FORM #8B: AUTISM SPECTRUM DISORDER AUTHORIZATION: FIELDWORK DOMAINS' RUBRIC

Name: **Date:**	**School:** **University Supervisor:**

A. Characteristics of Students within the Autism Spectrum				
	1	**2**	**3**	**4**
Characteristics in areas of: • **Language and communication** • **Cognition, neurology and processing** • **Social skills and behavior**	Little or no understanding of the unique characteristics of students within the autism spectrum and implications for program planning and service delivery.	Partial understanding of the unique characteristics of students within the autism spectrum and the implication for program planning and delivery,	Clear understanding of the unique characteristics of students within the autism spectrum and the implications for program planning and service delivery.	Clear, consistent and convincing understanding of the unique characteristics of students within the autism spectrum and the implications for program planning and service delivery.
B. Teaching, Learning and Behavior Strategies for Students on the Autism Spectrum				
	1	**2**	**3**	**4**
a. Demonstration of evidence-based practices	Little or no demonstration of (fewer than 2)	Partial evidence of (fewer than 3)	Clear demonstration of evidenced-based practices, including the use of applied behavior analysis, developmentally appropriate instructional practices, and structured visual and routine-based environments.	Clear, consistent, and convincing demonstration of evidenced-based practices, including the use of applied behavior analysis, developmentally appropriate instructional practices, and structured visual and routine-based environments.
b. Delivery of core instructional programs	Little or no evidence of (fewer than 2)	Partial evidence of (fewer than 3)	Clear evidence of core instructional programs which include reading, written language, math and functional skills – including social skills' training – appropriate to individual needs of students within the autism spectrum	Clear, consistent, and convincing evidence of delivery of core instructional programs which include reading, written language, math and functional skills – including social skills' training – appropriate to individual needs of students within the autism spectrum
C. Assessment and Planning for Students within the Autism Spectrum				
	1	**2**	**3**	**4**
a. Use of assessments	Little or no evidence of (fewer than 2)	Partial evidence of the use of assessments (fewer than 3)	Clear evidence of use of assessments for the purpose of each of the following: • Instructional planning • Determining the nature and extent of education services needed • Developing effective teaching strategies, particular to students within the autism spectrum	Clear, consistent, and convincing evidence of use of assessments for the purpose of each of the following: • Instructional planning • Determining the nature and extent of education services needed • Developing effective teaching strategies, particular to students within the autism spectrum

b. Demonstration of the beneficial effects of creating a positive behavior intervention plan and implementation of the plan	Little of no evidence of the following: • Functional Behavior Assessment • Implementation of a Positive Behavior Intervention Plan	Partial evidence of the following: • Defining the challenging behavior through a Functional Behavior Assessment • Showing evidence of successful implementation of a positive Behavior Intervention Plan	Clear and developing evidence of the following: • Defining the challenging behavior through a Functional Behavior Assessment • Showing evidence of successful implementation of a positive Behavior Intervention Plan over time with includes 1) use of replacement behavior, 2) acquisition of skills, and 3) ability to generalize learned behavior	Clear, consistent and convincing evidence of the following: • Defining the challenging behavior through a Functional Behavior Assessment • Showing evidence of successful implementation of a positive Behavior Intervention Plan over time with includes 1) use of replacement behavior, 2) acquisition of skills, and 3) ability to generalize learned behavior
D. Collaborating with Other Service Providers for Students within the Autism Spectrum				
	1	**2**	**3**	**4**
a. Collaborate with support staff, outside agencies and families to determine the successful strategies at home and in the community	Little or no evidence of (fewer than 2).	Partial evidence of (fewer than 3)	Clear evidence of collaborating with the families and/or agencies in creating four appropriate strategies that can be successfully implemented in the home and in the community.	Clear, consistent, and convincing evidence of collaborating with the families and/or agencies in creating five appropriate strategies that can be successfully implemented in the home and in the community.
b. Collaborate with outside agencies and families to develop a comprehensive transition plan or transition profile	Little or no evidence of a transitional plan or profile that includes a team.	Partial evidence of a transitional plan or profile that includes a team of school staff, families, and/or outside agencies to address the various stages of the student's development toward the goal of independence.	Clear evidence of a robust transitional plan or profile that includes a team of school staff, families, and outside agencies to address the various stages of the student's development toward the goal of independence.	Clear, consistent, and convincing evidence of a robust transitional plan or profile that includes a team of school staff, families, and outside agencies to address various stages of the student's development toward the goal of independence.
Additional Comments:				