there is no single best treatment for all students with ASD, educators, service providers, and families need access to structured, well-planned, evidence-based strategies to choose from when developing services for students across the grade-span.

In the United States, new teachers preparing to enter the field of education have most likely not had coursework specifically in the area of ASD (National Research Council, 2001). School districts, teachers, and service providers need specific strategies and quality training on an ongoing basis to address the individual needs presented by students with ASD in classroom, school, and community settings. Many national and state agencies offer resources for the dissemination of information related to evidence-based educational strategies for students with ASD and related disabilities. The primary goal of the National Autism Center, for instance, is to “provide critical information about which treatments have been shown to be effective for individuals with ASD” (NAC, 2010). The NAC “...examined and quantified the level of

research supporting interventions that target the core characteristics of ASD in children, adolescents, and young adults (below 22 years of age) on the autism spectrum” (<http://www.nationalautismcenter.org/affiliates>). Few resources exist nationally for direct technical assistance in classrooms.

Louisiana, like other states, has experienced an increased incidence of students with a diagnosis of label of Autism (Louisiana Department of Education, 2010). The Louisiana Department of Education (LDOE) has partnered with the Human Development Center (HDC) at the Louisiana State University Health Sciences Center (LSU HSC) to create a professional development project that is focused on improving outcomes for students with ASD and related disabilities by providing evidence-based educational programming. HDC, in conjunction with the LDOE, designed the Louisiana Autism Spectrum and Related Disabilities (LASARD) Project to achieve this outcome. As part of the overall structure of LASARD, the Project developed evidence-based quality Indicators for use in determining training and technical assistance needs of school-based teams engaged in educating students with ASD and related disabilities. The Louisiana Autism Quality Indicators (LAQI) consists of 75 Indicators created from an extensive review of research on effective practices. These Indicators should be used to assist schools throughout the state in the implementation of evidence-based practices in services provided to individuals with ASD and related disabilities. In addition, an LAQI Assessment tool was developed to provide schools a method for program evaluation and/or progress monitoring.

Framework

The Louisiana Autism Quality Indicators for schools contains eight Key Areas which were identified as necessary components of any program servicing students with ASD and related disabilities: Collaboration, Inclusive Practices, Environment, Curriculum & Instruction, Social Interaction, Communication, Behavior, and Transition. Seventy-five items in the eight Key Areas were selected as measurable and observable Indicators of program quality. These Indicators are not an exhaustive list of all of the necessary components for a successful program, but are meant to be indicative of the expertise and implementation of evidence-based strategies in a given program. The LAQI can be used as a guide for planning, programming, and assessment by a variety of stakeholders. The LAQI itself represents the framework of Indicators and Key Areas. These Indicators are also are organized into an assessment tool, which can be used as both a formative and summative measure of school performance.

Development

The original LAQI was developed in 2007. An exhaustive review of extant literature yielded four national and 13 state publications regarding educational practices for students with ASD. Eleven were agency guidelines and technical papers, two were ratable instruments, one reported results of a national forum, one was an educator's classroom guide, and one was a federal report. A comparative matrix was created to examine Key Areas and components identified by each source. An advisory board was established to assist with the creation of autism program quality Indicators. This board reviewed the information presented to them, recommended eight Key Areas on which to focus, and offered suggestions about competency Indicators for each area. 27 Quality Indicators were initially developed. The draft of the Louisiana Autism Quality Indicators

(LAQI) Assessment was field tested in 15 public schools throughout the state in May 2007. As a result of field testing, in 2007-2008, four Key Areas of the LAQI were revised (Environment, Curriculum and Instruction, Collaboration, and Communication) with input from stakeholders. The revised version of the Assessment consisted of 37 Indicators. In 2008-2009, the LAQI Assessment was implemented with 17 participating public schools. Reliability measures were also conducted in 2008-2009. Issues were noted with specific Indicators as well as with scoring procedures. A revision of the LAQI was proposed for 2009-2010.

In October 2009, a revision of the LAQI was completed. The primary focus of this revision was to create valid Indicators that could be measured reliably. Using reliability data and consumer feedback from 2007-2009, the existing Indicators were determined too broad and complex for discrete measurement in the document review and observation format. The original Indicators were renamed Goals and were included in the document titled “LAQI Synthesis Document” as an expansive guide for best-practice. From each Goal, individual Indicators were developed based on user input and an exhaustive review of peer reviewed literature and research. Fifty-two peer reviewed journal articles, three other journal articles, six books, one federal law, and one report from a national forum were thoroughly reviewed. The original 8 Key Areas were used as a framework for the revised LAQI. 73 quality Indicators were developed. A revised LAQI assessment tool was developed. Content validity was measured using subject matter experts (SME) to review items and comment on how closely they matched the intended purpose of the literature base used (Linn, Baker, & Dunbar, 1991). Eight doctoral level interns from the Louisiana School Psychology Internship Consortium assisted in measuring initial inter-rater reliability of the LAQI Assessment in 12 public schools throughout the state. Inter-rater

reliability was calculated using Cohen's Kappa measure (Gwet, 2008) until overall agreement was calculated at or above 80% for all raters. In fall 2009, the revised LAQI was implemented in 19 public schools. No additional changes were made to the instrument in 2009-2010.

In August 2010, the feedback on the LAQI Assessment from consumers (e.g., facilitators, participating district and school team members, and Advisory Board Members) was reviewed. Few changes were made to existing Indicators. However, several recommendations were noted as important. Most notable were (a) the need for multiple exemplars, (b) the request for a scoring system that did not use "0" as a measure, and (c) the recommendation for additional Indicators, particularly in the Key Areas of Collaboration and Communication. As a response to those recommendations, multiple exemplars were added to this User's Guide for each Indicator. Additionally, seven new Indicators were added to the LAQI and four Indicators were removed. As of fall 2010, the LAQI currently contains 75 Indicators across 8 Key Areas. Finally, the scoring measure of the instrument was changed so 50% is the lowest score possible.

Comments or questions regarding the LAQI are welcome and should be addressed to:

Dr. K. Alisa Lowrey, Associate Professor

LSU HSC Human Development Center

LASARD Project

1900 Gravier St. Box G6-2

New Orleans, LA 70112

Administering the LAQI Assessment Tool

The Louisiana Autism Quality Indicators (LAQI) Assessment was designed as a tool to measure the implementation of evidence-based practices in educational programs serving school-aged students with ASD and related disabilities. It also assists schools, districts, and families in improving the quality of programs available to these students. It is meant to be used as a formative measure to guide best-practice programming and as a summative measure for program evaluation. Teams also use the LAQI Assessment as a self-improvement tool which can assist in identifying areas of strength as well as areas in need of improvement.

Site Visit

The LAQI Assessment is conducted in LASARD Project partner schools three times per school year: baseline, mid-year, and post. There are two components necessary to score the LAQI: a series of observations (baseline, mid-year, and final administrations) and a document review (baseline and final administrations only). Items needed for the LAQI Assessment administration should be prepared prior to the day of the assessment, including a schedule for each component [e.g., times and rooms for observation and time allotted for document review (see Appendix 1)]. The document review should be completed prior to the observation period in order to familiarize the LAQI Assessment administrator with student characteristics and programming. Whenever possible, the IEPs and other student documentation reviewed should be provided for the students who will be present in classrooms during the observation period. If required environments for observation or documents for review are not provided, these will be scored as 1 and will be calculated into the final score.

Observation: [1 full lesson for classroom activities (30-90 min), Open Access settings (15-45 min)]:

Observations should be made in a minimum of 2 classrooms (2 general education classrooms or one general education and one special education classroom) as well as one open access context (e.g., recess, library, cafeteria, etc.). These classrooms and activities should include one or more students with autism and/or related disabilities. Observations should begin with the start of the period in middle and high school settings or the content area lesson in elementary schools and conclude at the end of that period or content area. It is important to see the teaching session from beginning to end in order to observe transitions, communication opportunities, etc. Each setting has a customized scoring document which includes the Indicators that can be observed in that context [e.g., general education, special education, and larger school (open) context].

Document Review:

A Document Review scoring tool is used to assess Indicators which are evidenced in various student and teacher data. The following documents should be prepared for review in this section:

- **A minimum of three student IEPs (two for students with ASD and one for a student with a related disability).**
- **Lesson plans for all settings observed during the LAQI Assessment administration.**

Other supporting documentation needed includes:

- Home-school communication evidence, including logs, notebooks, and other supporting documentation for on-going school and family contacts
- Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) (if applicable)
- Progress monitoring data on FBAs/BIPs.

- Positive behavior support plans and progress monitoring data (this can include school-wide, class wide, and student specific strategies).
- Academic assessment data and on-going progress monitoring data (including benchmark assessments and standardized state testing). This also includes items such as report cards and IEP progress reports.
- Evidence of collaboration between team members (e.g., general educators, special educators, related service providers, student, families). This includes meeting minutes, instructional plans, and materials.
- Student and staff schedules.
- Plans and supports for transitions (within activities, across activities, environment to environment, year to year). This includes Individualized Transition Plans, visual supports, video models, plans for peer supports, Person-Centered Plans, etc. Progress monitoring data should also be included.

Supplementary LAQI Administration Documents

The following documents are used to gain supplemental information from schools teams regarding programming for students with ASD and related disabilities at the school, as well as self-perception on performance across Indicators and Key Areas. Outcomes from these elements are not factored into the scoring of the assessment tool.

Administrator Interview

This component is a structured interview which consists of 18 questions aligned to Indicators across all 8 Key Areas. It is administered prior to the baseline LAQI Assessment administration. The Interview is conducted with the person who is identified in the Administrator role on the LASARD team. Responses to each question are scripted by the interviewer and used as baseline information on current school practices. Comparison of interviews across school years can also be used to measure progress and changes in school practice.

Self-Assessment

The Self-Assessment is used in the development of team action plans and creates alignment between school priority and best-practices. The team rates themselves on all 75 Indicators and calculates an average score for each Key Area. The Key Areas are then ranked to illustrate the team's areas of strength and continued need for improvement. Partner teams who are new to the LASARD Project are required to complete the Self-Assessment in the fall and spring of their first year in the Project. It is recommended that all teams complete the Self-Assessment at least once per year in order to measure team member perception of practices across the Indicators and Key Areas.

Scoring the Assessment

Item Scoring Rubric

The LAQI Assessment uses a three point scale (1-3). Each indicator is scored using specific guidelines detailed in a subsequent section of this document. The general scoring rubric is as follows:

1 – The recommended practice is not in place. There is no evidence that the practice has been planned for or is emerging in practice.

2-Recommended practice is emerging or inconsistent. There is clear evidence the school is planning professional development and/ or implementation of the Indicator. There is some evidence of this Indicator, but not all of the time OR implementation is not at a proficient level. Also score a '2' if implementation occurs in isolated instances.

3– Recommended practice is evident. There is clear evidence the Indicator is universal. Implementation is proficient in all or nearly all instances.

Scores may be supported by a brief description in the Comments/ Evidence section to explain how the rater arrived at their score.

N/A- A “Not Applicable” rating can be given in instances where the practices would not be expected to be observed in that document, setting, or activity. If the practice should be observed and is not, a rating of “1” should be given.

Overall Scoring & Rating

The scores for the Indicators in each Key Area across each observed setting and the document review are summed and divided by the total possible points to achieve a percentage total for each Key Area. The sum of all scores for all measured Indicators is then divided by the total number of possible points measured for the Assessment to yield the total percentage score and an overall program rating. The program rating informs the intensity of support needed to assist the school in achieving best-practices as well as an overall measurement of school performance based on the Indicators. “Support needed” specifically refers to (a) technical assistance delivered, and (b), contact with teams through meetings, emails, and other on-going communication between LASARD Facilitator and LASARD Building-Level Teams (BLT).

RATING GUIDE (indicating level of support needed)

INTERMITTENT (support delivered a minimum of 1 x per month) = 90-100%

LIMITED (support delivered a minimum of 1 times every 3 weeks) = 80-89%

EXTENSIVE (support delivered a minimum of 1 x per 2 weeks) = 70-79%

PERVASIVE (support delivered a minimum of 1 x per week) = 50-69%

Debrief

Each administration of the LAQI Assessment should be followed-up with a team meeting at the school site. The score reporter should review scoring for each Key Area and/or individual Indicators in addition to comments and evidence gathered during the site visit. The BLT receives a score report which outlines performance across Key Areas and the total score. The reporter should highlight specific activities or recommendations based on LAQI Assessment data to assist

the team in formulating an action plan for further progress and improvement. The action planning resulting from this meeting should be focused on improving one or more of the 8 Key Areas, particularly those with a score < 70%.

Accompanying LAQI Documents

LAQI Synthesis Document:

This document is an alignment of overall program **Goals**, all current **LAQI Indicators** (by Key Area), supporting literature and research for each Indicator, the National Teacher Competencies for autism (CEC, 2009), and the Louisiana Autism Teacher Competencies (Louisiana Department of Education, 2010). The competencies are aligned with Indicators, as applicable.

Louisiana Autism Quality Indicators and Exemplars

In the following Key Area sections, a general summary is provided for each LAQI Key Area.

Following the general summary, a list of terms related to Indicators for that Key Area is provided followed by the Indicators and exemplars for the items in practice. A glossary of terms is included in this document. If an Indicator is not scored in the Document Review or Observation sections of the LAQI, an *NA* is marked in that cell.

Key Area: COLLABORATION

Collaboration has been determined a Key Area in delivering quality services to individuals with ASD and related disabilities (National Research Panel, 2001). An interdisciplinary collaborative team has a shared responsibility for the student's educational plan (IDEA, 2004). All team members, including families, should have an understanding of strategies and supports utilized in the student's educational programming (Iovannone, Dunlap, Huger, & Kincaid, 2003).

Instructional teams (including families) should collaborate in the planning, implementation, and evaluation of programming for students with autism and related disabilities (Friend & Cook, 1995; Jorgensen, Schuh, and Nisbet, 2006; Yell, Katsiyannis, Drasgow, & Herbst, 2003). This collaboration should be evidenced in documentation such as lesson plans and IEPs, as well as through manifestation in daily student programming (Wilson, 2006). Teams should attend professional development training on a routine basis to stay current in best practices. Teams should make every effort to include families in the collaborative decision making and educational outcomes of their student by creating systems of open communication and shared training experiences (Blue-Banning, Summers, Frankland, Nelson, & Beegle, 2004).

Terms

Instructional Team

Indicator:

I 1. Evidence of collaboration between special education and general education teachers is evident on lesson plans.

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• Special educators provide information on the general education lesson plans related to supports, accommodations, and modifications for specific students in the class (e.g., co-written plans, supplementary materials attached to the plan).• Roles and responsibilities are delineated on the lesson plan for all teachers and service providers participating in instructional delivery and student support.

Indicator:

I 2. Team members signing the IEP represent multiple disciplines (e.g. person with disability, paraeducators, related service providers, family members).

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• The Signature Page of the IEP reflects attendance and input from team members such as: General education teacher Special education teacher Related service provider Parent/Guardian Person with a disability

Indicator:

I 3. Assessment of student work and progress reflects input from multiple team members. (e.g., grading, progress reports, IEP progress reports, report cards).

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• Multiple teachers of record exist on student report card based on student schedules.• General education progress reports are developed collaboratively and signed by all team members responsible for the subjects.• IEP Progress Reports are developed collaboratively and signed by team members responsible for the goals and objectives.• Grades are determined using input from all team members instructing the student. This can be evidenced by teacher-teacher communication logs such as, meeting notes and email, as well as grade books and report card comments.

Indicator:

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 include.

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• The IEP is signed by a representative from each of the roles listed on the IEP, along with any additional stakeholder's.• Input from various team members is evident throughout the document (e.g., "according to Ms. Smith, the Occupational Therapist and Mr. Brown, the general education teacher, Mary has made progress in letter formation throughout the school year).• Various team members are marked "responsible" under each areas goals and objectives.

Indicator:

I 5. School teams (including families) attend training provided by outside agencies or local districts regarding students with autism and related disabilities.

This Indicator is used only in the LAQI Administrator Interview and LAQI Self-Assessment.

Indicator:

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.

This Indicator is used only in the LAQI Administrator Interview and LAQI Self-Assessment.

Indicator:

I 7. Evidence of a history of communication between family and school staff over time is present (e.g., documents of meetings, written communication, phone calls, etc. included in IEP folder).

Exemplars:

Observation	Documentation
NA	Communication between school staff and family is documented by: <ul style="list-style-type: none">• Meeting summaries and logs• Meeting follow up notes and/or emails• Written communication, including daily log/journal, progress notes, and emails.

Key Area: INCLUSIVE PRACTICES

In order to facilitate a student's meaningful participation in the community and increase post-secondary opportunities, it is imperative that every student be included as an active member of their school community. Students should have regular opportunities to interact with peers in a variety of settings and activities (Jorgensen, Schuh, & Nisbet, 2006), as well as access to school-wide routines (Yell, Katsiyannis, Drasgow, & Herbst, 2003; Renzaglia, Karvonen, Drasgow, & Stoxen, 2003). Opportunities to educate, collaborate with and learn from peers and multiple staff at the school is important in providing varied options for active participation (Carter, Cushing, Clark, & Kennedy, 2005). Students should have full membership in age-appropriate general education classrooms (Blair, Umbreit, Dunlap, & Jung, 2007; Fisher & Meyer, 2002; Jorgensen, Schuh, & Nisbet, 2006; Laws, Byrne, & Buckley, 2000; Salend & Duhaney, 1999; Yell, Katsiyannis, Drasgow, & Herbst, 2003) with individualized services and supports, as necessary (Yell, Katsiyannis, Drasgow, & Herbst, 2003; IDEA 2004.; Renzaglia, Karvonen, Drasgow, & Stoxen, 2003; Sonnenmeier, McSheehan, & Jorgensen, 2005). These supports and services should be delivered in the least restrictive environment and should reflect input and collaboration amongst multiple team members, including related service providers (Giangreco, 2000; Polychronis, McDonnell, Johnson, Riesen, & Jameson, 2004). Engagement in the same topic/subject as typical peers ensures that students with ASD and related disabilities have access to the general education curriculum and typical classroom activities (Sonnenmeier, McSheehan, & Jorgensen, 2005)

Terms:

Age-appropriate

Engaged

General education classes

Individualized services and supports

Preference assessment

Related Service providers

School routines

School wide activities

Indicator:

I 8. Students are in age-appropriate, general education classrooms.

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• A six year old is a member of a first grade general education class. (e.g., she has a cubby in the classroom and her name is listed on classroom jobs).• Age-appropriate, general education classes are listed on student schedule (e.g., 2nd grade reading, 10th grade science).	<ul style="list-style-type: none">• IEP minutes in general education indicates student is inside the regular class 40% or more of the day.• Student is on age-appropriate general education classroom roll.• Lesson plans include plan to access general education core curriculum in general education classroom.• Student's name is on the general education class roles/attendance logs• Report card/progress reports include input from general education teacher.

Indicator:

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.)

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• A student travels to the lunchroom with a peer support, goes through the line, follows the set routine, eats with his or her typical peers, and follows the rules for cleaning up and exiting the lunchroom with peers.• Student on same schedule as same age classmates (i.e., arrives and departs at same time; eats lunch and attends electives at same time as peers)• Student has unstructured interactions	<ul style="list-style-type: none">• IEP Program Services page documents participation in school routines with students without disabilities• Plans exist to support students with ASD and related disabilities in regular events (e.g., classroom jobs, going to the library, lunch time routines)

with peers and staff during daily routines.	
---	--

Indicator:

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).

Exemplars:

Observation	Documentation
<ul style="list-style-type: none"> • A student is present, sits among, and participates with typical peers at school activities such as watching a DARE school assembly. • Student participates in field trips with grade level. • Individualized supports (such as social narratives, visual schedules, peer supports) are present as needed to support participation during activities. 	<ul style="list-style-type: none"> • IEP Program Services page documents participation in school activities with students without disabilities • Lesson plans include plan to access and participate in any school wide activities. • Student and classroom schedules document participation in any school wide activities.

Indicator:

I 11. Students have individualized supports available in general education classrooms.

Exemplars:

Observation	Documentation
<ul style="list-style-type: none"> • Student has access to and utilizes materials/peer/adult supports consistently in general education settings. • As appropriate, teacher and/or peers engage and assist the student during activities in the general education classroom. 	<ul style="list-style-type: none"> • IEP Accommodations page describes individualized services and supports. • Individualized supports are present on teacher Lesson Plans. • Use of supports noted on IEP Progress Reports (e.g., tracking data, such as log of assistive technology use)

Indicator:

I 12. Students are engaged in the same topic/subject activity as typical peers in the general education classroom.

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• Student completes same activity/ assignment as general education class using supports as necessary.• Student is completing an adapted math activity which addresses the same grade level expectations or pivotal skills that are being taught to student without disabilities.• A student is reading the same text as typical peers which has been symbolated and modified to address his individualized needs.	<i>NA</i>

Indicator:

I13. Secondary ONLY: Student schedules are individualized; and, include link to students' interests/preferences, as indicated on the IEP/ITP.

Exemplars:

Observation	Documentation
<i>NA</i>	<ul style="list-style-type: none">• Evidence of preference assessment or interest inventory is available.• Student's daily class schedule is individualized based on student preferences. For example, student is scheduled in classes which are aligned to his identified interests (e.g., student wants to be an illustrator and is enrolled in a fine arts class).

Indicator:

I14. As needed, individualized supports in the general education classroom are delivered by more than two faculty/staff/peers.

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• Student supports in the general education classroom are observed being provided by a special education teacher during whole class instruction and then by a peer during individual work.• A general education and special education teacher lead small groups simultaneously. A student with ASD is in the general ed. teacher's group. A speech therapist supports him during the activity.	<ul style="list-style-type: none">• Multiple team members are checked at bottom of IEP Instructional Plan pages.• Classroom lesson plans include participation from multiple team members and peers. Supports are identified for specific students.

Indicator:

I15. Related Service providers deliver services within or across instructional activities; and, ongoing routines in the classroom, school, and/or community [community =community based instruction].

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• An Occupational Therapist is present in general education class providing small group handwriting instruction during report-writing time.• Speech therapist is present in the general education setting during reading instruction to encourage verbal responses from student.• A Physical Therapist accompanies a student on a fieldtrip to a museum and supports her in targeted skills, such as walking up stairs.	<ul style="list-style-type: none">• Related service input exists on IEP progress reports.• Related service log shows services during classroom activities.• Instructional Lesson Plans include input and participation from related service providers.• Documentation of collaboration in a log between teacher and related service provider.

Key Area: ENVIRONMENT

Students with ASD often have difficulty processing different types of sensory information. It is important for programs to provide enough external structure and support to help these students process information more efficiently. Some recommended practices include organizing areas and increasing students' independent access to materials and supplies (Russell, Hoffmann, & Higgins, 2009; Iovannone, Dunlap, Huger, & Kincaid, 2003). Students with ASD and related disabilities often benefit from structure through established routines and schedules.

Environmental supports can include various methods of implementation, such as human, material, and visual (Carter, Cushing, Clark, & Kennedy, 2005; Ganz, 2007). If designed effectively, the environment can help the student understand expectations, minimize disruptive behaviors (Sugai et al., 2000), handle transitions, and increase independence (Heflin and Alberto, 2001; Bryan and Gast, 2000). Students with ASD and related disabilities should participate in the environment given least restrictive supports and multiple ways to learn and express their knowledge. The team should consider the Principles of Universal Design for learning when programming for classrooms which include diverse learners, with and without disabilities (Rose & Meyer, 2002).

TERMS:

Environment

Supplementary aids and services

Classroom behavior expectations

Least Restrictive Supports

Mastery

Universal Design for Learning (UDL)

Indicator:

I 16. Evidence of classroom behavior expectations is visible in the classroom. (e.g., rules, reinforcement, etc.).

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• Classroom behavior expectations and/or PBS procedures and class routines are posted in highly identified visual locations for all learners.• Expectations are presented in a variety of formats that are easily understood by all students (i.e., written, pictures, drawings, etc.)	NA

Indicator:

I 17. Students perform behaviorally as directed OR can explain what they have done incorrectly (ie. mastery of classroom behavior expectations).

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• Students' behavior follows classroom rules and expectations.• If a student does not follow the classroom expectations, it is obvious that he or she has been directly taught the expectation and can acknowledge what was done incorrectly.• Students are observed explicitly practicing behavioral expectations.• Student can express expectations to others (verbally, symbolically, etc.).	NA

Indicator:

I 18. The environment is arranged to allow students to access shared classroom materials and supplies independently (e.g., pencil sharpener, books from shelf, etc.) or with least restrictive supports.

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• Students with disabilities readily and efficiently access materials in an equivalent manner as students without disabilities, with the least restrict supports for independence (e.g., fading prompts, visual supports, and peer assistance).• Materials and supports are readily identified and accessible throughout classroom (e.g., labels, classroom library, pencil sharpener, student workspace, books, technology, etc.)	NA

Indicator:

I 19. Each student’s immediate environment is arranged to allow access to their individualized materials (e.g., things from their backpacks, desks, etc.), any individual materials that all students access in the setting, and supplies independently or with least restrictive supports.

Exemplar:

Observation	Documentation
<ul style="list-style-type: none">• Student has a personal workspace in classroom and materials for activity are accessible within that desk/space, <p>OR</p> <ul style="list-style-type: none">• The student is observed requesting needed materials and supplies from teacher or peers, as appropriate.	NA

Indicator:

I20. 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.).

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• All students are given the following alternatives to give a book report: SMART board presentation, Power Point presentation, graphically (illustration, video, drawing, etc.), symbolated text, or oral presentation.• Students can choose to use highlighters (which are available to all students) to identify key words in a written selection.	NA

Indicator:

I21. In general education settings, the teacher provides students various ways of acquiring information and knowledge (i.e., UDL). (e.g., auditory, visually, through text, etc.).

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• A 7th grade class is reading the “The Diary of Ann Frank.” The following text formats are available: the original book, the story on a CD, a modified, symbolated text, or a computer based readable.• Classroom structure/environment has evidence of varied material and equipment for student use during class instruction: technology, visual/graphic organizers; CDs/recording devices; small group and individual work areas.	NA

Indicator:

I22. In general education settings, the teacher promotes student engagement by using student areas of interest, offering choice in activity, providing reinforcement (i.e., UDL).

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• Teacher uses data from a classroom preference inventory that identifies areas of interest to engage students. For example, a student that is highly interested in boats is taught in science by using boats as examples of pulleys; is able to read books about boats for book reports; the type of boat used in a historical time period is referenced in social studies.• A math concept is presented using content related to the local community (e.g., small groups measure the distance from school to a local store to illustrate the length of 100 meters).• The class celebrates the end of a Social Studies unit on Louisiana history by having a pot-luck where students bring their favorite local foods and dishes.	NA

Indicator:

I23. Visual supports are observed in the classroom (e.g., individualized schedules, timers, class wide schedule, labels, etc.).

Exemplar:

Observation	Documentation
<ul style="list-style-type: none">• Individual schedule or task checklist is observed in the classroom.• Graphic organizer is present in class.• Teacher uses a timer for a specific task or identifies begin and end time for class on clock in front of room.• Paraprofessional and peer tutors assist student with highlighting KEY areas on a copy of class notes.	NA

Indicator:

I24. Students use individualized visual supports in the classroom independently or with least restrictive supports (e.g., individualized schedules, timers, labels, etc.).

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• Student independently manipulates individual schedule at appropriate times.• Student independently looks at written schedule in notebook at the end of class to see where he or she will go next period.• Student independently uses picture represented labels to complete answers for a fill in the blank vocabulary worksheet to be turned in at the end of class.• Student independently sets timer for allotted time when he or she begins computer work. When time is up, he or she moves to next activity.• If student requires assistance, supports are delivered in the least intrusive manner to accomplish independence (e.g., staff uses a “check schedule” token as a reminder, rather than a verbal or physical prompt).	NA

Indicator:

I25. Individualized environmental supports include more than two methods of implementation [e.g., human support (adult and peer), visual support, and material support] if needed.

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• Student is supported by peers, visual supports, and material adaptation in class.• Adult directive is paired with a visual prompt and a peer support to perform the desired skill correctly.• Teacher, peers, and paraprofessionals (human support) are observed redirecting student to instructional material by a visual prompt.	<ul style="list-style-type: none">• IEP include visual, material, and human supports to address specific needs throughout the day.• Lesson plan identifies individual student material, equipment, environment, and human support needed to achieve lesson /activity objective.• If more than one adult support is present in the classroom, instructional plans delineate roles and responsibilities.

Key Area: CURRICULUM & INSTRUCTION

The curriculum for all students with ASD must align with the general education curriculum (NCLB, IDEA, 2004). A student's Individualized Education Program (IEP) should include goals and objectives that should be embedded in functional ways throughout the general curriculum and daily activities (Polychronis, et al. 2004; Angell, M., Bailey, R., & Larson, L.,2008; Sigafoos, J., O'Reilly, M., Ma, C., Edrisinha, C., Cannella, H., & Lancioni, G., 2006); (e.g., aligned with Louisiana Grade Level Expectations for the grade in which the student is enrolled). Individualized accommodations and modifications should be provided on the IEP as needed. Goals and objectives specific to functional performance in areas such as transition, communication, behavior, and social interaction should also be addressed through a student's IEP.

Research indicates students with ASD should be actively engaged in instruction for a majority of the day. Instruction should be provided in a variety of settings and group arrangements to meet the student's learning needs and promote generalization of skills (Stokes, T., & Baer, D., 1977; Iovannone, R., Dunlap, G., Huber, H., & Kincaid, D.,2003; Angell, M., Bailey, R., & Larson, L.,2008; Anderson & Romanczyk,1999). There are many instructional methods supported in the literature. Different methods have been proven effective for different teaching different skills, and not all students will respond to every method. All recommended methods require data-driven instructional decisions to maximize learning and ensure success (Yell, Drasgow, & Lowrey,2005; IDEA, 2004; Yell, Shriner, & Katsiyannis, 2006). Special education staff should be proficient with several different methods to meet the diverse need of their students and provide support to the general education staff as needed. Systematic instructional strategies are

utilized to address core content and individualized instructional goals (Iovannone, Dunlap, Huber, & Kincaid, 2003; Angell, Bailey, & Larson, 2008). During instruction, student responses should be taught and shaped using systematic reinforcement and error correction (Jones, Feeley, & Takacs, 2007). Student preferences should be assessed using systematic procedures (Fisher, Piazza, Bowman, & Hagopian, 1992; DeLeon and Iwata, 1996).

The team should collaborate on instructional planning and assessment to ensure input from a variety of stakeholders. Lesson plans and other instructional documents should reflect the individualized support needs of students with ASD and related disabilities (Yell, Drasgow, & Lowrey, 2005; Wood, Karvonen, Test, Browder, & Algozzine, 2004).

Terms:

Content Standards

Core content

Embedded Instruction

Systematic instruction

Accommodations

Individualized accommodations

Modifications

Systematic Error Correction

Indicator:

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).

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• IEP goals and objectives are correlated to grade level expectations in core content areas according to individual student need. The alignment is noted in the goal/objectives themselves (i.e., GLE/Extended Standard code).• IEP goals include a plan for how a student will access core content curriculum (e.g., adapted texts, modified materials, individualized supports).• Student and instruction documentation include

Indicator:

I 27. Individualized accommodations and modifications are present on classroom lesson plans.

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• A student's IEP states that the student will receive the following accommodations: use of a laptop to for writing assignments and extra time for assessments. The lesson plans reflect the accommodations by noting assignments that will be completed on a laptop and how extra time will be allotted for assessments.

