New Jersey
Department of Education

Autism Program Quality Indicators-Revised
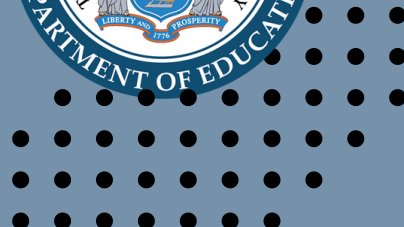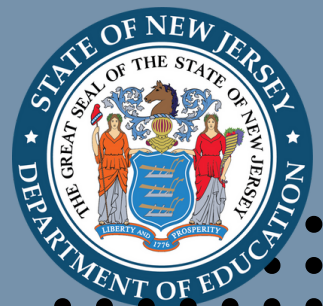
Early Childhood, School-Age, and Youth

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A self-assessment and quality improvement guide for programs serving students with autism spectrum disorder.

Office of Special Education

DESCRIPTION OF
Y-APQI INDICATORS
& COMPONENTS

YOUTH
APQI
COMPONENTS

2023

Indicator	Component	Description	Implementation Level
PROGRAM CHARACTERISTICS I The following components are relevant for the development of appropriate programming for students with autism.			
1.1	Length of School Year	The length of the school day and the academic year of programs for students with disabilities, including preschoolers with disabilities, shall be at least as long as that established for nondisabled peers. • The IEP team may, in its discretion, alter the length of the school day based on the needs of the student. An extended school year (ESY) program provides for the extension of special education and related services beyond the regular school year. • An ESY program is provided in accordance with the student's IEP.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
1.2	Student to Staff Ratio	Student to staff ratio is set forth by: • State regulations (New Jersey Administrative Code). • Federal regulations. • Student needs, as determined by IEP (Refer to Indicator 10).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
1.3	Program Location	Location and the content of the activity are determined on an individual basis, depending on the student's identified needs. Individualized least restrictive environment is determined through data-based decision making.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
1.4	Instruction	Instruction is: • Systematically planned. • Aimed towards students individualized IEP objectives. • Aligned to *New Jersey's Student Learning Standards* • Engaging (e.g., students actively participate and are not sitting for more than 5-minutes without a lesson/activity). • Developmentally appropriate in length and purpose.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
1.5	Documentation	A system for documentation reflects: • Student progression towards general education student learning standards. • Student progression towards IEP goals. • Effectiveness of instructional methods.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented

		EDUCATIONAL ENVIRONMENT I The educational environment supports students with autism to optimize safety and learning.		
Indicator	**Component**	**Description**	**Implementation Level**	
2.1	Safety and Preventative Measures	The educational environment supports students with autism in that: • The environment is free of environmental hazards. • Preventative measures are taken to prevent safety issues. • Students are monitored (e.g., staff strategically placed so that all areas of the setting can be viewed with no "blind" spots). • Basic and personal hygiene is part of the daily routines (e.g., toileting, hand washing, etc.).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented	*Indicator 2*
2.2	Organization of Learning Environment	The environmental setting is designed so that: • All students can independently access personal space (e.g., desk, locker) and materials (e.g., schedules, books, technology, etc.). • Physical structure or boundaries convey activity expectations (e.g., lab area, kitchen area, etc.). • Physical space is provided for students to engage in quiet and leisure activities. • A system is established and in place for monitoring students across multiple environments. • Clear physical and visual boundaries help students know where each area begins and ends. • Adaptations support individual student's need (e.g., sensory area, quiet spaces, appropriately sized furnishings, visuals at eye level, etc.). • Students are able to engage in small group, large group, and independent activities, as well as, both active and leisure activities, as appropriate.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented	**Youth**
2.3	Materials	Classroom materials: • Are age appropriate. • Reflect the characteristics, values, and practices of diverse cultural groups (e.g., books, artwork, diverse lifestyles, careers, locations, climates, etc.). • Incorporate students' areas of interest and preferences, as appropriate. • Are plentiful or in sufficient quantity for all students to participate in classroom/setting activities. • Support a literacy-rich environment through a variety of print, audio, and electronic media. • Incorporate the natural environment as part of all classroom instruction (e.g., real money, textbooks, novels, cash register, etc.).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented *Continued next page	

