

Student POC (Profile of Change) Quick Tool

Target Student: _____ **Date:** _____

Teaming and Problem Solving

1. We start our meetings on time. **Yes No**
2. The size of our group does not exceed 7 members. **Yes No.**
3. Needed members arrive on time and stay until the end of the meeting. **Yes No**
4. We do not stop the meeting to update tardy members. **Yes No**
5. We have a communication system for absent members and “need to know” members. **Yes No**
6. We have established guiding principles for our meetings. **Yes No**
7. We confront one another on rule violations. **Yes No**
8. We don’t blame team members when things go wrong. **Yes No**
9. We explain the rules of the group to new members. **Yes No**
10. We are free to express our opinions and feelings (negative and positive) . **Yes No**
11. We call attention to discussions which are off-task or stray from the agenda. **Yes No**
12. We openly discuss conflicts that detract from our goals or agenda. **Yes No**
13. We view situations and solutions from various perspectives. **Yes No**
14. We discuss situations from the perspective of absent members. **Yes No**
15. We generate and explore multiple solutions before selecting a particular solution. **Yes No**
16. We use an established problem-solving process. **Yes No**
17. We distribute leadership functions by rotating roles. **Yes No**
18. We identify action items needed for each topic before moving on to the next agenda item. **Yes No**
19. We distribute the homework/action items among team members. **Yes No**
20. We accomplish the tasks on our agenda within the time allotted. **Yes No**
21. We end our meetings on time. **Yes No**

Parent and Family Support

1. Family members would agree that they are supported as active participants in their child’s education. **Yes No**
2. A variety of current and appropriate resources, trainings, and services are available to family members through the school system. **Yes No**
3. Family members are made aware of services available from community agencies and are supported in accessing those services. **Yes No**
4. Family dynamics, needs and values are incorporated and considered in developing IEP goals (e.g. parenting style, family priorities, culture, language). **Yes No**
5. Family-school interactions are positive and non-confrontational; Families are not blamed for issues related to their child having ASD. **Yes No**

Visual and Organizational Supports

1. 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. **Y or N**
2. 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. **Y or N**
3. The student has an individual visual schedule that accurately reflects his/her skills and abilities. **Y or N**
4. The visual schedule is used or the student is prompted to it at each transition. **Y or N**
5. Students physically interact with their schedule (e.g. cross out, move to “done,” move to check in area in the room). **Y or N**
6. Sub / mini schedules are used when needed (e.g. when skills break down, when the student presents with behavior). **Y or N**
7. 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.). **Y or N**
8. Work systems and/or routine / task lists are used regularly to increase independence in task completion. **Y or**

N

9. Social stories / facts / scripts are developed and used. **Y or N**
10. Break Cards are used to teach students to exit appropriately when necessary. **Y or N**
11. Appropriate instructional strategies are used to teach the visual systems: **Y or N**
 - a. Pairing
 - b. Prompting
 - c. Modeling
 - d. Shaping
 - e. using preferences to motivate
12. Visual supports are used when making requests, giving directions, providing instruction, encouraging participation. **Y or N**

Functional Communication

1. 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). **Y or N**
2. 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. **Y or N**
3. The communication system chosen matches student skills, needs, and environments, is functional, portable, and available in all environments. **Y or N**
4. 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). **Y or N**
5. Unconventional communication attempts such as yelling and using adults as "tools," are consistently used as opportunities to teach the functional communication system. **Y or N**
6. Staff initiates communication with students with ASD in all environments and activities by prompting, questioning, offering choices and starting conversations. **Y or N**
7. Staff consistently encourage responding through gesture, sign, icons and spoken language. **Y or N**
8. Students are specifically taught communication systems that address: **Y or N**
 - a. Problem behavior functions (e.g., protests or requests)
 - b. Social-communication targets (e.g. responding to greetings, initiating and sustaining interactions or conversation)
 - c. Pragmatic social-communication targets (body language and personal space).
9. Appropriate instructional strategies are used to teach the communication systems: **Y or N**
 - a. Pairing
 - b. Prompting
 - c. Modeling
 - d. Shaping
 - e. Using preferences to motivate
10. 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). **Y or N**

Paraprofessional Support

1. Paraprofessional support is assigned only when the student needs direct academic, behavioral or social support. **Y or N**
2. 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. **Y or N**
3. Paraprofessional responsibilities are clearly communicated and available for review. **Y or N**
4. A list of strategies the paraprofessional is required to implement with the student is provided (e.g. visual supports, prompting, reinforcement, crisis plan). **Y or N**
5. Paraprofessionals implement strategies and complete responsibilities as outlined. **Y or N**
6. Paraprofessionals demonstrate respect for student (e.g. talking to instead of in front of students, etc.). **Y or N**
7. Training, mentoring, and implementation support are offered regularly and required for the paraprofessional

working with the student with ASD. **Y or N**

8. Appropriate supervision, observation, and performance feedback is provided regularly to the paraprofessional(s). **Y or N**
9. Fading of paraprofessional support occurs as soon as data shows the student is learning systems that allow him/her to complete tasks independently. **Y or N**

Accommodations / Modifications

1. The student has sufficient opportunities in the general education environment to make progress in academic, independence, and social competency skills. **Yes No**
2. The general education curriculum is used as the primary focus of instruction. **Y or N**
3. Academic goals and objectives are developed based on the general education curriculum, plus augmentation of targeted skills (e.g. social skills, community skills). **Y or N**
4. Effective instructional practices are used to build new skills (e.g., shaping, task analysis, reinforcement). **Y or N**
5. Specific academic *accommodations* to the general education curriculum are selected and implemented based on individualized needs and reflected in the I.E.P. goals. **Y or N**
6. Specific academic *modifications* to the general education curriculum are selected and implemented based on individualized needs and reflected in the I.E.P. goals. **Y or N**
7. A system is developed to assure that the specific academic accommodations and modifications are implemented throughout the student's educational program. **Y or N**
8. A system is used to determine appropriate grading based on the specific accommodations and modifications to the general education curriculum. **Y or N**
9. Progress toward student goals are assessed at least weekly and necessary changes are made to programming to ensure improvement. **Y or N**
10. The student takes the MEAP or participates in MI Access. **(circle one)**

Positive Behavior Support

1. Effective Tier 1 (Universal) strategies that prevent challenging behavior are developed and implemented with fidelity for the student. **Yes No**
 - a. Functional communication systems **Y N**
 - b. Visual supports and strategies **Y N**
 - c. Peer supports **Y N**
 - d. Breaks **Y N**
 - e. Ordering of activities **Y N**
 - f. Pre-teaching/ pre-corrects **Y N**
 - g. OTHERS (describe):
2. 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. **Yes No**
3. Tier 2 interventions and supports are implemented with fidelity. **Yes No**
4. 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. **Yes No**
5. Functional behavior assessments employ multiple methods of data collection (e.g. direct observation, scatterplot, rating scales, interviews) to determine the function of challenging behaviors. **Yes No**
6. The positive behavior support plan includes antecedent strategies (i.e., proactive strategies intended to prevent behaviors from occurring). **Yes No**
7. The positive behavior support plan includes strategies for teaching and prompting new skills (e.g. communication, social interaction, independence, replacement behaviors). **Yes No**
8. The positive behavior support plan includes appropriate, non-emotional, non-verbal, and non-punitive strategies for responding to behavior. **Yes No**
9. 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." **Yes No**
10. The positive behavior support plan and/or crisis plan is reviewed with all relevant staff and implementation training is provided as needed. **Yes No**

11. Data on the fidelity of implementation of the positive behavior support plan are collected and reviewed regularly by the team. **Yes No**
12. Behavioral data at all tiers are collected regularly and used as the basis for decision-making about strategies. **Yes No**
13. The positive behavior support plan is implemented consistently in all environments. **Y or N**
14. There is a reporting system in place between school staff and family members to provide regular updates on behavioral interventions and their effectiveness. **Yes No**

Peer to Peer Support

1. 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. **Yes No**
2. Staff maximizes opportunities and creates activities / situations that encourage interactions with typical peers throughout the day. **Yes No**
3. Typical peers are actively recruited as peer to peer supports. **Yes No**
4. Peer supports are trained to interact appropriately and effectively with the student. **Yes No**
5. Staff prompts typical peers to initiate and sustain interactions with students with ASD. **Yes No**
6. Peer to peer support students attend regular meetings to support the student (i.e., case conferences). **Yes No**
7. Mediums of Exchange are identified to promote effective interaction with typical peers. **Yes No**
8. A system exists to maintain typical peer involvement with the student (e.g., appreciation activities such as lunch gatherings). **Yes No**

IEP Development, Implementation and Evaluation

1. The PLAAFP focuses on strengths and needs related to functioning in the general education environment. **Yes No**
2. IEP goals are prioritized based on needs identified in the PLAAFP. **Yes No**
3. IEP goals have observable and measurable objectives. **Yes No**
4. At a minimum, IEP goals include communication and social skill development. **Yes No**
5. Supplementary aids and services considers the following key areas for the student:
 - a. functional communication systems **Y N**
 - b. visual supports **Y N**
 - c. peer to peer support **Y N**
 - d. accommodations / modifications **Y N**
 - e. positive behavior supports **Y N**
 - f. appropriate use of paraprofessional support **Y N**
6. Programs and services maximize time in the least restrictive environment. **Yes No**
7. The IEP is developed to enhance independent functioning. **Yes No**
8. A system is in place to document implementation of the IEP. **Yes No**
9. A data collection system is in place to assess progress toward goals and objectives weekly. **Yes No**
10. Data collected on progress toward goals and objectives is used to make program decisions. **Yes No**

Looking at ASD Differently

1. **Visual Continuity:**
 - a. What about the ASD requires the staff to impose boundaries? What visuals might you use to impose these boundaries?
 - b. What visual boundaries does the student impose? How will you investigate and implement the function (purpose and intent) of these behaviors?
 - b. Visual Strategies: Most students with ASD need visual strategies. How will you investigate and implement strategies that meet the individual visual / organization needs of the student? (ex. Clock, labeling, break card, stop light, universal no symbol, rules, schedule, etc.)
2. **Verbal Fascinations:** What verbal fascinations does your student have? (if your student is non-verbal, skip this)

section)

- a. How can you manage the use of these verbal fascination(s) through the use of visual strategies?
 - b. How can you find a home for the verbal fascination(s)?
 - c. How can you manage problem behavior through the use of verbal fascination(s)?
3. **Preferred Activities:** What preferred activities does your student have?
- a. How are you going to manage the drive by providing access to the preferred activity?
 - b. Have you created respect with the staff for access to the preferred activity?
3. **Sensory Preoccupations:** What are your student's sensory preoccupations / needs?
- a. How can you make these sensory preoccupations more socially appropriate?
 - b. How can you help the student organize their sensory needs?
4. **Pairing/Making Associations:**
- a. Identify a behavior that is limiting socialization opportunities and independence?
 - b. Identify a material / area where this behavior can occur appropriately?
 - c. How do you plan for the student to practice until the association is made?
 - d. How will you assure that staff do not alter the practice plan prior to the student making the association?
 - e. How might you modify the plan so the student has access but within limits? (not to occur prior to association)
5. **Ordering and Re-Ordering:** How does your student order / re-order his/her environment?
- a. What can you do to assist the student in managing the need to order / re-order?
 - b. How can you utilize the ordering / re-ordering for instructional / social opportunities?
6. **Transition:** In what ways does your student struggle in getting from one area or activity to another?
- a. How can you use the student's need for order to assist in transition from place or activity?
 - b. How are you giving the student information in order to support transitions from place or activity?
7. **Need for Order:** In what ways does your student demonstrate a need for order?
- a. How can you use the student's need for order to support socialization opportunities and independence?
 - b. How are you going to recognize and inform the student of changes in the environment, staff, personal characteristics, etc. that disrupt the student's current order ?