START Coaching for EBP

Evidence Based Practices
Michigan Students with an ASD Eligibility

Number of Students


1990: 1,208
2014: 17,986
Number of Michigan Students with ASD by Age
* Based on 2014 MDE, OSE Eligibility Count

Age

1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25  26
7  56  272  428  1224  1268  1325  1387  1408  1213  1140  1034  1106  987  847  690  428  272  56  7

Number of Michigan Students with ASD by Age
* Based on 2014 MDE, OSE Eligibility Count
Why a Coaching Model?

• Too many students (low vs. high incidence)
  – Can’t adequately meet the needs / use #’s as a reason
  – Can’t do anything effectively
  – Always in crisis / no time for proactive strategies
  – No time for collaboration to improve services IN the classroom / build capacity
Why a Coaching Model?

- Improve Capacity for ALL Staff to Educate Students with ASD
- Improve resource allocation / efficiency
- Move from Crisis to Frontloading
Multi-Tiered Systems of Support (MTSS) For Students with ASD

Intensive Supports

Targeted Universal Supports

Universal Supports

Core Curriculum & Instructional Strategies

Level of individualization
Purpose / Benefits of Using the Checklist

• The development of a coaching system to improve the implementation of EBP

• Improved use of effective team processes (Meeting Mechanics)

• Increased staff knowledge of EBP for students with ASD

• Increased capacity for all staff to implement the EBP

• Improved staff skills in identifying meaningful goals for students with ASD

• Improved staff skills in writing measurable goals for the IEP

• Improved capacity to collect and use relevant data to guide intervention decisions

• Improved outcomes for students with ASD and other developmental disabilities
# The START Coaching Checklist

## START Coaching Checklist

<table>
<thead>
<tr>
<th>Coaching Steps</th>
<th>Information/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: PREPARATION for the Project:</strong></td>
<td></td>
</tr>
<tr>
<td>A. Identify the ISD, District, and Building,</td>
<td>ISD:</td>
</tr>
<tr>
<td>B. Identify Coach Leader(s) (i.e. itinerant staff who support the student and will monitor the project)</td>
<td>District:</td>
</tr>
<tr>
<td>C. Identify Building Coach(es) (i.e. persons who primarily works in the building who will monitor the project)</td>
<td>Building:</td>
</tr>
<tr>
<td>D. Obtain administrator support (use <strong>Sample Admin Letter</strong></td>
<td>Coach Leader(s):</td>
</tr>
<tr>
<td>- Provide project information: Purpose &amp; Goals (<em>example letter to Principals attached</em>)</td>
<td>Building Coach:</td>
</tr>
<tr>
<td>- Obtain permission for monthly team meetings</td>
<td>Name of Administrator:</td>
</tr>
<tr>
<td>- Inquire about picture and video release for students in the building</td>
<td>Email Address:</td>
</tr>
<tr>
<td>E. Identify target student with ASD for participation.</td>
<td>Phone Contact:</td>
</tr>
<tr>
<td><strong>F. Complete Student Profile</strong></td>
<td>Student Name:</td>
</tr>
<tr>
<td><strong>G. Obtain written parent/guardian permission (use Parent / Guardian Permission form)</strong></td>
<td>Grade:</td>
</tr>
<tr>
<td></td>
<td>Teacher(s):</td>
</tr>
<tr>
<td></td>
<td>____ Admin Permission</td>
</tr>
<tr>
<td></td>
<td>____ Parent Permission</td>
</tr>
</tbody>
</table>
The **START Coaching Checklist**

**Step 1: Preparation for the Project**

- Identify the ISD, District, and Building
- Identify Coach Leader(s)
- Identify Building Coach(es)
Coach Leaders vs Building Coaches

- In multiple buildings
- Tends to be Ancillary Staff:
  - School Psychologist
  - School Social Worker
  - Speech and Language Therapist
  - ASD Teacher Consultants
  - Occupational Therapist

- Primarily assigned to one building
- Tends to be:
  - Special Education Teacher
  - General Education Teacher
  - Building Speech and Language Therapist
  - School Counselor
  - Principal
Coaching Positions

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Building Coach</th>
<th>Coach Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of school</td>
<td><strong>Knowledge of school</strong></td>
<td><strong>Independent</strong></td>
</tr>
<tr>
<td>Staff relationships</td>
<td><strong>Staff relationships</strong></td>
<td><strong>Outside perspective</strong></td>
</tr>
<tr>
<td>Regular access</td>
<td><strong>Regular access</strong></td>
<td><strong>Multiple schools experience</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Building Coach</th>
<th>Coach Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicting roles</td>
<td><strong>Conflicting roles</strong></td>
<td><strong>Limited knowledge of school</strong></td>
</tr>
<tr>
<td>Narrow range of</td>
<td><strong>Narrow range of experiences</strong></td>
<td><strong>Limited relationships</strong></td>
</tr>
<tr>
<td>experiences</td>
<td></td>
<td><strong>Less frequent access</strong></td>
</tr>
</tbody>
</table>
Adapted from Michigan Implementation Network (MIN)
Requirements to become a Coach Leader

• Currently employed by a public school system in Michigan (or school support agency).

• Professional (credentialed by MDE or other school-related credentialing agency) with at least THREE years of experience working with students with ASD.

• Possess strong knowledge of Autism Spectrum Disorder and the core concepts in the START module areas (e.g. knowledge grounded in “effective practice” research).

• Attend a minimum of 10 hours of training in START content, preferably by START Staff Trainers.
  – Training MUST include Meeting Mechanics and USAPT
Requirements to become a Building Coach

• Currently employed by a public school system in Michigan (or school support agency).

• Professional (credentialed by MDE or other school-related credentialing agency).

• Work regularly (3 days/wk+) in the building assigned as a building coach.

• Attend 10 hours of training in START content provided by START staff and/or EPLI Approved Trainers.
COACH RESPONSIBILITIES

• Meet AT LEAST monthly with building team

• Follow up on action items

• Provide Implementation Support

• Model Meeting Mechanics

• Support the Team!!!
Coaching Skills
The START Coaching Checklist

Step 1: Preparation for the Project

– Identify the ISD, District, and Building
– Identify Coach Leader(s)
– Identify Building Coach(es)
– Obtain Administrator Support
  • Project Information / Purpose – Goals
  • Permission for Monthly Meetings
  • ? Pic and Video Release

SAMPLE ADMIN LETTER
Sample Letter to Building Administrator
START 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 Coaching Project, which focuses on the implementation of Evidence-Based Practices (EBP).

This project includes identifying a building coach (a trained individual who works primarily in your building such as a general or special education teacher, counselor, administrator, itinerant staff) and a coach leader (a trained itinerant staff who already supports your building in their itinerant capacity) who will assist in completing 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 a coaching checklist provided by START and the purpose is to increase implementation fidelity of EBPs for students with ASD at the building, classroom, and student levels. The general expectations of this year-long project include:

- Developing or utilizing an already existing building team to follow the coaching checklist
- Attending monthly team meetings focused on building, classroom and target student goals
- Assessing status of EBP implementation at the building, classroom, and target student levels
- Developing and writing measurable goals and monitoring progress
- Selecting EBPs to assist target student in reaching the goals
- Use the START K-12 Target Student Reporting Form to collect data at baseline and end of the year to determine progress; submit the form to START at baseline and the end of the year
- Collecting and reviewing video clips of the target student’s progress and EBP implementation

Although EBPs for students with ASD are being promoted, these EBPs 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
The START Coaching Checklist

Step 1: Preparation for the Project

- Identify the ISD, District, and Building
- Identify Coach Leader(s)
- Identify Building Coach (es)
- Obtain Administrator Support
  - Project Information / Purpose – Goals
  - Permission for Monthly Meetings
  - Pic and Video Release
    SAMPLE ADMIN LETTER

- Identify Target Student
- Complete Student Profile
# Student Profile

<table>
<thead>
<tr>
<th>Student Name (DOB):</th>
<th>Parents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISD; District; Building:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Teacher(s) / Relevant Staff:</td>
<td></td>
</tr>
<tr>
<td>Relevant Family Info:</td>
<td></td>
</tr>
<tr>
<td>LRE / Schedule:</td>
<td>Copy of IEP</td>
</tr>
</tbody>
</table>

## Student Factors

### Preferred Interests:

### Fears / Dislikes:

### OTHER (Health, Needs, etc.):

## Language / Communication

### Language / Communication Strengths:

- [ ] Highly verbal
- [ ] Moderately verbal
- [ ] Minimally verbal
- [ ] Echolalic
- [ ] Non-verbal

### Language / Communication Needs:

## Social

### Social Strengths:

### Peer to Peer Support:

### Social Needs:

## Behavior

### Student's Primary Behavior Challenges:

- [ ] FBA
- [ ] PBIS Plan

- [ ] Y
- [ ] N

- [ ] Y
- [ ] N

## Independence / Academic

### Independence:

### Academic Output:

### Academic Engagement:
The START Coaching Checklist

Step 1: Preparation for the Project

– Identify the ISD, District, and Building
– Identify Coach Leader(s)
– Identify Building Coach(s)
– Obtain Administrator Support
  • Project Information / Purpose – Goals
  • Permission for Monthly Meetings
  • Pic and Video Release
  SAMPLE ADMIN LETTER

– Identify Target Student
– Complete Student Profile
– Obtain Written Parent/Guardian Permission
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
START Coaching Checklist Step 2

Step 2: TEAM DEVELOPMENT

A. **Assemble a Project Team** and assign roles for Meeting Mechanics (e.g. facilitator (person to run the board), note-taker, time keeper). **NOTE:** Team should include parent(s), teacher(s), building coach, coach leader(s), itinerant staff who service the student, and building administrator. Consider the current teaming structure in the building (e.g. student assistance team) as an existing team can be used for the project.  

*Complete Team Information* form

B. **Review Evidence-Based Practices:** Have all team members review the available information on evidence-based practices for students with ASD

- NPDC EBP Checklists ([http://autismpdc.fpg.unc.edu/content/briefs](http://autismpdc.fpg.unc.edu/content/briefs)) *(NPDC Briefs descriptions provided)*
- OCALI Online Modules ([http://www.autisminternetmodules.org/](http://www.autisminternetmodules.org/))
- AFIRM—Autism-Focused Intervention Resources and Modules ([http://afirm.fpg.unc.edu/afirm-modules](http://afirm.fpg.unc.edu/afirm-modules))

C. **Schedule and Hold Initial Team Meeting (Agenda Below):**

- Use an agenda form to keep meeting notes (example *START Coaching Meeting Agenda* provided)
- Provide basic information about the EBP implementation process to all team members
- Establish a calendar for the year including monthly meeting dates and locations. (Use *START Coaching Project Calendar* example)
- Establish data collection plan (see step 3)
The **START Coaching Checklist**

**Step 1:** Preparation for the Project

**Step 2:** Team Development

– Assemble Project Team and assign roles
Assemble a Team

• Identify Team Leader (Building Coach)

• Identify Team Members
  – Parent(s)
  – Teacher(s)
  – Building Coach
  – Coach Leader
  – Itinerant Staff
  – Administration
  – Others?

NOTE: CONSIDER PRE-EXISTING TEAMS (EX. Student Assistance Team)

• Complete Team Information Form
### Team & Coaching Information

**START coaching Project**

<table>
<thead>
<tr>
<th>Student</th>
<th>ISD / District</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach Leader</th>
<th>Contact Information: Email / Phone</th>
<th>Professional Role</th>
<th>Roles &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building Coach</th>
<th>Contact Information: Email / Phone</th>
<th>Professional Role</th>
<th>Roles &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team Members</th>
<th>Contact Information: Email / Phone</th>
<th>Professional Role</th>
<th>Roles &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**START Project, Sept 2015**
Roles / Responsibilities

• Facilitator / Run the Board

• Note-Taker

• Time Keeper

• OTHER?
Collaborative Team Approach
MEETING MECHANICS

Problem Identification

Problem Specification

Brainstorm

Cluster/Prioritize

Implementation Variables

Assign Responsibilities

Assign Responsibilities
ACTION PLAN

• WHO

• DOES WHAT

• BY WHEN
The START Coaching Checklist

Step 1: Preparation for the Project

Step 2: Team Development
   – Assemble Project Team and assign roles
   – Review EBPs
Team Members Review EBPs

http://autismpdc.fpg.unc.edu/evidence-based-practices

### EVIDENCE-BASED PRACTICES

*Indicates practices with newly developed content (2015). Select the practice to access these modules and downloadable resources.

<table>
<thead>
<tr>
<th>Antecedent-based Intervention (ABI)</th>
<th>Naturalistic Intervention (NI)</th>
<th>Self-management (SM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Behavioral Intervention (CBI)**</td>
<td>Parent-implemented Intervention (PII)</td>
<td>Social Narratives (SN)*</td>
</tr>
<tr>
<td>Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)</td>
<td>Peer-mediated Instruction and Intervention (PMII)*</td>
<td>Social Skills Training (SST)**</td>
</tr>
<tr>
<td>Discrete Trial Teaching (DTT)</td>
<td>Picture Exchange Communication System (PECS)</td>
<td>Previously Social Skills Groups</td>
</tr>
<tr>
<td><strong>Exercise (ECE)</strong></td>
<td>Pivotal Response Training (PRT)</td>
<td>Structured Play Group (SPG)**</td>
</tr>
<tr>
<td>Extinction (EXT)</td>
<td><strong>Prompting (PP)</strong></td>
<td>Task Analysis (TA)</td>
</tr>
<tr>
<td>Functional Behavior Assessment (FBA)</td>
<td><strong>Reinforcement (R+)</strong></td>
<td>Technology-aided Instruction and Intervention (TAII)**</td>
</tr>
<tr>
<td>Functional Communication Training (FCT)</td>
<td><strong>Response Interruption/Redirection (RIR)</strong></td>
<td>Previously Computer Aided Instruction and Speech Generating Devices</td>
</tr>
<tr>
<td>Modeling (MD)**</td>
<td>Scripting (SC)**</td>
<td>Time Delay (TD)*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video Modeling (VM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Support (VS)*</td>
</tr>
<tr>
<td>Evidence-Based Practice</td>
<td>Definition</td>
<td>Group (n)</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Antecedent-based intervention (ABI)</td>
<td>Arrangement of events or circumstances that precede the occurrence of an interfering behavior and designed to lead to the reduction of the behavior.</td>
<td>0</td>
</tr>
<tr>
<td>Cognitive behavioral intervention (CBI)</td>
<td>Instruction on management or control of cognitive processes that lead to changes in overt behavior.</td>
<td>3</td>
</tr>
<tr>
<td>Differential reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)</td>
<td>Provision of positive/ desirable consequences for behaviors or their absence that reduce the occurrence of an undesirable behavior. Reinforcement provided: a) when the learner is engaging in a specific desired behavior other than the inappropriate behavior (DRA), b) when the learner is engaging in a behavior that is physically impossible to do while exhibiting the inappropriate behavior (DRI), or c) when the learner is not engaging in the interfering behavior (DRO).</td>
<td>0</td>
</tr>
<tr>
<td>Discrete trial teaching (DTT)</td>
<td>Instructional process usually involving one teacher/service provider and one student/client and designed to teach appropriate behavior or skills. Instruction usually involves massed trials. Each trial consists of the teacher's instruction/presentation, the child's response, a carefully planned consequence, and a pause prior to presenting the next instruction.</td>
<td>0</td>
</tr>
<tr>
<td>Exercise (ECE)</td>
<td>Increase in physical exertion as a means of reducing problem behaviors or increasing appropriate behavior.</td>
<td>3</td>
</tr>
<tr>
<td>Extinction (EXT)</td>
<td>Withdrawal or removal of reinforcers of interfering behavior in order to reduce the occurrence of that behavior. Although sometimes used as a single intervention practice, extinction often occurs in combination with functional behavior assessment, functional communication training, and differential reinforcement.</td>
<td>0</td>
</tr>
<tr>
<td>Functional behavior assessment (FBA)</td>
<td>Systematic collection of information about an interfering behavior designed to identify functional contingencies that support the behavior. FBA consists of describing the interfering or problem behavior, identifying antecedent or consequent events that control the behavior, developing a hypothesis of the function of the behavior, and/or testing the hypothesis.</td>
<td>0</td>
</tr>
<tr>
<td>Functional communication training (FCT)</td>
<td>Replacement of interfering behavior that has a communication function with more appropriate communication that accomplishes the same function. FCT usually includes FBA, DRA, and/or EX.</td>
<td>0</td>
</tr>
<tr>
<td>Modeling (MD)</td>
<td>Demonstration of a desired target behavior that results in imitation of the behavior by the learner and that leads to the acquisition of the imitated behavior. This EBP is often combined with other strategies such as prompting and reinforcement.</td>
<td>1</td>
</tr>
<tr>
<td>Naturalistic intervention (NI)</td>
<td>Intervention strategies that occur within the typical setting/activities/routines in which the learner participates. Teachers/service providers establish the learner's interest in a learning event through arrangement of the setting/activity/routine, provide necessary support for the learner to engage in the targeted behavior, elaborate on the behavior when it occurs, and/or arrange natural consequences for the targeted behavior or skills.</td>
<td>0</td>
</tr>
<tr>
<td>Parent-implemented intervention (PII)</td>
<td>Parents provide individualized intervention to their child to improve/increase a wide variety of skills and/or to reduce interfering behaviors. Parents learn to deliver interventions in their home and/or community through a structured parent training program.</td>
<td>8</td>
</tr>
<tr>
<td>Peer-mediated instruction and intervention (PMII)</td>
<td>Typically developing peers interact with and/or help children and youth with ASD to acquire new behavior, communication, and social skills by increasing social and learning opportunities within natural environments. Teachers/service providers systematically teach peers strategies for engaging children and youth with ASD in positive and extended social interactions in both teacher-directed and learner-initiated activities.</td>
<td>0</td>
</tr>
</tbody>
</table>
Team Members Review EBPs

- NPDC (http://autismpdc.fpg.unc.edu/)

- National Standards Project (http://www.nationalautismcenter.org/national-standards-project/phase-2/)

- AIM (Autism Internet Modules) by OCALI (http://www.autisminternetmodules.org)

- AFIRM (NPDC) http://afirm.fpg.unc.edu/afirm-modules

- Association for Science in Autism Treatment (http://www.asatonline.org/treatment/treatments_desc.htm)
The START Coaching Checklist

**Step 1: Preparation for the Project**

**Step 2: Team Development**

- Assemble Project Team and assign roles
- Review EBPs
- Schedule and Hold Initial Meeting— Agenda Example (Calendar)
Agenda for initial meeting

- Use meeting agenda form to keep meeting notes
- Provide basic information about the EBP implementation process
- Establish a calendar for the year including monthly dates and locations (use calendar)
- Establish data collection plan
**SAMPLE MEETING AGENDA for START Coaching**

<table>
<thead>
<tr>
<th>Team Meeting Agenda / Minutes</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Members / Roles &amp; Responsibilities:</td>
<td></td>
</tr>
</tbody>
</table>

### CALENDAR

<table>
<thead>
<tr>
<th>Team Meetings</th>
<th>Relevant Building Event Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Field Trips</td>
</tr>
<tr>
<td></td>
<td>Conferences</td>
</tr>
</tbody>
</table>

### FOLLOW UP: Action Plan Items / TO DO

<table>
<thead>
<tr>
<th>WHO</th>
<th>Is doing WHAT</th>
<th>By WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PRIORITY AGENDA ITEMS

<table>
<thead>
<tr>
<th>TOPIC AREA</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| Review Implementation of EBPs | | • What’s going well  
• What’s been a struggle / difficult  
• Fidelity Issues  
• Problem solve solutions |
| Data Review | Independence, engagement, and social interaction data; Target Student Reporting Form  
Any adjustments needed? |

### RUNNING AGENDA NOTES

<table>
<thead>
<tr>
<th>TOPIC AREA</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Project Calendar

## START Coaching Calendar Example

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a District and Building</td>
<td>Get Signed Parent Permission</td>
<td>Building Team Meeting(s)</td>
<td>Building Team Meeting(s)</td>
</tr>
<tr>
<td>Identify Coach Leader and Building Coach</td>
<td>Complete Student Information Form</td>
<td>Collect Student Baseline Data (independence, engagement, social interaction)</td>
<td>Based on TS data, establish areas of need to address, including independence, engagement, and social interaction.</td>
</tr>
<tr>
<td>Obtain Administrator Support</td>
<td>Assemble team and schedule Initial Meeting for September</td>
<td>Complete START TS Reporting Form</td>
<td>Write goals</td>
</tr>
<tr>
<td>Identify Target Student (TS) for Participation</td>
<td>Team reviews START Coaching Checklist</td>
<td>Complete Schedule Matrix with video examples</td>
<td>Review EBPs and select EBPs to address areas of need.</td>
</tr>
<tr>
<td></td>
<td>Begin to fill out Universal Supports Assessment and Planning Tool (USAPT) as a team</td>
<td>Team members Review EBPs from NPDC/National Standards Project</td>
<td>Develop an Implementation Plan for goals and selected EBPs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finish Universal Supports Assessment and Planning Tool (USAPT)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Team Meeting(s)</td>
<td>Building Team Meeting(s)</td>
<td>Building Team Meeting(s)</td>
<td>Building Team Meeting(s)</td>
</tr>
<tr>
<td>Implement TS Plan</td>
<td>Implement TS Plan</td>
<td>Implement TS Plan</td>
<td>Implement TS Plan</td>
</tr>
<tr>
<td>Take data / video examples</td>
<td>Take data / video examples</td>
<td>Take data / video examples</td>
<td>Take data / video examples</td>
</tr>
<tr>
<td>Review data from CETA and develop goals and plan</td>
<td>Review data from USAPT and develop goals and plan</td>
<td>Review data from USAPT and develop goals and plan</td>
<td>Review data from USAPT and develop goals and plan</td>
</tr>
<tr>
<td></td>
<td>Implement CETA plan and monitor progress</td>
<td>Implement CETA plan and monitor progress</td>
<td>Implement CETA plan and monitor progress</td>
</tr>
<tr>
<td></td>
<td>Implement USAPT plan and monitor progress</td>
<td>Implement USAPT plan and monitor progress</td>
<td>Implement USAPT plan and monitor progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Team Meeting(s)</td>
<td>Building Team Meeting(s)</td>
<td>Building Team Meeting(s)</td>
<td>Building Team Meeting(s)</td>
</tr>
<tr>
<td>Implement TS Plan</td>
<td>Collect TS Follow Up Data (independence, engagement, social interaction) and complete TS Reporting Form</td>
<td>Review progress and Plan for next year</td>
<td>ENJOY SUMMER!!</td>
</tr>
<tr>
<td>Take data / video examples</td>
<td>Write IEP Goals for Next Year</td>
<td>Complete CETA for follow up</td>
<td>*Note: Complete USAPT for follow up in the fall</td>
</tr>
<tr>
<td>Implement CETA plan and monitor progress</td>
<td>Complete CETA for follow up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement USAPT plan and monitor progress</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
START Coaching Checklist Step 3

Step 3: BASELINE DATA

- Complete the **K-12 Target Student Reporting Form**
- Assign team members to complete the **USAPT** ([http://www.gvsu.edu/autismcenter/usapt-15.htm](http://www.gvsu.edu/autismcenter/usapt-15.htm)) and **CETA**
- Complete a **Schedule Matrix** for the target student
- Establish 3 Primary Areas of Need based on schedule matrix (e.g. academic, engagement, social interaction, independence, communication, behavior.)
- Based on identified areas of need, assign team members to collect any additional baseline data not captured in the K-12 Target Student Data Form (i.e. academic, engagement, independence, socialization, communication, behavior). Data tools can be located on the START website at [http://www.gvsu.edu/autismcenter/individual-student-data-collection-forms-217.htm](http://www.gvsu.edu/autismcenter/individual-student-data-collection-forms-217.htm)

___K-12 Target Student Reporting Form
___ USAPT  ___CETA
___Schedule Matrix
___Additional Baseline Data (DESCRIBE)

1. Area of Need:  
2. Area of Need:  
3. Area of Need:  
The **START Coaching Checklist**

**Step 1**: Preparation for the Project

**Step 2**: Team Development

**Step 3**: Baseline Data

- **K-12 Target Student Reporting Form**
### Statewide Autism Resources and Training Project (START)
#### K-12 Target Student Reporting Form

**Type of Data**
- [ ] Baseline
- [ ] Post-Data

Completing this data set for:
- [ ] START IT Training - Host Site: __________________________
- [ ] Coaching Checklist for RCN priority #2
- [ ] Other: __________________________

*Parent permission required to submit this data to START

**Date Completed:** __________
**RCN:** __________
**ISD:** __________
**District:** __________

**Target Student:**
- **Date of Birth:** __________
- **Grade:** __________

**USAPT Completed for this building?**
- [ ] Yes
- [ ] No

**CETA Completed for student’s classroom?**
- [ ] Yes
- [ ] No

*Info on these tools can be found at: http://www.gvsu.edu/autismcenter/ → Resources

**District ___ % in regular class at least 80% of day**

**SPP#5 ___ % in regular class less than 40% of day**

**Data ___ % in separate facilities**

To get this data: [https://www.mischooldata.org](https://www.mischooldata.org)
Under “Special Education” click Annual Public Reporting – SPP; Download Part B Public Report Spreadsheet

---

### Student Data Profile

#### Educational Environment

<table>
<thead>
<tr>
<th>[%]</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% or greater</td>
<td>60-79%</td>
</tr>
<tr>
<td>60-79%</td>
<td>40-59%</td>
</tr>
<tr>
<td>40-59%</td>
<td>Less than 40%</td>
</tr>
<tr>
<td>None, classroom in general ed building</td>
<td>None, separate facility</td>
</tr>
</tbody>
</table>

#### Participation in State Assessment

**M-STEP**
- On last administration, was student proficient?
  - [ ] Yes
  - [ ] No

**MI-ACCESS**
- Performance level on last administration:
  - E=Emerging; A=Attained; S=Surpassed
  - ELA
    - [ ] E
    - [ ] A
    - [ ] S
  - Math
    - [ ] E
    - [ ] A
    - [ ] S
  - Science
    - [ ] E
    - [ ] A
    - [ ] S
  - Social Studies
    - [ ] E
    - [ ] A
    - [ ] S

**Mark here if student is not age-eligible for State assessment.**

#### IEP Course of Study:
- [ ] Diploma
- [ ] Certificate
- [ ] Not Transition Age

**Is the general education curriculum the primary focus of instruction?**
- [ ] Yes
- [ ] No

**Frequency of extra-curricular activities (e.g. sports, clubs, dances) with non-disabled peers in the most recent school year:**
- [ ] Daily
- [ ] Weekly
- [ ] Monthly
- [ ] 1-2 per Semester
- [ ] None

**Participation in camps and field trips with non-disabled peers in the most recent school year:**
- [ ] All offered
- [ ] >50% offered
- [ ] <50% offered
- [ ] None
- [ ] None Available

---

### Engagement

**Engagement Data Form – avg data for the past two weeks**

#### Subject/Activity 1:
- [ ] Gen ed or Sp ed
- [ ] Indiv or Group

<table>
<thead>
<tr>
<th>Avg minutes engaged</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-15</td>
<td></td>
</tr>
<tr>
<td>10-12</td>
<td></td>
</tr>
<tr>
<td>7-9</td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td></td>
</tr>
<tr>
<td>0-2</td>
<td></td>
</tr>
</tbody>
</table>

**Subject/Activity 2:**
- [ ] Gen ed or Sp ed
- [ ] Indiv or Group

<table>
<thead>
<tr>
<th>Avg minutes engaged</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-15</td>
<td></td>
</tr>
<tr>
<td>10-12</td>
<td></td>
</tr>
<tr>
<td>7-9</td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td></td>
</tr>
<tr>
<td>0-2</td>
<td></td>
</tr>
</tbody>
</table>

*Report data on the same subjects/activities for baseline and post data
**If a new subject/activity or setting is added since baseline reporting, please include baseline with post data*
www.mischooldata.org
Special Education Public Reporting

The Individuals with Disabilities Education Improvement Act (IDEA) 2004 requires states to report annually to the public on the performance of each district and service area located in the state on the targets in the state's performance plan. The specific indicators for public reporting are designated by the United States Department of Education (USED), Office of Special Education Programs. All data reported are from Michigan's Annual Performance Report for the 2012-2013 program year (July 1, 2012 - June 30, 2013) unless otherwise noted.

Archived data is available on the MDE website. Click below to download the indicator data file.

Download Special Education (Part B) Public Report Spreadsheet

Click here for more information regarding Michigan's 2014 IDEA Public Reporting
Click here for information regarding common questions
Click here for information regarding IDEA Terms and Definitions

Download Early On (Part C) Public Report Spreadsheet
<table>
<thead>
<tr>
<th>District Code</th>
<th>District Name</th>
<th>ISB</th>
<th>% Grad</th>
<th>Graduation Target Status</th>
<th>Reason Code</th>
<th>% DropOut</th>
<th>Drop Out Target Status</th>
<th>Reason Code</th>
<th>Math Measurable Group</th>
<th>Math Students at Target (2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01010</td>
<td>Alcona Community Schools</td>
<td>04</td>
<td>37.5</td>
<td>NOT MET</td>
<td>4.8</td>
<td>MET</td>
<td></td>
<td></td>
<td>Yes</td>
<td>49.0</td>
</tr>
<tr>
<td>02010</td>
<td>AuTrain-Orontia Public Schools</td>
<td>52</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>No Graduation</td>
<td>No Graduation</td>
<td>Yes</td>
<td>11.0</td>
</tr>
<tr>
<td>02020</td>
<td>Burt Township School District</td>
<td>52</td>
<td>100.0</td>
<td>MET</td>
<td>0.0</td>
<td>MET</td>
<td></td>
<td></td>
<td>No</td>
<td>21.0</td>
</tr>
<tr>
<td>02079</td>
<td>Munising Public Schools</td>
<td>52</td>
<td>62.5</td>
<td>NOT MET</td>
<td>6.5</td>
<td>MET</td>
<td></td>
<td></td>
<td>Yes</td>
<td>42.0</td>
</tr>
<tr>
<td>02080</td>
<td>Superior Central School District</td>
<td>52</td>
<td>100.0</td>
<td>MET</td>
<td>0.0</td>
<td>MET</td>
<td></td>
<td></td>
<td>No</td>
<td>137.0</td>
</tr>
<tr>
<td>03000</td>
<td>Allegan Area Educational Service Agency</td>
<td>03</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>No Graduation</td>
<td>No Graduation</td>
<td>Yes</td>
<td>40.0</td>
</tr>
<tr>
<td>03010</td>
<td>Plainwell Community Schools</td>
<td>03</td>
<td>60.0</td>
<td>NOT MET</td>
<td>6.4</td>
<td>MET</td>
<td></td>
<td></td>
<td>Yes</td>
<td>126.0</td>
</tr>
<tr>
<td>03020</td>
<td>Otsego Public Schools</td>
<td>03</td>
<td>60.0</td>
<td>NOT MET</td>
<td>6.4</td>
<td>MET</td>
<td></td>
<td></td>
<td>Yes</td>
<td>126.0</td>
</tr>
</tbody>
</table>
INDICATOR 5: Educational Environments

**Target Status Codes**
- **MET** means the district met the state target for the category.
- **NOT MET** means the district did not meet the state target for the category.
- **N/A** - see Reason Code

Data reflect all students with an IEP served by this district, both resident and non-resident.

<table>
<thead>
<tr>
<th>Students with an IEP</th>
<th>Students In Regular Class at least 80% of day</th>
<th>% In Regular Class at least 80% of Target Status</th>
<th>In Regular Class less than 40% of day</th>
<th>% In Regular Class less than 40% of Target Status</th>
<th>Students In Separate Facilities</th>
<th>% In Separate Facilities</th>
<th>In Separate Facilities Target Status</th>
<th>Reason Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>60</td>
<td>65.9</td>
<td>MET</td>
<td>3</td>
<td>1</td>
<td>1.1</td>
<td>MET</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11</td>
<td>91.7</td>
<td>MET</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>MET</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>43</td>
<td>100.0</td>
<td>MET</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>MET</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>43</td>
<td>52.4</td>
<td>NOT MET</td>
<td>3</td>
<td>3.7</td>
<td>3.7</td>
<td>NOT MET</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>40</td>
<td>93.0</td>
<td>MET</td>
<td>1</td>
<td>2.3</td>
<td>2.3</td>
<td>MET</td>
<td></td>
</tr>
<tr>
<td>92</td>
<td>0</td>
<td>0.0</td>
<td>NOT MET</td>
<td>17</td>
<td>18.5</td>
<td>18.5</td>
<td>NOT MET</td>
<td></td>
</tr>
<tr>
<td>225</td>
<td>185</td>
<td>82.2</td>
<td>MET</td>
<td>11</td>
<td>4.9</td>
<td>4.9</td>
<td>MET</td>
<td></td>
</tr>
<tr>
<td>213</td>
<td>156</td>
<td>73.2</td>
<td>MET</td>
<td>18</td>
<td>8.6</td>
<td>8.6</td>
<td>MET</td>
<td></td>
</tr>
<tr>
<td>210</td>
<td>150</td>
<td>68.4</td>
<td>MET</td>
<td>9</td>
<td>6.4</td>
<td>6.4</td>
<td>MET</td>
<td></td>
</tr>
</tbody>
</table>
### K-12 Target Student Reporting Form

#### Student Data Profile

<table>
<thead>
<tr>
<th>Educational Environment</th>
<th>% of time target student is currently in general education:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ 80% or greater □ 60-79% □ 40-59% □ Less than 40%</td>
</tr>
<tr>
<td></td>
<td>□ None, classroom in general ed building □ None, separate facility</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation in State Assessment</th>
<th>M-STEP</th>
<th>MI-ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>On last administration, was student proficient?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Math Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Science Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Social Studies Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

- **Performance level on last administration:**
  - E=Emerging; A=Attained; S=Surpassed
  - ELA: □ E □ A □ S
  - Math: □ E □ A □ S
  - Science: □ E □ A □ S
  - Social Studies: □ E □ A □ S

- □ Mark here if student is not age-eligible for State assessment.

#### Engagement

- **IEP Course of Study:** □ Diploma □ Certificate □ Not Transition Age

- **Is the general education curriculum the primary focus of instruction?**
  - □ Yes □ No

- **Frequency of extra-curricular activities (e.g. sports, clubs, dances) with non-disabled peers in the most recent school year:**
  - □ Daily □ Weekly □ Monthly □ 1-2 per Semester □ None

- **Participation in camps and field trips with non-disabled peers in the most recent school year:**
  - □ All offered □ >50% offered □ <50% offered □ None □ None Available

#### Engagement Data Form – avg data for the past two weeks

- **Subject/Activity 1:** ________________
  - Gen ed or Sp ed □ Indiv. or Group
  - Avg minutes engaged: □ 13-15 □ 10-12 □ 7-9 □ 3-6 □ 0-2

- **Subject/Activity 2:** ________________
  - Gen ed or Sp ed □ Indiv. or Group
  - Avg minutes engaged: □ 13-15 □ 10-12 □ 7-9 □ 3-6 □ 0-2

*Report data on the same subjects/activities for baseline and post data
**If a new subject/activity or setting is added since baseline reporting, please include baseline with post data
# Engagement Data

## Student Engagement Data

**Student Name:**

**Observer 1:**

**Observer 2:**

**Class/Teacher:**

**IOA:**

---

### Definition of Engagement

- The student is participating in the task assigned by the teacher in a manner similar to the pace in the classroom.
- Example for Group activity: Student is participating in group activity with peers as assigned by teacher.
- Example for Individual activity: Student is completing work on his/her own as assigned by the teacher.

### Student Specific Definition

1. Attended 0-2 minutes (Attended little or none of the activity)
2. Attended 3-5 minutes (Attended 1/3 of the activity)
3. Attended 6-10 minutes (Attended 2/3 of the activity)
4. Attended 11-15 minutes (Attended 3/4 of the activity)
5. Attended 16-15 minutes (Attended for the majority of the activity)

### Data Analysis

- **Improving or meeting desirable level:**
  - **Conduct an assessment:**
  - **Engagement is occurring at an acceptable level because:**
    - Doesn’t seem to understand the task
    - Doesn’t seem to like the task
    - Task doesn’t receive preferred contact
    - Doesn’t seem to learn how to do the task
    - Low tolerance for errors
    - Doesn’t seem to desire success
    - Doesn’t seem to have adequate visual cues
    - Doesn’t seem to use visual cues
    - Doesn’t seem to have adequate tactile cues
    - Doesn’t seem to use tactile cues
    - Doesn’t seem to have adequate auditory cues
    - Doesn’t seem to use auditory cues
    - Other

- **Deciding or not meeting desirable level:**
  - **Conduct an assessment:**
  - **Engagement is not occurring at an acceptable level because:**
    - Doesn’t seem to understand the task
    - Doesn’t seem to like the task
    - Task doesn’t receive preferred contact
    - Doesn’t seem to learn how to do the task
    - Low tolerance for errors
    - Doesn’t seem to desire success
    - Doesn’t seem to have adequate visual cues
    - Doesn’t seem to use visual cues
    - Doesn’t seem to have adequate tactile cues
    - Doesn’t seem to use tactile cues
    - Doesn’t seem to have adequate auditory cues
    - Doesn’t seem to use auditory cues
    - Other

---

### Plan of Action

- Consider alternative teaching and reading strategies.
### Independence Data Form

**Avg data for the past two weeks**

**Independence**

<table>
<thead>
<tr>
<th>Routine 1: # steps independent</th>
<th># steps in routine</th>
<th>= %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine 2: # steps independent</td>
<td># steps in routine</td>
<td>= %</td>
</tr>
</tbody>
</table>

*Report data on the same routines for baseline and post data.
**If a new routine is added since baseline reporting, please include baseline with post data.*

---

### Socialization

**Social Interaction Data** **Avg data for the past two weeks**

**Initiations by peers to target student across settings/activities (e.g. arrival, recess, hallway):**

Y _____ N _____

Y/total observations = _____%

**Initiations by target student to peers across settings/activities (e.g. arrival, recess, hallway):**

Y _____ N _____

Y/total observations = _____%

Avg quality (1-3): _________

---

### Academic Growth

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For students receiving accommodations or differentiation, is a grading matrix being used?  □ Yes  □ No

Mark here if the student does not receive grades at this time: _______
# Independence Data

## Student Independence Data

**Student Name:**

**Class Teacher:**

**Observer 1:**

**Observer 2:**

**Date:**

### Instructions:

- Select a daily routine to observe that is problematic for the student (e.g., arrival, putting away materials, lunch, dismissal, toiletting, task completion, etc.).
- Task-analyse the routine (i.e., indicate the steps necessary for completing the routine) and list them in the left column of the data sheet (e.g., arrival, get off the bus, come into the school, go to the leader, get materials needed for 1st class, go to class).
- Observe the routine, and for each step, circle all prompts needed for the student to complete the step.
- Collect independent data on the same routine for 2-3 days across two consecutive weeks.
- After every third data point, analyse the data. Determine if independence is improving, staying the same, or declining, and then, based on your analysis of the data, make a corresponding plan.
- For easier analysis, draw a line connecting each day and insert a symbol when intervention is implemented or changed.

### Key Definitions:

1. **Independent:** 4 = student did the step on his own (e.g., if a visual prompt such as a schedule was used).
2. **Visual/Gestural:** 3 = student needed an adult to generate a visual or gestural prompt to complete the step.
3. **Partially/Full Physical:** 2 = student was reminded or told how to complete the step.
4. **Step not completed by student:** 1 = partial or full physical assistance was provided to complete the step such as hand-over-hand or initiation.

### Data Analysis:

Based on the last 3 data points, independence on this routine is:

- Improving
- Staying the same
- Declining

### Plan of Action based on the assessment:

- Break down the task into smaller steps.
- Provide only one prompt for steps.
- Provide a more immediate prompt on steps.
- Need to start with higher level of assistance on steps.
- Need to do all steps on prompts.
- Need to do all prompts on steps.
- Find a new reinforcer.
- Deliver reinforcer.
- Other:

---

**START Materials 2014**
**K-12 Target Student Reporting Form**

### Socialization

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the target student supported by peer-to-peer program in the building beyond lunch and recess?</td>
<td>Yes  No</td>
</tr>
<tr>
<td>How many hours per day is target student in immediate proximity with typical peers (e.g., same classroom, playground, table at lunch)</td>
<td>All day  5-6 hours  3-4 hours  1-2 hours  &lt;1 hour  None</td>
</tr>
<tr>
<td>How many peers are assigned to the target student daily?</td>
<td>&gt;14    13-14  11-12  9-10  7-8  5-6  3-4  1-2  None</td>
</tr>
</tbody>
</table>

**Social Interaction Data**

- **Initiations by peers to target student across settings/activities (e.g., arrival, recess, hallway):**
  - Y \( \text{total observations} = \) \( \% \)

- **Initiations by target student to peers across settings/activities (e.g., arrival, recess, hallway):**
  - Y \( \text{total observations} = \) \( \% \)

### Academic Growth

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For students receiving accommodations or differentiation, is a grading matrix being used?**

- Yes  No

**Mark here if the student does not receive grades at this time:**

### Behavior

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of suspensions or times sent home from school for challenging behavior in the most recent school year:</td>
<td>None  1-2  3-5  &gt;6</td>
</tr>
<tr>
<td>Number of detentions in the most recent school year:</td>
<td>None  1-2  3-5  &gt;6</td>
</tr>
<tr>
<td>Number of behavioral incidents (e.g., disruptions, aggression) requiring removal from the classroom in the past two weeks?</td>
<td>None  1-2  3-5  6-10  &lt;10</td>
</tr>
<tr>
<td>Did the student have an incident report filed (i.e., injury report) in the previous school year?</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>
# Socialization Data

## Early Childhood

### Social Interaction Data - Elementary Level

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Observer 1</th>
<th>Observer 2</th>
<th>Observer 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class/Teacher</th>
<th>Observer 1</th>
<th>Observer 2</th>
<th>Observer 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Instructions

- During the data collection, observe the student in various settings (e.g., group, free play, lunch, bed). Note presence of social interaction, interaction with peers, and other relevant behaviors.
- Collect data for two weeks, analyzing the trends.
- Develop a plan based on the analysis of the data.

### Data Analysis

- Based on the data collected, plan intervention strategies.

### Examples of Interactions

- Initiation:دلیل رفتار‌های اجتماعی
- Interaction:دلیل رفتار‌های اجتماعی
- Recognition:دلیل رفتار‌های اجتماعی
- Completion:دلیل رفتار‌های اجتماعی

---

## Secondary

### Plan of action

- Increase general education access
- Set up a peer program
- Monitor the student's progress and feedback from teachers
- Evaluate progress and make adjustments as necessary

---

---

---

---

---

---

---
**K-12 Target Student Reporting Form**

### Academic Growth

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For students receiving accommodations or differentiation, is a grading matrix being used?  □ Yes  □ No

Mark here if the student does not receive grades at this time:

### Behavior

Number of suspensions or times sent home from school for challenging behavior in the most recent school year:  □ None  □ 1-2  □ 3-5  □ >6

Number of detentions in the most recent school year:  □ None  □ 1-2  □ 3-5  □ >6

Number of behavioral incidents (e.g. disruptions, aggression) requiring removal from the classroom in the past two weeks?  □ None  □ 1-2  □ 3-5  □ 6-10  □ <10

Did the student have an incident report filed (i.e. injury report) in the previous school year?  □ Yes  □ No
### Self-Advocacy

- Did the student attend his/her most recent IEP? 
  - Yes  
  - No
- If so, for what amount of time?
  - >50%
  - <50%
  - Did not Attend

- Has the student participated in presenting to peers about ASD? 
  - Yes  
  - No

*For students 8th grade and above*

- Did the student take the assessment(s) for the development of the EDP? 
  - Yes  
  - No


### Family Engagement

- Has a school staff member participated in a home visit / in-home consultation? 
  - Yes  
  - No

- Did a family member participate in the development of any of the student's support plans (e.g. behavior plan, self-management systems)? 
  - Yes  
  - No

- Are parents willing to provide contact information for future follow up? 
  - Yes  
  - No

Names: ________________________  Phone: ________________________
Email: ________________________

### Employment

- For students age 14 or older, student has participated in the following:
  - Paid Integrated Employment
  - Integrated Internship / Apprenticeship
  - Community Job Sampling
  - Integrated Ongoing Volunteering
  - Technical School
  - None

- Has the student taken driver's training? 
  - Yes  
  - No

- Does the student have a driver's permit/license? 
  - Yes  
  - No
Passport

The Passport is a guide to assist families and school personnel in ensuring that typical grade-appropriate opportunities are provided for students with ASD.
<table>
<thead>
<tr>
<th>K-12 Target Student Reporting Form</th>
<th>Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Advocacy</strong></td>
<td></td>
</tr>
<tr>
<td>Did the student attend his/her most recent IEP?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If so, for what amount of time</td>
<td>□ &gt;50% □ &lt;50% □ Did not Attend</td>
</tr>
<tr>
<td>Has the student participated in presenting to peers about ASD?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td><em>For students 8th grade and above</em></td>
<td></td>
</tr>
<tr>
<td>Did the student take the assessment(s) for the development of the EDP?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td><strong>Family Engagement</strong></td>
<td></td>
</tr>
<tr>
<td>Is the student / family and school team working on goals established by the START passport?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Has a school staff member participated in a home visit / in-home consultation?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Did a family member participate in the development of any of the student's support plans (e.g. behavior plan, self-management systems)?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Are parents willing to provide contact information for future follow up?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Names: ___________________________ Phone: ___________________________</td>
<td></td>
</tr>
<tr>
<td>Email: ___________________________</td>
<td></td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td></td>
</tr>
<tr>
<td>For students age 14 or older, student has participated in the following:</td>
<td></td>
</tr>
<tr>
<td>□ Paid Integrated Employment</td>
<td>□ Integrated Internship / Apprenticeship</td>
</tr>
<tr>
<td>□ Community Job Sampling</td>
<td>□ Integrated Ongoing Volunteering</td>
</tr>
<tr>
<td>□ Technical School</td>
<td>□ None</td>
</tr>
<tr>
<td>Has the student taken driver's training?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Does the student have a driver's permit/license?</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>
The START Coaching Checklist

Step 1: Preparation for the Project

Step 2: Team Development

Step 3: Baseline Data

- K-12 Target Student Reporting Form
- USAPT
What is the purpose of the USAPT?
The concept behind Universal Supports for students with Autism Spectrum Disorders (ASD) is derived from the extensive research in the area of school-wide positive behavioral interventions and supports. Universal Supports are building level supports and strategies to promote a positive, effective learning environment and prevent a majority of problem behaviors. For the vast majority of students with ASD, the Universal Supports defined in this assessment are critical practices for learning, behavior support, and social development, especially in integrated environments.

The USAPT is designed to measure two main areas of support at the building level. The first area is foundational supports. Foundational supports such as guiding principles, teaming, and a commitment to working with families should be initial priorities. If these three systems are not in place, it will be difficult to sustain progress in other areas. The second area of support consists of specific strategies to help students with ASD to learn, function independently, and develop meaningful social relationships.

<table>
<thead>
<tr>
<th>FOUNDATIONAL SUPPORTS</th>
<th>STRATEGIES TO SUPPORT LEARNING AND SOCIAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Principles</td>
<td>Educational Strategies and Supports</td>
</tr>
<tr>
<td>Team Process and Problem Solving</td>
<td>Adult Support and Interactions</td>
</tr>
<tr>
<td>Family Engagement and Support</td>
<td>Peer to Peer Support</td>
</tr>
<tr>
<td></td>
<td>Positive Behavioral Interventions and Supports</td>
</tr>
</tbody>
</table>
The START Coaching Checklist

Step 1: Preparation for the Project

Step 2: Team Development

Step 3: Baseline Data

- K-12 Target Student Reporting Form
- USAPT
- CETA
# 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.

### Evidence-Based Practice Area

#### Visual and Organizational Supports

1. **Classroom Arrangement and Routines** are used to cue expected behavior (e.g., homework bin, reading area, agenda on the whiteboard).

2. **Daily Schedule** is clear, consistent, predictable and posted and includes a mix of independent and interactive activities.

3. **Individual Visual Schedules** accurately reflect student skills, preferences, needs and abilities (e.g., the length of time spent working or participating in a group activity is individualized to student attention span), are previewed at the beginning of the day and used at each transition throughout the day.

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 (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; Staff has materials ready for the next activity to minimize waiting time and/or they use wait time to explicitly teach and practice skills.

6. **Individualized Visual Supports and Systems** (e.g. work / task systems, visual timers, procedure lists, checklists, self-management systems) are used to increase independence in task completion and reduce problem behavior.

#### Positive Behavioral Interventions and Supports

7. **Expectations**: Clear, positively stated expectations for student behavior are posted and pre-taught; Expectations are reviewed with students and when behavioral errors occur, students are prompted to demonstrate the appropriate behavior.

8. **Positive Feedback** for acceptable behavior is provided 5 times more frequently than negative or corrective feedback.

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 supports, consistent schedules, seating arrangements, choice-making opportunities, first-then charts.).

11. **Teaching Break**. A designated space is identified for students to use when a break is needed, and students are explicitly taught to use this area by using visual supports to prompt and assist students to initiate a break and independently move to the calming area.

### Quality Indicator / Performance Target

<table>
<thead>
<tr>
<th>Evidence-Based Practice Area</th>
<th>Quality Indicator / Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom Arrangement and Routines are used to cue expected behavior (e.g., homework bin, reading area, agenda on the whiteboard).</td>
<td>Check One</td>
</tr>
<tr>
<td>2. Daily Schedule is clear, consistent, predictable and posted and includes a mix of independent and interactive activities.</td>
<td></td>
</tr>
<tr>
<td>3. Individual Visual Schedules accurately reflect student skills, preferences, needs and abilities (e.g., the length of time spent working or participating in a group activity is individualized to student attention span), are previewed at the beginning of the day and used at each transition throughout the day.</td>
<td></td>
</tr>
<tr>
<td>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 (e.g., use of a change card, calming strategies).</td>
<td></td>
</tr>
<tr>
<td>5. Transitions in the Classroom. Students are prepared for classroom transitions with predictable activities, signals, or cues; Staff has materials ready for the next activity to minimize waiting time and/or they use wait time to explicitly teach and practice skills.</td>
<td></td>
</tr>
<tr>
<td>6. Individualized Visual Supports and Systems (e.g. work / task systems, visual timers, procedure lists, checklists, self-management systems) are used to increase independence in task completion and reduce problem behavior.</td>
<td></td>
</tr>
<tr>
<td>7. Expectations: Clear, positively stated expectations for student behavior are posted and pre-taught; Expectations are reviewed with students and when behavioral errors occur, students are prompted to demonstrate the appropriate behavior.</td>
<td></td>
</tr>
<tr>
<td>8. Positive Feedback for acceptable behavior is provided 5 times more frequently than negative or corrective feedback.</td>
<td></td>
</tr>
<tr>
<td>9. Reinforcers: Individualized, varied reinforcers are used to promote student motivation, engagement, and independence in task routines and activities.</td>
<td></td>
</tr>
<tr>
<td>10. Proactive and Preventive Strategies are used to prevent negative behaviors (e.g, visual supports, consistent schedules, seating arrangements, choice-making opportunities, first-then charts.).</td>
<td></td>
</tr>
<tr>
<td>11. Teaching Break. A designated space is identified for students to use when a break is needed, and students are explicitly taught to use this area by using visual supports to prompt and assist students to initiate a break and independently move to the calming area.</td>
<td></td>
</tr>
</tbody>
</table>

### Check One

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

Step 1: Preparation for the Project

Step 2: Team Development

Step 3: Baseline Data

- K-12 Target Student Reporting Form
- USAPT
- CETA
- Schedule Matrix
### 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.

<table>
<thead>
<tr>
<th>Student Schedule</th>
<th>Expectations &amp; Instructional Outcomes</th>
<th>Current Level of Skills (Compared to Peers)</th>
<th>Current Supports, Strategies &amp; EBPs</th>
<th>Potential Goals &amp; Strategies Needed</th>
</tr>
</thead>
</table>
| In this column, list the student’s daily schedule including all primary activities, courses / classes and/or transitions. | In this column, identify the expectations & instructional outcomes during this part of the schedule. Expectations and instructional outcomes include:  
- Independence Skills  
- Social Interaction Skills  
- Communication Skills  
- Behavioral Skills  
- Academic Skills including task initiation, engagement, & output  
For example, during “arrival,” the instructional outcomes may include independently taking off outerwear, getting materials ready, taking a seat, and completing morning work.  
Include in this section any specific IEP goals targeted during a particular time in the schedule. | In this column, identify the student’s performance, compared to peers, in this part of the schedule.  
Include the following:  
- Independent Skills  
- Social Interaction Skills  
- Communication Skills  
- Engagement Skills including task initiation, participation, and task completion (output)  
- Challenging Behaviors  
Deficits in these areas will be targeted for intervention and should be included in the last column. | 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:  
- Visual / Organizational Supports / Strategies  
- Peer to Peer Supports  
- Functional Communication System  
- Positive Behavioral Interventions & Supports  
- Evidence-Based Practices  
- Accommodations / Modifications  
- Behavioral Response Plan / Crisis Plan  
- Adult (Paraprofessional / TA Support) | In this column, based on information in the previous columns, list potential goal areas (areas of need) and additional strategies needed for the student to independently make adequate progress in all areas. |
# The Schedule Matrix

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Expectations &amp; Instructional Outcomes for ALL Students</th>
<th>Target Student’s Current Level of Skill (Compared to Peers)</th>
<th>Current Supports / Strategies &amp; EBPs in Place</th>
<th>Potential Goals / Strategies Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Major Transitions / Subjects</td>
<td>Independence</td>
<td>Independence</td>
<td>Visuals</td>
<td>Where do skills break down?</td>
</tr>
<tr>
<td></td>
<td>Social Communication</td>
<td>Social Interaction</td>
<td>Communication Systems</td>
<td>WHEN:</td>
</tr>
<tr>
<td></td>
<td>Academic Behavioral</td>
<td>Communication</td>
<td>Peer to Peer Support</td>
<td>Student is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engagement = Task Initiation, Participation (Output) &amp; Task Completion</td>
<td>Accommodations / Differentiation</td>
<td>--not independent;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PBIS Strategies</td>
<td>--not engaged;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EBPs</td>
<td>--has behavioral challenges;</td>
</tr>
</tbody>
</table>
Data Collection Tips

• Just the FACTS—be careful of the human tendencies to give credit.

• Adjust the time increments if needed to be more reflective of the facts.

• Be observant of variables impacting the data
Every Team Member should have the OPPORTUNITY to observe at least once!!!

- Each team member observes once in all areas

OR

- Social worker observes Independence; Speech Therapist observe the Communication / Social Interaction; Psychologist and Teachers observe Engagement.....

OR

- Action Plan
Data Analysis?
The START Coaching Checklist

Step 1: Preparation for the Project

Step 2: Team Development

Step 3: Baseline Data
   - K-12 Target Student Reporting Form
   - USAPT
   - CETA
   - Schedule Matrix
   - Individual Student Data (independence, engagement, socialization)

IDENTIFY THREE AREAS OF NEED
Review Collected Information

• Develop 3 areas of need
  – Engagement
    • Task Initiation
    • Task Participation
    • Task Completion
  – Independence
  – Social Interaction
  – Communication
  – Academic Output
  – Behavior
## Coaching Checklist Step 4

**Step 4: Select EBPs to Address Areas of Need:**

- In selecting EBPs, consider the following:
  - Implementation environment
  - Student characteristics and interests
  - Family preferences and input
  - EBPs that promote independence, social interaction, engagement, and communication.
- Once selected, have all team members review selected EBPs in detail including the OCALI online training modules ([http://www.autisminternetmodules.org/](http://www.autisminternetmodules.org/)) and NPDC implementation briefs ([http://autismpdc.fpg.unc.edu/content/briefs](http://autismpdc.fpg.unc.edu/content/briefs))

**NOTE:** Consider also the appropriate use of prompting and reinforcement. These 2 EBPs will be needed for almost all implementation plans.

<table>
<thead>
<tr>
<th></th>
<th>EBPs selected for Area of Need #1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
The START Coaching Checklist

Step 1: Preparation for the Project

Step 2: Team Development

Step 3: Baseline Data

Step 4: Select EBPs to Address Areas of Need
When you are choosing EBPs:

- Think about the context / Environment: Contextual Fit
- Think about the student’s Interests / Strengths / Needs
- Think about family preferences / input
- Think about the future: Independence / Socialization
## EVIDENCE-BASED PRACTICES

*Indicates practices with newly developed content (2015). Select the practice to access these modules and downloadable resources.

- Antecedent-based Intervention (ABI)
- Cognitive Behavioral Intervention (CBI)**
- Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)
- Discrete Trial Teaching (DTT)
- **Exercise (ECE)**
- Extinction (EXT)
- Functional Behavior Assessment (FBA)
- Functional Communication Training (FCT)
- Modeling (MD)**
- Naturalistic Intervention (NI)
- Parent-implemented Intervention (PII)
- **Peer-mediated Instruction and Intervention (PMII)**
- Picture Exchange Communication System (PECS)
- Pivotal Response Training (PRT)
- **Prompting (PP)**
- **Reinforcement (R+)**
- Response Interruption/Redirection (RIR)
- Scripting (SC)**
- Self-management (SM)
- **Social Narratives (SN)**
- Social Skills Training (SST)**
  *Previously Social Skills Groups*
- Structured Play Group (SPG)**
- Task Analysis (TA)
- Technology-aided Instruction and Intervention (TAII)**
  *Previously Computer Aided Instruction and Speech Generating Devices*
- **Time Delay (TD)**
- Video Modeling (VM)
- **Visual Support (VS)**
Consider the Most Effective EBPs

- Visual Supports
- Visual Schedules
- Task / Routine Checklists
- Self-Management Systems
- Peer to Peer Support
- Functional Communication Systems
- Video Modeling
- USE PREFERRED INTERESTS
Combining EBPs

- EBPs are NOT usually used in isolation…
  - Self-management requires reinforcement
  - Video modeling may require prompting
  - FCT requires FBA

- Professionals should be prepared to understand and implement a combination of EBPs
Identify EBP Expertise
| Step 5: Benchmark Measurable Goals: Using primary areas of need, selected EBPs and baseline data, benchmark 3 observable and measurable goals. *Complete Goal Benchmark form* | Goal #1: [ ]
| Goal #2: [ ]
| Goal #3: [ ]

**NOTE:** Example goals and completed benchmark forms are available on the START website. (LINK)
The START Coaching Checklist

Step 1: Preparation for the Project

Step 2: Team Development

Step 3: Baseline Data

Step 4: Select EBPs to Address Areas of Need

Step 5: Benchmark Measurable Goals
Based on the Areas of Need and Selected EBPs,
Write 3 Measurable Goals
# Writing Measurable Goals / Objectives

<table>
<thead>
<tr>
<th>UTILIZING....</th>
<th>Student Will....</th>
<th>Under what conditions? At what level / degree (criteria)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Schedules</td>
<td>Mini-Schedules</td>
<td>Calendars</td>
</tr>
</tbody>
</table>

![Diagram showing various tools and concepts for writing goals and objectives]
Writing Measurable Goals
Formula for Success

• **UTILIZING**—Using WHAT tool, support, system, etc. will the student learn to perform the skill?

  - Utilizing a visual schedule
  - Using peers / peer to peer support
  - Using a picture choice board
  - When provided a visual prompt
  - Using a visual functional communication system
  - Utilizing a routine checklist
  - When given a check schedule card
  - Using a choice modification strategy
  - Using a self-management checklist
Writing Measurable Goals
Formula for Success

• **UTILIZING**—Using WHAT tool, support, system, etc. will the student learn to perform the skill?

• **Behavior**—Get some VERBS in your sentence
  – What competency / skill should change?
  – OBSERVABLE
BEHAVIOR

- Independently transition from activity to activity
- Make a choice
- Complete the activity independently
- Follow the classroom routine
- Complete the worksheet independently
- Raise hand and wait to be called on
- Ask for help
- Initiate interaction with a peer
- Follow instructions independently
- Make and engage in a choice
- Remain in seat / area
- Answer content-related questions
- Request a food item
- Independently put on / take off
Writing Measurable Goals
Formula for Success

• **UTILIZING**—Using WHAT tool, support, system, etc. will the student learn to perform the skill?

• **Behavior**—Get some VERBS in your sentence
  – What competency / skill should change?
  – OBSERVABLE

• **Conditions / Criteria**—Under what conditions and how MUCH / WELL will be considered mastery for the time frame of the IEP (use peers)?
Writing Measurable Goals
Formula for Success

• **Condition**--Under what condition should the skill be demonstrated (e.g. time, place, event)?

  • During transition times
  • During a social conversation
  • During class discussions
  • At lunch time (or math, science, etc.)
  • During morning and lunch recess
  • During independent work activities
  • When teacher is giving group instructions
  • During morning arrival routines
  • When preparing to go home
CRITERIA / Mastery

- 9 out of 10 trials / opportunities
- 6 items / assignments
- 75% accuracy
- Increase by 10%
- 3 times a day
- On 9 consecutive attempts
- For 15 minutes at a time
- Within 5 minutes
- 4 times weekly
- 3 out of 5 days
- 4 class periods
MRS. WALKER LEARNS THE HARD WAY THAT SOMETIMES 80% CORRECT JUST ISN'T GOOD ENOUGH.
HINTS for Writing Measurable Goals

Observe and Count

BEGIN WITH THE END IN MIND
Stephen Covey

Prompt
GOALS & OBJECTIVES / BENCHMARKS
Guided Practice

Chris will raise his hand when he needs assistance or wants to share important information. (90% of time)
GOALS & OBJECTIVES / BENCHMARKS

Guided Practice

• Utilizing a self-management checklist (STRATEGY) Chris will raise his hand and share a key idea (BEHAVIOR) during science and social studies (CONDITION) 4 of 5 opportunities (CRITERIA).

<table>
<thead>
<tr>
<th>Instructional Area</th>
<th>List the appropriate content area (e.g., strand/domain):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Michigan Content Expectations Upon Which Goal Will Be Based</th>
<th>List the appropriate GLCE, EGLCE, HSCE, EHSCE, or Early Childhood Standards of Quality for Pre-kindergarten:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Baseline Data</th>
<th>The student is currently ______________________ on the ______________________ (data) ______________________ (assessment):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Annual Goal</th>
<th>By ____________ the student will ______________________ when/at ______________________ on ______________________ (date) ______________________ (demonstrate skill) ______________________ (conditions criteria) ______________________ (assessment/evaluation):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Short-Term Objective/Benchmark:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Criteria:</td>
<td></td>
</tr>
<tr>
<td>Evaluation Procedure:</td>
<td></td>
</tr>
<tr>
<td>Evaluation Schedule:</td>
<td></td>
</tr>
</tbody>
</table>
GOALS & OBJECTIVES / BENCHMARKS
Guided Practice

• Chris will raise his hand when he needs assistance or wants to share important information. (90% of time)

• Chris will ask for help and accept teacher response when he doesn’t understand something. (80% of time)

• With gestural prompts from peers and adults, Chris will limit conversational ideas appropriate to the setting. (90% of time)
Guided Practice

Utilizing peer to peer support (STRATEGY)
Chris will share an idea in the topic area (BEHAVIOR)
During conversations at lunch and recess (CONDITION)
4 of 5 opportunities (CRITERIA)
GOALS & OBJECTIVES / BENCHMARKS
Guided Practice

• Kayla will use appropriate social greetings upon entering and leaving the classroom with teacher and peers (hi, bye) in 8 out of 10 trial days.

• Kayla will expressively identify peers and adults by name in group and play activities with verbal prompting. (4/5 trials)

• Kayla will gain the attention of a communicative partner by verbal or nonverbal means to make a request, to gain assistance, and to engage in activities. (4/5 trials)
GOALS & OBJECTIVES / BENCHMARKS

Guided Practice

• During lunch and snack, Marci will use a visual system (words / pictures) to request at least 10 food items 8 of 10 trials.

• Marci will use a picture schedule to follow daily classroom routines with no more than 2 prompts 8 of 10 daily transitions.

