

Skills Assessment for Alternative Autism Endorsement

Staff Name: _____

Child Name: _____

Evaluator: _____

Date (s): _____

Directions: Please complete ratings for each of the following skills as observed with child noted above. Observations must be completed over a minimum of two occasions (two days), with dates noted above. Separate observations are completed for each of two children. Write number indicating staff person's level of proficiency with each skill. See descriptors below.

Rating Scale		
1	Below Proficiency	Individual used the skill in only the simplest situation(s); needs significant improvement in the skill; required extensive coaching to apply the skill.
2	Near Proficiency	Individual performed skill some of the time at minimum level of success; performance of skill wasn't automatic and required effort for correct performance of the skill; needed frequent coaching to apply skill.
3	Proficient	Individual performed skill at the basic level required to deliver instruction to child within common skill acquisition programs; individual performed the skill with only occasional coaching.
4	Exceeds Proficiency	Individual performed skill at mastery level (skill used fluently); was capable of applying skill to a new and/or different situation; was able to teach the skill to others; used skill in sessions without coaching.

Skills Observed for Autism Endorsement				
Set up/Environment	1	2	3	4
1. Had materials ready and organized.				
2. Arranged physical environment (e.g., furniture, space, lighting, noise level, other distractions) to accomplish implementation of programs for child.				
3. Used natural settings for teaching with child. Please indicate which phase of learning was observed: ___ Acquisition ___ Fluency ___ Generalization ___ Maintenance				
Establishing Attention				
1. Obtained child's attention prior to delivering instruction.				
2. Timed onset of trial (began teaching) to optimally maintain attention.				
3. Reinforced attention when it occurred.				
4. Incorporated interesting (motivating) materials and events to maintain engagement.				
Instructions				
1. Gave clear, concise instructions per program design.				
2. Used natural tone of voice (e.g., pitch, intonation, rate, rhythm and volume).				
3. Used instructions that match child's comprehension level.				
4. Gave child 3-5 seconds to initiate response.				
Prompting				
1. Delivered prompt with the instruction or immediately afterwards.				
2. Gave enough assistance to ensure success and avoid failure, but more prompting than needed was never used (least amount of prompting needed was used to ensure success).				
3. Used most-to-least prompting, least-to-most prompting or graduated guidance as outlined in program.				

4. Followed prompted trials by implementing trials without prompts or with reduced prompts.				
5. Systematically faded prompts (observe over time).				
6. Avoided inadvertent prompting of child's response (e.g., position, glance, etc.)				
7. Used respectful, kind touch for physical prompting and positioning of child.				
Feedback/Consequence				
1. Gave feedback immediately.				
2. Used effective reinforcers.				
3. Matched reinforcement to the child's level of responses.				
4. Used optimal frequency of reinforcement (often enough to be effective, but faded as quickly as possible).				
5. Differentially reinforced other behaviors or alternative behaviors as applicable.				
6. Following an error, provided correction as designed in program.				
7. Whenever used, tangible reinforcers were paired with social reinforcers.				
8. Consistently implemented contingencies outlined in program(s).				
9. Implemented strategies for child to relinquish reinforcers with diminishing protest.				

Data Collection and Analysis				
1. Recorded data immediately.				
2. Recorded data as designed in program(s).				
3. Analyzed data that was collected.				
4. Used data to make decisions about program changes (may be observed during or following session).				
Maximizing Progress				
1. Varied session length, timing, sequence and duration of breaks based on child's behavior.				
2. Arranged task order so difficult tasks occurred between easier tasks.				
3. Ended session on a pattern of successes (following correct responses and/or positive behavior).				
4. Created behavioral momentum (implemented easy tasks with high rate of success before difficult tasks).				
5. Utilized child's interests and motivating activities in overall program.				
6. Modeled language for child that fit activities and routines.				
7. Facilitated generalization, if applicable, as skills were acquired.				
8. Adjusted instruction in the moment based upon child's behavior and performance.				
9. Interacted with child in playful, positive, and engaging manner.				
10. Used play and planned activities intentionally to teach skills.				
11. Graduated child (changed program) as soon as skill was mastered.				
12. Demonstrated evidence-based practices; identify those observed:				

Additional Comments:

Recommendations:

Signatures: