

# Assessment of A Child With Autism in An Inclusive Classroom<sup>©</sup>

Child \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_ EA \_\_\_\_\_

Principal \_\_\_\_\_ Grade \_\_\_\_\_ Time: From \_\_\_\_\_ to \_\_\_\_\_

*Try to spend time observing the child: a) during a class lesson; b) seatwork; and, c) recess.*

	Totally Independent	With Minimal	With Full Prompting	Not Able To Do	NA or DK*
<b>Is Learning Curriculum</b> Is at grade level in reading accuracy and fluency Is at grade level in reading comprehension Is at grade level in math Is at grade level in spelling Is at grade level in written expression (legibility, grammar, punctuation)					
<b>Ability to Participate and Learn Within A Group</b> Able to raise hand to answer at least 40% of class questions Is correct on more than 75% of class questions Attends to the teacher or the other students at least 90% of time Is not disruptive					
<b>Independent Seatwork</b> Understands what is expected for assignment Is able to complete seatwork within the time available Answers at least 85% of questions correctly Is able to ask the teacher for help					
<b>Ability To Follow Routines Independently</b> Knows the routines for the transition to coming into class Knows the routines for the transition to getting ready to work Knows the routines for the transition to getting ready for recess Knows the routines for the transition for lunch Knows the routines for using the bathroom Knows the routines for the transition to getting ready to go home and getting homework					
<b>Ability to Initiate, and Sustain Reciprocal Peer Interaction</b> Interacts with peers at least 40% of the time at recess, etc. Able to sustain a play interaction for at least 10 min Able to turn take Is able to invite peers to play and responds to play invitations Able to end play appropriately Is accepted by peers					
<b>Ability to Communicate Needs, Wants and Thoughts Independently</b> Initiates communication independently Able to communicate in complete sentences The form of language is appropriate (e.g., grammar, syntax) Content of communication is appropriate Articulation is clear					
<b>No Problem Behaviours That Interfere With Learning</b> Stereotypic behaviour is at acceptable levels Attending to task is at acceptable levels There is no aggression					
<b>Self-Regulation</b> Is able to problem-solve in new situations Is able to take the perspective of someone else Is able to understand the emotions in others Is able to self-monitor if needed					
TOTAL					

\* NA or DK = not applicable or don't know