

**EIC-ASD**  
**Enhancing Instructional Contexts for Students**  
**with Autism Spectrum Disorders**

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The tool developed in conjunction with the Georgia Network for Educational and Therapeutic Support (GNETS) entitled, “Enhancing Instructional Contexts for Students with Autism Spectrum Disorders (EIC-ASD)” reflects current understanding of best practices for students who have one of the pervasive developmental disorders, more commonly referred to as autism spectrum disorders (ASD). The EIC-ASD grew out of careful analysis of professional literature and the recommendations of respected professionals and organizations to identify elements critical to establishing environments conducive to learning for students with ASD. The purpose of the tool is to validate current practices in any given setting and identify elements that could be improved. Using the EIC-ASD as a guide, new classrooms for students with ASD can be created that incorporate research-based practices. Personnel in existing classrooms can use the tool to identify areas for improvement. Instructional teams should use the EIC-ASD in an interactive manner to discuss how they are supporting the learning of students with ASD. The tool is based on common strengths and core deficits among individuals with ASD and is designed to be used across age and ability levels in a variety of instructional settings, from self-contained classrooms to general education classrooms.

**The EIC-ASD is NOT to be used to evaluate teachers**, as the entire context is considered when rating the items, not just the teacher’s performance. To place a completed copy of the EIC-ASD in a teacher’s confidential file or to use the EIC-ASD as a basis for determining employment would be inappropriate uses of the tool. Just as the EIC-ASD should not be used to evaluate teachers, it is not designed to produce a “score” or be used to determine the effectiveness of a program for students with ASD. A combination of other sources of information should be used to evaluate program effectiveness such as progress monitoring of IEPs, formal and informal assessment scores, measures of parental satisfaction, interview data, focus group results, and post-secondary outcomes. The EIC-ASD does provide a snap-shot of instructional contexts but does not provide comprehensive program assessment and does not address the many other considerations that go into developing and implementing appropriate programs such as staff training and qualifications, collaboration among professionals, paraprofessionals, and families, or the adequacy of materials.

The EIC-ASD is divided into six (6) sections that may be considered individually, if preferable. A few items are difficult to observe and are phrased as questions to ask teachers, paraprofessionals, and other personnel. Each item is rated as “Insufficient”, “Emerging” or “Exemplary.” The six sections and number of items are as follows:

- I. Environmental Elements (11 items)
- II. Behavioral Change Elements (9 items, including 2 queries)
- III. Targeting Core Deficits (9 items)
- IV. Comprehensive Instructional Programming (4 items)
- V. Instruction (12 items, including 3 queries)
- VI. Data Collection and Use (4 items, including 3 queries)

**Notes on rating:**

- ✓ If someone outside the instructional team is completing the EIC-ASD, the rubric should be completed after multiple observations and discussion with personnel in the instructional setting.
- ✓ If the context contains elements that cross ratings for an item, the lowest of the categories should be marked.
- ✓ A comparison of the instructional context against the EIC-ASD will be more accurate if the tool is completed during active instructional times.
- ✓ Some items that may be marked as “insufficient” will reflect issues which are beyond the instructional team’s control. For example, the size of the room in which instruction is being provided and the adequacy of materials available may be outside the control of the instructional staff.

The EIC-ASD was designed to be used to recognize appropriate instructional practices and promote improvements in instructional settings for students with ASD. There are no perfect classrooms and every instructional context can be improved. Teachers can use the tool as a set of questions to identify their strengths in teaching students with ASD and to target areas for improvement. Administrators can use the tool to highlight strengths in their programs and identify professional development opportunities for program enhancement. The EIC-ASD guides the development and maintenance of quality programs for students with ASD and can be used to create a culture of mutual expectations and support as well as provide guidance for modifications in special or general education settings.

Dedicated to the memory of Dr. Michael Powell, without whose vision the EIC-ASD would not have become a reality. His untimely death deprives us of an inspirational and tireless advocate for children and youth with the most challenging behavior.

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	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
<b>I. Environmental Elements</b>			
<b>Physical Structure</b>	<p><b>I. 1</b></p> <p>Classroom arrangement does not cue expected behavior. The purpose for areas is not clear upon entering the classroom. Spacing does not accommodate individual student's needs or instructional task (e.g., students are placed too close to others for individual work).</p>	<p>Environmental arrangement cues expected behavior and the purpose of most classroom areas is obvious upon entry to room. Spacing is determined according to group needs and instructional task (e.g., students may do individual work at a table with other students doing the same so that an adult can monitor several students at once).</p>	<p>Classroom areas are clearly defined (e. g., taped demarcations, signs, desk &amp; table arrangement) and readily apparent upon entry to room. Environment maximizes student focus through arrangement which emphasizes instructional or leisure purpose and cues expected behavior. Spacing is appropriate for individual student's needs (teacher and peer proximity) and instructional task.</p>
<b>Calming Areas</b>	<p><b>I. 2</b></p> <p>There is no place in the room for private time or students are also directed to go to this place as a punishment.</p>	<p>There is an area in the room available for private time but the space also serves another function. Students can access this space only when directed by an adult.</p>	<p>There is a distinct space in the room where students can have private time to calm down, maintain, or regain control. Students can choose to access this space as needed. Alternately, students are allowed to leave the room if they become overloaded.</p>
<b>Sensory Considerations</b>	<p><b>I. 3</b></p> <p>Materials that could be used to address sensory needs are not readily apparent.</p>	<p>Materials to address sensory needs are available and adults direct students to the activities because it is "sensory time," or spontaneously provide sensory input (e.g., deep pressure) when behavior problems occur or because they are nearby. Students may appear disinterested in the sensory materials.</p>	<p>Materials are available for students to address individual sensory needs, not contingent on behavior or performance. Instructional materials reflect thoughtful consideration of student's sensory needs. Sensory activities are built into instruction (e.g., active students are allowed to walk around the room between tasks) and available across environments. Student requests for sensory stimulation are granted.</p>

	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
<b>Schedules &amp; Predictability</b>	<b>I. 4</b> Group and/or individual schedules are not available. If they are available, visual schedules are presented in formats that are meaningless to students (e.g., text for non-readers). Schedule changes are not conveyed to students until they occur.	Group or individual schedules are in place and use a visual presentation that is meaningful to the student (objects, photos, icons, words). Sequencing concepts are taught and implemented intermittently. If possible, changes in the schedule are highlighted for advanced student preparation.	Group AND individual schedules are consistent, clear, predictable, and presented in a visual format that is meaningful to the student (objects, photos, icons, words). Students preview and review the schedules periodically. Sequencing concepts are taught and implemented (first, next, last, start, finished, beginning, end, yesterday, tomorrow). Changes in schedules are highlighted with as much advance notice as possible to prepare students for change.
<b>Use of Schedules</b>	<b>I.5</b> Visual schedules are not used and students transition only when adults tell them to do so.	Visual schedules are checked between most activities. Adults cue students with directions such as, "It's time for lunch" rather than asking the students to decipher the icon/word.	Students check their own schedules between each activity. Students transition as independently as possible. Adults cue students with generic phrases such as "Check your schedule" or "What's next?"
<b>Visual Supports</b>	<b>I. 6</b> Visual supports are not used when making requests, giving directions, providing instruction, and encouraging participation despite a need for such support by one or more students. Adults rely on talking to convey information.	Visual supports are used to clarify requests, give directions, provide instruction, and encourage participation as determined by the needs of the whole group. Some modifications are made as needed for individual students. Adults tell them what to do to get ready for every activity instead of teaching them the skills to get ready.	Visual supports are used when making requests, giving directions, providing instruction, and encouraging participation. Visual supports are tailored to match student needs and include icon, written, and/or sign language formats. Students are supported in organizing themselves for activities with concrete reminders of what materials are needed/sequence should be followed.