• Using a visual list of needed materials for classroom activities, Marci will independently gather 8 of 10 items.
## DEVELOPING BENCHMARKS

<table>
<thead>
<tr>
<th>Student (DOB):</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Level Of Attainment</th>
<th>Goal 1:</th>
<th>Goal 2:</th>
<th>Goal 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 BASELINE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of 1st Quarter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of 2nd Quarter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of 3rd Quarter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Goal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Targeted EBP: | Targeted EBP: | Targeted EBP:
Ways to Change Condition or Criteria

Change Prompt Levels
- Physical prompt
- Gestural prompt
- Verbal prompt
- Visual prompt
- Independent

Change Setting
- One setting in school
- Two settings in school
- 2 school settings plus 1 community setting

Change People
- No adults
- Familiar adult
- Unfamiliar adult
- With one peer
- Across multiple peers
## Benchmark Example:

<table>
<thead>
<tr>
<th>Level of Attainment</th>
<th>Annual Goal: Independently follow a visual schedule 4 of 5 days.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Given a visual “check schedule” card and the verbal instruction “check your schedule,” with 5-8 verbal / physical prompts, Ss will select each activity from the visual schedule and transition to the appropriate area for that activity on 2 of 5 days.</td>
</tr>
<tr>
<td>+1</td>
<td>Given a visual “check schedule” card and the verbal instruction “check your schedule,” with no more than 3 verbal / physical prompts, Ss will select each activity from the visual schedule and transition to the appropriate area for that activity on 2 of 5 days.</td>
</tr>
<tr>
<td>+2</td>
<td>Given a visual “check schedule” card and the verbal instruction “check your schedule,” with no more than 1 verbal prompts, Ss will select each activity from the visual schedule and transition to the appropriate area for that activity on 2 of 5 days.</td>
</tr>
<tr>
<td>+3</td>
<td>Given a visual “check schedule” card and the verbal instruction “check your schedule,” Ss will independently select each activity from the visual schedule and transition to the appropriate area for that activity on 2 of 5 days.</td>
</tr>
<tr>
<td>+4</td>
<td>Given a visual “check schedule” card and the verbal instruction “check your schedule,” Ss will independently select each activity from the visual schedule and transition to the appropriate area for that activity on 4 of 5 days.</td>
</tr>
</tbody>
</table>
### Benchmarks

**Building team:** Harmon  
**Student:** Daniel  
**DOB:** November  
**Date:** Updated 1-12

<table>
<thead>
<tr>
<th>Level Of Attainment</th>
<th>Goal 1:</th>
<th>Goal 2:</th>
<th>Goal 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0</strong></td>
<td>Daniel does not complete his routine in the morning without adult assistance and physical, visual or verbal prompting.</td>
<td>During group carpet time, Daniel refuses to sit in the carpet area with his peers.</td>
<td>Daniel requires verbal and physical prompts to do any paper/pencil tasks.</td>
</tr>
<tr>
<td><strong>+1</strong></td>
<td>Using a visual routine checklist, Daniel will enter the building and put his belongings away at arrival with 3 adult visual / physical prompts 2 of 5 consecutive days.</td>
<td>Using peer to peer support, Daniel will sit in the carpet area with his peers during group time for one minute on 2 of 5 days.</td>
<td>Using visual supports (accommodations / modifications) &amp; video modeling, Daniel will complete one worksheet daily with no more than 3 visual / verbal prompts.</td>
</tr>
<tr>
<td><strong>+2</strong></td>
<td>Using a visual routine checklist, Daniel will enter the building independently and put his belongings away during arrival on 2 of 5 consecutive days.</td>
<td>Using peer to peer support, Daniel will sit in the carpet area with his peers during group time for 5 minutes on 2 of 5 days.</td>
<td>Using visual supports (accommodations / modifications) &amp; video modeling, Daniel will independently complete one worksheet daily for 5 consecutive days.</td>
</tr>
<tr>
<td><strong>+3</strong></td>
<td>Using a visual routine checklist, Daniel will enter the building independently and put his belongings away on 5 of 5 consecutive days.</td>
<td>Using peer to peer support, Daniel will sit in the carpet area with his peers during group time for the entire group time on 2 of 5 days.</td>
<td>Using visual supports (accommodations / modifications) &amp; video modeling, Daniel will independently complete 4 of 5 required worksheets for 5 consecutive days.</td>
</tr>
<tr>
<td><strong>+4</strong></td>
<td>Using a visual routine checklist, Daniel will enter the building independently and put his belongings away during arrival for 2 consecutive weeks.</td>
<td>Using peer to peer support, Daniel will sit in the carpet area with his peers during group time for the entire time on for 4 of 5 consecutive days.</td>
<td>Using visual supports (accommodations / modifications) &amp; video modeling, Daniel will independently complete 4 of 5 required daily worksheets for 2 consecutive weeks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EBP</th>
<th>Visual Schedule (Routine Checklist)</th>
<th>Peer Mediation Instruction (Peer to Peer Support)</th>
<th>Visual Supports (accommodations / modifications)</th>
</tr>
</thead>
</table>
## Benchmarks

**Building team:** Harmon  
**Student:** Phillip Coker  
**Date:** Updated 1-12  
**DOB:** May 8, 2002

<table>
<thead>
<tr>
<th>Level Of Attainment</th>
<th>Goal 1: Phillip struggles to maintain attention and focus during academic activities. He requires adult prompting to complete work.</th>
<th>Goal 2: Phillip requires adult prompting to follow the classroom routine. He requires adult prompting to complete classroom procedures.</th>
<th>Goal 3: Phillip struggles with participating during group activities. He will go to the back of the room and look at books even when prompted to participate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Using visual supports (accommodations, modifications, white board), Phillip will complete an academic assignment in science with no more than 3 prompts for 2 of 5 assignments.</td>
<td>Using a visual routine checklist, Phillip will complete 4 of 8 classroom routines with no more than 3 prompts.</td>
<td>Utilizing peer to peer support, Phillip will participate and remain in a group activity for 5 minutes 2 of 5 group activities.</td>
</tr>
<tr>
<td>+1</td>
<td>Using visual supports (accommodations, modifications, white board), Phillip will independently complete an academic assignment in science for 2 of 5 assignments.</td>
<td>Using a visual routine checklist, Phillip will independently complete 4 of 8 classroom routines.</td>
<td>Utilizing peer to peer support, Phillip will participate and remain in a group activity for 5 minutes 4 of 5 activities.</td>
</tr>
<tr>
<td>+2</td>
<td>Using visual supports (accommodations, modifications, white board), Phillip will independently complete academic assignments in science and social studies for 4 of 5 assignments.</td>
<td>Using a visual routine checklist, Phillip will independently complete 7 of 8 classroom routines 2 of 5 days.</td>
<td>Utilizing peer to peer support, Phillip will participate and remain in a group activity for 10 minutes 4 of 5 activities.</td>
</tr>
<tr>
<td>+3</td>
<td>Using visual supports (accommodations, modifications, white board), Phillip will independently complete academic assignments in core academic areas for 4 of 5 assignments.</td>
<td>Using a visual routine checklist, Phillip will independently complete all classroom routines for 4 of 5 days.</td>
<td>Utilizing peer to peer support, Phillip will participate and remain in a group activity for 15 minutes 4 of 5 activities.</td>
</tr>
<tr>
<td>+4</td>
<td>Using visual supports (accommodations, modifications, white board), Phillip will independently complete academic assignments in core academic areas for 4 of 5 assignments.</td>
<td>Using a visual routine checklist, Phillip will independently complete all classroom routines for 4 of 5 days.</td>
<td>Utilizing peer to peer support, Phillip will participate and remain in a group activity for 15 minutes 4 of 5 activities.</td>
</tr>
<tr>
<td>EBP</td>
<td>Visual Supports (accommodations, modifications, white board)</td>
<td>Visuals / Self-Management</td>
<td>Peer Mediated Instruction / Peer to Peer Support</td>
</tr>
</tbody>
</table>
Choosing Targets

Classroom Routines

• Arrival
• Lunch
• Dismissal
• Materials Preparation
• OTHERS?

Group Activities

• Science
• Social Studies
• Music
• Reading
• Math
• Art
### Coaching Checklist Step 6

**Step 6: Develop an Implementation Plan:**

Using the EBP Implementation Checklists ([http://autismpdc.fpg.unc.edu/content/briefs](http://autismpdc.fpg.unc.edu/content/briefs)), develop a step by step implementation plan. Consider training needed for implementation staff, resources required, communication feedback systems, etc. Complete action plan (attached).
The START Coaching Checklist

Step 1: Preparation for the Project

Step 2: Team Development

Step 3: Baseline Data

Step 4: Select EBPs to Address Areas of Need

Step 5: Benchmark Measurable Goals

Step 6: Develop and Implementation Plan
Plan Considerations

• DETAILS; DETAILS; DETAILS
• Training needed
• Implementation support
• Needed Resources
• Communication feedback systems
## Action Plan

### ACTION PLAN
From Vision to Action

<table>
<thead>
<tr>
<th>Team:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>WHO</th>
<th>will do WHAT</th>
<th>by WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 7: Implement and Monitor Student and Building Progress: Team implements EBPs and establishes a system for regular data collection / data probes (what, where, when and who), and collect video examples and data to monitor both EBP implementation and progress toward goals. (See Goal Benchmark form page 2 (Probe Data)). This information can be used to develop the PLAAFP and goals for the next IEP, as well.

In May/June, complete the K-12 Target Student Reporting Form for end of year and compare to baseline.
The START Coaching Checklist

Step 1: Preparation for the Project

Step 2: Team Development

Step 3: Baseline Data

Step 4: Select EBPs to Address Areas of Need

Step 5: Benchmark Measurable Goals

Step 6: Develop and Implementation Plan

Step 7: Implement and Monitor Progress
## Benchmark Probe Data

<table>
<thead>
<tr>
<th>Student &amp; Goal</th>
<th>GAS Goals Date</th>
<th>GAS Goals Date</th>
<th>GAS Goals Date</th>
<th>GAS Goals Date</th>
<th>GAS Goals Date</th>
<th>GAS Goals Date</th>
<th>GAS Goals Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Goal # 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name Goal # 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name Goal # 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name Goal # 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name Goal # 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name Goal # 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name Goal # 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name Goal # 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name Goal # 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
End of Year Reporting to START

• Completed START Coaching Checklist
• Pre & Post K-12 Target Student Reporting Forms
• Uploaded USAPT
• Completed CETA
• Benchmarked Goals and Progress Probes
• Video documentation, if possible
Addressing Barriers
Control the Controllables

ACTIVITY
NEXT STEPS