

Autism Program Environment Rating Scale-Middle/High School (APERS-MHS)

March 2011 Version

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Acknowledgements

To develop the APERS-Middle/ High School, we adapted the APERS-Preschool/Elementary version to reflect the changing needs of adolescents with ASD. We engaged in a collaborative problem-solving process with practitioners who are familiar with and work with older students with ASD to adapt items and include other relevant domains.

We would like to acknowledge those individuals who have provided us with guidance and support throughout the development of APERS-Middle/High School. We would like to thank technical assistance providers who have partnered with our center and have provided valuable feedback that has shaped this instrument. We also would like to thank our colleagues at the National Professional Development on Autism Spectrum Disorders for taking time to review the instrument and provide feedback.

Instructions for Using the Autism Program Environment Rating Scale-Middle/High School

The Autism Program Environment Rating Scale-Middle/High School (APERS-MHS) is an environmental assessment designed to be used by an outside observer for program improvement and/or research. The APERS-MHS also can be used as a self-assessment by teachers, specialists, program directors, and other administrators in programs serving students with autism spectrum disorders (ASD) who are 11 to 21 years of age. The APERS-MHS includes 66 items and 12 domains that focus on various aspects of program quality. Items are organized under the following domains:

- Learning Environments
- Learning Environment Structure/Schedule
- Positive Learning Climate
- Assessment and IEP Development
- Curriculum and Instruction
- Communication
- Social Competence
- Personal Independence and Competence
- Functional Behavior (Interfering and Adaptive)
- Family Involvement
- Teaming
- Transition Planning

Prior to administration of the APERS-MHS, anyone wishing to use the scale should receive formalized training and guidance from an experienced APERS-MHS trainer. Training should include a formal training (e.g., Power Point presentation) and at least two practice classroom observations followed by opportunities to compare inter-rater reliability between two or more observers. The following instructions provide guidelines for the APERS-MHS and should be read carefully before administering the scale.

Administration of the APERS-MHS

The APERS-MHS is designed to be used in inclusive or self-contained classrooms that serve students with ASD in middle (i.e., grades 6-8) and high school learning environments (i.e., grades 9-12). *Note: Some middle schools include Grade 5 as well. If this is the case, the APERS-MHS should be administered rather than the APERS-Preschool/Elementary (APERS-PE).* Administration guidelines for the APERS-MHS will vary depending on which type of setting is the focus of the observation. Do NOT conduct observations in classrooms if the student's primary teacher is not present for a majority of the observation period (e.g., substitute teacher). All information used to score items should be gathered from the observations, interviews, and IEP reviews that are done specifically for the APERS. Prior knowledge of a program or team should not be used to score items. Directions for administering the APERS-MHS in both inclusive and self-contained classrooms are provided below.

Inclusive Settings

Observation	<ol style="list-style-type: none"> 1. When observing in inclusive settings, two students should be observed to obtain an accurate rating. Observers should plan for one full day to administer the scale in its entirety. It will be necessary to follow each student for approximately three hours during the day. For example, you could follow one student around the school during the morning and follow another student during the afternoon. In contrast, two observers can administer the APERS-MHS during one three hour period by having each observer follow one of the students across a morning or afternoon. For each student, observe the first three environments in which the student receives services. Before beginning the observation, please review the students' schedules to ensure that a variety of environments are included in the observation (e.g., resource/special education classroom, general education classroom, special). Remember that you are rating the broad educational environment for the students with ASD, rather than one teacher or one classroom that you visit. Scores should reflect the observers' experiences across a number of settings, students, and staff members. When administering the APERS-MHS in inclusive settings, two separate score sheets should be completed (one for each student being followed). The scores for individual items are then consolidated into one score sheet (see Score Sheet instructions). 2. Prior to the observation, all identifying information should be completed on the top of the first page of the Score Sheet. The Score Sheet provides a convenient way to record scores for individual items across three different settings/classes. Ratings should be entered on the Score Sheet during or immediately following the observation. 3. When administering the scale, it might be most helpful to complete all of the observation-based items first. If you are unable to observe a particular item, please make notes next to the item and ask the teachers, family member, or team member about the item during the interview process to obtain an accurate score. 4. Items that focus on social interactions (e.g., Staff/Peer Relationships) should be scored only after sufficient time has passed to obtain an accurate rating for those items (e.g., at least one hour). It is helpful to take notes when observing social interactions so that you can go back and score these items accurately during or immediately following the observation. 5. When observing individual classrooms, please be careful not to disrupt ongoing classroom routines and activities. Please do not interrupt staff members throughout the observation or interact with students unless unsafe conditions are observed.
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	6. Score each learning environment independently. That is, you administer all APERS-MHS items each time you observe in a new setting (i.e., classroom or learning environment).
IEP Review	<ol style="list-style-type: none"> 1. You will need to arrange a time to review two student Individual Education Programs (IEPs) prior to the observation for the two students being observed. 2. By reviewing these documents, you will be able to observe whether specific goals are being implemented within classrooms and score items that focus on the development of IEPs. 3. You may find it helpful to have a copy of the IEP with you during your observation. Interview questions marked with an “R” must be scored by this review if adequate information is available. Otherwise, the information can be obtained through interviews (I) with teachers, parents, or team members.
Teacher/Team Member/Parent Interview	1. You will need to arrange a time following the observation to interview the teacher who spends the most time with the student with ASD, one team member, and one family member to obtain accurate information about specific items that are not observable (e.g., assessment, family involvement). The interview items are intended to supplement the information gathered during the observation. When interviewing individuals, use the interview questions contained on the APERS-MHS <i>General Interview Protocol</i> . Record responses from the teacher, parent, and team member on this interview form. These items also can be scored through a telephone interview if an in-person interview is not possible.
Obtaining Consent/Assent	1. For inclusive middle and high school programs, you will need to gain written, informed consent from the parents of the two students being observed to conduct the family interview portion of the APERS-MHS. These parents also will need to sign <i>Release of Information</i> forms allowing you to review their child’s IEP. Finally, you will need to gain written, informed assent from the two students that you follow throughout the day.

Self-Contained Classrooms

Observation	<ol style="list-style-type: none"> 1. When observing in self-contained programs, you will need to observe one classroom in which middle and high school students with ASD are currently receiving services. Observers should plan for a minimum of three hours to administer the scale in its entirety. 2. Prior to the observation, all identifying information should be completed on the top of the first page of the Score Sheet. The Score Sheet provides a convenient way to record scores for individual items. Ratings should be entered on the Score Sheet during or immediately following the observation. 3. When administering the scale, it might be most helpful to complete all of the observation-based items first. If you are unable to observe a particular item, please make notes next to the item and ask the teacher, a family member, or a team member about the item during the interview process to obtain an accurate score. 4. Items that focus on social interactions (e.g., Staff/Peer Relationships) should be scored only after sufficient time has passed to obtain an accurate rating for those items (e.g., at least one hour). It is helpful to take notes when observing social interactions so that you can go back and score these items accurately during or immediately following the observation. 5. When observing individual classrooms, please be careful not to disrupt ongoing classroom routines and activities. Please do
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	not interrupt staff members throughout the observation or interact with students unless unsafe conditions are observed.
IEP Review	<ol style="list-style-type: none"> 1. You will need to arrange a time to review one student's Individual Education Program (IEP) prior to the observation. 2. By reviewing this document, you will be able to observe whether specific goals are being implemented within classrooms and score items that focus on the development of IEPs. 3. You may find it helpful to have a copy of the IEP with you during the observation.
Teacher/Team Member/Parent Interview	1. You will need to arrange a time following the observation to interview the teacher in the self-contained classroom, one team member, and one family member (the parent whose child's IEP you reviewed) to obtain accurate information about specific items that are not observable (e.g., assessment, family involvement). The interview items are intended to supplement the information gathered during the observation. When interviewing individuals, use the interview questions contained on the APERS-PE <i>General Interview Protocol</i> . Record responses from the teacher, parent, and team member on this interview form. These items also can be scored through a telephone interview if an in-person interview is not possible.
Obtaining Consent	1. You will need to gain written, informed consent from one parent to conduct the family interview portion of the APERS-MHS. This parent also will need to sign a <i>Release of Information</i> form allowing you to review their child's IEP.

A Combination of Settings

Often, educational programs combine aspects of self-contained and inclusive settings. In this case, follow the above guidelines for 'inclusive settings'. Try to make the length of your observations in different settings mirror the proportion of the day that the student spends in the given setting. For example, if a student spends two thirds of his day in a self-contained setting and one third of his day in an inclusive setting, spend two hours observing him the self-contained setting and one hour in the inclusive setting.

Explanation of terms used throughout the APERS-MHS

1. **Team Members** refers to two or more professionals directly involved in planning and implementing a student's educational program, particularly those on the IEP team and paraprofessionals directly supporting a student.
2. **All Team Members** refers to all professionals directly involved in planning and implementing a student's educational program, particularly those on the IEP team and paraprofessionals directly supporting a student.
3. **Key Team Member** refers to one team member who is expected to take key responsibility for the implementation of a student's educational program or a particular aspect of that program (e.g., special education teacher, general education teacher, paraprofessional identified to follow and support the student, speech and language therapist).
4. **School Staff** refers to individuals who come into contact with a student during the course of the observation period. Staff may include team members, school administrators, physical education teacher, art teacher, nurse, paraprofessionals, and so on.
5. **Peer** refers to any other similarly-aged student with or without disabilities. (A more specific descriptor (e.g., typically developing) will be used if an anchor describes a specific type of peers.)
6. **Few** refers to two or fewer activities, materials, or opportunities during the observation period. Examples include Item # 32 and 63.

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7. **Some** is two or more activities, materials, opportunities, and so forth. Examples include Items # 1 and 3.
8. **Multiple** means that four or more activities, opportunities, or materials are provided during the observation period. For example, a teacher may provide many opportunities for students with ASD to interact with typically developing peers during the class period. Examples include Items # 25, 32, 37, and 46.
9. **Sufficient** means that there are enough materials for all students in the class or activity to participate. Examples include Items # 4 and 8.
10. **Most** means the majority of staff, students, opportunities, and so forth. Examples include Items # 5, 6, and 8.
11. **Sometimes** means that activities, materials, opportunities are provided and/or are available about half of the time. Examples include Items # 56, and 62.
12. **Regularly** means that something is occurring or is being implemented most of the time during the observation period. For example, strategies to support transitions across settings may be regularly used. Examples include Items # 10, 52, and 57-I.

Scoring System

1. Prior to administration, please read the entire scale carefully including the examples that are provided in each item and indicator.
2. Additional instructions are provided for some items and indicators within the APERS-MHS. These items and indicators are denoted by asterisk(s) and should be scored using the directions provided at the bottom of the page.
3. Along with the Score Sheet, the APERS-MHS should be readily available throughout the observation process to ensure that accurate scores are obtained for each item. A pencil is recommended for use during scoring, and it is helpful to stabilize items on a clipboard during the observation period.
4. Some items in the APERS-MHS may not be applicable for settings in which students with ASD are educated *entirely within the general education setting*. Specific items and indicators throughout the scale are denoted by an asterisk (*) and should not be scored when observing in these settings.
5. When scoring an item, always consider option 1 first and then continue upward until the correct score is obtained.
6. Ratings are assigned in the following manner:
 - a. A rating of 1 is given if *any* indicator described in option 1 is observed and checked on the Score Sheet. If no indicators under option 1 are checked, then move up to option 3.
 - b. A rating of 2 is given when *all* indicators for 1 are *not* checked and *at least one* of the indicators for 3 is checked on the Score Sheet. If only one indicator is listed for 3, a score of 2 should be given if this indicator is partially met.
 - c. A rating of 3 is given when *all* indicators for 1 are *not* checked and *all* of the indicators for 3 are checked on the Score Sheet. If all of the indicators under option 3 are checked, move up to option 5 to see if any indicators apply.
 - d. A rating of 4 is given when *all* indicators for 3 are checked and *at least one* indicator for 5 is checked on the Score Sheet.
 - e. A rating of 5 is given when all indicators for 5 are checked on the Score Sheet.

The Score Sheet

The Score Sheet includes both indicator and item scores. The indicators are those descriptors included under each item. On the Score Sheet, these are delineated with a box next to each indicator. When scoring individual items, checks are placed in the box next to each indicator. This information is then used to obtain a score from 1 to 5 for each item. There are three columns on the score sheet which can be used to record scores for three different settings when observing in inclusive learning environments. If you find discrepancies in the quality of programming, you can score each setting separately on the score sheet, then use your best judgment to identify a score that accurately reflects your observations of that item. For example, if many supports are provided for students with ASD across the day, high scores may be recorded in the first column (i.e., 5). If few supports are provided for students with ASD in math class, those lower scores may be recorded in the second column (i.e., 1). A score in the middle would best reflect the use of supports for that item (i.e., 3). Scores for individual items should always be 1, 2, 3, 4, or 5. Decimals should NOT be used. The following section provides instructions for deriving scores for individual items for both self-contained and inclusive settings.

Self-Contained Programs

If the APERS-MHS is administered entirely within the context of a self-contained classroom, one score should be recorded for each item. The following example demonstrates what a score sheet might look like for self-contained programs. Please note that only the first setting was used to score the item because only one setting was observed across the day.

Example #1: APERS-MHS Score Sheet for Self-Contained Programs

Personal Independence	42	Setting #1				Setting #2					Setting #3					1	2	3	4	5
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5				

Inclusive Programs

When administering the APERS-MHS in inclusive programs, two score sheets are completed (one for each student followed). With each score sheet, observers assign ratings for individual items by looking across the three settings, reflecting on the observation of the entire program, and deriving a score that best reflects the program as a whole. The following example illustrates how individual items might be scored.

Example #2: APERS-MHS Score Sheet for Inclusive Programs

Personal Independence	42	Setting #1	Setting #2	Setting #3	1 2 3 4 (5)
		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 (5)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 (5)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 (5)	
	43	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	1 2 (3) 4 5
		Teacher	Parent	Team Member	Score (Please circle)
	1 3 5	1 3 5	1 3 5		
Self-Management	44-I	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	1 2 3 (4) 5
		Setting #1	Setting #2	Setting #3	1 (2) 3 4 5
	45	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
		(2) 3 4 5	(2) 3 4 5	(1) 2 3 4 5	

Although two different score sheets are completed when administering the APERS-MHS in inclusive settings, only one final rating can be obtained for each item. Therefore, observers use a separate score sheet labeled "Consensus" that contains the final ratings for each item on the APERS-MHS. When individual item scores are consistent across the two observers, the agreed upon score is the final rating for that particular item. When scores from the two observations differ, then observers must reach consensus on those items. Observers discuss their individual observations with one another and determine the rating that best reflects the program as a whole. For example, one observer may have assigned a rating of "3" to Item #1, whereas the second observer assigned a rating of "4." To reach consensus on this particular item, the observers should discuss whether a rating of "3" or "4" would be more appropriate for this item based upon their overall observations of the program. After a short discussion, the observers might determine that a rating of "3" would be most appropriate for Item #1. This score is then recorded on the "Consensus" score sheet for Item #1.

