

AAC/AT CLASSROOM PROGRAM EVALUATION TOOL

Quality Indicators: Key

#1: Teacher and staff have positive attitudes toward students.

Agree Totally

Staff interacts directly and frequently with students and provides a high level of positive reinforcement

Staff makes positive comments about the students' work, progress, and classroom participation

Positive feedback is given directly to the student and to others in praise of the student

Students demonstrate a positive affect and appear happy to be in the classroom

Agree Somewhat

Staff interacts with students only during scheduled activities; there is little interaction during transition times, arrival, or dismissal.

Staff provides positive feedback to students regarding their behavior and physical appearance (not with regard to their communication, classwork, and progress).

Totally Disagree

Staff voice complaints about one or more students in the presence of the students

Staff interacts minimally with the students

Staff interacts primarily with each other

#2: Teachers and staff believe in the students' ability to learn.

Agree Totally

Student has appropriate and challenging work.

Teacher is prepared with a full classroom schedule and instructional activities appropriate to the abilities of all the students

Teacher uses eclectic approaches and strategies to address the wide range of learning needs

Agree Somewhat

Students are busy with educational activities that are not individualized to their learning needs

There is little effort to modify materials for students with more severe challenges

Totally Disagree

Student is not working at all or,

Student has work that is not age appropriate or challenging.

Staff expresses doubts about students' ability to learn.

Staff expresses doubts about students' interest in educational material

#3: The interaction in the classroom is primarily student-centered.

Agree Totally

Instruction involves small group and alternatives to lecture-style format.

Large group activities are process or product-oriented activities that actively engage students as participants

The focus in the classroom is on the students and all interaction/instruction is directed toward them

Students direct adult staff as needed (to get materials, equipment, make transitions)

Agree Somewhat

There are only one or two activities per day that engage students as active participants  
The classroom environment is primarily adult dominated but provides some opportunities for students to make choices that impact the classroom program  
There is both adult-adult interaction and adult-student interaction in the classroom environment.

Totally Disagree

The classroom staff interacts with each other and minimally interacts with the teacher.  
The students physical care needs are met but otherwise they receive little attention from classroom staff  
The classroom teacher is preoccupied with managing paraprofessionals  
The classroom is highly disorganized and staff are spending too much time looking for materials, supplies, equipment, etc.

#4: Teachers actively plan and implement accommodations to the regular classroom activities.

Agree Totally

Classroom activities are modified to permit participation by all students in the classroom  
Classroom activities are meaningful and relevant to the student population (e.g. Managing the classroom bank account, conducting transactions in the community, learning how to use e-mail and access the Internet, learning about current events).

Agree Somewhat

Some classroom activities have been appropriately modified for the students  
Classroom activities are modified but not all students are able to participate (modifications for some but not all)

Totally Disagree

There is instructional material in the classroom but no effort to make it accessible to the students in the classroom

#5: Students are communicating and actively participating in class.

Agree Totally

Staff engineer the environment to support communication and the use of technology for educational participation (Classroom engineering and positioning of students)  
Staff provide students access to their communication systems with appropriate vocabulary prior to the start of an instructional /interactive activity  
Staff provides numerous turn opportunities for students throughout the instructional activity.  
Students readily use their communication systems at their level of functional competence to participate to their fullest extent

Agree Somewhat

Student has very limited vocabulary to participate in the instructional/interactive activity  
Student is using a communication system but it is not matched to the instructional/interactive demands of the activity  
The classroom staff uses a lecture-format, which only minimally engages the students as participants relying mostly on yes/no and feedback signals (head nods, vocalizations)

Totally Disagree

There are limited or no opportunities for the student to communicate

The student does not have a system of communication available during the instructional/ interactive activity

The student has a system but does not have appropriate vocabulary to enable participation in the activity

#6: Technology is the tool for learning, not the focus. AT is integrated into the curriculum and daily activities.

Agree Totally

Students use AT to communicate, write, read, and participate in the educational curriculum.

The focus in the classroom is on content (what) rather than form (how).

Students are expected to use their Assistive Technology as alternatives to traditional speaking and writing tools

Agree Somewhat

Students are engaged in skill-development activities to practice the use of their tools in the classroom

Students use their Assistive Technology in the classroom but separate from group instructional activities

Totally Disagree

Students use their Assistive Technology outside of the classroom in a pullout-related service

Students use their Assistive Technology only in the school resource room/center

Students rely exclusively on low technology in the classroom setting

#7 The instructional content of the classroom is based on regular educational curriculum modified to the individual needs of the diverse student population.

Agree Totally

Instructional content of the classroom is appropriate to the chronological age of the students

Content is modified and accessible to students with diverse needs and abilities as evidenced in staff's ability to:

- provide alternative response formats
- ask questions of varying levels of difficulty to students based on developmental level
- make the activities meaningful and appropriate to the interests and abilities of all students.

Classroom instruction follows the scope and sequence of regular education (modified quantitatively and qualitatively)

Agree Somewhat

Instructional content is thematic and based on school calendar

Instructional content is limited to one or two important curricular areas (math, literacy)

Totally Disagree

Content is not age –level or skill-level appropriate

#8 The student uses multiple systems and strategies to accomplish tasks

#### Agree Totally

Student has high technology (AAC device, computer), low technology (Communication Boards, live voice scanning, E-Tran.) and unaided systems of communication available to them throughout the school day

Student uses high demand communication systems for routine instructional and interactive activities

Student uses low demand communication systems for high demand instructional activities

Student uses low technology strategies when appropriate to enable him to access the instructional curriculum especially for impromptu activities.

Students needs for modifications (for understanding and expression) have been defined and are implemented on a daily basis throughout activities

#### Agree Somewhat

Student has a computer and/or an AAC device available in the classroom

Students uses systems only for select activities throughout the day

Student responds to yes not and forced-choice question formats when AAC device or computer is not accessible

Student does not have access to systems during all activities.

#### Totally Disagree

Student lacks an AAC device and/or a computer individualized to their needs

Student has no low technology communication system available

Student is using only a few strategies to respond to questions (e.g. discrete behavioral response such as a smile, vocalization, eye gaze)

#9 Communication partners demonstrate skill in how to interact appropriately with system user.

#### Agree Totally

Partner provides adequate time for student to respond; demonstrating good waiting strategies

Partner validates students' communication attempts; restates what student did/said to elicit a confirmation when necessary

Partner uses a variety of language forms with student: Asks open ended questions when appropriate, makes comments and statements to elicit language from student.

Partner interacts frequently with student and attempts to provide a balanced distribution of conversational turns during interactive activities

Partner insures that the student has an appropriate system of communication available at all times.

#### Agree Somewhat (4)

Partner provides opportunities for student to communicate only during structured or selected activities

Partner dominates the conversational space but provides some opportunities for the student to communicate

Partner frequently interprets communication behavior without consistently verifying the response

Partner offers communication system to student only during designated times (under the partner's control)

#### Disagree Totally

Partner provides limited opportunities for student to communicate

Partner uses primarily yes/no or forced-choice question formats when interacting with student

Partner interacts with student for only a single conversational turn, e.g. What do you want....drink or cracker?.

Partner interacts with student without an appropriate system of communication made available to student.

Partner fails to respond to numerous communication attempts by students (Fails to recognize behavior as communication)

Partner overly-interprets student with little or no effort to validate

#10 There are ongoing efforts to communicate with families and AAC/AT users enabling them to take responsibility for components of the plan.

#### Agree Totally

Teacher uses a communication notebook or other such mechanism to communicate between home and school daily which is visible in the classroom

Students bring their communication devices home at least once weekly (weekends)

Students have homework and bring back completed assignments

#### Agree Somewhat

Communication between home and school occurs at least on a weekly basis

Communication systems are kept at school most of the time

Parent s are supportive of system use in the school setting

#### Disagree Totally

Communication between home and school only occurs annually at the time of the IEP

The communication system is used exclusively in the school setting