



Classroom Needs and Progress Assessment

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Objectives

- Describe three domains within the classroom needs and progress assessment.
- Describe how assessment is an on-going practice and how this tool can be used to monitor progress.
- Identify steps in helping teachers assess and implement supports.
- Describe how to use this tool to make team-based decisions and establish priorities.



Variation of People Maps Yes/No

- This can be used as an icebreaker, a way to get people to share commonalities amongst each other and provides a movement break.
 - The left side of the room is for no responses
 - The right side of the room is for yes response



People Map



- Have you ever taught or worked with children/adolescents/ adults with Autism Spectrum Disorder?
- Have you eaten a chicken-ring from the lunch room?
- Have you ever hidden in the bathroom to take a 5 minute break?
- Have you ever faked an errand to the nurse's office or another classroom, just to get away?



Assessments

- Brown, Lehr, and Snell (2011) stated:
 - Assessment plays a critical role in planning, implementation, and evaluation of educational programs for all students with disabilities. Assessment is used to determine who is eligible for educational support and services, what and how students are taught, and the effectiveness of educational interventions (p. 73).



Why are Assessments Important?

- IDEA outlines the federal regulations regarding assessment and evaluation for students with disabilities:
 - A variety of instruments must be used;
 - No one single measure or instrument should be used to determine eligibility for services or educational programming;
 - Assessments must be technically sound, valid, and reliable;
 - Assessments must address cognitive, behavioral, physical, and developmental factors;



Why are Assessments Important?

- Assessments must be nondiscriminatory with regard to culture, race, language, or method of communication; and
- Assessments must be conducted by trained assessors
 - (20 U.S.C. 1412(a)(6)(B) and 1414 (b)(1)-(3))
- No Child Left Behind Act (2001) also embraces the use of assessments to determine progress towards goals in academic areas



What is Assessment?

- Assessment is an ongoing process that should include the following factors:
 - Technically adequate
 - Match the belief and views of those engaged in the assessment
 - Match the intent of the assessment
 - Are conducted in an appropriate manner for individual students

Brown, Lehr, and Snell (2011)



Methods of Assessment

- Direct assessment – educator is collecting data by providing a student to respond to certain stimuli
- Observations – observations conducted in the natural environment in which the target behavior(s) would occur
- Interviewing – interviews are conducted with people that know the student to collect data (e.g. formal/standardized format that provide norms, such as the Vineland or informal format, such as a teacher/parent interview).



Types of Assessment Continued....

- IQ Testing – measurement of intellectual capacity or learning abilities (i.e. norm-referenced)
- Adaptive Behavior Scales – behaviors that an individual exhibits within daily living routines (i.e. social, conceptual, and practical skills to function in daily routines)
- Developmental Scales – assesses various developmental skills that follows developmental trajectories of children without delays and/or disabilities.
- State-based Testing – assessment of academic skills using a state-adopted test (e.g. PARCC)
- Alternative assessment – assessment for students with severe disabilities

Brown, Lehr, and Snell (2011)



Types of Assessment Continued....

- Environmental Assessments – assessment between the students and the environmental demands
- Ecological Inventories/Assessments – informal assessment to evaluate domains related to adult functioning or skills, such as leisure, domestic, community, school, home, and vocational area.



Brown, Lehr, and Snell (2011)



APERS

- Autism Program Environmental Rating Scale
 - Developed by National Professional Development Center on Autism Spectrum Disorders
 - Consists of 11 domains with 64 items that include: observation, teacher/team/family interviews & IEP review
 - Preschool/Elementary (PE)
 - Middle/High (MHS)
 - Obtain a summary score to determine level of program functioning in different domains



Assessment & IEP Development

- Assessments are completed during the first 30 days to collect baseline data.
- IEP goals are written in an observable and measureable manner.
- IEP goals include the following as appropriate:
 - Functional Academics
 - Adaptive skills
 - Function-based approaches to challenging behavior
 - Pre-academics
 - Social communication (including functional and spontaneous communication)
 - Teaching for maintenance and generalization
 - Play and leisure skills



Instruction

- The daily schedule incorporates various grouping procedures
- Individualized instruction plans contain steps of implementation with criteria to advance to next skill, provide error correction procedures, and plans for data-based decisions
- Lesson plans are created for all group activities and include:
 - objectives for the group
 - individual objectives
 - error correction procedure
 - plans for data collection



Instruction Continued...

- Verbal interactions are:
 - Minimal amongst adults
 - Teacher gains student attention prior to delivery of instructions
 - Clear, concise, and age appropriate
 - Accompanied with visual supports (i.e. pictures, diagrams, maps)
- Teacher plans and implements a variety of appropriate learning activities for students and accepts different means of expression if necessary:
 - e.g. hands on, technology, paper/pencil, experiential, verbal, written)



Instruction Continued...

- Teacher creates opportunities for the learners to respond to instruction
- Procedures and routines are appropriate for age and level of the student to increase independent transitions that are taught, cued and reinforced.
- Non-contingent leisure/choice/recess/break periods total less than 15% of instructional day/period (e.g. 15% of a 6 hour day would be 44 minutes).
- Response Prompting - teacher plans for prompt fading (note all that are demonstrated): Physical – full and/or partial (without restraint), gestural, visual, verbal, time delay



Instruction Continued...

- Stimulus prompts are used in conjunction with the antecedent to help elicit a correct response when the discriminative stimulus or instruction is presented:
 - Positional
 - Highlighting or fading stimulus
 - Plan for fading prompts
- Corrective Feedback – Students are given feedback for incorrect responses and opportunities to practice the correct response



Instruction Continued...

- Maintenance: Skills that continue to be demonstrated without continued instruction – Lessons are planned to include approximately 70% of maintenance skills & 30% acquisition skills.
- Generalization: Activities are planned to occur with various individuals in different settings (i.e. classroom, playground, library, community) using a variety of materials (including natural materials, i.e. real money, personal electronics, etc.).



Instruction Continued...

- Antecedent interventions are implemented to manipulate some aspect of the physical or social environment to “evoke” (set the stage for) a desired response or to reduce the likelihood of occurrence of a competing response.
- Accommodation(s) to address sensory aspects of the environment are planned and implemented as antecedent interventions



Reinforcement

- Teaching staff can define and give examples of reinforcement and punishment.
 - Reinforcement: A process in which a behavior is strengthened (i.e. the behavior’s frequency, rate, duration, intensity, or other dimensions increase or persist) as a function of an event that occurs as a consequence or contingent on the response.
 - Examples: positive praise, gain access to preferred item or activity, attention, extra recess time, extending a deadline, or reducing tasks/homework.



Punishment

- Punishment – The contingent presentation of a stimulus immediately following a response, which decreases the future rate or probability of the response.
 - Examples: loss of recess, extra homework, loss of privileges, detention, or planned ignoring.
 - Example: Brushing teeth after every time an individual eats candy or soda decreases the consumption of those items due to brushing teeth.



Reinforcement Continued...

- Preference profile is completed for each student and is used in planning for appropriate reinforcers.
- Reinforcement is delivered in an age/stage appropriate manner.
- A variety of reinforcers are used.
- Highly preferred items are paired with generalized reinforcers(i.e. tokens, points, etc.) as appropriate for each student



Reinforcement Continued...

- During behavior outbursts/inappropriate behaviors, reinforcement is withheld (e.g. bribing a student by saying “If you stop screaming to stop screaming , I will give you the iPad.”).



Social Communication

- Every student has a method of functional communication available throughout the day (student may be prompted or use independently).
 - Examples: picture exchange communication system, speech generating device, and verbal communication.
- There are opportunities (structured and unstructured) for reciprocal communication (independent or prompted) throughout the day with a variety of communication partners including typically developing peers.
- Team members reinforce and shape students' communication skills.



Social Communication

- There are planned and supported (if necessary) opportunities to interact with age appropriate, typically developing peers.
- There are planned and supported (if necessary) opportunities to interact with age appropriate, typically developing peers.
- Social skills have been assessed using an ecological assessment, interview, or inventory.
- There are teaching objectives related to social skills as this area is a core deficit of individuals with ASD.
- Social skills are taught and reinforced in structured and unstructured/natural activities



Social Communication - Individualized Communication Instruction



Managing Behavior

- Teacher can articulate the behavior management plan and there is evidence of implementation in the classroom
- Antecedent strategies (i.e. choices, visual supports, seating arrangements, etc.) are evident in all settings
- Team members implement positive behavior supports in all school settings:
 - Non-contingent and contingent reinforcement
 - Behaviors are instructed, modeled, and practiced



Challenging Behavior

- Challenging behaviors are objectively defined – measurable, observable, and repeatable
- The least restrictive procedures (i.e. those that are simplest and easiest to implement) are recommended before more restrictive procedures (i.e. those that require more time, attention and technical knowledge).
- Replacement behaviors are based on function, identified, and taught
- When challenging behaviors are identified the team uses a formal and/or informal to determine the function and follows the district and PED guidelines.



Challenging Behavior Continued...

- Team members respond to challenging behaviors by using the following:
 - Extinction
 - Redirection
 - Prompts and reinforcement
 - Interrupting early in the chain
- Procedures, such as time out from reinforcement, loss of privileges, response cost, etc. are only used when data indicates that reinforcement procedures were ineffective.



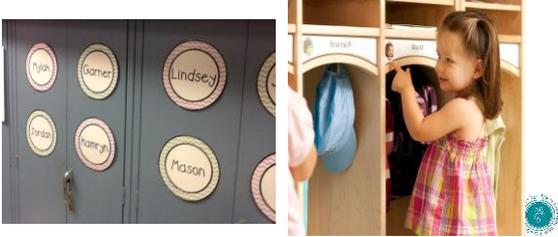
Learning Environment – Physical Space

- Classroom is clean, free from environmental hazards and materials are organized.
- Classroom spaces are well defined by boundaries and physical structure and expectations for each area are taught and reinforced.



Learning Environment – Physical Space

- Personal possessions and materials are organized and labeled in a developmentally appropriate way (age and level appropriate) for students to access and use.



Learning Environment – Physical Space

- Materials are organized for easy access to decrease down time.



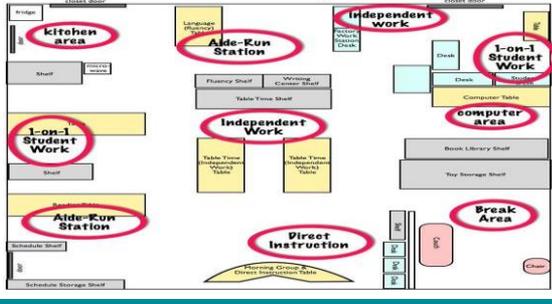
Learning Environment – Physical Space

- Spaces (appropriate for age and level) are provided for:
 - Whole group
 - Small group/1:1 instruction
 - Independent work
 - Student choice activities
- Materials are age appropriate and adapted for level of students



Learning Environment – Physical Space

Autism Classroom Centers
theautismhelper.com



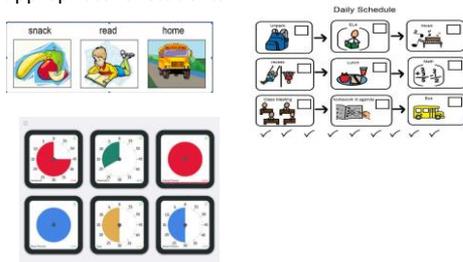
Learning Environments – Schedule & Visual Supports

- Individualized schedule use (age and level appropriate) to support independence in and out of the classroom is taught and reinforced.
- Staff schedule is posted and followed, which includes:
 - Staff assignments and students they are responsible for throughout the day
 - Specific activities including break time(s)



Learning Environments – Schedule & Visual Supports

- Visual supports are utilized and are age and level appropriate for students.



Planning for General Education Participation

- Modifications and accommodations are planned in collaboration with general education teacher to support student’s participation.
- Student participates in classroom activity/lesson in ways similar to general education peers (requirements & means of expression may be accommodated or modified)
- Strategies for general education participation, such as pre-teaching are implemented

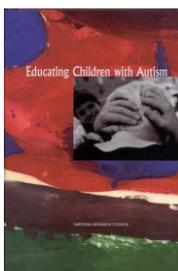


Includes/considers Evidence Based Practices (EBPs)

- [Antecedent-based Intervention \(ABI\)](#)*
[Differential Reinforcement of Alternative, Incompatible, or Other Behavior \(DRA/I/O\)](#)
[Discrete Trial Teaching \(DTT\)*](#)
[Exercise \(EXE\)](#)
[Extinction \(EXT\)](#)
[Functional Behavior Assessment \(FBA\)*](#)
[Functional Communication Training \(FCT\)](#)
[Modeling \(MD\)**](#)
- [Naturalistic Intervention \(NI\)](#)
[Parent-implemented Intervention \(PII\)](#)
[Peer-mediated Instruction and Intervention \(PMII\)*](#)
[Picture Exchange Communication System \(PECS\)*](#)
[Pivotal Response Training \(PRT\)](#)
[Prompting \(PP\)*](#)
[Reinforcement \(R+\)*](#)
[Response Interruption/Redirection \(RII\)](#)
[Scripting \(SC\)**](#)
- [Self-management \(SM\)*](#)
[Social Narratives \(SN\)*](#)
[Social Skills Training \(SST\)*](#)
[Task Analysis \(TA\)*](#)
[Technology-aided Instruction and Intervention \(TAII\)**](#)
- [Video Modeling \(VM\)](#)
[Visual Support \(VS\)*](#)



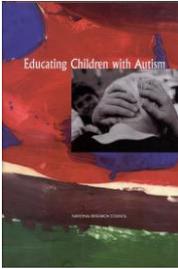
Also includes recommendations from *Educating Children with Autism* (p. 218)



- **Appropriate educational objectives** for children with autistic spectrum disorders should be **observable, measurable behaviors and skills.**
- **Social skills** to enhance participation in family, school, and community activities
- **Expressive verbal language, receptive language, and nonverbal communication skills;**
- A **functional symbolic communication system**
- Increased engagement and flexibility in developmentally appropriate tasks and play, including the **ability to attend to the environment and respond to an appropriate motivational system**
- Cognitive skills, including **symbolic play and basic concepts, as well as academic skills**
- **Replacement of problem behaviors** with more conventional and appropriate behaviors
- **Independent organizational skills and other behaviors that underlie success in regular education classrooms**



Also includes recommendations from *Educating Children with Autism* (p. 218)



- **Ongoing measurement** of educational objectives must be documented in order to determine whether a child is benefiting from a particular intervention. **Progress should be monitored frequently** and objectives adjusted accordingly.
- Mechanisms for **ongoing program evaluation and assessments of individual children's progress**
- **Independent participation** in regular education), children should receive specialized instruction in settings in which ongoing interactions occur with typically developing children





Questions or Comments?

Thank you for your participation!

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References:

National Research Council, Eds. Lord, C and McGee, J. (2001).
Educating Children with Autism. Washington: National Academy Press.

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Additional Resources

AutismEducators.com
Teachers Pay Teachers
www.trackingsheets.com
Handsinautism.iupui.edu
Pinterest

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