Indicator:

I 28. Individualized targets addressing goals other than core content areas are present on classroom lesson plans (e.g., self help, vocational, communication, and social).

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">Lesson plans include instruction in target areas during classroom activities. For example, a student has an IEP objective to increase conversational exchanges with peers. This objective is addressed on the general education teacher lesson plans within a small group reading activity in which the student will participate in a reading game that requires multiple exchanges with peers.

Indicator:

I29. Instruction on individualized skills is observed within or across primary instructional activities and ongoing routines in the classroom, school, or community (embedded instruction of social interaction skills, communication skills, self-help, etc.).

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">For a student that has a communication goal to increase the number choices made, the teacher is observed embedding choices within math by creating the opportunity for the student to request a color of marker; during lunch by choosing what type of milk to drink; and during reading by choosing which book to read.	NA

Indicator:

I30. Generalization of targeted skill is addressed within each lesson [e.g., skills are taught in multiple settings (ex. large/small group), with multiple people (staff/peers), using multiple materials].

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• A teacher instructs a student on number identification while looking at page numbers in a book during class social studies instruction.• A peer assists the student in identifying the numbers in prices of food in the cafeteria and on lockers in the hallway.• A student practices conversation skills with peers in the classroom, co-workers at a job site, and with a small group of peers during an extra-curricular activity.	<ul style="list-style-type: none">• Written daily schedule and lesson plans reflect planning for times to access different settings and people/groups in the school to work on identified skills.• Goals on IEP reflect programming for generalization, by stating when, where, and with whom a skill will be practiced throughout the day.• An IEP matrix is available which displays multiple opportunities for identified skills to be practiced throughout the day.

Indicator:

I 31. Systematic instructional procedures are evident in the instruction provided.

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• Teacher presents:<ul style="list-style-type: none">• Skill being taught• Provides opportunity for practice• Corrects errors/reinforces correct responses• Provides repeated opportunities for generalization of skill areas• Assesses learner knowledge	NA

Indicator:

I 32. Plans for use of systematic instructional procedures are evident.

Exemplars:

Observation	Documentation
NA	Written lesson plan or guide identifies: student, setting, time to instruct, objective, instructional procedure, instructional cue, materials, reinforcers, prompt/support level, and plans for assessment.

Indicator:

I33. Systematic error correction procedures are evident in the instruction provided.

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• Teacher prompts student with correct response after an incorrect response.• A student is asked to point to a quarter, and she points to a nickel. The teacher immediately provides guided physical prompt to correctly identify a quarter. The teacher then repeats the question, and immediately reinforces a correct response. At a higher grade level, a teacher asks a question orally, the student answers incorrectly. The teacher immediately provides the correct response, and re-asks the question.	NA

Indicator:

I34. Plans for use of systematic error correction procedures are evident.

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• Teacher plans identify level of individualized need for error correction procedure (e.g., prompt system, feedback, self-correction)

Indicator:

I35. Systematic use of reinforcement is evident in the instruction provided

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• Student receives five minutes of “free choice” activity following completion of lengthy composition essay.• Student is given a token following each correct response to exchange for minutes of computer time (if computer time is an identified reinforcer) at the end of class.• A teacher provides verbal feedback, such as “good job, that’s correct,” following a correct response from the student.	NA

Indicator:

I36. Plans for systematic use of reinforcement are evident.

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• Documentation of preference assessment conducted to identify potential reinforcers.• Instructional plans identify student reinforcers and criteria for attaining reinforcers.

Indicator:

I37. The teacher is observed collecting data on student performance on the instruction provided (e.g., grading answers, providing written feedback, completing checklists, etc.).

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• During Language Arts instruction, the teacher collects data on correct completion of a practice quiz.• During whole group instruction, a paraeducator completes a checklist noting which students are participating in the discussion led by the teacher.	NA

Indicator:

I38. Plans include systems for collecting data on student performance (e.g., grading answers, completing checklists, etc.).

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• Lesson plans state method of evaluation to measure learner outcomes including methods of monitoring of student performance, use of effective assessment tools, timely feedback, and evidence of student academic growth.• IEP includes procedures for collecting data on student progress over time (i.e., specific data collection procedures such as tracking of instruction prompting and checklists monitoring student engagement across activities).

Indicator:

I39. Ongoing assessments demonstrate maintenance of skills over time. (e.g., Universal benchmark assessments, alternate benchmark assessments, instructional data collection, progress monitoring assessment).

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• Review records including (but not limited to);<ul style="list-style-type: none">○ Graphs of data collected○ Grade level benchmark assessments○ Report cards○ Standardized testing scores (including alternate assessments)○ Criterion referenced assessment (e.g., DIBELS).○ Curriculum-based measurement (e.g., teacher-made tests).

Key Area: COMMUNICATION

Many students with ASD exhibit a range of communication difficulties. Very often an inability to communicate appropriately results in less desirable attempts at communication, including inappropriate or aggressive behaviors. It is critical for every student with ASD to have an accessible, socially acceptable form of communication, which may include the use of concrete objects, visual symbols, gestures, and a speech generating device or verbal communication (Cowan & Allen, 2007). The team should work to help the student expand their form (concrete to symbolic) and function (requesting, refusing, commenting, etc.) of communication (Downing, 1999; Keen, D., Sigafos, J., & Woodyatt, G., 2001; Sigafos, J., Drasgow, E., Halle, J., O'Reilly, M., Seely-York, S., Edrisinha, C., et al., 2004). As with any skill, communication should be taught across settings and partners to help promote generalization and maintenance. Students with autism and related disabilities should have multiple opportunities to communicate in natural settings with a variety of peers and adults (Cowan & Allen, 2007). Additionally, peers and other communicative partners should have consistent responses to student's identified communicative attempts (Keen, Sigafos, & Woodyatt, 2005; Meaden, Halle, Ostrosky, & DeStefano, 2008).

Terms:

Comment

Forms of communication

Natural settings

Socially acceptable

Indicator:

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.).

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• Student is present in natural setting with peers, and student has identified means of communication. If a student has an AAC device for communication, it is present and operable.• Student is able to communicate independently, or necessary adult intervention is minimal in order to encourage communication with peers.	NA

Indicator:

I 41. Students' instructional documentation includes a plan for social inclusion to access multiple settings to increase the opportunity to communicate with peers.

Exemplars

Observation	Documentation
NA	<ul style="list-style-type: none">• Student's schedule includes activities and instruction in multiple general education and general access settings, including the community.• IEP indicates time in instructional and general access settings other than segregated, special education classrooms with a plan to support communication with peers.

Indicator:

I 42. Students use a socially acceptable form of communication to request preferred items and events.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• Student has a means to request and utilizes that means. This may include verbalizations, AAC device, PECs, or sign language.• The student’s form of communication can be understood by familiar and unfamiliar communication partners and does not stigmatize the student.	NA

Indicator:

I 43. Students use a socially acceptable form of communication to reject unpreferred items and events.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• The student is given the opportunity to reject and is observed rejecting an unpreferred item using a form of communication that is understood by the communicative partners.• All students have a way (i.e., form) to communicate that they do not want something or do not want an activity to continue, and that rejection is acknowledged and honored, if appropriate.• For example, if the in the cafeteria, a cafeteria worker asks the student if he would like fish, and he indicates “no” through verbal response, a gesture such as a head shake, or an AAC device.	NA

Indicator:

I44. Students sustain an interaction with staff or peers by using socially acceptable forms of communication.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• Back-and-forth interactions with peers or staff are sustained by the student with ASD or related disability beyond one exchange using a form of communication that is understood by communicative partners and is not socially stigmatizing.	NA

Indicator:

I45. Students use a socially acceptable form of communication to comment.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• Students offer a spontaneous opinion (e.g., I like that) or additional information (e.g., I saw one of those fish and it was red) to a discussion using an understood form of communication.• Opportunities for commenting should be present.• Students should have an accessible means to comment. For example, if a student uses a voice-output device, it is programmed with age-appropriate phrases for the student to use as comments.	NA

Indicator:

I46. Students use socially acceptable forms of communication to initiate an interaction with staff or peers.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• Students are observed beginning an interaction with staff or peers that is understood.• Students may use gestures such as a wave, shoulder tap, or raising his or her hand to gain someone’s attention and then use an appropriate opening to begin an interaction with staff or peers.	NA

Indicator:

I47. Students terminate an interaction with staff or peers by using socially acceptable forms of communication.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• Students end an interaction using a socially appropriate means of communication that is understood by their partner.• A student may use a phrase that indicates an end to the interaction (e.g., “See you later”) or a gesture (e.g., a wave) at an appropriate ending point.	NA

Indicator:

I48. Students continue to use socially acceptable forms of communication when initial attempt is unsuccessful.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• If a student attempts to communicate with staff or peers, and they are either not heard or understood, they may repair the communication by using a different form of communication that remains socially acceptable.• Students display perseverance when initial communication attempt is unsuccessful through multiple attempts and varying socially acceptable strategies.	NA

Indicator:

I49. 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

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• The student's identified form of communication is understood by the school staff, and they respond accordingly.• For example, if a student uses PECS and gives a picture to a cafeteria worker that has a picture of French fries on it, the cafeteria worker may say, "okay, you want French fries" and gives the fries to the student.	NA

Indicator

I50. 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.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• The student's identified form of communication is understood by peers, and they respond accordingly.• For example, a student uses a communication device to ask a peer, "Can I play with you?" The peer responds by saying, "Sure. We're going to play Monopoly."	NA

Key Area: BEHAVIOR

The school culture should include positive behavior supports which are meaningful to all students including those with ASD (Turnbull et al., 2002; Sailor et al., 2006). Student behaviors are best addressed through systematic assessments and interventions. Principles of functional behavior analysis should be used to determine antecedents and consequences that maintain the behavior, and hypotheses should be formulated about possible functions of challenging behaviors (deBildt, Sytema, Kraijer, Sparrow, & Minderaa, 2005; Kern & Vorndran, 2000; Mueller, Sterling-Turner, & Scattone, 2001; O'Neill, Horner, Albin, Sprague, Storey, & Newton, 1997; IDEA, 2004). This information should be used to determine alternative or replacement behaviors which will serve the same function as the undesirable behavior, and the replacement behavior will be maintained by manipulation of the antecedents and/or consequences (O'Neill, Horner, Albin, Sprague, Storey, & Newton, 1997). Behavior plans should be developed for persistent behaviors and data should be used to determine the effectiveness of the intervention plan (Killu, 2008). Interventions should focus on positive strategies which teach appropriate behavior and self-regulation.

As part of the process of behavior intervention and support, student preferences should be assessed on an on-going basis in order to determine effective reinforcement for the performance of desired behaviors (DeLeon & Iwata, 1996). Student documentation should include the outcome of preference assessments, as well as plans to utilize reinforcement during instruction.

Terms

Positive Behavior Supports

Functional Behavior Assessment (FBA)

Behavior Intervention Plan (BIP)

Reinforcer

Indicator:

I51. School-wide systems utilizing positive behavior supports are implemented with all students.

Exemplars:

Observation	Documentation
<ul style="list-style-type: none">• Student expectations are posted in classrooms and general school settings, including hallways, lunchroom, and restrooms.• Expectations are stated in positive language (e.g., throw unwanted items in the wastebasket).• Students are reinforced for the display and expression of identified expectations.• Students with ASD and related disabilities are part of school wide system (names are displayed on classroom behavior management charts, teacher is observed reinforcing positive behavior for students with disabilities using school-wide system).	NA

Indicator

I52. Class wide student-specific behavior management systems target positive consequences rather than punitive measures.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• Classroom rules and expectations are stated using positive language (e.g., what the student should do) rather than in negative language (e.g., what the student should not do).<ul style="list-style-type: none">○ Example: Raise your hand to ask a question vs. Don't call out.• Students are given an opportunity to practice and generalize expectations multiple times throughout the school day.• Staff is observed reinforcing students for displaying desired behaviors (e.g., verbal praise, token reinforcement).	NA

<ul style="list-style-type: none"> • Punitive measures such as isolation, suspension, or loss of activities are used sparingly or not at all in the classroom. 	
---	--

Indicator

I52a. Individualized behavior management systems target positive consequences rather than punitive measures.

Exemplars

Observation	Documentation
<ul style="list-style-type: none"> • A student’s individualized “check in, check out” system lists positive behaviors to be performed and reinforcement which can be acquired with set criteria for achievement. • Student-specific systems focus on the promotion of desired behaviors and reinforce those behaviors, rather than punish for the display of undesired behaviors. 	NA

Note: If a behavioral concern is noted or a behavior goal exists on the IEP, an FBA should be developed by the team. If it is not present under these conditions, I53 through I 55 should be scored as a 1 or 2, if a partial FBA or BIP exists. If not behavioral concerns are noted in the IEP or if a behavioral goal is not on the IEP, I53 through I 55 should be scored as NA.

Indicator

I53. Functional behavior assessments (FBA) are conducted to assess problem behaviors as necessary.

Exemplars

Observation	Documentation
NA	<ul style="list-style-type: none"> • Evidence of a team meeting to discuss and develop an FBA is available in student documentation. • An FBA is present, and documentation includes baseline data collection, interviews, and a hypothesis statement on function of target behavior. The FBA reflects input from multiple team members. • The IEP includes information gained from the FBA in the General Student Information and the Present Level of Functioning section of the Behavioral goals page.

Indicator

I54. If present, Behavior Intervention Plans are based on individualized FBA.

Exemplars

Observation	Documentation
NA	<ul style="list-style-type: none">• Behavior Intervention Plans are developed using information gained through the FBA (e.g., functional hypothesis directly informs behavioral goals, information gained assessment and interviews, such as student preference is included in the BIP)• Preventative strategies for target behavior are based on antecedent data from the FBA.

Indicator

I55. If present, Behavior Intervention Plans include procedures to increase replacement behavior.

Exemplars

Observation	Documentation
NA	<ul style="list-style-type: none">• The team has identified a positive behavior which will serve the same function as the behavior that the BIP is aiming to replace (e.g., A student FBA showed that the student screams loudly to gain teacher attention. The BIP lists using a voice-output device to request teacher attention as the replacement behavior).• Goals on BIP are stated in positive terms (e.g., student will use a “break” card when requesting time away from an activity vs. student will refrain from throwing tantrums when frustrated).• A specific plan is developed to take data on the rate of the desired behavior stated on the BIP to insure that the intervention is successful (e.g. frequency recording, duration recording, a plan for a follow up team meeting to review the plan).

Indicator

I56. Evidence of identified student preferences exists in lesson plans and IEP.

Exemplars

Observation	Documentation
NA	<ul style="list-style-type: none">• The IEP reflects an assessment of student preferences (e.g. results from a preference assessment). For example, 1: “According to John, he enjoys reading mystery books at school. His father stated that he enjoys seeing the movies based on these books once he is finished reading them.” 2: According to a preference assessment delivered by the classroom teacher, Molly’s highest level of reinforcement is listening to music. Other powerful reinforcers include taking a walk to the library and grape juice.• The classroom lesson plan provides choices for students which include known items or areas of interest (e.g., students can create a PowerPoint retelling a given story, write a fan letter to their favorite character, or create a “time capsule” filled with the character’s most important things).

Indicator

I57. The reinforcement students are working for is identified before a student begins his/her work (i.e., students know what they are working for).

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• Student uses an “I am working for…” card which is present in his or her immediate area.• The reinforcement is presented to the student as remains in proximity as a reminder that the student is working towards it.• The student is able to verbally state the reinforcement that he or she is working towards.• The student has a preferred activity noted on an individual schedule following a work activity.	NA

Indicator

I58. Evidence of the application of data analysis to modify behavioral plans is available. (e.g., changes based on graphs, grade point averages, etc.).

Exemplars

Observation	Documentation
NA	<ul style="list-style-type: none">• Versions of BIPs exist in student records which evidence changes based on data collected and analysis.• Data is available in student documentation which evidences the tracking of the intervention over time. Data is collected on the display of the desired behavior or outcomes as a result of the intervention.• Team meeting documentation evidences the discussion on and modification of the BIP based on data collection and analysis.• Instructional planning includes opportunities for students to display and practice behaviors targeted in the BIP.

Key Area: SOCIAL INTERACTION

By definition, all students with ASD will exhibit social interaction deficits. Some are a result of a skill deficit, while others are a result of an inability to perform an already acquired skill (Gresham, 2002; Gumpel, T. 2007) These deficits interfere not only with a student's ability to interact with teachers and peers, but if not addressed can have life-long implications affecting the individual's ability to participate in his or her community. Social interaction skill deficits must be systematically addressed (Bellini & Hopf, 2007; Wang & Spillane, 2009). There are many recommended social skill teaching strategies. Common elements of these include identifying skills which need to be taught and systematically teaching these in natural settings and situations. Social interaction opportunities and instruction should occur with typical peers and adults (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), as well as in multiple contexts to increase generalization and maintenance of skills (Bellini, Peters, Benner, & Hopf, 2007; Orsmond, Krauss, & Seltzer, 2004; Timler, Vogler-Elias, & McGill, 2007; Kamps, et. al, 2002).

Terms

Skill acquisition deficit

Performance deficit

Indicator

I59. 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).

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• Baseline data is present and may include number of social initiations with a peer, percentage of time engaged in play during recess, number of conversational exchanges during a conversation with a peer, etc.• Data is gathered from direct observation, interviews, and/or rating scales. For example, “Data gathered through direct observation indicates that John initiates conversations with peers on playground an average of 1 time per recess period.”

Indicator:

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).

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• Goals on IEP should be observable and measurable.• Goals on IEP should be linked to findings based on data. For example, “John will initiate conversations with peers on playground an average of 5 times per recess.”• Goals have a link to interactions with typical peers rather than focused on compliant behavior.

Indicator:

I61. Progress monitoring data is available on specific social skill interventions for students.

Exemplars:

Observation	Documentation
NA	<ul style="list-style-type: none">• Evidence of data continually gathered on the specific social skill to determine if the intervention is working. If data show the intervention is not effective, the plan should be revisited.• A history of interventions implemented over time is present in student documentation.

Indicator:

I62. Social skills instructional plans for students include peer supported strategies.

Exemplars

Observation	Documentation
NA	<ul style="list-style-type: none">• Lesson plans include deliberate peer-supported strategies in the natural environment.• Peer supported strategies may include, but are not limited to: social/play groups, peer networks, and peer tutoring.• Plans should include peer recruitment, training, and reinforcement.

Indicator:

I63. Social skill instruction is observed.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">Teachers, services providers, peers, etc. are observed providing instruction to the student. A clear instructional target and procedures are evident.<ul style="list-style-type: none">E.g. during group work, a paraeducator delivers instruction on turn-taking to a student with ASD in the group.E.g. At recess, a peer delivers prompts to a student to stay involved and participate in a game with a group of students.	NA

Indicator:

I64. 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).

Exemplars

Observation	Documentation
NA	<ul style="list-style-type: none">To best match an intervention to a specific social skill deficit, the team has determined if the social skill deficit is a <i>skill acquisition deficit</i> or a <i>performance deficit</i>.The team records their findings in the IEP [e.g., (performance deficit) Amy is able to greet familiar peers; however, she displays this skill on 3/10 consecutive trials in the school community. (skill deficit) Andrew will request to play a game with a peer by showing him or her a card that says, “want to play?”]

Indicator:

I65. School routines for students include unstructured opportunities for social interaction with typical peers in social and academic contexts.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• Student is present and sits among peers in unstructured settings with peer. He or she has opportunities for social interaction, such as recess, class changes, and locker area.	<ul style="list-style-type: none">• Evidenced by minutes on IEP in general education and general school settings that include unstructured times (e.g., recess, fieldtrips, extra-curricular activities).• Student schedules indicate unstructured opportunities for social interaction throughout the day.

Indicator:

I66. Social skill instruction is implemented in natural settings (e.g. general education classroom, general school and community settings, not self-contained or resource settings).

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• A teacher is observed providing instruction on turn-taking during a group game at recess.• A peer support provides prompting on appropriate greetings during a trip to a local store.	<ul style="list-style-type: none">• Instruction plans include link to social skills instruction during naturalistic activities.• The IEP includes social interaction goals which include plans for implementation in multiple settings with multiple partners. For example: “Brad will verbally respond to requests from typical peers in the classroom and general school community on 8/10 consecutive trials.”

Indicator:

I67. 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).

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• Multiple individuals, including novel persons, are recruited for and involved in social skills training.• Peer support is utilized for instruction on reciprocal conversation skills during lunch and labs in science class.	<ul style="list-style-type: none">• Instructional plans include multiple opportunities to practice target social interaction skills in various contexts throughout the day (e.g., the completion of an IEP matrix).• IEP goals include plans for generalization of skills. For instance, “Natalie will greet her peers at her locker during the 4 class change periods daily on 8/10 consecutive trials.”

Key Area: TRANSITION

Major transitions in the student's placement and programming should be carefully planned to provide continuity of supports and maximize success (IDEA, 2004). Individualized transition plans should be developed with input from the family, the sending program, and the receiving program. The plans should include individualized supports for a variety of transitions (Banda, Grimmert, & Hart, 2009). The plans should be student or family directed to the maximum extent possible and should be written to allow sufficient time to implement the plan successfully.

Transition plans should be developed (at minimum) when a student transitions from preschool to school-age services, progresses through grades levels, moves to a new school, and exits high school. For students at the secondary level, transition plans should include goals and objectives for each domain (e.g., vocational, independent living, post-secondary education, and leisure/recreation) (IDEA, 2004 in Wehman, Smith, & Schall, 2009). Other transitions may require plans as well (e.g., class to class, within activities, across the day) (Banda, Grimmert, & Hart, 2009). Systematic planning and instruction occurs for a variety of transitions that students experience and should include positive behavioral support strategies to increase successful student outcomes (Banda, Grimmert, & Hart, 2009; Wehman, Smith, & Schall, 2009).

Terms

Transitions

Transition plan

Environmental supports

Human supports

Indicator:

I68. 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.

Exemplars

Observation	Documentation
NA	<ul style="list-style-type: none">• Plan includes participation and input from representatives from current environment, future environment, support personnel, the student, and family.• Plan includes materials and supports transferred from one setting to another. For example, a student that utilizes an AT device has a written plan that includes directions for the receiving placement for how the student utilizes the device.• The plan includes the development of specific transition supports. For example, the classroom staff may develop a video (or picture album) that tours the new school setting and introduces the student to people in the new setting. Or the team may plan a school visit to meet the new teachers and tour the new setting.

Indicator

I69. **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).

Exemplars

Observation	Documentation
NA	<ul style="list-style-type: none">• Individualized goals reflect input from multiple stakeholders across all domains.• Goals are based on individualized assessment data.• Participation in the development of the ITP includes the student with disabilities, family members, educational staff, and representatives from transition agencies.

Indicator:

I70. Transition plans include individualized positive behavior support strategies, including opportunities for choice making.

Exemplars

Observation	Documentation
NA	<ul style="list-style-type: none">• Transition plans include person-centered planning that the individual with disabilities participates in and contributes to.• Choices regarding future school options, employment, and leisure activities are made by the student and honored in the ITP.• On a student’s class schedule, students are given choices of elective classes (such as shop or music).• Data from preference assessment is utilized in the plan. Identified less-preferred activities are followed by more-preferred activities on a schedule.• Specific expectations are identified on the plan as skills targets for the student.• Plans for systematic reinforcement are present.

Indicator:

I71. 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).

Exemplars

Observation	Documentation
NA	<ul style="list-style-type: none">• Supports identified in the IEP such as:<ul style="list-style-type: none">○ Environmental supports for transition may include visual or written schedules, classroom arrangements, video modeling, choice board, social stories,○ Human supports for transition may include peers that walk with the student between classes or a peer that reviews the procedures for changing classes before the class change occurs.○ Material supports may include a visual task analysis that lists the specific steps of an activity.

Indicator:

I72. When transitioning from environment to environment, students use class wide or individualized supports effectively

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• A student individually manipulates individual schedule by moving the picture from classroom to P.E. just before the class transitions to P.E.• A class schedule is inside the front cover of the binder for a high school student. The binder goes with the student to all settings throughout the day.	<i>NA</i>

Indicator:

I73. When transitioning from activity to activity, students use class wide or individualized supports effectively.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• During reading time, a visual schedule notes the individual activities within reading. First, large group read, then worksheet, and then choice of book read with a peer.• A first-then board is available that shows a more preferred activity after a less preferred activity. First math, then recess.	<i>NA</i>

Indicator:

I74. During unanticipated changes for the student (s), students use class wide or individualized supports effectively.

Exemplars

Observation	Documentation
<ul style="list-style-type: none">• Student is primed for unanticipated changes and knows what to do in a situation out of the usual routine.• During an unanticipated change, such as a fire drill, student is given a list of procedures to follow and a peer guides the students through the procedure.• Visual schedule indicates that a change will occur. Student demonstrates understanding of the change (e.g., a “no” symbol).	<i>NA</i>

Indicator

I75. Data on transition plan initial assessment and progress monitoring is available.

Exemplars

Observation	Documentation
<i>NA</i>	<ul style="list-style-type: none">• Assessment documentation (preference assessment, job preference results, grades, percentage of successful transitions) is available. Data is taken over time to document progress.• Data is taken on behavior to determine if grade-to-grade transition plan utilized effective strategies or if other strategies need to be used in the transition plan for the next year.

Glossary

Accommodations-changes in format, response, setting, timing, or scheduling that do not alter the instructional materials or content.

Age-appropriate- student's chronological age is aligned with peers' in the educational setting.

Behavior Intervention Plan (BIP) – The document which defines what the team plans to do in an effort to change the likelihood of an undesirable behavior. The BIP also includes a plan to monitor the effectiveness of the intervention strategies. The BIP should include a crisis management plan in case the student exhibits the undesirable behavior.

Classroom behavior expectations- Written plan and procedure to establish expectations for learner behavior; includes monitoring techniques of class /learner to facilitate optimal learning.

Comment – a communicative function which expresses one's thoughts, opinions on a topic, or adds information to the topic being discussed.

Content Standards- Expectations for what the child should know and be able to do in different subjects and grade levels; defines expected student skills and knowledge as well as what schools should teach.

Core content –English-Language Arts, Math, Science, and Social Studies.

Embedded Instruction- Individualized goals are integrated into instruction on core content. Instruction is delivered within typical activities and routines throughout the school day.

Engaged- Student actively participates in class with nondisabled peers. The student has access to and uses all identified individualized materials needed to participate.

Environment- All surroundings and experiences. An instructional environment includes elements such as organization of space, available materials and equipment, people, and the learning climate.

Environmental supports – May include, but are not limited to: visual or written schedules, classroom arrangement, or task analyses.

Forms of communication – The way the student expresses thoughts or needs. Forms may include verbalizations, sign, gestures, PECS, or AAC device.

Functional Behavior Assessment (FBA)– A process for gathering information on the function of a student’s behavior which can be used to maximize the effectiveness and efficiency of behavioral supports.

General education classes – Classrooms student would attend if he or she did not have a disability. Instructional setting in which the core curriculum is taught.

Human supports – includes educational staff and peers that provide specific support.

Individualized Transition Plan (ITP)- required in the IEP of any student with a disability who is turning 16 during the span of the IEP year. The ITP is designed to guide the transition towards post-secondary outcomes and is a collaborative effort between multiple stakeholders, including the student. An ITP should include specific short term and long term goals in the areas of vocational, continued education, social/community access, and independent living.

Individualized accommodations- student specific supports including environment, human, and materials as outlined in Individualized Educational Plan.

Individualized services and supports- Students are provided with support to achieve meaningful participation within class settings in the most natural and least intrusive manner.

Instructional Team - A group of stakeholders who provide instructional input and expertise from diverse disciplines (e.g. family, occupational therapy, general education, school administration) on common goals and objectives related to the educational program of a student.

As defined by the LASARD Project, a “team” includes at least one representative of the following roles: Administrator, General Educator, Paraeducator, Parent, Related Service Provider, and Special Educator. The core team should attend all LASARD Team trainings and meetings.

Least Restrictive Supports- Individual learner environment and supports (human, environment, material) are developed and aligned as closely as possible to n

Mastery- Student can perform a given skill anytime, anywhere, and with multiple people.

Modifications- Changes in instructional content or performance expectations.

Natural settings- Places where a skill is typically performed. During the instructional day, this would be places where general education students are present performing similar skills.

Performance deficit - skill or behavior is present, but student does not demonstrate or perform skill consistently across all settings.

Positive Behavior Supports – A decision-making framework which guides the selection and use of evidence-based academic and behavioral practices for improving important behavioral outcomes in these areas for students.

Preference assessment – Systematic procedures to determine items or activities that may be used as reinforcers for a specific student. May include menus, surveys, and paired or multiple stimulus probes.

Reinforcer- A consequence which increases or maintains the rate of a desired behavior.

Related Service providers – Professionals that provide supportive services necessary for educational success on individualized targets, as specified on the IEP. This may include: Speech-Language Pathologists (SLPs), Occupational Therapists (OTs), and Physical Therapists (PTs).

School routines – Regular events within the school which involve participation by the general student community. These routines may include but are not limited to: Pledge of Allegiance, recess, library, performing jobs and errands, eating in the lunchroom, and having a locker and using it.

School wide activities – Special events within the school which involve participation by the general student community. These activities include, but are not limited to: assemblies, fieldtrips, plays, extracurricular activities, School-wide Positive Behavior Support activities, and service learning activities.

Skill acquisition deficit - absence of a particular skill or behavior; student does not possess the skill.

Socially acceptable (i.e., socially acceptable form of communication) – Form of communication that has social validity. The form of communication is understood by communicative partners (e.g., staff, peers, family members) and is not socially stigmatizing. Social validity can be used to measure acceptability across multiple domains such as social interaction, behavior, and communication.

Supplementary aids and services- aids, services, and supports that are provided in the general education classroom that enable students with disabilities to be educated with nondisabled peers to the maximum extent appropriate.

Systematic Error Correction- procedure teacher uses to correct errors in a way that promotes learning. This includes immediately interrupting an error and providing the student with assistance on performing the correct response. May also include having students engage in self-correction.

Systematic instruction-involves careful planning for instruction by identifying valid educational goals, carefully outlining instructional procedures for teaching, implementing the instructional procedures, evaluating the effectiveness of the teaching procedures, and adjusting instruction based on data.

Transition plan - Transition plans should include, at a minimum, a description of the student's current performance, needs, and strengths; anticipated needs in the new setting; a plan to introduce the student to new setting; timelines to implement the plan. Enough time should be allotted to assist the student, family and receiving program in achieving as smooth a transition as possible. *See Individual Transition Plan (ITP) for students ages 16 and above.*

Transitions – Transitions may include any occasion when the student's primary environment changes. Common transitions include the transition from early intervention (Part C) to school-age services (Part B), transition from one grade level to another, transition from the school year to the summer program, transition from one school to another, transition from school to community life, transition from environment to environment, and transition from activity to activity.

Universal Design for Learning (UDL) - Universal Design for Learning is an educational approach with three primary principles: to provide learner with multiple means of representation, multiple means of action and expression, and multiple means of engagement.

Appendix 1

LAQI Assessment Checklist for Schools



LASARD LAQI Preparation Checklist for Schools

Prior to the LAQI Administrations, please follow this checklist regarding preparations and materials needed.

Before the visit:

_____ Schedule a date and time for the LAQI Administration with your LASARD Facilitator (***Please note: Document Review section should be completed prior to the Observation section.***)

_____ Choose at least 3 settings that will be observed (these settings should include a student with ASD or related disability. Complete the "Observation Schedule" and email to your Facilitator prior to the administration.

_____ Special Education Setting (if available)

_____ General Education Setting (teams can select to schedule a second general education setting in place of a special education setting).

_____ Open Access Setting (e.g. lunch, recess, hallway transition, assembly)

_____ Collect lesson plans for **all settings** (as applicable) that will be observed for the date of the LAQI administration.

_____ Select at least 3 IEPs for review.

_____ Two students with ASD

_____ One student with a related disability

_____ Collect other supporting data including:

_____ Functional Behavior Assessments and Behavior Intervention Plans

_____ Data on FBAs and BIPs. Other data on behavioral interventions (e.g., PBS)

_____ Assessment data

- _____ Progress monitoring data (including academic & data on IEP goals and objectives)
- _____ Progress reports
- _____ Report cards
- _____ Data on collaboration between team members
- _____ Evidence of participation in trainings in and out of district
- _____ Data on transition plans and evidence of supports for transitions
- _____ Family contact logs

During the visit:

- _____ Ensure that the LAQI administrator has all of the data and materials listed above.
- _____ Ensure that all participating team members and school staff are aware of the schedule of the visit.
- _____ Secure a room or space that can be used for the Document Review section.
- _____ Provide the LAQI administrator a map of the school and classroom visit schedule.
- _____ Assign a team member as a “point person” for the visit to answer any questions.

After the visit:

- _____ Schedule a time to meet with your Facilitator and District Liaison to review LAQI Score Reports and discuss next steps.

Please contact your LASARD Facilitator with any questions related to this checklist or the LAQI.

Thank you!

References

- Anderson, S., & Romanczyk, R. (1999). Early intervention for young children with autism: continuum-based behavioral models. *Journal of the Association for Persons with Severe Handicaps, 24*(3), 162-173.
- Angell, M., Bailey, R., & Larson, L. (2008). Systematic instruction for social-pragmatic language skills in lunchroom settings. *Education and Training in Developmental Disabilities, 43*(3), 342-359.
- Banda, D., Grimmert, E., & Hart, S. (2009). Activity schedules: Helping students with autism spectrum disorders in general education classrooms manage transition issues. *Teaching Exceptional Children, 41*, 16-21.
- Barnhill, G. P., Cook, K. T., Tebbenkamp, K., & Myles, B. S. (2002). The effectiveness of social skills intervention targeting nonverbal communication for adolescents with Asperger syndrome and related pervasive developmental delays. *Focus on Autism and Other Developmental Disabilities, 17*, 112-118.
- Bauminger, N. (2002). The facilitation of social-emotional understanding and social interaction in high-functioning children with autism: Intervention outcomes. *Journal of Autism and Developmental Disorders, 32*, 283-298.
- Bauminger, N., Solomon, M., Aviezer, A., Heung, K., Brown, J., & Rogers, S. J. (2008). Friendship in high-functioning children with Autism Spectrum Disorder: Mixed and non-mixed dyads. *Journal of Autism and Developmental Disorders, 38*, 1211-1229.
- Bellini, S., & Hopf, A. (2007). The development of the Autism Social Skills Profile: A preliminary analysis of psychometric properties. *Focus on Autism and Other Developmental Disabilities, 22*, 80-87.

- Bellini, S., Peters, J., Benner, L., & Hopf, A. (2007). A Meta-Analysis of School-Based Social Skills Interventions for Children With Autism Spectrum Disorders. *Remedial and Special Education, 28*(3), 153-162.
- Bellini, S., Benner, L., & Peters-Myszak, J. (2009). A Systematic Approach to Teaching Social Skills to Children with Autism Spectrum Disorders: A Guide for Practitioners. *Beyond Behavior, 19*(1), 26-39.
- Blair, K., Umbreit, J., Dunlap, G., & Jung, G. (2007). Promoting inclusion and peer participation through assessment-based intervention. *Topics in Early Childhood Special Education, 27*(3), 134-147.
- Blue-Banning, M., Summers, J., Frankland, H., Nelson, L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children, 70*(2), 167-184.
- Bryan L.C., & Gast D. L. (2000) Teaching on-task and on-schedule behaviors to high-functioning children with autism via picture activity schedules. *Journal of Autism and Developmental Disorders, 30*(6), 553-567.
- Carter, E., Cushing, L., Clark, N., & Kennedy, C. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities (RPSD), 30*(1), 15-25.
- Centers for Disease Control and Prevention (2009). Autism Spectrum Disorders (ASDs). Retrieved from <http://www.cdc.gov/ncbddd/autism/data.html>.
- Cook, L., & Friend, M. (1995). Co-Teaching: Guidelines for creating effective practices. *Focus on Exceptional Children, 28*(3), 1-16.

- Cowan, R., & Allen, K. (2007). Using naturalistic procedures to enhance learning in individuals with autism: A focus on generalized teaching within the school setting. *Psychology in the Schools, 44*(7), 701-715.
- Dauphin, M., Kinney, E. M., & Stromer, R. (2004). Using video-enhanced activity schedules and matrix training to teach sociodramatic play to a child with autism. *Journal of Positive Behavior Interventions, 6*, 238-250.
- de Bildt, A., Sytema, S., Kraijer, D., Sparrow, S., & Minderaa, R. (2005). Adaptive functioning and behaviour problems in relation to level of education in children and adolescents with intellectual disability. *Journal of Intellectual Disability Research, 49*(9), 572-681.
- Delano, M. (2007). Video modeling interventions for individuals with autism. *Remedial and Special Education, 28*(1), 33-42.
- DeLeon, I., & Iwata, B. (1996). Evaluation of a multiple-stimulus presentation format for assessing reinforcer preferences. *Journal of Applied Behavior Analysis, 29*(4), 519-33.
- Dettmer, S., Simpson, R. L., Myles, B. S., & Ganz, J. B. (2000). The use of visual supports to facilitate transitions of students with autism. *Focus on Autism and Other Developmental Disabilities, 15*, 163-169.
- Dooley, P., Wilczenski, F.L., & Torem, C. (2001). Using an activity schedule to smooth school transitions. *Journal of Positive Behavior Interventions, 3*, 57-61.
- Downing, J. (1999). Teaching communication skills to students with severe disabilities. Baltimore, MD: Paul H. Brookes.
- Durand, V. M., & Carr, E. G. (1991). Functional communication training to reduce challenging behavior: Maintenance and application in new settings. *Journal of Applied Behavior Analysis, 24*, 251-264.

- Fisher, M., & Meyer, L. H. (2002). Development and social competence after two years for students enrolled in inclusive and self-contained educational programs. *Research & Practice for Persons with Severe Disabilities, 27*, 165-174.
- Fisher, W., Piazza, C., Bowman, L., & Hagopian, L. (1992). A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities. *Journal of Applied Behavior Analysis, 25*(2), 491-498.
- Forest, E.J., Horner, R. H., Lewis-Palmer, T., & Todd, A. W. (2004). Transitions for young children with autism from preschool to kindergarten. *Journal of Positive Behavior Interventions, 6*, 103-112.
- Frea, W. D., Arnold, C. L., & Vittimberga, G. L. (2001). A demonstration of the effects of augmentative communication on the extreme aggressive behavior of a child with autism within an integrated preschool setting. *Journal of Positive Behavior Interventions, 3*, 194-198.
- Ganz, J. (2007). Classroom structuring methods and strategies for children and youth with autism spectrum disorders. *Exceptionality, 15*(4), 249-260.
- Giangreco, M. (2000). Related services research for students with low-incidence disabilities: Implications for speech-language pathologists in inclusive classrooms. *Language, Speech, and Hearing Services in Schools, 31*(3), 230-239.
- Goldstein, H., Schneider, N., & Thiemann, K. (2007). Peer-mediated social communication intervention: When clinical expertise informs treatment development and evaluation. *Topics in Language Disorders, 27*(2), 182-199.

- Gresham, F. (2002). Best Practices in Social Skills Training. *Best practices in school psychology IV (Vol. 1, Vol. 2)* (pp. 1029-1040). Washington, DC US: National Association of School Psychologists.
- Gumpel, T. (2007). Are social competence difficulties caused by performance or acquisition deficits? The importance of self-regulatory mechanisms. *Psychology in the Schools, 44*(4), 351-372.
- Gwet, K. (2008). Computing inter-rater reliability and its variance in the presence of high agreement. *British Journal of Mathematical and Statistical Psychology, 61*, 29-48.
- Hall, L. J., McClannahan, L. E., & Krantz, P.J. (1995). Promoting independence in integrated classrooms by teaching aides to use activity schedules and decreased prompts. *Education and Training in Mental Retardation and Developmental Disabilities, 30*, 208-217.
- Heflin, L., & Simpson, R. (1998). Interventions for children and youth with autism: Prudent choices in a world of exaggerated claims and empty promises. Part I: Intervention and treatment option review. *Focus on Autism and Other Developmental Disabilities, 13*(4), 194-211.
- Heflin, L., & Simpson, R. (1998). Interventions for children and youth with autism: Prudent choices in a world of exaggerated claims and empty promises. Part II: Legal/Policy analysis and recommendations for selecting interventions and treatments. *Focus on Autism and Other Developmental Disabilities, 13*, 212-20.
- Heflin, L.J., & Alberto, P.A. (2001). Establishing a behavioral context for learning for students with autism. *Focus on Autism and Other Developmental Disabilities, 16*(2), 93-101.

- Horner, R. H., & Carr, E. G. (1997). Behavioral support for students with severe disabilities: Functional assessment and comprehensive intervention. *The Journal of Special Education, 31*, 84-104.
- Horner, R. H., Carr, E. G., Strain, P. S., Todd, A. W., & Reed, H. K. (2002). Problem behavior interventions for young children with autism: A research synthesis. *Journal of Autism and Developmental Disorders, 32*, 423-446.
- Individuals with Disabilities Education Act (2004). <http://www.wrightslaw.com/idea/law.htm>. Retrieved on October 8, 2010.
- Iovannone, R., Dunlap, G., Huber, H., & Kincaid, D. (2003). Effective educational practices for students with Autism Spectrum Disorders. *Focus on Autism and Other Developmental Disabilities, 18*(3), 150-165.
- Johnston, S. S., & O'Neill, R. E. (2001). Searching for effectiveness and efficiency in conducting functional assessments: A review and proposed process for teachers and other practitioners. *Focus on Autism and Other Developmental Disabilities, 16*, 205-214.
- Jones, E., Feeley, K., & Takacs, J. (2007). Teaching spontaneous responses to young children with autism. *Journal of Applied Behavior Analysis, 40*(3), 565-570.
- Jorgensen, C., McSheehan, M., & Sonnenmeier, R. (2007). Presumed competence reflected in the educational programs of students with IDD before and after the Beyond Access professional development intervention. *Journal of Intellectual & Developmental Disability, 32*(4), 248-262.
- Jorgensen, C., Schuh, M., & Nisbet, J. (2006). *The inclusion facilitator's guide*. Baltimore, MD: Paul H Brookes Publishing.

- Kamps, D., Royer, J., Dugan, E., Kravits, T., Gonzalez-Lopez, A., Garcia, J., et al. (2002). Peer training to facilitate social interaction for elementary students with autism and their peers. *Exceptional Children, 68*(2), 173-187.
- Keen, D., Sigafos, J., & Woodyatt, G. (2005). Teacher responses to the communicative attempts of children with autism. *Journal of Developmental and Physical Disabilities, 17*, 19-33.
- Kern, L., & Vorndran, C. (2000). Functional assessment and intervention for transition difficulties. *Journal of the Association for Persons with Severe Handicaps (JASH), 25*(4), 212-16.
- Killu, K. (2008). Developing effective behavior intervention plans: Suggestions for school personnel. *Intervention in School and Clinic, 43*(3), 140-149.
- Krantz, P. J., & McClannahan, L. E. (1993). Teaching children with autism to initiate to peers: Effects of script-fading procedure. *Journal of Applied Behavior Analysis, 26*, 121-132.
- Laws, G., Byrne, A., & Buckley, S. (2000). Language and memory development in children with Down Syndrome at mainstream schools and special schools: A comparison. *Educational Psychology: An International Journal of Experimental Educational Psychology, 20*(4), 447-57.
- Lee, S., Wehmeyer, M. L., Palmer, S. B., Soukup, J. H., & Little, T. D. (2008). Self-determination and access to the general education curriculum. *The Journal of Special Education, 42*, 91-107.
- Linn, R., Baker, E., & Dunbar, S. (1991). Complex, performance based assessment: Expectations and validation criteria. *Educational Researcher, 20*(8), 15-21.
- Maag, J. W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children, 67*(2), 173-186.

- MacDuff, G. S., Krantz, P. J., & McClannahan, L.E. (1993). Teaching children with autism to use photographic activity schedules: Maintenance and generalization of complex response chains. *Journal of Applied Behavior Analysis, 26*(1), 89-97.
- Massey, N. G., & Wheeler, J. J. (2000). Acquisition and generalization of activity schedules and their effects on task management in a young child with autism in an inclusive pre-school classroom. *Education and Training in Mental Retardation and Developmental Disabilities, 35*, 326-335.
- Meadan, H., Halle, J. , Ostrosky, M., & DeStefano, L. (2008). Communicative behavior in the natural environment: Case studies of two young children with autism and limited expressive language. *Focus on Autism and Other Developmental Disabilities, 23*(1), 37-48.
- Mesibov, G. B., Browder, D. M., & Kirkland, C. (2002). Using individualized schedules as a component of positive behavioral support for students with developmental disabilities. *Journal of Positive Behavior Interventions, 4*, 73-79.
- Morrison, R. S., Sainato, D. M., Benchaban, D., & Endo, S. (2002). Increasing play skills of children with autism using activity schedules and correspondence training. *Journal of Early Intervention, 25*, 58-72.
- Mueller, M., Sterling-Turner, H., & Scattone, D. (2001). Functional assessment of hand flapping in a general education classroom. *Journal of Applied Behavior Analysis, 34*(2), 233-236.
- National Autism Center (2010). <http://www.nationalautismcenter.org/affiliates>
- National Research Council (2001). *Educating children with autism*. Committee on Educational Interventions for Children with Autism. Catherine Lord and James P. McGee, eds.

Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

No Child Left Behind Act (2001). <http://www.wrightslaw.com/nclb>. Retrieved on October 8th, 2010.

O'Reilly, M., Sigafoos, J., Lancioni, G., Edrisinha C., & Andrews, A. (2005). An examination of the effects of a classroom activity schedule on levels of self-injury and engagement for a child with severe autism. *Journal of Autism and Developmental Disorders*, 35, 305-311.

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Orsmond, G., Krauss, M., & Seltzer, M. (2004). Peer Relationships and Social and Recreational Activities among Adolescents and Adults with Autism. *Journal of Autism and Developmental Disorders*, 34(3), 245-256.

Owen-DeSchryver, J., Carr, E., Cale, S., & Blakeley-Smith, A. (2008). Promoting social interactions between students with Autism Spectrum Disorders and their peers in inclusive school settings. *Focus on Autism and Other Developmental Disabilities*, 23(1), 15-28.

Polychronis, S., McDonnell, J., Johnson, J., Riesen, T., & Jameson, M. (2004). A comparison of two trial distribution schedules in embedded instruction. *Focus on Autism and Other Developmental Disabilities*, 19, 140-151.

Quill, K. A. (1995). Visually cued instruction for children with autism and pervasive developmental disorders. *Focus on Autistic Behavior*, 10, 10-20.

- Reinke, W., Lewis-Palmer, T., & Merrell, K. (2008). The Classroom Check-Up: A Classwide Teacher Consultation Model for Increasing Praise and Decreasing Disruptive Behavior. *School Psychology Review, 37*(3), 315-332.
- Renzaglia, A., Karvonen, M., Drasgow, E., & Stoxen, C. (2003). Promoting a Lifetime of Inclusion. *Focus on Autism and Other Developmental Disabilities, 18*(3), 140-149.
- Rogers, E. L. (2001). Functional behavioral assessment and children with autism: Working as a team. *Focus on Autism and Other Developmental Disabilities, 16*, 228-231.
- Romaniuk, C., & Miltenberger, R. (2001). The influence of preference and choice of activity on problem behavior. *Journal of Positive Behavior Interventions, 3*(3), 152-159.
- Rose, D., & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Russell, M., Hoffmann, T., & Higgins, J. (2009). A universally-designed test delivery system. *TEACHING Exceptional Children, 42*, 6-12.
- Russell, M., Hoffmann, T., & Higgins, J. (2009). Meeting the needs of all students: A universal design approach to computer-based testing. *Innovate: Journal of online education, 5*(4). Retrieved from: <http://www.innovateonline.info/index.php?view=article&id=676>
- Sailor, W., Zuna, N., Choi, J., Thomas, J., McCart, A., & Roger, B. (2006). Anchoring Schoolwide Positive Behavior Support in Structural School Reform. *Research and Practice for Persons with Severe Disabilities (RPSD), 31*(1), 18-30.
- Salend, S., & Duhaney, L. (1999). The impact of inclusion on students with and without disabilities and their educators. *Remedial and Special Education, 20*(2), 114-26.

- Sherer, M., Pierce, K., Paredes, S., Kisacky, K., Ingersoll, B., & Schreibman, L. (2001). Enhancing conversation skills in children with autism via video technology: Which is better, 'Self' or 'Other' as a model?. *Behavior Modification*, 25(1), 140-158.
- Sigafoos, J., Drasgow, E., Halle, J., O'Reilly, M., Seely-York, S., Edrisinha, C., et al. (2004). Teaching VOCA use as a communicative repair strategy. *Journal of Autism and Developmental Disorders*, 34(4), 411-422.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education & Treatment of Children*, 31(3), 351-380.
- Sonnenmeier, R., McSheehan, M., & Jorgensen, C. (2005). A case study of team supports for a student with autism's communication and engagement within the general education curriculum: Preliminary report of the beyond access model. *AAC: Augmentative and Alternative Communication*, 21(2), 101-115.
- Stokes, T., & Baer, D. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, 10(2), 349-367.
- Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T., Nelson, C., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A. P., Turnbull, H. R., Wickham, D., Ruef, M., & Wilcox, B. (2000). Applying positive behavior support and functional behavior assessment in the schools. *Journal of Positive Behavior Interventions*, 2, 131-143.
- Thiemann, K. S., & Goldstein, H. (2004). Effects of peer training and written text cuing on social communication of school-aged children with PDD. *Journal of Speech, Language, and Hearing Research*, 47, 126-144.

- Timler, G., Vogler-Elias, D., & McGill, K. (2007). Strategies for promoting generalization of social communication skills in preschoolers and school-aged children. *Topics in Language Disorders, 27*(2), 167-181.
- Trosclair-Lasserre, N., Lerman, D., Call, N., Addison, L., & Kodak, T. (2008). Reinforcement magnitude: An evaluation of preference and reinforcer efficacy. *Journal of Applied Behavior Analysis, 41*(2), 203-220.
- Turnbull, A., Edmonson, H., Griggs, P., Wickham, D., Sailor, W., Freeman, R., et al. (2002). A blueprint for schoolwide positive behavior support: Implementation of three components. *Exceptional Children, 68*(3), 377-402.
- Wang, P., & Spillane, A. (2009) Social skills interventions for children with autism: A meta-analysis. *Education and Training in Developmental Disabilities, 44*(3), 318-342.
- Watanabe, M., & Sturmey, P. (2003). The effect of choice-making opportunities during activity schedules on task engagement of adults with autism. *Journal of Autism and Developmental Disorders, 33*, 535-538.
- Wehman, P., Smith, M., Schall, C. (2009). *Transition from school to adulthood for youth and young adults with autism: Growing up in the real world*. Baltimore: Paul Brookes Publishing Co.
- Wilder, D., Schadler, J., Higbee, T., Haymes, L., Bajagic, V., & Register, M. (2008). Identification of olfactory stimuli as reinforcers in individuals with autism: A preliminary investigation. *Behavioral Interventions, 23*(2), 97-103.
- Wilson, G. (2006). Introduction: Co-teaching and literacy. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 22*(3), 199-204.

- Wood, W., Karvonen, M., Test, D., Browder, D., & Algozzine, B. (2004). Promoting student self-determination skills in IEP planning. *Teaching Exceptional Children, 36*(3), 8-16.
- Yell, M.L., Drasgow, E. & Lowrey, K.A. (2005). No Child Left Behind and students with Autism Spectrum Disorder. *Focus on Autism and Other Developmental Disabilities, 20*(3), 130-139.
- Yell, M., Katsiyannis, A., Drasgow, E., & Herbst, M. (2003). Developing legally correct and educationally appropriate programs for students with Autism Spectrum Disorders. *Focus on Autism and Other Developmental Disabilities, 18*(3), 182-91.
- Yell, M.L., Shriner, J., & Katsiyannis, A. (2006). Individuals with Disabilities Education Improvement Act of 2004 and IDEA Regulations of 2006: Implications for educators, administrators, and teacher trainers. *Focus on Exceptional Children, 39*(1), 1-24.