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Observers should NOT average their scores to derive the overall rating for individual items. Only ratings of 1, 2, 3, 4, or 5 should be assigned for individual items. Final ratings for individual items should not contain decimals.

Calculating the APERS score

After you have arrived at a final score for each individual item, you will need to calculate subdomain, domain, and a total APERS score. This can be achieved by using either the paper summary score sheet (attached) or the APERS calculator.

Summary Score Sheet

The Summary Score Sheet is used to determine at what level a program is functioning in different domains and subdomains. This information can then be provided to the school and used within the context of a supportive relationship to improve services to students with ASD. For inclusive programs, the "Consensus" score sheet should be used to complete the Summary Score Sheet.

To fill out the Summary Score Sheet,

1. First, calculate subdomain scores (Personal Independence and Self-Management in the example below) by adding the scores from each item indicated (in the "Sum of Scores" column). In this example, the score for Item #42 was 5, whereas the score for Item #43 was "3." The *Sum of Scores* is then divided by the *Number of Items Scored* to acquire the subdomain score. In Example #3, the *Sum of Scores* (8) is divided by the *Number of Items Scored* (2). As a result, the score for the Personal Independence subdomain is 4.00.
2. To obtain the *Total Domain Score*, observers should combine the *Sum of Scores* for each subdomain in the first column. In Example #3, a sum of 14 is acquired by adding 8 and 6 together. Next, the *Number of Items Scored* for each subdomain should be combined. In the following example, the total number of items scored for the PERSONAL INDEPENDENCE AND COMPETENCE domain is 4. Observers then divide the *Sum of Scores* by the total *Number of Items Scored* in the last row to derive the *Total Domain Score*. In this example, the total domain score for PERSONAL INDEPENDENCE AND COMPETENCE is 3.50.

It is important to note that final scores for each domain and all subdomains should be rounded to the nearest hundredth. For example, if the *Total Domain Score* for PERSONAL INDEPENDENCE AND COMPETENCE is 3.6777777, then the final score for this domain would be 3.68.

Example #3: APERS-MHS Score Summary Sheet

PERSONAL INDEPENDENCE AND COMPETENCE	Sum of Scores	Number of Items Scored	Subdomain Scores
Personal Independence (<i>Items 44 - 45</i>)	5+3= 8	2	4.00
Self-Management (<i>Items 46 - 47</i>)	4+2= 6	2	3.00
Total Domain Score	14	4	3.50

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- To calculate the overall APERS score, (a) add together the scores given for each item (the sum of scores for each domain) then (b) divide this sum by the total number of items that were scored. In the example below, the total scores for all items is 243.0. The APERS score is the sum of items divided by the number of items (64) or 3.797. This would be rounded to 3.80.

SUM OF ALL ITEMS SCORED	243.0
TOTAL NUMBER OF ITEMS SCORED	64

AVERAGE SCORE FOR ALL ITEMS

3.80

The table below is a good example of how scores may be reported. Narratives describing strengths of the program, as well as opportunities for improvement, should be included with scores.

Example #4: Summary Table of Scores

Domain	Score
Learning Environment	5.00
Learning Environment Structure/Schedule	5.00
Positive Learning Climate	4.20
Assessment and IEP Development	3.80
Curriculum and Instruction	4.50
Communication	3.50
Social Competence	4.00
Personal Independence and Competence	4.70
Functional Behavior	5.00
Family Involvement	4.80
Teaming	4.70
Transition Planning	4.80

APERS calculator

A companion APERS calculator that is available in Microsoft Excel will calculate subdomain, domain, and overall APERS scores for you. The calculator will also automatically create graphic representations of scores. Use this calculator after arriving at a final score for each individual item.

Directions for using the APERS calculator in Microsoft Excel: To enter MHS scores, click on the 'MHS Score Entry' tab. Fill in the identifying information and enter the final score for each item in the appropriate cell. Then click on the "Calculation Sheet" tab, where you will see the completed calculations. Print the calculation sheet for your records. Click on 'Graphics1' tab to see bar graphs of domain scores and subdomain scores. Click on 'Graphics2' to see a graphic representation of all APERS items. Graphs can be printed directly from Excel, or cut and pasted into the body of a report in Microsoft Word.

Disclaimer

The APERS-MHS is a program evaluation tool intended for use as a formative resource for improving learning and educational environments for students with autism spectrum disorders and represents a "snapshot" of a program. Information gathered from the APERS should be used to identify aspects of excellent educational programs that support students with ASD, as well as those that may need improvement/refinement. The APERS is not designed to be used as a summative tool to rate or compare programs that serve students with ASD and should not be used as an evaluative measure of staff performance.

Learning Environments				
	1	3	5	
1	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not provide instruction or supervision regarding the safe use of equipment and materials in specific areas and classes (e.g., how to use lab equipment, proper use of the Internet). <input type="checkbox"/> Team members do not follow state and district guidelines to ensure supervision of the students and their safety indoors and outdoors (e.g., in the cafeteria, in the hallway, during PE). 	<ul style="list-style-type: none"> <input type="checkbox"/> No major environmental hazards are observed (e.g., chemicals in lab space are stored properly, hallway is clear of hazards during passing periods). <input type="checkbox"/> There is a sufficient number of staff according to state and district guidelines to ensure supervision of the students and their safety indoors and outdoors (e.g., in the cafeteria, in the hallway, during PE). <input type="checkbox"/> Key team member provides some instruction across specific areas about safe use of equipment and materials (e.g., using lab materials, cooking, Internet). <input type="checkbox"/> Some supervision is provided when students are using equipment or materials in specific areas (e.g., taking the bus, using lab materials, or using the Internet).* 	<ul style="list-style-type: none"> <input type="checkbox"/> The environment is free of major environmental hazards (e.g., chemicals in lab space are stored properly, hallway is clear of hazards in between class periods) and minor hazards (e.g., cluttered materials on floor). <input type="checkbox"/> Team members anticipate and take action to prevent safety problems (e.g., ensuring that students have skills needed to take public transportation, monitoring student interaction in the hallway between classes, school-wide behavior support system, anti-bullying program). <input type="checkbox"/> Team members make safe use of equipment and materials a part of classroom and/or community-based instruction (e.g., teaching rules or procedures for taking the bus, using lab materials, or using the Internet).* 	Safety
2**	<ul style="list-style-type: none"> <input type="checkbox"/> The classroom/setting inhibits team members from seeing and monitoring student(s) from most areas of the room (e.g., high barriers or shelves are present throughout the classroom/setting). 	<ul style="list-style-type: none"> <input type="checkbox"/> The classroom/setting design allows team members to see and monitor student(s) from most vantage points in the classroom/setting (no more than two areas in the classroom/setting where the staff is unable to see all students). 	<ul style="list-style-type: none"> <input type="checkbox"/> The classroom/setting design and the distribution of team members across the classroom/setting allow all students to be monitored at all times. 	

* Do not score if not observed.

** If the quality of the program falls between the '1' and '3' anchors, score a '2'; or if the quality falls between the '3' and '5' anchors, score a '4'.

Learning Environments				
	1	3	5	
3*	<ul style="list-style-type: none"> <input type="checkbox"/> The classroom/setting does not appear hygienic or sanitary (e.g., staff do not wash hands after helping students use the restroom, staff do not wash hands before handling food, materials appear dirty). <input type="checkbox"/> No instruction is provided to students regarding personal and basic hygiene (e.g., washing hands after using the restroom, wiping face, food preparation, cleaning lab materials). <input type="checkbox"/> Team members do not encourage student independence during personal and basic hygiene tasks and activities (e.g., food preparation, cleaning lab materials). 	<ul style="list-style-type: none"> <input type="checkbox"/> Sufficient hygiene and sanitation are maintained by team members in most activities. <input type="checkbox"/> Some instruction is provided across activities about personal and basic hygiene (e.g., food preparation, cleaning lab materials, washing hands after using the restroom). <input type="checkbox"/> Some team members encourage student independence during personal and basic hygiene tasks and activities (e.g., food preparation, cleaning lab materials, washing hands after using the restroom). 	<ul style="list-style-type: none"> <input type="checkbox"/> Hygiene and sanitation are consistently maintained across activities. <input type="checkbox"/> Basic and personal hygiene is part of classroom and/or community-based instruction (e.g., food preparation, cleaning materials, washing hands, wiping face). <input type="checkbox"/> Team members teach and encourage student independence during personal and basic hygiene tasks (e.g., food preparation, cleaning lab materials, washing hands after using the restroom). 	Safety

* May not be applicable to inclusive middle and high school programs.

Learning Environments				
	1	3	5	
4*	<ul style="list-style-type: none"> <input type="checkbox"/> Students do not have their own space to store personal items (e.g., locker). <input type="checkbox"/> The classroom/setting and activity spaces are inadequate in size (e.g., desks are crowded, inadequate storage for classroom materials). 	<ul style="list-style-type: none"> <input type="checkbox"/> There are a sufficient number of classroom/setting spaces so that each student has a place to store personal items (e.g., locker). <input type="checkbox"/> The classroom/setting and activity spaces are sufficient in size (e.g., desks are not crowded, sufficient storage for classroom materials). <input type="checkbox"/> Personal spaces are labeled in a developmentally appropriate manner (e.g., picture symbols are used instead of or paired with written words versus written words only for students with limited language abilities, numbered lockers) so that students can readily identify their own space. 	<ul style="list-style-type: none"> <input type="checkbox"/> The learning environment is designed so that all students are able to independently access personal space (e.g., locker, desk) and materials (e.g., books, AAC devices, personal electronic devices, schedules, etc.). 	Organization of Learning Environments
5	<ul style="list-style-type: none"> <input type="checkbox"/> Activities do not occur in a clearly defined space. <input type="checkbox"/> No instruction is provided to students regarding proper use and storage of materials (e.g., putting materials away when finished, organizing materials, putting away calculators, turning in homework). 	<ul style="list-style-type: none"> <input type="checkbox"/> Space is defined and maintained for students to engage in at least two types of activities (e.g., computer station, lab area). <input type="checkbox"/> Instruction is provided to students regarding proper use and storage of materials if needed (e.g., putting materials away when finished, organizing materials, putting away calculators, turning in homework). 	<ul style="list-style-type: none"> <input type="checkbox"/> Space is defined and maintained for students to engage in most small, group, and personal activities (e.g., computer station, safe haven, read book at desk, space for taking exams). <input type="checkbox"/> Space is provided for students to engage in quiet or leisure activities when finished with assignments (e.g., work on computer, complete homework for next day). <input type="checkbox"/> Proper use and storage of materials is a priority in classroom and/or community-based instruction (e.g., putting materials away when finished, organizing materials, putting away calculators, turning in homework). 	

* *If the quality of the program falls between the '3' and '5' anchors, score a '4'.

Learning Environments				
	1	3	5	
6*	<ul style="list-style-type: none"> <input type="checkbox"/> No physical structure or clear physical or visual boundaries exist to support students' understanding of activities that take place in specific locations. <input type="checkbox"/> Students are not provided with portable structures (e.g., tabletop dividers, folders, baskets) to help them complete classroom/setting activities (e.g., in-class assignment, lab experiment, small group activity). 	<ul style="list-style-type: none"> <input type="checkbox"/> Physical structure or boundaries exist in most activity/learning areas based upon individual student needs to support students' understanding of activities that take place in specific locations. <input type="checkbox"/> Some students have portable structures (e.g., tabletop dividers, folders, baskets) if needed to help them complete classroom/setting activities (e.g., in-class assignment, lab experiment, small group activity). 	<ul style="list-style-type: none"> <input type="checkbox"/> Physical structure or boundaries exist in all activities based upon individual student needs to support students' understanding of activities that take place in specific locations. <input type="checkbox"/> The physical structure or boundaries convey activity expectations (e.g., lab area, kitchen area). <input type="checkbox"/> The physical structure and boundaries are based on the characteristics of students with ASD in the class (e.g., fewer physical barriers may be used for students who are less distractible). <input type="checkbox"/> Most students have portable structures (e.g., tabletop dividers, folders, baskets) if needed to help them complete classroom/setting activities (e.g., in-class assignment, lab experiment, small group activity). 	Organization of Learning Environments
7	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom/setting and activity materials appear disorganized and are stored in inappropriate locations. <input type="checkbox"/> Students cannot locate necessary instructional materials when needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> In at least two activities, the materials needed for each activity are organized appropriately and stored in the correct location. <input type="checkbox"/> Some materials are provided during learning activities that are used in natural environments (e.g., real money rather than plastic coins, novels, textbooks).** 	<ul style="list-style-type: none"> <input type="checkbox"/> All activities and activity materials are organized and stored in appropriate locations. <input type="checkbox"/> Materials used in natural environments are included as part of all classroom and/or community-based instruction (e.g., real money rather than plastic coins, novels, textbooks).** 	Materials

* May not be applicable to inclusive middle and high school programs.

** Do not score if not observed.

Learning Environments				
	1	3	5	
8	<ul style="list-style-type: none"> <input type="checkbox"/> Most classroom/setting materials are broken and are not able to be used by students. <input type="checkbox"/> An insufficient number of classroom/setting materials are provided and some students are unable to participate in the activity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most classroom/setting materials are in good working order/good condition. <input type="checkbox"/> A sufficient number of classroom/setting materials are provided to allow most students to participate in activities (although there may be activities where team members plan for students to share materials). 	<ul style="list-style-type: none"> <input type="checkbox"/> All classroom/setting materials are in good working order/good condition. <input type="checkbox"/> There are enough materials for all students to participate in classroom/setting activities. 	Materials
Learning Environment Structure/Schedule				
	1	3	5	
9	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not use or post schedules and/or written instructions in the classroom (e.g., weekly schedules, classroom assignments, important reminders). <input type="checkbox"/> Team members do not use individual schedules to support the independent transition of any of the students. <input type="checkbox"/> Students are not provided with portable schedules (e.g., written checklist, picture schedule, iPad, iPod, etc.) to help them transition independently between classes and activities (e.g., lab area, individual work, small group).* 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member posts and uses schedules and/or written instructions in the classroom (e.g., weekly schedules, classroom assignments, important reminders). <input type="checkbox"/> Some students have portable schedules (e.g., written checklist, picture schedule, iPad, iPod, etc.) to help them transition independently between classes and activities (e.g., lab area, individual work, small group).* 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members provide and use schedules and/or written instructions in a variety of formats (e.g., picture, written words, object) when necessary. <input type="checkbox"/> Visual schedules are appropriate based on the individual student's developmental abilities. <input type="checkbox"/> Most students have portable schedules (e.g., written checklist, picture schedule, iPad, iPod, etc.) to help them transition without prompting or assistance between classes and activities (e.g., lab area, individual work, small group).* 	Visual Schedules

* Do not score if not applicable.

Learning Environment Structure/Schedule				
	1	3	5	
10	<ul style="list-style-type: none"> <input type="checkbox"/> Students are not prepared for classroom/setting transitions. <input type="checkbox"/> No instruction is provided to students during class and/or community-based activities regarding how to handle unexpected transitions and unstructured periods of time (e.g., what to do while waiting for bus, waiting in line).* 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are regularly prepared for classroom/setting transitions or disruptions and changes in routines. <input type="checkbox"/> Some instruction is provided to students during school-based activities regarding how to handle unexpected transitions (e.g., fire alarm, power outage) and unstructured periods of time (e.g., what to do while waiting in lunch line, going to an assembly).* 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members are consistent in how students are prepared for transitions or disruptions (e.g., words, picture symbols, first-then board, bells). <input type="checkbox"/> Students are always prepared for unexpected transitions (e.g., fire alarm, power outage) or disruptions and changes in routines (e.g., informed in advance of changes in routine or activity). <input type="checkbox"/> Students are always prepared for handling unexpected transitions and unstructured periods of time as part of classroom and/or community-based instruction (e.g., what to do while waiting in lunch line or for the bus).* 	Transitions
Positive Learning Climate				
	1	3	5	
11	<ul style="list-style-type: none"> <input type="checkbox"/> Team members often interact with students using a negative tone. <input type="checkbox"/> Team members' interactions do not appear respectful of students' cultural or linguistic diversity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most key team member-student interactions are positive, respectful, and warm (e.g., show respect for student's feelings, listen attentively, make eye contact). <input type="checkbox"/> Key team member-student interactions appear respectful of students' cultural or linguistic diversity. 	<ul style="list-style-type: none"> <input type="checkbox"/> All team members in the classroom/setting engage students in positive, respectful, and warm interactions. <input type="checkbox"/> All team members' interactions appear respectful of students' cultural or linguistic diversity. 	Staff-Student Interactions

* Do not score if not applicable.

<i>Positive Learning Climate</i>				
	1	3	5	
12	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not acknowledge students' efforts and positive behaviors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member consistently acknowledges students' efforts. <input type="checkbox"/> Key team member uses effective approaches to acknowledge students efforts informally (e.g., pats on back, high fives) and/or formally (e.g., homework pass, rewards, graded materials). 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member consistently acknowledges students' efforts, and acknowledgements are individualized to the student. <input type="checkbox"/> All team members acknowledge students' efforts/positive behaviors both informally (e.g., pats on the back, high fives) AND formally (e.g., notes, rewards, graded materials). 	Staff Behaviors
13	<ul style="list-style-type: none"> <input type="checkbox"/> Team members are not aware of student engagement levels and do not respond to off-task behavior in a timely manner. <input type="checkbox"/> Team members do not direct students who are off-task or unengaged to an activity and do not follow through to ensure engagement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member is aware of student engagement levels and responds to off-task behavior in a timely manner. <input type="checkbox"/> Key team member appropriately redirects students to task and remains with students until they are engaged in an activity. 	<ul style="list-style-type: none"> <input type="checkbox"/> All team members are aware of student engagement levels and respond to off-task behavior in a timely manner. <input type="checkbox"/> All team members appropriately redirect students to task and remain with students until they are engaged in an activity. 	

<i>Positive Learning Climate</i>				
	1	3	5	
14**	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom/setting materials or supplies do not reflect any type of diversity (e.g., cultural, linguistic, ability).* <input type="checkbox"/> Team members do not group students for activities and projects so that all students have opportunities to interact with a diverse range of students (students with different ability levels, from different races, from different cultures, etc.) when possible based on school demographics. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some materials show different races, cultures, ages, abilities and gender in non-stereotyping roles (e.g., books representing cultural diversity, music, history, novels, wall hangings, written/class assignments, stories that portray individuals both with and without disabilities).* <input type="checkbox"/> Team members group students for activities and projects so that all students have opportunities to interact with a diverse range of students (students with different ability levels, from different races, from different cultures, etc.) when possible based on school demographics. 	<ul style="list-style-type: none"> <input type="checkbox"/> Diversity is included in a variety of activities (e.g., books representing cultural diversity, music, history, novels, wall hangings, written/class assignments, stories that portray individuals both with and without disabilities).* 	Promoting Diversity

* In certain subject areas or settings, there may not be natural opportunities to use materials that reflect diversity (e.g., algebra, chemistry, crop soil science, carpentry, geometry etc.). When scoring this item, only consider environments where potential opportunities exist to use materials that reflect diversity.

** If the quality of the program falls between the '3' and '5' anchors, score a '4'.

Assessment and IEP Development				
	1	3	5	
15- I/R	<ul style="list-style-type: none"> <input type="checkbox"/> No data are collected on IEP goals. <input type="checkbox"/> Key team member is not able to articulate how he/she uses data to guide instructional decisions and planning. <input type="checkbox"/> Data are collected in none or only one activity. <input type="checkbox"/> Data tools do not capture information that informs instructional decisions (e.g., if the team agrees to assess reading comprehension, then reading comprehension--not fluency, decoding, etc.-- is what the data instrument captures; when the team agrees to determine the cause of a behavior, important information about the antecedent and consequence surrounding the behavior are collected rather than just a frequency count). 	<ul style="list-style-type: none"> <input type="checkbox"/> Data are collected on IEP goals in at least two formats (e.g., formal and informal assessments, direct observations, written narratives, criterion-referenced instruments, interviews with families). <input type="checkbox"/> Data are collected during at least two activities. <input type="checkbox"/> Key team member is able to articulate how he/she uses data to guide instructional decisions and planning. <input type="checkbox"/> Data tools are designed to capture information that informs instructional decisions (e.g., if the team agrees to assess reading comprehension, then reading comprehension--not fluency, decoding, etc.--is what the data instrument captures; when the team agrees to determine the cause of a behavior, important information about the antecedent and consequence surrounding the behavior are collected rather than just a frequency count). 	<ul style="list-style-type: none"> <input type="checkbox"/> Data are collected on all IEP goals and objectives based on school/district guidelines. <input type="checkbox"/> Data are collected on IEP goals in multiple formats (e.g., formal and informal assessments, direct observations, written narratives, criterion-referenced instruments, interviews with families). <input type="checkbox"/> Data are collected during three or more activities. <input type="checkbox"/> Common accepted standards for data analysis are used to evaluate student progress and guide instructional decisions (e.g., at least 3 data points are collected before evaluating and drawing conclusions from data; level, trend, and variability are examined when inspecting data; if the data show a flat trend or a trend in the undesired direction then instruction/intervention is altered). <input type="checkbox"/> Students are involved in monitoring of IEP goals when appropriate (e.g., social skills, repetitive behaviors). 	Assessing Student Progress

Assessment and IEP Development				
	1	3	5	
16-I*	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not give parents and/or family members the opportunity to be involved in the assessment process. <input type="checkbox"/> Assessment does not consider family culture or the student's and family's home language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members invite parents and/or family members to be involved in parts of the assessment process (e.g., interview, questionnaire). <input type="checkbox"/> Team members provide parents with records and previous assessment data before the assessment. <input type="checkbox"/> Some assessment information is gathered in a manner consistent with the family's cultural beliefs and norms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members invite parents and/or family members to be actively involved throughout the assessment process (e.g., provide information about student performance at home, student's interests). <input type="checkbox"/> Team members invite parent to be involved in all aspects of the assessment process (e.g., interviews before the assessment, reviewing records, providing information, reviewing assessment data). <input type="checkbox"/> Assessment information is collected in a culturally and linguistically appropriate way for the students and families (e.g., in the language most meaningful to the student and family, in a manner consistent with the family's cultural beliefs and norms). 	Assessment Process
17-I	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not give families and students the opportunity to participate in the development of IEP goals and objectives. <input type="checkbox"/> IEP goals and objectives do not consider the family's cultural beliefs and norms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members invite families to participate in the development of IEP goals and objectives. <input type="checkbox"/> Some of the IEP goals and objectives are consistent with the family's cultural beliefs and norms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members invite families to participate in all aspects of the development of IEP goals and objectives (e.g., writing goals and objectives, determining services). <input type="checkbox"/> IEP goals and objectives are written in a manner consistent with the family's cultural beliefs and norms. <input type="checkbox"/> Students participate in any aspects of the IEP development process (e.g., writing goals and objectives, determining services) <i>that are developmentally appropriate</i>. 	IEP Goals

* Refer to the most recent assessment conducted by the student's current team (e.g., annual review).

Assessment and IEP Development				
	1	3	5	
18-I/R	<ul style="list-style-type: none"> <input type="checkbox"/> IEP goals and objectives do not reflect current assessment data. <input type="checkbox"/> IEP goals and objectives are not stated in an observable, measurable, and functional manner. <input type="checkbox"/> IEP goals and objectives do not address the core deficit areas related to ASD (e.g., communication, social skills, and repetitive behaviors/restricted interests). <input type="checkbox"/> IEP goals and/or accommodations do not address how the student will be involved in and make progress in the general education curriculum. 	<ul style="list-style-type: none"> <input type="checkbox"/> IEP goals and objectives reflect current assessment data. <input type="checkbox"/> IEP goals and objectives are stated in an observable, measurable, and functional manner. <input type="checkbox"/> IEP goals and objectives address the core deficit areas related to ASD (e.g., communication, social skills, and repetitive behaviors/restricted interests). <input type="checkbox"/> IEP goals and/or accommodations address how the student will be involved in and make progress in the general education curriculum. 	<ul style="list-style-type: none"> <input type="checkbox"/> In addition to addressing core deficits, IEP goals address attention, leisure, independence, recreation and leisure, health management, and cognitive flexibility as appropriate. <input type="checkbox"/> IEP addresses co-morbid disorders of ASD (e.g., anxiety, depression) if there is an impact on learning (e.g. anxiety around transitions). 	IEP Goals
19-I	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not have access to the written goals and objectives from the IEP for each student. <input type="checkbox"/> Team members do not have access to information from the most current assessments (e.g., tri-annual evaluations, the last FBA, etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member has access to some students' written goals and objectives from their IEP (e.g., in school office, from school psychologist, online version). <input type="checkbox"/> Key team member has access to the most current assessment data (e.g., tri-annual evaluations, the last FBA, etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members have easy access to the written goals and objectives from the IEP for each student (e.g., in classroom, online). <input type="checkbox"/> When developing an IEP, team members have easy access to information from the most current assessment data (e.g., tri-annual evaluations, the last FBA, etc.). 	

* Confirm through review of IEPs

Assessment and IEP Development				
	1	3	5	
20-I*/R	<ul style="list-style-type: none"> <input type="checkbox"/> Assessments do not include information related to transitions between grades, programs, life stages, or other transitions. <input type="checkbox"/> Team members do not develop appropriate, measurable postsecondary goals and services (e.g., training, education, employment and, where appropriate, independent living skills) on the IEP that support students' transitions to the next setting(s) (e.g., vocational, post-secondary education). 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessments include information on skills needed for successful transitions and provide specific information about upcoming transitions. <input type="checkbox"/> An initial assessment is completed before students are 16 years of age to determine skills needed to transition from high school to post-secondary education or a career. <input type="checkbox"/> Team members make consistent efforts to involve families (e.g., soliciting ideas for goals, sharing draft goals, providing opportunities for feedback) and students (if appropriate), in developing transition plans and services on the IEP that outline the appropriate, measurable postsecondary goals, target skills and course of study that will be needed to prepare for the next setting(s). <input type="checkbox"/> Key team member develops some appropriate, measurable postsecondary goals and services (e.g., training, education, employment and, where appropriate, independent living skills) for the IEP that support students' transitions to the next setting (e.g., vocational, post-secondary education). 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members develop transition plans and services that emphasize the development of target skills to support students' access to the community (e.g., recreation, transportation, finance, self-care skills). <input type="checkbox"/> An initial assessment is completed before students are 14 years of age to determine skills needed to transition from high school to post-secondary education or a career. <input type="checkbox"/> Assessment results are shared with students' next educational or vocational program. <input type="checkbox"/> Team members, including the family, the student, relevant professionals and a representative from the agency responsible for providing or paying for transition services are involved in developing transition plans and services on the IEP. <input type="checkbox"/> Team members develop appropriate and measurable postsecondary goals and services (e.g., training, education, employment and, where appropriate, independent living skills), that support students' transitions to the next setting (e.g., vocational, post-secondary education) setting(s). 	Transition Planning

* Confirm through review of written transition plan within IEP.

<i>Curriculum and Instruction</i>				
	1	3	5	
21	<ul style="list-style-type: none"> <input type="checkbox"/> Team members use only one instructional format (e.g., teacher-led, student-led, small group, large group, 1-on-1). <input type="checkbox"/> Team members do not match most instructional formats with individual student needs. <input type="checkbox"/> Team members do not match most instructional formats with instructional content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member uses at least two instructional formats (e.g., teacher-led, student-led, small group, large group, 1-on-1). <input type="checkbox"/> Key team member matches instructional formats to individual student needs most of the time. <input type="checkbox"/> Key team member matches instructional formats to instructional content most of the time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collectively, team members use a variety of instructional formats (e.g., teacher-led, student-led, small group, large group, 1-on-1). <input type="checkbox"/> All team members match instructional formats to individual student needs most of the time. <input type="checkbox"/> All team members match instructional formats to instructional content most of the time. 	Classroom Instruction
22-I/R	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not plan and implement instruction that directly targets IEP goals. <input type="checkbox"/> Team members do not consider student strengths and interests when designing instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> During the course of the school day, a key team member plans and implements instruction that directly targets IEP goals. <input type="checkbox"/> Key team member plans at least two instructional activities to capitalize on students' strengths and interests. 	<ul style="list-style-type: none"> <input type="checkbox"/> During the course of the school day, team members plan and implement instruction that directly targets IEP goals. <input type="checkbox"/> Team members implement instruction that is designed to capitalize on students' strengths and interests. 	
23-I	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not provide opportunities to generalize skills by enabling student to practice skills in multiple settings. <input type="checkbox"/> Team members do not provide opportunities to generalize skills by enabling student to practice skills with multiple adults, and/or with multiple students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member provides opportunities to generalize skills by enabling student to practice skills in multiple settings. <input type="checkbox"/> Key team member provides opportunities to generalize skills by enabling student to practice skills with multiple adults, and/or with multiple students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members provide opportunities to generalize skills by enabling student to practice skills in multiple settings. <input type="checkbox"/> Team members provide opportunities to generalize skills by enabling student to practice skills with multiple adults, and/or with multiple students. 	

<i>Curriculum and Instruction</i>				
	1	3	5	
24*	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member provides instructions for students, but instructions are unclear. <input type="checkbox"/> Key team member provides instructions for students that are not at students' level of comprehension. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member provides clear and meaningful instruction during some activities. <input type="checkbox"/> Key team member provides instructions for students that are at students' level of comprehension. <input type="checkbox"/> Key team member gives instructions in multiple ways (e.g., written, verbal, pictures) when needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members provide clear and meaningful instructions during activities. <input type="checkbox"/> Team members provide instructions for students that are at students' level of comprehension. <input type="checkbox"/> Team members give instructions in multiple ways (e.g., product sample, written, verbal, pictures) when needed. 	Classroom Instruction
25	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not provide opportunities for students with ASD to work on academic skills (e.g., math, literacy, science, social studies). <input type="checkbox"/> Team members do not match academic content to individual student needs (e.g., a student with higher support needs might be working on functional math skills, while another student with lower support needs might be successful working in an algebra class using grade level material). 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member provides at least one opportunity for students with ASD to work on academic skills (e.g. math, literacy, science, social studies). <input type="checkbox"/> Key team member matches academic content to individual student needs (e.g., a student with higher support needs might be working on functional math skills, while another student with lower support needs might be successful working in an algebra class using grade level material). 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members provide multiple opportunities for students with ASD to work on academic skills (e.g., math, literacy, science, social studies). <input type="checkbox"/> Team members match academic content to individual student needs (e.g., a student with higher support needs might be working on functional math skills, while another student with lower support needs might be successful working in an algebra class using grade level material). 	

* May not be applicable to inclusive middle and high school programs.

<i>Curriculum and Instruction</i>				
	1	3	5	
26*	<ul style="list-style-type: none"> <input type="checkbox"/> Team members plan instructional periods that are too long or too short to maintain students' attention and engagement. <input type="checkbox"/> Team members do not address the distractions that interfere with learning that occur during instructional times. <input type="checkbox"/> Students are not positioned to maximize focus on task or person. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member plans instructional periods that are usually the appropriate length to maintain students' attention and engagement (e.g., work-break-work, team member changes activities to maintain student engagement). <input type="checkbox"/> Key team member addresses distractions that interfere with learning that occur during instructional times, but they continue to occur. <input type="checkbox"/> Students are positioned to maximize focus on task or person. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members plan instructional periods that are appropriate length to maintain the students' attention and engagement (e.g., work-break-work, team member changes activities to maintain student engagement). <input type="checkbox"/> Team members minimize distractions that interfere with learning during instructional time. 	Classroom Instruction
27*	<ul style="list-style-type: none"> <input type="checkbox"/> Team members consistently over-prompt students during instruction. <input type="checkbox"/> Team members consistently under-prompt or use no prompts during instruction. <input type="checkbox"/> When team members use prompts only one form is used with students (e.g., physical, verbal, gestural). 	<ul style="list-style-type: none"> <input type="checkbox"/> When needed, key team member uses a clear prompting hierarchy during instruction (e.g., less intensive prompts followed by increased support as needed). <input type="checkbox"/> When needed, key team member uses a variety of prompts during instruction to meet individual student needs (e.g., physical, verbal, gestural). 	<ul style="list-style-type: none"> <input type="checkbox"/> When needed team members use a clear prompting hierarchy during instruction (e.g., less intensive prompts, graduated guidance, simultaneous instruction). <input type="checkbox"/> When needed, team members use a variety of prompts to meet individual student needs. 	

* May not be applicable to inclusive middle and high school programs.

Curriculum and Instruction				
	1	3	5	
28-I	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not use reinforcers* to increase desired student performance. <input type="checkbox"/> Team members use negative consequences in responding to errors during instruction (e.g., over-correction, humiliation). 	<ul style="list-style-type: none"> <input type="checkbox"/> When appropriate, key team member conducts a reinforcement assessment to determine appropriate individual reinforcement. <input type="checkbox"/> Key team member uses positive reinforcers more frequently than negative consequences. <input type="checkbox"/> Key team member applies positive reinforcers consistently and contingently to increase desired student performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members use natural reinforcers** (e.g., grades, reduction in homework, free time at end of class). <input type="checkbox"/> Team members apply positive reinforcers consistently and contingently to increase desired student performance. <input type="checkbox"/> Team members use positive reinforcers more frequently than negative consequences. 	Classroom Instruction
29	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not use visual supports (other than schedules) during instruction in the classroom/setting or in other settings (e.g., outlines or notes for class period, teacher writes instructions for assignments on the board, PowerPoint during lectures, "First, then," timers, scripts). 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member uses some visual supports (other than schedules) during instruction (e.g., outlines or notes for class period, teacher writes instructions for assignments on the board, PowerPoint during lectures, "First, then," timers, scripts). <input type="checkbox"/> Key team member uses visual supports during at least two activities (e.g., desk work, group work). <input type="checkbox"/> Key team member uses visual supports that are appropriate for individual student needs (when needed). 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members use visual supports (other than schedules) for instruction as needed (e.g., outlines for class period, teacher writes instructions for assignments on the board, PowerPoint during lectures, timers, "First, then," timers, scripts, iPad, iPod). <input type="checkbox"/> Team members use visual supports in all settings including communal/shared areas (e.g., hallways, lunchroom). <input type="checkbox"/> Team members use visual supports that are appropriate for individual student needs (when needed). 	

* Reinforcers are desirable events (from student's perspective) that are delivered after the desired behavior or performance.

** Natural reinforcers are social events or access to desired materials and/or activities in the classroom.

Curriculum and Instruction				
	1	3	5	
30*	<ul style="list-style-type: none"> <input type="checkbox"/> When needed, team members do not use sensory accommodation strategies to support self-regulation in the classroom/setting (e.g., sitting on a ball instead of a chair to complete an activity, chewing on rubber tubing when aggravated rather than biting, leaving room, learning breathing techniques, taking a test in a quiet room when upset). 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member uses sensory accommodation strategies to support self-regulation consistently across activities (e.g., sitting on a ball instead of a chair to complete an activity, chewing on rubber tubing when aggravated rather than biting, leaving room, learning breathing techniques, taking a test in a quiet room when upset). <input type="checkbox"/> Key team member uses sensory accommodation strategies to support self-regulation that are individualized according to student needs and are appropriate to the environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> When needed, team members use sensory accommodation strategies to support self-regulation consistently across activities (e.g., sitting on a ball instead of a chair to complete an activity, chewing on rubber tubing when aggravated rather than biting, leaving room, learning breathing techniques, taking a test in a quiet room when upset). <input type="checkbox"/> When needed, team members use sensory accommodation strategies to support self-regulation that are individualized according to student needs and are appropriate to the environment. 	Classroom Instruction
31-I**	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not complete task analyses on target skills (e.g., brushing teeth, getting dressed after gym, completing a math assignment, completing a job task, surfing the internet). 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member conducts task analyses on some target skills (e.g., brushing teeth, getting dressed) if appropriate. <input type="checkbox"/> Key team member uses task analyses to guide instruction, if appropriate for target skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple team members use task analyses to guide instruction, if appropriate, for target skills.* 	

* May not be applicable in inclusive settings.

** If only one member of the team is implementing the task analysis, then score a '4'.

<i>Curriculum and Instruction</i>				
	1	3	5	
32	<ul style="list-style-type: none"> <input type="checkbox"/> During instruction, team members give students few, if any opportunities to respond to a question or prompt (e.g., answering a question verbally or with AAC, writing a written response, gesturing a response, demonstrating understanding by completing a task, etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> During instruction, key team member gives students multiple opportunities to respond to a question or prompt (e.g., answering a question verbally or with AAC, writing a written response, gesturing a response, demonstrating understanding by completing a task, etc.).* <input type="checkbox"/> During instruction, key team member provides frequent feedback to student responses, correcting errors as appropriate. <input type="checkbox"/> Key team member adjusts instruction based on student responses. 	<ul style="list-style-type: none"> <input type="checkbox"/> During instruction, team members give students multiple opportunities to respond to a question or prompt (e.g., answering a question verbally or with AAC, writing a written response, gesturing a response, demonstrating understanding by completing a task, etc.).* <input type="checkbox"/> During instruction, team members provide frequent feedback to student responses, correcting errors as appropriate. <input type="checkbox"/> Team members adjust instruction based on student responses. 	Classroom Instruction

* In inclusive settings, the key team member/team members give students with ASD (at least) a similar number of opportunities to respond as is given to typically developing peers.

<i>Communication</i>				
	1	3	5	
33-I	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not assess student communication needs. <input type="checkbox"/> Team members do not plan for systematic instruction to meet individual communication goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member uses observations and interviews in school environment to assess students' current communicative skills and needs, including strengths and deficits. <input type="checkbox"/> Key team member uses assessment data to select mode(s) of communication (e.g., verbal, symbol, augmentative communication device, sign language) that best match(es) student needs. <input type="checkbox"/> Key team member uses assessment data to plan for systematic instruction on individual communication goals (e.g., appropriate reinforcers/responses, time of day, materials, communicative partners). 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members use observations and interviews across environments (e.g., school, home, community) and people (e.g., peers, practitioners, family) to assess students' current communicative skills and needs, including strengths and deficits. <input type="checkbox"/> Team members use assessment data to select mode(s) of communication (e.g., verbal, symbol, augmentative communication device, sign language) that best match(es) student needs across environments (e.g., school, home, community) and across communication partners (e.g., family, school staff, peers). <input type="checkbox"/> Team members use assessment data to plan for systematic instruction on individual communication goals (e.g., appropriate reinforcers, time of day, materials, communicative partners) across environments (e.g., school, home, community) and across communication partners (e.g., family, school staff, peers). 	Planning for Communication

Communication				
	1	3	5	
34	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not ensure that the environmental arrangement encourages student communication (e.g., students do not need to ask for items/materials to complete activities, environment is not altered/modified to encourage students to ask questions or comment). 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member ensures that in at least two activities during the school day the environment is arranged to encourage students to communicate (e.g., materials are placed just out of reach so student needs to ask for them, materials are highly motivating, student's chair may be missing from table so student can inquire about its location, student must ask a peer for a calculator or notebook, asking for turn at the computer). <input type="checkbox"/> Key team member creates consistent, predictable routines and manipulates established routines to promote communication (e.g., pausing or changing the routine). <input type="checkbox"/> Key team member creates opportunities within classroom activities for students to respond or initiate communication. For inclusive classrooms, students with ASD should have at least half of the opportunities afforded typically developing students. For self contained classrooms, there should be some opportunities throughout the school day. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members ensure that environmental arrangement strategies are used so that students need to communicate frequently and throughout the day (e.g., materials are placed just out of reach so student needs to ask for them, materials are highly motivating, student's chair may be missing from table so student can inquire about its location, student must ask a peer for a calculator or notebook, asking for turn at the computer). <input type="checkbox"/> Team members create opportunities within classroom activities for students to respond or initiate communication. For inclusive classrooms, these opportunities should be at the same level as opportunities afforded typically developing students. For self contained classrooms, there should be multiple opportunities throughout the school day. <input type="checkbox"/> Team members create opportunities for students to communicate with multiple partners (e.g., school staff, peers, community members) across multiple settings. 	Communication Rich Environment

Communication				
	1	3	5	
35	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not use consistent instructional strategies for promoting student communication (e.g., prompting, appropriate wait time, reinforcement). 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member consistently uses instructional strategies to promote student communication development (e.g., prompting, appropriate wait time, reinforcement) in at least two environments. <input type="checkbox"/> Key team member implements individualized systematic instruction which matches student needs as identified in assessment (e.g., modeling the use of the communication system, teaching new vocabulary, role playing conversations) and emphasizes functional communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members consistently use instructional strategies to promote student communication development (e.g., prompting, appropriate wait time, reinforcement) across school and community environments. <input type="checkbox"/> Team members implement individualized systematic instruction which matches student needs as identified in assessment and emphasizes <i>functional and spontaneous</i> communication, whereby the student has the opportunity to initiate communication without the need for prompting or cueing. 	Individualized Communication Instruction
36	<ul style="list-style-type: none"> <input type="checkbox"/> Team members in the classroom do not respond consistently to students' communication attempts. <input type="checkbox"/> Team members interrupt students' communication attempts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members usually respond to students' communication attempts. <input type="checkbox"/> Key team member takes advantage of student communication attempts by shaping or expanding on the attempt (e.g., intervening on social appropriateness of comment, suggesting topics outside of interest areas, expanding on verbal approximations of words). 	<ul style="list-style-type: none"> <input type="checkbox"/> School staff respond to students' communication attempts. <input type="checkbox"/> Team members take advantage of student communication attempts by shaping or expanding on the attempt (e.g., intervening on social appropriateness of comment, suggesting topics outside of interest areas, expanding on verbal approximations of words). 	Responsiveness to Student Communication

Communication				
	1	3	5	
37	<p><input type="checkbox"/> Team members do not ensure that communication systems are available for students who do not have other means to functionally communicate.</p>	<p><input type="checkbox"/> Key team member ensures that communication systems or supports (e.g., words, signs, augmentative and alternative communication devices, picture symbols) are available and accessible in most activities (e.g., lunch, leisure, gym, special classes, hallway transitions).</p> <p><input type="checkbox"/> Key team member promotes the use of communication systems throughout the day.</p> <p><input type="checkbox"/> Key team member promotes the use of communication systems in order for students to request basic needs (e.g., food, desired materials, desired activity, break) and for social communication (e.g., greeting, commenting, directing attention).*</p> <p><input type="checkbox"/> Key team member ensures that communication systems or supports are individualized and appropriate for students' abilities (e.g., picture, word, sign language).</p>	<p><input type="checkbox"/> Team members ensure that communication systems or supports (e.g., words, signs, augmentative and alternative communication devices, picture symbols) are available and accessible across all settings (e.g., lunch, leisure, gym, special classes, hallway transitions) and communication partners.</p> <p><input type="checkbox"/> Team members promote the use of communication systems throughout the day.</p> <p><input type="checkbox"/> Team members ensure that communication systems serve multiple functions (e.g., requesting, greeting, commenting, protesting, gaining attention) and/or forms (e.g., different pictures, gesture, sign language, verbal) across communication partners.*</p> <p><input type="checkbox"/> Team members ensure that communication systems serve multiple functions (e.g., requesting, greeting, commenting, protesting, gaining attention) and/or forms (e.g., different pictures, gesture, sign language, verbal) across settings.*</p>	Communication Systems

* In some cases when a student is beginning to use a communication system, the team may decide to begin instruction on one form and/or function until the student is successful. Mark this anchor if it is clear that this is the case for this program and that there is a plan in place for moving on to other communication functions and forms.

Social Competence				
	1	3	5	
38-I	<ul style="list-style-type: none"> <input type="checkbox"/> No opportunities are planned for students with ASD to interact with peers* (e.g., peer partners during classroom activities, small group activities). <input type="checkbox"/> During peer interactions no attempt is made to support these interactions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Frequent opportunities are planned for students to interact successfully with peers* (e.g., peer partners during classroom activities, small group activities). <input type="checkbox"/> Some support is provided for students to interact with peers* without interrupting these interactions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Frequent opportunities are planned for students to interact successfully with typically developing peers (e.g., peer buddies, peer leads a group activity). <input type="checkbox"/> Some support is provided for students to interact with typically developing peers without interrupting these interactions. 	Arranging Opportunities
39	<ul style="list-style-type: none"> <input type="checkbox"/> No materials or activities that encourage communication and social interaction are implemented as part of the curriculum (e.g., group experiments/projects, group inquiry and problem-solving, vocational tasks that require two or more people to cooperate and work together). 	<ul style="list-style-type: none"> <input type="checkbox"/> At least two types of materials or activities that encourage communication and social interaction are implemented as part of the curriculum (e.g., group experiments/projects, group inquiry and problem-solving, vocational tasks that require two or more people to cooperate and work together). <input type="checkbox"/> Materials and activities that support social interaction are appropriate for individual students' developmental levels and are used throughout the day. 	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple materials and activities that encourage communication and social interaction are implemented as part of the curriculum (e.g., group experiments/projects, group inquiry and problem-solving, vocational tasks that require two or more people to cooperate and work together). <input type="checkbox"/> Opportunities are provided for students with ASD to participate in extracurricular activities with support (e.g., as needed from peers, school staff, etc.).** 	

* Peers may or may not have disabilities.

** If not observed, ask staff.

Social Competence				
	1	3	5	
40	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member does not model good social skills (e.g., listening, cooperating) with students and other adults. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member consistently models good social skills (e.g., listening, cooperating) with students and other adults. <input type="checkbox"/> Key team member talks with students about ideas related to their schoolwork and activities (e.g., asking open-ended questions, providing choices of responses). 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members consistently model good social skills (e.g., listening, cooperating) with students and other adults. <input type="checkbox"/> Team members talk with students about ideas related to their schoolwork and activities (e.g., asking open-ended questions, providing choices of responses). 	Teaching and Modeling
41-I	<ul style="list-style-type: none"> <input type="checkbox"/> Team members provide no instruction to students with ASD regarding personal hygiene (e.g., good grooming, cleanliness, appearance). <input type="checkbox"/> Team members provide no instruction to students with ASD regarding puberty and dealing with body changes <input type="checkbox"/> Team members provide no instruction to students with ASD regarding appropriate interactions and relationships and/or abuse prevention. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member provides some instruction to students with ASD regarding personal hygiene (e.g., good grooming, cleanliness, appearance.) <input type="checkbox"/> Key team member provides some instruction to students with ASD regarding puberty and dealing with body changes (e.g., in classroom or in a wellness or health class). <input type="checkbox"/> Key team member provides some instruction to students with ASD regarding appropriate interactions and relationships, including abuse prevention. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members provide instruction as needed to students with ASD regarding personal hygiene (e.g., good grooming, cleanliness, appearance) that meets individual student needs. <input type="checkbox"/> Team members provide instruction as needed to students with ASD regarding puberty and dealing with body changes (e.g., in classroom or in a wellness or health class) that meets individual student needs. <input type="checkbox"/> Team members provide instruction as needed to students with ASD regarding appropriate interactions and relationships, including abuse prevention that meets individual student needs. 	Personal Hygiene and Relationships

Social Competence				
	1	3	5	
42-I	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member or other team members do not conduct systematic explicit instruction to promote the social skills development of students with ASD (e.g., social skills training, social stories, peer-mediated instruction). <input type="checkbox"/> Key team member is not involved in designing/planning social interventions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member conducts systematic explicit instruction to promote the development of social skills for students with ASD at least two times per month (self-contained) OR at least weekly (full inclusion) (e.g., social skills training, social stories, peer-mediated instruction). <input type="checkbox"/> Typically developing peers are included in social skills intervention activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members conduct weekly (self-contained) OR daily (full inclusion) systematic explicit instruction to promote the social skills development of students with ASD in the classroom setting (e.g., social skills training, social stories, peer-mediated instruction). <input type="checkbox"/> Social skills interventions are implemented within natural environments where they are needed (e.g., lunch, walking in the hall). 	Social Skills Instruction
43-I	<ul style="list-style-type: none"> <input type="checkbox"/> Peer social networks are not implemented as part of the school's core curriculum (e.g., school does not provide instruction to typically developing peers about how to be peer buddies). 	<ul style="list-style-type: none"> <input type="checkbox"/> Peer social network activities are implemented during at least two school-based activities (e.g., students with ASD interact with typically developing peer buddies during lunch and during literacy instruction). 	<ul style="list-style-type: none"> <input type="checkbox"/> Peer social networks are part of the school's core curriculum (e.g., school provides instruction to typically developing peers about how to be peer buddies). <input type="checkbox"/> Multiple typically developing peers are identified to be peer buddies for students with ASD across school- and/or community-based settings and activities (e.g., lunch, recess, going to football games, sitting in class, walking down the hall). 	Peer Social Networks

<i>Personal Independence and Competence</i>				
	1	3	5	
44	<ul style="list-style-type: none"> <input type="checkbox"/> No accommodations (e.g., extra time, timers, steps for completion, taking test in quiet room) are made to activities/tasks that maximize students' ability to complete them independently. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some accommodations (e.g., extra time, timer, token board, "Wait" symbol, "First, then" board, steps for completion, taking test in a quiet room) are provided in at least two activities/routines to maximize students' ability to complete the tasks independently. <input type="checkbox"/> Key team member teaches students to advocate for themselves by independently requesting modifications when appropriate (access to a quiet room, extended deadline, use of a voice recorder, etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriate accommodations or modifications (e.g., extra time, steps for completion, taking test in a quiet room) are made across activities/tasks that maximize students' ability to complete them with minimal prompting from adults. <input type="checkbox"/> Team members teach students to advocate for themselves by independently requesting modifications when appropriate (access to a quiet room, extended deadline, use of a voice recorder, etc.). 	Personal Independence
45	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not use any strategies to promote students' personal independence in routines and activities (e.g., picture schedules, transition objects, checklists, PDAs/personal organizers, assignment notebooks, binders, calendars, daily planners). <input type="checkbox"/> When supporting students, team members consistently position themselves in very close proximity to students, eliminating opportunities for students to function independently.* <input type="checkbox"/> When supporting students, team members position themselves at a distance from which they are unable to effectively provide support when needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members use at least two strategies to promote students' personal independence in routines and activities (e.g., picture schedules, transition objects, checklists, iPad, electronic organizer, assignment notebooks, binders, calendars, daily planners). <input type="checkbox"/> When supporting students, team members position themselves far enough away to give students the opportunity to function independently but close enough to provide support when needed.* 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members use three or more strategies across classroom activities to promote students' personal independence (e.g., picture schedules, transition objects, checklists, PDAs/personal organizers, assignment notebooks, binders, calendars, daily planners). <input type="checkbox"/> Team members provide support as needed in social situations in a way that allows the student to interact directly with peers and school staff, refraining from being an intermediary or speaking for the student. 	

* In some cases, students who have significant physical disabilities or engage in violent or self-injurious behaviors may require a team member to constantly remain in close proximity. If this is the case, score the '3' anchor and not '1' anchor.

Personal Independence & Competence				
	1	3	5	
46-l	<ul style="list-style-type: none"> <input type="checkbox"/> No strategies are used to promote self-management skills in students (e.g., helping students recognize their behavior by labeling it, helping students evaluate how they performed, including students in the reinforcement process, keeping track of assignments, keeping track of class grades). 	<ul style="list-style-type: none"> <input type="checkbox"/> At least two strategies are used to promote self-management skills in students (e.g., helping students recognize their behavior by labeling it, helping students evaluate how they performed, including students in the reinforcement process, keeping track of assignments, keeping track of class grades). <input type="checkbox"/> Students are involved in the determination of self-management skills and strategies during team meetings when appropriate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple strategies are used to promote self-management skills in students (e.g., helping students recognize their behavior by labeling it, helping students evaluate how they performed, including students in the reinforcement process, keeping track of assignments, keeping track of class grades). <input type="checkbox"/> Students are involved in monitoring data for some IEP goals when appropriate. 	Self-Management
47	<ul style="list-style-type: none"> <input type="checkbox"/> Students are not allowed or encouraged to independently move within and between agreed upon spaces and activities (e.g., going to another activity after completing an activity, transitioning between classes). <input type="checkbox"/> Students are not involved in planning school-based activities (e.g., transitions, individual class work) that allow for increased independence and competence across settings (e.g., supports needed to transition between classes, portable schedules).* 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are involved in planning school-based activities (e.g., transitions, individual classwork) that allow for increased independence and competence (e.g., identifying supports needed to transition between classes, designing portable schedules).* <input type="checkbox"/> Students have at least one opportunity to engage in productive, meaningful activities during downtimes (e.g., after individual classroom assignments are complete). 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are involved in planning school-based (e.g., identifying supports needed to transition between classes, designing portable schedules) and community-based activities (e.g., identifying bus routes to get home from school, how to save for an I-Pod) that allow for increased independence and competence. <input type="checkbox"/> Students have multiple opportunities to participate in and make choices about productive, meaningful activities during downtimes (e.g., after individual classroom assignments are complete, after school activities). 	

* If not observed, ask staff member.

Functional Behavior (Interfering & Adaptive)				
	1	3	5	
48-I	<input type="checkbox"/> Team members do not use proactive strategies to prevent the occurrence of interfering behaviors* (e.g., visual supports, consistent schedule, positioning/seating changes, opportunities for choice making, room arrangement).	<input type="checkbox"/> Key team member uses proactive strategies to prevent the occurrence of interfering behaviors (e.g., visual supports, consistent schedule, positioning/seating changes, opportunities for choice making, room arrangement) in some classrooms and activities. <input type="checkbox"/> Key team member collaborates with family to identify proactive strategies that can be used in the home and community.	<input type="checkbox"/> Team members use proactive strategies to prevent the occurrence of interfering behaviors (e.g., visual supports, consistent schedule, positioning/seating changes, opportunities for choice making, room arrangement). <input type="checkbox"/> Team members collaborate with family to identify proactive strategies that can be used in the home and community.	Proactive Strategies
49-I/R**	<input type="checkbox"/> Team members do not use a functional behavioral assessment (FBA) to understand the cause of interfering behaviors when they occur.	<input type="checkbox"/> A member of the team conducts an FBA to determine the cause of the interfering behavior when it occurs. <input type="checkbox"/> Team members observe the student and the interfering behavior in the context where the student displays the behavior (e.g., home, school, community) and include these observations in the FBA.	<input type="checkbox"/> Team members conduct an FBA in collaboration with family when interfering behaviors occur. <input type="checkbox"/> The team generates a hypothesis statement in the FBA about the potential function(s) of the behavior (e.g., behavior serves as an escape or tangible/access function). <input type="checkbox"/> The FBA identifies possible replacement behaviors that can serve as the focus of the intervention to reduce interfering behaviors.	Behavioral Assessment

* Interfering behaviors are those that impede the student's learning and may include: repetitive (e.g., hand flapping, repeating phrases, body rocking, perseverance on special interests), disruptive behaviors (e.g., hitting, biting, spitting, yelling) and avoiding behaviors (e.g., disengaging from activities, physically escaping).

** If interfering behaviors have not become problematic for any students (based on both observation and reporting), and an FBA is not warranted, do NOT score.

Functional Behavior (Interfering & Adaptive)				
	1	3	5	
50-I*	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not develop an intervention plan to address interfering behaviors. 	<ul style="list-style-type: none"> <input type="checkbox"/> One member of the team (e.g., special education teacher, general education teacher, SLP) develops an intervention plan to address interfering behaviors when they occur. <input type="checkbox"/> One team member implements identified strategies and interventions in a consistent manner when the interfering behaviors occur. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members develop a comprehensive intervention plan in collaboration with family which includes assessment of current skills and any interfering behaviors, instructional strategies for teaching replacement behavior and skills, practice strategies (e.g., environmental engineering), and a plan for what to do if interfering behavior continues to occur. <input type="checkbox"/> All team members implement identified strategies and interventions in a consistent manner when the interfering behaviors occur to maintain implementation fidelity. 	Behavioral Assessment
51*	<ul style="list-style-type: none"> <input type="checkbox"/> Team members respond more frequently to interfering behaviors than appropriate behaviors. <input type="checkbox"/> Team members primarily use negative consequences rather than more positive approaches (e.g., redirection, ignoring unwanted behavior, intervening early in a chain of negative behaviors, prompting to use replacement behaviors). 	<ul style="list-style-type: none"> <input type="checkbox"/> A key team member responds to interfering behaviors in a consistent manner across activities and settings. <input type="checkbox"/> A key team member uses positive approaches (e.g., redirection, ignoring unwanted behavior, intervening early in a chain of negative behaviors, prompting to use replacement behaviors) across activities and settings. 	<ul style="list-style-type: none"> <input type="checkbox"/> All team members address interfering behaviors in a consistent manner and reinforce appropriate behavior more often than interfering behavior through the use of positive approaches (e.g., redirection, ignoring unwanted behavior, intervening early in a chain of negative behaviors, prompting to use replacement behaviors). <input type="checkbox"/> All staff across school and/or community who have frequent contact with students with ASD address interfering behaviors in a consistent manner across settings and activities and reinforce appropriate behavior more often than interfering behavior through the use of positive approaches (e.g., redirection, ignoring unwanted behavior, intervening early in a chain of negative behaviors, prompting to use replacement behaviors). 	Behavior Management

* If interfering behavior has not become problematic for any students (based on both observation and reporting), and a behavior intervention plan (BIP) is not warranted, do NOT score this item.

