

CLM Implementation Assessment Tool - DRAFT

Classroom Teacher:

Classroom Location:

Set Up and Refine Learning Environment and Schedule				
Phase 1	Phase 2	Phase 3	Phase 4	
Classroom Schedule - (LESA 1-3, 9)				
Determine status... ☐ Is there a written copy of daily schedules? ☐ Does the schedule cover all hours and all days? ☐ Does the schedule include all learners? ☐ Do instructors efficiently refer to the schedule? ☐ Does the schedule identify for staff the following: ☐ What is happening (the activity)? ☐ Who am I working with (specific learner(s))? ☐ What is my instructional target (for each learner)? ☐ How should instruction be delivered? ☐ Are there planned 'fun' activities individualized to match the preferences of all learners? ☐ Is the schedule a reliable indicator of what is happening in the classroom? ☐ Are transitions fast and orderly? ☐ Are classroom activities conducive to successful participation for all learners?	Schedule provides... ☐ Information that is accessible and easily readable to all instructors ☐ A plan for all instructors & all learners ☐ A predictable sequence of activities that covers all hours and all days ☐ Opportunities for learners to participate in instruction across multiple activities with multiple staff (ppt) ☐ Sufficient activities planned to ensure high levels of participation ☐ Lengths of times for identified activities that are conducive to high levels of active participation as determined by learner participation data ☐ A mix of group & individual instruction ☐ Functional activities used to imbed CLR instructional targets ☐ CLRs embedded across a variety of instructional conditions for some/most of classroom learners Staff will... ☐ Identify and deliver instructional routines as scheduled ☐ Arrange for transitions that are fast and orderly ☐ Provide clear signals for transitions ☐ Independently follow the classroom activity schedule across the day ☐ Fluently access instructional information ☐ Collect data as scheduled ☐ Re-arrange the scheduled based on learner outcome data	Schedule provides... ☐ Activities that provide opportunities to set the occasion for ALL 4 instructional conditions ☐ CLRs imbedded into ALL 4 instructional conditions across the day for ALL appropriate learners ☐ Balance of instructional conditions that reflects classroom needs as determined by learner outcome data ☐ Identified times for data collection Staff will... ☐ Arrange the scheduled instructional condition (n-d, s-d, t-d, p-d) across a variety of activities ☐ Manage multiple instructional conditions with multiple learners within an activity ☐ Independently follow classroom instructional schedule across the day ☐ Fluently access instructional information ☐ Collect data as scheduled	Schedule provides... ☐ Multiple opportunities for learners to participate in all 4 Instructional Conditions as appropriate ☐ A mix of group and individual instruction ☐ Functional activities used to imbed CLR instructional targets ☐ Opportunities to deliver all 4 instructional routines (i.e. fluency, application) ☐ Opportunities for learners to develop repertoires across people, places and items (PPI) ☐ Identified CLR instructional targets for most activities across the day ☐ Data collection expectations to all instructors for all learners Staff will... ☐ Independently follow classroom instructional schedule across the day ☐ Fluently access instructional information ☐ Collect data as scheduled	
Back-up Instructional Plans - (LESA 8)				
Determine status... ☐ Are the back-up instructional plans available that account for ☐ Instructor absence ☐ Bad weather ☐ Behavioral Crisis	Back-up plans provide... ☐ Written schedules with alternate activities and instructor assignments due to all of the following: ☐ Instructor Absence ☐ Bad weather ☐ Behavioral crisis Staff will... ☐ Access and execute back-up schedules	Back-up plans provide... ☐ Instructional goals for all learners for all identified alternate activities Staff will... ☐ Access and execute back-up schedules ☐ Deliver instruction as scheduled when following a back-up schedule	Back-up plans provide... ☐ Written instructional schedules with alternate activities and instructor assignments for all needed purposes Staff will... ☐ Access and execute back-up schedules ☐ Deliver instruction as scheduled when following a back-up schedule ☐ Update back-up schedules regularly	
Begin:	End:	Begin:	End:	Begin:

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Phase 1	Phase 2	Phase 3	Phase 4
Classroom Schedule - (LESA 1-3, 9)			
Describe status...	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:
Back-up Instructional Plans - (LESA 8)			
Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:
Begin: End:	Begin: End:	Begin: End:	Begin: End:

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Set Up and Refine Learning Environment and Schedule	
Phase 1	Phase 2
Learning Environment - (LESA 4)	
Determine status... ☐ Are all necessary instructional materials available and useable for each scheduled activity? ☐ Are materials easily accessible to instructors? ☐ Do traffic patterns prohibit smooth and rapid transitions? ☐ Are classroom areas visually defined for staff and learners? ☐ Is it obvious where learner and instructors should be during scheduled activities?	Physical environment provides... ☐ Traffic patterns that support instructional conditions ☐ Visually defined instructional areas ☐ The ability for instructors to visually monitor all learners at all times ☐ Materials that are organized to match scheduled instructional routines for each learner ☐ Materials are organized to support smooth transition and quick initiation of instruction ☐ Materials that are easily accessible ☐ Easy access to high preference materials used to promote and maintain participation ☐ Instructional areas that are clear of distractions and allow learners to see materials ☐ Instructional areas and materials available that maintain learner participation ☐ Instructional areas that allow multiple instructional conditions to be arranged ☐ Data collection systems are easily accessible for use as scheduled Physical environment refined as necessary... ☐ Re-arrange the physical environment to increase learner participation ☐ Re-arrange the environment based on changing learner needs Staff will... ☐ Fluently locate materials necessary for each instructional session ☐ Fluently locate high preference materials used to promote and maintain participation ☐ Restore the instructional environment
Arrangement of Learners - (LESA 5-6)	
Determine status... ☐ Are the instructor-to-learner ratios appropriate for all instructional conditions (too many adults...not enough)? ☐ Do groups provide opportunities for active engagement? ☐ Are current grouping practices defined? ☐ What is the ratio of 1:1 instruction to group instruction? ☐ Do the ratios of 1:1-to-group instruction vary across learners? ☐ How are groupings determined?	Learners are arranged to allow... ☐ Opportunities to actively participate in group activities ☐ Planned opportunities to participate in instructional groups as appropriate Staff will... ☐ Manage activities during groups to maintain active participation ☐ Use learner data to determine instructor-to-learner ratios needs ☐ Use learner data to identify content and activities scheduled for groups ☐ Re-group learners to promote active participation
	Learners are arranged to allow... ☐ Planned opportunities to participate in a variety of instructional contexts as appropriate to each learner (1:1, small group, large group) Staff will... ☐ Arrange and re-arrange groups based upon objective criteria and outcome data ☐ Manage activities during groups to maintain active engagement in instructional content
	Learners are arranged to allow... ☐ Planned opportunities to participate in a variety of instructional contexts as appropriate to each learner (1:1, small group, large group) Staff will... ☐ Arrange and re-arrange groups based upon objective criteria and outcome data ☐ Manage activities during groups to maintain active engagement in instructional content
	Learners are arranged to allow... ☐ Planned opportunities to participate in a variety of instructional contexts as appropriate to each learner (1:1, small group, large group) Staff will... ☐ Arrange and re-arrange groups based upon objective criteria and outcome data ☐ Manage activities during groups to maintain active engagement in instructional content
Begin:	End:

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Phase 1		Phase 2		Phase 3		Phase 4	
Learning Environment - (LESA 4)							
Describe status...		Potential Sources of Evidence:					
Arrangement of Learners - (LESA 5-6)							
Describe status...		Potential Sources of Evidence:		Potential Sources of Evidence:		Potential Sources of Evidence:	
Begin:	End:	Begin:	End:	Begin:	End:	Begin:	End:

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Professional Development/Complete Course of Study				
Phase 1	Phase 2	Phase 3	Phase 4	
CLM Course of Study Units - (LESA 10-11)				
In Preparation... ☐ Instruct classroom staff in using CLM CoS Interface ☐ Document plan for staff to complete the COS to include: ☐ How and when instructors will complete COS ☐ Administration approval of plan for COS completion ☐ Established timelines for unit checkouts for school year ☐ Use CLM COS Curriculum Tracking Sheet used to monitor instructor progress through COS ☐ Introduce CLModel by having staff: ☐ Complete Introductory Unit ☐ Attend CLModel Overview	Staff are coached to mastery of CLM COS Units 1-5 to include: ☐ Performance checkout completed to mastery ☐ Demonstrated mastery of all content (SAFMEDS to develop fluency with vocabulary and basic principles) ☐ In-class application activities completed to mastery ☐ Applies principles from COS	Staff are coached to mastery of CLM COS Units 6-10 ☐ Performance checkout completed to mastery ☐ Demonstrated mastery of all content (SAFMEDS to develop fluency with vocabulary and basic principles) ☐ In-class application activities completed to mastery ☐ Applies principles from COS	Staff are coached to mastery of CLM COS Units 11-12 ☐ Performance checkout completed to mastery ☐ Demonstrated mastery of all content (SAFMEDS to develop fluency with vocabulary and basic principles) ☐ In-class application activities completed to mastery ☐ Applies principles from COS	

Begin:	End:	Begin:	End:	Begin:	End:
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Professional Development/Complete Course of Study				
Phase 1	Phase 2	Phase 3	Phase 4	
CLM Course of Study Units - (LESA 10-11)				
Describe status...	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:
Begin:	End:	Begin:	End:	Begin: End:

CLM Implementation Assessment Tool - DRAFT

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Implement Programming as Scheduled			
Phase 1	Phase 2	Phase 3	Phase 4
Arranging & Re-Arranging Instruction- (LESA 15)			
Determine status... ☐ Has validated curricula/instructional materials been implemented in: ☐ Language ☐ Reading ☐ Math ☐ Other: ☐ What assessments are routinely given to learners? ☐ How does the teacher identify instructional goals and instructional procedures? ☐ How does the teacher share information regarding instructional targets and instructional plans with other instructors? ☐ Are changes made to instructional plans made in response to learner outcome data?	Staff will... ☐ Use instructionally-based assessments to place learner in validated curricula/instructional materials ☐ Prioritize Competent Learner Repertoires for development using Placement Test/CLRA ☐ Participate in the delivery of the CLRA ☐ Use learner outcome data to determine the density and intensity of instruction per CLM repertoire for target learners ☐ Schedule instruction for CLM repertoires for some/most of learners ☐ Use the job aid/data form to describe instructional procedures (including any necessary reinforcement contingencies) ☐ Use the job aid/data form to describe what type of data needs to be collected ☐ Identify appropriate materials matched to each instructional condition/context ☐ Use the scope and sequence chart and learner progress data to make instructional decisions regarding movement through the CLM curriculum	Staff will... ☐ Conduct CLRAs for all appropriate learners ☐ Embed CLR repertoire development instructional plans in a variety of activities across each day for all learners ☐ Use individual learner progress data to determine level of need for instruction across the 4 instructional conditions for each learner ☐ Use learner outcome data to arrange/re-arrange instruction	Staff will... ☐ Embed instruction of CLM repertoires into ALL appropriate LE activities and routines ☐ Adapt and rearrange all parts of the instructional conditions, based on data, to deliver effective programming to all learners ☐ Use effective design principles to generate instructional plans when developing repertoires for which no curricular materials are identified

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Implement Programming as Scheduled				
Phase 1	Phase 2	Phase 3	Phase 4	
Arranging & Re-Arranging Instruction-- (LESA 15)				
Describe status...	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:
Begin: End:	Begin: End:	Begin: End:	Begin: End:	Begin: End:

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Classroom Teacher:

