

**Statewide Autism Resources and Training (START)
IEP Implementation Coaching Checklist Manual
Table of Contents**

In Front Pocket: Passport

START IEP Implementation Coaching Checklist Manual Description

Tabs:

1. General Information

- IEP Implementation Coaching Checklist
- Pacing Guide and Action Plan
- START Coaching Model & START Coaching PPT

2. Preparation for the Project

- Parent Guardian Permission
- Sample Admin Letter
- IEP Team and Coach Information
- CETA
- K-12 Target Student Reporting Form
- Schedule Matrix
- Universal Supports and Checklist

3. IEP Considerations

- PLAAFP Worksheet
- Goal Benchmark Tool
- Benchmark Examples

4. IEP Implementation

- Implementation Fidelity Plan
- K-12 Target Student Reporting Form

IEP Implementation Coaching Checklist Manual Description

In the START Project, coaching is the primary infrastructure for the implementation of evidence-based practices (EBP) for students with Autism Spectrum Disorder (ASD). This is because training alone is not sufficient for most staff to make practice changes that result in strong implementation fidelity. A coach, then, is an educational professional who assists in developing systems and routines that improve implementation fidelity and provides the teaching, prompting and monitoring of the implementation of the EBP.

The START IEP Implementation Coaching Checklist is one way to begin to establish these systems and routines, provide professional development to staff in the process, and create a venue for the teaching and prompting for implementation fidelity of the EBP. The Checklist is intended to be used by an IEP team with a target student with ASD, and the benefits include:

- Write authentic IEPs for students with ASD
- Identify relevant needs (PLAAFP) related to ASD
- Implement universal supports
- Write meaningful measurable goals
- Efficiently collect and use data
- Improve team processes (Meeting Mechanics)
- Increase knowledge of EBP for students with ASD
- Increase capacity to implement EBP
- Develop a coaching system to improve implementation
- Improved outcomes for students with ASD and other developmental disabilities

This implementation manual is intended to assist building teams in completing the checklist and is organized by tabs that correspond to each step. Within each tab are tools and resources for completing that step. A copy of the checklist itself can be found before tab 1 along with a copy of the START Coaching PowerPoint that details the process.

Table of Contents:

Passport

1. General Information

- IEP Implementation Coaching Checklist
- Pacing Guide and Action Plan
- START Coaching Model & START Coaching PPT

2. Preparation for the Project

- Parent Guardian Permission
- Sample Administrative Letter
- IEP Team and Coach Information
- CETA
- K-12 Target Student Reporting Form
- Schedule Matrix
- Universal Supports and Checklist

3. IEP Considerations

- PLAAFP Worksheet
- Goal Benchmark Tool
- Benchmark Examples

4. IEP Implementation

- Implementation Fidelity Plan
- K-12 Target Student Reporting Form

Visit the START website under the Training and Coaching tab for additional resources and tools.

1. General Information

Individualized Education Program (IEP) Implementation Coaching Checklist & Guide

IEP Implementation Coaching Checklist & Guide

Team Leader:

Phone:

Email:

Start Date:

This tool is intended to assist Individualized Educational Program (IEP) teams in preparing for, developing, and implementing authentic IEPs for students with ASD. However, information gathered and strategies implemented are part of the START Coaching project and not considered an IEP. Placement decisions and program changes must be made within a formal IEP.

As you proceed through the checklist, be sure to use the [Pacing Guide and Action Plan](#) form to keep track of action steps related to each step. Review action items at least monthly and at team meetings.

IEP Preparation

- Target Student:** Name _____ Grade: _____ Age: _____
 - Obtain **Parent / Guardian Permission** for the project (keep signed form on file)
 - Obtain building administrator approval for the project (see sample **Admin Letter for IEP Implementation Coaching**)
- Complete the IEP Team & Coach Information form**
- Evaluate Implementation of Classroom Universal Supports:** Implementation of universal supports can have a significant impact on engagement, independence, social opportunities, and behavior for students with ASD. As such, evaluation of the implementation of classroom universal supports and the development of goals in these areas is crucial.
- Complete the CETA and Identify Goals:** The CETA (Classroom Environment and Teaching Assessment) is used to evaluate classroom-level universal supports. If the student attends more than one classroom, the tool should be completed for the primary classroom for the purposes of reporting, but can be used for all classrooms. List CETA goals based on areas of need:
- Collect Target Student Baseline Data**
 - Complete the **K-12 Target Student Reporting Form RCN** and enter data via the survey link (Forms and video directions for the Independence, Engagement and Social data are available on the [START Website](#)).
 - Complete a **Schedule Matrix** for the target student and identify 2-3 primary areas of need:
 - Complete the **Universal Supports Checklist** and identify needed supports and/or implementation needs:
 - For identified areas of need, collect additional baseline data if needed. Describe additional data:

IEP Considerations

These considerations do not include all components of the IEP but rather focus on critical areas susceptible to fidelity challenges. Whether or not within a formal IEP, this section should be completed as a team in a meeting format.

- Elicit Parent Input:** It is important for family members to offer input without judgement or reaction from staff. When gathering parent input, do not question, disagree, or give explanation to anything they list as issues, concerns, or wishes. Simply write them all on a white board as they are expressed, and then use the list as a guide throughout the meeting (whether or not it is a formal IEP) to be sure their input is addressed. Highlight parent input:
- Complete the START Passport:** The Passport is a companion tool to the IEP to address skills that may not be related to access and progress in school, but are related to success through school and into adulthood. Discussing Passport goals during the Parent Input section of the IEP is a great way to set the stage for collaboration. After completing the Passport, record information on the [Passport Reporting Form](#). Passport goals:

Complete the PLAAFP Worksheet: The PLAAFP worksheet is intended to assist IEP teams in identifying primary areas of student need that prevent student access and progress in the general education curriculum and environments. This information can be also used to identify supplementary aids and services and develop goals. List areas of need:

Identify Supplementary Aids and Services: Supplementary aids and services are used to address needs identified in the PLAAFP and serve to support student access to the general education curriculum and environments. As such, universal supports for students with ASD should always be considered and include the following:

- Visual Schedules and Supports including Self-Management Systems
- Peer to Peer Strategies and Supports
- Accommodations and Differentiation including Academic Modifications
- Functional Communication Systems
- Positive Behavioral Interventions and Supports including Response Scripts and Break Cards

Review the PLAAFP Worksheet and identify supplementary aids and services including evidence-based practices (EBP) needed to address the identified needs, and enhance the student's access and progress in general education curriculum and environments. These supports can also be used to enhance progress on developed goals. List:

Develop Measurable Goals & Benchmarks: IEP goals are intended to address needs listed in the PLAAFP that impact student access and progress in the general education curriculum and environments. Goal areas should be prioritized based on which needs listed in the PLAAFP cannot be met through supplementary aids and services, which needs require specialized instruction (i.e. special education) to address, and/or which are so critical to student learning including access and progress in general education they should have a goal focus. Use the **Goal Benchmark Tool** to write and benchmark the annual goals (see **Benchmark Examples**). List developed measurable goals:

Implementation and Progress Monitoring

Develop an Implementation Fidelity Plan: An Implementation Fidelity Plan will help ensure that interventions and supports identified in previous sections are implemented as designed and intended. Considerations include developing staff competencies in EPB, ongoing training and coaching needed for implementation staff, resources required, and communication feedback systems. Supporting resources for EBP include the [National Professional Development Center on ASD](#), [National Autism Center](#), [National Standards Project](#), [AIM Modules](#), and the [NPDC AFIRM Modules](#).

Develop and use the Goal Monitoring Tool: The goal monitoring tool is an efficient way to regularly collect and analyze IEP goal progress data. Should adequate progress not be occurring, revisit the implementation fidelity plan and conduct implementation fidelity checks to ensure interventions, practices and supports are in fact being implemented as designed and intended. If not, make adjustments to implementation and if so, revisit the intensity of the interventions and supports or determine if they should be changed. Determine a monitoring schedule as well who and where the data will be collected.

Goal Monitoring Plan:

Continue to implement practices and supports and monitor IEP implementation fidelity and goal progress through the remainder of the year.

At the end of the year:

Complete the [K-12 Target Student Reporting Form](#) and enter data via survey link.

PACING GUIDE & ACTION PLAN
IEP Implementation Coaching Checklist

Target Student (DOB): _____ **Date:** _____

September	October	November
<ul style="list-style-type: none"> • Identify Target Student • Complete IEP and Coach Information form • Complete the CETA and identify goals and action steps • Begin to collect target student baseline data (i.e. independence, engagement, socialization) 	<ul style="list-style-type: none"> • Finish collecting target student baseline data • Complete the K-12 Target Student Reporting form RCN • Complete Schedule Matrix • Complete Universal Supports Checklist • Review and update CETA action steps 	<ul style="list-style-type: none"> • Have meeting to complete IEP Considerations section of the coaching checklist <ul style="list-style-type: none"> ○ Elicit parent input / complete Passport ○ Complete the PLAAFP Worksheet ○ Identify supplementary aids and services ○ Write and benchmark measurable goals • Develop an Implementation Fidelity Plan and begin implementation • Review and update CETA action steps
December	January	February
<ul style="list-style-type: none"> • Collect implementation fidelity data at least monthly (i.e. how well and consistently the selected strategies, supports and interventions are being implemented) • Review and update the Implementation Fidelity Plan and record action items • Review and update CETA, and Passport action steps • Probe progress on IEP goals using the Goal Monitoring Tool and adjust interventions as necessary 	<ul style="list-style-type: none"> • Collect implementation fidelity data at least monthly (i.e. how well and consistently the selected strategies, supports and interventions are being implemented) • Review and update the Implementation Fidelity Plan and record action items • Review and update CETA, and Passport action steps • Probe progress on IEP goals using the Goal Monitoring Tool and adjust interventions as necessary 	<ul style="list-style-type: none"> • Collect implementation fidelity data at least monthly (i.e. how well and consistently the selected strategies, supports and interventions are being implemented) • Review and update the Implementation Fidelity Plan and record action items • Review and update CETA, and Passport action steps • Probe progress on IEP goals using the Goal Monitoring Tool and adjust interventions as necessary
March	April	May
<ul style="list-style-type: none"> • Collect implementation fidelity data at least monthly (i.e. how well and consistently the selected strategies, supports and interventions are being implemented) • Review and update the Implementation Fidelity Plan and record action items • Review and update CETA, and Passport action steps • Probe progress on IEP goals using the Goal Monitoring Tool and adjust interventions as necessary 	<ul style="list-style-type: none"> • Collect implementation fidelity data at least monthly (i.e. how well and consistently the selected strategies, supports and interventions are being implemented) • Review and update the Implementation Fidelity Plan and record action items • Review and update CETA, and Passport action steps • Probe progress on IEP goals using the Goal Monitoring Tool and adjust interventions as necessary 	<ul style="list-style-type: none"> • Collect target student data (i.e. independence, engagement, socialization) needed to complete the K-12 Target Student Reporting Form RCN • Complete the K-12 Target Student Reporting form RCN

