

School Support for Quality ASD Programming

School: _____ Date: _____

Person completing checklist: _____ Role: _____

- Score: 0 – this indicator is not present; our school is asking for help in addressing this
 1 – this indicator is not present; we do not need assistance in addressing this
 2 – this indicator is partially achieved and is being actively addressed
 3 – this indicator is fully achieved and readily evident

Evaluate your school on the following criteria:	Score	How Achieved/ Steps to Address
SCHOOL ATMOSPHERE		
Students with ASD are treated as valued members of the student body, and are included in events, newsletters, grade level “teams,” without being specifically identified as disabled.		
Training about ASD and ongoing support are provided to general education teachers and staff		
General education students and staff are provided with support and knowledge to facilitate meaningful interactions with students in ASD classrooms		
ASD CLASSROOM SUPPORT		
ASD Classroom is staffed at appropriate (1:3) teacher-to-student ratio throughout the day (staff are not pulled for bus duty, lunchroom monitor, etc)		
ASD Classroom staff are provided with planning periods and lunch appropriate to position; staffing is adequate to allow staff to use these non-instructional periods meaningfully, and administrators make sure this occurs.		
Related services and classroom staff confer regularly to improve skill acquisition/generalization; services are delivered in the classroom or natural environment whenever possible		
ASD teachers supporting students in gen. ed. are provided access to books, materials and assignments needed to adapt/modify curriculum, and where necessary, access to grade level meetings		
School Administrators contact Area ESE support or ASD Program Lead when ratio strain, behavioral problems, or training needs are identified		
School Administrators are knowledgeable in the area of ASD, including core deficits, behavioral strategies, curriculum and instructional strategies, and family resources		
Administrators are familiar with CARD, VR and other supportive agencies and know how to access these supports.		
ASD Teachers’ professional development plans include a means of obtaining endorsement if not already obtained.		
Administrators make regular, unannounced classroom visits to		

provide positive feedback or coaching, and to assess the fidelity of classroom operations to best practice standards.		
BEHAVIOR SUPPORT		
ASD staff, including paraprofessionals, are provided opportunities to attend training to enhance skills relevant to ASD instruction, including basic behavioral and instructional strategies, and training to reduce and prevent restraint when appropriate		
The FBA process includes interviews with parents and outside agencies directly serving the student in addition to direct observation and rating scales or teacher interviews.		
Behavioral interventions are based on positive supports and strategies, with instruction in specific, alternative appropriate skills included in the plan		
OTHER ISSUES		
Students who may take statewide general education testing are also provided a portfolio assessment plan, beginning in August		
High school students have a variety of individualized job training opportunities appropriate to their strengths and interests		