	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
<b>I. 7</b> Classroom Transitions	Transitions consist of adults telling students to change activities. Adults do not warn of upcoming transitions. Adults may cue transitions indirectly (e.g., ask “Are you ready to go to PE?”). Adults may direct the students to transition to one activity and then change their minds and direct the students to a different activity. Students are told to transition before adults/activities are ready, resulting in extended wait time for students.	Classroom transitions are structured in a way that meets the needs of the group as a whole. Students typically have preparation before transitioning (e. g., verbal warning of “Five more minutes”). Transition cues are sometimes ignored (e. g., timer goes off and nothing happens). Transitions may take too long to complete.	Classroom transitions are suitably structured as determined by student’s needs (e. g., transition item that represents next activity; verbal cue). Students are prepared for transitions through predictable activities/signals (e.g., timer, song). Transition cues are followed consistently (e.g., when the timer goes off, students transition). Transitions occur quickly to minimize waiting time. Unnecessary transitions are minimized.
<b>I. 8</b> Composition of Daily Schedule	Classroom schedule does not reflect the specific needs of students. Balance between work and leisure is not developmentally appropriate. Activities for students are repetitive, redundant, and unappealing. Students are expected to engage in activities longer than they are able. Activities may last too long or time spent waiting may be extensive.	Classroom schedule addresses needs of students as a group with some modification as necessary for individual students. Daily schedule usually reflects developmentally appropriate balance of work and leisure.	Expectations for each student’s schedule accurately reflect his or her abilities (e.g., length of time spent working). Daily schedule reflects developmentally appropriate balance of work and leisure. Non-preferred activities are interspersed with highly preferred activities. Expectations for participation may vary by student (e.g., one student may leave a group activity after a few minutes to return to individual work).
<b>I. 9</b> Environmental Distractions	Classroom is unorganized with multiple factors competing for student’s attention. Classroom appearance is not appealing or engaging. Frequent disruptions occur.	Classroom is organized but may not be very attractive or inviting. Most environmental factors that could compete for students’ attention, including movement of other students, are minimized or eliminated. Disruptions are minimized.	Classroom is attractive, organized, clean, and clutter free. Distracting materials are out of sight. Environmental factors that may compete for student’s attention, including movement of other students, are minimized or eliminated. Strategies are in place to minimize disruptions as much as possible.

	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
<b>Respect for Students</b>	<p><b>I. 10</b> Adults talk at or about students rather than to them and discuss problems within the student’s hearing. Adults are rough or unkind in their interactions with students. Materials and activities associated with younger children are frequently used (e.g., middle school age students being asked to color or given young children’s books to look at/read). Students may be asked to do things for the adults’ entertainment.</p>	<p>Adults communicate respect by interacting graciously most of the time. A few age-inappropriate materials are used (e.g., middle school age students being asked to color or given “Barney” books to look at/read). Adults talk to students instead of at or about them and discuss student problems in private.</p>	<p>Adults communicate respect for students by interacting graciously, talking to them instead of about them, and providing chronologically age-appropriate materials and activities. Student successes are celebrated publicly and student problems are discussed in private.</p>
<b>Independence</b>	<p><b>I. 11</b> Adults “do” for students rather than encouraging students to perform tasks independently (e.g., adults open milk cartons, pick up dropped materials).</p>	<p>Students are encouraged to perform routine tasks independently, but are not expected to try new tasks independently (e.g., expected to open door but if it is locked, the adult will open the other door without encouraging the student to try).</p>	<p>Students are expected to perform routine tasks with minimal assistance (e.g., open door, pick-up dropped items, throw away trash). Appropriate supports are provided so that new tasks/expectations can be performed independently. Students are expected and encouraged to function as independently as possible.</p>

Notes/Comments regarding environmental elements:

	Insufficient	Emerging	Exemplary
<b>II. Behavioral Change Elements</b>			
Classroom Expectations <b>II. 1</b>	Classroom rules are not posted, are inappropriate for students in the classroom, are not clear, or the majority are stated negatively (i.e., stating what NOT to do, rather than telling students what to do).	Classroom rules are posted, but a few are negatively stated (e.g., “don’t....”). Rules are difficult for students to recognize/comprehend without constant direction or support.	Classroom rules are positively stated and posted. Rules are presented in manner that is meaningful to students. Expectations are explicitly taught.
Reinforcement Strategies <b>II. 2</b>	Positive reinforcers are not utilized, are not contingent upon appropriate student behavior, or do not function as reinforcement for the student (e.g., student given unwanted candy). Adults may use the same reinforcers even when their value is questionable (e.g., food right after student finishes a meal).	Positive reinforcers are used when the student is not motivated in order to elicit compliance. Adults tend to use the same reinforcers over and over.	Positive reinforcers are individually identified and used to maximize student motivation. Students are provided frequent feedback on their appropriate behavior and high levels of reinforcement are present. Reinforcers are varied to prevent satiation. Factors that influence reinforcement are considered (e.g., food reinforcers may not be used immediately after the student finishes a meal).
Developing Natural Reinforcers <b>II. 3</b>	Contrived reinforcement is not paired with natural consequences. Adults rely on contrived reinforcers (e.g., student is given tokens or food for speaking rather than engaging in a dialogue).	Contrived reinforcers are often paired with natural consequences. Although not consistent, adults sometimes use naturally occurring reinforcers to increase student learning and performance.	Contrived reinforcers are consistently paired with natural consequences. As much as possible, naturally occurring reinforcers are used to increase student learning and performance (e.g., receive help when requested; allowed to get drink when ask).
Implementation <b>II. 4</b>	Adults are inconsistent and do not follow through with consequences for appropriate and inappropriate behavior. Adults consistently notice when students misbehave but fail to recognize appropriate behavior. Adults may implement different consequences are appear to sabotage each other regarding student management.	Adults are consistent and follow through most of the time when managing student behavior and providing consequences. Challenging behaviors of other students may make consistent follow through difficult in every instance.	All adults consistently follow-through with planned consequences for both appropriate and inappropriate behavior. Adults reinforce students for appropriate behavior as consistently as they notice target problem behaviors.

