



**Illinois Autism Partnership  
Self-Assessment  
Quality Indicators for Programming for Success  
for Students with Autism Spectrum Disorders and other Disabilities**

Date \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_  
City \_\_\_\_\_ Staff Completing \_\_\_\_\_ Title \_\_\_\_\_

**Definitions:**

***Current status*** = perceived status of the Indicator:

**3 In Place** - Perceived to be 100% in place

**2 Partially In Place** - Perceived to be partially (less than 100%) in place

**1 Not in Place** - Not observed or perceived to be in place

***Priority for Improvement*** = perceived status of the importance or impact of implementing the Indicator as it relates to the student and/or team's process:

**3 High** - Perceived priority of extreme to total importance to implement indicator

**2 Medium** - Perceived priority of moderate importance to implement indicator

**1 Low** - Perceived priority of minimal to no importance to implement indicator



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Current Status: Level of Implementation			Indicator	Need for Improvement		
3 In Place	2 Partially in Place	1 Not in Place		3 High	2 Med	1 Low
			<b>District and Building Level Indicators</b>			
			1) The use of evidence based practices are encouraged and taught <ul style="list-style-type: none"> <li>• Administration is engaged in various initiatives that reflect research based approaches (e.g., PBIS, RTI, and National Professional Development Center in ASD).</li> <li>• Administration communicates the need for evidence-based practices to the entire school community.</li> </ul>			
			2) There is collaboration among broader community to supplement school practice <ul style="list-style-type: none"> <li>• A system is in place to share successes, concerns, and information within the community.</li> <li>• Administrators collaborate with community agencies, businesses, nonprofit organizations, mental health organizations, and the medical community to complement school services.</li> </ul>			
			3) There is collaboration between general and special educators to promote student membership in the entire school community. <ul style="list-style-type: none"> <li>• Building teams that work together to problem-solve, implement programming, and communicate effectively regarding all students, including those with ASD.</li> <li>• District culture promotes relationships and involvement among special and general staff and students.</li> <li>• Administrator policies, initiatives and procedure support diverse learners. All district personnel claim ownership of all students.</li> <li>• General education and special education teachers have regular planning time to incorporate individualized supports for students with ASD in all coursework.</li> <li>• Students with ASD have general education homerooms and home teachers.</li> </ul>			



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			<p>4) All Staff are knowledgeable, trained and implement evidence based practices. There are opportunities for professional development for all staff that include training with demonstration, practice and coaching.</p> <ul style="list-style-type: none"> <li>• Adequate resources are allotted to build the skills of staff, and to provide needed coaching and ongoing support.</li> <li>• Administrators are able to find coverage for staff wanting to take advantage of professional development opportunities, as appropriate.</li> <li>• Staff is able to implement evidence-based practices with fidelity.</li> <li>• Staff is competent in the selection of and implementation of evidence-based practices that acknowledge the learning characteristics and age of the student, skill being taught, behavior being addressed, and desired outcomes.</li> </ul>			
			<p>5) Families are welcome and an active part of the district and school policy-making and culture</p> <ul style="list-style-type: none"> <li>• District and school has a family engagement plan than includes families in the planning and implementation</li> <li>• Families are active members of district and school leadership teams</li> <li>• District and school have collaborative practices that ensure families' needs/priorities are incorporated into district decision making</li> <li>• There are opportunities for families to plan and participate in leadership and other education workshops and mentoring</li> <li>• A multi-method communication system keeps families informed of district and school information and events</li> </ul>			



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3 In Place	2 Partially in Place	1 Not in Place		3 High	2 Med	1 Low
			<b>Learning Environment Quality Indicators</b>			
			<p>6) Environment is structured to maximize student engagement and learning opportunities throughout the school day.</p> <ul style="list-style-type: none"> <li>• Classroom has clearly defined physical areas for specific activities and students.</li> <li>• Independent work areas, group work areas, book corner, break areas etc. are clearly defined and used for their intended purposes.</li> <li>• Barriers and dividers provide students a calmer learning environment but do not restrict their participation.</li> <li>• Classroom is organized and materials are easily accessible.</li> <li>• Classroom is organized in consideration of age level of students.</li> <li>• Students are able to easily access materials and individualized supports independently.</li> <li>• Structures are in place to support students' ability to complete activities and routines independently with limited distraction.</li> <li>• Individualized structured work systems are utilized, when appropriate.</li> <li>• For students in the general education setting, they are located in an area of the classroom to support their learning needs and provide sufficient staff support and to promote active participation with peers.</li> </ul>			
			<p>7) Classroom and school expectations, routine and rules are clear, posted in the classroom and are:</p> <ul style="list-style-type: none"> <li>• operationally defined in terms that are clear and highlight expected behavior.</li> <li>• posted in various areas of the room (and school) for reference.</li> <li>• in a format and at a level that students can comprehend.</li> <li>• specifically taught to students and students through both direct instruction and incidental learning opportunities.</li> </ul>			



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			<p>8) Visual schedules and supports are used appropriately for the classroom and individual students across all settings and activities.</p> <ul style="list-style-type: none"> <li>• Classroom schedule is posted and facilitate the entire staff’s transition through the day.</li> <li>• Individual student visual schedule/agenda is available and posted in a location that students can easily access or carried with when appropriate.. Schedule is actively used with student.</li> <li>• Visual supports posted in the classroom and with the individual child based on support needs.</li> </ul>			
			<p>9) Learning environment facilitates naturalistic learning opportunities.</p> <ul style="list-style-type: none"> <li>• Teachers identify and support learning opportunities embedded in natural settings to promote communication and social interactions with peers.</li> <li>• Entry and exit routines (e.g. hanging coat and bag, handing in homework, using bathroom, starting first task, greeting staff) are practiced and reinforced.</li> </ul>			
			<p>10) Materials are developmentally and age appropriate.</p> <ul style="list-style-type: none"> <li>• Instructional materials are at student’s chronological age (e.g., high-school students perform tasks that help prepare them for the next stage of adulthood).</li> <li>• Materials consider student’s age and interests.</li> </ul>			
			<p>11) Paraprofessionals are utilized in a manner to facilitate learning and interactions with others, and to discourage dependency.</p> <ul style="list-style-type: none"> <li>• Level of support provided by paraprofessional staff assists the student in learning, interaction with peers and teachers and independence.</li> </ul>			



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3 In Place	2 Partially in Place	1 Not in Place	<b>Instructional Activity Quality Indicators</b>	3 High	2 Med	1 Low
			12) All teachers share responsibility for providing universally designed and differentiated instruction for presenting, engaging and expressing content to support learning of students with ASD. <ul style="list-style-type: none"> <li>• There is an emphasis on both oral and visual instruction.</li> <li>• Instruction for students with ASD uses grade level curriculum and is based on analysis of student performance data.</li> <li>• Student programming incorporates good use of time to prevent excessive “down-time.”</li> <li>• Students are actively engaged for a majority of the day as illustrated in the student’s schedule.</li> <li>• Student’s interests are surveyed and used to motivate learning.</li> <li>• There are frequent and varied opportunities to respond to instruction in a variety of ways (oral, written, demonstration, individual, group, peer).</li> <li>• Staff engages in positive interactions and provides direct and systematic instruction.</li> <li>• Reinforcement procedures are implemented with fidelity.</li> </ul>			
			13) Instruction supports generalization and maintenance of skills. <ul style="list-style-type: none"> <li>• Multiple opportunities are provided throughout the day to practice learned skills and with multiple people and across settings.</li> <li>• Varied materials and varied directions are used to teach skills.</li> <li>• Skills are revisited to ensure maintenance.</li> </ul>			



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3 In Place	2 Partially in Place	1 Not in Place	<b>Curriculum/Data Quality Indicators</b>	1 High	2 Medium	3 Low
				14) Curriculum goals address all core areas and address a range of skills. <ul style="list-style-type: none"> <li>• Goals are designed to enable student’s access to the general education curriculum and common core or state standards.</li> <li>• Curriculum includes individual academic, behavior, communication and social-emotional goals.</li> <li>• Play and leisure activities are included in daily routine.</li> <li>• Sensory needs are acknowledged and goals written accordingly.</li> </ul>		
			15) Individualized Education Program (IEPs) are developed, and monitored to promote meaningful student outcomes and success. <ul style="list-style-type: none"> <li>• IEPs written are based on assessment data, and address core deficits of ASD.</li> <li>• IEPs are outcome oriented: functional, meaningful, socially valid, tied to standards and support independence.</li> <li>• IEP goals are written in a manner that is observable and measurable.</li> <li>• IEPs are available to all staff and become a working document.</li> <li>• IEPs are reviewed and modified, as needed.</li> <li>• IEPs are developed with input from family members about valued activities.</li> </ul>			



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			<p>16) Data driven decision making drives curriculum and instruction, and monitors IEP.</p> <ul style="list-style-type: none"> <li>• Use of data collection, analysis, and progress monitoring on IEP goals to guide academic and instructional decisions.</li> <li>• Data is taken in real-time whenever possible.</li> <li>• Appropriate assessment tools are used to determine needed supports.</li> <li>• Data is collected, analyzed and reviewed by team members. All staff know how and when to collect data on student academic and behavioral goals.</li> <li>• Ongoing formal and informal assessment occurs to document student strengths and weaknesses.</li> <li>• Data is available for staff and families to see and is presented in a visually understandable fashion.</li> <li>• Postsecondary transition planning begins by the time students are 14 to 16 years old and progressively drive the IEP.</li> </ul>			
			<p>17) Functional Behavioral Assessment is conducted and results are used to guide positive behavior programming.</p> <ul style="list-style-type: none"> <li>• FBA is conducted that addresses the underlying cause(s) of the behavior and includes objective data.</li> <li>• Staff are proactive and demonstrates an understanding of factors that influence behavior.</li> <li>• Pro-social replacement behaviors are identified and taught.</li> <li>• When needed, students have a behavior support plan/behavior intervention plan that is monitored and revisited on a regular basis.</li> <li>• Behavior plans are implemented with consistency and fidelity.</li> <li>• Positive behavior supports are consistently used. Reactive or crisis programming is used rarely and in the short term.</li> </ul>			





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		<p>18) Effective, individualized, communication systems are in place and utilized across all settings with all staff and students.</p> <ul style="list-style-type: none"> <li>• All students with ASD have communication supports assessed and available throughout their day and as needed.</li> <li>• Nonverbal students have individual augmentative communication systems.</li> <li>• Verbal or emerging verbal students use visual supports for language facilitation.</li> <li>• Staff’s language and communication is adjusted to the student’s level.</li> <li>• Peers are provided specific training about the different communication supports used by students with ASD .</li> <li>• Communication systems are understood and used by all staff and peers.</li> </ul>			
		<p>19) Social skills are purposely taught and practiced across the day using a variety of evidence-based strategies.</p> <ul style="list-style-type: none"> <li>• Social skills are taught using evidence base Social interaction and skills strategies.</li> <li>• Social skills are embedded across the day and in a variety of settings.</li> <li>• Opportunities to interact with typical peers occur using peer groups, peer mediated instruction, peer tutoring and others.</li> </ul>			

(Adapted from EBS Self-Assessment Survey version 2.0 Sugai, Horner, Todd, Educational and Community Support, University of Oregon and NATTAP National Quality Indicators for the Education of Children with ASD/Draft 2014)