

## Autism Best Practices Form

1. Structured & predictable environment
  - \*Visual schedule/daily agenda
  - \*Structured work system and/or mini schedule
  - \*Physical structure of environment (designated areas for work vs. break)
  - \*Visual supports for expectations
  
2. Academic instruction
  - \*Assessment and progress monitoring drives instruction and goal development
  - \*Goals of IEP are addressed during teacher instruction
  - \*Goals of IEP are addressed during independent work time
  - \*Curriculum accommodations or modifications are in place
  - \*IEP manager has regularly scheduled instruction with student
  - \*IEP case manager is introducing new tasks
  - \*Materials are updated on a regular basis
  
3. Positive Behavior Supports
  - \*Data collection for behavior
  - \*Student taught self-monitoring strategies
  - \*Visual supports to promote alternative behaviors
  - \*Reinforcement system given immediately after a behavior
  - \*Student participates in Tier 1 supports (acknowledgement system, Second Steps/Skills Streaming)
  
4. Communication
  - \*Social stories, video modeling
  - \*Task analysis
  - \*Adults use wait time after directions are given to student
  - \*Has a system to communicate needs, wants, choices, feelings, ideas, etc.
  - \*Social skills are targeted through direct instruction (scripts, circle of friends)
  - \*Student has opportunities to be with peers
  - \*Communication system is used consistently throughout the day
  - \*Adults supporting student utilize non-verbal students
  - \*Adults use wait time when communicating with student
  
5. Sensory
  - \*Sensory breaks are built into the student's daily schedule (not used as reward or taken away due to behavior)
  - \*Sensory needs are identified through consultation with the building OT