	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
(+) (-) ratio <b>II. 5</b>	More negative than positive feedback is given to students.	Adults give an equal amount of positive and negative feedback to students.	Positive feedback for acceptable behavior is provided 7-10 times more frequently than negative/corrective feedback. Redirection may be used rather than reprimand. Adults reinforce students who are cooperating instead of calling down the student who is misbehaving.
Student Self-Determination <b>II. 6</b>	Students rarely have opportunities to make choices for themselves or choices are ignored.	Students are allowed to make choices within teacher structured activities. All overarching choices are made by teacher.	Frequent opportunities are provided for students to make choices throughout the day and in all contexts, including those related to sequencing/selecting activities as well as identifying what they want to work for (i.e., reinforcement).
Effective Interactions <b>II. 7</b>	Adults rely on verbal language to communicate with students even when they are stressed/agitated.	Adults add some visual elements to communication but continue to use verbal language even when students become stressed/agitated.	Adults use more visual and nonverbal means of communicating and eliminate talking when students become stressed/agitated.

**Question: How are students taught to monitor and assume responsibility for their own behavior?**

	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
Self-Management <b>II. 8</b>	Behavior management plans do not consider independence and self-management. For example, students are not taught coping mechanisms for dealing with environmental distractions. Adults ignore minor misbehavior and hope that the students will pick up that it is incorrect, without giving feedback directly.	Behavior management plans promote independence and self-management through some transfer of control. For example, when distractions occur, adults tell students what to do to cope in the moment (e.g., “Cover your ears and do your work”).	Behavior management plans maximize independence and self-management. Students are taught to recognize and/or monitor their own behavior and artificial reinforcement is faded. Adults expect students to determine when they are “in control” of their behavior. For example, students may be proactively taught a variety of ways to cope with environmental distractions, although they may need to be reminded to use the strategies.

**Question: How do you develop behavior intervention programs/plans for your students?**

	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
<b>II. 9</b>  Behavioral Analysis	<p>There is no consideration of the function of behavior when developing behavior change strategies. Interventions focus on reducing problem behavior without teaching appropriate alternatives. Little consideration is given to immediate antecedents or setting events, or these precursors may not be linked to the function of the behavior.</p>	<p>Strategies for reducing challenging behaviors often address the function of the target behavior. Most appropriate behavior is recognized. Adults may consider immediate antecedents for behavior.</p>	<p>Adults address inappropriate behavior based on function and systematically teach and reinforce appropriate behaviors. Modifications consider immediate antecedents and those setting events that may occur outside of the classroom. Behavior plans include strategies for teaching replacement behaviors that serve the same function as the inappropriate behavior.</p>

Notes/Comments regarding behavior change elements:

	Insufficient	Emerging	Exemplary
<b>III. Targeting Core Deficits: Communication</b>			
Opportunities to Communicate	<b>III. 1</b> Adults do not interact or communicate with students unless they are giving directions or providing instruction.	Adults initiate opportunities for interaction throughout most activities but don't always wait for some type of response. Adults miss some opportunities for interaction (e.g., eat breakfast/lunch in silence or with adults talking to each other).	Adults create opportunities for conversation and encourage communication using gesture, sign, icons, and spoken language and initiate interactions throughout all contexts and activities and consistently expect a response from the students.
Initiations	<b>III. 2</b> Adults require students to wait without communicating.	Students are encouraged to initiate but not specifically taught how to do so.	Adults specifically teach students how to initiate requests, greetings, and other interactions.
Communicative Intent	<b>III. 3</b> Adults ignore students' unconventional initiations and do not shape conventional communication. Communicative intent is not analyzed.	Adults inconsistently respond to students' attempts to communicate. Opportunities to shape conventional communication are missed. Adults may teach functional alternatives to inappropriate behavior, but do not respond consistently to the replacement behaviors.	Adults consistently respond to students' verbal and nonverbal communication, even if the form is not conventional. Unconventional communication is shaped, and the student is systematically taught functional communicative equivalents for inappropriate behavior.
AAC/Use of Technology	<b>III. 4</b> Students are not encouraged to use AAC options to communicate or use technology to complete tasks.	Students have AAC options available to communicate and technology available to complete tasks but can only access the icons/devices at certain times of the day (e.g., snack, choice) or when an adult presents the opportunity.	Students have AAC options and technology support available throughout the day and adults encourage them to use the alternative forms to communicate and the technology to complete tasks.
Expanding Language	<b>III. 5</b> Students are not expected to communicate during daily activities, even though they may be capable.	Students are expected to use their existing vocabularies (spoken, sign, gesture, icon) during daily activities but vocabulary expansion is not systematically encouraged, except perhaps in speech therapy.	During daily activities, students are expected to use existing vocabularies (spoken, sign, gesture, icon) and encouraged to expand grammatical structure and sophistication.

	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
Nonverbal/ Pragmatic	<b>III. 6</b> Little effort is made to develop students' nonverbal and pragmatic use of language.	When opportunities occur, adults point out nonverbal and pragmatic aspects of language. For example, students are directed to notice the body language of others and how close they are to someone else.	Systematic instruction is provided in nonverbal and pragmatic aspects of language. For example, students are asked to identify body language and taught about personal space.
<b>Targeting Core Deficits: Socialization</b>			
Imitation	<b>III. 7</b> Imitation is not taught directly.	Students are frequently encouraged to imitate others.	Verbal and motor imitation of adults and peers are explicitly taught.
Social Skills	<b>III. 8</b> Students are corrected when they fail to demonstrate appropriate social behavior. Social skills are not explicitly taught and students are not assisted in understanding social conventions and situations.	Social skills are explicitly taught during specific times of the day (e.g., "social skills instruction"). Adults explain social situations as they become problematic and/or model correct responding.	Students social abilities are individually assessed and critical social skills are explicitly taught throughout the school day. Every interaction is treated as an opportunity to teach, practice, and reinforce social behavior. For students functioning on the higher end of the spectrum, social understanding may be taught through use of Social Stories, social autopsies, social review, social reading, Comic Strip Conversations. For students functioning on the lower end of the spectrum, social skills and understanding are taught through modeling and practice.
Emotions	<b>III. 9</b> Emotions may be identified but the relationship between emotion and behavior is not highlighted or taught. Implications of other's emotional states are not described or taught.	Strong emotion is labeled and described when it occurs and the relationship between emotion and behavior is highlighted at times of strong emotion. As opportunities arise, students are asked to identify emotion and given suggestions for handling the emotion.	Emotions are systematically taught and relationships between emotion and behavior are contextually defined. Students are taught to identify their own emotions as well as those of others and how that information can affect interactions. Opportunities are created to practice these skills.

	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
<b>IV. Comprehensive Instructional Programming: Play/Leisure</b>			
<b>IV. 1</b>	Students are not given structured opportunities to engage in leisure activities or are given “down time” without an appropriate activity.	Students have opportunities to engage in leisure activities and are spontaneously instructed in appropriate material use, as adults are available.	Students are specifically taught how to spend leisure time, including how to use leisure materials correctly. Students have opportunities to choose and engage in leisure activities and are given instructional feedback.
<b>Academic</b>			
<b>IV. 2</b>	Academic activities consist of meaningless readiness tasks or are not linked to the general curriculum. Or, there is no evidence of active instruction.	Academic activities may be linked to the general curriculum but may promote splinter skills or consist of repetitious practice in related skills.	Academic activities related to IEP goals target skills important for immediate and long-term independence, including literacy and quantity concepts. Instruction is based on students' present levels of performance and embedded within the context of instruction on grade level state performance standards. Relevant and meaningful activities are emphasized.
<b>Functional/Daily Living</b>			
<b>IV. 3</b>	Students are not taught the skills necessary for independent functioning. Adults help the students through all activities and with all organizational demands.	Specific times during the day are reserved for teaching functional and self-help skills. Skill use is not encouraged throughout the day.	Functional and self-help skills are embedded in the curricula, explicitly taught if needed, and promote long-term independence, including personal care, self-monitoring, organizational skills, and so forth.
<b>Vocational</b>			
<b>IV. 4</b>	Instruction consists of activities that may be of limited benefit/use in post-school environments.	Specific skills useful in post-school environments are explicitly taught but a limited set of materials or fake materials are used.	Instruction reflects a clear vision for maximizing student success in post-school environments, as evidenced by meaningful materials and tasks that are common to other settings.

Notes/Comments regarding Comprehensive Instructional Programming:

		<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
<b>V. Instruction</b>				
Auditory Information Processing	<b>V. 1</b>	Adults in classroom rely on verbal language without highlighting the most relevant information to students. Students are not given time to process auditory information. Extraneous auditory information is present.	Adults may use more words than necessary to convey relevant instructional information. Some extraneous auditory information is present. Students may not be given sufficient time to process auditory information.	Adults use clear and concise verbal language paired with visual supports to convey essential instructional information and allow sufficient processing time. Unnecessary auditory information (e.g. conversations between adults) is minimized.
Selective, Focused Attention	<b>V. 2</b>	Instruction is provided without first capturing student attention. No effort is made to sustain student attention or adults yell to get students' attention when there is not an emergency.	Student attention is most often captured and directed to instruction. Adults may not always attempt to regain student attention.	Student attention is consistently captured and directed to instruction. Adults incorporate strategies to maintain student attention (e.g., vary tone/cadence of presentation to heighten interest; show visual of working then choice).
Explicit Teaching	<b>V. 3</b>	Instruction includes abstract information that may not be understood or meaningful to students. Concepts and expectations are inappropriate for student's abilities. Instructional prompting is not used effectively.	Most concepts and expectations are taught using concrete materials to maximize student understanding. Most activities/tasks are presented in a clear, concrete manner. Instructional prompting occurs inconsistently.	All instruction and materials are presented in a concrete manner to facilitate student understanding of the concepts and expectations. Activities/tasks are structured to match the student's abilities. Instructional prompts are used effectively.
Active Learning	<b>V. 4</b>	Instruction rarely includes opportunities for student engagement, hands-on active learning, or student responding. Students are not actively involved in instruction.	Instruction provides frequent opportunities for student engagement and hands-on active learning. Some strategies are used to support engagement. Opportunities for student responses occur intermittently after a period of adult instruction. Instructional pace may need to be improved. Students are not engaged while they wait for others to finish.	All instruction maximizes opportunities for student engagement and hands-on active learning. Differentiated instruction is used to promote frequent responding. Multiple strategies are used to enhance engagement, including rapid rotation of a variety of materials. Students may begin another activity if they finish early.

		<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
Use of Time	<b>V. 5</b>	Only a few instructional activities occur during the day. Most of the day is spent in meaningless activities or in waiting.	Most of the school day is spent on meaningful instruction and development of skills. Students spend part of the day (beyond earned break times) without structured activity and are not engaged in meaningful instruction.	The majority of the school day is devoted to meaningful instruction and development of skills.
Student Interests	<b>V. 6</b>	Student interests are not integrated into classroom instruction.	Student interests are integrated into classroom instruction in a few activities. For example, airplanes may be a focus in science related activities but do not appear elsewhere during instructional activities.	Student interests are purposefully integrated into classroom instruction across all activities and content areas/domains. For example, if a student likes airplanes, activities incorporate aspects of flight, even if it is just including pictures of planes.
Instructional Formats	<b>V. 7</b>	Instruction relies on one or two formats including one-to-one instruction, small group instruction, student-initiated interactions, teacher-initiated interactions, play, and peer-mediated interactions.	Instruction is provided through several formats including one-to-one instruction, small group instruction, student-initiated interactions, teacher-initiated interactions, play, and peer-mediated interactions.	Instruction is provided through a full range of formats including one-to-one instruction, small group instruction, student-initiated interactions, teacher-initiated interactions, play, and peer-mediated interactions.
Adult Affect	<b>V. 8</b>	Adult affect communicates disinterest or apathy. Praise is not given enthusiastically and instructions are given in monotone. Adults talk too loud or too softly and may sound sarcastic or patronizing.	While inconsistent, adults appear to be enthusiastic about instruction. Adults use appropriate tone of voice and voice volume during most instruction.	As appropriate for students, adult affect demonstrates enthusiasm and expectancy for success. Adults use appropriate tone of voice and voice volume during instruction.
Parent/Teacher Communication	<b>V. 9</b>	On-going and reciprocal parent/teacher communication has not been established or is confrontational/negative.	Adults notify the parents/guardians daily about any problems the child experienced. Parents are not expected to respond and are not provided with a consistent format for sharing information.	Adults communicate daily with parents/guardians. Accomplishments and challenges are highlighted. Parents are given the opportunity to respond and provided with a consistent format for sharing information about their child with adults in the school environment.

