
Autism Observation Instrument for General Education Classrooms

School: _____

Date: _____

Administrator completing instrument: _____

SCORE CODE

0 = No evidence of this quality indicator

1 = Some evidence of this quality indicator (because it occurs sometimes though not consistently; because a “successive approximation” occurs or because it occurs for some but not all students or staff).

2 = The quality indicator is clearly evident for all students/staff.

N/A= Not applicable

	Score	Comments
CLASSROOM ENVIRONMENT and OPERATION		
A daily schedule of activities is posted in the classroom and a system for communicating the activity schedule to students is evident. Individual student schedules are evident when needed.		
The daily schedule is followed as outlined.		
Each student spends most of his/her time engaged in active learning activities, with minimal non-engagement between activities.		
Transitions between activities are handled smoothly and efficiently.		
Classroom rules are worded positively and succinctly, define observable behaviors, and are posted in the classroom.		
Students with ASD are given opportunities to make choices and further develop choice making skills.		
Teacher implements student’s Behavior Intervention Plan (BIP) as indicated.		
Instructional areas of the classroom are clearly defined for students and instructional materials are readily accessible to each student.		
Classroom assistants (when present) are actively involved with students in a manner that promotes their independence and learning and social interaction with peers.		
Data on student performance is collected and reviewed weekly during collaborative planning time that involves members of the student’s educational team.		
CURRICULUM & INSTRUCTION		
Instructional strategies are specific to individual students and specific goals.		
Visual and manipulative supports are used to support learning as needed.		
Direct instruction is used to teach social skills as needed.		
Skill instruction in social and communicative behaviors is embedded into naturally occurring activities and routines.		

Teacher uses modeling and differential reinforcement to support positive behavior of students.		
Augmentative or alternative communication supports are available to the student at all times and designed individually according to student needs and learner characteristics.		
Staff demonstrate an understanding of the functions of behavior and respond to challenging behavior accordingly.		
The teacher demonstrates competence in basic behavioral instructional strategies including shaping, error correction, differential reinforcement, prompt fading, and generalization strategies.		
Instruction, consequences and corrections are closely related to those procedures used with typical classmates.		
Positive feedback is provided to students frequently and at a rate that exceeds corrective feedback.		
Written lesson plans are available which clearly state the content and instructional goals (consistent with the student's IEP objectives) of the learning activity.		
Lesson plans specify instructional strategies (e.g., cueing, prompting, error correction, fading teacher assistance, and the delivery of consequences).		
OPPORTUNITIES FOR TYPICAL EXPERIENCES		
Students with ASD are integrated into classroom activities (e.g., involved in group activities, sitting alongside general education peers in work spaces) with accommodations or modifications as needed.		
Students with ASD use school enrichment areas (e.g. library) and attend special area with general education peers.		
Students with ASD eat their lunch at the same time and at the same cafeteria tables with general education peers.		
Friendships between students with and without disabilities are promoted. General education peers positively interact with students with ASD across school settings and activities.		
Students with ASD actively participate successfully in daily social and leisure activity interactions (including recess, sports, field trips, assemblies, and performances etc.) with general education peers.		
PROGRAM MODEL & POLICIES		
Integrated therapy rather than a pullout direct service model.		
Professional staff members refer to students using person-first language. They also talk with (and about) students in a manner that communicates respect (i.e., they do not yell at, make fun of, or talk about students as if they are not present).		
Special education classrooms are not identified by a disability category (e.g., the autistic unit) or other terms that may affect a student's self esteem.		
All staff maintain the confidentiality of students and families.		

Notes: