

LEAP – USA Fidelity Form

University of Colorado at Denver

Classroom Organization and Planning

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

Full Implementation	Partial Implementation	Minimal /No Implementation	O	R
5	4	3	2	1

1. Organizes and maintains classroom in an attractive manner

- maintains a stimulating and orderly environment
- ensures that the room and toys are cleaned regularly
- sets up and maintains individual interest areas (i.e., sensory table, art, blocks, etc.)
- displays children’s art work
- reduces or removes distracting stimuli when necessary

					O	R
5	4	3	2	1		

2. Maintains an organized daily schedule

- ensures that daily routine follows an orderly and predictable sequence
- provides a balance of activities (active/quiet, teacher directed/child directed, individual/small group/large group)
- considers attention span and abilities of children when planning the length of an activity
- posts classroom schedule in an area visible to staff, parents, and outside visitors
- follows schedule in a predictable manner but allows for flexibility
- effectively plans and paces transitions; waiting time is minimal
- prepares for transitions; follows transition sequence consistently; supports children as needed and provides children with sufficient notice that a transition is coming

					O	R
5	4	3	2	1		

3. Arranges the environment and daily routine to support independence

- sets up and maintains individual interest areas (i.e., sensory table, art, blocks, etc.)
- uses low furniture to separate play areas and reduce distraction
- places materials on low shelves making them readily accessible to children
- labels shelves with pictures of materials to support independent clean-up
- establishes a system for children to choose and transition between play areas (name tags, necklaces, clothes pins etc.)
- creates a predictable sequence within the daily activities (i.e., circle time includes, “Hello song,” calendar, weather, introduction of themes, choosing play areas)

					O	R
5	4	3	2	1		

LEAP

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				

Classroom Organization and Planning (cont.)

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

Full Implementation	Partial Implementation	Minimal /No Implementation	O	R
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4. Plans easily recognized unit themes

5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
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- selects themes that reflect children’s interests and abilities
- introduces and discusses themes during large group activities
- creatively incorporates and embeds themes into play areas
- brings materials related to the theme into the classroom
- plans complimentary activities and experiences

5. Encourages teamwork

5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
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- encourages exchange of ideas, sharing observations, and discussion of new strategies
- delineates roles and responsibilities to ensure smooth flow of daily routine
- team meets as a whole to plan for themes and activities (regular ed & special ed together)
- posts staff’s duties (weekly) to ensure expectations are clear
- plans for all staff members to share in classroom responsibilities
- communicates information regarding child needs, interests and programming goals with all staff members

Comments:

Teaching Strategies

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

Raters Please Note: The ratings for teaching strategies are to be completed from the perspective of at least two students with ASD

1. Individualizes instruction based on children’s needs, interests and abilities

Full Implementation	Partial Implementation	Minimal/No Implementation	O	R		
5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

- individualizes children’s needs, interests and abilities (i.e., observation, recording information, planning activities, collecting work samples, etc.)
- plans for varying levels of development in classroom activities
- targets functional goals and objectives for children (those that enable children to successfully manage or function in their social and physical environments)
- follows children’s lead by responding to ongoing play and initiations in a manner designed to increase and improve quality of engagement

2. Implements naturalistic teaching strategies for addressing children’s needs

Full Implementation	Partial Implementation	Minimal/No Implementation	O	R		
5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

- embeds instruction into naturally occurring opportunities for learning (i.e. circle, play, transitions, interactions, meals, etc.)
- addresses related skills in conjunction with target goal (i.e. works on language, social and fine motor skills while practicing set the snack table)
- provides opportunities for children to practice skills across settings, materials, cues and people (generalization)

3. Identifies logically occurring antecedents and consequences

Full Implementation	Partial Implementation	Minimal/No Implementation	O	R		
5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

- ensures that antecedents (materials, questions, delays, models, assistance, etc.) are selected to elicit targeted skills
- gives instructional feedback that is immediate, specific and objective
- provides adequate environmental cues (corrective responses and positive reinforcement) for acquiring and maintaining desired responses
- selects consequences that are inherent to the activity or a logical outcome of the activity
- assumes an active role in the classroom (following/leading, arranging/waiting, asking/answering, and showing/guiding)

4. Adapts instruction to meet children’s special needs

Full Implementation	Partial Implementation	Minimal/No Implementation	O	R		
5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

- incorporates learning objectives into child-selected activities and teaches the skill children will need to participate
- provides instruction through children’s most effective learning mode (visual, auditory, motoric) when appropriate (i.e., combines verbal directions with visual cues)
- plans for repetition, modeling and imitation to assist in skill
- uses a consistent hierarchy of prompting; systematically fades the prompt
- uses task analysis (breaks tasks down into smaller steps) for teaching purposes intersperses “known” material with “unknown” material
- proceeds from concrete to abstract and from simple to complex

Teaching Strategies (cont.)

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

5. Adapts materials to meet children's special needs

- enlarges materials for children with visual or motor impairments (larger crayons, paper, etc) stabilizes materials to enable better manipulation (tapes paper to table, uses velcro picture boards, etc.)
- adds cues to materials to help child participate more independently (places photo of child over cubby, uses dinosaur stickers to help child identify name tag at play time, etc.)
- reduces distraction by limiting materials (one puzzle piece at a time until correct position is located)
- uses reusable materials to provide extra practice (wipe off cards, chalkboard, etc)
- makes materials more familiar or more personal for child (teacher-made book using pictures of child and family; objects from home brought in for language activity)

Comments:

Full Implementation	4	Partial Implementation	3	2	Minimal/No Implementation	1	O	R
5							<input type="checkbox"/>	<input type="checkbox"/>

Teaching Communication Skills

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

	Full Implementation	Partial Implementation	Minimal /No Implementation	O	R		
1. Utilizes naturalistic teaching strategies	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> reflects and expands on children’s verbal communication playfully encourages communication using environmental strategies (e.g., forgetfulness & sabotage, piece by piece, visible but unreachable) engages in parallel and self-talk to model language use Incidental Teaching effectively across classroom activities 							
2. Identifies and capitalizes on opportunities to encourage communication	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> sets up play and routine situations that foster communication between children uses highly motivating, novel materials within the classroom develops repetitive and predictable routines then pauses or changes the routine to illicit initiations or commenting allows adequate waiting time for child to process and formulate language 							
3. Utilizes and encourages total communication (signs, pictures, gestures, augmentative communication devices & verbalizations) within the classroom	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> integrates individual children’s augmentative communication systems into all classroom routines ensures that pictures (or other augmentative devices) are readily available to individual children at all times uses sign or gestures during activities when appropriate ensures peers have opportunities to be exposed to augmentative communication symbols 							
4. Uses a team approach to determine and develop individual communication systems	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> gives and accepts feedback from other staff participates in team discussions about a child’s communication style includes families (actively seeks input from) in decision making and generalization to other settings ensures system is <i>dynamic</i> and constantly changing monitors and incorporates expanding vocabulary quickly 							

Comments:

Promoting Social Interactions

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

	Full Implementation	Partial Implementation	Minimal /No Implementation		
				O	R

1. Capitalizes on the presence of typically developing peers

5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
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- utilizes peers as models of desirable social behavior
- encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean up buddy, etc.)
- demonstrates sensitivity to peer preferences and personalities
- shows an understanding of developmental levels of interactions and play skills

2. Utilizes effective environmental arrangements to encourage social interactions

					O	R
5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

- considers peer placement during classroom activities
- effectively selects and arranges materials that promote interactions
- effectively selects and arranges activities that promote interactions
- plans for consistent social opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.)

3. Uses prompting and reinforcement of interactions effectively

					O	R
5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

- provides sincere, enthusiastic feedback to promote and maintain social interactions
- waits until interactions are finished before reinforcing; does not interrupt interactions
- models phrases children can use to initiate and continue interactions
- gives general reminders to "play with your friends"
- facilitates interactions by supporting and suggesting play ideas
- ensures interactions are mostly child-directed not teacher-directed during free play

4. Provides instruction to aid in the development of social skills

					O	R
5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

- includes social interaction goals on the IEP
- teaches appropriate social skills through lessons and role-playing opportunities
- incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning

Promoting Social Interactions (cont.)

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

5. Utilizes materials that are:

- high interest
- high in social value

Full Implementation	Partial Implementation	Minimal/No Implementation	O	R		
5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

6. Structures activities to encourage and teach:

- sharing
- turn-taking
- requesting and distributing items
- working cooperatively

5	4	3	2	1	O	R
					<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Providing Positive Behavioral Guidance

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

	Full Implementation	4	Partial Implementation	3	2	Minimal/No Implementation	1	O	R
1. Creates an environment that leads to the development of self-control	5	4	3	2	1			<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> tries to avoid behavior problems by being organized and prepared redirects disruptive/destructive play into acceptable outlets guides children in effective ways of settling disputes encourages children to talk about their feelings/ ideas rather than use physical force tells children what they can do, gives alternatives models behavior expected of children 									
2. Establishes/enforces clear rules, limits and consequences for behavior	5	4	3	2	1			<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> identifies/reviews reasonable classroom rules with children; provides opportunity for practice states rules positively and specifically (avoids words "no" and "don't" as much as possible) keeps rule to manageable number (3-6) frequently reinforces children for appropriate behavior identifies consequences for both following and not following rules makes sure all adults in classroom know rules and consequences enforces rules and consequences consistently and fairly 									
3. Gives appropriate directions	5	4	3	2	1			<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> keeps directions simple, short and specific phrases directions as statements not questions when choice is not an option states directions in calm, quiet neutral tone; walks over to child rather than call across room uses preventative directions to head off potential problems uses a hierarchy of prompts (gives an independent opportunity to follow directions before providing additional physical assistance) 									

Providing Positive Behavioral Guidance (cont.)

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

	Full Implementation	Partial Implementation	Minimal/No Implementation	O	R		
4. Utilizes monitoring strategies to reduce behavior problems	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> assists children to attend to teacher in group activities (uses reinforcement, differential reinforcement, redirection, prompts, cues, etc.) 							
<ul style="list-style-type: none"> helps cue teacher when children need attention, acknowledgment of efforts, opportunity for turns, etc... 							
<ul style="list-style-type: none"> positions self to allow clear view of play areas; shares monitoring responsibilities with other staff members 							
<ul style="list-style-type: none"> remains focused on children; is careful not to become distracted 							

	5	4	3	2	1	O	R
5. Implements a variety of effective behavior management strategies						<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> utilizes a systematic approach for developing behavior interventions (e.g., describes the behavior, analyzes the antecedents, determines the function, establishes clear consequences, monitors the effectiveness of the intervention and modifies as needed) 							
<ul style="list-style-type: none"> includes a high level of positive reinforcement (i.e., praise, comments, conversation, opportunities for turns, etc.) 							
<ul style="list-style-type: none"> utilizes peer models to increase appropriate behavior (i.e. differential reinforcement, "sit and watch," etc.) 							
<ul style="list-style-type: none"> uses interruption and redirection to teach desirable alternative behavior 							
<ul style="list-style-type: none"> ignores attention-seeking behaviors when appropriate 							
<ul style="list-style-type: none"> follows a set procedure when using time out (i.e. uses strategies first; discusses with all team members; decides on which behaviors merit a time out; duration of time out; etc.) 							

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:

IEP'S & Measuring Progress (Data Collection)

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

Full Implementation
 Partial Implementation
 Minimal/No Implementation
O R

1. Establishes a system for effective data collection

5 4 3 2 1

- selects type of data sheet based on IEP objective (rating, frequency, narrative)
- organizes manageable system where data sheets are easily accessible to staff (i.e., clipboards, file cards)
- assures each goal and data sheet includes the objective, level of performance, criteria, and specially designed instructions if appropriate
- all staff follow and/or accepts responsibility for collecting data as delineated on a posted schedule

2. Incorporates data collection into daily routine

5 4 3 2 1

- assess daily lesson plans and considers where and when certain data can be collected
- ensures each child has some goals or objectives coded per day

3. Reviews and maintains data in systematic fashion

5 4 3 2 1

- monitors data to make changes as appropriate (i.e., modifies presentation, adapts materials, returns to previous step, etc.)
- checks data frequently for goals completion according to criteria
- adds new goals and data sheets as necessary
- reviews data with team and supervisor on regular basis

4. Evaluates goals and objectives for appropriateness in the environment

5 4 3 2 1

- reviews each child's goals and objectives upon entry into program
- spends 3-4 weeks getting to know child and determining appropriate objectives and collect baseline data
- conducts a team meeting where members share ideas about appropriate goals/objectives

NOTE:

To score this section the observer should ask to see the IEP of a minimum of two children with ASD.

Comments:

Interactions with Children

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

Raters Please Note: The ratings for interactions with children are to be completed from the perspective of the students with ASD

	Full Implementation	Partial Implementation	Minimal/No Implementation	O	R		
1. Develops meaningful relationships with children	5	4	3	2	1	<input type="text"/>	<input type="text"/>
• greets children on arrival; calls by name							
• communicates with children at eye level							
• verbally interacts with individual children during routines and activities							
• participates in children's play when appropriate							
• shows respect, consideration, warmth							
• speaks calmly to children							
2. Interacts with children to develop their self-esteem	5	4	3	2	1	<input type="text"/>	<input type="text"/>
• demonstrates active listening with children							
• avoids judgmental statements							
• supports children's ideas							
• recognizes children's efforts							
• shows empathy and acceptance of children's feelings							
3. Shows sensitivity to individual children's needs	5	4	3	2	1	<input type="text"/>	<input type="text"/>
• respects and accommodates individual needs, personalities and characteristics of all children							
• adapts and adjusts accordingly (instruction, curriculum, materials, etc.); plans for different skill levels							
• conveys acceptance of individual differences (culture, gender, sensory needs) through diverse planning, material selection, discussion topics							
4. Encourages autonomy	5	4	3	2	1	<input type="text"/>	<input type="text"/>
• provides children with opportunities to make choices							
• allows children time to respond and/or complete task independently before offering assistance							
• creates opportunities for decision making, problem solving, and working together							
• teaches children strategies for self-regulating and/or self-monitoring behaviors							

Comments:

Interactions with Families

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

Full Implementation	Partial Implementation	Minimal/No Implementation	O	R		
5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

1. Creates an environment for open communication

- greet family members by name during arrival or departure
- creates an opportunity for brief, informal communication at arrival and departure times
- establishes a system for regular communication (daily communication notebooks, notes, telephone hours, bulletin board)

2. Provides parents with clear information so that they understand the philosophy of the program and the strategies being used with their child

- A pamphlet is sent home or an informational session is held as children enter the program which explains program philosophy and vision and is free of jargon and acronyms; technical terms are explained.
- considers differences in culture, values, expectations and levels of understanding, evidenced by information being provided in the families primary language or interpreters are available to assist families.

3. Family training Component

- Families are offered a parent training program that reflects their concerns priorities and resources.
- The family training is designed to teach the basic principles of behavior management and effective strategies for teaching young children.
- Activities are individualized for each family participating in training.
- Practice sessions focus on family priorities and offer a chance for family trainer to model the intervention strategies for families in the natural family environment.
- Family trainer provides encouragement and constructive feedback for the families.
- Data is collected and analyzed to evaluate the effectiveness of the family training component.

4. Involves parents in classroom activities

- posts weekly lesson plans and other pertinent information for parents in classroom
- involves families in a variety of ways; sets up opportunities for parents to observe staff and model strategies in person or by video

5. Treats parents as a member of their child's educational team

- invites parents to meetings regarding important programming decisions
- shares relevant, important information with parents
- involves parents in the development and evaluation of classroom goals

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: