* ADMINISTRATOR USE *
SEC Program "Look For" Tool: Autism Support

Purpose

The *Program "Look For" Tool* is a rating scale that provides SEC personnel and school administrators with a structured and systematic approach to observe and evaluate Autism Support programs. This tool aims to enhance the effectiveness of Autism Support programs by offering a clear framework of the programs' core components.

Observation Details

Date:		School:	
Teacher:		Program:	
Start Time:		End Time:	

Key:	A: 100%(all)	B: 75-99%(most)	C: 50-74% (some)	D: 49-1% (few)	E: 0% (none)

TKES Standard	Domain	Indicator	Rating
PS1: Professional Knowledge **PS2: Instructional Planning**	**Instructional Tools**	**Programs** Current program in use: ☐Lindamood Bell ☐Numeracy Project ☐Social Thinking ☐Other: _____	
		Teacher or paraprofessional incorporates technology, in moderation, within daily instruction.	☐Yes ☐ No
		Students are utilizing the manipulatives, leveled books, and/or student workbooks.	☐A ☐B ☐C ☐D ☐E
PS7: Positive Learning Environment **PS9: Professionalism** **PS10: Communication**	**Relationships and Routines**	Teacher draws students' attention to daily schedule, including providing advanced warning prior to transitioning.	☐A ☐B ☐C ☐D ☐E
		With prompting or support as needed, student marks individual student schedule to build independence.	☐A ☐B ☐C ☐D ☐E
		Teacher regularly reviews rules and expectations with the whole class.	☐Yes ☐ No
		Teacher provides positive feedback to all students.	☐A ☐B ☐C ☐D ☐E
		Paraprofessional(s) understands and follows zone plans.	☐Yes ☐ No
		Teacher provides consistent, positive reinforcers aligned to students' interests and/or preferences.	☐A ☐B ☐C ☐D ☐E
PS3: Instructional Strategies **PS4: Differentiated Instruction**	**Standards Based Instruction**	Teacher has appropriate materials for the lesson/instruction is readily available for all students.	☐A ☐B ☐C ☐D ☐E
		Teacher states the learning objective.	☐Yes ☐ No
		Teacher introduces the lesson.	☐Yes ☐ No
		Teacher models the skills, as appropriate, to support student understanding.	☐A ☐B ☐C ☐D ☐E
		Teacher guides the students to participate in shared practice of the skill, as appropriate to support student understanding.	☐A ☐B ☐C ☐D ☐E
		Teacher provides appropriate error correction to all students.	☐A ☐B ☐C ☐D ☐E
		Teacher provides appropriate level of prompting to all students.	☐A ☐B ☐C ☐D ☐E
		Teacher differentiates the lesson for all students.	☐A ☐B ☐C ☐D ☐E

		Teacher expands on the lesson's objective.	☐Yes		☐ No		
PS2: Instructional Planning **PS7: Positive Learning Environment** **PS10: Communication**	**Specially Designed Instruction #1** **Planning** *Teacher collaborates with colleagues to plan explicit and systematic specially designed instruction that targets students' IEP goals/objectives and provides access to standards-based instruction.*	Instruction is specially designed and aligned to grade-level Standards Mastery Framework.	☐Yes		☐ No		
		Teacher plans and prepares accommodations/modifications aligned with the students' IEPs.	☐A	☐B	☐C	☐D	☐E
		Teacher plans and prepares materials for Social Thinking lessons, for SEAL instruction.	☐Yes		☐ No		
		Zone plans are created, posted, followed, and provided to all classroom staff members.	☐Yes		☐ No		
		Teacher plans for SDI by utilizing the Caseload Learning Plan specific to each student.	☐A	☐B	☐C	☐D	☐E
		Behavior interventions are prepared and readily available.	☐A	☐B	☐C	☐D	☐E
		Behaviors interventions are aligned to students' BIPs (if applicable).	☐Yes	☐ No		☐ N/A	
		Teacher collaborates with key stakeholders (e.g., related service providers) on supports for all students.	☐A	☐B	☐C	☐D	☐E
		Teacher plans for progress monitoring through IEP goals and objectives (G/O), diagnostic, and/or formative assessments for all students.	☐A	☐B	☐C	☐D	☐E
		A classroom management system is created with clear expectations and procedures.	☐Yes		☐ No		
		A classroom management system is created to address the individual behavior needs of students.	☐A	☐B	☐C	☐D	☐E
PS3: Instructional Strategies **PS4: Differentiated Instruction** **PS8: Academically Challenging Environment** **PS10: Communication**	**Specially Designed Instruction #2** **Implementation** *Teacher provides, and adjusts as necessary, explicit and systematic specially designed instruction that targets students' IEP goals/objectives and provides access to standards-based instruction.*	Teacher utilizes various strategies and methodologies to allow students to access grade-level standards.	☐A	☐B	☐C	☐D	☐E
		Teacher provides accommodations/modifications aligned with the students' IEPs.	☐A	☐B	☐C	☐D	☐E
		Teacher provides explicit and systematic instruction targeting students' IEP goals/objective.	☐A	☐B	☐C	☐D	☐E
		Teacher references SDI lesson plans during instruction.	☐A	☐B	☐C	☐D	☐E
		Teacher provides explicit and systematic instruction targeting SEAL skills for all students.	☐A	☐B	☐C	☐D	☐E
		Teacher makes individualized adjustments during instruction based on each student's response.	☐A	☐B	☐C	☐D	☐E
		Teacher utilizes a variety of resources and materials (outside of the use of videos) to increase engagement.	☐Yes		☐ No		
		Paraprofessionals and other stakeholders are actively engaged with students and utilizing prepared materials.	☐A	☐B	☐C	☐D	☐E
		Prepared behavior supports and interventions are actively being used. ☐ Token Economy ☐ Forced breaks/brain breaks ☐ Timers ☐ Transition music ☐ Choice boards ☐ Positive feedback/Verbal praise ☐ Rewards ☐ First/Then ☐ Planned Ignoring ☐ Redirection ☐ Other: _____	☐A	☐B	☐C	☐D	☐E

		Teacher is actively progress monitoring through IEP G/O, diagnostic, and/or formative assessments.	☐A ☐B ☐C ☐D ☐E
		Classroom management system is implemented with clear expectations and procedures.	☐A ☐B ☐C ☐D ☐E
		Classroom management system is implemented to address the individual behavior needs of students.	☐A ☐B ☐C ☐D ☐E
		Student behavioral supports are intentionally faded to promote student independence.	☐A ☐B ☐C ☐D ☐E
PS7: Positive Learning Environment **PS8: Academically Challenging Environment** **PS9: Professionalism** **PS10: Communication**	**Specially Designed Instruction #3** **Classroom Environment and Management** *Teacher creates a positive learning environment by implementing a classroom management system that includes positive and constructive feedback and addresses the individual behavior needs of students.*	Classroom is clearly defined with uncluttered area/stations and visual boundaries.	☐Yes ☐ No
		Student work is posted to help create a sense of pride and classroom community.	☐A ☐B ☐C ☐D ☐E
		Age-appropriate materials are prepared and accessible for all students.	☐A ☐B ☐C ☐D ☐E
		Classroom layout allows for the supervision of all students at all times.	☐Yes ☐ No
		Classroom visual schedule and cues are posted for all students to see.	☐Yes ☐ No
		Individual student visual supports are created and posted, as needed.	☐A ☐B ☐C ☐D ☐E
		Classroom environment caters to sensory needs of all students (mark all that apply). ☐ Low lighting or natural lighting ☐ Soft music, white noise ☐ Avoidance of strong and/or unpleasant scents ☐ Calming corner ☐ Flexible seating ☐ Optimal temperature (69°-75° Summer, 73°-79° Winter)	☐A ☐B ☐C ☐D ☐E
		Seating arrangements allow opportunities for students to engage in individual, small group, and whole group activities.	☐A ☐B ☐C ☐D ☐E
		Teacher and paraprofessionals have designated workstations.	☐Yes ☐ No
		Medical action plans (e.g., seizures, allergies) are posted and easy to find for reference.	☐Yes ☐ No
PS5: Assessment Strategies **PS6: Assessment Uses** **PS9: Professionalism** **PS10: Communication**	**Specially Designed Instruction #4** **Monitoring** *Teacher utilizes ongoing progress monitoring data and diagnostic assessment data to inform adjustments to specially designed instruction.*	Data collection system exists and is easily accessible.	☐A ☐B ☐C ☐D ☐E
		Data collection system is consistently utilized to track student progress on IEP goals and objectives.	☐A ☐B ☐C ☐D ☐E
		Data collection system contains tools and protocols that align to students' goals and objectives.	☐A ☐B ☐C ☐D ☐E
		Data collection is utilized to inform adjustments to specially designed instruction.	☐A ☐B ☐C ☐D ☐E
		Evidence suggests students are demonstrating progress towards mastery.	☐A ☐B ☐C ☐D ☐E
		Student work samples are analyzed to describe level of prompting needed to complete task.	☐A ☐B ☐C ☐D ☐E
		Data is organized in a format that is easily shared with multiple stakeholders.	☐Yes ☐ No

Domain	Total of each Rating
Instructional Tools	A __ B __ C __ D __ E __ and Yes __ No __ Unsure __
Relationships and Routines	A __ B __ C __ D __ E __ and Yes __ No __ Unsure __
Standards Based Instruction	A __ B __ C __ D __ E __ and Yes __ No __ Unsure __
SDI 1: Planning	A __ B __ C __ D __ E __ and Yes __ No __ Unsure __
SDI 2: Implementation	A __ B __ C __ D __ E __ and Yes __ No __ Unsure __
SDI 3: Classroom Environment and Management	A __ B __ C __ D __ E __ and Yes __ No __ Unsure __
SDI 4: Monitoring	A __ B __ C __ D __ E __ and Yes __ No __ Unsure __

Additional Notes:

Observer: _____ Position: _____