STAR® Autism Support

Supporting Independence: A Sample of Tools



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SCAN ME

ROUTINE ESSENTIALS

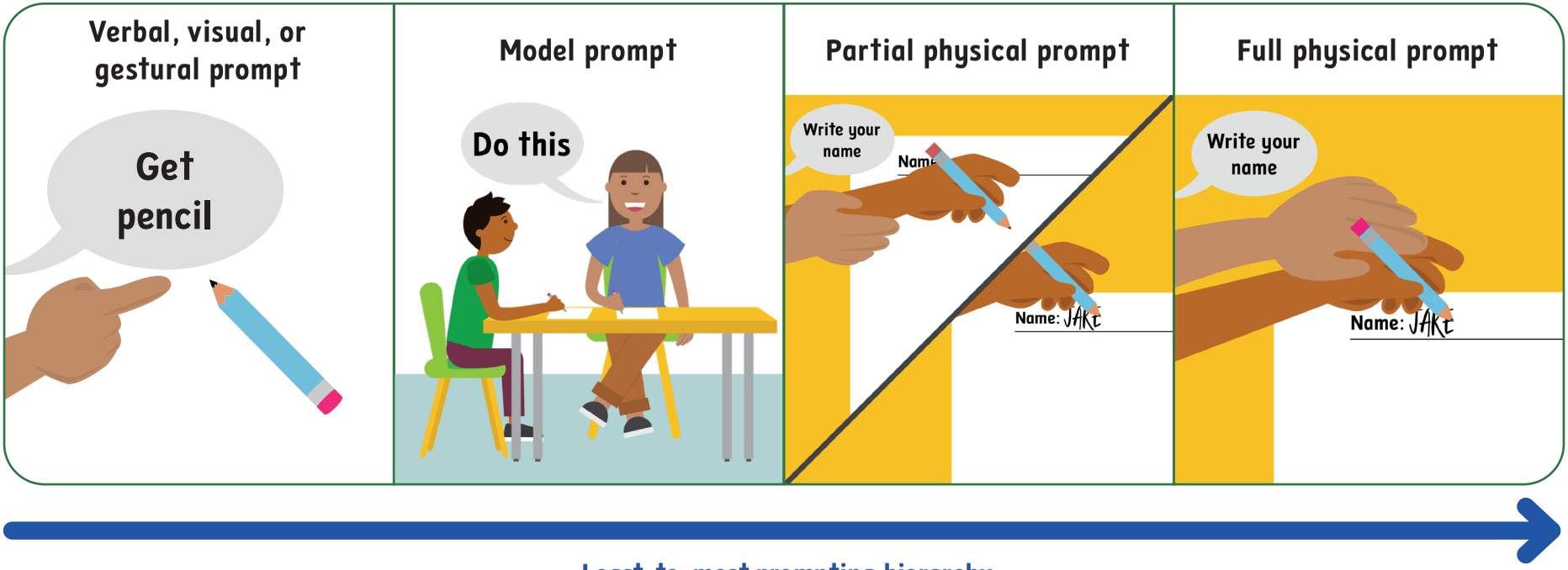
PROMPTING STRATEGIES

USING PROMPTS DURING ROUTINES

1. Gain the student's attention, and give the cue one time.
2. Give the student a chance to respond (e.g., wait 5–10 seconds).
3. Respond to the student's attempt:
   - Correct response: Provide positive feedback
   - Incorrect response: Repeat the cue, provide the least restrictive prompt needed to complete the step of the routine, and then provide positive feedback
4. Go to the next step of the routine. Repeat Step 3 as needed throughout the routine.

TIPS TO AVOID PROMPT DEPENDENCE

1. Start with the least restrictive prompt.
2. If that prompt is unsuccessful, use the next restrictive prompt, moving up the prompt hierarchy from least-to-most as needed.
3. Allow the student a chance to respond correctly before prompting.
4. Fade your prompts as quickly as possible.



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Inclusion Rubric

Inclusion Supports

Student number: _____ **Teacher:** _____

Date: _____ **School:** _____

Person completing form: _____

The student is also participating in STAR progress monitoring: **Yes** ☐ **No** ☐

This rubric should be used to assess both the quality and the quantity of time a specific student spends in an inclusive setting. Please note that all questions refer to how the student functions inclusive settings (e.g., general education classrooms, specials, recess, the greater community, at home)–not in special education or other, separate settings.

1. Determine the quantity of time (on average) that the student spends in inclusive settings during the school day.
2. Assign a number to each area to identify the quality of the participation. You can assign a score of 0–5.
3. This form can be used to see how a student's quantity and quality of participation in inclusive settings changes over time.

Beginning of the year (BOY)		Middle the year (MOY)		End of the year (EOY)	
Time spent in inclusive setting		**Time spent in inclusive setting**		**Time spent in inclusive setting**	
Score		**Score**		**Score**	

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Inclusion Rubric

Student number: _____ **Date:** _____

Amount of school day spent in inclusive settings:						
BOY	☐ 0%	☐ 1–20%	☐ 21–41%	☐ 41–60%	☐ 61–80%	☐ 81–100%
MOY	☐ 0%	☐ 1–20%	☐ 21–41%	☐ 41–60%	☐ 61–80%	☐ 81–100%
EOY	☐ 0%	☐ 1–20%	☐ 21–41%	☐ 41–60%	☐ 61–80%	☐ 81–100%

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Inclusion Rubric

Student number: _____ **Date:** _____

Use this scale to score the student's participation across components in the inclusive setting

Component of inclusive setting	Not yet 0	Emerging 1–2	Some 2–4	Most 4–5	Score		
					BOY	MOY	EOY
Routines (e.g., snack, lunch, recess, arrival, departure)	Does not yet successfully participate in any routines in the general education setting, even when provided support from an adult ☐	Participates in **some** general education routines with significant (full physical) to moderate assistance (multiple prompts, verbal and/or visual) ☐	Participates in 2–3 routines independently and/or in all routines with minimal support (visual, verbal, or gestural) ☐	Participates in most routines independently or with minimal teacher assistance (e.g one verbal reminder sometimes) ☐	☐	☐	☐
Attention/ following directions	Not yet able to sustain attention or follow directions in the general education environment ☐	Will follow teacher directions some of the time when provided with significant (full physical) to moderate assistance (multiple prompts, verbal and/or visual) ☐	Follows teacher directions most of the time with minimal supports (visual, verbal, or gestural) ☐	Follows teacher directions independently most of the time ☐	☐	☐	☐
Social communication	Not yet communicating with peers, even with prompting ☐	Communicates with peers some of the time when given moderate support (multiple prompts, verbal and/ or visual) ☐	Communicates requests to peers spontaneously, may need some adult support to engage in a turn-taking conversation with peers ☐	Engages in conversation with peers following appropriate social conventions (taking turns, sharing ideas, etc.) most of the time ☐	☐	☐	☐
Play and peer interaction	Not yet observing peers or sustaining proximity to them ☐	Will observe peers from afar or play side by side, not yet interacting with peers during play ☐	Observes peers during play and imitates some play actions; May share materials but doesn't yet engage in cooperative play with peers ☐	Initiates play interactions with peers; Plays cooperative games, shares materials to make collaborative projects and/ or takes turns during play ☐	☐	☐	☐
					Total scores		

Coach Resources: Inclusion Rubric

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Inclusion Rubric

Student number: _____ **Date:** _____

Component of inclusive setting	Not yet 0/5	Emerging 1/5	Some 3/5	Most 5/5	Score		
					BOY	MOY	EOY
Group instruction	Not yet able to participate in group activities in the general education environment ☐	Sits near peers during group activities; Needs significant support (physical prompting) to stay with the group and participate in the activity (e.g., visual and verbal prompting) and the activity must be modified significantly for participation ☐	Sits with peers and participates in typical general education group activities with some support (visual, gestural, and/or verbal prompts) ☐	Sits with peers and engages in the activity independently most of the time ☐	☐	☐	☐
Academic	Not yet able to access any general educationacademic or pre-academic activities ☐	Participates in some academic or pre-academic activities when they are significantly modified in both developmental level and behavioral expectations (e.g., the duration of attention necessary to complete the task) ☐	Participates in some academic or pre-academic activities when they are adapted to the student's developmental level ☐	Participates in most or all academic or pre-academic activities independently (using environmental cues only) ☐	☐	☐	☐
Transition between activities	Not yet able to transition between activities in the general education environment without full support from an adult ☐	Transitions between activities in the general education environment when provided with significant (full physical) to moderate assistance (multiple prompts, verbal and/or visual). ☐	Transitions between activities in the general education environment with minimal support (visual, gestural, and/or verbal prompts) ☐	Transitions between activities in the general education classroom independently (using environmental cues only) ☐	☐	☐	☐
Working independently	Not yet able to work independently in the general education environment ☐	Is able to participate in a few independent work tasks with significant environmental supports (task strips, visual cues, reinforcement, etc) ☐	Able to participate in some independent work tasks completely independently requires some visual environmental supports for others ☐	Able to work on independent tasks with the same environmental supports provided to general education students ☐	☐	☐	☐
					Total scores		

Coach Resources: Inclusion Rubric

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Inclusion Rubric

Student number: _____ **Date:** _____

Please provide comments or information on the student's performance in inclusive settings:	
BOY	
MOY	
EOY	

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