

## SITE ASSESSMENT FORM

SITE STRUCTURES	2 (80 - 100% proficiency)	1 (50-69% proficiency)	0 (Less than 50%)
Facility is clean, well organized and clutter free			
Areas of the facility are clearly labeled and/or structured so that clients and staff know what expectations are within each area			
Clients are seated in a way that minimizes distractions			

VISUAL Supports			
Prominently displayed overall daily schedule that indicates both staff and client activities is posted where anyone can view			
Individual Client schedules are created to support transitions and work completion			
Schedule is used in a way that reduces dependence on staff prompts and unnatural cues			
Schedule use is consistent throughout the day and in a variety of settings (where appropriate)			
Changes in schedule are taught and implemented when necessary			
Visual supports are matched to the client's ability and skills			
Work systems are used to teach Clients how to begin, work through, complete and then transition to next task independently			
Number of tasks increase with Client's ability to stay on task and follow the work system			

FUNCTIONAL COMMUNICATION and Positive Behavior Supports			
Functional communication systems are set up to provide opportunities for clients to make requests, express choice, and respond to adult instructions (without substantial prompting)			
Facility routine promotes opportunities for clients to communicate using his/her "own" communication system			
Client communication is responded to promptly by staff in an appropriate manner			
Functional communication systems are conventional so peers and "untrained" listeners can comprehend the client			
Help, Wait an Break are being taught systematically			
Prevention strategies such as choice, pre-warning/pre-teaching, opportunities for movement, selection of rewards by client and use of client specific accommodations are used to prevent behavior problems			
A sufficient ratio of positive feedback to correction feedback is used (4:1)			
Response interruption/redirection is used to address behavior problems early in the escalation cycle			

TEACHING STRATEGIES			
A variety of evidenced based instructional strategies are used and are based on the skills being taught and the individual needs of the client (list EBPs below)			
Systematic and planned instruction is linked to the client's IPP/ISP and is consistently taught across instructors and settings			
Rewards are being delivered in a timely manner and are based on client preference assessments			
Reinforcement systems are visually mediated (token systems, behavior contracts, first/then structure, etc.)			
Prompt hierarchy is being correctly implemented and responses are documented to reduce prompt dependence			
Data is being collected and is used to inform instruction and monitor client outcomes			

EBPs Being Used:          
--