

## Revised Program Evaluation Form - Instructional Indicators

Name of Program \_\_\_\_\_ Person making rating \_\_\_\_\_

The following are key indicators of a quality program for students with autism. Note: This is not intended to be a teacher performance evaluation instrument.

Quality Scale (left side of form)	Priority Scale (right side of form)
<p><b>0</b> There is no or minimal evidence that this is happening</p>	<p><b>A</b> Needs immediate attention, of the highest priority</p>
<p><b>1</b> There is some evidence that this is happening with some of the staff or some of the time (or with some of the children.</p>	<p><b>B</b> Important issue to address, but not immediate or urgent</p>
<p><b>2</b> This is clearly happening with most of the staff most of the time (with all of the children)</p>	<p><b>C</b> Not important or relevant now, but need to monitor for the future</p>

Quality	Instructional Indicator	Priority
0   1   2	1. Goals emphasize the functional use of language and communication in natural contexts, not simply teaching isolated speech and language behaviors.	A   B   C
0   1   2	2. Each goal is clearly and easily measureable.	A   B   C
0   1   2	3. Functional Behavior Assessments are completed and written behavior support plans are developed and implemented as appropriate. [Items a, b, and c below must all be rated as 2 for this item to be rated 2.	A   B   C
0   1   2	a. Challenging behaviors are analyzed to determine the function of the each behavior.	A   B   C
0   1   2	b. Behavior plans including both proactive and reactive strategies are written and reviewed on a regular basis.	A   B   C
0   1   2	c. Appropriate replacement behaviors which serve the same function as challenging behaviors are deliberately and consistently taught and reinforced.	A   B   C
0   1   2	4. Adults adjust language complexity, quantity, and quality to match each child's developmental level.	A   B   C
0   1   2	5. Adults model appropriate language, communication, play, and behavior.	A   B   C
0   1   2	6. Adults encourage children's initiation by offering choices, waiting, and facilitating shared control.	A   B   C
0   1   2	7. Augmentative and/or alternative systems are used as appropriate to foster expression and understanding of language and emotion.	A   B   C
0   1   2	8. Adults consistently use visual and organizational supports to encourage children to participate in activities and promote smooth transitions across activities.	A   B   C
0   1   2	9. Appropriate environmental modifications have been made.	A   B   C
0   1   2	10. Materials and activities are developmentally appropriate and functional.	A   B   C

Quality	Instructional Indicator	Priority
0   1   2	11. A sensory motor assessment is completed on each child as warranted.	A   B   C
0   1   2	12. Sensory needs are considered in all daily activities.	A   B   C
0   1   2	13. Other biological needs are considered in daily activities.	A   B   C
0   1   2	14. A reinforcement inventory has been completed for each child.	A   B   C
0   1   2	15. Reinforcement menus are posted.	A   B   C
0   1   2	16. Sufficient non-contingent reinforcement is available throughout the school day.	A   B   C
0   1   2	17. Appropriate behaviors are consistently reinforced.	A   B   C
0   1   2	18. Plans are in place and implemented for fading prompts and reinforcement as appropriate.	A   B   C
0   1   2	19. Staff uses a variety of teaching methods that are appropriate for each child. Describe:	A   B   C
0   1   2	20. Reinforcement in addition to natural consequences is consistently considered and provided.	A   B   C
0   1   2	21. Rate of reinforcement is considered and is appropriate.	A   B   C
0   1   2	22. Data are collected, tallied, and interpreted regularly.	A   B   C
0   1   2	23. A specific plan is in place and implemented for facilitating social interaction between the student with autism and peers.	A   B   C
0   1   2	24. A priority is placed on the development of mutually respectful, positive parent-professional relationships.	A   B   C
0   1   2	25. A plan is in place and implemented for regular communication with the parent/family.	A   B   C

Date of first rating: _____ Sum of scores: _____ Percentage: _____	Date of second rating: _____ Sum of scores: _____ Percentage: _____ Points of improvement: _____
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*An action plan should be formulated and a time line developed to improve any priorities with ratings of A or B.*

Comments:

# Revised Program Evaluation Form - Programmatic and Administrative Indicators

Name of Program \_\_\_\_\_ Person making rating \_\_\_\_\_

Quality Scale (left side of form)	
<b>0</b>	There is no or minimal evidence that this is happening
<b>1</b>	There is some evidence that this is happening with some of the staff or some of the time (or with some of the children).
<b>2</b>	This is clearly happening with most of the staff most of the time (with all of the children)

Priority Scale (right side of form)	
<b>A</b>	Needs immediate attention, of the highest priority
<b>B</b>	Important issue to address, but not immediate or urgent
<b>C</b>	Not important or relevant now, but need to monitor for the future

Quality	Programmatic and Administrative Indicator	Priority
<b>0   1   2</b>	1. Sufficient staff is available to provide the support necessary to accomplish IEP goals and carry out other programmatic responsibilities.	<b>A   B   C</b>
<b>0   1   2</b>	2. Professionals and paraprofessionals receive specific and direct instruction and supervision as needed regarding their responsibilities to students.	<b>A   B   C</b>
<b>0   1   2</b>	3. Staff participates in professional development activities within the school that are designed to further develop the staff members' knowledge and skills.	<b>A   B   C</b>
<b>0   1   2</b>	4. Staff participates in professional development activities outside the school setting, such as attending regional or national conferences and workshops.	<b>A   B   C</b>
<b>0   1   2</b>	5. Staff members are monitored, evaluated, and given feedback regarding their effectiveness with students and participation as team members.	<b>A   B   C</b>
<b>0   1   2</b>	6. There is sufficient time available for the team to meet regularly to coordinate programming.	<b>A   B   C</b>
<b>0   1   2</b>	7. The team meets regularly to collaborate, (written records, jobs targeted, people responsible noted.)	<b>A   B   C</b>

Date of first rating: _____ Sum of scores: _____ Percentage: _____	Date of second rating: _____ Sum of scores: _____ Percentage: _____ Points of improvement: _____
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*An action plan should be formulated and a time line developed to improve any priorities with ratings of A or B.*

Comments: