Autism Spectrum Disorders
Effective Programming Checklist

This checklist is based upon the National Research Council's Committee recommendations. This tool also utilizes components of the Autism Program Quality Indicators from the Colorado Department of Education and the Nebraska ASD Network Effective Practices Checklist.

The Effective Programming Checklist is not meant to be all-inclusive, nor does it suppose that all practices must be included in every program. This tool should be used as a support for guiding individualized educational programming for autistic students.

Rubric for Effective Programming Checklist

Rating Terms	Definition of Rating Term for Each Indicator
Consistently	Consistently Implemented Every aspect of the indicator is fully implemented in all settings, with all curricula with all staff members <u>100% of the time.</u>
Occasionally	Occasionally Implemented The indicator is addressed <u>80% of the time</u>.
Seldom	Seldom Implemented The indicator is addressed <u>60% of the time</u>.
Never/Not Present	Never/Not Present The indicator is <u>not addressed</u> or included in the student's plan, and the <u>team should determine why</u>.
Not applicable	Not Applicable The indicator is <u>not appropriate</u> to address for this student. In the notes section, the reason must be documented.

DOMAINS

There are seven individual domains on this ASD Effective Programming Checklist. Each domain has several indicators, and each indicator should be rated separately using the rubric definition above. Each domain has been assigned a color to ease the rater and team in the completion of the checklist. All domains do not need to be addressed at one time. The team should decide where to start and how to proceed. The seven Effective Practice Domains are.

1) Individualized Supports and Services
2) Systematic Instruction
3) Environmental/Program Structure
4) Social Communication Skills
5) Behavioral Supports
6) Teaming
7) Transition

1. Individualized Supports and Services	Consistently	Occasionally	Seldom	Never	Not Applicable	Notes
Individualized schedule used by the student independently.						
Teacher uses and interacts with the student and their schedule.						
Visual supports are used to support learning and communication.						
IEP is clear, objective, measurable and addresses identified needs based on recent assessment.						
Informal Assessments are done regularly to update intervention programming.						
Data collection is collected at least weekly, graphed, and is used to make intervention programming changes.						
Data collection forms include the prompt level for the student.						
Program book (portfolio) for the student includes: IEP Preferences Sensory needs Data collection forms Individual plans for meaningful activities						
There is a clear continuum (least to most intrusive) for individualized prompting; includes natural prompts fading, etc…						
Interests are used to reinforce learning & communication.						

2. Systematic Instruction	Consistently	Occasionally	Seldom	Never	Not Applicable	Notes
Written daily plan links student IEP objectives with general education curriculum and daily schedule with specific details included.						
Student is actively engaged 75-100% of the time.						
Uses clear, concise instructions relevant to task & individualized to needs of the student.						
Uses behavior specific social praise.						

3. Environmental/Program Structure	Consistently	Occasionally	Seldom	Never	Not Applicable	Notes
Activities are functional, meaningful and address current goals.						
Settings and routines allow student to predict and anticipate requirements.						
Promotes self-management for independence.						
Student-specific sensory and emotional regulation strategies are appropriately incorporated into activities and across the student's day, as designed.						

4. Social Communication Skills	Consistently	Occasionally	Seldom	Never	Not Applicable	Notes
Staff identifies possible communication attempts; restructures and reframes communication attempts and facilitates peer interaction.						
Student is included in activities with planned opportunities and goals for social interactions.						
Specialized social skills curriculum utilized to address social engagement skills, many opportunities are present for student to practice and generalize						
Instruction is provided to address communication issues in social conversation daily.						

5. Behavioral Supports	Consistently	Occasionally	Seldom	Never	Not Applicable	Notes
A written plan was created by the educational team using proactive strategies with a clearly defined data collection system in place.						
If behavior impedes education, there is a functional behavior assessment in place, and it is included in the student's program book/portfolio.						
Plan is reassessed monthly with input from the entire team.						

6. Teaming	Consistently	Occasionally	Seldom	Never	Not Applicable	Notes
Team members, including general education teachers, are informed & updated regularly, team leader monitors consistency.						
Team members plan together, and roles/expectations are defined for staff members, peers, target student.						
Team meetings are consistently attended with a clear agenda; data-driven discussions, foster collaborative decisions about programming and role responsibilities.						
Family plays an active role on their child's IEP team including decision making, planning, and implementation; receives training on strategies.						
All team members have received training on characteristics of ASD and student specific information.						
Team members describe student in terms of strengths, needs, and interests.						

7. Transition	Consistently	Occasionally	Seldom	Never	Not Applicable	Notes
Begins while student is in their current educational placement with plan for the next year's team communications. Is a collaborative effort between the two settings.						
Includes instruction and supports to help the student learn and adapt to new environments (including work environments and experiences)						
Provides opportunities for the student and family to visit the new setting and meet new staff.						
Planning includes teacher preparation and ongoing professional development						
Students are taught self-determination skills. State what is being utilized.						
Student utilizes natural and visual supports and work systems in a variety of work environments.						
Students are provided instruction and experiences that support the development of positive work skills.						
Transition planning for students who are 16 years or older should include formal assessments to determine skills & interests for future employment.						
Student and staff provide student specific & ASD information to employment sites (team decision).						