

Autism(& Low Incidence) Classroom Observation Tool (ACOT)

Candidate _____ Observer _____

	Targeted Indicator	Year 1 Fall	Sp	Year 2 Fall	Spring
	Environmental Supports: (Source- Direct Observation, Report) Date				
O	Staff can observe all areas of the classroom				
O/R	Use of Visual Schedules/Calendars are observed				
O	Signals clearly indicate when observed transitions are approaching				
O	Students are not segregated from their peers (unless prescribed in behavior plan)				
O/R	Use of assistive technology/modifications is evident				
	Instructional Supports (Source- Direct Observation, Report)				
O/R	Systematic instruction plans available for some objectives				
O/R	Data are collected on multiple student objectives				
O/R	Data are plotted on line graphs				
R	Staff report the use of AIM lines or data- based decision making rules				
	Instruction (Source- Direct Observation, Report)				
O	All staff members are engaged in instruction/preparation activities when not on a scheduled break				
O	No student sits for more than 5 minutes without instruction				
O	Staff members seek attention responses before delivering instruction				
O	Staff members generally deliver same directive only once then use prompts or feedback to ensure correct responses				
O	Staff members deliver consistent feedback during instruction				
O	All instructional materials are age-appropriate				
O/R	Staff members use preference assessments to select potential reinforcers				
O/R	Instruction occurs across multiple skill domains (at least three) <ul style="list-style-type: none"> • Communication/Social/Core Content/Adaptive/Life skills) 				
O/R	Staff members demonstrate or report using methods to promote generalization				
	Communication Instruction (Source- Direct Observation, Report)				
O/R	Students IEP contain social/communication objectives				
O	All students have a functional communication system				
O	Communication instruction is observed multiple times/Multiple staff				
O	Students with AAC have access to devices at all times (score if NA)				
O	Staff members teach, prompt, or arrange environment to facilitate peer interaction				
O/R	All students participate in activities with peers without disabilities				
	Behavior Management (Source- Direct Observation, Report)				
O	Staff members often provide praise/preferred stimuli following appropriate behavior				
O	Staff members provide students multiple opportunities to make choices				
O	Staff member-student interactions promote dignity				
O	Staff members avoid the use of punishment-based procedures <i>Unless prescribed in a BIP</i>				
R	Behavior Intervention Plans are written for persistent challenging behaviors				
	Staff interaction (Source- Direct Observation, Report)				
R	Staff members communicate weekly with related service staff/parents				
R	Staff members implement procedures planned and modeled by other members				
R	Paraprofessionals are given plans prior to performing instruction				
	Total /32				

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Candidate _____ Observer _____

Year 1/Fall 1
Observation date _____
Priority Areas for Growth

Candidate Initials _____

Year 1/Fall 2
Observation date _____
Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Year 1/Fall 3
Observation date _____
Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Year 1/Fall 4
Observation date _____
Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Autism(& Low Incidence) Classroom Observation Tool (ACOT)

Candidate _____ Observer _____

Year 1/Spring 1
Year 1 Observation date _____
Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Year 1/Spring 2
Observation date _____
Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Year 2/Fall 1
Observation date _____
Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Year 2/Fall 2
Observation date _____
Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Autism(& Low Incidence) Classroom Observation Tool (ACOT)

Candidate _____ Observer _____

Year 2/Fall 3
Observation date _____

Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Year 2/Fall 4
Observation date _____

Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Year 2/Spring 1
Observation date _____

Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Year 2/Spring 2
Observation date _____

Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Autism(& Low Incidence) Classroom Observation Tool (ACOT)

Candidate _____ Observer _____

Year 2/Spring 3
Observation date _____
Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Year 2/Spring 4
Observation date _____
Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____

Extra Observation
Observation date _____
Evidence of Progress on Identified Targets

Priority Areas for Growth

Candidate Initials _____