

BAU Fidelity Form

Skills and Indicators	Full Implementation	4	Partial Implementation	3	2	Minimal /No Implementation	1	O	R	Observations/Evidence
Teaming										
1.* Collaborative team has regularly scheduled meetings with agendas	5	4	3	2	1					
2.**Systems for follow-up for decisions made at team meetings, action plans, and a problem solving process are in place	5	4	3	2	1					
3. **Team members implement programs in a consistent manner	5	4	3	2	1					
4. All team members are invited to meetings regarding important programming decisions	5	4	3	2	1					

NOTE:

*To score item #1, ask to see a copy of an agenda from a team meeting. If an agenda exists, then a score of 5 can be given. If teacher (or other team member) cannot produce an example of an agenda, the classroom/teacher cannot receive a score above 4 on this item. The rater can also probe the teacher/interviewee about the structure (e.g. who attends, how often) and function (i.e. why do you meet) of team meetings to determine the score.

** To score items #2 & #3, the rater should ask how decisions from team meetings are followed up on to ensure implementation. The teacher should be asked to provide one clear example of a time when this occurred to receive a score of 5.

Comments:



Observer Initials	____ _ First Middle Last	<input type="checkbox"/> Primary Observer	<input type="checkbox"/> Reliability Observer	Date: __/__/____
Observation Time Period: 1 2 3 4 Method of Collection for "R" items: <input type="checkbox"/> In Person <input type="checkbox"/> By phone <input type="checkbox"/> Both				

Skills and Indicators	Full Implementation		Partial Implementation		Minimal /No Implementation			Observations/Evidence
Classroom Structure <i>***Raters Please Note: The ratings for classroom structure are to be completed from the perspective of the students with ASD***</i>						O	R	
1. A daily schedule of activities is used by students and staff; individual schedules are utilized as necessary	5	4	3	2	1			
2. Students are adequately prepared for transitions (e.g., informed in advance of changes in routine or activity)	5	4	3	2	1			
3. Each student spends most of his/her time actively engaged in meaningful learning activities, with little or no unengaged time	5	4	3	2	1			
4. Students are given opportunities to make choices	5	4	3	2	1			
5. Paraeducators in the classroom are actively involved with students in a manner that promotes their independence and learning	5	4	3	2	1			
6. The roles and responsibilities of all team members, including paraeducators, are clearly defined	5	4	3	2	1			
7. Data are collected on all IEP objectives regularly	5	4	3	2	1			
8. Data are summarized, analyzed, and used to make instructional decisions	5	4	3	2	1			

Comments:

Skills and Indicators	Full Implementation		Partial Implementation		Minimal /No Implementation	O	R	Observations/Evidence
Classroom Environment								
1. The environment is instructionally organized and safe (e.g., teachers can see all students)	5	4	3	2	1			
2. *Students needing alternative communication devices and adaptive equipment have access to them and use these supports throughout the day	5	4	3	2	1			
3. Students have access to instructional materials	5	4	3	2	1			
4. Materials are organized and in good working order	5	4	3	2	1			
5. Each student has his/her own place to locate personal items, such as backpacks, jackets, lunch boxes, similar to other students	5	4	3	2	1			
6. Visual supports, which help define areas, assist the student by visually describing expected behaviors and visually explaining the task or activity are displayed in appropriate areas for students	5	4	3	2	1			
7. Activity matrices, lesson plans, or other organizational devices are developed and utilized for planning instruction	5	4	3	2	1			
8. **A low student-teacher ratio is maintained to insure instructional fidelity and appropriate intensity of intervention	5	4	3	2	1			

NOTE:

*To score item #2...

Score **1** if NO AAC (high tech, low tech or no tech) supports for *expressive communication* are available.

Score **2** if picture symbols or other AAC supports for *expressive communication* are available during one activity (i.e. snack time).

Score **3** if picture symbols or other AAC supports for *expressive communication* are available during two activities (i.e. snack time, circle time).

Score **4** if picture symbols or other AAC supports for *expressive communication* are available during three activities (i.e. snack time, circle time, centers).

Score **5** if picture symbols or other AAC supports for *expressive communication* are available throughout the day across activities.

**To score item #8...

Score **1** if student:adult = 12:1 or above; Score **2** if = 10-11:1; Score **3** if = 7-9:1; Score **4** if = 5-6:1; Score **5** if = 4:1 or below;

Score (adult ratio) should be based on number of full time classroom staff.

Comments:

Skills and Indicators	Full Implementation		Partial Implementation		Minimal/No Implementation	O	R	Observations/Evidence
Curriculum and Instruction								
1. *In addition to the traditional domains of an IEP, objectives addressing core deficit areas related to ASD including, but not limited to: attention, imitation, communication, social skills (adults and peers), play/leisure, independence, and cognitive flexibility are included on the IEP	5	4	3	2	1			
2. Specialized instruction, including use of appropriate prompting procedures and consequences are embedded into ongoing meaningful classroom activities and routines	5	4	3	2	1			
3. Repeated, planned teaching opportunities are generally organized around relatively brief periods of time, and alternate with student-directed opportunities and activities. Length of instructional periods depends on the age and ability of student	5	4	3	2	1			
4. Positive feedback is provided often to students and more frequently than corrective feedback	5	4	3	2	1			
5. Reinforcers used are individualized and presented contingently	5	4	3	2	1			

NOTE:

*To score item #1, the observer should ask to see the IEPs of a minimum of two children with ASD.

Comments:

Skills and Indicators	Full Implementation		Partial Implementation		Minimal/No Implementation	O	R	Observations/Evidence
Social/Peer Relationships								
1. Staff use a range of evidence-based instructional strategies to plan daily opportunities for children with ASD to interact successfully with typically developing peers	5	4	3	2	1			
2. Staff encourage peer partners/buddies	5	4	3	2	1			
3. Staff consider peer relationships during classroom activities and when assigning groups	5	4	3	2	1			
4. Staff provide positive feedback to promote and maintain social interactions	5	4	3	2	1			
5. Staff do not interfere with ongoing positive peer interactions	5	4	3	2	1			
6. Staff facilitate interactions by supporting and suggesting successful ways to interact with peers	5	4	3	2	1			

Comments:

Skills and Indicators	Full Implementation		Partial Implementation		Minimal /No Implementation	O	R	Observations/Evidence
Challenging Behaviors								
1. Consequences are in place (i.e., staff response or absence of response) so that challenging behavior is not reinforced	5	4	3	2	1			
2. Consequences are in place so that when the challenging behavior occurs, all staff members deal with it in a consistent manner and that all children and staff are safe	5	4	3	2	1			
3. The environment and materials are organized to prevent the occurrence of problem behavior	5	4	3	2	1			
4. Adaptive skills (e.g., communication, turn-taking) are reinforced frequently to replace problem behavior	5	4	3	2	1			
5. Staff use a hierarchy of prompts (gives an independent opportunity to follow directions before providing additional physical assistance)	5	4	3	2	1			
6. All students have a functional communication system that is readily accessible, and they are sufficiently competent at using the system to meet basic needs	5	4	3	2	1			
7. Staff collect data on target skills on a daily basis (i.e., both challenging behavior and replacement skills)	5	4	3	2	1			

NOTE:

Observation of these indicators supersedes report. If these indicators are not observed use indicators to guide an interview with the teacher to score this section.

Comments:

Skills and Indicators	Full Implementation		Partial Implementation		Minimal/No Implementation	O	R	Observations/Evidence
Family Involvement								
1. Has a system for regular communication that is individualized and appropriate for every family	5	4	3	2	1			
2. Responds to notes and phone calls in a timely manner	5	4	3	2	1			
3. Avoids jargon and acronyms; technical terms are explained	5	4	3	2	1			
4. Sets up opportunities for parents to observe staff and model strategies in person or by video	5	4	3	2	1			
5. Respects family members' knowledge, beliefs, and priorities	5	4	3	2	1			
6. Respects the family's rights to confidentiality	5	4	3	2	1			
7. Maintains professional relationship with families	5	4	3	2	1			
8. Provides information about instructional strategies, community resources, and other topics as requested by the family	5	4	3	2	1			

NOTE:

Observation of these indicators supersedes report. If these indicators are not observed use indicators to guide an interview with the teacher to score this section.

Comments:

Skills and Indicators	Full Implementation		Partial Implementation		Minimal/No Implementation	O	R	Observations/Evidence
Building a Positive Instructional Climate								
1. Greets students on arrival in an age-appropriate and individually appropriate manner	5	4	3	2	1			
2. Verbally interacts with individual students during routines and activities	5	4	3	2	1			
3. Participates in student's activities when appropriate	5	4	3	2	1			
4. Shows respect, consideration, and warmth	5	4	3	2	1			
5. Speaks calmly to students	5	4	3	2	1			
6. Conveys acceptance of individual differences through diverse planning, material selection, conversation topics	5	4	3	2	1			
7. Provides students with opportunities to make choices	5	4	3	2	1			
8. Acknowledges students' efforts and positive behaviors in both informal (high fives) and formal (notes, rewards) ways	5	4	3	2	1			

Comments: