

* Prior to completing the CSG, identify the intent of the observation and the teacher’s strengths, priorities, goals and vision.
* Record observations in the section designated for notes.
* After the observation, use the sample questions to develop a deeper understanding and stimulate growth and change.
* Use the hyperlinked resources to access additional supports based on the needs identified as a result of the observation.

The Collaborative Support Guide (CSG) is a tool that can be used to assist educational professionals in identifying elements needed to create an environment that supports students with autism. The purpose of the CSG is to identify evidence-based practices that are currently being implemented and identify others that, if used in combination, can increase access to the curriculum and improve student outcomes.

It is not appropriate to use the CSG as a tool to evaluate teachers. Creating environments that are conducive to learning for students with autism is an ongoing and ever-changing process. It can be expected that teachers will go in and out of the various phases of application, informed understanding and building capacity. To guide their progress through these phases, teachers can use this tool to identify their strengths and target the next steps for implementing evidence-based practices. Administrators can use this tool to better understand the needs of students with autism and the staff that works with them.

### **Putting it all together to support students with autism and the staff that teaches them.**

# Supporting Implementation Through Conversation

**Collaborative Support Guide**

#### How to Use:

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| **OVERALL CLASSROOM SCHEDULE** | | |
| **Strengths** | **Notes** | **Resources** |
| Schedule is prominently displayed and easily accessible to students and staff. |  | **Supporting Documents:**  O[verall Classroom Schedule](https://www.ksdetasn.org/resources/1807) Checklist  **Books:**  **Articles:**  **Websites**  **Videos:** |
| Times and instructional formats and focus are included |  |
| Staff and student assignments, locations and activities are designated. |  |
| Teacher and staff reference schedule throughout the day. |  |
| Schedule is adjusted in response to student and staff strengths, needs, and scheduling changes. |  |
| Schedule identifies which staff takes data, at what time, and where; data collection is taught and materials are provided. |  |
| Routines and transitions are included; transitions are handled smoothly and efficiently. |  |
| Time allotments appropriate to the type of activity are considered. |  |

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| **Sample Questions** |
| What are the outcomes of having an overall classroom schedule? |
| What information will you need in order to put this schedule together? Who might support you in implementing this plan? |
| What will be the benefits of the overall classroom schedule for you, your students, and your staff? |
| When you consider your staff and students, what will you be looking for to determine whether you will need to modify or adjust the schedule? |
| What were the results of using similar organizational strategies (plans or schedules) in the past? |
| What will be the role of your staff and (when appropriate), the students in creating, implementing, and continuing to asses this schedule? |

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| **PHYSICAL STRUCTURE** | | |
| **Strengths** | **Notes** | **Resources** |
| Areas for classroom activities are clearly and visually defined. Physical/visual boundaries (furniture, materials, tape, etc.) are used to help clarify activity areas. |  | **Supporting Documents:**  [Considerations for Physical Structure](https://www.ksdetasn.org/resources/1803)  [Instructional Area Worksheet](https://www.ksdetasn.org/resources/1804)  [Physical Structure Teaching Plan](https://www.ksdetasn.org/resources/1802)  [Physical Structure Data Sheet](https://www.ksdetasn.org/resources/1805)  [Strategies for Restructuring](https://www.ksdetasn.org/resources/1794)  **Articles:**  [Physical Structure in the School Setting](https://www.iidc.indiana.edu/styles/iidc/defiles/IRCA/Structured%20Teaching%20Strategies%20Article%201.pdf)  **Books:**  [Setting up Classroom Spaces that Support Students with Autism Spectrum Disorders](https://www.amazon.com/Setting-Classroom-Students-Spectrum-Disorders/dp/1934575682/ref=sr_1_1?ie=UTF8&qid=1525114009&sr=8-1&keywords=setting+up+spaces+that+support+students+with+autism+spectrum+disorder)  [The TEACCH Approach to Autism Spectrum DIsorders](https://www.amazon.com/Approach-Spectrum-Disorders-Psychology-published/dp/B00E31GCBS/ref=sr_1_7?ie=UTF8&qid=1519407809&sr=8-7&keywords=the+teacch+approach+to+autism+spectrum+disorders)  **Videos:**  [How to:  Environmental Considerations- Physical Structure from the VCU Autism Center for Excellence](https://vcuautismcenter.org/te/how_to/simpleVideo.cfm?video=12)  **Websites:**  [Autism Internet Modules](https://autisminternetmodules.org) |
| Areas/activities take into consideration student age. |  |
| Classroom arrangement allows for supervision of all students at all times. |  |
| Sources of noise (i.e. hallway, intercom, etc.) and visual distractions (i.e. windows, play areas, etc.) are minimized in work areas. |  |
| Daily activities consistently occur in designated areas (work with teacher, independent work, group activities, leisure activities). |  |
| Classroom materials are well-organized (labeled, in correct area, put away when not in use), easily accessible to staff and students (when appropriate) and includes a system for checking, reviewing and rotating. |  |
| Transition area(s) for students' individual schedules are incorporated into the classroom. |  |
| Students have been taught the physical structure through direct instruction. |  |
| Data from assessments is used to make necessary changes to the structure. |  |
| Visual/physical boundaries are in place in other settings (cafeteria, gym, music, restrooms, etc.). |  |

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| **Sample Questions** |
| When you think about physical structure, what is the impact it could have in your classroom? |
| What information do you need to move forward and where might you find that information? |
| When you created the physical structure for the \_\_\_\_\_\_area, what challenges did you consider? |
| What ideas have you considered to modify the physical structure for your student(s)? |
| Who can help you implement your plan? What resources might you need? |

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| **INDIVIDUAL STUDENT SCHEDULES** | | |
| **Strengths** | **Notes** | **Resources** |
| Schedules are created based on assessment of developmental level, strengths, and student needs. |  | **Supporting Documents:**  [How to Teach Schedules, Work Systems, and Visual Structure](https://ksdetasn.org/resources/277)  [Individual Schedule Planning Form](https://www.ksdetasn.org/resources/1791)  [Individual Schedule Teaching Plan](https://www.ksdetasn.org/resources/1792)  [Schedule Data Sheet](https://www.ksdetasn.org/resources/1793)  [Strategies for Restructuring](https://www.ksdetasn.org/resources/1794)  **Articles:**  [Using Visual Schedules](https://www.iidc.indiana.edu/pages/using-visual-schedules-a-guide-for-parents)  **Books:**  [The TEACCH Approach to Autism Spectrum Disorders](https://www.amazon.com/Approach-Spectrum-Disorders-Psychology-published/dp/B00E31GCBS/ref=sr_1_2?ie=UTF8&qid=1525114480&sr=8-2&keywords=the+teacch+approach+to+autism+spectrum+disorders)  **Videos:**  [How to:   Environmental Considerations:  Schedules video from the VCU Autism Center for Excellence](https://vcuautismcenter.org/te/how_to/simpleVideo.cfm?video=13)  [The Powers of Structured Teaching in the General Education Classroom](https://www.ksdetasn.org/resources/734)  **Websites:**  [Autism Internet Modules](https://www.autisminternetmodules.org) |
| Special interests (colors, characters, etc.) are incorporated into schedule and/or transition cues to help individualize schedules. |  |
| Schedules are taught using direct instruction; students are taught and prepared for changes in schedule in advance. |  |
| All staff refers students to use their schedules consistently throughout the day. |  |
| The questions, "Where am I going" and "What is next" are visually answered. |  |
| Scheduled locations and activities are labeled; (matching pockets or containers are at designated activities, etc.) |  |
| Schedules are used within classroom activities as well as outside of the classroom throughout the day (music, cafeteria, recess, general education settings, field trips, etc.). |  |
| Data taken on schedule use determines any restructuring of the schedule; staff is instructed in how to collect schedule data. |  |
| Schedules are age-respectful; older students have schedules in formats appropriate for their age group. |  |

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| **Sample Questions** |
| What outcome(s) do you envision for your student(s) after implementing individual schedules? |
| What information or resources will you need to in order to implement individual schedules with your student(s)? Whose input and feedback will be valuable as you create and implement this schedule? |
| When you consider this student(s) and his needs, what changes might occur for him/her? |
| When you've used schedules in the past, what positive outcomes have been the results? |

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| **WORK SYSTEMS** | | |
| **Strengths** | **Notes** | **Resources** |
| A work system is in place for each student to use during independent work time. |  | **Supporting Documents:**  [Work System Checklist](https://www.ksdetasn.org/resources/1808)  [Work System Planning Worksheet](https://www.ksdetasn.org/resources/1800)  [Work System Teaching Plan](https://www.ksdetasn.org/resources/1799)  [Work System Data Sheet](https://www.ksdetasn.org/resources/1798)  [Strategies for Restructuring](https://www.ksdetasn.org/resources/1794)  [How to Teach Schedules, Work Systems, and Visual Structure](https://ksdetasn.org/resources/277)  **Articles:**  ["I Can Do It Myself!" Using Work Systems to Build Independence in Students with Autism Spectrum Disorder](https://www.iidc.indiana.edu/pages/i-can-do-it-myself-21-using-work-systems-to-build-independence-in-students-with-autism-spectrum-disorders)  [Structured Work Systems: What are They and Why Use Them?](https://www.autismclassroomresources.com/structured-work-systemswhat-are-they/)  **Books:**  [Building Independence:  How to Create and Use Structured Work Systems](https://www.amazon.com/Building-Independence-Create-Structured-Systems/dp/1937473090/ref=sr_1_1?s=books&ie=UTF8&qid=1525115209&sr=1-1&keywords=building+independence+autism)  [The TEACCH APPROACH TO Autism Spectrum Disorders](https://www.amazon.com/Approach-Spectrum-Disorders-Psychology-published/dp/B00E31GCBS/ref=sr_1_7?ie=UTF8&qid=1519407809&sr=8-7&keywords=the+teacch+approach+to+autism+spectrum+disorders)  **Videos:**  **Websites:**  [Autism Internet Modules](https://www.autisminternetmodules.org) |
| The work system answers 4 questions for the student: What work? How much work? When is the work finished? What do I do next? |  |
| Work systems are developmentally appropriate and age-respectful. |  |
| Work systems and tasks are set up and ready to go prior to student arriving at the area. |  |
| Assessment is used to determine the appropriate format and length of the work system. |  |
| Tasks used in independent work areas are related to individual goals and objectives. |  |
| Tasks used in independent work areas reflect previously mastered skills and are rotated frequently. |  |
| Students have been taught the work system in direct instruction. |  |
| Data is used to make necessary changes to the work system (restructure or expand it). |  |
| Work systems are used across multiple settings inside (art activities, work with teacher, hygiene) and outside (cafeteria, locker room) of the classroom. |  |

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| **Sample Questions** |
| What information will tell you if the work systems are appropriate for your student(s)? |
| What steps do you plan to use to implement work systems for your student(s)? |
| Have you used a work system in the past that was successful? |
| What impact will the implementation of work systems in your classroom have on the student(s) and staff? |
| What resources have you considered using to help you continue to move forward with using work systems? |

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| **VISUALLY STRUCTURED TASKS** | | |
| **Strengths** | **Notes** | **Resources** |
| Skills taught through visually structured tasks are determined by assessment and consider student strengths, needs, and interests. |  | **Supporting Documents:**  [Visually Structured Task Planning Form](https://www.ksdetasn.org/resources/1795)  [Visually Structured Task Teaching Form](https://www.ksdetasn.org/resources/1796)  [Independence in Completing Tasks Data Sheet](https://www.ksdetasn.org/resources/1797)  [Strategies for Restructuring](https://www.ksdetasn.org/resources/1794)  [How to Teach Schedules, Work Systems, and Visual Structure](https://ksdetasn.org/resources/277)  **Articles:**  [Visual Structure in the School Setting](https://www.iidc.indiana.edu/styles/iidc/defiles/IRCA/Structured%20Teaching%20Strategies%20Article%204.pdf)  **Books:**  [Building Independence:  How to Create and Use Structured Work Systems](https://www.amazon.com/Building-Independence-Create-Structured-Systems/dp/1937473090/ref=sr_1_1?s=books&ie=UTF8&qid=1525115209&sr=1-1&keywords=building+independence+autism)  [Tasks Galore](http://tasksgalore.com)  [The TEACCH Approach to Autism Spectrum Disorders](https://www.amazon.com/Approach-Spectrum-Disorders-Psychology-published/dp/B00E31GCBS/ref=sr_1_7?ie=UTF8&qid=1519407809&sr=8-7&keywords=the+teacch+approach+to+autism+spectrum+disorders)  [Visual Support for Children with Autism Spectrum Disorders](https://www.amazon.com/Visual-Support-Children-Spectrum-Disorders/dp/1934575828)  **Videos:**  **Websites:**  [Autism Internet Modules](https://www.autisminternetmodules.org) |
| Tasks are individualized and incorporate special interests (colors, objects, characters, etc.). |  |
| Task materials are appropriate for the student's age and ability level (i.e. high school students working on counting skills count with real coins vs. colored bears; 13-year-old at 1st grade reading level has materials that look appropriate for middle school age students, etc.) and a variety of materials are used. |  |
| Students are taught in direct instruction how to look for the elements of visual structure in order to complete assigned tasks. |  |
| Elements of visual structure (visual instructions, visual organization, and visual clarity) are included in student's tasks; appropriate to individual needs. |  |
| Data is taken on independence in task completion; staff is instructed in how to take data. |  |
| Tasks answer this question with visual structure "How do I complete this task?" |  |
| Tasks are created for a variety of settings; special education classroom, general education classroom, CBI, jobs, etc. |  |

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| **Sample Questions** |
| What is the goal you have in mind for your students as you create and implement visually structured tasks? |
| What will be the best sequence for implementing visually structured tasks with your student(s)? |
| What will be the benefit of utilizing visually structured tasks with your student(s)? Do you think implementing visually structured tasks will increase independence/ skills/inclusion, etc.? |
| When you consider your student, what will you think about when deciding whether the task needs to be changed or modified? |
| What resources will you access as you implement visually structured tasks with your student(s)? |

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| **ROUTINES** | | |
| **Strengths** | **Notes** | **Resources** |
| Routines are created based upon assessment of student skills, strengths, needs and interests. |  | **Supporting Documents:**  [Strategies for Restructuring](https://www.ksdetasn.org/resources/1794)  **Articles:**  **Books:**  [The TEACCH Approach to Autism Spectrum Disorders](https://www.amazon.com/Approach-Spectrum-Disorders-Psychology-published/dp/B00E31GCBS/ref=sr_1_7?ie=UTF8&qid=1519407809&sr=8-7&keywords=the+teacch+approach+to+autism+spectrum+disorders)  **Videos:**  [How to:  Environmental Considerations- Routines video from VCU Autism Center for Autism](https://vcuautismcenter.org/te/how_to/simpleVideo.cfm?video=14)  [Preschool How to:  Routines video from VCU Autism Center for Autism](https://vcuautismcenter.org/te/how_to/simpleVideo.cfm?video=17)  [Rules and Routines](https://www.ksdetasn.org/resources/951)  **Websites:**  [Autism Internet Modules](https://www.autisminternetmodules.org)  [Autism Focused Intervention Resources and Modules (AFIRM): Task Analysis](http://afirm.fpg.unc.edu/task-analysis) |
| Task analysis was completed to determine steps of the routine. |  |
| Individualized visual structure is added to support the routine to address each student's needs. |  |
| Routines have been taught in direct instruction- modeled and practiced. |  |
| All staff uses routines and procedures consistently. |  |
| Routines and procedures are developed to promote a structured and predictable environment. |  |
| Routines are developed and used across settings throughout the school day. |  |
| Data is taken and used to make decisions regarding next steps. |  |

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| **Sample Questions** |
| What will be the impact on students after creating and implementing routines in your classroom? |
| When you've used routines in the past, what positive outcomes have you seen as a result? |
| When you consider the needs of your student(s), what changes might occur as a result of implementing routines with him/her? |
| Do you envision that this plan will influence the way you/your staff interacts with students throughout the day? |
| Who might support you in implementing routines in your classroom? |

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