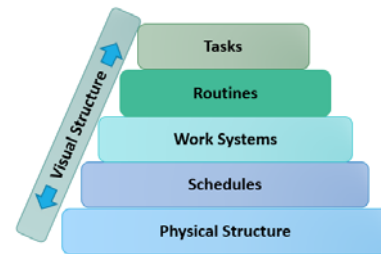


Date:

Teacher:

Campus:



Structured Teaching Fidelity Measure For Students with Autism

Physical Structure Implementation	Yes	No	N/A	Comments
Areas for different types of classroom activities are all clearly and visually defined Physical or visual boundaries (furniture, materials, tape on floor) are used to help clarify activity areas				
Daily activities consistently occur in designated areas (i.e. teacher led activities, independent activities, group activities, leisure activities)				
Classroom materials are well organized (labeled, easily accessible, student knows where to put items when finished)				
A break/sensory area is designated and labeled with materials and visual supports				

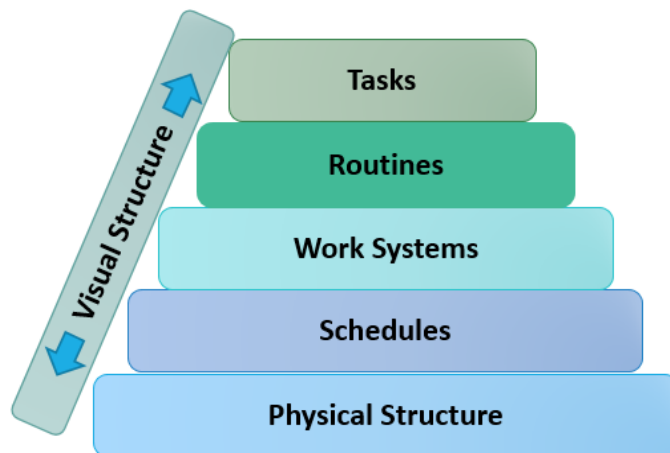
Schedule Implementation	Yes	No	N/A	Comments
Individual student schedules are used consistently throughout the day. For students who refer to it in times of crisis or during a change, the schedule is available and updated at all times.				
Individual consideration is given to the appropriate schedule length, location, and manner of presentation				
Students are prepared for changes in scheduled activities (i.e. visual cue to indicate a new activity)				
Mini-Schedules (activity schedules within chunks of day) are available to use during different classroom/school activities, if needed (i.e. work schedules, hygiene schedules, group schedule)				

Work System Implementation	Yes	No	N/A	Comments
A work system is in place for each student to use consistently during work time. (The organization and structure of the work system should answer 4 questions for the student- What work do I do? How much work? When am I finished? What reinforcement do I get for completion?)				
Staff uses physical prompting to teach students to use the system.				
Tasks used in work areas reflect previously mastered skills and rotated to maintain interest. In General Education, tasks may include new work, but a visual routine for requesting help is incorporated.				
The 4 questions are answered visually for students when they arrive at a number of school locations/participate in a number of school activities (i.e. art activities, hygiene, teaching time, gym, cafeteria, general education settings)				

Routines/Systems Implementation	Yes	No	N/A	Comments
Transition Routines/Activity Expectations are in place. (i.e. "Upon entering room, hang up backpack, sit at desk and choose a book out of basket", "Upon finishing task, clean up, check schedule, begin new activity" Student has visual supports to help with routines				
Student has visual choice board for appropriate activities during unstructured times				
Reward systems based on interests are in place for targeted behaviors (i.e. token boards)				
Requesting a break or sensory activity is taught and visual system is available				
Communication Systems are in place. (Ex. Devices, Core Boards, PECS or Word Banks for students who find it difficult to talk about abstract feelings)				

Tasks- Academic, Functional, Vocational Implementation	Yes	No	N/A	Comments
Visual instructions are provided in tasks and class activities and are individualized to match student's developmental level (i.e. jigs, pictures, lists)				
Visual clarity is provided in tasks and class activities (i.e. use of highlighting, numbers, arrows, color codes)				
Tasks have a clear start and finish.				
Materials are organized, ready and accessible to students.				

General	Positive Feedback Tally
Students are given positive feedback consistently	
Comments:	



Physical Structure, Routines/Systems- RESOURCES

Autism, Power of Structure Training – ESC or in District- Jenny Montalvo, M.Ed.

Texas Statewide Leadership for Autism Training- www.txautism.net
Classroom Organization: The Power of Structure for Individuals with ASD (6 hours)
Workshop #FA1019640

www.autismcircuit.net

Tools for teachers to print

Region 7 Autism LiveBinder

Visual Supports to Print

LID Classroom Critical Components – ESC or in District –Jenny Montalvo, M.Ed.

Autism in Early Childhood – ESC or in District – Jenny Montalvo, M. Ed., Donna Holt, B.A., B.S.

Schedules- RESOURCES

Autism, Power of Structure Training – ESC or in District- Jenny Montalvo, M.Ed.

Texas Statewide Leadership for Autism Training- <http://www.txautism.net/trainings/category/basic>

Classroom Organization: The Power of Structure for Individuals with ASD (6 hours)
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Visual Supports to Print

LID Classroom Critical Components – ESC or in District –Jenny Montalvo, M.Ed.

Autism 101- ESC or in District- Jenny Montalvo, M. Ed.

Autism in Early Childhood – ESC or in District – Jenny Montalvo, M. Ed., Donna Holt, B.A., B.S.

Work Systems, Tasks – Academic, Functional, Vocational- RESOURCES

Autism, Power of Structure Training – ESC or in District- Jenny Montalvo, M.Ed.

Task Galore – ESC or in District- Jenny Montalvo, M. Ed.

Region 7, Autism LiveBinder –Visual Supports and Work Task Information