Autism Program Environment Rating Scale-Preschool/Elementary

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Contents

Acknowledgements

To develop the APERS-PE, we looked to previously developed environmental assessments designed for preschool and elementary-aged learners. Specifically, we gathered information from the following instruments and would like to acknowledge their contribution:

- *A Comprehensive Planning Process for Students with Autism Spectrum Disorders and Related Disabilities: The Ziggurat Model and Comprehensive Autism Planning System* (Autism Asperger Publishing Company, 2008)
- *Assessment of Practices in Early Elementary Classrooms (APEEC)* – (Hemmeter, Maxwell, Jones, Ault, & Schuster, 2001).
- *Denver Model Classroom Checklist* (Rogers & Osaki, 1999) - developed to monitor implementation of the Denver model.
- *Early Childhood Environment Rating Scale-Revised (ECERS-R)* (Harms, Clifford, & Cryer, 2005).
- *Professional Development in Autism (PDA)* (Schwartz) - developed as part of the former National PDA Center.
- *School-Age Care Environment Rating Scale (SACERS)* (Harms, Vineberg Jacobs, & Romano, 1995).

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Instructions for Using the Autism Program Environment Rating Scale-Preschool/Elementary

The Autism Program Environment Rating Scale-Preschool/Elementary (APERS-PE) is an environmental assessment designed to be used by an outside observer for program evaluation, program improvement, and/or research. The APERS-PE also can be used as a self-assessment by teachers, specialists, program directors, and other administrators in programs serving learners with autism spectrum disorders (ASD) who are 2 to possibly 12 years of age. The APERS-PE includes 64 items and 11 domains that focus on various aspects of program quality. Items are organized under the following domains:

- Classroom Environment
- Class Structure/Schedule
- Positive Classroom Climate
- Assessment
- Curriculum and Instruction
- Communication
- Staff/Peer Relationships
- Personal Independence and Competence
- Functional Behavior (Challenging & Adaptive)
- Family Involvement
- Teaming

Prior to administration of the APERS-PE, anyone wishing to use the scale should receive training and guidance from an experienced APERS-PE trainer. Training should include 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-PE and should be read carefully before administering the scale.

Administration of the APERS-PE

1. The APERS-PE is designed to be used in inclusive or special education classrooms that serve learners with ASD in preschool (i.e., learners ages 3-5 years) and elementary school classrooms (i.e., learners ages 6 to possibly 12 years). The instrument is intended to assess both the environment, along with programming specific to learners on the autism spectrum. Please direct much of your observation/scoring to the learners identified with ASD. For example, Item 37 describes teacher interaction style. It is imperative that the interaction with learners with ASD is included in the score given. Observers should plan for at least three hours to administer the scale in its entirety.
2. Do NOT conduct the observation if the learner's primary teacher is not present for a majority of the observation period (e.g., substitute teacher).

3. Prior to the observation, all identifying information should be completed on the top of the first page of the Score Sheet. You will need to arrange a time following the observation to interview the learner's primary teacher, 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-PE General Interview Protocol. Record responses from the teacher, parent, and team member on this interview form. The questions that can be scored by interview only are marked with an "I" in the scoring booklet (e.g., 17-I). These items also can be scored through a telephone interview if an in-person interview is not possible.

4. You also will need to arrange a time to review Individual Education Programs (IEPs) for two to three learners in the classroom. Prior to the observation, it also may be possible to ask the learners' primary teacher about goals that are currently being addressed if it is not feasible to access learners' IEPs. Questions that are marked with an "R" can be scored by this review if adequate information is available. Otherwise, the information can be obtained through interviews.

5. 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, family member, or team member during the interview process to obtain an accurate score.

6. 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.

7. Several items may not be appropriate for older inclusive elementary classrooms (i.e., grades 3-5) and are denoted with an asterisk (*). Do not score these items for this age group if they are not appropriate.

8. Item 40 should *only* be scored for older inclusive elementary classrooms (i.e., grades 3-5).

9. When observing individual classrooms, please be careful to not disrupt ongoing classroom routines and activities.

10. If you do not observe specific items, you can ask the classroom teacher(s) after the observation is complete so that individual scores can be derived. Please do not interrupt staff members throughout the observation or interact with learners unless unsafe conditions are observed.

11. The Score Sheet provides a convenient way to record scores for individual items. A blank copy of the Score Sheet will be required for each observation. Ratings should be entered on the Score Sheet during or immediately following the observation.

12. A pencil is recommended for use during scoring and it is helpful to stabilize items on a clipboard during the observation period.

Explanation of Terms Used Throughout the APERS-PE

1. *Teacher* is the primary person in charge of the classroom activities. For self-contained classrooms, there may be only one teacher. For Learners who receive services in inclusive programs may have a variety of teachers (e.g., English, Science, Math). When observing individual classrooms, focus observations on the learner's primary teacher in that setting.

2. *Team members* are all professionals involved in planning and implementing IEP goals and objectives for learners with ASD in the program. Team members may include classroom assistants, speech-language pathologists, occupational therapists, or special educators.
3. *Staff* are all individuals who come in contact with a learner during the course of the observation period. Staff may include classroom assistants, speech-language pathologists, occupational therapists, or special educators.
4. *Few* refers to two or fewer activities, materials, or opportunities during the observation period. Examples include Items #7, 55-I, and 61-I.
5. *Some* is two or more activities, materials, opportunities, and so forth. Examples include Items #9, 11, 13, 16, 17-I, and 18-I.
6. *Many/numerous/multiple/several* means that four or more activities, opportunities, or materials are provided during the observation period. For example, a teacher may provide many opportunities for learners with ASD to interact with typically developing peers during the class period. Examples include Items #5, 27, 28, 38, 41, 42, 43, and 44.
7. *Available* means that certain materials, equipment, and so forth are available for use, but may not be accessible to learners. For example, certain materials in the classroom may be stored in a cabinet or on a shelf and are available to the teacher and/or staff to use during particular activities. Examples include Items #5, 31, 32, and 35.
8. *Adequate/sufficient* means that there are enough materials for all learners in the class or activity to participate. Examples include Items #1, 3, 4, 8, and 23.
9. *Most* means the majority of staff, opportunities, and so forth. Examples include Items #26-I, 29, and 33.
10. *Sometimes* means that activities, materials, opportunities are provided and/or are available about half of the time. Examples include Items # 10, 11, 50-I, 51-I, and 57-I.
11. *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, 59-I, and 62-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-PE. These items and indicators are denoted by two asterisks (**) and should be scored using the directions provided at the bottom of the page.
3. Some items on the APERS-PE may not be applicable to older learners receiving services in inclusive settings. These items and indicators are denoted by one asterisk (*) and should not be scored.
4. Along with the Score Sheet, the APERS-PE should be readily available throughout the observation process to ensure that accurate scores are obtained for each item
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.

7. **Please Note: If you are scoring across settings and staff members, please assign a rating that best reflects the broad educational environment for learners with ASD. For example, if the scores across three settings for an individual item were 1, 2, and 4, then the score for that item would be a 3. See additional directions under the "Score Sheet" heading.**

8. To calculate average sub-domain scores, sum the scores under the item in each subdomain and divide by the number of items scored. The total mean score for each domain is the sum of all item scores for the entire domain divided by the number of items scored.

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, with 1 being "inadequate" and 5 being "exemplary." 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.

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/program and used within the context of a supportive relationship to improve services to learners with ASD.

To fill out the Summary Score Sheet:

1. First, calculate subdomain scores (Safety, Classroom Organization, and Classroom Materials in the example below) by adding the scores from each item indicated (in the "Sum of Scores" column). For the Safety subdomain in the Example #1 below, the score for Item #1 was "5," the score for Item #2 was "3," and the score for Item #3 was "2." The *Sum of Scores* is then divided by the *Number of Items Score*d to acquire the subdomain score. In Example #1, the *Sum of Scores* (10) is divided by the *Number of Items Scored* (3). As a result, the score for the Safety subdomain is 3.33.
2. To obtain the *Total Domain Score*, observers should combine the *Sum of Scores* for each subdomain in the first column. In Example #1, a sum of 28 is acquired by adding 10, 9, and 9 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 CLASSROOM ENVIROMENT domain is 8. 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 CLASSROOM ENVIRONMENT 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 CLASSROOM ENVIRONMENT is 3.6777777, then the final score for this domain would be 3.68.

Example #1: APERS-PE Score Summary Sheet

CLASSROOM ENVIRONMENT	Sum of Scores	Number of Items Scored	Subdomain Scores
Safety *(Items 1-3)*	5+3+2= **10**	3	3.33
Classroom Organization *(Items 4-6)*	4+2+3= **9**	3	3.00
Classroom Materials *(Items 7-8)*	5+4= **9**	2	4.50
Total Domain Score	28	8	**3.50**

3. To calculate the overall APERS score, (a) add together the *Sum of Scores* for each domain (light gray in example below); (b) add together the *Number of Items* scored for each domain (dark gray in the example below); (c) then divide the sum of all items scored by the total number of items scored. This will be your average score for all items. Again, round to the hundredth.

4.3.

Example #2: Deriving the Overall APERS Score

CLASSROOM ENVIRONMENT	Sum of Scores	Number of Items Scored	Subdomain Scores
Safety *(Items 1 – 3)*	12	3	4.00
Classroom Organization *(Items 4 – 6)*	8	3	2.67
Classroom Materials *(Items 7 – 8)*	5	2	2.50
Total Domain Score	25	8	**3.13**

Disclaimer

The APERS-PE is a program evaluation tool intended for use as a formative resource for improving learning and educational environments for learners with autism spectrum disorders and represents a "snapshot" of a program. Information gathered from the APERS should be used to identify aspects of educational programs that support learners 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 learners with ASD and should not to be used as an evaluative measure of staff performance.

	1	3	5	
Classroom Environment				
1	☐ The classroom environment appears extremely unsafe for learners (e.g., electrical plugs uncovered or sharp objects that are in reach of learners).	☐ No major environmental hazards are observed. ☐ There are an adequate number of staff to ensure supervision of the learners and their safety indoors and outdoors as specified by state and district guidelines.	☐ Staff anticipate and take action to prevent safety problems. ☐ Staff explain safety rules to learners**. ☐ Play areas in the classroom and outside play equipment are arranged and maintained to avoid potential safety problems (e.g., fences, no sharp edges, padding around outdoor climbing structures).	Safety
2	☐ The classroom set-up or design inhibits staff from being able to see and monitor learner(s) from most vantage points in the room (e.g., high barriers or shelves are present throughout the classroom).	☐ The classroom set-up or design allows staff to see and monitor learner(s) behavior from most vantage points in the classroom (no more than 2 areas in the classroom where the staff are unable to see all learners).	☐ The classroom design or set-up allows classroom staff to see and monitor learner(s) behaviors from all vantage points in the classroom. ☐ Classroom design provides accessibility for learners needing special equipment (e.g., wheelchairs, support walkers).	

**Do not score if not applicable.

	1	3	5	
3	☐ The classroom does not appear hygienic or sanitary (e.g., staff do not wash hands after helping learners wipe noses or use the restroom, staff do not wash hands before handling food, toys and materials appear dirty).	☐ Adequate hygiene and sanitation are occasionally maintained by staff. ☐ Care is given to learners' appearances (e.g., teacher prompts learner to wipe mouth, teacher straightens learner's hair).	☐ Hygiene and sanitation are consistently promoted in the classroom (e.g., signs, staff teach sanitation, discussion about germs). ☐ Learners are taught or encouraged to manage their own health practices (e.g., wash hands, blow noses).	Safety
4	☐ Learners do not have their own space to store personal items. Learners have to share space for such items as backpacks, jackets, and lunch boxes.	☐ There are a sufficient number of classroom spaces so that each learner has a place to store personal items. ☐ The space is sufficient in size (e.g., enough space for all personal belongings).	☐ Learners' personal spaces are labeled so learners can readily identify their own space. ☐ The labels are appropriate based on the developmental ability of each learner (e.g., picture symbols are used instead of or paired with written words versus written words only for learners with limited language abilities.)	Classroom Organization
5	☐ There is insufficient space in the classroom for the number of learners, adults, and amount of furniture. ☐ The arrangement of space is poorly maintained.	☐ There is defined space for learners to engage in activity/learning areas (e.g., block center, housekeeping or pretend area, sensory interest area, computer, classroom library). ☐ There are at least 3 activity interest areas.	☐ There is space for learners to engage in quiet or leisure activities. ☐ Access to quiet or leisure space is available to learners numerous times throughout the day.	

	1	3	5	
6	☐ No physical structure or clear physical or visual boundaries exist to support learners' understanding of what activities take place in particular locations.	☐ Physical structure or boundaries exist in at least two activity interest areas.	☐ Physical structure or boundaries exist in all activity/learning areas. ☐ The physical structure or boundaries convey expectations for the activity or area of the classroom (e.g., play with blocks routinely occurs in block center and not at the snack table, computer in computer area, books in library center). ☐ The physical structure and boundaries appear to be based on the characteristics of learners with ASD in the class (e.g., fewer physical barriers may be used for learners who are less distractible).	Classroom Organization
7	☐ Classroom materials appear disorganized and are stored in inappropriate locations. ☐ The learners cannot locate necessary instructional or play materials when needed. ☐ Materials are out of the reach of learners.	☐ Most classroom materials are appropriately organized and stored in the correct location. ☐ A few classroom materials are physically accessible to learners.	☐ Classroom materials are organized and stored in appropriate locations. ☐ Most classroom materials are physically accessible to learners. ☐ Classroom materials appear developmentally <u>AND</u> age appropriate across the range of learners with ASD in the classroom.	Classroom Materials

	1	3	5	
8	☐ Most classroom materials are broken and not able to be used by learners. *If not observed, ask teacher or other staff member.*	☐ Most classroom materials are in good working order/good condition. ☐ A sufficient number of classroom materials are provided to allow most learners to participate in activities.	☐ All classroom materials are in good working order/good condition. ☐ There are enough materials for all learners to participate in classroom activities. ☐ Class materials are rotated to maintain learner interest[*].	Classroom Materials
Class Structure/Schedule				
9	☐ No daily classroom schedule is posted.	☐ A classroom schedule is posted and the schedule is routinely followed. ☐ Learners have some opportunities to engage in different types of activities across the day (e.g., blocks, art, snack, small group, large group, active learning activities).	☐ Staff follow a predictable schedule throughout all routines and activities of the classroom day. ☐ Learners have many opportunities to engage in a variety of classes/activities throughout the day. ☐ There is a balance of learner-initiated versus adult-directed activities.	Scheduling

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[*] Not applicable to inclusive elementary classroom settings (grades 3-5).

	1	3	5	
10	☐ Learners are not forewarned or prepared for classroom transitions. ☐ Classroom activities appear to occur at random and without prior planning or forewarning of learners. ☐ Materials are not ready when learners arrive at a location.	☐ Learners are regularly forewarned or prepared for classroom transitions or disruptions and changes in routines (i.e., informed in advance of changes in routine or activity, two minute warning before clean up time). ☐ Materials are sometimes ready when learners arrive at a location[**].	☐ All staff are consistent in how learners are prepared or forewarned of transitions or disruptions. ☐ Materials are ready when learners transition to minimize transition time[**]. ☐ Instruction begins immediately when learners arrive at the next activity/class.	Transitions
11	☐ Schedules or visual supports (e.g., visual timer, transition cues, visual countdown systems) are not used to support the independent transition of any of the learners.	☐ Schedules or visual supports (e.g., visual timer, transition cues, visual countdown systems, objects, pictures) are sometimes used to support learner transitions. ☐ Some visual supports are placed at the learner's eye level[*].	☐ Schedules or visual supports are consistently used. ☐ Schedules and visual supports are individualized based on the learners' developmental abilities (e.g., picture, picture/word, written). ☐ Individual schedules or visual supports are consistently placed at the learner's eye level[*].	

[**]In older inclusive elementary classrooms, individual learners may hand out materials at the beginning of the class period or the teacher might tell learners what materials are needed before transitioning to the next activity/class.

[*] May not be appropriate for older inclusive elementary classrooms (grades 3-5).

Positive Classroom Climate			
	1	3	5	
12	☐ Teacher does not greet learners upon arrival or departure.	☐ Teacher greets most learners upon arrival or departure. ☐ Teacher appears friendly and positive in greetings to students.	☐ All staff greet all learners upon arrival or departure. ☐ Greetings are appropriate for learners' age AND are based on learners' developmental level or abilities (e.g., use of picture cards, sign language).	Verbal Interactions
13	☐ The vast majority of adult-learner interactions in the classroom are negative in tone. ☐ Staff are disrespectful of learners' cultural and linguistic diversity (e.g., does not use learners' native language) **.	☐ Most teacher-learner interactions are positive, respectful, and warm (e.g., show respect for learners' feelings, listen attentively, make eye contact). ☐ When needed, staff make some accommodations for linguistic and cultural diversity (e.g., use native language, respectful of beliefs).	☐ All staff in the classroom/program engage the learners in positive, respectful, and warm interactions. ☐ Most staff interactions appear respectful of the learner's cultural or linguistic diversity (e.g., use native language, respectful of beliefs).	Staff Behaviors and Interactions
14	☐ Staff do not acknowledge learners' efforts and positive behaviors.	☐ Teacher consistently acknowledges learners' efforts. ☐ Teacher only uses one approach to acknowledge learners' efforts - either informal (e.g., pats on back, high fives) OR formal (e.g., homework pass, soda, rewards, graded materials).	☐ All staff acknowledgements are individualized to the learner. ☐ All staff acknowledge learners' efforts/positive behaviors in both informal (e.g., pats on the back, high fives) AND formal ways (e.g., notes, rewards, graded materials).	
15	☐ Teacher does not engage or redirect learners who are off-task or unengaged in activity.	☐ Teacher initially redirects learners to task and sometimes follows through to ensure engagement. ☐ Teacher is aware of learner engagement levels and responds to off-task behavior in a timely manner.	☐ All staff appropriately redirect learners to task and remain with learners until they are engaged in an activity. ☐ All staff are aware of learner engagement levels and respond to off-task behavior in a timely manner.	

**Do not score if not applicable.

	1	3	5	
16	☐ Classroom materials or supplies do not reflect any type of diversity (i.e., cultural, linguistic, ability).	☐ Some books, pictures, and materials are accessible showing different races, cultures, ages, abilities, and gender in non-stereotyped roles.	☐ Supporting diversity is part of daily routines and activities and is represented throughout the classroom day and in a variety of activities (e.g., pictures and books showing cultural diversity, music, history).	Staff Behaviors
Assessment				
17-I**	☐ Parents and/or family are not given the opportunity to be involved in the assessment process. ☐ Assessment does not consider family culture or the learner's and family's home language.	☐ Parents and/or family are given the opportunity to be involved in parts of the assessment process (e.g., interview, questionnaire). ☐ Some assessment information is gathered in a manner consistent with the family's cultural beliefs and norms. *Do not score if not applicable.*	☐ Parents and/or family are involved throughout the assessment process (e.g., provide information about learner performance at home, learner's interests). ☐ Assessment information is collected in a culturally/linguistically appropriate way for learners and families (e.g., in the language most meaningful to the learner and family, in a manner consistent with the family's cultural beliefs and norms). *Do not score if not applicable.*	Assessment
18-I	☐ Families are not given the opportunity to participate in the development of IEP goals and objectives. ☐ IEP goals and objectives do not consider family's cultural beliefs and norms.	☐ Families are invited to participate in the development of IEP goals and objectives. ☐ Some of the IEP goals and objectives are consistent with the family's cultural beliefs and norms. *Do not score if not applicable.*	☐ Families participate in all aspects of the development of IEP goals and objectives. ☐ IEP goals and objectives are written in a manner consistent with family's cultural beliefs and norms. *Do not score if not applicable.*	IEP

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

	1	3	5	
**19-I/R	☐ Target skills within the IEP and curriculum do not reflect current assessment data.	☐ IEP goals and objectives are stated in an observable and measurable manner. ☐ IEP goals and objectives reflect current assessment data.	☐ IEP goals and objectives are stated in an observable, functional, and measurable manner. ☐ IEP goals and objectives address the core deficit areas related to ASD (communication, social skills, and repetitive behaviors/restricted interests), as well as attention, imitation, play/leisure, independence, cognitive flexibility, and other interfering behaviors.	IEP
20-I	☐ Task analyses are not completed on target skills within the IEP (e.g., washing hands, putting on jacket).	☐ Task analyses are conducted on some target skills within the IEP (e.g., washing hands, putting on jacket). ☐ Task analyses are used to guide instruction for some skills.	☐ Task analyses are conducted on most target skills within the IEP (e.g., washing hands, putting on jacket). ☐ Task analyses are used to guide instruction for most skills.	
21-I	☐ Data are not collected on IEP goals or objectives.	☐ Data are collected in at least two formats OR data are collected in at least two settings. ☐ Data are sometimes used in guiding instructional decisions.	☐ Data are collected on all IEP goals and objectives based on school/district guidelines. ☐ Data are collected in multiple formats (e.g., formal and informal assessments, direct observations, written narratives, criterion-referenced instruments, interviews with families) <u>AND</u> across settings. ☐ Data are summarized, analyzed, and used to guide instructional decisions.	Data Collection

**Confirm through review of IEP

	1	3	5	
22-I	☐ Teacher and other staff do not have access to the written goals and objectives from the IEP for each learner. ☐ Teacher/team members do not have access to information from previous assessments.	☐ Teacher and other staff have access to some learners' written goals and objective from their IEP (e.g., in school office). ☐ Teacher/team members have access to some information from previous assessments (e.g., available from school psychologist, therapist).	☐ Teacher and other staff have easy access to the written goals and objectives from the IEP of each learner (e.g., in classroom, online). ☐ When developing an IEP, teacher/team members have easy access to information from previous assessments (e.g., in classroom files).	Data Collection
23-I/R	☐ Assessments do not include information related to transitions between grades, programs, life stages, or other transitions.	☐ Assessments include information on skills needed for successful transitions. ☐ Specific information about upcoming transitions is included in assessments.	☐ Assessments include information on skills needed for successful transition to the next grade, program level, or life stage, and adequate preparation for upcoming transitions. ☐ Families are involved in the assessment and transition planning. ☐ Assessment results are shared with the learner's next program.	Transition Planning
Curriculum and Instruction				
24	☐ Teacher uses only one instructional method during the day (e.g., all large group instruction, all independent work).	☐ Teacher allows learners to make some choices during instruction (e.g., project choice, activity choices within the classroom, who to work with, write or type a project). ☐ Teacher uses at least two instructional methods during the class/day (e.g., teacher-lead, embedded instruction, small and large group activities).	☐ All staff employ choice-making as a feature of instruction (e.g., project choice, activity choices within the classroom, who to work with, write or type a project). ☐ All staff use varied instructional methods throughout the day based on individual learner needs (e.g., more teacher-directed activities for learners who need more direct instruction).	Instructional Strategies

	1	3	5	
25	☐ Teacher does not provide instructions for learners OR instructions during activities are unclear or not understood by learners.	☐ Teacher provides clear and meaningful instructions during some activities. ☐ Instructions are sometimes given in multiple formats (e.g., product sample, written, verbal, pictures).	☐ All staff provide clear and meaningful instructions during all activities. ☐ Instructions are frequently given in multiple formats (e.g., product sample, written, verbal, pictures).	Instructional Strategies
26-I/R	☐ Teacher does not consider learners' IEP goals during instruction. ☐ Learner strengths and interests are not considered when designing instruction.	☐ Teacher focuses on learners' IEP goals during at least two activities or routines. ☐ Some instructional activities are planned to capitalize on learners' strengths and interests.	☐ All staff focus on learners' IEP goals throughout the day (e.g., in multiple settings and materials, with multiple adults and/or other learners). ☐ Most instruction is designed to capitalize on learners' strengths and interests.	
27	☐ Instructional periods are too long or too short to maintain learners' attention and engagement. ☐ There are many distractions during instructional time. ☐ Teacher does not address the distractions that occur during instructional times.	☐ Instructional periods and activities are usually the appropriate length to maintain learners' attention and engagement. ☐ There are few distractions during instructional time (e.g., learners using the restroom, learners sharpening pencils, other staff coming in and out of classroom). ☐ The teacher addresses distractions during instructional times, but they continue to occur.	☐ The length of instructional periods is appropriate to maintain learners' attention and engagement. ☐ Teacher addresses distractions during instructional time (e.g., learners using the restroom, sharpening pencils, other staff coming in and out of classroom) so that they no longer occur. ☐ Learners are positioned to maximize focus on task or person (e.g., teacher stands behind learner during instruction, learner is seated next to teacher during small group activities).	

	1	3	5	
28	☐ No opportunities are provided for learners with ASD to work on pre-academic and/or academic skills (e.g., pre-literacy, math, literacy).	☐ At least one opportunity is provided for learners with ASD to work on pre-academic and/or academic skills (e.g., pre-literacy, math, literacy) during classroom activities if appropriate. ☐ Some formal instruction is provided to learners with ASD during planned activities to address pre-academic and/or academic skills if appropriate.	☐ Numerous opportunities are provided for learners with ASD to work on pre-academic and/or academic skills (e.g., pre-literacy, math, literacy) if appropriate. ☐ Pre-academic and/or academic instruction takes place during both planned (e.g., story time, writing activity) and unplanned activities (e.g., during free play in the block center, on the playground while playing in the sand) if appropriate. ☐ Pre-academic and/or academic instruction focuses on target skills in learners' IEPs**.	Instructional Strategies
29	☐ Teacher does not provide prompts for learners during instruction.	☐ Teacher provides prompts, but sometimes over- or under-prompts learners during instruction. ☐ Teacher uses one form of prompt with learners (e.g., physical, verbal, gestures).	☐ All staff use a clear prompting hierarchy during most instructional activities (least-to-most OR most-to-least invasive). ☐ All staff use a variety of prompts to meet individual needs of learners (e.g., physical, verbal, gestures).	
30	☐ Reinforcers[1] are not used. The primary means of behavior management is through negative consequences.	☐ Reinforcers are used intermittently. ☐ Reinforcers are used more than negative consequences.	☐ Reinforcers are used consistently to increase learners' appropriate behavior. ☐ Natural reinforcers[2] are used. ☐ Reinforcers are individualized for each learner.	

1. Reinforcers are desirable event (from the learner's perspective) that are delivered after the behavior or performance.
2. Natural reinforcers can be social events or access to desired materials and/or activities in the classroom.
**Review learner IEPs to confirm.

	1	3	5	
31	☐ No visual supports are used during instruction (e.g. pictures that indicate the steps in completing a project, a written reminder of class procedures, "finished" box for completed tasks).	☐ Visual supports are available and are sometimes used during instruction (e.g. pictures that indicate the steps in completing a project, a written reminder of class procedures, "finished" box for completed tasks). ☐ Visual supports are available in at least two settings/activities.	☐ Visual supports are routinely used during instruction (e.g. pictures that indicate the steps in completing a project, a written reminder of class procedures, "finished" box for completed tasks). ☐ Visual supports are individualized and available across settings/activities (e.g., block center, hallways, playground, bus, math class).	Instructional Strategies
32	☐ Sensory-based or emotional regulation strategies/supplies are not available in the classroom (e.g., sitting on a ball instead of a chair to complete an activity, access to toys to squeeze/fidget with, rice/sand table).	☐ Supplies or strategies to support sensory/emotional regulation are available, but not actively used during instruction (e.g., sitting on a ball instead of a chair to complete an activity, access to toys to squeeze/fidget with, rice/sand table). ☐ Supplies or strategies to support sensory/emotional regulation are available in at least two settings/activities.	☐ Sensory-based or emotional regulation strategies/supplies are consistently used across settings and activities (e.g., sitting on a ball instead of a chair to complete an activity, access to toys to squeeze/fidget with, rice/sand table). ☐ Supplies or strategies to support sensory/emotional regulation are specific to learner needs and are available across all settings/activities as needed.	
33	☐ No curriculum modifications (e.g., incorporating favorite items into an activity, favorite items visible, but out of reach) are provided during instructional activities to maximize learner involvement throughout the day.	☐ Teacher uses at least two curriculum modifications (e.g., incorporating favorite items into an activity, favorite items visible, but out of reach) during instructional activities throughout the day. ☐ Teacher uses curriculum modifications to teach key skills identified on individual learners' IEPs.	☐ All staff use curriculum modifications (e.g., incorporating favorite items into an activity, favorite items visible, but out of reach) to teach target skills. ☐ Curriculum modifications are incorporated into most routines and activities so that IEP goals are addressed multiple times across the day.	

Communication			
	1	3	5	
34	☐ Staff do not use consistent strategies for promoting learner communication (e.g., prompting, waiting for response). ☐ Staff in the classroom do not respond consistently to learners' communication attempts; or adults interrupt learners' communication attempts.	☐ Teacher consistently uses strategies to promote learner communication development (e.g., prompting, waiting for response). ☐ Teacher usually responds to learners' communication attempts.	☐ All staff in the classroom use consistent strategies to promote the communication development for individual learners (e.g., prompting, waiting for response). ☐ All staff in the classroom consistently respond to learners' communication attempts (teacher expansion or elaboration of the learner's communicative attempts may occur).	Structure and Adult Actions
35	☐ Communication systems or supports (e.g., scripts to support making comments, cues to assist with asking questions, reminders to initiate conversation) are not available to learners.	☐ Communication systems or supports (e.g., scripts to support making comments, cues to assist with asking questions, reminders to initiate conversation) are accessible in at least two settings/activities (e.g., snack, playground, free play). ☐ Individual communication systems or supports are available most of the day to support social communication (e.g., scripts to support making comments, cues to assist with asking questions, reminders to initiate conversation, portable cue cards for lunch/playground). ☐ Communication systems or supports are appropriate for learners' abilities (e.g., picture, word, sign language).	☐ Appropriate individual communication systems (e.g., words, signs, augmentative and alternative communication devices, picture symbols) are accessible when needed so that each learner has the means to initiate communication, make choices, state needs, protest, and make requests. ☐ Appropriate individual communication supports are in place to support social communication (e.g., scripts to support making comments, cues to assist with asking questions, reminders to initiate conversation) in all activities.	Means of Communication

	1	3	5	
36	☐ The environmental arrangement does not encourage learner communication (e.g. learners do not need to ask for items/materials to complete activities, environment is never altered/modified to encourage learners to ask questions or comment).	☐ In at least two settings within or outside of the classroom, the environment is arranged to encourage learners to communicate (e.g., materials are placed just out of reach so learner needs to ask for them, learner's chair may be missing from table so learner can inquire about its location, learner must ask a peer for a calculator or notebook, asking for turn at the computer).	☐ Environmental arrangement strategies are used so that learners need to communicate frequently and throughout the day (e.g., materials are placed just out of reach so learner needs to ask for them, learner's chair may be missing from table so learner can inquire about its location, learner must ask a peer for a calculator or notebook, asking for turn at the computer).	Means of Communication
Staff/Peer Relationships				
37-I	☐ Staff do not plan any opportunities for learners with ASD to interact successfully with typically developing peers (e.g., peer partners/buddies, small group activities) or provide appropriate support.	☐ Staff plan for at least *one* opportunity per week for learners to interact successfully with typically developing peers (e.g., peer partners/buddies, small group activities). ☐ Staff provide some support to learners without interrupting ongoing peer interactions.	☐ Staff plan *daily* opportunities for learners with ASD to interact with typically developing peers (e.g., peer partners/buddies, small group activities). ☐ Staff provide the appropriate amount of support and suggestions needed for learners with ASD to be successful.	Arranging Opportunities

	1	3	5	
38	☐ No materials and activities that encourage communication and social interaction (e.g., board games, play scripts, dramatic play materials) are used during the day.	☐ At least two types of materials or activities that encourage communication and social interaction (e.g., board games, play scripts, dramatic play materials) are used during the day.	☐ Numerous materials and activities that encourage communication and social interaction (e.g., board games, play/conversation scripts, dramatic play materials, peer buddy at lunch) are used during the day. ☐ Materials to support communication and social interaction are appropriate for individual learners' developmental levels and are used throughout the day.	Teaching and Modeling
39	☐ Staff do not model good social skills (e.g., listening, cooperating) with learners and other adults.	☐ Staff occasionally model good social skills (e.g., listening, cooperating) with learners, other adults, and parents. ☐ Staff occasionally talk with learners about ideas related to their play and activities (e.g., concepts, asking open-ended questions).	☐ Staff consistently model good social skills (e.g., listening, cooperating) with learners, other adults, and parents. ☐ Staff talk frequently with learners about ideas related to their play and activities (e.g., concepts, asking open-ended questions).	

	1	3	5	
40-I	☐ Teacher does not conduct systematic instruction to promote the social skills development of learners with ASD in the classroom (e.g., social skills training, social stories, peer-mediated instruction).	☐ Teacher conducts systematic instruction to promote the social skills development of learners with ASD at least one time per week (e.g., social skills training, social stories, peer-mediated instruction). ☐ Social skills instruction takes place within the natural environment (e.g., lunch, free play, playground).	☐ Teacher conducts daily systematic instruction to promote the social skills development of learners with ASD in the classroom (e.g., social skills training, social stories, peer-mediated instruction). ☐ Instruction takes place within the natural environment and with typically developing peers.	Social Skills
41-I[*]	☐ Peer social networks are not part of the school's core curriculum (i.e., school provides instruction to typically developing peers about how to be peer buddies).	☐ Peer social network activities are implemented during at least two school-based activities (e.g., lunch, playground, walking down the hall, sitting in class).	☐ Peer social networks are part of the school's core curriculum (i.e., school provides instruction to typically developing peers about how to be peer buddies). ☐ Numerous typically developing peers are identified to be peer buddies for learners with ASD across school- and community-based settings and activities (e.g., lunch, recess, sitting in class, walking down the hall).	

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[*] Score only for older inclusive elementary classrooms (grades 3-5).

	1	3	5	
Personal Independence & Competence				
42	☐ No accommodations (e.g., extra time, visual supports, steps for completion) are made to activities/tasks that maximize the learner's ability to complete them independently.	☐ Accommodations (e.g., extra time, visual supports, steps for completion) are provided during at least two activities/tasks that maximize the learner's ability to complete them independently. ☐ Teacher provides instructions using accommodations (e.g., cue cards, visual supports) when necessary.	☐ Numerous accommodations or modifications (e.g., extra time, visual supports, steps for completion) are made across activities/tasks throughout the day that maximize the learner's ability to complete them independently. ☐ All staff provide instructions using accommodations (e.g., cue cards, visual supports) when necessary.	Personal Independence
43	☐ No strategies are used to promote learners' personal independence in classroom routines such as packing/ unpacking materials, lunch, snack, toileting (e.g., picture schedules, transition objects, checklists).	☐ At least two opportunities are provided to promote learners' personal independence in classroom routines such as packing/ unpacking materials, lunch, snack, toileting (e.g., picture schedules, transition objects, checklists).	☐ Multiple opportunities are provided throughout the day and across activities to promote learners' personal independence in classroom routines such as packing/ unpacking materials, lunch, snack, toileting (e.g., picture schedules, transition objects, checklists).	

	1	3	5	
44	☐ No strategies are used to promote self-management skills in learners (e.g., helping learners to recognize their behavior by labeling it, helping learners to evaluate how they performed, including learners in the reinforcement process)[3].	☐ At least two strategies are used to promote self-management skills in learners (e.g., helping learners to recognize their behavior by labeling it, helping learners to evaluate how they performed, including learners in the reinforcement process).	☐ Several strategies are used to promote self-management skills in learners (e.g., helping learners to recognize their behavior by labeling it, helping learners to evaluate how they performed, including learners in the reinforcement process).	Personal Independence
45	☐ Learners are not allowed or encouraged to independently move within and between agreed upon spaces and activities throughout the day (e.g., going to another activity after completing an activity, going to restroom, sharpening pencils).	☐ Learners are allowed and encouraged to independently move within and between agreed upon spaces and activities throughout the day (e.g., going to another activity after completing an activity, going to the restroom, sharpening pencils). ☐ Learners have at least one opportunity to engage in play/leisure activities.	☐ Learners have numerous opportunities to participate in and make choices about play/leisure activities.	

[3]In an early childhood setting this may include staff members labeling behaviors (e.g., "Wow – you are sitting."), encouraging learners to label or describe their behavior (e.g., "Did you sit at snack today? That's right, you did sit!"), and/or including learners in the reinforcement process (e.g., choosing a reinforcer).

	1	3	5	
Functional Behavior (Interfering & Adaptive)				
46-I	☐ Teacher does not use proactive strategies to prevent the occurrence of interfering behaviors[4] (e.g., visual supports, consistent schedule).	☐ Proactive strategies are used in some activities/settings to prevent the occurrence of interfering behaviors (e.g., visual supports, consistent schedule).	☐ Proactive strategies are used across activities/settings to prevent interfering behaviors (e.g., visual supports, consistent schedule). ☐ Collaboration between family and school occurs to identify proactive strategies that can be used in the home and community.	Proactive Strategies
47-I/R	☐ A functional behavioral assessment (FBA) is not used to understand the cause of interfering behaviors when they occur.	☐ A member of the team conducts an FBA to determine the cause of the interfering behavior when it occurs. ☐ The FBA includes observation of the learner and interfering behaviors in the context the learner displays the behavior.	☐ An FBA is conducted in collaboration with family and other team members when interfering behaviors occur. ☐ The FBA includes a team-generated hypothesis statement about the potential function(s) of the behavior (e.g., behavior serves an escape or tangible/access function). ☐ The FBA identifies possible replacement behaviors that can serve as the focus of the intervention to reduce interfering behaviors.	Behavior Assessment

[4] Interfering behaviors include both repetitive (e.g., hand flapping, repeating phrases, body rocking) and disruptive behaviors (e.g., hitting, biting, spitting, yelling).

	1	3	5	
48-I	☐ An intervention plan to address interfering behaviors is not developed.	☐ A member of the team develops an intervention plan to address interfering behaviors when they occur. ☐ Some data are collected to monitor learner progress.	☐ A comprehensive intervention plan is developed in collaboration with family and other team members and includes: assessment information; instructional strategies for teaching replacement behavior and skills; and a plan for what to do if interfering behavior continues. ☐ All team members implement identified strategies and interventions in a consistent manner to ensure implementation fidelity. ☐ Data collection on the occurrence of the interfering behavior is consistent and ongoing.	Behavior Management
49	☐ Teacher responds more frequently to interfering behaviors than appropriate behaviors. ☐ Teacher primarily uses negative consequences and punishment rather than more positive approaches (e.g., redirection, ignoring unwanted behavior, intervening early in a chain of negative behaviors, prompting to use replacement behaviors).	☐ Teacher responds to interfering behaviors in a consistent manner across activities and settings. ☐ Teacher 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.	☐ All staff address interfering behaviors in a consistent manner across settings and activities. ☐ All staff reinforce appropriate behavior more 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).	

Family Involvement				
	1	3	5	
50-I	☐ Teacher and staff interactions with families are negative. ☐ During meetings, teacher and staff spend no time establishing a rapport with family members. ☐ Teacher and staff are critical of family members' knowledge, cultural beliefs, and priorities	☐ Teacher and staff interactions with family are inconsistent. There is evidence of both positive and negative interactions with some families. ☐ Teacher and staff are sometimes respectful of family members' knowledge, cultural beliefs, and priorities. ☐ During meetings, teaches and staff occasionally attempt to establish rapport with the family.	☐ Teacher and staff maintain a positive relationship with families. ☐ Teacher and staff respect family members' knowledge, cultural beliefs, and priorities. ☐ During meetings, teacher and staff begin by establishing a positive rapport with the family members.	Teaming
51-I	☐ Teacher and staff are indiscrete in the information they provide about family members, resulting in a loss of confidentiality. ☐ Teacher/staff keep information about learners and families in a location easily accessible by others (e.g., in teacher's desk, in an unlocked closet).	☐ Teachers/staff are sometimes indiscrete in the information they provide about family members. ☐ Teacher sometimes discuss confidential information about learners and their families with other staff. ☐ Teacher/staff sometimes keep learner and family information in a safe place (e.g., locked desk or closet).	☐ Teacher and staff maintain confidentiality of information about learners. ☐ Teacher does not talk about a learner or family in front of other teachers. ☐ Teacher keeps records of learners and family in a safe place (e.g., locked desk or closet).	Communication

	1	3	5	
52-I	☐ Teacher has no communication with family outside of the IEP conference. ☐ In the IEP conference, teacher and team members frequently use technical terms when meeting with families and provide no explanation.	☐ Teacher sometimes sends home weekly to monthly reports of activities in the classroom. ☐ In communication with parents, teacher and team members limit the use of technical terms with families. ☐ When technical terms do occur in meetings or written communication, they are not explained.	☐ Teacher has a system for regular communication that is individualized to each family and is consistently used. ☐ Teachers and team members avoid jargon and acronyms when communicating with parents/families. ☐ When technical terms must be used, they are explained.	Communication
53-I	☐ Teacher provides little information to parents/families.	☐ Teacher provides some information to parents/families, but primarily refers them to other individuals for assistance in finding most information.	☐ Teacher provides information to parents/families about instructional strategies, community resources, and other topics as requested by parent/families. ☐ Information is easily accessible to parents/families (e.g., pamphlets about resources at school, website).	Visitation and Observation
54-I	☐ Teacher avoids having conferences with families and usually does not respond to families' requests. ☐ When conferences are planned with parents, a single meeting time at the school is planned.	☐ Aside from the scheduled IEP conference, teacher responds to requests for meetings, but does not offer to have conferences with families. ☐ Teacher offers families several (2-3) choices for meeting times.	☐ Teacher offers to have conferences with parents and responds to parent requests for conferences. ☐ Teacher offers to have conferences at locations and times that are convenient for the family.	
55-I	☐ Parents are not encouraged to visit the classroom (e.g., teacher/staff notes that parents' presence may be a distraction for the learner).	☐ Teacher offers few opportunities for parents to participate in the classroom. ☐ Teacher/staff provides one or two parent visitation days for all parents. ☐ During parent visits, teacher provides limited modeling of instruction with the learners with ASD.	☐ Parents are offered opportunities to participate in classroom activities. ☐ Teacher sets up opportunities for parents to observe staff and learners. ☐ Teacher/staff models strategies in person or by video.	

	1	3	5	
Teaming				
56-I/R	☐ A single practitioner/ professional makes decisions about learners' instructional programs, without consultation with other professionals or parents. ☐ Parent/professional team members agree that parents should not be equal members of the team.	☐ A multidisciplinary team exists consisting of two practitioners (e.g., special education teacher, speech pathologist) ☐ Parents are accepted by some team members as equal members of the team.	☐ A multidisciplinary team exists consisting of practitioners who provide services to learners (e.g., includes teacher, speech/language pathologist, occupational therapist, psychologist). ☐ Parents/family are invited/encouraged to become a member of the team. ☐ Professional/practitioner team members all view parents as equal members of the team.	Team Membership
57-I	☐ Team members are uncertain of their roles and responsibilities. ☐ Team members are uncertain about the instruction program on which learners are working and provide no monitoring.	☐ Team members understand own roles and responsibilities. ☐ Team members are familiar with instructional programs for learner. ☐ Team members occasionally monitor learner progress.	☐ The roles and responsibilities of all team members are clearly defined and understood by all members of the team. ☐ Team members are knowledgeable of and monitor all learners' instructional programs.	

	1	3	5	
58-I	☐ Teacher has no collaborative relationship with other team members. ☐ Teacher/staff has little or no communication with other team members. ☐ Team members never make requests for consultation.	☐ Teacher has an ongoing, collaborative relationship with two other team members. ☐ Teacher/staff provide limited feedback, communication, or sharing of assessment data. ☐ Team members occasionally make requests for consultation (i.e. 1-2 times per year).	☐ Teacher has an ongoing, collaborative relationship with all team members. ☐ Teacher provides effective feedback, frequent communication, and assessment information. ☐ Team members ask teacher/staff for consultation about issues with learners.	Team Membership
59-I	☐ Team meets rarely (i.e., once every 6 to 12 months).	☐ Team meetings occur on an "as needed" basis (e.g., IEP conferences, crisis interventions).	☐ Team has regularly scheduled meetings (i.e., meetings occur at routine time and location, at least once every month).	Team Meetings
60-I	☐ A single key professional makes the important programming decisions for the learner. ☐ Other professional team members are not involved in the decision-making. ☐ Family members are not involved in the important programming decisions.	☐ Only the team members most involved in the important programming decisions are invited to meetings and contribute to decisions. ☐ Family members may or may not be invited, depending on the decision.	☐ All team members and families are invited to meetings regarding important programming decisions. ☐ All team members and families have the opportunity to contribute to important decisions and actions.	

	1	3	5	
61-I	☐ Few decisions are made at team meetings. ☐ When decisions are made, team members often do not follow through with implementing the decisions.	☐ Decisions are made at team meetings, but process for decision making is ill-defined. ☐ Team members take responsibility for implementing actions determined by team that are relevant to their discipline (e.g., language/communication and SLP, sensory and OT).	☐ Systems are in place for making decisions at team meetings (e.g., action plans, problem solving processes). ☐ Team members implement all actions determined by the team (e.g., SLP implements language/communication goals as well as sensory goals). ☐ A system of follow-up exists to assess fidelity.	Implementation
62-I	☐ Paraprofessionals have had no training about special education, developmental disabilities, or ASD.	☐ Paraprofessionals have had general training related to developmental disabilities and special education, but not specifically about ASD. ☐ Paraprofessionals occasionally participate on team.	☐ Paraprofessionals have had formal training related to ASD. ☐ Paraprofessionals regularly participate on team.	
63-I	☐ Professional team members do not have training or experience with learners with ASD.	☐ Key professional team members (i.e., teachers, therapists) have experience related to ASD, but other team members do not (e.g., paraprofessionals).	☐ All professional team members have advanced training (e.g., courses, workshops) related to ASD. ☐ All team members have experience related to ASD.	
64-I	☐ Therapy services are rarely or never provided through consultation with the teacher.	☐ Therapy services are provided (either directly or in consultation with the teacher), but on a variable schedule. ☐ Therapy services are sometimes provided as indicated by the learner's IEP goals (amount of time, location, etc.).	☐ Therapy services are provided (directly or in consultation with the teacher) on a regular and predictable schedule. ☐ Therapy services are consistently provided as indicated by the learner's IEP goals (amount of time, location, etc.).	

APERS-PE General Interview Protocol

Directions: This interview protocol can be used with all interviewees, teachers, parents, and team members. The interviewer may alter the wording of the questions to fit the role of the person being interviewed. For example, in querying a parent about team roles, it is okay to say, "With Sean's IEP team, have you found. . .?" In some instances, wording has been suggested. For instance, in item 17-I the question reads as if being asked of a school professional with the alternative wording for a parent in parentheses. A few items are marked with an I/R. The "R" in this case means that some of the information should be obtained by "reviewing" the school record. There are three questions (Items 22, 62, and 63) that do not pertain to parents and should be omitted during parent interviews. These have the response area grayed out. If interviewees indicate that they do not know an answer to a particular question, mark "DK" in the response box, and do not score. Once all three parties have been interviewed (i.e., teacher, specialist, parent), use notes from this protocol, along with the relevant rating scale indicator items to score the items on the APERS score sheet found on pages 53-63 of the scale.

Interviewer Introduction: Thank you for taking the time to meet with me today. Your input is essential to our assessment process using the Autism Program Environmental Rating Scale (APERS). Our interview today addresses seven topics: IEP Assessment and Content, Classroom Environment, Social Skills/inclusion, Challenging/interfering Behaviors, Family Involvement and Cultural Sensitivity, Working with other Team Members, and Transition Planning. Please feel free to stop me at any time if you have questions or would like to further elaborate on a point. There are no right or wrong answers and we are talking to several people to gain information from multiple perspectives. I will not share your answers with others. Let's begin.

Interviewer: These first few questions have to do with the IEP.

17-I   How involved would you say parents/families (you) are in the assessment process? Are they (you) asked to complete or take part in some aspects of the process (e.g., interviews, questionnaires) or do they (you) participate in all aspects of assessment? Finally, do you feel that assessment information is gathered in a manner that is appropriate to the culture/language of the home environment?

Teacher	Parent	Team Member

18-I   How involved would you say parents/families (you) are in developing IEP goals and objectives? Are IEP goals written in a manner that is consistent with the family's (your) cultural beliefs and norms?

Teacher	Parent	Team Member

19-I/R   Do the skills being taught to individual learners reflect goals developed as part of the IEP? That is, is instruction with individual learners directly linked to IEP goals? Are IEP goals and objectives stated in a way that is observable and measurable?

Teacher	Parent	Team Member

20-I, 21-I   In regard to how IEP goals and objectives are reflected within each learner's school day, would you say that task analyses (the term may need to be simply defined "breaking skills down into smaller units or tasks" for some interviewees) are conducted on none, some, or most of the learner's target skills? Would you say that task analyses are then used to guide instruction for some or most of the instruction for that learner's target skills? Likewise, are data collected on IEP goals/objectives? If so, what kind of data? How are the data collected and summarized? Do you find that the data collected are useful in making instructional decisions? If yes, how so? If no, why not?

Teacher	Parent	Team Member

22-I   Would you say that teachers and other staff have access to learners' IEPs? If yes, how easy would you say it is for them to access goals and objectives for each learner with an IEP with whom they work? Along those same lines, do teachers and other team members have access to assessment information from previous IEPs? In other words, if a team member wants to check a learner's specific IEP goals in order to determine the best fit with a new unit, can they do this on their own or will they have to access the information through the case manager or school psychologist?

Teacher	Parent	Team Member

23-I/R   What do you do to prepare for transitions (e.g., from the previous grade, across schools, across life stages)? What kinds of assessment do you use? Would you say that the current assessments reflect information needed to make the transition a smooth one for learners and their families? Are families fully involved in this type of assessment and planning? Are those results shared with staff in that next environment? If yes, how are they shared?

Teacher	Parent	Team Member

26-I/R   One more IEP related question. Do you feel that teachers and staff are able to focus on learners' IEP goals during classroom instruction? If so, how? Would you say that this happens *a lot* (multiple IEP goals across staff and settings), *a little*, or *somewhere in between*? Also in relation to instruction, would you say that the individual learner's interests and strengths are capitalized on during lessons and activities? If so, how much?

Teacher	Parent	Team Member

Interviewer: This next group of questions has to do with teaching social skills, an important area for many learners with ASD.

37-I   In thinking about how staff teach learners new social skills, would you say that they plan opportunities for learners with ASD to interact with typically developing peers? If yes, how often would you say those planned opportunities occur (weekly, daily, many times daily)? Do school staff provide support to learners with ASD in navigating social situations (either through instruction, feedback, or peer training)? If so, how?

Teacher	Parent	Team Member

40-I   Do you believe there is systematic (regular, planned) instruction to promote social skills development? This might include social stories, peer groups, or social skills training). If yes, how often and where does instruction take place? Are same age, typically developing peers involved? Finally, who is involved in developing or planning social skills instruction for learners with ASD?

Teacher	Parent	Team Member

41-I   Continuing with the social skills theme, are you familiar with the term, peer social networks or peer-mediated interventions? (If no, explain that it simply means teaching and supporting typically developing peers how to interact successfully with learners with ASD). To the best of your knowledge, would you say that peer social networks are a part of the school's core curriculum? If yes, where do you see peer networks occurring (e.g., lunch , phys ed, extra-curriculars)? Who are the learners who make up the peer networks in your (your child's) school (e.g., siblings, classmates, older peers, athletes, honors learners)?

Teacher	Parent	Team Member

Interviewer: The next few questions are related to interfering behaviors. These behaviors include *stereotypical* (e.g., hand flapping, rocking, echolalia), *disruptive* (e.g., hitting, biting, yelling, spitting), and *other challenging behaviors* (e.g., self-injury).

46-I   From what you know about this school, would you say that there are proactive or preventative strategies (e.g., the school uses positive behavioral support, learner's have consistent schedules, visual supports are used) in place to prevent the occurrence of interfering behaviors? With proactive strategies, do you believe that only those closest to the learner are aware of what they are or would you say that all staff who interact with the learner are aware of and use them? Is there collaboration between home and school in terms of proactively addressing potential interfering behaviors? If yes, what does this look like? Give an example, if necessary.

Teacher	Parent	Team Member

47-I/R   Have you heard the term FBA used before? It is short for Functional Behavioral Assessment. When there has been a problem behavior, do you know if the IEP team has conducted an FBA to determine the underlying functions of the behavior? If yes, to the best of your knowledge, how was this information gathered (e.g., observation, interview)? Was information gathered in the school setting only or in other settings as well (e.g., home, community)?

Teacher	Parent	Team Member

48-I   For any interfering behaviors, was there a specific intervention plan developed to address the behavior and try to reduce or eliminate it? If yes, was the plan developed by a teacher, more than one team member, or with the whole team (including the learner and family)? Would you say the plan was comprehensive in that it not only addressed the problem behavior, but perhaps taught a replacement skill or behavior as well? Who implements the plan? Are data collected on it? If yes, what kind of data are collected and who collects the data? How often (only occasionally or regularly)? What is done with it?

Teacher	Parent	Team Member

Interviewer: Let's turn our attention to how families are involved in the school process for their children with ASD.

50-I   How would you categorize teacher/staff interactions with families – as mostly negative, mostly positive, or a mix? Do you feel that the team as a whole is respectful of family members' knowledge about their child? Do you feel that team members are respectful of the family's cultural or linguistic differences? During meetings, do teams work at establishing an atmosphere of mutual respect and positive rapport? If so, how? If not, please explain.

Teacher	Parent	Team Member

51-I   Are you aware of the necessity for confidentiality of learner information? Teachers and other school staff are required to respect a family's right to privacy and as such are not allowed to share specific information about learners with un-involved parties and without a parent's permission. Ways that people may inadvertently share information could be by talking about a learner in a public setting or talking to another learner or family about the learner. Another way that information can be accidentally shared is by leaving paperwork such as IEPs out in the open. With that in mind, how would you rate the teachers and staff at this (your child's) school in terms of respecting confidentiality?

Teacher	Parent	Team Member

52-I Is there a primary contact between the home and school? If yes, who is this? How does s/he communicate with the family (e.g., phone calls, email, notes home, meetings) and how often? When communicating with families, would you say that teachers use everyday language, avoiding the use of educational or technical terms (e.g., FBA) that parents might not be familiar with? When technical terms must be used, are they explained?

Teacher	Parent	Team Member

53-I   Do school staff provide help or support to families in regard to applying skills learned at school in the home and in the community? If yes, how do they do this? If not, please explain. Finally, do teachers or other school staff provide information for families pertaining to school, community, or other topics of interest? If yes, how so (e.g., provides personal referrals, written information)?

Teacher	Parent	Team Member

54-I   Aside from the regular IEP meeting time, what opportunities do teachers, other staff, and parents have to meet (please describe the type of meeting, how it is initiated, and how often)? Are all team members, especially parents, able to request meetings apart from the regular IEP or parent/teacher conference? When parents do request a special meeting, how do teachers and staff respond? When and where are meetings typically held?

Teacher	Parent	Team Member

55-I   Do you believe that families are made to feel welcome to visit their child at school and observe or participate in classroom or school activities? If yes, how would you describe this (e.g., teachers actively seek parent participation, offer opportunities for family involvement, respond to family requests for participation, or do not respond to family inquiries regarding participation)?

Teacher	Parent	Team Member

Interviewer: Turning our attention to the teams of people who work with learners with ASD in the school. . .

56-I/R   Who makes the most decisions about learners with ASD and their instructional programming – the primary case manager, at least two staff persons who work with the learner, the parent and learner, or the entire team of people who provide services? Would you say that the team views learners and their parents as equal members of the team?

Teacher	Parent	Team Member

57-I   How would you rate team members' understanding of their own roles and responsibilities? Are all team members familiar with each learner's instructional programming? Likewise, do all team members monitor learner progress? Are roles and responsibilities clearly defined? If no, please explain where you think misunderstandings or uncertainty arise.

Teacher	Parent	Team Member

58-I   Still looking at teaming, do you believe that teachers have no collaborative relationship with other team members, a collaborative relationship with at least two other team members, or with all team members? Would you say there is a primary contact or lead team member who is able to pull together information from the team and follow up with team members in regard to feedback, communication, and data? Do team members ever request consultation across specialties (e.g., ask the speech therapist for assistance in implementing a communication program)? If yes, can you give an example?

Teacher	Parent	Team Member

59-I How often do team meetings occur – *rarely* (e.g., only once or twice a year), *as needed for IEP meetings or parent-teacher conferences, when a problem arises,* or *regularly and often* (this could be in person as in a weekly team meeting or via a regular means of communication such as email or phone contacts at pre-specified times)?

Teacher	Parent	Team Member

60-I   In this question, we are interested in knowing how decisions are arrived at and when they are made. So, would you say that most decisions are made at team meetings? If yes, is there a process for decision-making (e.g., action plans, problem solving processes) or is there not a clear process? When decisions are made, who acts on them – the case manager or primary teacher, the family, some team members, or all team members? Is there a system that you know of to follow-up on how decisions are acted upon? If so, please describe it.

Teacher	Parent	Team Member

61-I   During team meetings and during decision-making for learners with ASD, how involved are learners (if appropriate) and families? Would you say that a single professional (e.g., case manager) makes most of the important programming decisions and that other team members and families are not as directly involved? Or that all team members, including the learner and his or her family have input into making important decisions or somewhere in between?

Teacher	Parent	Team Member

62-I   Can you tell me how well trained you believe paraprofessionals to be in this setting – would you say they have had general educational training, special education training, or autism-specific training? Do the paraprofessionals that you work with participate in team decisions and activities? If yes, how so?

Teacher	Parent	Team Member

63-I   The same question as before, only turned toward other teachers (besides the case manager or primary special education teacher) who work with the learner with ASD. Would you say that none, some, or all of them have expertise and experience in working with learners with ASD? Would you say that only the case manager of the IEP team, another team member, or most of the team has experience and expertise in working with learners with ASD?

Teacher	Parent	Team Member

64-I   Many learners with ASD have therapy services, such as speech therapy, occupational therapy, or physical therapy, in addition to their on-going school routines. Is therapy done as a part of the regular educational routines, or are services provided outside of class time? Do you know if the specialists providing therapy work directly with the learner's teachers? And, are therapy services provided on a regular and predictable schedule?

Teacher	Parent	Team Member

Interviewer: Is there anything we have not asked that you would like to share about your experiences with this program/school and/or team? Thank you for your time. Your input is very important as we look at programming for learners with ASD.

APERS-PE Score Sheet

Observer: _____ Date of Observation: _____

School/Model Site: _____ State: _____

Learner(s) Date(s) of Birth: _____ Primary Program (check one) ___inclusive ___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 ☐ Resource room ☐ Special education classroom ☐ General education classroom (please specify): _____ ☐ Other: _____	Type of setting ☐ Resource room ☐ Special education classroom ☐ General education classroom (please specify): _____ ☐ Other: _____	Type of setting ☐ Resource room ☐ Special education classroom ☐ General education classroom (please specify): _____ ☐ 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 learners with ASD _____ Age range of learners _____ Number of learners with other disabilities (please specify type) _____ Total number of learners _____	Number of learners with ASD _____ Age range of learners _____ Number of learners with other disabilities (please specify type) _____ Total number of learners _____	Number of learners with ASD _____ Age range of learners _____ Number of learners with other disabilities (please specify type) _____ Total number of learners _____

APERS-PE Score Sheet

Domain/Subdomain	Item #	Setting #1			Setting #2			Setting #3			Score (Please circle)
		1	**3**	**5**	**1**	**3**	**5**	**1**	**3**	**5**	
CLASSROOM ENVIRONMENT											
Safety	1	☐	☐ ☐	☐ ☐ ☐	☐	☐ ☐	☐ ☐ ☐	☐	☐	☐ ☐ ☐	1 2 3 4 5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5			
	2	☐	☐	☐ ☐	☐	☐	☐ ☐	☐	☐	☐ ☐	1 2 3 4 5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5			
	3	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐	☐ ☐	1 2 3 4 5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5			
Classroom Organization	4	☐	☐ ☐	☐ ☐	☐	☐	☐	☐	☐	☐	1 2 3 4 5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5			
	5	☐ ☐	☐ ☐	☐ ☐	☐	☐	☐	☐	☐	☐	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	**3**	**5**	**1**	**3**	**5**	**1**	**3**	**5**					
	6	☐	☐	☐ ☐ ☐	☐	☐	☐ ☐ ☐	☐	☐	☐ ☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
Materials	7	☐ ☐ ☐	☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐	☐ ☐	☐ ☐ ☐	☐	☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
	8	☐	☐ ☐	☐ ☐ ☐	☐	☐ ☐	☐ ☐ ☐	☐	☐	☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
CLASS STRUCTURE/SCHEDULE															
Scheduling	9	☐	☐ ☐	☐ ☐ ☐	☐	☐ ☐	☐ ☐ ☐	☐	☐	☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
Transitions	10	☐ ☐ ☐	☐ ☐	☐ ☐ ☐	☐	☐	☐ ☐ ☐	☐ ☐ ☐	☐	☐ ☐	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	**3**	**5**	**1**	**3**	**5**	**1**	**3**	**5**					
Transitions	11	☐	☐ ☐ ☐	☐ ☐ ☐	☐	☐	☐ ☐ ☐	☐	☐ ☐	☐ ☐	1	2	3	4	5
		1	2 3 4	5	1	2 3 4	5	1	2 3 4	5					
POSITIVE CLASSROOM CLIMATE															
Verbal Interactions	12	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐	1	2	3	4	5
		1	2 3 4	5	1	2 3 4	5	1	2 3 4	5					
	13	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐	☐	☐ ☐	1	2	3	4	5
		1	2 3 4	5	1	2 3 4	5	1	2 3 4	5					
Teacher Behaviors	14	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	1	2	3	4	5
		1	2 3 4	5	1	2 3 4	5	1	2 3 4	5					
	15	☐	☐ ☐	☐	☐	☐ ☐	☐ ☐	☐	☐	☐ ☐	1	2	3	4	5
		1	2 3 4	5	1	2 3 4	5	1	2 3 4	5					
	16	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5
		1	2 3 4	5	1	2 3 4	5	1	2 3 4	5					
ASSESSMENT															
Assessment	17-I	**Teacher**			**Parent**			**Team Member**			1	2	3	4	5
		☐ ☐	☐ ☐	☐ ☐	☐	☐	☐	☐ ☐	☐ ☐	☐ ☐					
		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)				
IEP	18-I	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5
		☐		☐	☐		☐	☐		☐					
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
	19-I/R	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5
			☐	☐		☐	☐		☐	☐					
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
	20-I	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5
			☐	☐		☐	☐		☐	☐					
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
Data Collection	21-I	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5
			☐	☐		☐	☐		☐	☐					
				☐			☐			☐					
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
	22-I	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5
		☐	☐	☐	☐	☐	☐	☐	☐	☐					
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
Transition Planning	23-I/R	☐	☐	☐	☐	☐	☐	☐	☐	☐	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	3	5	1	3	5	1	3	5	
CURRICULUM AND INSTRUCTION											
Instructional Strategies	24	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	1 2 3 4 5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5			
	25	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	1 2 3 4 5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5			
	26-I/R	**Teacher**			**Parent**			**Team Member**			
		☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	1 2 3 4 5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5			
	27	**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			
	28	☐	☐ ☐	☐ ☐ ☐	☐	☐ ☐	☐ ☐ ☐	☐	☐ ☐	☐ ☐ ☐	1 2 3 4 5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5			
	29	☐	☐ ☐	☐	☐	☐ ☐	☐	☐	☐ ☐	☐	1 2 3 4 5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5			
	30	☐	☐ ☐	☐ ☐ ☐	☐	☐	☐ ☐	☐	☐ ☐	☐ ☐	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)				
Instructional Strategies	31	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	1	2	3	4	5
		1	2 3	4 5	1	2 3	4 5	1	2 3	4 5					
	32	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	1	2	3	4	5
		1	2 3	4 5	1	2 3	4 5	1	2 3	4 5					
	33	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	1	2	3	4	5
		1	2 3	4 5	1	2 3	4 5	1	2 3	4 5					
COMMUNICATION															
Structure and Adult Actions	34	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	1	2	3	4	5
		1	2 3	4 5	1	2 3	4 5	1	2 3	4 5					
Means of Communication	35	☐	☐ ☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	1	2	3	4	5
		1	2 3	4 5	1	2 3	4 5	1	2 3	4 5					
	36	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5
		1	2 3	4 5	1	2 3	4 5	1	2 3	4 5					
STAFF/PEER RELATIONSHIPS															
Arranging Opportunities	37-I	☐	☐ ☐	☐ ☐	☐	☐	☐	☐	☐ ☐	☐ ☐	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)				
Teaching and Modeling	38	☐	☐	☐ ☐	☐	☐	☐ ☐	☐	☐	☐ ☐	1	2	3	4	5
		1	2	3 4 5	1	2	3 4 5	1	2	3 4 5					
	39	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐	☐ ☐	1	2	3	4	5
		1	2	3 4 5	1	2	3 4 5	1	2	3 4 5					
	40-I	Teacher			Parent			Team Member			1	2	3	4	5
		☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐					
		1	2	3 4 5	1	2	3 4 5	1	2	3 4 5					
	41-I	☐	☐	☐ ☐	☐	☐	☐ ☐	☐	☐	☐ ☐	1	2	3	4	5
		1	2	3 4 5	1	2	3 4 5	1	2	3 4 5					

PERSONAL INDEPENDENCE AND COMPETENCE

Domain/Subdomain	Item #	Setting #1			Setting #2			Setting #3			Score				
Personal Independence	42	☐	☐ ☐	☐ ☐	☐	☐	☐ ☐	☐	☐	☐ ☐	1	2	3	4	5
		1	2	3 4 5	1	2	3 4 5	1	2	3 4 5					
	43	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5
		1	2	3 4 5	1	2	3 4 5	1	2	3 4 5					
	44	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5
		1	2	3 4 5	1	2	3 4 5	1	2	3 4 5					
	45	☐	☐ ☐	☐ ☐	☐	☐	☐ ☐	☐	☐ ☐	☐ ☐	1	2	3	4	5
		1	2	3 4 5	1	2	3 4 5	1	2	3 4 5					

FUNCTIONAL BEHAVIOR (INTERFERING AND ADAPTIVE)

Domain/Subdomain	Item#	Teacher	Parent	Team Member	Score (please circle)
Proactive Strategies	46-I	☐ ☐ ☐ ☐ 1 2 3 4 5	☐ ☐ ☐ ☐ 1 2 3 4 5	☐ ☐ ☐ ☐ 1 2 3 4 5	1 2 3 4 5
Behavioral Assessment	47-I/R	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	1 2 3 4 5
Behavior Management	48-I	☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	1 2 3 4 5
	49	**Setting #1** ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	**Setting #2** ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	**Setting #3** ☐ ☐ ☐ ☐ 1 2 3 4 5	1 2 3 4 5

FAMILY INVOLVEMENT

Domain/Subdomain	Item#	Teacher	Parent	Team Member	Score (please circle)
Teaming	50-I	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	1 2 3 4 5
Communication	51-I	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	1 2 3 4 5
	52-I	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 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**					
Visitation and Observation	53-I	☐	☐	☐ ☐	☐	☐	☐ ☐	☐	☐	☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
	54-I	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
	55-I	☐	☐ ☐ ☐	☐ ☐ ☐	☐	☐ ☐ ☐	☐ ☐ ☐	☐	☐ ☐ ☐	☐ ☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
TEAMING															
Team Membership	56-I/R	☐ ☐	☐	☐ ☐ ☐	☐ ☐	☐	☐ ☐ ☐	☐ ☐	☐	☐ ☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
	57-I	☐ ☐ ☐	☐	☐ ☐	☐ ☐ ☐	☐	☐	☐ ☐	☐	☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
	58-I	☐ ☐ ☐	☐ ☐	☐ ☐	☐ ☐ ☐	☐ ☐	☐ ☐	☐ ☐ ☐	☐ ☐	☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
Team Meetings	59-I	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5
		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**					
Team Meetings	60-I	☐ ☐ ☐	☐ ☐	☐ ☐	☐ ☐ ☐	☐	☐ ☐	☐ ☐ ☐	☐ ☐	☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
Implementation	61-I	☐ ☐	☐ ☐	☐ ☐ ☐	☐ ☐	☐ ☐	☐ ☐ ☐	☐ ☐	☐ ☐	☐ ☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
	62-I	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
	63-I	☐	☐	☐ ☐	☐	☐	☐ ☐	☐	☐	☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							
	64-I	☐ ☐	☐	☐ ☐	☐ ☐	☐	☐ ☐	☐	☐ ☐	☐ ☐	1	2	3	4	5
		1 2 3 4 5			1 2 3 4 5			1 2 3 4 5							

APERS-PE Score Calculation Sheet

School Name/ID #: _____   Date: _____

Observer: _____

CLASSROOM ENVIRONMENT	Sum of Scores	Number of Items Scored	Subdomain Scores
Safety *(Items 1 – 3)*			
Classroom Organization *(Items 4 – 5)*			
Classroom Materials *(Items 6 – 8)*			
Total Domain Score			

CLASS STRUCTURE/SCHEDULE	Sum of Scores	Number of Items Scored	Subdomain Scores
Scheduling *(Item 9)*			
Transitions *(Items 10 – 11)*			
Total Domain Score			

POSITIVE CLASSROOM CLIMATE	Sum of Scores	Number of Items Scored	Subdomain Scores
Verbal Interactions *(Items 12-13)*			
Staff Behaviors *(Items 14 – 16)*			
Total Domain Score			

ASSESSMENT	Sum of Scores	Number of Items Scored	Subdomain Scores
Assessment *(Item 17)*			
IEP *(Items 18 – 20)*			
Data Collection *(Items 21 – 22)*			
Transition Planning *(Item 23)*			
Total Domain Score			

CURRICULUM AND INSTRUCTION	Sum of Scores	Number of Items Scored	Subdomain Scores
Instructional Strategies *(Items 24 – 33)*			
Total Domain Score			

COMMUNICATION	Sum of Scores	Number of Items Scored	Subdomain Scores
Structure and Adult Actions *(Item 34)*			
Means of Communication *(Items 35 – 36)*			
Total Domain Score			

STAFF/PEER RELATIONSHIPS	Sum of Scores	Number of Items Scored	Subdomain Scores
Arranging Opportunities *(Item 37)*			
Teaching and Modeling *(Items 38 - 41)*			
Total Domain Score			

PERSONAL INDEPENDENCE AND COMPETENCE	Sum of Scores	Number of Items Scored	Subdomain Scores
Personal Independence *(Items 42– 45)*			
Total Domain Score			

FUNCTIONAL BEHAVIOR (INTERFERING AND ADAPTIVE)	Sum of Scores	Number of Items Scored	Subdomain Scores
Proactive Strategies *(Item 46)*			
Behavioral Assessment *(Item 47)*			
Behavior Management *(Items 48– 49)*			
Total Domain Score			

FAMILY INVOLVEMENT	Sum of Scores	Number of Items Scored	Subdomain Scores
Teaming *(Item 50)*			
Communication *(Items 51 – 52)*			
Visitation and Observation *(Items 53 – 55)*			
Total Domain Score			

TEAMING	Sum of Scores	Number of Items Scored	Subdomain Scores
Team Membership *(Items 56 – 58)*			
Team Meetings *(Items 59 – 60)*			
Implementation *(Items 61 – 64)*			
Total Domain Score			

SUM OF ALL ITEMS SCORED   _____

TOTAL NUMBER OF ITEMS SCORED   _____

AVERAGE SCORE FOR ALL ITEMS