Functional Behavior (Interfering & Adaptive)				
	1	3	5	
52-I*	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not collect data to monitor the occurrence of interfering behaviors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members collect data at least occasionally (e.g., every 3 weeks) to monitor the occurrence of interfering behaviors in some settings. <input type="checkbox"/> A key team member (e.g., special education teacher, general education teacher) reviews data and uses findings to plan for interventions within the school to reduce the occurrence of interfering behaviors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members regularly collect data on interfering behavior across settings and return data to the key team member at least weekly. <input type="checkbox"/> Team members review data and use findings to plan for or change intervention to reduce the occurrence of interfering behaviors across school- and community-based settings at least weekly. 	Data Collection
Family Involvement				
	1	3	5	
53-I	<ul style="list-style-type: none"> <input type="checkbox"/> Team member interactions with families are negative. <input type="checkbox"/> During meetings, team members spend no time establishing a rapport with family members. <input type="checkbox"/> Team members are critical of family members' knowledge, cultural beliefs, and priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> At least some teacher-family interactions are positive, although there may be evidence of some negative interactions. <input type="checkbox"/> During meetings, teachers make at least some efforts to establish rapport with the family, but these efforts may be inconsistent. <input type="checkbox"/> Teachers show at least some evidence of respect for family members' knowledge, cultural beliefs, and priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> All team members take steps to maintain positive relationships with families. <input type="checkbox"/> During meetings, all team members begin by establishing a positive rapport with the family members. <input type="checkbox"/> All team members consistently show respect for family members' knowledge, cultural beliefs, and priorities. 	Teaming

* Not applicable if no interfering behaviors are currently being addressed.

Family Involvement				
	1	3	5	
54-I	<ul style="list-style-type: none"> <input type="checkbox"/> Team members have minimal communication with family. <input type="checkbox"/> In the IEP conference, team members frequently use technical terms when meeting with families and provide no explanation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member at least has a system for regular and frequent communication that is consistently used (e.g., email, primary contact person, monthly newsletter), but may be identical for all families. <input type="checkbox"/> Key team member avoids the use of jargon and acronyms when communicating with parents/families or technical terms are explained when they must be used. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member has a system for regular and frequent communication that is individualized to each family and is consistently used (e.g., email, primary contact person, phone calls). <input type="checkbox"/> Team members avoid jargon and acronyms when communicating with parents/families or technical terms are explained when they must be used. 	Communication
55-I	<ul style="list-style-type: none"> <input type="checkbox"/> Team members provide little information that is important to families (e.g., instructional strategies, community resources, post-secondary options, transition process, recreation/leisure, job fairs or other topics as requested by families). 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member provides at least some information that is important to all families (e.g., general instructional strategies, community resources, post-secondary options, transition process, recreation/leisure, job fairs). <input type="checkbox"/> At least some information provided to families by key team member is family-friendly, although there may be some examples that contain technical terms that may be difficult for some parents to understand (e.g., research articles, professional websites). 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members provide information that is important and individualized for families (e.g., specific instructional strategies, community resources, post-secondary options, transition process, recreation/leisure opportunities for individual student, or topics as requested by a family). <input type="checkbox"/> Information provided to families by team members contains few technical terms and is easy for most parents to understand (e.g., little or no jargon, family-friendly websites). 	

Family Involvement				
	1	3	5	
56-I*	<ul style="list-style-type: none"> <input type="checkbox"/> Aside from the scheduled IEP conference, team members do not offer other times for meeting with families or respond to their requests for additional meetings and/or conferences. <input type="checkbox"/> Team members offer a standard, single meeting time at the school for conferences with parents. 	<ul style="list-style-type: none"> <input type="checkbox"/> Aside from the scheduled IEP conference, a key team member sometimes responds to family requests for additional meetings and/or conferences. <input type="checkbox"/> Key team member offers families at least limited (2-3) choices about when meetings can be held. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members offer flexibility about locations and times of conferences for family members within the constraints of school policy. 	Parent Teacher Meetings
Teaming				
	1	3	5	
57-I	<ul style="list-style-type: none"> <input type="checkbox"/> Paraprofessionals have had no training about special education, developmental disabilities, or ASD (e.g., district in-service, college course). 	<ul style="list-style-type: none"> <input type="checkbox"/> Paraprofessionals have had at least general training related to developmental disabilities and special education, but this training may not be specific to ASD (e.g., district in-service, college course). <input type="checkbox"/> Paraprofessionals at least occasionally participate as members of the team. 	<ul style="list-style-type: none"> <input type="checkbox"/> Paraprofessionals have had formal training related to ASD (e.g., district in-service, college course). <input type="checkbox"/> Paraprofessionals regularly participate as members of the team. 	Team Training
58-I	<ul style="list-style-type: none"> <input type="checkbox"/> Professional team members do not have training or experience with students with ASD. 	<ul style="list-style-type: none"> <input type="checkbox"/> At least one key team member has expertise related to ASD. <input type="checkbox"/> At least one additional team member (e.g., speech therapist, occupational therapist, school psychologist) has expertise related to ASD. 	<ul style="list-style-type: none"> <input type="checkbox"/> All of the students' teachers (e.g., special education, general education) have expertise and experience related to ASD. <input type="checkbox"/> A majority of the team members have expertise and experience related to ASD. 	

* If the quality of the program falls between the '3' and '5' anchors, score a '4'.

Teaming				
	1	3	5	
59-I/R	<ul style="list-style-type: none"> <input type="checkbox"/> A key team member makes decisions about students' instructional programs, without consultation with other team members or parents. <input type="checkbox"/> Team members do not actively include (e.g., do not invite to meetings, do not ask for feedback) parents and students as equal members of the team. 	<ul style="list-style-type: none"> <input type="checkbox"/> A multidisciplinary team, consisting of at least two practitioners (e.g., special education teacher, speech pathologist), makes decisions about students' instructional programs. <input type="checkbox"/> Parents and students (if developmentally appropriate) are invited to become members of the team. <input type="checkbox"/> Professional/practitioner team members actively include (e.g., invite to meetings, ask for feedback) parents and students as equal members of the team. 	<ul style="list-style-type: none"> <input type="checkbox"/> A multidisciplinary team that consists of all practitioners who provide services to students (e.g., teacher, speech/language pathologist, occupational therapist, psychologist, general educator), makes decisions about students' instructional programs. <input type="checkbox"/> Other relevant professionals (e.g., adult service providers, college representatives) are invited to be equal members of the multidisciplinary team at least once per year. 	Team Membership
60-I	<ul style="list-style-type: none"> <input type="checkbox"/> Team members are uncertain of their roles and responsibilities. <input type="checkbox"/> Team members are uncertain about the instructional programs on which students are working. <input type="checkbox"/> Team members provide no monitoring of students' instructional programs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members understand their own respective roles and responsibilities. <input type="checkbox"/> Team members are familiar with instructional programs for students that are their primary responsibility (e.g., a paraprofessional only works closely with 1 student, and is very familiar with his instructional program.) <input type="checkbox"/> A key team member monitors students' instructional programs. 	<ul style="list-style-type: none"> <input type="checkbox"/> The roles and responsibilities of all team members are clearly defined and understood by all members of the team. <input type="checkbox"/> Team members are knowledgeable of all students' instructional programs. <input type="checkbox"/> Team members monitor all instructional programs for students for whom they have responsibility. 	

<i>Teaming</i>				
	1	3	5	
61-I	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member (e.g., special education teacher) has no collaborative relationship with other team members. <input type="checkbox"/> Team members never make requests for consultation. <input type="checkbox"/> Team meets rarely (e.g., once every 6 to 12 months). 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member has an ongoing collaborative relationship with at least two other team members. <input type="checkbox"/> Key team member provides at least limited feedback, communication, and sharing of data (e.g., assessment data, ongoing data collected). <input type="checkbox"/> Team members make at least occasional requests for consultation (e.g., 1-2 times per year) with one another about how to implement instructional strategies for individual students. <input type="checkbox"/> General education and special education teachers have a process in place for at least weekly collaboration in order to share student progress and plan accordingly.* <input type="checkbox"/> Team meetings occur on an “as needed” basis, but more than 2 times a year. 	<ul style="list-style-type: none"> <input type="checkbox"/> A key team member (e.g., special education teacher, SLP) is assigned and has an ongoing collaborative relationship with all team members. <input type="checkbox"/> Key team member provides effective feedback, frequent communication, and data with other team members (e.g., assessment data, ongoing data collected). <input type="checkbox"/> Team members, in addition to teachers, ask other team members for consultation about issues with students frequently. <input type="checkbox"/> Team meetings are scheduled at regular, predictable times throughout the school year. 	Team Membership

* If students are in a self-contained classroom for entire day and no general education teacher is directly involved with their instruction score this anchor.

Teaming				
	1	3	5	
62-I	<ul style="list-style-type: none"> <input type="checkbox"/> A key team member makes the important programming decisions for the student. <input type="checkbox"/> Other professional team members are not involved in the decision-making process. <input type="checkbox"/> Family members and students are not invited to be involved in the important programming decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> At the least team members most involved in the important programming decisions are invited to meetings and contribute to decisions. <input type="checkbox"/> Family members and students are at least sometimes invited to be involved in important program decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> All team members, families, and students are invited to meetings regarding important programming decisions. <input type="checkbox"/> All team members, families, and students are invited to contribute to important decisions and actions. 	Team Meetings
63-I	<ul style="list-style-type: none"> <input type="checkbox"/> Few decisions are made at team meetings. <input type="checkbox"/> When decisions are made, team members often do not follow through with implementing the decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Decisions are made at team meetings, but there may be evidence that the process for decision-making is not clearly defined. <input type="checkbox"/> Team members take responsibility for implementing actions determined by the team that are relevant to their discipline (e.g., language/communication and SLP, fine motor and OT). 	<ul style="list-style-type: none"> <input type="checkbox"/> Systems are in place for making decisions at team meetings (e.g., action plans, problem-solving processes). <input type="checkbox"/> Team members implement all actions determined by the team (e.g., SLP implements language/communication goals as well as fine motor goals). <input type="checkbox"/> A system of follow-up exists to assess fidelity of implementation. 	
64-I	<ul style="list-style-type: none"> <input type="checkbox"/> Team members rarely or never provide related services as specified in students' IEP. <input type="checkbox"/> Team members do not provide related services in consultation with key team members 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members provide related services as specified in students' IEP(s). <input type="checkbox"/> Team members provide related services in consultation with key team members. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members provide related services (directly or in consultation with key team members) on a regular and predictable schedule. <input type="checkbox"/> Team members provide related services within ongoing routines and activities across the day. 	Implementation

Transition Planning				
	1	3	5	
65-1*/R	<ul style="list-style-type: none"> <input type="checkbox"/> Team members develop transition plans and services that do not include appropriate goals for teaching students with ASD self-advocacy and choice-making skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member develops some goals and services on transition plans that include strategies for teaching students with ASD self-advocacy and choice-making skills. <input type="checkbox"/> Key team member teaches students with ASD self-advocacy and choice making skills (e.g., student directed goal building, skills to help students communicate strengths and weaknesses to an employer, individualized support systems). <input type="checkbox"/> Key team member provides periodic support to families about ways they can help students with ASD acquire self-advocacy and choice-making skills in the community. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members provide learning activities and support for students with ASD in acquiring self-advocacy and choice-making skills in natural settings (e.g., vocational training, team meetings). <input type="checkbox"/> Team members provide ongoing support to families about ways they can help students with ASD acquire self-advocacy and choice-making skills in the community. 	Transition Plan
66-1**	<ul style="list-style-type: none"> <input type="checkbox"/> Team members do not provide support in acquiring and practicing target transition skills in natural settings (e.g., vocational setting, school, community) to families and students with ASD. 	<ul style="list-style-type: none"> <input type="checkbox"/> Key team member provides periodic opportunities for students with ASD to acquire and practice target transition skills in natural settings. <input type="checkbox"/> Key team member provides periodic support to families (e.g., email, phone calls, and periodic meetings) on ways to teach and practice transition skills in natural settings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Team members teach and provide opportunities to practice target transition skills in natural settings (e.g., vocational setting, community). 	Implementation

* Confirm through review of written transition plan within IEP.

** If the quality of the program falls between the '3' and '5' anchors, score a '4'.

Protocol for Teacher and School Team Member Interviews

Interviewer: _____ Interviewee Initials: _____ State/Site: _____ Date: _____

Before beginning the interview, make sure to cover these main points:

Establish Rapport

- Introduce yourself and agency you represent
- "Thank you" for participating
- Check if agreed upon time is still convenient

Purpose of Interview

- Describe purpose of APERS (i.e. a professional development tool to develop a plan based on identified strengths and targeted areas for improvement)
- Describe purpose of interview, as one form of data collection for APERS
- Explain that 3 interviews will be used together to complete understanding of program
- Share that individual interview notes and specific interview statements will not be shared with others.

Structure of the Interview

- Open-ended general questions followed up by more specific prompts
- Interview generally takes approximately 45 minutes to complete; interview can be completed at a later date if time runs out
- Explain that interviewee is free to share information they feel is helpful that may not be directly asked
- Explain that you will ensure that topic areas are covered
- Explain that you will be taking notes throughout the interview to ensure that responses are accurately captured
- Explain that interviewee may not know answers to all questions being asked

1. Tell me how IEP goals and objectives are developed.

(Item # 15, 16, 17, 18, 19)

- What kinds of data are gathered on IEP goals and objectives?
- How do you use data to guide instructional decisions and planning?
- During what activities do you collect data?
- Can you show an example of a data instrument that you use collect data, and explain how you use it to make decisions?
- How are areas of need/concern identified?
- Which specific/core deficits are addressed in the IEP?
- Who is involved in the assessment and IEP development process?
- Tell me how you reflect the family's concerns, beliefs and norms (cultural and linguistic) in the IEP.
- Who has access to student's IEP?
- How do team members access the IEP and past assessment data?
- If a student has another disorder in addition to autism (i.e. anxiety or depression) how is this addressed in the IEP?
- In what ways do you try to ensure that families are involved in assessment, goal-writing, and decision of services?
- How does the student participate in the development and monitoring of IEP goals?

2. Tell me about how you prepare children for transition to adulthood.

(Item # 20, 59, 65, 66)

- What steps do you take to involve family members and the student in transition planning including the assessment process (interviews, rating scales, selection of assessments, inventories, etc.)?
- Who is invited to participate in transition planning?
 - Describe communication/involvement with people from next environment.
- What goals/skills are targeted?
- What types of assessments are used for transition?
- Has an initial assessment been completed to determine the skills needed for a successful transition to adulthood?
 - If so at what age was this completed?
- How are the skills that students need for successful transition identified, assessed, and taught (e.g. self-advocacy and choice-making)?
- Once transition skills are identified, what support is provided to practice these skills at home and in natural settings?
Note: Check IEP for information included in written transition plan

3. Tell me how you assess, plan for and implement **instruction**?

(Item # 22, 23, 28, 31, 33, 41)

- To what extent does instruction focus on IEP goals?
- Tell me how instruction capitalizes on strengths and interests of students.
- What kinds of opportunities are there to practice skills in different environments and with different people?
- Tell me how skills are broken down into smaller steps (task analyzed) if needed and how these are used for instruction.
- How do you go about meeting student's communication goals?
 - How are communication skills and needs assessed?
 - How are mode(s) of communication selected?
 - When, how, and how often are communication skills targeted?
- To what extent is instruction provided on personal hygiene, puberty/body changes, relationships, and abuse prevention?
- What kinds of strategies are used to increase desired students performance?
 - Are strategies used across team members?
 - How do you use reinforcement during instruction?
 - If reinforcement is a strategy that is used, how are reinforcers selected?
 - What are some examples of reinforcers that you frequently use?
 - How do you decide what reinforcers to use and how?

4. What kinds of opportunities do children have to **socially interact** with others in the school environment?

(Item # 38, 42, 43)

- What kinds of opportunities are there to interact (and how often?):
 - with adults?
 - with peers with disabilities?
 - with typically developing peers?
- How are interactions with typically developing peers planned and supported?
- What explicit social skill instruction takes place?
 - How often does it occur and who plans it?
- To what extent are social skills addressed in natural environments, like the lunchroom or hallway?
- Are typically developing peers included in social skills interventions?
- Tell me about any formal peer social network in place, and where and how it is utilized.

5. For children who have **behaviors that interfere with learning**, what happens to address these behaviors? Tell me about how you and the team work together to address these behaviors. *(Item # 48, 49, 50, 51, 52)*

- Tell me about what kinds of proactive/preventative strategies are used to prevent interfering behaviors.
- Tell me about how you determine the function of interfering behaviors and who is involved in this process.
- Tell me about how you identify more appropriate behaviors to replace interfering behaviors.
- What kind of formal written plan is in place to address behavior?
- Tell me about who implements this plan and how and where it is implemented.
- What kind of data is collected on interfering behavior?
 - How often are the data collected and who collects it?
- How are data used to inform decision making?
- How does the plan to address behaviors carry over into the home and community?

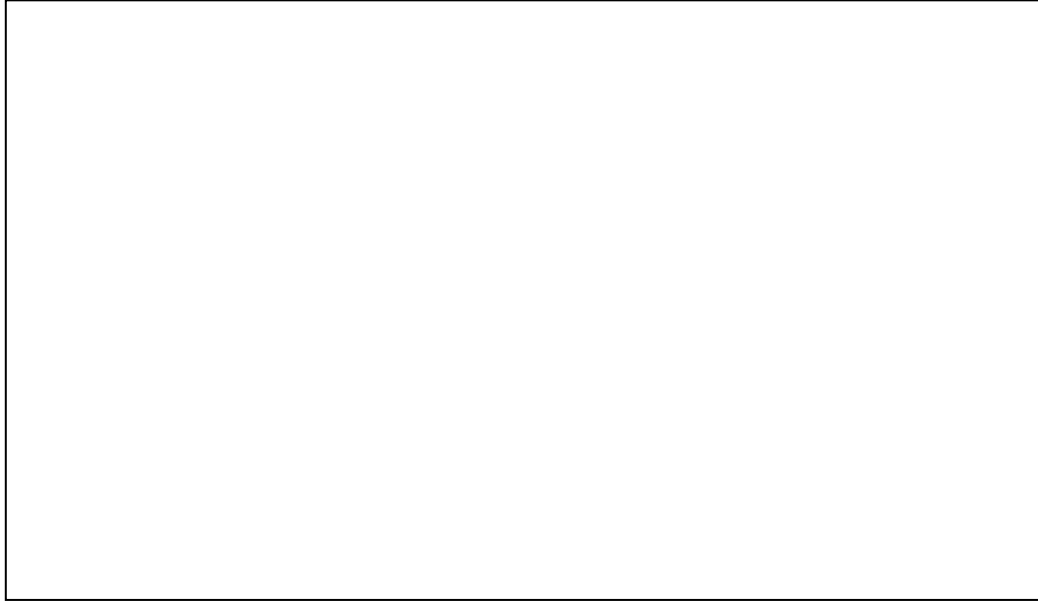
6. Tell me about your process of **communication with parents**.

(Item # 53, 54, 55, 56)

- Tell me about how you establish positive relationships with families.
- Tell me about the primary ways that staff communicate with parents (e.g., phone calls, notes, daily log, etc).
- How often do you communicate with families?
- Tell me how you address and respect families' knowledge, cultural beliefs, and priorities.
- Who is the primary contact person to communicate with families?
- How often are conferences scheduled?
- Are there flexible times provided to meet with families?
- Tell me about how school staff work with families to apply skills with students at home and in the community.
- What kinds of information and community resources are shared with parents—do you think that this information is accessible and easily understood by families?
- What opportunities do parents and families have to participate and observe in school?
- Tell me what steps are taken to ensure student confidentiality.
- Are there times when technical terms and jargon are used when communicating with families—if so, how do you help families understand this language?

7. Tell me about how you work together with other staff in your school to address the needs of student(s) with autism (**teaming**).

(Item # 59, 60, 61, 62, 63)



- Who is on the team?
- Tell me what role students and family members play in the decision making process.
- How do you define roles and responsibilities? (How do you know who does what?)
 - Do all team members have a good sense of the roles of other team members?
 - How do team members learn about students' instructional plans and changes to these plans?
 - Who monitors students' instructional plans?
- Tell me how you work as a team to arrive at decisions.
- How often are team meetings held?
- Tell me about the process used in team meetings to reach decisions.
- How do you follow-up to make sure decisions are implemented?
- How do classroom staff coordinate with related services staff?
 - When? Where? How is information shared?
- How is information shared about students' education programs?
- How do staff address and monitor goals across disciplines?
- Is there a primary person assigned to facilitate collaboration amongst team members?
 - Tell me the things that this person does to keep everyone informed.

8. For children who receive **related services** (OT, PT, speech), tell me how these services are incorporated into the school day for children.

(Item # 64)



- How are related services delivered at school?
- Are they on a regular or irregular schedule?
 - Where are services delivered?
 - How do related service personnel and teachers consult and collaborate?
- What is the frequency of services?
- Are services consistent with the IEP?

9. Tell me about your and the team members' **expertise and training** related to students with autism.

(Item # 57, 58)

- Discuss to what level teacher/related service providers have expertise and training in working with students who have ASD.
- Discuss to what level paraprofessional service providers have expertise and training in working with students with developmental disabilities, and specifically in working with students who have ASD.
 - Describe the degree to which paraprofessionals are included as members of the instructional team.

10. How is **independence** promoted for students with autism?

(Item # 46, 65)

- Tell me about how students are involved in managing their own behavior. How are they involved in:
 - monitoring goals and grades?
 - developing regulation strategies?
 - identifying reinforcers?
 - identifying self-management strategies?
- Tell me about how you teach and support choice-making skills and self-advocacy.
- How do you share this information with families?

Protocol for Parent Interviews

Interviewer: _____ Interviewee Initials: _____ State/Site: _____ Date: _____

Before beginning the interview, make sure to cover these main points:

Establish Rapport

- Introduce yourself and agency you represent
- "Thank you" for participating
- Check if agreed upon time is still convenient

Purpose of Interview

- Describe purpose of APERS (i.e. a professional development tool to develop a plan based on identified strengths and targeted areas for improvement)
- Describe purpose of interview, as one form of data collection for APERS
- Explain that 3 interviews will be used together to complete understanding of program
- Share that individual interview notes and specific interview statements will not be shared with others.

Structure of the Interview

- Open-ended general questions followed up by more specific prompts
- Interview generally takes approximately 45 minutes to complete; interview can be completed at a later date if time runs out
- Explain that interviewee is free to share information they feel is helpful that may not be directly asked
- Explain that you will ensure that topic areas are covered
- Explain that you will be taking notes throughout the interview to ensure that responses are accurately captured
- Explain that interviewee may not know answers to all questions being asked

1. Tell me how **IEP goals and objectives** are developed for your child.

(Item # 15, 16, 17, 18, 19)

- In what ways are you involved in assessment, goal-writing, and decisions related to services?
- What kinds of data are gathered on IEP goals and objectives?
- How are areas of need/concern identified?
- Which of your child's specific/core deficits are addressed in the IEP?
- Tell me how your concerns, beliefs and norms (cultural and linguistic) are reflected in the IEP.
- Who has access to your child's IEP?
- If your child has another disorder in addition to autism, how is this addressed in the IEP?
- In what ways, if any, does your child participate in the development and monitoring of his/her goals?

2. Tell me about how your child is being prepared for **transition to adulthood**.

(Item # 20, 59, 65, 66)

- How are you and your child involved in transition planning including the assessment process (interviews, rating scales, selection of assessments, inventories, etc.)?
- Who is invited to participate in transition planning?
 - Describe communication/involvement with people from next environment.
- What goals/skills are targeted?
- What types of assessments are used for transition?
- Has an initial assessment been completed to determine the skills needed for your child's successful transition to adulthood?
 - If so at what age was this completed?
- How are the skills that your child needs for successful transition identified, assessed, and taught (e.g. self-advocacy and choice-making)?
- Once transition skills are identified, what support is provided to practice these skills at home and in natural settings?

Note: Check IEP for information included in written transition plan

3. What do you know about your child's **instruction** at school?

(Item # 22, 23, 28, 31, 33, 41)

- To what extent does instruction focus on your child's IEP goals?
- Tell me how instruction capitalizes on your child's strengths and interests.
- What kinds of opportunities are there for your child to practice skills in different environments and with different people?
- If your child has communication needs, how are these being met?
 - How were communication skills and needs assessed?
 - How were mode(s) of communication selected?
 - How are communication skills being targeted in instruction?
- To what extent is instruction provided on personal hygiene, puberty/body changes, relationships, and abuse prevention?
- What kinds of strategies are used to increase your child's performance and desired behavior?
 - If reinforcement is a strategy that is used, how are reinforcers selected?

4. What kinds of opportunities does your child have to **socially interact** with others in the school environment?

(Item # 38, 42, 43)

- What kinds of opportunities are there for your child to interact (and how often?):
 - with adults?
 - with peers with disabilities?
 - with typically developing peers?
- How are interactions with typically developing peers planned and supported?
- What explicit social skill instruction takes place?
 - How often does it occur and who plans it?
- To what extent are social skills addressed in natural environments, like the lunchroom or hallway?
- Are typically developing peers included in social skills interventions for your child?
- Tell me about any formal peer social networks that your child participates in.

5. If your child has **behaviors that interfere with learning**, what happens to address these behaviors? Tell me about how you and the team work together to address these behaviors? *(Item # 48, 49, 50, 51, 52)*

- Tell me about what kinds of proactive/preventative strategies are used to prevent interfering behaviors.
- Tell me about how the function of interfering behaviors is determined and who is involved in this process.
- Tell me about how the team identifies something your child can learn to do instead of the interfering behavior.
- What kind of formal written plan is in place to address behavior?
- Tell me about who implements this plan and how and where it is implemented.
- What do you know about how the team keeps track of behaviors
 - What does the team do with the information gathered?
- How does the plan to address behaviors carry over to your home and community?

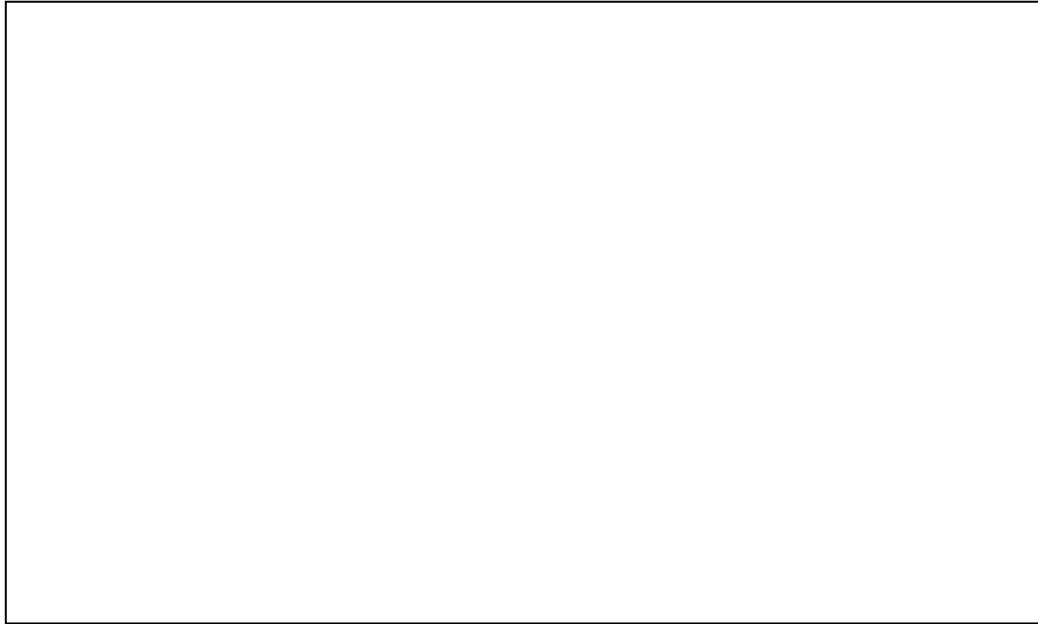
6. Tell me about your process of **communication** with the school/team.

(Item # 53, 54, 55, 56)

- How would you describe your relationship with school staff?
- In what ways have school staff tried to establish a positive relationship with you?
- Tell me about the primary ways that you communicate with staff (e.g., phone calls, notes, daily log, etc).
- How often do you communicate with staff?
- In what ways does the school address and respect your knowledge, cultural beliefs, and priorities?
- Who is the primary contact person to communicate with you?
- How often are conferences scheduled?
- Are there flexible times provided for you to meet with school staff?
- Tell me about how school staff work with you to apply skills in your home and in the community.
- What kinds of information and community resources are shared with you?
- What opportunities do you have to participate and observe in school?
- To what extent is student confidentiality maintained?
- Are there times when staff members use technical terms and jargon that you don't understand? If so, do they take the time to explain these terms?

7. What can you tell me about how you, your child's teacher, and other school staff work together? **(teaming)**

(Item # 59, 60, 61, 62, 63)



- Who is on the team?
- How are roles and responsibilities defined? (How do you know who does what?)
 - Do all team members have a good sense of the roles of other team members?
- Tell me how you work as a team to arrive at decisions.
- Tell me what role students and family members play in the decision making process.
- How often are team meetings held?
- Tell me about the process used in team meetings to reach decisions.
- How do you follow-up to make sure decisions are implemented?
- How do classroom staff coordinate with related services staff?
 - When? Where? How is information shared?
- How is information shared about your child's education programs?
- How do staff address and monitor goals across disciplines?
- Is there a primary person assigned to facilitate collaboration amongst team members?
 - Tell me the things that this person does to keep everyone informed.

8. If your child receives **related services** (OT, PT, speech), tell me how these services are incorporated into their school day.

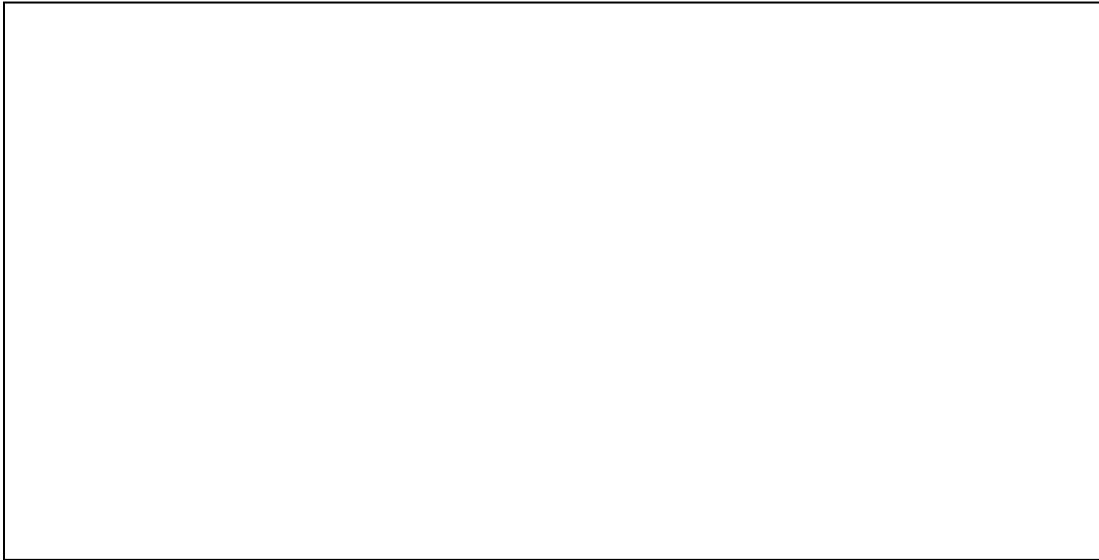
(Item # 64)



- How are related services delivered at school?
- Are they on a regular or irregular schedule?
 - Where are services delivered?
 - How do related service personnel and teachers consult and collaborate?
- What is the frequency of services?
- Are services consistent with the IEP?

9. How is **independence** promoted for your child?

(Item # 46, 65)



- Tell me about your child's involvement in managing his/her own behavior.
How is he/she involved in:
 - monitoring goals and grades?
 - developing regulation strategies?
 - identifying reinforcers?
 - identifying self-management strategies?
- Tell me about how your child is taught choice-making skills and self-advocacy.
- How is this information shared with you?

Interviewer Notes

APERS-MHS Score Sheet

Observer: _____		Date of Observation: _____			
School/Model Site: _____		State: _____			
Student Initials: _____ Student Date of Birth: _____		Primary Program (check one) <input type="checkbox"/> Inclusive <input type="checkbox"/> Self-contained			
Classroom/Setting #1		Classroom/Setting #2		Classroom/Setting #3	
Observation start time _____ Observation end time _____		Observation start time _____ Observation end time _____		Observation start time _____ Observation end time _____	
Type of setting <input type="checkbox"/> Resource room <input type="checkbox"/> Special education classroom <input type="checkbox"/> General education classroom (please specify): _____ <input type="checkbox"/> Other: _____		Type of setting <input type="checkbox"/> Resource room <input type="checkbox"/> Special education classroom <input type="checkbox"/> General education classroom (please specify): _____ <input type="checkbox"/> Other: _____		Type of setting <input type="checkbox"/> Resource room <input type="checkbox"/> Special education classroom <input type="checkbox"/> General education classroom (please specify): _____ <input type="checkbox"/> Other: _____	
Room _____ Teacher/Class _____		Room _____ Teacher/Class _____		Room _____ Teacher/Class _____	
Number of staff present and roles _____ _____		Number of staff present and roles _____ _____		Number of staff present and roles _____ _____	
Number of students with ASD _____		Number of students with ASD _____		Number of students with ASD _____	
Age range of students _____		Age range of students _____		Age range of students _____	
Number of students with other disabilities (please specify type) _____		Number of students with other disabilities (please specify type) _____		Number of students with other disabilities (please specify type) _____	
Total number of students _____		Total number of students _____		Total number of students _____	

Domain/ Subdomain	Item #	Setting #1			Setting #2			Setting #3			Score (Please Circle)
		1	3	5	1	3	5	1	3	5	
LEARNING ENVIRONMENTS											
Safety	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	3	4	5	1	2	3	4	5
Organization of Learning Environments	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	3	4	5	1	2	3	4	5
Organization of Learning Environments	3*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	3	4	5	1	2	3	4	5
Organization of Learning Environments	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	3	4	5	1	2	3	4	5
Organization of Learning Environments	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	3	4	5	1	2	3	4	5
Organization of Learning Environments	6*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	3	4	5	1	2	3	4	5

Domain/ Subdomain	Item#	Setting #1			Setting #2			Setting #3			Score (Please circle)
		1	3	5	1	3	5	1	3	5	
Materials	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5								
8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5								
LEARNING ENVIRONMENT STRUCTURE/SCHEDULE											
Visual Schedules	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5							
Transitions	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5							
POSITIVE LEARNING CLIMATE											
Staff-Student Interactions	11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5							
Staff Behaviors	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5							

Domain/ Subdomain	Item #	Setting #1			Setting #2			Setting #3			Score (Please circle)		
		1	3	5	1	3	5	1	3	5			
Staff Behaviors	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		1	2	3	4	5	1	2	3	4	5		
Promoting Diversity	14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		1	2	3	4	5	1	2	3	4	5		
ASSESSMENT AND IEP DEVELOPMENT													
Assessing Student Progress	15-I	Teacher			Parent			Team Member			Score (Please circle)		
		1	3	5	1	3	5	1	3	5			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		1	2	3	4	5	1	2	3	4	5		
Assessment Process	16-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		1	2	3	4	5	1	2	3	4	5		
IEP Goals	17-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		1	2	3	4	5	1	2	3	4	5		

Domain/ Subdomain	Item #	Teacher			Parent			Team Member			Score (Please circle) 1 2 3 4 5
		1	3	5	1	3	5	1	3	5	
IEP Goals	18-I/R	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	1	2	3	4	5	1	2	3	4	5	
19-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	1	2	3	4	5	1	2	3	4		5
Transition Planning	20-I/R	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5

CURRICULUM AND INSTRUCTION

Domain/ Subdomain	Item #	Setting #1			Setting #2			Setting #3			Score (Please circle) 1 2 3 4 5
		1	3	5	1	3	5	1	3	5	
Classroom Instruction	21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1	2	3	4	5	1	2	3	4	5	
22-I/R		Teacher			Parent			Team Member			1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1	2	3	4	5	1	2	3	4	5	

Domain/ Subdomain	Item #	Teacher			Parent			Team Member			Score (Please circle)		
		1	3	5	1	3	5	1	3	5			
Classroom Instruction	23-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
			1	2	3	4	5	1	2	3	4	5	
			Setting #1			Setting #2			Setting #3				
	24*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
			1	2	3	4	5	1	2	3	4	5	
	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
			1	2	3	4	5	1	2	3	4	5	
26*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		1	2	3	4	5	1	2	3	4	5		
27*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		1	2	3	4	5	1	2	3	4	5		
		Teacher			Parent			Team Member					
28-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		1	2	3	4	5	1	2	3	4	5		

Domain/ Subdomain	Item #	Setting #1			Setting #2			Setting #3			Score (Please circle)
		1	3	5	1	3	5	1	3	5	
Classroom Instruction	29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
			1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		
	30*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
			1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		
	31-I**	Teacher			Parent			Team Member			1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
			1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		
32	Setting #1			Setting #2			Setting #3			1 2 3 4 5	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5			

COMMUNICATION

Domain/ Subdomain	Item #	Teacher			Parent			Team Member			Score (Please circle)
		1	3	5	1	3	5	1	3	5	
Planning for Communication	33-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5			

Domain/ Subdomain	Item #	Setting #1					Setting #2					Setting #3					Score (Please circle)
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Communication Rich Environment	34	Setting #1					Setting #2					Setting #3					1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Individualized Communication Instruction	35	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responsiveness to Student Communication	36	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication Systems	37	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SOCIAL COMPETENCE

Domain/ Subdomain	Item#	Teacher					Parent					Team Member					Score (Please circle)
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Arranging Opportunities	38-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain/ Subdomain	Item#	Setting #1					Setting #2					Setting #3					Score (Please circle)	
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Arranging Opportunities	39	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	1 2 3 4 5	
				<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Teaching and Modeling	40	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	1 2 3 4 5	
				<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Personal Hygiene and Relationships	41-I	Teacher					Parent					Team Member					1 2 3 4 5	
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Social Skills Instruction	42-I	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	1 2 3 4 5	
				<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Peer Social Networks	43-I	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	1 2 3 4 5	
				<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		

PERSONAL INDEPENDENCE AND COMPETENCE

Personal Independence	Item#	Setting #1					Setting #2					Setting #3					1 2 3 4 5	
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
44		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	1 2 3 4 5	
				<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
45		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	1 2 3 4 5	
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		

Domain/ Subdomain	Item #	Teacher			Parent			Team Member			Score (Please circle)	
		1	3	5	1	3	5	1	3	5		
Self- Management	46-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5	
			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	
	47	Setting #1			Setting #2			Setting #3			1 2 3 4 5	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		1	2	3	4	5	1	2	3	4	5	
FUNCTIONAL BEHAVIOR (INTERFERING AND ADAPTIVE)												
Proactive Strategies	48-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5	
			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4		5
Behavioral Assessment	49- I/R**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5	
			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	
	50-I*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
		1	2	3	4	5	1	2	3	4	5	
Behavior Management	51*	Setting #1			Setting #2			Setting #3			1 2 3 4 5	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	

Domain/ Subdomain	Item #	Teacher					Parent					Team Member					Score (Please circle)	
		1	3	5	1	3	5	1	3	5	1	3	5					
Data Collection	52-I*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		

FAMILY INVOLVEMENT

Teaming	53-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Communication	54-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
	55-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>			
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Parent Teacher Meetings	56-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	

TEAMING

Domain/ Subdomain	Item#	Teacher					Parent					Team Member					Score (Please circle)
		1	3	5	1	3	5	1	3	5	1	3	5				
Team Training	57-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>			
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	

Domain/ Subdomain	Item#	Teacher					Parent					Team Member					Score (Please circle)	
		1	3	5	1	3	5	1	3	5	1	3	5					
Team Training	58-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>			1 2 3 4 5	
Team Membership	59-I/R	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			1 2 3 4 5	
	60-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			1 2 3 4 5	
	61-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Team Meetings	62-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	63-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain/ Subdomain	Item#	Teacher					Parent					Team Member					Score (Please circle)
		1	3	5	1	3	5	1	3	5	1	3	5				
Implementation	64-I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	1	2	3	4		5
TRANSITION PLANNING																	
Transition Plan	65- I/R*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	1	2	3	4		5
Implementation	66-I**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		1	2	3	4	5	1	2	3	4	5	1	2	3	4		5

APERS-MHS Summary Score Sheet

LEARNING ENVIRONMENT	Sum of Scores	Number of Items Scored	Subdomain Scores
Safety <i>(Items 1 – 3)</i>			
Organization of Learning Environments <i>(Items 4 – 6)</i>			
Materials <i>(Items 7 – 8)</i>			
Total Domain Score			

LEARNING ENVIRONMENT STRUCTURE/SCHEDULE	Sum of Scores	Number of Items Scored	Subdomain Scores
Visual Schedules <i>(Item 9)</i>			
Transitions <i>(Item 10)</i>			
Total Domain Score			

POSITIVE LEARNING CLIMATE	Sum of Scores	Number of Items Scored	Subdomain Scores
Staff-Student Interactions <i>(Item 11)</i>			
Staff Behaviors <i>(Items 12 – 13)</i>			
Promoting Diversity <i>(Item 14)</i>			
Total Domain Score			

ASSESSMENT AND IEP DEVELOPMENT	Sum of Scores	Number of Items Scored	Subdomain Scores
Assessing Student Progress <i>(Item 15)</i>			
Assessment Process <i>(Item 16)</i>			
IEP Goals <i>(Items 17 – 19)</i>			
Transition Planning <i>(Item 20)</i>			
Total Domain Score			

CURRICULUM AND INSTRUCTION	Sum of Scores	Number of Items Scored	Subdomain Scores
Classroom Instruction <i>(Items 21 – 32)</i>			
Total Domain Score			

COMMUNICATION	Sum of Scores	Number of Items Scored	Subdomain Scores
Planning for Communication <i>(Item 33)</i>			
Communication Rich Environment <i>(Item 34)</i>			
Individualized Communication Instruction <i>(Item 35)</i>			
Responsiveness to Student Communication <i>(Item 36)</i>			
Communication Systems <i>(Item 37)</i>			
Total Domain Score			

SOCIAL COMPETENCE	Sum of Scores	Number of Items Scored	Subdomain Scores
Arranging Opportunities <i>(Items 38 – 39)</i>			
Teaching and Modeling <i>(Item 40)</i>			
Personal Hygiene and Relationships <i>(Item 41)</i>			
Social Skills Instruction <i>(Item 42)</i>			
Peer Social Networks <i>(Item 43)</i>			
Total Domain Score			

PERSONAL INDEPENDENCE AND COMPETENCE	Sum of Scores	Number of Items Scored	Subdomain Scores
Personal Independence <i>(Items 44 – 45)</i>			
Self-Management <i>(Items 46 – 47)</i>			
Total Domain Score			

FUNCTIONAL BEHAVIOR (INTERFERING AND ADAPTIVE)	Sum of Scores	Number of Items Scored	Subdomain Scores
Proactive Strategies <i>(Item 48)</i>			
Behavioral Assessment <i>(Items 49 – 50)</i>			
Behavior Management <i>(Item 51)</i>			
Data Collection <i>(Item 52)</i>			
Total Domain Score			

FAMILY INVOLVEMENT	Sum of Scores	Number of Items Scored	Subdomain Scores
Teaming <i>(Items 53)</i>			
Communication <i>(Items 54 – 55)</i>			
Parent Teacher Meetings <i>(Item 56)</i>			
Total Domain Score			

APERS-MHS Inclusive/Self-contained

TEAMING	Sum of Scores	Number of Items Scored	Subdomain Scores
Team Training <i>(Items 57- 58)</i>			
Team Membership <i>(Items 59 - 61)</i>			
Team Meetings <i>(Items 62 - 63)</i>			
Implementation <i>(Item 64)</i>			
Total Domain Score			

TRANSITION PLANNING	Sum of Scores	Number of Items Scored	Subdomain Scores
Transition Plan <i>(Items 65)</i>			
Implementation <i>(Item 66)</i>			
Total Domain Score			

SUM OF ALL ITEMS SCORED _____

TOTAL NUMBER OF ITEMS SCORED _____

AVERAGE SCORE FOR ALL ITEMS