

## Evaluation of Educational Programs for Students with Autism

School/Program: \_\_\_\_\_ Teacher: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Early entry into the intervention program</b></p>	<p>Average age at which students enter this program:</p> <p>Average age at which students begin receiving services:</p>
<p><b>Individualized supports</b> and services for students and families, based upon family and student preference</p>	<p>Support for students:</p> <p>Support for families:</p>
<p><b>Active engagement in effective instructional programming</b></p>	<p>0-2 Hours/day                      Half-day                      Full school day</p> <p>Various sites:</p> <p>Days per week: 1      2      3      4      5</p> <p>Less than 9 months              9-10 months              Full year</p>
<p><b>Systematic instruction</b> based upon valid educational goals, effective delivery of planned instruction (using principles of Applied Behavior Analysis), and frequent evaluation and adjustment of instruction</p>	<p>Educationally and socially valid goals:</p> <p>Type of instruction:</p> <p>How learning is evaluated:</p> <p>How often learning is evaluated:</p>
<p><b>Comprehensible and/or structured environments</b>, where students and staff can understand what is happening, predict what will happen, and know what is required of various settings</p>	<p>Curriculum is clear to students:      Yes      Sometimes      No</p> <p>Curriculum is clear to all personnel: Yes      Sometimes      No</p> <p>How is curriculum communicated to students and staff?</p>

<p><b>Specialized curriculum</b> content that addresses core deficits and increases functional skills that can generalize across environments</p>	<p>Do IEPs include goals for core deficits of autism? Social: Yes No Behavioral: Yes No Functional Communication: Yes No Cognitive/Academic: Yes No</p> <p>How frequently are these goals addressed? Daily Weekly Monthly</p> <p>Are skills generalized across environments? Yes No</p>															
<p><b>Adult attention sufficient to meet IEP goals</b></p>	<p>1:1            1:2-3            1:4-10            Large groups</p> <p>Are goals being met: Yes No</p>															
<p><b>Functional approach to problem behaviors</b> (i.e., Positive Behavior Support), with a focus on replacing rather than merely eliminating problem behaviors, through teaching appropriate replacement behaviors</p>	<p>Evidence of Functional Assessment of Behavior:</p> <p>Evidence of Functional Analysis of Behavior:</p> <p>Evidence of Appropriate Behavior Support Plan:</p>															
<p><b>Family involvement</b></p>	<p>Evidence of family involvement in aspects of educational program:</p> <table data-bbox="662 1234 1377 1440"> <tr> <td>Pre-referral process</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Identification and classification</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>IEP development and review</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Behavior support plan development</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Generalization and maintenance of skills</td> <td>Yes</td> <td>No</td> </tr> </table>	Pre-referral process	Yes	No	Identification and classification	Yes	No	IEP development and review	Yes	No	Behavior support plan development	Yes	No	Generalization and maintenance of skills	Yes	No
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Adapted from Dyches, T. T. (2008). Evaluating your educational program for students with autism. *The Utah Special Educator*, 28(3), 80-81.