

Illinois Autism Partnership Interview Walkthrough Protocol

Purpose: The IAP Interview Walkthrough (IIW) is completed by IAP Coaches for school buildings with whom coaching and networking is occurring following practicum participation:

1. To assess that critical features are in place in a school regarding effective program implementation for students with Autism Spectrum Disorder (ASD);
2. Assist with school action planning;
3. Evaluate overall on-going implementation of effective programming for students with ASD;
4. Assist school teams to design and revise programming as needed;
5. Compare implementation of effective programming for students with ASD from year to year.

The IIW is done to assist school teams in identifying areas of strengths and success and areas for potential growth regarding programming for students with ASD. It is not intended as an evaluation of a specific teacher or other personnel.

When: The IIW should be completed by the IAP Coach once a year, in the spring (March, April, May) or by the close of the school year for that specific school building.

How: The IAP Coach gathers information for the IIW through school observations, student interviews and staff interviews. IAP coach will identify someone at the school as the contact person. This person will identify a time for the IAP Coach to tour the school, set up observations and interview opportunities. In some cases, the school contact will also be the Internal Coach and may accompany the IAP Coach during the process. If desired, the Internal Coach may also complete the IIW in order to review with IAP Coach and discuss any discrepancies.

Selection of areas to observe:

1. Observations must include all of the areas listed in A.1. of IIW. In A. 2-6, if this item is not present in any of the areas, the Coach is to score that item as no.
2. Elementary and Middle Schools – classes observed must include at least one general education class where students with ASD are included, in addition to at least one special class (e.g., art, P.E. or music)
3. Junior High and High Schools – classes must include at least one general education academic class and one non-academic class (e.g., art, P.E., music) where students with ASD are included and at least one Resource Room (a room where a student with ASD goes for specific, individualized instruction, if present)

Selection of Interviewees:

1. Student Interviewees – students will be randomly selected for interview without regard to disability/non disability.
2. Staff Interviewees – staff selected for interview must include at least two general educators, one non-academic employee (e.g., cafeteria worker, custodian) and one administrator.

Scoring of IIW:

The IIW will be scored using the IIW Scoring Form immediately following completion. A date to review results with the school team is to be determined on or before conducting the IIW

Reporting results to the team:

Results of the IIW are to be shared with the school team at the last coaching session of the school year or during the first coaching session of the following year. The IAP Coach will use the Scoring Form to complete the Team Report to share with the school team. The IAP Coach will first share this report with the Internal Coach (and Administrator if desired). Coaches will review discrepancies and guide a discussion of identified areas of strength and areas to target for improvement. (Team discussion of discrepancies may result in scoring changes.) Results provide the school with a picture of the level of implementation of critical features for support for students with ASD. This information can then be used in action planning to target areas for improvement and sustainability.

IAP Interview Walkthrough (IIW)

Date _____ School _____
 District _____ City _____
 Observer _____ Title _____

A. Observables: Make a tour of the building and look for the following features:

1. Supports (may include but not limited to the following: visual cues are clearly observable, transition cues that assist in movement, communication systems are available at all times, individual schedules are accessible) are obvious (e.g., posters, pictures, photos, color coding on walls). If the example is not included on the list please include in the comments section.

location	+	-	Comments/example
	yes	no	
Classrooms - resource or self-contained			
Classrooms - general education			
Halls			
Office			
Cafeteria			
Media Center			
Gym			
Playground/outdoor areas			
Computer Lab			
Other –specify			

2. Supports are age appropriate (e.g., students listen to music that typical students of that age enjoy, reading material is available that typical students of that age have interest in, reinforcers are activities typical students of that age enjoy)

location	+	-	Comments/example
	yes	no	
Classrooms - resource or self-contained			
Classrooms - general education			
Halls			
Office			
Cafeteria			
Media Center			
Gym			
Playground/outdoor areas			
Computer Lab			
Other –specify			

3. Teachers have the primary responsibility for including the students with ASD into activities
 a. inside the classroom __yes__ no b. outside the classroom __yes__ no
4. Students are taught the same grade level curriculum (with or without modifications)
 yes no

+++ 3	++ 2	+ 1	- 0	Score
5. Observed student with ASD is provided individualized supports at least 70 % of the time	Observed student is not provided individualized supports 69-50 % of the time	Observed student is not provided individualized supports 49-25% of the time	Observed student is not provided individualized supports or less than 25% of time	
6. Observed student with ASD has purposeful and planful opportunities (e.g., classes and activities are organized to encourage interaction between all students, all students sit together in class and at lunch, students are taught different communication systems, extracurricular activities are inclusive, before and after school time is structured to be inclusive for all students) to interact at least 70 % of the time	Observed student has purposeful and planful (e.g., classes and activities are organized to encourage interaction between all students, all students sit together in class and at lunch, students are taught different communication systems, extracurricular activities are inclusive, before and after school time is structured to be inclusive for all students) opportunities to interact 50% of the time	Observed student has purposeful and planful (e.g., classes and activities are organized to encourage interaction between all students, all students sit together in class and at lunch, students are taught different communication systems, extracurricular activities are inclusive, before and after school time is structured to be inclusive for all students) opportunities to interact 25% of the time	Observed student does not have purposeful and planful (e.g., classes and activities are organized to encourage interaction between all students, all students sit together in class and at lunch, students are taught different communication systems, extracurricular activities are inclusive, before and after school time is structured to be inclusive for all students) opportunities to interact	
7. At least 70 % of the time the classroom is collaborative (e.g., cooperative groups, jigsaw activities) with multiple opportunities for observed student with ASD to interact with multiple peers. (construct 3)	At least 50 % of the time the classroom is collaborative (e.g., cooperative groups, jigsaw activities) with multiple opportunities for observed student to interact with multiple peers	At least 25 % of the time the classroom is collaborative (e.g., cooperative groups, jigsaw activities) with multiple opportunities for observed student to interact with multiple peers	Students are not engaged in collaborative (e.g., cooperative groups, jigsaw activities) learning	

Comments:

B. Student Interviews -ask 5 students the following:

#8 Score: 2 = Yes there is an authentic example of an attempt to communicate with someone who does not speak and it is consistent for all opportunities (e.g., responding to a facilitating communication device, exchanging pictures, writing), 1 = yes but with qualifications (e.g., sometimes, only when), 0 = no examples are provided

#9 Score: 2 = Student needs to be able to identify at least one expectation from the school based on information provided administration, 1 = Student gives an incomplete or general description of the expectations (e.g., “ I think we are supposed to be nice” for Be Kind, 0 = cannot provide any examples of expected behaviors within the building

#10 Score: 2 = Yes there is an authentic example of an attempt to socialize with someone who has a disability and it is consistent for all opportunities (embedded within the regular school/after school activities, e.g., track team, play, clubs), 1 = yes but with qualifications (e.g., sometimes, only when), 0 = no examples are provided

Use the words in quotations for younger students and those in parentheses for older student.

8. Give me an example of how you” talk” (communicate) with a student who “does not talk” (is non-verbal) “and how would someone who doesn’t talk “say” something to you”?		++ 2	+ 1	- 0
Student				
	1			
	2			
	3			
	4			
	5			
9. Does your school have “School Rules” (school behavior expectations)? If yes, can you tell me a “School Rule” (school behavior expectation)?		++ 2	+ 1	- 0
Student				
	1			
	2			
	3			
	4			
	5			
10. “Do you get to do fun things with students who doesn’t hear or see or uses a wheelchair or doesn’t talk or talks differently”? (Give me an example of an opportunity when you socialize with students with disabilities).		++ 2	+ 1	- 0
Student				
	1			
	2			
	3			
	4			
	5			
10a. How often does this happen?		More than daily 2	Daily 1	Less than daily 0
Student				
	1			
	2			
	3			
	4			
	5			

Comments:

C. Staff Interviews - ask 5 staff (at least two general education teachers) the following:

#11 Score: 2 = The staff member can describe a specific district program, staff person, or practice that supports students with ASD, 1 = The staff member can describe a general district program, staff person, or practice that supports students with ASD with qualifications (e.g., I think it is, it might be, I am not sure, we do not always get the support, it is a nice idea), 0 = the staff members cannot identify any district initiatives that support students with ASD.

#12 Score: 2 = The example includes a minimum of workshops and coaching follow-up, 1 = conferences or workshops only, 0 = nothing specific or overly general (about students with IEP's but not specific application to students with ASD)

#13 Score: 2 = Direct teaching and coaching to typical students, 1 = general disability awareness is provided, 0 = no teaching awareness or coaching regarding students with ASD

11. Can you name a way that the district supports your school in providing effective practices and supports for students with ASD	Staff	++ 2	+ 1	- 0
	1			
	2			
	3			
	4			
	5			
12. Are you provided professional development around supporting students with ASD by your district or school? If so, provide examples	Staff	++ 2	+ 1	- 0
	1			
	2			
	3			
	4			
	5			
13. Have you taught typical students information regarding communicating and socializing with students with ASD	Staff	++ 2	+ 1	- 0
	1			
	2			
	3			
	4			
	5			
14. How are school behavior expectations taught to students with significant disabilities and ASD	Staff	++ 2	+ 1	- 0
	1			
	2			
	3			
	4			
	5			
15. Can you name a school-wide practice for supporting students with ASD	Staff	++ 2	+ 1	- 0
	1			
	2			
	3			
	4			
	5			

16. How often do you have regular planning time to make accommodations for students with disabilities	Staff	++ 2	+ 1	- 0
	1			
	2			
	3			
	4			
	5			
17. Give me an example of how your team used data at team meetings to make changes to a student's supports	Staff	++ 2	+ 1	- 0
	1			
	2			
	3			
	4			
	5			
18. How are family members able to provide input to your School's training on ASD supports	Staff	++ 2	+ 1	- 0
	1			
	2			
	3			
	4			
	5			
19. Give me an example of individual supports provided for a student with ASD	Staff	++ 2	+ 1	- 0
	1			
	2			
	3			
	4			
	5			
20. Give me an example of supports used for students with ASD to help them transition from one class to another	Staff	++ 2	+ 1	- 0
	1			
	2			
	3			
	4			
	5			
21. Identify 2-3 extracurricular activities (that you are aware of) in which a student with ASD participates	Staff	++ 2	+ 1	- 0
	1			
	2			
	3			
	4			
	5			
22. Who is on your building's ASD Team	Staff	++ 2	+ 1	- 0
	1			
	2			
	3			
	4			
	5			

Comments:

IAP Interview Walkthrough Scoring Form

Date _____ School _____ District _____ City _____
 Observer _____ Title _____

Observables	Location										Total Score		
<i>(score 1 or 0 for each, total at end)</i>	R or SC Class	Gen ed Class	Halls	Office	Cafeteria	Media	Gym	Outdoor	Lab	Other			
	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0			
1. Supports are obvious	Y N (5)	Y N (5)	Y N (4)	Y N (4)	Y N (5)	Y N (5)	Y N (5)	Y N (5)	Y N (5)	Y N (5)			
2. Supports are age appropriate	Y N (3)	Y N (3)	Y N (3)	Y N (3)	Y N (3)	Y N (3)	Y N (3)	Y N (3)	Y N (3)	Y N (3)			
3. Teachers have primary responsibility for including students with ASD into activities:													
a. Inside the classroom	Y N (1)	Y N (1)											
b. Outside the classroom			Y N (1)	Y N (1)	Y N (1)	Y N (1)	Y N (1)	Y N (1)	Y N (1)	Y N (1)			
4. Students are taught the same grade level curriculum	Y N (3)	Y N (3)											
<i>(score 3,2,1 or 0 for each, total at end)</i>	70-100% of time 3 2 1 0		69-50% of time 3 2 1 0		49-25% of time 3 2 1 0			Less than 25% of time 3 2 1 0			Total Score		
5. Observed student with ASD is provided individualized supports as needed (5)	+++ ++ + -		+++ ++ + -			+++ ++ + -			+++ ++ + -				
6. Observed student with ASD has purposeful and planful opportunities to interact (3)	+++ ++ + -		+++ ++ + -			+++ ++ + -			+++ ++ + -				
7. All students (including the observed student with ASD) are actively engaged with each other (3)	+++ ++ + -		+++ ++ + -			+++ ++ + -			+++ ++ + -				
	Subtotal												
<i>Student Interviews (score 2,1 or 0 for each, total at end)</i>	Student 1		Student 2		Student 3		Student 4		Student 5		Total Score		
	2	1	0	2	1	0	2	1	0	2	1	0	
8. Give me an example of how you talk with a student who does not talk. (3)	++	+	-	++	+	-	++	+	-	++	+	-	
9. Does your school have school rules? (5)	++	+	-	++	+	-	++	+	-	++	+	-	
10. Give me an example of an opportunity to socialize with students with disabilities. (3)	++	+	-	++	+	-	++	+	-	++	+	-	
10a. How often? (3)	++	+	-	++	+	-	++	+	-	++	+	-	
	Subtotal												

Staff Interviews (score 2,1 or 0 for each, total at end)	Staff 1 2 1 0	Staff 2 2 1 0	Staff 3 2 1 0	Staff 4 2 1 0	Staff 5 2 1 0	Total Score
11. Name a way that the district supports your school in providing effective practices for students with ASD (1)	++ + -	++ + -	++ + -	++ + -	++ + -	
12. Are you provided professional development around students with ASD by your school or district? (1)	++ + -	++ + -	++ + -	++ + -	++ + -	
13. Have you taught typical students information regarding communicating and socializing with students with ASD (3)	++ + -	++ + -	++ + -	++ + -	++ + -	
14. How are school behavior expectations taught to students with significant disabilities? (2)	++ + -	++ + -	++ + -	++ + -	++ + -	
15. Name a school wide practice for supporting students with ASD (2)	++ + -	++ + -	++ + -	++ + -	++ + -	
16. How often do you have regular team planning time to make accommodations for students with disabilities? (1)	++ + -	++ + -	++ + -	++ + -	++ + -	
17. Example of how your team uses data at team meetings to make changes to a student's supports (1)	++ + -	++ + -	++ + -	++ + -	++ + -	
18. How are family members able to provide input to school training on ASD supports? (2)	++ + -	++ + -	++ + -	++ + -	++ + -	
19. Example of individual supports for a student with ASD (5)	++ + -	++ + -	++ + -	++ + -	++ + -	
20. . Example of supports used for students with ASD to help them transition from one class to another (4)	++ + -	++ + -	++ + -	++ + -	++ + -	
21 Identify 2-3 extracurricular activities (that you are aware of) in which a student with ASD participates (3)	++ + -	++ + -	++ + -	++ + -	++ + -	
22. Members of the school building ASD team (1)	++ + -	++ + -	++ + -	++ + -	++ + -	
					Subtotal	
					Total	

District _____ School _____ Date _____

Walk Through Scoring Rubric by Component

Target	Area	Possible Score	School Score	Percentage
Observables				
Student Interviews				
Staff Interviews				
School Implementation Total Score				
School Implementation Level <input checked="" type="checkbox"/>		70-100%	Fully Implementing Level	School wide capacity
		50-69 %	Partially Implementing Level	Continuing development
		Below 50%	Start-up Level	Beginning awareness

Scoring Rubric by Construct

Target	Area	Possible Score	School Score	Percentage
1. Staff Skills, capacity, practices				
2. Education environment and family engagement				
3. Engaging Environment				
4. Transitioning				
5. Student supports				
School Implementation Total Score				
School Implementation Level <input checked="" type="checkbox"/>		70-100%	Fully Implementing Level	School wide capacity
		50-69 %	Partially Implementing Level	Continuing development
		Below 50%	Start-up Level	Beginning awareness

IAP Interview Walkthrough Team Summary Report

School _____ Date _____
 Total IIW Score ____ % _____ Implementation Level _____

Areas of Discrepancy

Item #	Internal Coach's Score	IATTAP Coach's Score	Scoring Guide Description

Areas of Strength

Critical Element	Description of Areas of Strength

Areas in Need of Development

Critical Element	Description of Areas in need of Development

IAP Coach Signature: _____ Date: _____

Internal Coach Signature: _____ Date: _____