

Autism Checklist: Self-Contained Classroom

Teacher: _____ Observer: _____ Date/Time: _____

Quality Classroom Indicator	Present	Comment
Planning		
Visual supports are at the correct level of symbolic functioning, and are used to enhance predictability, facilitate transitions, and help convey expectations.		
A staff schedule showing staff assignments and student activities		
Schedules reflect a variety of learning formats for each student (ex. 1:1 instruction, group, indep.work, and social interaction/leisure)		
Curriculum reflects the core deficits of autism; activities emphasize social skills and functional communication, while maintaining age appropriate engagement and maximizing independent functioning.		
Planned opportunities for sensory opportunities.		
Student activities are related to SOL objectives, IEPs and/or aligned standards.		
Instruction		
Activities are language-based, and staff is encouraging student commenting, asking and answering questions		
Students remain actively engaged in learning opportunities		
Communication directed to students is clear and relevant, appropriate to language ability, accompanied by visual supports as needed		
Adult has student attention prior to delivering instruction. During instruction, instructional cues delivered clearly.		
Instruction pace promotes high rates of correct responding, and uses appropriate and consistent schedules of reinforcement and error correction.		
Instructional methods reflect student needs and are grounded in research-based practices		
Behavior problems are addressed by using giving the student choices, clear expectations and positive reinforcement. All staff is following a Behavior Intervention Plan as appropriate.		
Use of AAC devices, visual supports, or sign for students using these supports is encouraged and utilized across all activities and settings		
Social skills instruction is planned and supported by staff.		
Prompts are delivered based on a consistent hierarchy.		
Highly structured work systems are established to reinforce previously mastered skills.		
Classroom Environment		
Room arrangement has clearly defined visual boundaries for specific activities.		
An appropriate daily schedule is posted for each student		
Comments directed toward students follow a ratio of 7:1 instructive/positive comments to corrective comments.		
“Hands-on” contact with students preserves dignity.		
Reduction of visual stimuli as appropriate to student needs.		
Designated area within room for breaks.		
Professional Responsibilities		
Inter-staff communication is respectful of students and limited in content to classroom issues and instruction. Confidentiality of students is preserved.		
Data are collected during instructional activities for each student; data are tracked, summarized and used to make instructional decisions. (May include FBA/BIP)		
Daily communication with parents is informative, positive and non- judgmental.		

Autism Checklist: Resource and General Education Classroom

Teacher: _____ Observer: _____ Date/Time: _____

Quality Classroom Indicator	Present	Comment
Planning		
Data on student performance is collected and used to plan instruction and collaborate with IEP team members.		
Lesson plans incorporate IEP goals		
Instruction		
Each student spends most of his/her time in active learning activities.		
Classroom assistants (when present) are actively engaged with students in a manner that supports independence.		
Social skills are modeled and are taught in the context of academics (cooperative learning, partner work, peer editing)		
Skill instruction in communication and social behaviors is embedded in naturally occurring lessons and routines.		
Classroom Environment		
A daily classroom schedule is clearly posted, referred to and utilized by students.		
Integration and social opportunities with peers are present across school environments. General education students interactive positively.		
Assistive technology and or visual supports are available to support learning as needed.		
The teacher uses reinforcement and modeling to support positive behavior.		
Instructional areas are clearly defined and materials are accessible to students.		
Students with ASD are given opportunities to make choices and develop choice making skills.		
Professional Responsibilities		
Behavior plans, IEP accommodations, and BIPs are implemented as needed		
Teacher attends and contributes to IEP and other special education meetings as appropriate.		
Staff members refer to students using person-first language. They communicate with and to students in a manner that indicates respect.		
Staff maintains the confidentiality of students and families.		