Indicator	Component	Description	Implementation Level
EDUCATIONAL ENVIRONMENT I The educational environment supports students with autism to optimize safety and learning.			
2.3 Continued	Materials Continued	• Materials and activities implemented as part of the instruction should encourage communication and social interactions.	
2.4	Daily Routines	Daily routines: • Are consistent across days/weeks within the classroom and school setting. • Promote structured activities that facilitate active participation and address stability and familiarity (e.g., circle time, small group, lunch, etc.). • Support independence, as appropriate. • A minimum of one strategy is used to support independence across routines (e.g., first-then boards, checklists, 'wait' symbols, timers, etc.). • Transitions are kept short to adapt to student's developmental attention span capacity and student's behavioral needs.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
2.5	Environmental Supports	Support strategies are provided to facilitate anticipated change, unexpected events (e.g., fire drills) and predicted activities within daily routines. These include: • Adapted materials. • Visual supports. • Transition supports.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
2.6	Classroom Location	The educational environment (e.g., classroom) is integrated into the school and located within the same location as students without disabilities (e.g., the 6-8th grade self-contained classroom is on the same floor and next door to a general education middle school classroom).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented

Indicator 2

Youth

PERSONNEL I Students with autism should have an educational team who work together and are knowledgeable regarding autism, child development, and education.			
Indicator	**Component**	**Description**	**Implementation Level**
3.1	Knowledgeable Staff	Staff are knowledgeable about the core and associated characteristics of autism spectrum disorder and adolescent and adult development.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
3.2	IEP Implementation and Access	Certified teachers and related service providers who have educational responsibilities for a student with autism have access to the student's IEP and are informed of their responsibilities for implementation.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
3.3	Program Staff	Staff who received autism-specific training and are designated as instructional staff, remain within their roles to the greatest extent possible and as appropriate, to ensure: • Program continuity. • Student educational benefits.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
3.4	Professional Development	Persons with expertise in the education of students with autism and child development (e.g., early childhood) provide: • Pre-service and in-service training for entry-level staff. • Ongoing professional development, guidance, and technical assistance for staff.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented

Youth

CURRICULUM I The program is based on evidence-based or research-based curricula that is planned, designed, and constructed to address the skill deficits of students with autism. Additionally, the curriculum is linked to new Jersey State Learning Standards.

Indicator	Component	Description	Implementation Level
4.1	Aligned to State Standards	An effective curriculum is designed to facilitate the acquisition of skills and knowledge that align with State Learning Standards: • *New Jersey Student Learning Standards.*	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
4.2	Evidence-Based Curricula	An evidence-based curriculum consists of practices that have been vetted through rigorous research. The curriculum should meet the following criteria: • It aligns with NJ State Learning Standards. • Research of sufficient quality and quantity is available. • Levels of competency are defined. • High rates of responding are embedded. • Opportunities for providing feedback for correct answers are addressed. • Corrective feedback and remediation are designated. • Scope and sequencing that lead to increasing levels of difficulty are spelled out. • Mastery-based instruction is embedded. • Formative assessments are available.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented

INSTRUCTIONAL METHODS I The program is based on evidence-based or research-based instructional methodologies that address the significant skill deficits of students with autism in the least restrictive environment.

Indicator	Component	Description	Implementation Level
5.1	Instructional Formats	Meaningful instruction takes place in the least restrictive environment with non-disabled peers to the maximum extent appropriate, and staff use instructional formats that: • Are developmentally appropriate. • Are based on student learning needs and abilities. • Vary based on subject/content being taught (e.g., direct instruction, small group, dyads, 1:1 instruction, student-initiated interactions, teacher-direct interactions, independent work, play, and peer-mediated instruction). • Are designed to meet specific IEP objectives.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
5.2	Instructional Outcomes	Instructional strategies result in meaningful outcomes by: • Promoting high rates of class-wide and/or school-wide participation. • Fostering communication and social interaction. • Fostering the use of learned skills across various settings (e.g., school, home, community).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
5.3	Instruction Focuses on Student Development	The instruction emphasizes the development of skills across multiple domains, including: • Academic skills to meet the content standards. • Communication and language – functional communication systems for students who have emerging communication skills (e.g., American Sign Language, PECS, etc.). • Self-determination skills (e.g., choice making, problem solving, self-observation/evaluation, and reinforcement). • Self-regulation and self-monitoring (e.g., contingency mapping, self-talk, setting goals, monitoring and delivering reinforcement, and analyzing choices). • Social relationships (e.g., supported interaction with typically developing peers, natural environment teaching) to include symbolic play/leisure, imagination, and creativity. • Vocational skills (e.g., responsibility for materials, self-care, use of work systems, appropriate work related social skills, etc.).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented

INSTRUCTIONAL METHODS I The program is based on evidence-based or research-based instructional methodologies that address the significant skill deficits of students with autism in the least restrictive environment.

Indicator	Component	Description	Implementation Level
5.4	Lesson Length	The length of lessons and activities are developmentally and/or age appropriate.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
5.5	Response to Instruction	During instruction, staff should: • Provide students with various methods to respond based on individual needs (e.g., vocal, written, AAC, etc.). • Provide students with multiple opportunities to respond. • Provide feedback as needed (e.g., correction and/or confirmation of correct response) and adjust instruction based on student response.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
5.6	Generalization and Maintenance of Skills	Instructional methods should include a clear plan to: • Systematically program and assess the generalization and maintenance of learned skills. • Provide opportunities to generalize and practice learned skills across various environments (e.g., home, school, community) and individuals (e.g., staff, peers, siblings, parents, etc.).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented

Youth

FAMILY ENGAGEMENT I Families are valued and contribute to the learning team, and their input influences all aspects of their child's education.			
Indicator	**Component**	**Description**	**Implementation Level**
6.1	Family as Active Participants	Parents, family members, and/or caregivers are included as active participants in: • All ongoing evaluation and educational processes as IEP team members. • Relevant stakeholder activities and/or committees (e.g., advisory councils, SPAN, SEPAG) to the extent of their interest.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
6.2	Family Support Services	Provides important local community, State and/or Federal information and resources to families in multiple ways (e.g., handbooks, videos, emails, websites, flyers, etc.), such as: • Community resources. • Family support services (Refer to Indicator 7 Community Collaboration and Appendix A). • Recreational activities outside of school. • Other topics/agencies requested by the family.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
6.3	Cultural Competency	The program demonstrates an awareness of and respect for the culture, language, values, and parenting styles of the families they serve, by: • Seeking parental input and preferences. • Providing information and communication in lay terms that is in a language most comfortable for the family.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
6.4	Family Education	The program makes available family educational opportunities that: • Enable families to acquire new skills and/or increase knowledge to support their child in relation to current educational and/or behavioral goals. • Promote interaction amongst families through training and/or interests based on topics of interest.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
6.5	Family Meetings	The program responds to parental requests to meet (i.e., outside of scheduled IEP meetings), by offering flexible times and formats (e.g., phone conference, virtual, etc.) within the constraints of the school policy.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented

COMMUNITY COLLABORATION I The program links with community agencies to assist families in accessing support and services needed by students with autism and their families.

Indicator	Component	Description	Implementation Level
7.1	Program/School Transition Support	Transition support for both sending and receiving programs develop transition plans and support that include: • An exchange of information before, during, and after transitions. • The sharing of information regarding transitions about practices most likely to support the student's successful adjustment and positive school outcomes. • Based on individual needs, considering the student's strengths, preferences, and interests. • Staff use a variety of planned and timely strategies with the student and family before, during, and after the transition to support successful adjustments for both the student and the family. Transition and pre-ETS services should be provided: • In the community and the most integrated/least restrictive environment. • That includes instruction (e.g., community-based instruction), related services, community experiences, post-secondary school, day programs, implementation of employment objectives including employment training opportunities in the community and other post-school adult living objectives, and, when appropriate, the acquisition of daily living skills and functional vocational evaluations.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
7.2	Referrals to Community Resources/ Supports	The program assists students and families in accessing updated lists of available resources and services, that may include: • Crisis, mental health, and family support organizations within the community, as needed. • Information about accessing referrals to community resources (e.g., health services, adult education classes, etc.), as needed. • Self-advocacy organizations, recreational opportunities, cultural organizations, transportation, and social groups, as needed.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
7.3	Community Collaboration	Collaborations with community organizations (e.g., parks and recreation, restaurants, movie theaters, hair salons, etc.) help to ensure the delivery of services to students and families who may benefit from them. The program promotes and fosters collaboration with the community by:	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented *Continued next page