Action Plan

Target Student (DOB): _____ **Date:** _____

WHO	will do WHAT	by WHEN
TEAM	Identify Target Student & record on IEP Implementation Coaching Checklist	Mid Sept
TEAM	Complete IEP and Coach Information form	Mid Sept
	Complete the CETA and identify goals and action steps (record on action plan). Record goals on the IEP Implementation Coaching Checklist	End Sept
	Collect data needed to complete the K-12 Target Student Reporting form (i.e. independence, engagement, socialization).	Mid Oct
	Complete the online K-12 Target Student Reporting form	End Oct
	Complete Schedule Matrix and identify 2-3 primary areas of need & summarize on the IEP Implementation Coaching Checklist	End Oct
	Complete Universal Supports Checklist and summarize needs on the IEP Implementation Coaching Checklist	End Oct
	Collect any additional data needed to inform the IEP and summarize needs on the IEP Implementation Coaching Checklist	End Oct
	Review and update action items from the CETA at least monthly	
	Have a meeting to complete the IEP Considerations section of the IEP Implementation Coaching Checklist and summarize on the checklist	End Nov
	Complete the Passport goals and summarize on the IEP Implementation Coaching Checklist	At Mtg
	Use data to complete the PLAAFP worksheet and summarize needs on the IEP Implementation Coaching Checklist	At Mtg
	Identify Supplementary Aids and Services and summarize on the IEP Implementation Coaching Checklist	At Mtg
	Write and benchmark measurable goals summarize on the IEP Implementation Coaching Checklist	At Mtg
	Develop an IEP Implementation Fidelity Plan with specified action steps and record on the action plan form	End Nov
	Begin implementation of the IEP Implementation Fidelity Plan	Dec
	Collect implementation fidelity data on CETA, and IEP strategies, supports, and interventions at least monthly and review and update the Implementation Fidelity Plan – record action items on the action plan form	
	Review and update CETA action items monthly	
	Probe progress on the IEP goals at least monthly using the Goal Monitoring Tool and adjust interventions as necessary	
	Collect data needed to complete the K-12 Target Student Reporting form RCN (i.e. independence, engagement, socialization).	End May
	Complete the K-12 Target Student Reporting form RCN	End May

2. Preparation for the Project

Statewide Autism Resources and Training Project (START)

Parent / Guardian Permission Form

Support through Coaching Project

I give permission and approve the release of educational information about my child to be used in this START Coaching Project. I understand that my child's personal information will be discussed at meetings and training sessions for educational purposes only. I understand that pictures and videos will be released to START and will only be used to the extent that they assist in training and in learning about ASD. I understand that the use of student information, pictures and/or videos released to START may be used in PowerPoint presentations and other materials prepared to train educators; however, no personal identification other than my child's first name will be connected to my child's photographs or videos. I understand that, upon request, I can review and approve any pictures or videos before they are used for training purposes.

By signing below, I agree to the above information. Should any concerns or issues arise related to this release of information, photographs, and videos, I understand that I may contact my school district or the START office at any time. I also understand that I may revoke this permission and release of photographs and videos by contacting the START office at 616-331-6480 or through mail at START, 401 W. Fulton, Grand Rapids, MI 49504.

This release of confidential information remains in effect from the date signed below unless rescinded by the parent/guardian.

I, _____ (parent/guardian name) give permission and agree to allow my child, _____, to participate as a target student in this coaching project.

Child name (please print)

Date of Birth

School District

School Building

Parent(s)/Guardian Signature

Date

SAMPLE Letter to Building Administrator START IEP Implementation Coaching Project

Date xx

Dear Administrator,

In an effort to continue to improve services for students with ASD in our region, your building has the opportunity to participate in the START IEP Implementation Coaching Project, which focuses on the development and implementation of quality IEPs for students with ASD.

This project includes identifying a coach leader (i.e. an itinerant staff with ASD expertise who serves the building) and a building coach (i.e. a certified staff person (e.g. general education or special education teacher, counselor, administrator, itinerant staff who works primarily in the building) to assist in supporting the project. The building coach selected for your building is (NAME) and the coach leader assigned to your building is (NAME).

The project is outlined in the IEP Implementation Coaching Checklist provided by START and the purpose is to increase development and implementation fidelity of IEPs and evidence-based practices (EBPs) for students with ASD at the building, classroom, and student levels. The general expectations of this year-long project include:

- Utilizing an IEP team to follow the checklist
- Collecting baseline target student data to plan for IEP and EBP development and implementation
- Developing measurable goals and benchmarks and monthly student progress monitoring
- Connecting monthly with team members to update building, classroom and family goals
- Assessing implementation fidelity of EBP implementation at the building, classroom, and student levels
- Report beginning and end of year data in the START K-12 Target Student Reporting online form (parent permission will be obtained before submitting to START)

Although IEPs and EBPs for students with ASD are being promoted, these tools, processes and practices have been shown effective for students with other learning needs as well. Therefore, your participation should ultimately improve capacity of staff to educate students with a variety of learning needs.

If you would like more information, you may contact the building coach or coach leader assigned to your building.

Thank you for your participation and support.

Signature

Classroom Environment and Teaching Assessment (CETA)

Observer: _____ **Date / Time:** _____

District / Building: _____ **Teacher / Grade:** _____

The purpose of this tool is to assess the implementation of evidence-based classroom practices that provide a solid foundation for learning for students with ASD. Instructional teams should use the tool in a collaborative manner by having the classroom staff complete a self-assessment and a qualified observer complete an assessment based on observation. Teams can then discuss items of disagreement and identify areas for classroom improvement. This tool is not intended to be used to evaluate teachers nor should it be the sole source for program or classroom evaluation or decision making. A combination of other information including progress monitoring of IEPs, other program assessment tools, and program outcome data should be used for a total program evaluation.

3 = Evident: Quality indicator in place (>90% / of opportunities) with strong implementation fidelity: Coaching support needed for sustainability only.
2 = Inconsistent: Quality indicator partially in place (50-90% / of opportunities) and needs improvements in implementation fidelity / consistency.
1 = Emerging: Quality indicator minimally in place (20-50% / of opportunities). The effective practice is not occurring systematically enough to impact learning.
0 = Not Evident: Quality indicator is not in place (<20% of opportunities).
R = Reported: Items was not observed but rather reported by staff
N = No opportunity to observe for this quality indicator.

Evidence-Based Practice Area	Quality Indicator / Performance Target	Check One					
		Evident (3)	Inconsistent (2)	Emerging (1)	Not Evident (0)	Reported (R)	No opportunity (N)
Visual and Organizational Supports	1. Classroom Arrangement and Routines cue expected behavior (e.g. arrival, lunch and dismissal procedures, homework bin, reading area, agenda on the whiteboard).						
	2. Daily Schedule is clear (i.e. easy to understand), consistent, predictable and posted and includes a mix of independent and interactive activities.						
	3. Individual Visual Schedules reflect student skills, needs, and abilities (e.g. icons are used if student doesn't read) and include preferred interests or activities (e.g. embedded in the schedule and/or a part of the schedule (e.g. background is a preferred cartoon character)); Schedules are reviewed at the beginning of the day and used at each transition.						
	4. Schedule Changes are highlighted with as much advance notice as possible to prepare students for change; Students are actively taught coping strategies to manage change and reduce anxiety during changes (e.g., use of a change card, calming strategies).						
	5. Transitions in the Classroom: Students are prepared for classroom transitions with predictable activities, signals, or cues, and staff either has materials ready for each activity to minimize wait time and/or they use wait time to explicitly teach and practice skills.						
	6. Individualized Visual Supports, Prompts, and Systems (e.g. work / task systems, visual timers, procedure lists, checklists, self-management systems) are used to enhance understanding of verbal instruction, increase independence in task completion and reduce problem behavior.						
Positive Behavioral Interventions and Supports	7. Positively Stated Behavioral Expectations are clear (i.e. easy to understand), posted, pre-taught and regularly reviewed; Error correction procedures are used when expectations are not followed (e.g. model the appropriate behavior; have student practice correct behavior).						
	8. Positive Feedback for acceptable behavior is provided more frequently than negative or corrective feedback.						

Positive Behavioral Interventions and Supports	9. Reinforcers: Individualized, varied reinforcers are used to promote student motivation, engagement, and independence in task routines and activities.						
	10. Proactive and Preventive Strategies are used to prevent negative behaviors (e.g. visual prompts and supports, consistent visual schedule, seating arrangements, choice-making opportunities, first-then charts).						
	11. Taking a Break: Break procedures are clearly specified and students are explicitly taught to take a break when needed; A break card is used to prompt and assist students to initiate and independently take a break; Break activities serve to calm the student, but are not inherently reinforcing.						

Evidence-Based Practice Area	Quality Indicator / Performance Target	Check One					
		Evident (3)	Inconsistent (2)	Emerging (1)	Not Evident (0)	Reported (R)	No opportunity (N)
Positive Behavioral Interventions and Supports, cont.	12. Response to Inappropriate Behavior: Adults consistently and promptly follow-through with planned non-reinforcing responses for challenging behavior using non-emotional, and non-punitive interventions; Adults limit talking when students are stressed or agitated.						
	13. Positive Behavioral Intervention and Support Plans and crisis plan strategies are identified and implemented as written; Plans are developed based on functional behavioral assessment data and include proactive strategies to prevent challenging behavior, strategies for teaching alternative behaviors (e.g. coping and communication skills), and response strategies for challenging behavior.						
Educational Strategies and Supports	14. General Education Access: Students with ASD have daily core-content academic opportunities in general education.						
	15. General Education Participation: <ul style="list-style-type: none"> Students with ASD are active participants in the general education classroom; As the instructional leader, the classroom teacher includes students with ASD in classroom activities by initiating and directing questions and providing feedback; Students with ASD follow classroom routines alongside typical peers. 						
	16. Engagement and Active Learning: Multiple strategies, including differentiated instruction and output, embedded preferred interests, and accommodations are used to enhance student engagement and active learning within meaningful instructional activities.						
	17. IEP Goals are embedded within daily activities and are targeted in multiple environments to assure generalization and maintenance; Progress on goals is regularly assessed; Goals address life-long skills that promote independence and quality of life including participation in routines, social-communication skills, leisure, community access, organizational skills, and self-management.						
	18. Age-Appropriate Activities: Classroom activities and materials are age-appropriate and consistent with those used for typical peers.						
	19. Academic Progress is regularly monitored and changes to programming are based on data.						
	20. Learning Opportunities are integrated across subjects and assignments; Time is used efficiently (e.g., students may begin other activities if they finish an assignment early; repetitive tasks are minimized and used only for developing fluency).						
Functional Communication Systems & Supports	21. Communication Systems: Students have access to and are supported in utilizing a functional communication system in all school environments; Communication occurs across the day with a variety of partners (adults and peers).						
	22. Communicative Interactions: Adults create and expand opportunities for conversation and other communicative interactions with adults and peers in all activities.						
	23. Behavior as Communication: Adults consistently respond to both conventional and unconventional (e.g., yelling) communication attempts; Unconventional communication attempts are paired with a functional communication equivalent.						
	24. Forms of Communication: Active teaching and prompting of various forms of communication is used throughout the day during each activity, including initiation, responding, commenting, requesting, choice-making, and answering “yes” / “no.”						