**Question: How do you reduce student reliance on prompts?**

	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
<b>Fading of Prompts</b> <b>V. 10</b>	Instruction does not demonstrate intentional, systematic fading of prompts.	Some systematic fading of prompts occurs but prompts are not entirely removed (e.g., adult continues to provide verbal prompts or student continues to have 1:1 assistant).	Instruction demonstrates intentional, systematic fading of prompts.

**Question: How do you make sure that students use the skills you teach them in other settings?**

	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
<b>Spontaneous Learning</b> <b>V. 11</b>	Student's spontaneous use of learned skills is rarely acknowledged, encouraged, or reinforced. Adults do not create opportunities outside of instruction for demonstration of skills.	Student's spontaneous use of learned skills is often acknowledged, encouraged, and reinforced. Demonstration of skills is sometimes encouraged, modeled, prompted, and expanded by adults outside of instruction.	Student's spontaneous use of learned skills is always acknowledged, encouraged, and reinforced. Adults create opportunities outside of instruction to encourage, model, prompt, and expand the demonstration of skills in a variety of contexts with a variety of adults and peers.
<b>Maintenance and Generalization</b> <b>V. 12</b>	No consideration is given to application of training outside the classroom. Individuals outside the student's class are not involved in promoting skill development. Instruction rarely includes opportunities for students to practice skills or use those skills in novel settings and contexts.	Some opportunities are planned for the students to practice skills in other contexts and with other adults/peers. For example, parents may be asked to practice specific skills at home. As opportunities arise, others in the environment are directed to encourage the student's demonstration of skills. Instruction sometimes includes opportunities for students to practice skills and use those skills in novel settings and contexts.	Training is provided to others in the school environment (e.g., peers, support staff, other professionals and administrators) so they can recognize and support skill use. Instruction includes frequent opportunities for students to practice skills and use those skills in novel settings and contexts.

Notes/Comments regarding Instruction:

	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
<b>VI. Data Collection and Use</b>			
<b>VI.1</b>	Adults are not observed to collect data nor are there any data sheets/folders/notebooks available.	Data sheets/folders/notebooks are visible but adults are not observed to record data, or record data on only inappropriate behavior and not skill acquisition.	Adults are observed collecting data on both inappropriate behavior and skill acquisition (learning) via collection of permanent product or other systematic procedure.

**Question: How do you use the data that are collected in your classroom?**

	<b>Insufficient</b>	<b>Emerging</b>	<b>Exemplary</b>
Using Data to Document Student Progress <b>VI. 2</b>	Data are sporadically collected and do not fully document student's progress. Data review, summary, and analysis are inconsistent and/or incomplete.	Some data are available to document student's progress. Data review, summary, and analysis are frequent, complete, and on-going.	Sufficient data are collected to provide a complete picture of the student's progress. Data review, summary, and analysis are consistent, comprehensive, and on-going.
Communication with Team and Parents <b>VI. 3</b>	Data summaries and analyses are shared with parents and all team members only during IEP meetings.	Data summaries and analyses are shared with parents and all team members only when problems arise.	Data summaries and analyses are shared with parents and all team members on regular basis.
Data informs Program Decisions <b>VI. 4</b>	Data are not used in developing and refining student's objectives.	Data are used to modify student's objectives.	Data are used as the basis for decision making for modifying student's goals and objectives as well as making decisions about changes that may be needed in the program/classroom.

Notes/Comments regarding Data Collection and Use:

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