Indicator	Component	Description	Implementation Level
7.3 Continued	Community Collaboration Continued	• Inviting large corporations, small businesses, and other organizations to support students and their families (e.g., through the creation of a community resource board, sensory friendly events), as needed. Collaboration with community agencies to provide opportunities for community-based instruction, structured learning experiences and/or work based learning experiences, regarding: • Job sampling and placement sites (e.g., Work-Based Learning). • Visiting speakers. • Mentorship programs. • Recreational partnerships. • Internships. • Fundraising. • Volunteer work.	
7.4	Interagency Collaboration	The program works closely with community liaisons as part of a multi-disciplinary team that provides transitional support to students and/or families. Collaborative partnerships developed with community supports, including, but not limited to: • Schools (e.g., local colleges, universities). • Community rehabilitation providers. • Local agencies and service providers. • Vocational rehabilitation (e.g., DVRS). • Employers. • Community representatives, to the extent appropriate, are invited to participate in IEP team meetings (with the prior consent of the parent/student who has reached the age of majority) when the IEP team discusses transition services.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented

Indicator 7

Youth

PROGRAM EVALUATION I The program engages in program evaluations, relative to the needs of the students with autism, that are measurable, ongoing, and systematically collect data to make decisions regarding educational programming for students with autism.

Indicator	Component	Description	Implementation Level
8.1	Annual Program Evaluation	The program provides regular and ongoing program evaluation reviews (e.g., APQI, surveys, etc.) across educational settings and grade levels that assess: • The degree to which the program is meeting the needs of students. • The degree to which the program is meeting the needs of the staff. • The degree to which the program is meeting the needs of the families. • The degree to which the program is engaging collaboratively with stakeholders in the community.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
8.2	System-Wide Improvement Plan	Written data are gathered reliably and consistently to inform and guide quality programming for students with ASD. Data collected from 8.1 will: • Identify needed areas of improvement. • Assist with the development of a targeted improvement plan, as needed.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented

Indicator 8

Youth

INDIVIDUALIZED STUDENT ASSESSMENTS I Through diagnostic, developmental, and educational assessments using a comprehensive, multidisciplinary approach are used to identify students' strengths and needs. This assessment leads to the development of a thorough and appropriate IEP.

Indicator	Component	Description	Implementation Level
9.1	Multidisciplinary Team Assessments	Assessments are conducted by a multidisciplinary team comprised of qualified and mandated personnel, as well as those who are knowledgeable regarding the characteristics of autism, and the developmental level of the student (e.g., early childhood development, childhood development, adolescent development; Refer to Indicator 3 regarding knowledgeable staff).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
9.2	Medical and Developmental Considerations	Comprehensive records (e.g., medical, early intervention, developmental history, etc.) are reviewed and incorporated into the students' programming, as appropriate (Refer to 9.1 regarding multidisciplinary team and qualified personnel).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
9.3	Variety of Assessment Measures	A variety of measures and sources of information are utilized to assess domains, as appropriate and necessary. They include but are not limited to assessments for autism, communication, social emotional and behavioral skills, academics, and adaptive behavior. • Appropriate, most recent versions of, standardized, developmental screening measures and/or observational methods (e.g., KABC-2, WISC-5, BASC-3, Vineland, Developmental Profile-3, ADIR). • Autism-specific measures (e.g., CARS-2, MIGDS-2, SRS-2, ADOS-2, GARS-3, ASDS). • Family input, (Refer to Indicator 6 Family Engagement). • Review of recent progress and functional level. • Review and consideration of documentation from outside reports, records, and/or testing (e.g., DSM-V TR). • Criterion referenced assessments. *This list serves as an example of potential assessment measures and is not exhaustive. The most recent versions of the assessments should be used.*	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
9.4	Assessments Across Domains	For both vocal and non-vocal students' assessments use standardized measures, family report, observation, and spontaneous language samples to assess skills cover the domains of: **9.4a Speech and Language** • Receptive and expressive language (e.g., CELF-5, PLS-5, etc.).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented *Continued next page

Indicator 9

Youth

Indicator	Component	Description	Implementation Level

INDIVIDUALIZED STUDENT ASSESSMENTS I Through diagnostic, developmental, and educational assessments using a comprehensive, multidisciplinary approach are used to identify students' strengths and needs. This assessment leads to the development of a thorough and appropriate IEP.

Indicator	Component	Description	Implementation Level
9.4 Continued	Assessments Across Domains Continued	• Use of symbol systems (e.g., augmentative communication systems/speech-generating devices, phones, tangible items, picture communication, American Sign Language, writing, etc.). • Pragmatic functions (e.g., Communication Matrix, Conversational Effectiveness Profile, etc.). **9.4b Social, Emotional, and Behavioral Development**, assessed by qualified personnel and specific strategies are in place, including: • Use of self-regulation and coping skills (e.g., Zones of Regulation, Incredible 5-Point Scale, SEAM™). • Assessment of behavioral function using a variety of techniques (e.g., FBA, FA, IISCA, etc.) and tools (BESS, SAEBRS, SDQ, SRSS, etc.). • Addressing school-based social code of conduct (e.g., hidden curriculum, respect of personal space, etc.). • Social skills assessments (e.g., TSLAT, TSSA, ATBS, etc.). **9.4c Sensory**, assessed by qualified personnel that consist of assessing students' sensory processing. • Sensory needs (e.g., SOSI-M, TSI, Preschool Sense, SPM/SPM-P, sensory screeners, etc.). **9.4d Daily Living/Self-Help Skills,** assessed to determine activities of daily living (ADLs) tasks that are in the student repertoire and ADLs that are still developing. • Assessment of Functional Living Skills (AFLS). • Casey Life Skills Toolkit (CLS). • Essential for Living (EFLS). **9.4e Academics,** access is linked to students' strengths, needs, and present level of performance, identified by evaluations conducted by a multidisciplinary team comprised of qualified personnel. • Curriculum based and/or skill-based assessments (e.g., COR Advantage, ABLLS-R, i-Ready, VB-MAPP, STAR Program, PEAK, FACTER, etc.).	*Continued next page

Indicator 9 — Youth

INDIVIDUALIZED STUDENT ASSESSMENTS I Through diagnostic, developmental, and educational assessments using a comprehensive, multidisciplinary approach are used to identify students' strengths and needs. This assessment leads to the development of a thorough and appropriate IEP.			
Indicator	**Component**	**Description**	**Implementation Level**
9.4 Continued	Assessments Across Domains Continued	• Executive functioning assessments (e.g., Organizing, planning, flexibility, problem solving, BRIEF, TOPS, etc.). • Psychological and/or Psychoeducational Evaluations (e.g., CTOPP-2, GORT-5, GSRT, KTEA-3, WISC-IV, WPPSI-IV, SB-V, DAS-II, etc.). **9.4f Preference Assessments**, are designed to determine hierarchies under the specific set of circumstances in which they are conducted to determine preference of potential reinforcers. • Multiple stimulus without replacement (MSWO); multiple stimulus with replacement (MSW); paired stimulus; single stimulus, and/or free operant. *These lists serve as an example of potential assessment measures and is not exhaustive. The most recent versions of the assessments should be used.*	

INDIVIDUAL EDUCATION PRPGRAM (IEP) I The IEP includes information for planning, implementing, monitoring, and evaluating learning. IEP goals are based on assessments, students' strengths and needs, and goals are functional and align with early childhood student outcomes.

Indicator	Component	Description	Implementation Level
10.1	IEP Implementation	Staff members plan, implement, and document instruction that targets IEP goals daily (Refer to Indicator 10.2). Data are collected on a regular basis for IEP goals, and data-based decision-making frameworks for data analysis are used to evaluate student progress and guide decision making (e.g., at least 3 data points are collected before drawing conclusions and making decisions).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
10.2	IEP Goals	IEP goals are functional and based on the present level of performance and needs of students. IEP goals are individual to the student and are derived from assessments (Refer to Indicator 9). IEP goals should address the following domains and 21st Century skills, as appropriate: **10.2a Functional Communication** • Functional communication system for both verbal and nonverbal students target expressive language, receptive language, and nonverbal communication skills (Refer to Indicator 5.3), as appropriate. **10.2b Social Skills** • Social skills goals are in place to enhance participation in family, school, and community activities (e.g., imitation, social imitations and response to adults/peers, parallel and interactive play with peers and siblings), as appropriate. **10.2c Leisure, Imagination and Creativity** • The teaching of play and/or leisure skills focuses on the functional use of items (e.g., iPad, computer, cell phone, etc.), down time, and other age-appropriate materials (e.g., playing cards, board games, etc.), representational/ symbolic play, reciprocity, imaginative and cooperative play with peers, including typically developing peers. **10.2d Academics** • Academic skills to meet the curriculum aligned to the *New Jersey Student Learning Standards.* *Continued next page	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented

| INDIVIDUAL EDUCATION PRPGRAM (IEP) I The IEP includes information for planning, implementing, monitoring, and evaluating learning. IEP goals are based on assessments, students' strengths and needs, and goals are functional and align with early childhood student outcomes. |

Indicator	Component	Description	Implementation Level
10.2 Continued	IEP Goals Continued	**10.2e Behavioral Skills** • Replacement of challenging behavior that interfere with learning and prosocial behaviors, as appropriate (Refer to Indicator 11.3). **10.2f Self-Management Skills** • Independent organizational skills and other behaviors that underlie success in general education classrooms (e.g., completing a task independently, following instructions in a group, asking for help, etc.). **10.2g Fine and Gross Motor Skills** • Fine and gross motor skills used for developmentally and age-appropriate curriculum activities including daily living, creative arts, physical education, and recreation, as appropriate.	

CHALLENGING BEHAVIORS I Programming for students with autism incorporates behavioral supports based on needs (e.g., tier 3) and proactive planning (e.g., tier 1 and 2 interventions). Supports for challenging behaviors are done as appropriate; therefore, some components of Indicator 11 may not be relevant.

Indicator	Component	Description	Implementation Level

11.1	Class-Wide Behavioral Support Systems	The program has a class-wide behavioral system (e.g., tier 1 and tier 2 strategies) that:
		• Has clear and concise behavioral expectations and positive reinforcement strategies across settings and school environments.
		    • Behavioral expectations are written in observable and measurable terms and posted visibly in the classroom.
		    • Positive reinforcement strategies are implemented consistently and immediately to reinforce appropriate behaviors.
		• Collects data to show the effectiveness of the class-wide behavioral support systems and individual students' response to tier 1 and tier 2 strategies for behavior management.
		• Consists of regular reviews and provides ongoing training and support to ensure that the positive reinforcement strategies are used consistently and effectively.
			☐ Fully Implemented
			 ☐ Partially Implemented
			 ☐ Not Implemented

11.2	Behavioral Assessments	Behavioral assessments are used to understand challenging behaviors and support direct intervention planning (Refer to Indicator 9 Individualized Student Assessment and 11.3), as needed. Behavioral assessments:
		• Are conducted using multiple methods of at least one indirect and one direct assessment methodology (e.g., interview, rating scales, direct observations, descriptive analysis, and with expertise, functional analysis [FBAs, PFA, etc.).
		• Are administered by trained and qualified personnel.
		• Identify the specific challenging behaviors that interfere with the student's learning and social interactions.
		• Identify the setting events, antecedents, and consequences of challenging behaviors.
		• Have results that are documented in a written report that includes:
		    • A summary of the student's behavior.
		    • A list of specific and measurable behavioral goals.
		    • Recommendations for interventions that are evidence-based and tailored to the student's individual needs.
		    • The report is reviewed by the IEP team, including the student's family, to ensure that it is understandable and actionable.
			☐ Fully Implemented
			 ☐ Partially Implemented
			 ☐ Not Implemented
			 ☐ Not Applicable
			
			 *Continued next page

CHALLENGING BEHAVIORS I Programming for students with autism incorporates behavioral supports based on needs (e.g., tier 3) and proactive planning (e.g., tier 1 and 2 interventions). Supports for challenging behaviors are done as appropriate; therefore, some components of Indicator 11 may not be relevant.

Indicator	Component	Description	Implementation Level
11.2 Continued	Behavioral Assessments Continued	• Are conducted in a timely manner in relation to the identified need of the student.	
11.3	Behavior Intervention Plans (BIPs)	A comprehensive behavior intervention plan (BIP) is created in collaboration with the family, that includes: • Preventative measures, replacement skills, response strategies and reinforcement system(s). • Specific and measurable goals for the reduction of challenging behaviors, including thinning/fading and termination criteria. • Reviews by the team regularly to determine its effectiveness in reducing challenging behaviors (Refer to Indicator 11.4).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ Not Applicable
11.4	Data-Driven Decision Making	Data are collected on the student's challenging behaviors before, during, and after implementing an individualized behavior intervention plan (BIP). • Data are collected using a standardized method (e.g., frequency, duration, latency, etc.) and displayed in a meaningful way (e.g., graphs, tables, etc.). • Data are collected on the student's challenging behaviors across all relevant settings. • Data are reviewed, at minimum, on a weekly basis to determine effectiveness of the intervention.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ Not Applicable
11.5	Persistent Behaviors	When challenging behavior continues despite the use of the procedures outlined in 11.1- 11.3, the contributing factors are re-assessed, which may include, but not limited to, medical considerations, changes in personal circumstances, implementation of IEP supports, staff training, motivational systems, educational environment, and consistency of BIP implementation. • If modifications to the BIP are needed, an IEP team meeting is held to address proposed changes and/or updates.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ Not Applicable
11.6	Restraint and Seclusion	Restraint and seclusion should only be used by trained personnel and as a last resort in compliance with the most recent federal and state laws and regulations. At minimum:	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ Not Applicable *Continued next page

		CHALLENGING BEHAVIORS I Programming for students with autism incorporates behavioral supports based on needs (e.g., tier 3) and proactive planning (e.g., tier 1 and 2 interventions). Supports for challenging behaviors are done as appropriate; therefore, some components of Indicator 11 may not be relevant.	
Indicator	**Component**	**Description**	**Implementation Level**
11.6 Continued	Restraint and Seclusion Continued	- Ongoing training and support are provided to all staff on alternative behavioral intervention strategies, that may include de-escalation procedures and protocols. - Data are collected on the frequency, duration, and reason for the use of the restraint and seclusion, as well as the effectiveness of the interventions that were attempted prior to the use of restraint and seclusion. - Parents are notified any time a behavioral incident results in restraint or seclusion techniques being used by staff on a student. - Clear policies and procedures are in place to ensure the safety and well-being of the student, staff, and others in the environment. - Policies and procedures are reviewed regularly to ensure that they are consistent with current laws and regulations and that they reflect best practices. - Policies and procedures outline a process to review data and decision-making procedures for instances where restraint and/or seclusion are used more than once for a) the same student, and/or b) the same staff using restraint/seclusion.	

PROGRAM OPTIONS I Location in which the IEP is implemented is individually determined with programs offering a full continuum of programs.			
Indicator	**Components**	**Description**	**Implementation Level**
12.1	Least Restrictive Environmental Supports	The program will ensure that students with autism receive educational services and support in the least restrictive environment appropriate to their individual needs. The program will: • Provide appropriate individualized accommodations and modifications, such as, social skills groups, assistive technology, and positive behavior supports. • Provide ongoing training and support to staff on inclusive practices, such as universal design for learning, differentiated instruction, and co-teaching. • Have clear policies and procedures in place that ensure that the student has the same educational opportunities and experiences as their non-disabled peers (e.g., extracurricular activities, field trips, etc.). • Regularly review and evaluate the effectiveness of its least restrictive environmental supports (Refer to Indicator 14 Individual Progress Review and Monitoring).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
12.2	Continuum of Programming Options	A continuum of program options is made available, and placement is determined by: • Individual needs regarding specific skills (e.g., social, academic, communication, etc.). • Most appropriate environment where skills can be addressed (e.g., social skills should be taught in an inclusive setting). *Refer to the most recent federal and state laws and regulations regarding the continuum of programming options.*	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
12.3	Interactions with Peers	Programs ensure that students with autism have regular opportunities to interact with peers across a variety of settings, as appropriate. Programs will foster meaningful peer interactions by: • Having clear policies and procedures in place that promote positive social interactions with peers. This may include providing structured opportunities for peer interactions (e.g., peer support groups, social skills groups, etc.). • Providing ongoing training for staff on evidence-based practices for promoting positive peer interactions.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented

PROGRAM TRANSITIONS I Programs include written program transition plans based on individual student needs and actively support collaboration between student, families, and school, when appropriate. This indicator differs from transition services post-school (e.g., post-secondary education and/or employment) which are addressed in the IEP.

Indicator	Components	Description	Implementation Level
13.1	Program Transition Assessments	Program transition assessments are conducted annually to evaluate the student's skills, interests, and needs to help identify appropriate goals and strategies for supporting the student's transition and success in new environments.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ Not Applicable
13.2	Engagement of Student and Families	The active participation of the student, to the appropriate extent possible, and the family are included to assist with: • Transition assessments (e.g., Identifying individual student's interests, strengths, and areas of need). • Transition planning (e.g., guiding the development of a plan that is relevant and meaningful for the student).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ Not Applicable
13.3	Program Transition Planning	Transition planning begins as soon as a change in placement is anticipated to occur. Transitions include but are not limited to one classroom to another, one program to another, and one service delivery system to another. Transition planning: • Begins while the student is in the current placement. • Provides the student and family with the opportunity to visit the new setting (e.g., meet teachers, view classroom). • Integrates considerations of future placements (i.e., skills and supports needed in the next classroom or school setting). • Includes teacher preparation and other supports to facilitate success in the new setting (e.g., training for peers and support staff).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ Not Applicable
13.4	Program Transition Plan Requirements	A program transition plan includes: • A statement of current supports and needs. • Identification of necessary supports within the new setting. • A schedule of training for receiving staff. • A detailed description of the transition process.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ Not Applicable
13.5	Program Transition Implementation	The transition plan provides for sufficient time to implement all components (e.g., identified supports and training) and is reviewed before, during, and after the transition.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ Not Applicable

INDICATOR	Components	Description	Implementation Level

INDIVIDUAL PROGRESS REVIEW AND MONITORING I Mechanisms for reviewing and monitoring program and student progress is needed.

Indicator	Components	Description	Implementation Level
14.1	Data Collection on IEP Goals	Student progress on IEP goals is collected and assessed: • In at least two different ways (e.g., formal/informal assessment, criterion and/or skills based assessment, direct observation). • Using data that accurately capture the skill identified in the IEP goal (e.g., if accurate identification of letters is an IEP goal, then the data show how many letters the student can accurately select when asked).	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
14.2	Modifications to Instructional Program	The program uses a systematic process for assessing individual student progress and modifies the instructional program and/or intensity of services when one or more the following occur: • IEP benchmarks have not been achieved within the mandated progress reporting periods. • Progress toward IEP benchmarks has not been demonstrated and modifications to instructional strategies have not been successful. • There is an unexpected change in the student's behavior or health status. • Significant change occurs in the home, school or community setting.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
14.3	Considerations	If a student requires a change in instructional program or intensity (per 14.1) the program considers the following changes and systematically analyzes their effects on a student's performance by: • Providing additional consultation and training. • Increasing the use of behavioral supports to address skill development and/or to enhance motivation. • Modifying curricula and/or changing instructional approach. • Increasing length of time for instructional periods and/or related services.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ Not Applicable
14.4	Family Reports	The program provides the family with a report that includes a statement of progress on specific IEP goals and objectives in alignment with mandated reporting periods.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented
14.5	Modifications to IEP	When there is a need to consider modifications to the IEP, the teacher or designee routinely reports such need to the child study team/case manager.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented ☐ Not Applicable

		INDIVIDUAL PROGRESS REVIEW AND MONITORING I Mechanisms for reviewing and monitoring program and student progress is needed.	
Indicator	**Components**	**Description**	**Implementation Level**
14.6	Annual Student Reports	On an annual basis, student progress is summarized and reviewed by a collaborative educational team. Student progress is disseminated to student, family, and other related service providers.	☐ Fully Implemented ☐ Partially Implemented ☐ Not Implemented

Indicator 14

Youth

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