NOTES:

Evidence-Based Practice Area	Quality Indicator / Performance Target	Check One					
		Evident (3)	Inconsistent (2)	Emerging (1)	Not Evident (0)	Reported (R)	No opportunity (N)
Peer to Peer & Social Supports	25. Peer Training & Support: <ul style="list-style-type: none"> Peers receive information about ASD and are supported to develop appropriate, respectful interactions with their classmates with ASD; Staff members may prompt or support initiations by peers, but interactions are not directed by adults, and staff is not an intermediary or voice for the student with ASD. 						
	26. Peer Interactions: Students with ASD have frequent, meaningful interactions with peers in instructional activities (e.g., group activities in the classroom, P.E. class) and non-instructional activities (lunchtime, clubs, passing time in the hallway).						
	27. Case Conferences: Peers have weekly opportunities to discuss their experiences with students with ASD and develop solutions to challenging situations.						
	28. Medium of Exchange: Mediums of exchange (preferred interests of students with ASD) are used to promote effective interaction with typical peers.						
	29. Social Skills Instruction: <ul style="list-style-type: none"> A range of evidence-based strategies (e.g. visual supports, imitation, prompting) are used to teach social skill development based on individual student needs; Staff assures that skills are taught and maintained in natural environments. 						
Adult / Student Interactions	30. Adult Interactions: Adult interactions with students are positive and enthusiastic.						
	31. Respectful Communication: Adults communicate respect for students by interacting in a chronologically age-appropriate manner; Staff members do not talk about students in front of them, but rather include them in conversations or have their conversations in private.						
	32. Adults Focus on Students: Adult time in the classroom is spent teaching and supporting students; Unnecessary and irrelevant social conversation between adults is minimal.						
	33. Adults Support Independence and Engagement: Adults actively teach and promote independence in all routines and activities and communicate high academic and behavioral expectations that promote student engagement.						
	34. Adults Support Participation and Learning: Adults use clear and concise verbal language paired with visual supports to convey essential instructional information, make requests, give directions, redirect off-task behavior, and encourage participation.						
Data Collection	35. Systematic Data Collection: A systematic data collection process is utilized and includes data on engagement, independence, socialization, communication, and behavioral challenges.						
	36. Progress on IEP Goals: A data collection system is used to regularly collect data on IEP goal progress.						
	37. Training: Staff members are trained to accurately collect and analyze data on goals and behaviors.						
	38. Data-Based Decision-Making: Data is used to make changes to classroom or student interventions.						
	39. Data Analysis: Data is organized, visually depicted (e.g. graphed) and reviewed at regularly scheduled meetings.						

NOTES:

Statewide Autism Resources and Training Project (START)
K-12 Target Student Reporting Form
Regional Collaborative Networks (RCN)

Name of person completing form: Email address of person completing form:	
Type of Data <input type="checkbox"/> Baseline <input type="checkbox"/> Post/End of Year Data	Date Completed:
RCN:	ISD:
District:	Building:
Target Student:	Date of Birth: Grade:
USAPT completed for school building? <input type="checkbox"/> Yes <input type="checkbox"/> No CETA completed for student's classroom? <input type="checkbox"/> Yes <input type="checkbox"/> No	Info on these tools can be found at: http://www.qvsu.edu/autismcenter/ → Resources
List Top Two USAPT Goals: Goal 1: Goal 2:	End of Year USAPT Goal Progress (see scoring guide): Goal 1: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 Goal 2: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
List Top Two CETA Goals: Goal 1: Goal 2:	End of Year CETA Goal Progress (see scoring guide): Goal 1: <input type="checkbox"/> 3 (evident) <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 (not evident) Goal 2: <input type="checkbox"/> 3 (evident) <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 (not evident)
Student Data Profile	
Educational Environment	% of time target student is currently in general education: <input type="checkbox"/> 80% or greater <input type="checkbox"/> 60-79% <input type="checkbox"/> 40-59% <input type="checkbox"/> Less than 40% <input type="checkbox"/> None, classroom in general ed building <input type="checkbox"/> None, separate facility
Participation in State Assessment	Student participated in the standard Michigan state assessment <input type="checkbox"/> Yes <input type="checkbox"/> No MI-ACCESS <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Functional Independence <input type="checkbox"/> Supported Independence <input type="checkbox"/> Participation Performance level on last administration: E=Emerging; A=Attained; S=Surpassed ELA <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> S Math <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> S Science <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> S Social Studies <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> S
Engagement	IEP Course of Study: <input type="checkbox"/> Diploma <input type="checkbox"/> Certificate <input type="checkbox"/> Not Transition Age Is the general education curriculum the primary focus of instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No Frequency of extra-curricular activities (e.g. sports, clubs, dances) with non-disabled peers in the most recent school year: <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> 1-2 per Semester <input type="checkbox"/> None Participation in camps and field trips with non-disabled peers in the most recent school year: <input type="checkbox"/> All offered <input type="checkbox"/> >50% Offered <input type="checkbox"/> <50% Offered <input type="checkbox"/> None <input type="checkbox"/> No camps / field trips available most recent year

	<p>For students receiving accommodations or differentiation, is a grading matrix being used? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Behavior	<p>Number of suspensions or times sent home from school for challenging behavior in the most recent school year: <input type="checkbox"/> None <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> >6</p> <p>Number of detentions in the most recent school year: <input type="checkbox"/> None <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> >6</p> <p>Number of behavioral incidents (e.g. disruptions, aggression) requiring removal from the classroom in previous month? <input type="checkbox"/> None <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> <10</p> <p>Has the student had an incident report filed (i.e. injury report) in the last 30 school days? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Self-Advocacy	<p>Did the student attend his/her most recent IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, for what amount of time <input type="checkbox"/> >50% <input type="checkbox"/> <50% <input type="checkbox"/> Did not Attend</p> <p>Has the student participated in presenting to peers about ASD? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*For students 8th grade and above Did the student take the assessment(s) for the development of the EDP? <input type="checkbox"/> Yes <input type="checkbox"/> No Locate EDP Info at: https://www.michigan.gov/documents/mde/MDE_EDP_10-2-09_296459_7.pdf</p>
Family Engagement	<p>Is the student / family and school team working on goals established by the START passport? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>List Two Passport Goals: 1. <input type="checkbox"/> Met goal <input type="checkbox"/> Moderate progress <input type="checkbox"/> Minimal progress 2. <input type="checkbox"/> Met goal <input type="checkbox"/> Moderate progress <input type="checkbox"/> Minimal progress</p> <p>Has a school staff member participated in a home visit / in-home consultation? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Did a family member participate in the development of any of the student's support plans (e.g. behavior plan, self-management systems)? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Are parents willing to provide contact information for future follow up? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Names: _____ Phone: _____ Email: _____</p>
Employment	<p>For students age 14 or older, student has participated in the following: <input type="checkbox"/> Paid Integrated Employment <input type="checkbox"/> Integrated Internship / Apprenticeship <input type="checkbox"/> Community Job Sampling <input type="checkbox"/> Integrated Ongoing Volunteering <input type="checkbox"/> Technical School <input type="checkbox"/> None</p> <p>Has the student taken driver's training? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not old enough Does the student have a driver's permit or license? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not old enough</p>

Schedule Matrix Guide

This tool is intended to be used by IEP and behavioral planning teams to assist in goal development and identification of necessary supports and strategies. The grid below lays out the information that should be captured in each column and is followed by completed elementary and secondary examples. The examples do not cover a full school day but rather provide a template of what information might be helpful to include for planning purposes. The tool can be completed with as much detail as is needed to get a clear picture of the student's daily expectations and engagement across the school day. This information can then be used to draft a PLAAFP statement and plan for goals and supplementary aids and services. The last page is a blank Schedule Matrix to be completed in advance of the IEP.

Student Schedule	Expectations & Instructional Outcomes	Current Level of Skills (Compared to Peers)	Current Supports, Strategies & EBPs	Potential Goals & Strategies Needed
<p>In this column, list the student's daily schedule including all primary activities, courses / classes and/or transitions.</p>	<p>In this column, identify the expectations & instructional outcomes during this part of the schedule for all students. Expectations and outcomes may include:</p> <ul style="list-style-type: none"> • Independence Skills • Social Interaction Skills • Communication Skills • Behavioral Skills • Academic Skills including task initiation, engagement, & output <p>For example, during "arrival," the instructional outcomes may include independently taking off outerwear, getting materials ready, taking a seat, and completing morning work.</p> <p>Include in this section any specific IEP goals targeted during a particular time in the schedule.</p>	<p>In this column, identify the student's performance, compared to peers, in this part of the schedule.</p> <p>Include the following:</p> <ul style="list-style-type: none"> • Independent Skills • Social Interaction Skills • Communication Skills • Engagement Skills including task initiation, participation, and task completion (output) • Challenging Behaviors <p>Deficits in these areas will be targeted for intervention and should be included in the last column.</p>	<p>List in this column, all the supports, strategies, and/or supplementary aides and services currently in place to support the student. These include but are not limited to:</p> <ul style="list-style-type: none"> • Visual / Organizational Supports / Strategies • Peer to Peer Supports • Functional Communication System • Positive Behavioral Interventions & Supports • Evidence-Based Practices • Accommodations / Differentiation • Behavioral Response Plan / Crisis Plan • Adult (Paraprofessional / TA Support) 	<p>In this column, based on information in the previous columns, list potential goal areas (areas of need) and additional supports or strategies needed (i.e. potential supplementary aids and services) for the student to independently make adequate progress in all areas.</p>

Schedule Matrix EXAMPLE---ELEMENTARY

Student Name: TARGET

District / Building: ELEMENTARY

Classroom:

Student Schedule	Expectations & Instructional Outcomes	Current Level of Skills (Compared to Peers)	Current Supports, Strategies & EBPs	Potential Goals & Strategies Needed
Arrival	Independently: <ul style="list-style-type: none"> • Get off bus • Walk into building • Follow locker routine • Get materials and sit at desk 	<ul style="list-style-type: none"> • Parapro meets student at the bus • Requires more than 10 verbal and physical prompts to get into the building, complete locker routine, get materials, and get to desk 	<ul style="list-style-type: none"> • Parapro • Visual schedule (not used consistently) • Verbal / physical prompts • Visual prompts (not used consistently) 	<ul style="list-style-type: none"> • Peer to peer support for getting off the bus • Independently use visual schedule for locker and materials routines
Calendar	Independently: <ul style="list-style-type: none"> • Go to the calendar area • Participate in the calendar activities • Follow 1-2 step instructions 	<ul style="list-style-type: none"> • Parapro physically escorts to calendar area—2-3x / week resists and has a melt down • With verbal and physical prompts, participates in calendar activities • Does not follow instructions without additional prompting 	<ul style="list-style-type: none"> • Parapro • Visual schedule (not used consistently) • Visual prompts (not used consistently or overused) • Verbal / physical prompts causing behavior escalation 	<ul style="list-style-type: none"> • Peer to peer support to go to the calendar area • Independently use visual schedule and mini-schedules • FCS to participate in calendar activities
Independent Work	Independently: <ul style="list-style-type: none"> • Follow verbal instructions • Gather needed materials • Complete work within the time frame • Request help when needed • Turn work in when completed 	<ul style="list-style-type: none"> • Parapro provides 1:1 support for work completion • No work is completed independently • Verbal / physical prompts provided for completing and turning in work • Goes to time away area 2-3x per week 	<ul style="list-style-type: none"> • Parapro • Visual schedule (not used consistently) • Visual prompts (not used consistently or overused) • Verbal / physical prompts • Time Away (no clear protocol for this or break) 	<ul style="list-style-type: none"> • Visual schedule, self-management and other visual supports for materials, help request, and task completion – teach to independence • Break and time away protocol
Recess	<ul style="list-style-type: none"> • Follow outdoor expectations • Select and engage in play activities • Initiate and respond to peers 	<ul style="list-style-type: none"> • Plays alone or with parapro • Walks away or does not respond when peers attempt to initiate • Does not initiate play with peers • Chooses swing most often 	<ul style="list-style-type: none"> • Parapro • Visuals not available • Schoolwide PBIS expectations (not reviewed) 	<ul style="list-style-type: none"> • Choice schedule • Peer to peer support to work on responding and initiating play

<p>Large Group Centers</p>	<ul style="list-style-type: none"> • Follow verbal instructions • Initiate and respond to peers • Complete worksheets and other activities 	<ul style="list-style-type: none"> • Parapro provides 1:1 support for work completion • Engagement with peers is limited • Verbal / physical prompts provided for transitions 	<ul style="list-style-type: none"> • Parapro • Visual schedule (not used consistently) • Visual prompts (not used consistently or overused) • Verbal / physical prompts 	<ul style="list-style-type: none"> • Visual schedule, self-management and other visual supports – teach to independence • Peer to peer support
----------------------------	---	--	---	--

Schedule Matrix EXAMPLE---SECONDARY

Student Name: TARGET

District / Building: SECONDARY

Classroom:

Student Schedule	Expectations & Instructional Outcomes	Current Level of Skills (Compared to Peers)	Current Supports, Strategies & EBPs	Potential Goals & Strategies Needed
Arrival	Independently <ul style="list-style-type: none"> • Get to school • Complete locker routine • Get to first class on time 	<ul style="list-style-type: none"> • Parents drop off at side door • Parapro meets at the door • Assist for locker routine 	<ul style="list-style-type: none"> • Parapro • Visuals available, used following a number of verbal prompts 	<ul style="list-style-type: none"> • Peer to peer for arrival and locker routine • Visual schedule / supports for completing locker routine and getting to first class
1 st Hour (Math)	Independently <ul style="list-style-type: none"> • Bring needed materials • Attend to large group instruction • Complete work/tests independently • Ask for help when needed • Complete homework book 	<ul style="list-style-type: none"> • Parapro reminders for needed materials and instruction • Parapro and peer help for work completion • When needs help, does not continue but does not ask for help • Refuses to homework book 	<ul style="list-style-type: none"> • Parapro • Visuals (not used consistently and often refuses to look at when presented) • Homework book (refuses) 	<ul style="list-style-type: none"> • Self-management checklists for materials organization and work expectations • Differentiated Output Hierarchy for independent work completion • Peer to peer support • PBIS Plan to address refusals
2 nd Hour (Science)	Independently <ul style="list-style-type: none"> • Bring needed materials • Attend to large group instruction • Complete work in independently and in groups • Ask for help when needed • Complete homework book 	<ul style="list-style-type: none"> • Parapro reminders for needed materials and instruction • Difficulty with peers in labs (argues about correct answers) • Refuses help • Refuses to complete homework book 	<ul style="list-style-type: none"> • Parapro • Post-it notes checklists (not used consistently) • Break for escalation (has refused and class has been removed) • Peers want to help 	<ul style="list-style-type: none"> • Peer to peer support • PBIS plan • Self-management checklists
3 rd Hour (SpEd)	Independently <ul style="list-style-type: none"> • Bring work from other classes • Bring completed homework book • Work independently • Ask for help when needed 	<ul style="list-style-type: none"> • Teacher reminders for bringing in work (does not bring most work in independently) • Lots of behavioral challenges including refusals to work, arguing answers, yelling at peers, using vulgar language 	<ul style="list-style-type: none"> • Classwide PBIS expectations (not referred to) • Time away for behavioral challenges – this seems to escalate things further • Visuals available not used (teacher says he refuses them) 	<ul style="list-style-type: none"> • PBIS plan including 5 point scale script and break procedures and protocol • Self-management plan / checklists • Differentiation of work for independent completion

Lunch	Independently <ul style="list-style-type: none"> • Get lunch (or bring) • Find a seat with peers • Engage with peers • Take care of own belongings 	<ul style="list-style-type: none"> • Gets lunch independently • Sits at same table – peers join but he does not interact • Takes care of own belongings 	<ul style="list-style-type: none"> • No supports in place 	<ul style="list-style-type: none"> • Peer to peer support
-------	--	--	--	--

Universal Supports Checklist

Student: _____ Date: _____

Universal Support	Needs (from PLAAFP) addressed by this SA & S	Implementation Fidelity (Check all that Apply)
Visual / Organizational Supports		<ol style="list-style-type: none"> 1. <input type="checkbox"/> The daily schedule is consistent, clear and predictable and changes in the schedule are highlighted with as much advanced notice as possible to prepare the student for change. 2. <input type="checkbox"/> The classroom environment is clutter-free and organized visually (e.g. use of color-coding, labeling, pictures, etc.) to cue expected behavior, decrease distractions, and clarify expectations. 3. <input type="checkbox"/> The student has an individual visual schedule that accurately reflects his/her skills and abilities. 4. <input type="checkbox"/> Visual schedule is used or the student is prompted to it at each transition. 5. <input type="checkbox"/> Students physically interact with their schedule (e.g. cross out, move to "done," move to check in area in the room). 6. <input type="checkbox"/> Sub / mini schedules are used when needed (e.g. when skills break down, when the student presents with behavior). 7. <input type="checkbox"/> Transition supports (e.g. picture cards, check schedule cards) are used when needed (e.g. when skills break down, when the student presents with behavior, etc.). 8. <input type="checkbox"/> Work systems and routine / task lists are used regularly to increase task independence. 9. <input type="checkbox"/> Social stories / facts / scripts are developed and used. 10. <input type="checkbox"/> Break Cards are used to teach students to exit appropriately when necessary. 11. <input type="checkbox"/> Appropriate instructional strategies are used to teach the visual systems. 12. <input type="checkbox"/> Visual supports are used when making requests, giving directions, providing instruction, encouraging participation.

NOTES:

Universal Support	Needs (from PLAAFP) addressed by this SA & S	Implementation Fidelity
Functional Communication System		<ol style="list-style-type: none"> 1. <input type="checkbox"/> Assessment of the student's communication involves observation of all forms of communication (verbalizations, gestures, pictures, behavior) currently used by the student across environments, as well as the functions of problem behaviors (e.g., whether student problem behaviors communicate protests or requests). 2. <input type="checkbox"/> Families and relevant team members actively participate in the selection and teaching of the appropriate communication system for student which may include verbal, sign-based, picture-based (e.g., PECS), augmentative devices, or a combined approach. 3. <input type="checkbox"/> The communication system chosen matches student skills, needs, and environments, is functional, portable, and available in all environments. 4. <input type="checkbox"/> Staff in the child's environment consistently responds to and validates both conventional communication attempts (use of verbalizations, gestures, and functional communication systems) and unconventional communication attempts (nonverbal behaviors or problem behaviors). 5. <input type="checkbox"/> Unconventional communication attempts such as yelling and using adults as "tools," are consistently used as opportunities to teach the functional communication system. 6. <input type="checkbox"/> Staff initiates communication with students with ASD in all environments and activities by prompting, questioning, offering choices and starting conversations. 7. <input type="checkbox"/> Staff consistently encourage responding through gesture, sign, icons and spoken language. 8. <input type="checkbox"/> Students are specifically taught communication systems. 9. <input type="checkbox"/> Appropriate instructional strategies are used to teach the communication systems. 10. <input type="checkbox"/> Communication data are regularly collected to ensure that students are consistently using functional communication systems across environments and activities, and with multiple partners (teachers, families and peers).

NOTES:

Universal Support	Needs (from PLAAFP) addressed by this SA & S	Implementation Fidelity
Peer to Peer Support		<ol style="list-style-type: none"> 1. <input type="checkbox"/> Information about ASD and the student with ASD is provided to the typical peers in the classroom/building in a way that respects parent and student preferences. 2. <input type="checkbox"/> Staff maximizes opportunities and creates activities / situations that encourage interactions with typical peers throughout the day. 3. <input type="checkbox"/> Typical peers are actively recruited as peer to peer supports. 4. <input type="checkbox"/> Peer supports are trained to interact appropriately and effectively with the student. 5. <input type="checkbox"/> Staff prompts typical peers to initiate and sustain interactions with students with ASD. 6. <input type="checkbox"/> Peer to peer support students attend regular meetings to support the student. 7. <input type="checkbox"/> Mediums of Exchange are identified to promote effective interaction with typical peers. 8. <input type="checkbox"/> A system exists to maintain typical peer involvement with the student (e.g., appreciation activities such as lunch gatherings).

NOTES:

Universal Support	Needs (from PLAAFP) addressed by this SA & S	Implementation Fidelity
Paraprofessional Support		<ol style="list-style-type: none"> 1. <input type="checkbox"/> Paraprofessional support is assigned only when the student needs direct academic, behavioral or social support. 2. <input type="checkbox"/> Paraprofessionals in the student's environment actively promote independence by teaching systems (e.g. visual schedules) that allow the student to complete tasks with minimal assistance. 3. <input type="checkbox"/> Paraprofessional responsibilities are clearly communicated and available for review. 4. <input type="checkbox"/> A list of strategies the paraprofessional is required to implement with the student is provided (e.g. visual supports, prompting, reinforcement, crisis plan). 5. <input type="checkbox"/> Paraprofessionals implement strategies and complete responsibilities as outlined. 6. <input type="checkbox"/> Paraprofessionals demonstrate respect for student (e.g. talking to instead of in front of). 7. <input type="checkbox"/> Training, mentoring, and implementation support are offered regularly and required for the paraprofessional working with the student with ASD. 8. <input type="checkbox"/> Appropriate supervision, observation, and performance feedback is provided regularly to the paraprofessional(s). 9. <input type="checkbox"/> Fading of paraprofessional support occurs as soon as data shows the student is learning systems that allow him/her to complete tasks independently.

NOTES:

Universal Support	Needs (from PLAAFP) addressed by this SA & S	Implementation Fidelity
Positive Behavioral Interventions and Supports		<ol style="list-style-type: none"> 1. <input type="checkbox"/> Tier 1 (Universal) strategies that prevent challenging behavior are developed and implemented with fidelity for the student. 2. <input type="checkbox"/> If implemented Tier 1 strategies have not addressed challenging behaviors, a problem solving approach founded in functional behavior assessment is utilized to develop targeted (Tier 2) interventions and supports. 3. <input type="checkbox"/> Tier 2 interventions and supports are implemented with fidelity. 4. <input type="checkbox"/> If the student continues to have challenging behaviors despite implementation of Tier 1 strategies and Tier 2 interventions and supports, a full functional behavior assessment (Tier 3) is used to develop a positive behavior support plan. 5. <input type="checkbox"/> Functional behavior assessments employ multiple methods of data collection (e.g. direct observation, scatterplot, rating scales, interviews) to determine the function of challenging behaviors. <input type="checkbox"/> The positive behavior support plan includes antecedent strategies (i.e., proactive strategies intended to prevent behaviors from occurring). 6. <input type="checkbox"/> The positive behavior support plan includes strategies for teaching and prompting new skills (e.g. communication, social interaction, independence, replacement behaviors). 7. <input type="checkbox"/> The positive behavior support plan includes appropriate, non-emotional, non-verbal, and non-punitive strategies for responding to behavior. 8. <input type="checkbox"/> If needed, a crisis plan is developed for responding to dangerous and emergency situations. The crisis plan complies with the Michigan Department of Education, Office of Special Education and Early Intervention Services policy "Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint." 9. <input type="checkbox"/> The positive behavior support plan and/or crisis plan is reviewed with all relevant staff and implementation training is provided as needed. 10. <input type="checkbox"/> Data on the fidelity of implementation of the positive behavior support plan are collected and reviewed regularly by the team. 11. <input type="checkbox"/> Behavioral data at all tiers are collected regularly and used as the basis for decision-making about strategies. 12. <input type="checkbox"/> The positive behavior support plan is implemented consistently in all environments 13. <input type="checkbox"/> There is a reporting system in place between school staff and family members to provide regular updates on behavioral interventions and their effectiveness.

NOTES:

Universal Support	Needs (from PLAAFP) addressed by this SA & S	Implementation Fidelity
Accommodations / Modifications		<ol style="list-style-type: none"> 1. <input type="checkbox"/> The student has sufficient opportunities in the general education environment to make progress in academic, independence, and social competency skills. 2. <input type="checkbox"/> The general education curriculum is used as the primary focus of instruction. 3. <input type="checkbox"/> Academic goals and objectives are developed based on the general education curriculum, plus augmentation of targeted skills (e.g. social skills, community skills). 4. Effective instructional practices are used to build new skills (e.g., shaping, task analysis, etc.). 5. <input type="checkbox"/> Specific academic <i>accommodations</i> to the general education curriculum are selected and implemented based on individualized needs and reflected in the I.E.P. goals. 6. <input type="checkbox"/> Specific academic <i>modifications</i> to the general education curriculum are selected and implemented based on individualized needs and reflected in the I.E.P. goals. 7. <input type="checkbox"/> A system is developed to assure that the specific academic accommodations and modifications are implemented throughout the student's educational program. 8. <input type="checkbox"/> A system is used to determine appropriate grading based on the specific accommodations and modifications to the general education curriculum. 9. <input type="checkbox"/> Progress toward student goals are assessed at least weekly and necessary changes are made to programming to ensure improvement. 10. <input type="checkbox"/> The student takes the MEAP or participates in MI Access.

NOTES:

Other Necessary Supplementary Aids and Services	Needs (from PLAAFP) addressed by this SA & S	Implementation Fidelity

3. IEP Considerations

PLAAFP Worksheet

Student Name (DOB): _____ **Date:** _____

The PLAAFP Worksheet is intended to assist IEP teams in identifying primary areas of student need related to their disability and the impact of those needs on access and progress in general education curriculum and environments. This information can be also used to identify supplementary aids and services and develop IEP goals. The PLAAFP statement is the foundation of the IEP and must include three primary components:

- 1) Primary areas of need related to the identified disability and the impact on general education;
- 2) Data compared to peers for each area of need;
- 3) The specific impact of those needs on access and progress in general education.

To ensure that the selected areas of need are related to the student's disability, it is helpful to ask the question "What about the <insert disability> impacts access and progress in the general education curriculum and environments." For students with ASD, areas of need to be considered include:

- Ability to Participate in Instruction (i.e. engagement)
- Socialization Skills / Competence
- Communication
- Independence
- Transition Challenges
- Ability to Manage Stress / Anxiety

Using data gathered from assessments, tools, and observations, identify 3-5 primary areas of need related to the student's disability and the impact on access and progress in the general education curriculum and environments:

EXAMPLES

Area of Need	Data for Area Compared to Peers	Impact on Access and Progress in Gen Ed
Social	Sean has 97% fewer social interactions than others students the same age based on staff observations. He talks about Star Wars every 3 minutes during unstructured activities (according to staff observations) which results in peers resisting interaction with him. He does not have a preferred friend, and at lunch and recess, he plays alone. According to the "developmental inventory", typical peers can identify a preferred friend and interact with others during play activities.	In the classroom, Sean does not choose a partner or join a work group without adult prompting. He does not participate in cooperative work with peers without argument, which results in adult intervention and 3-4 times per week, Sean having to leave the classroom due to disruption. Social interactions are impacted by Star Wars talk during unstructured times every 3 minutes.
Independence	Sean does not independently navigate the daily schedule. He requires 6-7 verbal and visual prompts by adults before following simple tasks. He does not independently get materials he needs to complete classroom activities and tasks, and requires more than 4 adult prompts to complete classroom work. Based on classroom observations, typical peers navigate the environment independently and complete their assignments with minimal adult prompting.	Because Sean requires 6-7 adult prompts to follow the daily routine, prepare for classroom activities, and complete classroom work, he misses instruction as much as 40 minutes per hour. As such, he is pulled out of the classroom to "catch up" on his work as much as an hour a day at which time he is missing the other instruction in the classroom.
Behavior	Sean has a low frustration tolerance especially with paper / pencil academic tasks. When this occurs, which ranges from 3-5 times per day, he whines and will not continue his work. When extremely frustrated which occurs 2-3 times weekly, he utters swear words loud enough for peers to hear him. Based on "developmental inventory", 'peers his age persist when frustrated and can identify and use 2-3 strategies for reducing frustration.	Based on teacher report and classroom observations, when frustrated, Sean misses as much as 20-30 minutes per incident of engaged time attempting to deal with his frustration. Additionally, he does not utilize strategies for reducing his frustration so he is not able to persist in academic tasks which further impacts his progress.

PLAAFP Statement

Area of Need	Data for Area Compared to Peers	Impact on Access and Progress in Gen Ed

GOAL BENCHMARK TOOL

This tool is intended to assist IEP teams in writing and benchmarking measurable annual goals and can also be used for progress monitoring. Examples of benchmarked goals are available on the [START website](#) to assist in writing and benchmarking annual goals.

1. Review the PLAAFP Worksheet and list of supplementary aids and services and select at least 3 goal areas (e.g. independence, engagement, socialization, communication, behavior). Select goals in need areas that:
 - a. Occur across time and/ or locations
 - b. Most impact access and progress in general education
 - c. Require specialized instruction (i.e. special education).

Write the goal areas in the shaded section of the Goal Benchmark chart below.
2. Review the information in the PLAAFP Worksheet for each identified area and describe the baseline data for that goal area in the baseline column of the Goal Benchmark chart.
3. Write a clear and measurable annual goal for each area that is realistically achievable by the end of the school year. Write the goal in the following format:
 - a. UTILIZING <indicate the tool, support, strategy, system, or evidence-based practice to be assist the student in performing the skill>
 - b. BEHAVIOR <indicate the observable behavior you will measure>
 - c. CONDITION <indicate with whom, in what environments, under what the conditions the behavior is to be performed>
 - d. CRITERIA <indicate what level, amount, number of times must be achieved to have met the goal>
4. Once baseline data and the annual goal are written, begin to benchmark the goal for quarterly review. Benchmark considerations include:
 - a. Attempt to ensure that improvements are equal across quarters, but enough to be socially relevant;
 - b. Change only one variable at a time across benchmarks (e.g. prompt level, location, people)
 - c. Be sure to write all levels in the same verb tense.

GOAL BENCHMARK CHART

Student (DOB): _____

Date: _____

Progress	Goal Area 1:	Goal Area 2:	Goal Area 3:
0 BASELINE			
+1 End of 1st Quarter			
+2 End of 2nd Quarter			
+3 End of 3rd Quarter			
+4 Annual Goal			

Benchmark Examples #1

Student (DOB): DM

Date:

Progress	Goal 1: Academic Engagement	Goal 2: Self-Management	Goal 3: Independence
0 Baseline	When completing academic assignments, DM requires 10-15 verbal prompts to complete the task.	When frustrated or told “no” will crumple up paper, sit and do nothing, mumble (verbal aggression—name calling, etc.) 100% of the time.	DM requires verbal reminders 4-5 times daily to get the materials he needs for the assigned task.
+1 End of 1st Quarter	Utilizing a self-management checklist and differentiated output hierarchy, DM will independently complete a science assignment 2 of 5 days.	Utilizing a self-management checklist and 5 point scale, DM will identify and use the coping strategy listed (e.g. deep breathing, counting, take a break) for his level of anger/frustration 1 of 5 opportunities.	Using a self-management checklist, DM will independently get the materials he needs prior to beginning the assignment task for 1 of 5 assignments.
+2 End of 2nd Quarter	Utilizing a self-management checklist and differentiated output hierarchy, DM will independently complete science assignments 4 of 5 days.	Utilizing a self-management checklist and 5 point scale, DM will identify and use the coping strategy listed (e.g. deep breathing, counting, take a break) for his level of anger/frustration 2 of 5 opportunities.	Using a self-management checklist, DM will independently get the materials he needs prior to beginning the assignment task for 3 of 5 assignments.
+3 End of 3rd Quarter	Utilizing a self-management checklist and differentiated output hierarchy, DM will independently complete science and social studies assignments 4 of 5 days.	Utilizing a self-management checklist and 5 point scale, DM will identify and use the coping strategy listed (e.g. deep breathing, counting, take a break) for his level of anger/frustration 3 of 5 opportunities.	Using a self-management checklist, DM will independently get the materials he needs prior to beginning the assignment task for 4 of 5 assignments for 3 of 5 days.
+4 End of 4th Quarter	Utilizing a self-management checklist and differentiated output hierarchy, DM will independently complete science, social studies and literacy assignments 4 of 5 days.	Utilizing a self-management checklist and 5 point scale, DM will identify and use the coping strategy listed (e.g. deep breathing, counting, take a break) for his level of anger/frustration 4 of 5 opportunities.	Using a self-management checklist, DM will independently get the materials he needs prior to beginning the assignment task for 4 of 5 assignments for 4 of 5 days.

Benchmark Examples #2

Student (DOB): BB

Date:

Progress	Goal 1: Engagement / Communication	Goal 2: Independence	Goal 3: Social
0 Baseline	In the classroom, BB will answer questions from the teacher using echolalic speech or require 2-4 prompts to answer.	In the classroom, BB will follow a 1-2 step direction that is part of his daily routine, but requires 4-5 prompts to follow a 1-2 step direction that is not within his normal daily routine.	In the classroom setting, BB participates in solo / parallel play but does not respond to or initiate play with peers.
+1 End of 1st Quarter	Using a visual cue, BB will provide a 1-word verbal response when asked a question during instruction 1 of 5 opportunities.	Using a visual routine checklist and video modeling, BB will follow a 1 or 2 step direction that is not part of his daily routine 1 of 5 opportunities.	Using peer supports and visual cues, BB will respond to peer requests to play by participating in the play activity for at least 1 minute following the request 1 of 5 opportunities.
+2 End of 2nd Quarter	Using a visual cue, BB will provide a 1-word verbal response when asked a question during instruction 3 of 5 opportunities.	Using a visual routine checklist and video modeling, BB will follow a 1 or 2 step direction that is not part of his daily routine 3 of 5 opportunities.	Using peer supports and visual cues, BB will respond to peer requests to play by participating in the play activity for at least 1 minute following the request 3 of 5 opportunities.
+3 End of 3rd Quarter	Using a visual cue, BB will provide a 2-word verbal response when asked a question during instruction 3 of 5 opportunities.	Using a visual routine checklist and video modeling, BB will follow a 1 or 2 step direction that is not part of his daily routine 4 of 5 opportunities.	Using peer supports and visual cues, BB will respond to peer requests to play by participating in the play activity for at least 1 minute following the request 4 of 5 opportunities.
+4 End of 4th Quarter	Using a visual cue, BB will provide a 2-word verbal response when asked a question during instruction 4 of 5 opportunities.	Using a visual routine checklist and video modeling, BB will follow a 3 step direction that is not part of his daily routine 4 of 5 opportunities.	Using peer supports and visual cues, BB will respond to peer requests to play by participating in the play activity for at least 2 minutes following the request 4 of 5 opportunities.

Benchmark Examples #3

Student (DOB): CE

Date:

Progress	Goal 1: Independence	Goal 2: Self-Regulation / Break	Goal 3: Task Engagement
0 Baseline	CE requires more than 5 verbal and physical prompts to transition from one activity to the next and engages in aggressive behavior (e.g. hitting staff, throwing items, etc.) when expected to transition.	When frustrated, CE hits others or throws items and requires time away to calm down. This occurs at least 3 times daily 4-5 days per week.	CE does not independently interact or complete academic worksheets or activities. Following 6-7 visual, verbal & physical prompts, 1-2 times per day, CE will even attempt a worksheet.
+1 End of 1st Quarter	Using a visual schedule, CE will independently transition from one activity to the next by independently moving the schedule picture from the "to do" list to the "all done" list 1 of 6 daily transitions.	When presented a break card, CE will independently enter the break area and return to task following the allotted break time in 1 of 5 times of frustration.	Using the differentiated output hierarchy, CE will independently complete one item on an academic worksheet daily.
+2 End of 2nd Quarter	Using a visual schedule, CE will independently transition from one activity to the next by independently moving the schedule picture from the "to do" list to the "all done" list 3 of 6 daily transitions.	When presented a break card, CE will independently enter the break area and return to task following the allotted break time in 2 of 5 times of frustration.	Using the differentiated output hierarchy, CE will independently complete ½ of an academic worksheet daily
+3 End of 3rd Quarter	Using a visual schedule, CE will independently transition from one activity to the next by independently moving the schedule picture from the "to do" list to the "all done" list 5 of 6 daily transitions.	When presented a break card, CE will independently enter the break area and return to task following the allotted break time in 4 of 5 times of frustration.	Using differentiated output hierarchy, CE will independently complete an academic worksheet daily.
+4 End of 4th Quarter	Using a visual schedule, CE will independently transition from one activity to the next by independently moving the schedule picture from the "to do" list to the "all done" list and independently going to the correct area of the classroom in 5 of 6 daily transitions.	Using a break card, CE will request a break and independently enter the break area and return to task following the allotted break time in 3 of 5 times of frustration.	Using differentiated output hierarchy, CE will independently complete required academic worksheets daily for 3 of 5 days.

Benchmark Examples #4

Student (DOB): JL

Date:

Progress	Goal 1: Social Engagement	Goal 2: Social Engagement	Goal 3: Independence
0 Baseline	JL does not respond verbally or with actions to peer requests to participate in play or work activities without adult verbal and physical prompting.	JL does not engage / participate in peer directed activities during a non-academic time (e.g. recess, snack, field trips, etc.). When peers initiates, he does nothing or walks away.	JL follows the classroom schedule and routines with 6-7 verbal and physical prompts by adults.
+1 End of 1st Quarter	Using peer supports and a functional communication system (FCS), JL will elicit an active response (i.e. go with the peer to participate or indicate a response on the FCS) to peer requests to engage in play or work activities in 1 of 5 opportunities.	Using visual / verbal requests by peers (as determined by the LINK calendar), JL will engage / participate in a peer directed activity during a non-academic time (e.g. recess, snack, field trips, etc.) 1 of 5 opportunities.	Using a visual schedule and routine checklists, JL will independently follow the classroom schedule and routines 1 of 10 opportunities when instructed to check the schedule or when shown a check schedule card.
+2 End of 2nd Quarter	Using peer supports and a functional communication system (FCS), JL will elicit an active response (i.e. go with the peer to participate or indicate a response on the FCS) to peer requests to engage in play or work activities in 2 of 5 opportunities.	Using visual / verbal requests by peers (as determined by the LINK calendar), JL will engage / participate in a peer directed activity during a non-academic time (e.g. recess, snack, field trips, etc.) 3 of 5 opportunities.	Using a visual schedule and routine checklists, JL will independently follow the classroom schedule and routine 3 of 10 opportunities when instructed to check the schedule or when shown a check schedule card.
+3 End of 3rd Quarter	Using peer supports and a functional communication system (FCS), JL will elicit an active response (i.e. go with the peer to participate or indicate a response on the FCS) to peer requests to engage in play or work activities in 3 of 5 opportunities.	Using visual / verbal requests by peers (as determined by the LINK calendar), JL will engage / participate in a peer directed activity during a non-academic time (e.g. recess, snack, field trips, etc.) 4 of 5 opportunities.	Using a visual schedule and routine checklists, JL will independently follow the classroom schedule and routines 7 of 10 opportunities when instructed to check the schedule or when shown a check schedule card.
+4 End of 4th Quarter	Using peer supports and a functional communication system (FCS), JL will elicit an active response (i.e. go with the peer to participate or indicate a response on the FCS) to peer requests to engage in play or work activities in 4 of 5 opportunities.	JL will request / initiate an activity with a peer during a non-academic time (e.g. recess, snack, field trips, etc.) 1 of 5 opportunities.	Using a visual schedule and routine checklists, JL will independently follow the classroom schedule and routines 8 of 10 opportunities for 3 consecutive days when instructed to check the schedule or when shown a check schedule card.

Benchmark Examples #5

Student (DOB): DD

Date:

Progress	Goal 1: Independence	Goal 2: Engagement	Goal 3: Academic
0 Baseline	DD does not complete daily routines in the morning without adult assistance and physical, visual or verbal prompting.	During group carpet time, DD refuses to sit in the carpet area with his peers.	DD requires verbal and physical prompts to do paper/pencil tasks.
+1 End of 1st Quarter	Using a visual routine checklist, DD will independently complete 2 of 5 steps of his morning routine.	Using peer to peer support, DD will sit in the carpet area with his peers during group time for 1 minute on 2 of 5 days.	Using visual supports and the differentiated output hierarchy, DD will complete a daily worksheet in a core content area 2 of 5 days.
+2 End of 2nd Quarter	Using a visual routine checklist, DD will independently complete his morning routine on 2 of 5 days.	Using peer to peer support, DD will sit in the carpet area with his peers during group time for 5 minutes on 2 of 5 days.	Using visual supports and the differentiated output hierarchy, DD will complete 2 daily worksheets in 2 core content areas 2 of 5 days.
+3 End of 3rd Quarter	Using a visual routine checklist, DD will independently complete his morning routine on 4 of 5 days.	Using peer to peer support, DD will sit in the carpet area with his peers during group time for the entire group time on 2 of 5 days.	Using visual supports and the differentiated output hierarchy, DD will complete all daily worksheets in core content areas 2 of 5 days.
+4 End of 4th Quarter	Using a visual routine checklist, DD will independently complete his morning, lunch and dismissal routines on 4 of 5 days.	Using peer to peer support, DD will sit in the carpet area with his peers during group time for the entire group time on 4 of 5 consecutive days.	Using visual supports and the differentiated output hierarchy, DD will complete all daily worksheets in core content areas 4 of 5 days.

Benchmark Examples #6

Student (DOB): PC

Date:

Progress	Goal 1: Engagement	Goal 2: Independence	Goal 3: Social
0 Baseline	PC does not maintain engagement during academic activities. He requires more than 4 adult verbal and physical prompting to complete work.	PC requires 8-10 adult verbal and physical prompting to follow the classroom routine and procedures.	PC does not participate during group activities. He will go to the back of the room and look at books even when prompted to participate.
+1 End of 1st Quarter	Using visual supports and academic differentiation (choice), PC will independently complete a daily academic assignment in 2 content areas.	Using a visual routine checklist, PC will independently complete 2 of 8 classroom routines on 1 of 5 days.	Utilizing peer to peer support, PC will remain in morning group and participate (do the motions of songs and attempt to sing) for 5 minutes in 1 of 5 morning groups.
+2 End of 2nd Quarter	Using visual supports and academic differentiation (choice), PC will independently complete a daily academic assignment in 4 content areas.	Using a visual routine checklist, PC will independently complete 4 of 8 classroom routines on 1 of 5 days.	Utilizing peer to peer support, PC will remain in morning group and participate (do the motions of songs and attempt to sing) for the entire time in 1 of 5 morning groups.
+3 End of 3rd Quarter	Using visual supports and academic differentiation (choice), PC will independently complete 2 academic assignments in all core content areas.	Using a visual routine checklist, PC will independently complete 7 of 8 classroom routines on 1 of 5 days.	Utilizing peer to peer support, PC will remain in morning group and participate (do the motions of songs and attempt to sing) for the entire time in 3 of 5 morning groups.
+4 End of 4th Quarter	Using visual supports and academic differentiation (choice), PC will independently complete expected assignments.	Using a visual routine checklist, PC will independently complete 7 of 8 classroom routines on 4 of 5 days.	Utilizing peer to peer support, PC will remain in morning group and participate (do the motions of songs and attempt to sing) for the entire time in 4 of 5 daily groups.

Benchmark Examples #7

Student (DOB): NB

Date:

Progress	Goal 1: Task Engagement	Goal 2: Independence	Goal 3: Communication
<p>0 Baseline</p>	<p>NB does not complete classroom activities and tasks independently and requires 4-5 physical and verbal prompts to complete work.</p>	<p>NB does not independently respond to the instruction “check your schedule” or interact (pull a card from side of the schedule and place on the “all done” side) & transition to the next activity.</p>	<p>NB does not independently or accurately request wants & needs. Staff often guess based on his behavior what he wants.</p>
<p>+1 End of 1st Quarter</p>	<p>Using video modeling, NB will independently complete an unfamiliar task or activity 1 of 5 opportunities.</p>	<p>Using a visual schedule, check schedule card, and the instruction “check your schedule,” NB will independently pull a card from one side of the schedule and place on the “all done” side & transition to the next activity in 1 of 5 transitions.</p>	<p>Using PECS and other selected FCS, NB will independently & accurately request a want / need 1 of 5 opportunities.</p>
<p>+2 End of 2nd Quarter</p>	<p>Using video modeling, NB will independently complete an unfamiliar task or activity 3 of 5 opportunities.</p>	<p>Using a visual schedule, check schedule card, and the instruction “check your schedule,” NB will independently pull a card from one side of the schedule and place on the “all done” side & transition to the next activity in 3 of 5 transitions.</p>	<p>Using PECS and other selected FCS, NB will independently & accurately request a want / need in 4 of 5 opportunities.</p>
<p>+3 End of 3rd Quarter</p>	<p>Using video modeling, NB will independently complete an unfamiliar task or activity 4 of 5 opportunities.</p>	<p>Using a visual schedule, check schedule card, and the instruction “check your schedule,” NB will independently pull a card from one side of the schedule and place on the “all done” side & transition to the next activity in 4 of 5 transitions.</p>	<p>Using PECS and other selected FCS, NB will independently & accurately request 3 different wants / needs in relevant opportunities.</p>
<p>+4 End of 4th Quarter</p>	<p>Using video modeling, NB will independently complete unfamiliar tasks & activities 4 of 5 consecutive days.</p>	<p>Using a visual schedule, check schedule card, and the instruction “check your schedule,” NB will independently pull a card from one side of the schedule and place on the “all done” side & transition to the next activity in 4 of 5 transitions for 3 consecutive days.</p>	<p>Using PECS and other selected FCS, NB will independently & accurately request 5 different wants / needs in relevant opportunities.</p>

Benchmark Examples #8

Student (DOB): GD

Date:

Progress	Goal 1: Social	Goal 2: Self-Regulation / Break	Goal 3: Task Engagement / Completion
<p>0 Baseline</p>	<p>During lunch, breaks, and recess, GD insulates himself and when peers attempt to initiate activities with him, he refuses and walks away.</p>	<p>When frustrated, GD refuses to do work or yells and throws items 2-3 times daily.</p>	<p>GD requires 5-8 verbal prompts to stay on task and complete classroom work during a 30 minute independent work time.</p>
<p>+1 End of 1st Quarter</p>	<p>Using peer mediated instruction (peer to peer support), GD will respond to requests by peers to play by going with them or participating in the activity 1 of 5 play opportunities.</p>	<p>Using a 5 point visual scale, GD will use the identified strategy based on his level of frustration to calm himself 1 of 5 opportunities.</p>	<p>Using a self-management system and visual instructions, GD will complete ½ of an independent work assignment in the allotted time frame 1 of 5 class periods.</p>
<p>+2 End of 2nd Quarter</p>	<p>Using peer mediated instruction (peer to peer support), GD will respond to requests by peers to play by going with them or participating in the activity 2 of 5 play opportunities.</p>	<p>Using a 5 point visual scale, GD will use the identified strategy based on his level of frustration to calm himself 2 of 5 opportunities.</p>	<p>Using a self-management system and visual instruction, GD will complete an independent work assignment in the allotted time frame 2 of 5 class periods.</p>
<p>+3 End of 3rd Quarter</p>	<p>Using peer mediated instruction (peer to peer support), GD will respond to requests by peers to play by going with them or participating in the activity 3 of 5 play opportunities.</p>	<p>Using a 5 point visual scale, GD will use the identified strategy based on his level of frustration to calm himself 3 of 5 opportunities.</p>	<p>Using a self-management system and visual instruction, GD will complete the required independent work in the allotted time frame 3 of 5 class periods.</p>
<p>+4 End of 4th Quarter</p>	<p>Using peer mediated instruction (peer to peer support), GD will respond to requests by peers to play by going with them or participating in the activity 4 of 5 play opportunities for 2 consecutive days.</p>	<p>Using a 5 point visual scale, GD will use the identified strategy based on his level of frustration to calm himself 4 of 5 opportunities.</p>	<p>Using a self-management system and visual instruction, GD will complete independent work in the allotted time frame 4 of 5 class periods.</p>

Benchmark Examples #9

Student (DOB): CT

Date:

Progress	Goal 1: Academic Engagement	Goal 2: Self-Management	Goal 3: Homework
0 Baseline	During non-preferred academic tasks (e.g. math, writing), CT will not accept help from an adult (without interfering behaviors including yelling, throwing objects or ripping up paper) 100%.	CT uses profanity and socially unacceptable terms and concepts (e.g. sexual talk) 2-3 times hourly.	CT either actively refuses or simply does not complete the daily homework book so she does not know what homework is due. Either teachers fill it out or send an email home so homework gets completed.
+1 End of 1st Quarter	Using a self-management checklist during non-preferred academic tasks, CT will accept help from an adult (i.e. not engage in interfering behaviors and follow the adult instruction) 1 of 5 opportunities (i.e. a non-preferred task when adult assistance is needed).	Using a 5 point visual self-management scale and peer to peer support, CT will engage in social acceptable conversation and use social acceptable terms 1 of 5 class periods.	Using a self-management checklist, CT will independently and accurately complete the homework book for one assignment in English class daily.
+2 End of 2nd Quarter	Using a self-management checklist during non-preferred academic tasks, CT will accept help from an adult (i.e. not engage in interfering behaviors and follow the adult instruction) 2 of 5 opportunities (i.e. a non-preferred task when adult assistance is needed).	Using a 5 point visual self-management scale and peer to peer support, CT will engage in social acceptable conversation and use social acceptable terms 3 of 5 class periods.	Using a self-management checklist, CT will independently and accurately complete the homework book for all assignments in English class daily.
+3 End of 3rd Quarter	Using a self-management checklist during non-preferred academic tasks, CT will accept help from an adult (i.e. not engage in interfering behaviors and follow the adult instruction) 3 of 5 opportunities (i.e. a non-preferred task when adult assistance is needed).	Using a 5 point visual self-management scale and peer to peer support, CT will engage in social acceptable conversation and use social acceptable terms 4 of 5 class periods.	Using a self-management checklist, CT will independently and accurately complete the homework book for all assignments in English and Science class daily.
+4 End of 4th Quarter	Using a self-management checklist during non-preferred academic tasks, CT will accept help from an adult (i.e. not engage in interfering behaviors and follow the adult instruction) 4 of 5 opportunities (i.e. a non-preferred task when adult assistance is needed).	Using a 5 point visual self-management scale and peer to peer support, CT will engage in social acceptable conversation and use social acceptable terms 4 of 5 class periods for 2 consecutive days.	Using a self-management checklist, CT will independently and accurately complete the homework book for all assignments in 3 core classes daily.

4. IEP Implementation

Implementation Fidelity Plan

Student Name: _____

District / Building: _____

IEP Date: _____

This tool is intended to assist IEP teams in implementing identified universal supports and the IEP with fidelity. It can be used as a guide for staff to know where and when the IEP goals and supplementary aids and services are to be implemented and can be used as an observation tool for conducting implementation fidelity checks. If a Schedule Matrix was completed as part of the IEP process, it can be used as the foundation for the IEP implementation plan by simply adding the IEP information columns to the already completed Schedule Matrix. Considerations for strong implementation also include developing staff competencies in EPB, providing ongoing training and coaching needed for implementation staff, identifying needed resources, and developing communication feedback systems for the team. Additionally, specific fidelity checklists for each identified intervention can be developed and used to ensure each intervention or strategy is implemented as it was designed. This tool is intended to be reviewed monthly.

Student Schedule	Expectations & Instructional Outcomes	IEP Goals / Objectives Targeted / Addressed	Supports, Strategies, EBPs & Services	Implementation Fidelity and Progress Data
<p>In this column, list the student's daily schedule including all primary activities, courses / classes and/or transitions.</p>	<p>In this column, identify the student's expectations & instructional outcomes during this part of the schedule. Expectations and instructional outcomes include:</p> <ul style="list-style-type: none"> • Independence Skills • Social Interaction Skills • Communication Skills • Behavioral Skills • Academic Skills including task initiation, engagement, & output <p>For example, during "arrival," the instructional outcomes may include independently taking off outerwear, getting materials ready, taking a seat, and completing morning work.</p>	<p>Identify in this column where the IEP goals and/or objectives and benchmarks from the IEP are addressed or targeted within the student's schedule.</p> <p>Each IEP goal and objective or benchmark may be listed more than once in this column as most goals and objectives or benchmarks can be targeted during more than one part of the schedule.</p>	<p>List in this column, all the supplementary aides and services (including universal supports) required to support the student in making progress on goals and objectives, meeting instructional outcomes, and navigating the environment and participating in instruction as independently as possible. These include but not limited to:</p> <ul style="list-style-type: none"> • Visual Supports / Strategies • Peer to Peer Supports • Functional Communication Systems • Positive Behavioral Interventions & Supports • Evidence-Based Practices • Accommodations / Modifications • Behavior Response / Crisis Plan <p>Adult Support (include ONLY if previous supports require teaching or additional adult intervention)—If adult support is required, attach the "Paraprofessional Planning Tool"</p>	<p>It is critical for IEP teams to do regular checks for evidence of implementation of the IEP and progress toward goals. This column is reserved for implementation fidelity and progress data and should be tailored to the type of data needed to demonstrate progress toward IEP goals and objectives or benchmarks and data needed to demonstrate implementation fidelity.</p> <p>Progress data may include:</p> <ul style="list-style-type: none"> • Frequency / Duration • Interval / Scatterplot Records • Academic (e.g. CBM) • START Engagement, Independence, and Social Interaction Tools • Behavior Logs • Prompt-Level Data <p>Implementation Fidelity Plans and Data may include:</p> <ul style="list-style-type: none"> • Fidelity Checklists • Staff Training and Coaching • Implementation process questions (e.g. is strategy implemented where / when expected? Is staff implementing as described? Is student using the system independently? Is the student making progress using the system?)

IEP Implementation Fidelity Matrix

Student Name: _____ District / Building: _____ IEP Date: _____

Student Schedule	Expectations & Instructional Outcomes	IEP Goals / Objectives Targeted / Addressed	Supports, Strategies EBPs & Services	Implementation Fidelity and Progress Data
	•	•	•	•
	•	•	•	•
	•	•	•	•
	•	•	•	•
	•	•	•	•
	•	•	•	•
	•	•	•	•
	•	•	•	•
	•	•	•	•

- Reviewed goals from the USAPT and developed next steps action items
- Reviewed goals from the CETA and developed next steps action items
- Reviewed progress on Passport goals (home and school) and developed next steps action items

Statewide Autism Resources and Training Project (START)
K-12 Target Student Reporting Form
Regional Collaborative Networks (RCN)

Name of person completing form: Email address of person completing form:	
Type of Data <input type="checkbox"/> Baseline <input type="checkbox"/> Post/End of Year Data	Date Completed:
RCN:	ISD:
District:	Building:
Target Student:	Date of Birth: Grade:
USAPT completed for school building? <input type="checkbox"/> Yes <input type="checkbox"/> No CETA completed for student's classroom? <input type="checkbox"/> Yes <input type="checkbox"/> No	Info on these tools can be found at: http://www.qvsu.edu/autismcenter/ → Resources
List Top Two USAPT Goals: Goal 1: Goal 2:	End of Year USAPT Goal Progress (see scoring guide): Goal 1: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 Goal 2: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
List Top Two CETA Goals: Goal 1: Goal 2:	End of Year CETA Goal Progress (see scoring guide): Goal 1: <input type="checkbox"/> 3 (evident) <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 (not evident) Goal 2: <input type="checkbox"/> 3 (evident) <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 (not evident)
Student Data Profile	
Educational Environment	% of time target student is currently in general education: <input type="checkbox"/> 80% or greater <input type="checkbox"/> 60-79% <input type="checkbox"/> 40-59% <input type="checkbox"/> Less than 40% <input type="checkbox"/> None, classroom in general ed building <input type="checkbox"/> None, separate facility
Participation in State Assessment	Student participated in the standard Michigan state assessment <input type="checkbox"/> Yes <input type="checkbox"/> No MI-ACCESS <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Functional Independence <input type="checkbox"/> Supported Independence <input type="checkbox"/> Participation Performance level on last administration: E=Emerging; A=Attained; S=Surpassed ELA <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> S Math <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> S Science <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> S Social Studies <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> S
Engagement	IEP Course of Study: <input type="checkbox"/> Diploma <input type="checkbox"/> Certificate <input type="checkbox"/> Not Transition Age Is the general education curriculum the primary focus of instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No Frequency of extra-curricular activities (e.g. sports, clubs, dances) with non-disabled peers in the most recent school year: <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> 1-2 per Semester <input type="checkbox"/> None Participation in camps and field trips with non-disabled peers in the most recent school year: <input type="checkbox"/> All offered <input type="checkbox"/> >50% Offered <input type="checkbox"/> <50% Offered <input type="checkbox"/> None <input type="checkbox"/> No camps / field trips available most recent year

Engagement	<p>Engagement Data Form – avg data for the past two weeks</p> <p>Subject/Activity 1: _____ <input type="checkbox"/> Gen ed or <input type="checkbox"/> Sp ed <input type="checkbox"/> Indiv or <input type="checkbox"/> Group Avg minutes engaged: <input type="checkbox"/> 13-15 <input type="checkbox"/> 10-12 <input type="checkbox"/> 7-9 <input type="checkbox"/> 3-6 <input type="checkbox"/> 0-2</p> <p>Subject/Activity 2: _____ <input type="checkbox"/> Gen ed or <input type="checkbox"/> Sp ed <input type="checkbox"/> Indiv or <input type="checkbox"/> Group Avg minutes engaged: <input type="checkbox"/> 13-15 <input type="checkbox"/> 10-12 <input type="checkbox"/> 7-9 <input type="checkbox"/> 3-6 <input type="checkbox"/> 0-2</p> <p><i>*Report data on the same subjects/activities for baseline and post data</i> <i>**If a new subject/activity or setting is added since baseline reporting, please include new baseline with post data</i></p>															
Independence	<p>% of time student requires direct adult support (e.g. 1:1 paraprofessional) <input type="checkbox"/> <10% <input type="checkbox"/> 10-29% <input type="checkbox"/> 30-49% <input type="checkbox"/> 50-69% <input type="checkbox"/> 70-89% <input type="checkbox"/> >90%</p> <p>Independence Data Form – avg data for the past two weeks</p> <p>Routine 1: _____ # steps independent _____ / # steps in routine _____ = _____%</p> <p>Routine 2: _____ # steps independent _____ / # steps in routine _____ = _____%</p> <p><i>*Report data on the same routines for baseline and post data</i> <i>**If a new routine is added since baseline reporting, please include baseline with post data</i></p>															
Socialization	<p>Is the target student supported by a peer to peer program in the building throughout the school day (beyond lunch and recess only)? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>How many hours per day is target student in immediate proximity with typical peers (e.g. same classroom, playground, table at lunch) <input type="checkbox"/> all day <input type="checkbox"/> 5-6 hours <input type="checkbox"/> 3-4 hours <input type="checkbox"/> 1-2 hours <input type="checkbox"/> <1 hour <input type="checkbox"/> none</p> <p>How many peers are assigned to the target student daily? <input type="checkbox"/> >14 <input type="checkbox"/> 13-14 <input type="checkbox"/> 11-12 <input type="checkbox"/> 9-10 <input type="checkbox"/> 7-8 <input type="checkbox"/> 5-6 <input type="checkbox"/> 3-4 <input type="checkbox"/> 1-2 <input type="checkbox"/> none</p> <p>Social Interaction Data– avg data for the past two weeks</p> <p>Initiations <u>by peers to target student</u> across settings/activities (e.g. arrival, recess, hallway): Total # Y _____ Total # N _____ Total #Y / Total observations = _____%</p> <p>Initiations <u>by target student to peers</u> across settings/activities (e.g. arrival, recess, hallway): Total # Y _____ Total # N _____ Total #Y / Total observations = _____%</p>															
IEP Goals	<p>List top two IEP goals</p> <p>1. End of year: <input type="checkbox"/> Met goal <input type="checkbox"/> Moderate progress <input type="checkbox"/> Minimal progress</p> <p>2. End of year: <input type="checkbox"/> Met goal <input type="checkbox"/> Moderate progress <input type="checkbox"/> Minimal progress</p>															
Academic Growth	<p>Does the student receive grades at this time? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>List student grades in core content areas for most recent grading period:</p> <table border="1" data-bbox="467 1696 1469 1906"> <thead> <tr> <th data-bbox="467 1696 969 1749">Subject</th> <th data-bbox="969 1696 1219 1749">Grade</th> <th data-bbox="1219 1696 1469 1749">Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 1749 969 1791"></td> <td data-bbox="969 1749 1219 1791"></td> <td data-bbox="1219 1749 1469 1791"></td> </tr> <tr> <td data-bbox="467 1791 969 1833"></td> <td data-bbox="969 1791 1219 1833"></td> <td data-bbox="1219 1791 1469 1833"></td> </tr> <tr> <td data-bbox="467 1833 969 1875"></td> <td data-bbox="969 1833 1219 1875"></td> <td data-bbox="1219 1833 1469 1875"></td> </tr> <tr> <td data-bbox="467 1875 969 1906"></td> <td data-bbox="969 1875 1219 1906"></td> <td data-bbox="1219 1875 1469 1906"></td> </tr> </tbody> </table>	Subject	Grade	Notes												
Subject	Grade	Notes														

	<p>For students receiving accommodations or differentiation, is a grading matrix being used? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Behavior	<p>Number of suspensions or times sent home from school for challenging behavior in the most recent school year: <input type="checkbox"/> None <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> >6</p> <p>Number of detentions in the most recent school year: <input type="checkbox"/> None <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> >6</p> <p>Number of behavioral incidents (e.g. disruptions, aggression) requiring removal from the classroom in previous month? <input type="checkbox"/> None <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> <10</p> <p>Has the student had an incident report filed (i.e. injury report) in the last 30 school days? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Self-Advocacy	<p>Did the student attend his/her most recent IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, for what amount of time <input type="checkbox"/> >50% <input type="checkbox"/> <50% <input type="checkbox"/> Did not Attend</p> <p>Has the student participated in presenting to peers about ASD? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*For students 8th grade and above Did the student take the assessment(s) for the development of the EDP? <input type="checkbox"/> Yes <input type="checkbox"/> No Locate EDP Info at: https://www.michigan.gov/documents/mde/MDE_EDP_10-2-09_296459_7.pdf</p>
Family Engagement	<p>Is the student / family and school team working on goals established by the START passport? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>List Two Passport Goals: 1. <input type="checkbox"/> Met goal <input type="checkbox"/> Moderate progress <input type="checkbox"/> Minimal progress 2. <input type="checkbox"/> Met goal <input type="checkbox"/> Moderate progress <input type="checkbox"/> Minimal progress</p> <p>Has a school staff member participated in a home visit / in-home consultation? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Did a family member participate in the development of any of the student's support plans (e.g. behavior plan, self-management systems)? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Are parents willing to provide contact information for future follow up? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Names: _____ Phone: _____ Email: _____</p>
Employment	<p>For students age 14 or older, student has participated in the following: <input type="checkbox"/> Paid Integrated Employment <input type="checkbox"/> Integrated Internship / Apprenticeship <input type="checkbox"/> Community Job Sampling <input type="checkbox"/> Integrated Ongoing Volunteering <input type="checkbox"/> Technical School <input type="checkbox"/> None</p> <p>Has the student taken driver's training? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not old enough Does the student have a driver's permit or license? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not old enough</p>