

TEACCH Fidelity Measure

Full Implementation Partial Implementation Minimal / No Implementation **O** **R**

Physical Structure

<p>1. Physical environment is clear and manageable for students with ASD</p> <ul style="list-style-type: none"> • Areas for classroom activities are all clearly and visually defined • Physical or visual boundaries (furniture, materials, tape on floor) are used to help clarify activity areas • The physical structure of the classrooms allows the teacher to see all students 	5	4	3	2	1	<input type="text"/>	<input type="text"/>
<p>2. Physical environment is free of distracting stimuli</p> <ul style="list-style-type: none"> • Sources of visual and noise distractions are minimized in student work areas (very little wall décor, child is not seated near an open window where lots of outside noises can be heard) • Classroom materials are well organized (i.e. labeled, in correct area, put away when not in use) • Extraneous wall décor in the classroom is kept to a minimum (wall décor should be related to monthly or weekly theme, or reflect child art) 	5	4	3	2	1	<input type="text"/>	<input type="text"/>
<p>3. Classroom areas are easy to identify and designed to address skills across the curriculum</p> <ul style="list-style-type: none"> • Daily activities consistently occur in designated areas (i.e. teacher-led activities, independent activities, group activities, leisure activities) • Areas are designed to match student age and developmental level (i.e. snack, play, self-help, work areas in preschool settings) • Materials needed in each area are easily accessible to staff and students (when appropriate) • Transition area(s) (location for schedule materials) is incorporated into classroom space if needed 	5	4	3	2	1	<input type="text"/>	<input type="text"/>
<p>4. Physical structure is designed to match student’s needs, learning style, and sensory differences</p> <ul style="list-style-type: none"> • Informal assessment is used to determine how students respond to physical environment • Information gathered from informal assessments is used to make necessary changes to the physical environment to address student needs 	5	4	3	2	1	<input type="text"/>	<input type="text"/>
<p>5. Elements of physical structure are used in environments across the classroom day and/or school setting</p> <ul style="list-style-type: none"> • Visual or physical boundaries are in place in student work areas and class activity centers. • Visual or physical boundaries are in place in cafeteria, gym, music room, additional classrooms when needed. 	5	4	3	2	1	<input type="text"/>	<input type="text"/>

Observer Initials _____ First Middle Last	<input type="checkbox"/> Primary Observer	<input type="checkbox"/> Reliability Observer	Date: ____/____/____
<p style="text-align: center;">Observation Time Period: 1 2 3 4</p> <p style="text-align: center;">Method of Collection for “R” items: <input type="checkbox"/> In Person <input type="checkbox"/> By phone <input type="checkbox"/> Both</p>			

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	Full Implementation		Partial Implementation		Minimal /No Implementation	O	R
Visual Schedules 6. Visual schedules and related components are used consistently throughout the day <ul style="list-style-type: none"> • Overall classroom schedule prominently displayed that indicates staff and student assignments • Individual child schedules are used consistently throughout the day • Visual transition cues are used consistently throughout the day • Classroom areas are visually labeled with matching schedule components (i.e. pocket with matching object, photo, icon) 	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
7. Individual schedules are designed to match student's developmental level, strengths, and needs <ul style="list-style-type: none"> • Assessment is used in determining the appropriate schedule length, location, and manner of presentation • Students have individual daily schedules adjusted to their developmental level 	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
8. Students are taught how to use the visual schedule and how to address changes that occur in the schedule <ul style="list-style-type: none"> • Students are prepared for changes in scheduled activities (i.e. visual cue to indicate a new activity) • Staff prompts students with minimal verbal/physical cues (if needed) when using schedule 	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
9. Visual schedules are used within classroom activities and/or outside of the classroom throughout daily activities (i.e. gym, cafeteria, general education settings) <ul style="list-style-type: none"> • Individual within activity schedules are available to use during different classroom activities, if needed (e.g. the child may have a separate activity schedule that is just used for circle time or one that is only at snack time) • Individual schedules move with the student across setting OR elements of visual schedules are located across setting (i.e. transition cards, schedule cues, matching pockets) 	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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Work Systems	Full Implementation	4	3	2	1	Minimal/No Implementation	O	R
10. Work systems and related components are used consistently throughout the day <ul style="list-style-type: none"> A work system is in place for each student to use during independent work time (The organization and structure of the work system should answer 4 questions for the student- What work do I do? How much work? When am I finished? What activity do I do next?) Work systems are used consistently during independent work time each day Students are using work systems independent of teacher prompting 	5	4	3	2	1			
11. Work systems are designed to match student's developmental level, strengths, and needs <ul style="list-style-type: none"> Assessment is used in determining the appropriate work system format and length Work systems are individualized to match student's developmental level (left-to-right, matching, written) and interests 	5	4	3	2	1			
12. Activities used in independent work systems are individualized <ul style="list-style-type: none"> Tasks used in independent work areas reflect previously mastered skills and are rotated frequently Tasks used in independent work areas are related to individual goals and objectives 	5	4	3	2	1			
13. Work systems are used across the classroom day and outside of the classroom (beyond independent work time) (i.e. art activities, hygiene, teaching time, gym, cafeteria, general education settings) <ul style="list-style-type: none"> The 4 questions are answered visually for students when they arrive at a number of school locations/participate in a number of school activities 	5	4	3	2	1			

NOTE:

To score this section the rater should observe a minimum of two children of different functioning levels during independent teaching time.

Comments:

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Visual Structure		Full Implementation		Partial Implementation		Minimal/No Implementation		O	R
		5	4	3	2	1			
14. Tasks and activities are meaningful to students <ul style="list-style-type: none"> • Visual instructions are provided in work tasks and class activities • Visual instructions are individualized to match student's developmental level (i.e. materials, jigs, pictures, lists) 		5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
15. Tasks and activities are visually very clear to students <ul style="list-style-type: none"> • Elements of visual organization are incorporated in work tasks and class activities (i.e. materials are contained, minimal set-up required, few extra parts/pieces) • Tasks are organized in variety of formats (i.e. folders, books, left-to-right trays, baskets) • Visual clarity is provided in work tasks and class activities (i.e. use of highlighting, numbers, arrows, color codes/schemes) 		5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Assessment and Teaching Time	Full Implementation		Partial Implementation		Minimal /No Implementation	O	R
16. Teaching goals are designed to match student’s developmental level, strengths, and needs <ul style="list-style-type: none"> • Staff uses formal/informal assessment to determine student emerging skills • Teaching goals and objectives are appropriate to the developmental level of the child and target emerging skills 	5	4	3	2	1		
17. Teaching activities are designed to match student’s developmental level, strengths, and needs <ul style="list-style-type: none"> • Work tasks and class activities are related to identified goals and objectives • Patterns of strengths and weaknesses, as well as student interests, are incorporated into work tasks and class activities • Functional needs/skill areas are incorporated into work tasks and class activities 	5	4	3	2	1		
18. Teaching time promotes the development of student independence and generalization of skills <ul style="list-style-type: none"> • Teaching activities are designed to promote independence (i.e. emphasis on visual structure, lowest level of prompting utilized) • A number of tasks are introduced to address the skill area(s) to ensure multiple opportunities for practice and generalization • Emphasis on naturally occurring reinforcers/embedded reinforcement during teaching time • Variety of staff members work with students during teaching time and address skills across curricular areas • Teaching time occurs in a variety of settings (1:1, small group, large group) 	5	4	3	2	1		
19. Teaching time is a structured activity that addresses skills across the curriculum following a logical scope and sequence <ul style="list-style-type: none"> • Materials are presented systematically and in an organized fashion • Skills/tasks are broken into steps • Data are consistently recorded on student performance during assessments and teaching activities • Physical structure, schedules, work systems, and visual structure are utilized during teaching times 	5	4	3	2	1		

NOTE:

To score this section the rater should observe a minimum of two children of different functioning levels during **one to one** teaching time.

Comments:

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Communication	Full Implementation	4	Partial Implementation	3	2	1	Minimal/No Implementation	O R	
20. Receptive language supports are utilized consistently <ul style="list-style-type: none"> Staff’s language is appropriate for child’s level of understanding Verbal communication to students is supplemented or replaced by visual supports 	5	4	3	2	1			<input type="text"/>	<input type="text"/>
21. Expressive communication systems are designed to match student’s developmental level, strengths, and needs <ul style="list-style-type: none"> Formal/informal assessment is used to determine student’s communication goals and in the design of communication systems/activities Expressive communication systems are individualized for the level of each student Expressive communication systems are used consistently with each student across the school day 	5	4	3	2	1			<input type="text"/>	<input type="text"/>
22. Language instruction is individualized and focuses on teaching functional communication skills <ul style="list-style-type: none"> Communication instruction emphasizes meaningful, spontaneous communication Communication instruction is incorporated into the daily routine 	5	4	3	2	1			<input type="text"/>	<input type="text"/>
23. The classroom environment stimulates communication <ul style="list-style-type: none"> Communication activities incorporate appropriate elements of visual structure Structured environment is used to facilitate communicative opportunities (i.e. asking for missing part/piece in structured task) 	5	4	3	2	1			<input type="text"/>	<input type="text"/>

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Social and Leisure	Full Implementation	Partial Implementation	Minimal/No Implementation	O	R		
24. Activities addressing leisure and social skills are designed to match student’s developmental level, strengths, and needs <ul style="list-style-type: none"> • Informal assessment is used to determine student’s social and leisure goals, as well as in the design of social/leisure activities • Social skills activities are appropriate to student’s developmental level (i.e. proximity, parallel, turn taking, rules) • Leisure and social activities are planned around individual student interests • Leisure and social activities incorporate appropriate elements of visual structure 	5	4	3	2	1		
25. Leisure activities are taught to facilitate student’s independent use of free time <ul style="list-style-type: none"> • Students are actively engaged in leisure activities during free time 	5	4	3	2	1		
26. Social skills training focuses on facilitating positive experiences with others <ul style="list-style-type: none"> • Social skills training facilitates interaction with others • Social skills training occurs in a variety of contexts across the school day (i.e. group activities, paired activities) • Social skills training involves typically developing peers if appropriate peer models are available 	5	4	3	2	1		

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Behavior Management	Full Implementation		Partial Implementation		Minimal/No Implementation		O	R
	5	4	3	2	1			
27. *Behavior management strategies are influenced by an understanding of the culture of autism <ul style="list-style-type: none"> Behavior challenges are <u>analyzed</u> recognizing the deficits and developmental level of the student, as well as re-framing the problems from the perspective of a person with autism (iceberg model) Behavior interventions are <u>designed/implemented</u> around an understanding of developmental level and the perspective of a person with autism 	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
28.* Behavior management strategies are primarily proactive <ul style="list-style-type: none"> Behavior management strategies emphasize positive, antecedent based approaches and the prevention of behavior problems Limits and/or rules are visually clarified/made concrete for each student 	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
29. Data are consistently recorded on behavior plans and summarized/analyzed regularly <ul style="list-style-type: none"> A system for collecting data effectively has been established Data are monitored daily/weekly by staff Interventions are modified based on data collected 	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	

NOTE:

Observation of these indicators supersedes report. If these indicators are not observed use indicators to guide an interview with the teacher to score this section.

*The rater should look for some of the following proactive strategies used by the teacher to score items 27 & 28:

- Decreased verbal instructions/demands by the teacher. The teacher should reduce verbal input or demands on the child when a behavior problem occurs.
- Teacher should use visuals (pictures, written words, objects, etc) instead of words to address the child's behavior problems.
- Teacher should move from an abstract to more concrete hierarchy of visual presentation if the child continues to show behavior problems. For example, if the teacher is attempting to transition the child to the work area of the classroom and the child begins to tantrum...The teacher may start with showing the child a picture of the work area from the schedule, then move to actually taking an object or task from the work area and showing it to the child to help him/her transition.
- The teacher may also use a "first-then" contingency or reward system.
- The teacher should use physically moving the child as a last resort.

If the rater is unable to observe a child with autism in the classroom engaged in a behavior problem, then the teacher should be asked about his/her approach to managing behavior. A potential question to ask is, "How do you address problem behavior when children are having difficulty transitioning from one area of the classroom to another?" The teacher should mention some of the above strategies when answering this question.

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Family Involvement	Full Implementation		Partial Implementation		Minimal/No Implementation	O	R
30. Collaboration with families is prioritized <ul style="list-style-type: none"> • Family input is used in the development of student goals and objectives • A consistent system of communication exists between school and home (i.e. daily notes, a communication notebook, a schedule of regular phone calls or home visits) 	5	4	3	2	1		
31. Families are welcomed in the classroom and/or staff is welcomed into the home <ul style="list-style-type: none"> • Opportunities for family members to participate in their child’s classroom activities are available and utilized. • Opportunities to train family members in the use of successful classroom strategies are available (in the home or classroom) 	5	4	3	2	1		

NOTE:

Observation of these indicators supersedes report. If these indicators are not observed use indicators to guide an interview with the teacher to score this section.

Comments:

