

“Preparing Professionals for Changing Educational Contexts”

ESP 729 Syllabus

Department of Educational and Clinical Studies
College of Education, University of Nevada Las Vegas

I.	Prefix & Number	ESP 729
II.	Title	Characteristics of Students with Autism Spectrum Disorders
III.	Credits	3
IV.	Semester	
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	ESP 701 and 733 or equivalent
X.	Course Description (Course Introduction)	A survey of the characteristics of students with autism spectrum disorders, including historical foundations, definitions, placement alternatives, and current issues. This course is a prerequisite to ESP 739.
XI.	Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course COE/INTASC Principles Addressed in this Course	<u>CEC Standards:</u> CEC Standard 1: Foundations CEC Standard 2: Development and Characteristics of Learners CEC Standard 4: Instructional Strategies CEC Standard 5: Learning Environments/Social Interactions CEC Standard 6: Language CEC Standard 9: Professional and Ethical Practice <u>INTASC Standards:</u> Standard 1: Learner Development Standard 4: Content Knowledge Standard 7: Planning for Instruction Standard 8: Instructional Strategies Standard 9: Professional and Ethical Practice

XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

Objective: Students will be able to identify, and define the history and characteristics of autism spectrum disorders (i.e., Autism, PDD, CDD, Asperger's) and will show evidence through course work on the use of culturally relevant evidence-based practices for the planning of classroom instruction, classroom routines, classroom management, and transition.

Standards:

CEC Standard 1: Foundations

CEC Standard 2: Development and Characteristics of Learners

CEC Standard 4: Instructional Strategies	
ICC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds
DD1K1	Definitions and issues related to the identification of individuals with developmental disabilities
DD1K2	Continuum of placement and services available for students with autism spectrum disorders.
DD1K3	Historical foundations and classic studies of developmental disabilities
DD2K3	Identification of significant core deficit areas for individuals with pervasive developmental disabilities, autism, and autism spectrum disorder
DD2K2	Psychological, social/emotional, and motor characteristics of individuals with developmental disabilities
DD4K2	Evidence-based practices for teaching individuals with pervasive developmental disabilities, autism, and autism spectrum disorders
DD4K3	Specialized curriculum specifically designed to meet the needs of individuals with pervasive developmental disabilities, autism, and autism spectrum disorders
ICC4S6	Use strategies that promote successful transition for individuals with exceptional learning needs
INTASC Standards:	
Standard 1: Learner Development	
Standard 4: Content Knowledge	
Performance	<p>1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p>4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p>
Essential Knowledge	<p>1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.</p> <p>4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p>
Critical Dispositions	<p>1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.</p> <p>4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</p>

Objective: The students will be able to identify and assess the classroom environment for individuals with ASD and make suggestions for accommodations needed based on data collection and functional behavior assessments.

Standards:

CEC Standard 5: Learning Environments/Social Interactions

ICC5K1	Demands of learning environments
ICC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs
ICC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
ICC5S2	Identify supports needed for integration into various program placements
ICC5S5	Modify the learning environment to manage behaviors
ICC5S13	Design and manage daily routines
INTASC Standards:	
Standard 7: Planning for Instruction	
Performance	7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
Essential Knowledge	7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
Critical Dispositions	7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

Objective: The students will be able to identify weaknesses in communication and language of individuals with ASD and make appropriate suggestions (including the use of visuals, assistive tech, naturalistic play, etc...) based on data collection, cultural differences, and suggestions from peer-reviewed research to provide educational support for this population.

Standards:

CEC Standard 6: Language

CEC Standard 9: Professional and Ethical Practice

ICC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
ICC6K4	Augmentative and assistive communication strategies
ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs
DD6S1	Plan instruction on the use of alternative and augmentative communication systems
DD6S2	Use pragmatic language instruction to facilitate ongoing social skills instruction
ICC9K4	Methods to remain current regarding research-validated practice
ICC9S13	Demonstrate commitment to engage in evidence-based practices
INTASC Standards:	
Standard 8: Instructional Strategies	
Standard 9: Professional and Ethical Practice	
Performance	8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and

	performances. 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
Essential Knowledge	8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
Critical Dispositions	8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

XIII. RESULTS

Course Objectives	Related CEC Standards	INTASC Standards Addressed	Measurement/Evaluation
Students will be able to identify, and define the history and characteristics of autism spectrum disorders (i.e., Autism, PDD, CDD, Asperger's) and will show evidence through course work on the use of culturally relevant evidence-based practices for the planning of classroom instruction, classroom routines, classroom management, and transition.	ICC1K5, DD1K1, DD1K2, DD1K3, DD2K3, DD2K2, DD4K2, DD4K3, ICC4S6	Standards 1 and 4 Performance: 1(b),4(b) Essential Knowledge: 1(d), 4 (k) Critical Dispositions: 1(i), 4(o)	Classroom Quality Indicator, Final Paper, Quiz
The students will be able to identify and assess the classroom environment for individuals with ASD and make suggestions for accommodations needed based on data collection and functional behavior assessments.	ICC5K1, ICC5K2, ICC5K4, ICC5S2, ICC5S5, ICC5S13	Standard 7 Performance: 7(a) Essential Knowledge: 7(i) Critical Dispositions: 7(n)	Classroom Quality Indicator, Final Paper, Quiz
The students will be able to identify weaknesses in communication and language of individuals with ASD and make appropriate suggestions (including the use of visuals, assistive tech, naturalistic play, etc...) based on data collection, cultural differences, and	ICC6K3, ICC6K4, ICC6S1, DD6S1, DD6S2, ICC9K4, ICC9S13	Standards 8 and 9 Performance: 8(e),9(d) Essential Knowledge: 8(k), 9 (h) Critical	Classroom Quality Indicator, Article Review on Social Skills, Final Paper, Quiz

suggestions from peer-reviewed research to provide educational support for this population.		Dispositions: 8(q), 9(o)	
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XIV. COURSE RESOURCES

Required Materials

Boutot, E. A., Myles, B. S. (2011). *Autism spectrum disorders: Foundations, characteristics and effective strategies*. Upper Saddle River, NJ: Pearson, Higher Education.

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Supplemental Texts and Journal Articles

Annual student membership in a professional organization (DDD or ASA) is recommended in order for students to receive and have access to the most current professional literature and resources in the field of autism. See professor for details or visit the following websites:

www.mrddcec.org/, or www.autism-society.org/,

Current and Classical References:

Ghezzi, P. M., Williams, W.L., & Carr, J.E. (1999). *Autism: Behavior analytic perspectives*. Reno, NV: Context Press.

Harris, S, & Handleman, J., (1994). *Preschool education programs for children with autism*. Austin, TX: PRO-ED, Inc.

Kanner, L. (1943). Autistic disturbances of affective contact. *Nervous Child*, 3, 217-250.

Lovaas, O.I. (1981). *Teaching developmentally disabled children: The me book*. Austin, TX: PRO-ED, Inc.

Peeters, T., & Gillberg, C. (1999). *Autism: Medical and Educational Aspects*. London: Whurr.

Schopler, E. & Mesibov, G.B. (1987). *Neurobiological issues in autism*. New York: Plenum Press

Simpson, R.L. & Zionts, P. (2000). *Autism: Information and resources for professionals and parents*. Austin, TX: PRO-ED, Inc.

Journals in Autism Spectrum Disorders:

Education and Training in Mental Retardation and Developmental Disabilities

Exceptional Children

Focus on Autism and Other Developmental Disabilities

Journal of the Association of Persons with Severe Handicaps

Journal of Applied Behavior Analysis

Journal of Autism and Developmental Disabilities

Journal of Special Education

Research in Developmental Disabilities

The Analysis of Verbal Behavior

Suggested Internet Resources

XVI. ASSIGNMENTS

Assignments:

- ☐ Actively participate in class discussion and activities (110 points): Class discussion is encouraged and expected. During discussions students are expected to remain attentive and engaged. Some classroom activities will be graded and count within grading category.

- Classroom Quality Indicators (30 points): You will observe a classroom for children with autism (preferably your own classroom, if you do not have access to a classroom, please see instructor.) You will evaluate the environment using the QI assessment, answer summative questions and provide recommendations for improvement based on QI assessment. The assignment will be submitted on webcampus.
 - Classroom Teacher Interview (30 points): For this assignment, students will interview a classroom teacher about what it is like to work in a classroom for students with autism. The classroom teacher interviewed must work in a self-contained classroom for students with autism. The teacher can be of any grade level (Pre-K-21). You will generate questions with your peers during our class discussions. Then you will make arrangements to have a 15-20 minute conversation with the classroom teacher. This conversation can occur in a face to face setting, or over the telephone. After this, you will write up the transcript of your interview and then provide a 1-2 page reaction/reflection on the information shared. If you are already teaching in a classroom, please find another classroom teacher. You can also volunteer to be interviewed for this project as well.
 - Final Project: Paper Project/Presentation (150 points): Students will complete a paper examining selected evidenced based practices that they want to learn more about/feel will be useful in working with students with autism. In order to do this, the paper will address how the evidence based practice(s) address such issues such as the triad of impairment, current educational needs, treatment options, and educational placement. The paper will tell how to use the evidence based practice as well as what it is about the practice that works well for students with autism. This reflection should refer back to the characteristics of autism as a basis for your rationale. In short, you will tell what the research has shown regarding a particular evidence based practice (s) and provide a summary of how the evidence based practice(s) meets the needs of students with autism. At least eight (8) relevant books or articles should be cited (no more than three from the assigned class readings). APA format must be used in text and references.
- Additionally, you will synthesize the content of the paper in a 3-5 minute class presentation (using PowerPoint (you will want to have your presentation saved on flash drive, or plan to bring your own laptop on the day you present). Each student will share their PowerPoint with the class. The instructor must approve a topic for the paper/presentation by no later than the third class day. The paper, worth 100 points, will be due on the same day as the presentation. Presentations, worth 50 points, will be the last day of class. If the presentation goes over the 5 minute time limit, the instructor will stop the student and they will not have a chance to finish, so be sure to monitor your time.
- Quiz (30 points): There will be a final quiz. This quiz will be taken on the last day of class and will consist of multiple choice and short answer questions. It will cover material discussed in class and will reflect questions similar to those that will be found on the comprehensive examination for those who are seeking their master's degree.

XVII. PERFORMANCE ASSESSMENTS

Grading Policy:

Assignments are due by the date and time listed in the course syllabus. 10 points will be deducted for each late assignment. No late final papers will be accepted.

The paper project and presentation will be graded according the rubrics contained in the syllabus. The Following are the point totals for each of the assignments:

Attendance/Participation	=	110
Quizzes (Based on Readings)	=	30

Final Paper/Presentation	=	150
Teacher Interview	=	30
Classroom Quality Indicators	=	30
Total	=	350

XVIII. SPECIAL NOTES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library - Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

XIX. GRADING POLICY

Points Earned	Percentage Score	Grade
325-350	93-100	A
308-324	88-92	B+
290-307	83-87	B
280-289	80-82	B-
273-279	78-79	C+
255-272	73-77	C
245-254	70-72	C-
238-244	68-69	D+
220-237	63-67	D
210-219	60-62	D-
209 and below	<60	F

XX. CLASS SCHEDULE

All Assignments are due on the dates indicated below

Lesson/ Date	Lesson Topic	Assigned Readings and Resources	Assignment Due
1 Thursday 11/19	<input type="checkbox"/> Course Overview <input type="checkbox"/> What is Autism?	Chapter 1 in Boutot Text Read DSM V criteria for Autism (PDF) in Webcampus	
2 Friday 11/20	<input type="checkbox"/> Continue What is Autism <input type="checkbox"/> History of Autism	Video In Class Readings in Webcampus	History of autism activity (20 points)
3 Saturday 11/21	<input type="checkbox"/> Assessment <input type="checkbox"/> Evidence Based Practices <input type="checkbox"/> Family Impact <input type="checkbox"/> Family Collaboration <input type="checkbox"/> Environmental Planning	Chapter 2 Chapter 3 Horner Article NAC report Chapter 4 Chapter 5 Readings in Webcampus	<input type="checkbox"/> Evidenced Based Practices activity in Class (20 pts) <input type="checkbox"/> Generate interview questions
4 Thursday 12/3	<input type="checkbox"/> Using ABA Overview	Chapter 6	<input type="checkbox"/> Teacher Interview Due <input type="checkbox"/> Quality Indicators Due
5 Friday 12/4	<input type="checkbox"/> Comprehensive Behavior Interventions Overview	Chapter 7	<input type="checkbox"/> Webquest in class (20 pts)—bring laptop/iPad/smart phone to class
6 Saturday 12/5	<input type="checkbox"/> Communication Overview <input type="checkbox"/> Social Challenges	Chapter 8 Chapter 9	<input type="checkbox"/> Evidence Based Practices Activity in Class (20 pts) <input type="checkbox"/> Work on Final Paper/presentation
7 Thursday 12/10	<input type="checkbox"/> Teaching Academic and Functional Skills	Chapter 10	
8 Friday 12/11	<input type="checkbox"/> Autism Spectrum Disorders and Sensory Integration <input type="checkbox"/> Assistive Technology	Chapter 11 Chapter 12	

9 Saturday 12/12	<input type="checkbox"/> Transition to Adulthood	Chapter 13	<input type="checkbox"/> Presentations <input type="checkbox"/> Quiz <input type="checkbox"/> Final Paper Due
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Final Paper Rubric		
Proficiency Levels	Format & Organization	Completeness of Information
TARGET 93-100	<input type="checkbox"/> Consistent organization <input type="checkbox"/> Consistent use of APA style <input type="checkbox"/> Correct spelling & grammar <input type="checkbox"/> Cited all references in text & in references correctly <input type="checkbox"/> Covered the required topics	<input type="checkbox"/> Contained at least 8 references, at least 5 of which were from peer-reviewed journals <input type="checkbox"/> At least 5 references are from 2005 or later <input type="checkbox"/> Detailed summary of evidenced based practice(s) that told how the practice is used <input type="checkbox"/> Practices related back to characteristics of students with autism. <input type="checkbox"/> Used a variety of references <input type="checkbox"/> Presented relevant information about subject area
ACCEPTABLE 80-92	<input type="checkbox"/> Frequently organized/occasional lapses in organization <input type="checkbox"/> APA style with minor discrepancies <input type="checkbox"/> One or two spelling or grammar errors <input type="checkbox"/> Not all references cited in text & in references correctly <input type="checkbox"/> Covered the required topics	<input type="checkbox"/> Contained less than 8 references; fewer than 5 were from peer-reviewed journals <input type="checkbox"/> Variety of references represented <input type="checkbox"/> Detailed summary of evidenced based practice(s) that told how the practice is used <input type="checkbox"/> Practices related back to characteristics of students with autism. <input type="checkbox"/> Fewer than 5 references were from 2005 or later <input type="checkbox"/> Information presented was only partially representative of new & current information <input type="checkbox"/> Meets criteria but not at an exceeding level
UNACCEPTABLE 79 and below	<input type="checkbox"/> Disorganized and difficult to follow <input type="checkbox"/> Minimal use of APA style with major discrepancies <input type="checkbox"/> Many spelling and grammar errors <input type="checkbox"/> References in text & reference list not cited correctly <input type="checkbox"/> Did not contain required topics	<input type="checkbox"/> Contained less than 8 references; fewer than 5 were from peer-reviewed journals <input type="checkbox"/> Poor variety of references <input type="checkbox"/> Fewer than 5 references were from 2005 or later <input type="checkbox"/> Information not representative of current information <input type="checkbox"/> Graphs and data not clearly presented, if applicable
TOTALS		

Paper Project Presentation Rubric

Proficiency Levels	Presentation Skills
TARGET 46.5-50	<input type="checkbox"/> Maintained eye-contact with audience <input type="checkbox"/> Spoke loudly enough for all audience members to hear <input type="checkbox"/> Maintained appropriate speaking pace <input type="checkbox"/> Addressed information relevant to topic <input type="checkbox"/> Information was clearly presented <input type="checkbox"/> If overheads were used, information was presented clearly and visibly to audience <input type="checkbox"/> Presentation was between approximately 3 and 5 minutes
ACCEPTABLE 40-46	<input type="checkbox"/> Maintained partial eye-contact with audience <input type="checkbox"/> Spoke loudly enough for all audience members to hear <input type="checkbox"/> Spoke too slowly or too quickly for part of the presentation <input type="checkbox"/> Addressed information relevant to topic <input type="checkbox"/> Information was clearly presented <input type="checkbox"/> Overheads were partially clear and partially visible to audience <input type="checkbox"/> Presentation was between approximately 3 and 5 minutes
UNACCEPTABLE 39 and below	<input type="checkbox"/> Did not maintain eye-contact with audience <input type="checkbox"/> Spoke too softly for most audience members to hear <input type="checkbox"/> Spoke too slowly or too quickly for entire presentation <input type="checkbox"/> Did not address information relevant to topic <input type="checkbox"/> Information was unclear and/or confusing <input type="checkbox"/> Overheads were neither clear nor visible to audience <input type="checkbox"/> Presentation was less than 3 minutes or more than 5 minutes
TOTALS	

Classroom Quality Indicators Rubric

Components	Documentation Information	Evaluation of visual support implementation	Reflection Strengths	Reflection Areas to Address	Reflection Recommendations to Improve/Enhance	Visual Support
TARGET 46.5-50	Observation was conducted and the completed Documentation Form was submitted for school-based observation. 5 points	Quality Indicators for Instructional Environments Evaluation is completed with all areas assessed and detailed specific notes. 9-10 points	Specific strengths identified are indicated in evaluation; and reflection assesses implementation of visual supports based on quality indicators for best practice. 5 points	Specific weaknesses identified are indicated in evaluation; and reflection assesses implementation of visual supports based on quality indicators for best practice. 5 points	Specific recommendations made are based on evaluation, address identified needs, and reflect quality indicators for best practice. 5 points	All components are included and follow required Prepared Format. Description is specific and detailed. Support addresses specific program/student need identified in Quality Indicators assessment. Visual support demonstrates creativity and specificity for target setting. Digital photo shows that a quality support was fully created for ongoing classroom use. 18-20 points
ACCEPTABLE 40-46	2 hour observation was conducted and the nearly complete Documentation Form was submitted for school-based observation. 3-4 points	Quality Indicators for Instructional Environments Evaluation is completed with most areas assessed and some specific notes. 7-8 points	Strengths are partially indicated in evaluation; and reflection assessing implementation of visual supports is based on some quality indicators for best practice. 3-4 points	Weaknesses are partially indicated in evaluation; and reflection assessing implementation of visual supports is somewhat based on quality indicators for best practice. 3-4 points	Specific recommendations made are somewhat based on evaluation, partially address identified needs, and reflect some quality indicators for best practice. 3-4 points	Most components are adequately addressed in the required Prepared Format. Description provides some specific information. Support somewhat addresses specific program/student need identified in Quality Indicators assessment. Digital photo shows that a quality support was partially created for classroom use. 14-17 points
UNACCEPTABLE 39 and below	Observation was less than 2 hours and/or the completed Documentation Form was not submitted for school-based observation. 0-2 points	Quality Indicators for Instructional Environments Evaluation is incomplete with more than one area not assessed and limited notes. 0-6 points	Strengths are not indicated in evaluation; and reflection does not assess implementation of visual supports based on quality indicators for best practice. 0-2 points	Weaknesses are not indicated in evaluation; and reflection does not assess implementation of visual supports based on quality indicators for best practice. 0-2 points	Specific recommendations made are not based on evaluation, do not address identified needs, and do not reflect quality indicators for best practice. 0-2 points	Components are not adequately addressed. Description is unclear. Support does not address specific program/student need identified in Quality Indicators assessment. Digital photo is not provided. 0-13 points
TOTALS						