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Phase 1		Phase 2		Phase 3		Phase 4	
Implement Programming as Scheduled							
Effective Delivery - (LESA 14)							
Determine status... ☐ Are instructors able to maintain learner participation across a variety of instructional conditions? ☐ Are instructors able to identify a variety of learner preferences? ☐ Are learner preferences used to develop repertoires and maintain successful participation? ☐ Are instructors able to establish and maintain playful engagement with learners? ☐ How do staff access information regarding instructional targets and instructional plans? ☐ What does instruction look like when learners are...successfully participating? not participating? ☐ How do instructors respond to errors during instruction? ☐ Are learners actively participating across all instructional conditions?	Staff will... ☐ Maintain learner participation using high preference items/actions ☐ Identify learner preferences ☐ Use learner's high preference items/actions to: ☐ Develop new interests ☐ Gain value ☐ Capture opportunities to 'set the occasion' for instruction across the day. ☐ Contrive opportunities to 'set the occasion' to develop CLM repertoires across a variety of activities and instructional conditions using: ☐ Bit-by-bit ☐ In-sight, out-of-reach ☐ Wait/Pause ☐ Choices ☐ Identify and deliver contingencies, as appropriate, to develop repertoires: ☐ Model, Lead, Test ☐ Prime, Prompt/Fade, Reinforce ☐ Shaping ☐ Deliver instruction: ☐ Use clear signals ☐ Pacing ☐ High rates of learner response ☐ Promote high rates of success ☐ Recognize learner errors ☐ Provide corrections as specified ☐ Use supportive instructional practices to motivate learners rather than coercive practices ☐ Provide required reinforcement contingencies as specified ☐ Self-assess instructional behaviors using the 6 features of instruction as a framework (job aid) ☐ Manage group activities based upon learner participation ☐ Use the job aid/data form to inform instruction	Staff will... ☐ Deliver validated curriculum with fidelity ☐ CLM ☐ Language ☐ Reading ☐ Math ☐ Other(s) ☐ Re-arrange parts of the instructional condition based upon learner behavior ☐ Self-assess & assess in others the fidelity of instructional delivery across a variety of repertoires and instruction conditions ☐ Deliver instructional routines to develop repertoires as appropriate: ☐ Acquisition ☐ Discrimination ☐ Generalization ☐ Application ☐ Fluency ☐ Respond to naturally occurring opportunities to develop CLM repertoires by: ☐ setting the occasion for the target behavior ☐ reinforcing appropriate target behaviors ☐ Deliver additional contingencies to shift learner motivation to automatic reinforcement or naturally occurring reinforcers	Staff will... ☐ Guide self-assessment of instructional delivery in other instructional staff (as appropriate) ☐ Deliver CLM curriculum with fidelity across repertoires ☐ Deliver CLM curriculum with fidelity across lessons: ☐ Lessons 1-12 ☐ Lessons 12-24 ☐ Lessons 24-36 ☐ Deliver supplemental contingencies as scheduled for instructional plans targeting repertoires from CLRA levels 2-4 ☐ Deliver instruction for each IEP instructional objective with fidelity ☐ Deliver instruction that maintains high rates of ☐ learner response ☐ learner success	Begin:	End:	Begin:	End:

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Implement Programming as Scheduled

Phase 1	Phase 2	Phase 3	Phase 4
Effective Delivery - (LESA 14)			
Describe status...	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:
Begin: End:	Begin: End:	Begin: End:	Begin: End:

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Implement Programming as Scheduled			
Phase 1	Phase 2	Phase 3	Phase 4
Behavior Plans - (LESA 16-17)			
Determine status... ☐ Are there behavior plans in place for learners with significant undesirable behaviors (injurious and/or annoying)? ☐ Are behavior plans developed using FBA results? ☐ Is data being collected on undesirable behaviors? ☐ Do behavior plans describe behavior and crisis procedures in sufficient detail? ☐ Are behavior plans and instructional plans integrated for learners with significant undesirable behaviors? ☐ Is data for both undesirable behaviors and target replacement skills visually graphed? ☐ Do staff respond effectively to unexpected undesirable behaviors across all contexts? ☐ How are behavior plans updated? ☐ How are staff trained in implementing behavior plans?	Staff will... ☐ Analyze instruction to determine if it sets the occasion for undesirable behaviors ☐ Fluently reference written behaviors plans to locate procedures for responding to expected and unexpected undesirable behaviors during instruction ☐ Respond consistently to unexpected and expected undesirable behaviors as described in behavior plan ☐ Use reinforcement procedures to develop identified replacement skills as described in behavior plan ☐ Deliver supplemental contingencies consistently as scheduled ☐ Collect accurate data regarding undesirable behaviors ☐ Participate in conducting FBA and developing behavior plans using learner outcome data ☐ Participate in analyzing learner outcome data to identify replacement skills for undesirable behaviors ☐ Graph data regarding undesirable behaviors with data regarding replacement skills ☐ Participate in analyzing learner outcome data make decisions regarding effectiveness of behavior plan	Staff will... ☐ Analyze and rearrange instruction to ensure it does not set the occasion for undesirable behavior ☐ Collect direct measures of undesirable behaviors as needed ☐ Conduct FBAs on learners as needed ☐ Develop behavior plans that integrate behavioral procedures with instructional plans for replacement behaviors using learner outcome data ☐ Analyze learner outcome data to identify replacement skills for undesirable behaviors assuring that instructional targets align with FBA results ☐ Graph data regarding undesirable behaviors with data regarding replacement skills ☐ Analyze learner outcome data to make decisions regarding effectiveness of behavior plan	Staff will... ☐ Analyze and rearrange instruction to ensure it does not set the occasion for undesirable behavior ☐ Plan and deliver supplemental contingencies as necessary to support L progress ☐ Conduct FBA and develop behavior plans ☐ Integrate behavior plans and instructional plans for all appropriate learners ☐ Collect valid direct measures of undesirable behaviors ☐ Graph data regarding undesirable behaviors with data regarding replacement skills
Begin:	End:	Begin:	End:

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Classroom Teacher:

Classroom Location:

Implement Programming as Scheduled

Phase 1	Phase 2	Phase 3	Phase 4
Behavior Plans - (LESA 16-17)			
Describe status...	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:
Begin: End:	Begin: End:	Begin: End:	Begin: End:

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Collect Specific Type of Data			
Phase 1	Phase 2	Phase 3	Phase 4
Learner Data - (LESA 12)			
Determine status... ☐ What types of data systems are in place? ☐ Who collects learner data? ☐ Is data visually displayed (graphed)? ☐ Are there routinely assessments tools related to: ☐ Language ☐ Reading ☐ Math ☐ Other(s) ☐ Are there defined guidelines for assessment procedures related to: ☐ Undesirable behaviors ☐ Learner preferences ☐ Functional Skills ☐ Other(s)	Staff will... ☐ Participate in completing learner preferences using the CLM Reinforcer Survey for all learners on a routine basis ☐ Assess participation of classroom learners across multiple instructional conditions using a momentary time sampling procedure ☐ Participate in conducting placement tests for identified learners ☐ Participate in conducting CLRAs for identified learners ☐ Develop efficient data collection systems that illustrate the following: ☐ Instructional/behavioral targets ☐ Type of data to be collected ☐ How the data will be recorded ☐ How the data will be graphed ☐ When the data will be analyzed ☐ Use the job aid/data form to record data ☐ Collect data on learners as scheduled ☐ Use accurate descriptive statements to describe learner outcomes ☐ Collect and record accurate occurrence/non-occurrence data ☐ Collect and record accurate data using direct measures ☐ Frequency ☐ Duration ☐ Latency ☐ Graph learner data ☐ Develop a Learner Profile for each learner	Staff will... ☐ Routinely update preference assessments for all learners ☐ Routinely assess classroom schedule for participation ☐ Complete Placement Tests and CLRAs on all learners ☐ Complete assessments on validated curriculum for all appropriate learners ☐ Collect valid data using a variety of direct measures (rate, duration, latency...) for both: ☐ Repertoire development ☐ Weakening repertoires ☐ Collect data on learners as scheduled ☐ Track learner outcomes using graphs ☐ Uses visual graphs displaying learner progress to drive formulation of instruction ☐ Routinely update Learner Profiles for all learners ☐ Check for reliability of information provided by others regarding learner outcomes (inter-rater reliability)	
Instructor Data - (LESA 13)			
Determine status... ☐ How are classroom responsibilities designated? ☐ What are instructor roles?	Coaches will... ☐ Self-Assess and Assess instructors performance using the ISCP/job aid as a framework ☐ Participate in inter-rater reliability assessments of instructional fidelity ☐ Provide feedback to instructors regarding fidelity of delivery across a variety of CLM repertoires and lessons ☐ Track in-class coaching as professional development for all instructional staff ☐ Self-assess classroom using LESA routinely ☐ Identify and organize identified tasks using LESA & Implementation Checklist ☐ Document completion of implementation tasks using LESA and Action Plan ☐ Assess validity of instructor collected data on learner performance during instruction ☐ Coach (or identified team member) initiates FBA process for L with repetitious UB that do not have effective planned procedures in place ☐ Use ISPC and Job Aide to deliver feedback to instructors ☐ Assess classroom staff for preferences	Staff will... ☐ Use Implementation Assessment Tool to Identify changing staff training and support needs ☐ Conduct ISPs on instructors routinely ☐ Update LESA routinely	

Begin:	End:	Begin:	End:
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Collect Specific Type of Data				
Phase 1	Phase 2	Phase 3	Phase 4	
Learner Data - (LESA 12)				
Describe status...	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:
Instructor Data - (LESA 13)				
Describe status...	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:
Begin:	End:	Begin:	End:	Begin:

CLM Implementation Assessment Tool - DRAFT

Classroom Teacher:

Classroom Location:

Phase 1		Phase 2		Phase 3		Phase 4	
Monitor Effects of Programming for Learners and Instructors							
Monitoring Learners (LESA 7, 18, 20)							
Determine status... ☐ Who are the most naive or challenging learners in the classroom? ☐ Which learners would most likely fall into the first 7 lessons of the CLM curriculum? ☐ Are there supplemental reinforcement in place for: ☐ Individual learners ☐ Class-wide ☐ School-wide ☐ Other ☐ How is learner progress recorded? ☐ What is the incidence of injurious behaviors per learner? ☐ Are there learner's who are in immediate need of an effective behavior plan?	Staff (coach & teacher) will... ☐ Set-up learner folders for all learners in the curriculum to include: ☐ Learner Profile ☐ Curriculum Scope & Sequence Tracking Chart ☐ Participate in analyzing data from behavior plans for weakening behaviors and instructional plans for replacement skills to determine relationship	Staff (coach and/or teacher) will... ☐ Maintain updated learner folders to include: ☐ Learner Profile ☐ Curriculum Scope & Sequence Tracking Chart ☐ Assessment protocols ☐ Team Meeting Notes ☐ Determine type of data that will be collected for each learner/each repertoire ☐ Graph all learner data related to: ☐ Undesirable behaviors ☐ IEP goals ☐ Validated curriculum ☐ Other(s)	Staff (teacher) will... ☐ Develop and maintain student level data collection systems ☐ Update learner folders routinely to monitor overall L progress across all IEP goals ☐ Communicate learner progress to parents using graphs/CLRAS and with understandable language ☐ Develop and monitor supplemental reinforcement contingencies to address learner's with consistent undesirable behaviors ☐ Develop and monitor contingencies to weaken behavior if necessary ☐ Use learner assessments to formulate and reformulate instruction in the moment ☐ Use FBA information to drive instructional formulation and prioritization for learners with undesirable behaviors				
Monitoring Instructors (LESA 19, 21)							
Determine status... ☐ Are staff prepared for instructional coaching? ☐ Are there teams meeting routinely scheduled?	Staff will... ☐ Schedule instructors with specific learners to provide coaching opportunities ☐ Track the fidelity of instructional delivery across repertoires and lessons using the CLM In-Class Coaching Tracking Form ☐ Monitor instructor ability to deliver curriculum as illustrated and scheduled using ISPCs ☐ Monitor instructor ability to follow behavior plans as illustrated and scheduled ☐ Use the CLM COS curriculum tracking sheet to monitor instructor progress through COS ☐ Document routine team meetings held for the purpose of learner progress review ☐ Use Action Plans to organized and document identified classroom tasks from LESA, Implementation checklist, other needs as identified.						
Begin:	End:	Begin:	End:	Begin:	End:	Begin:	End:

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Monitor Effects of Programming for Learners and Instructors

Phase 1	Phase 2	Phase 3	Phase 4
Monitoring Learners (LESA 7, 18, 20)			
Describe status...	Potential Sources of Evidence:	Potential Sources of Evidence:	Potential Sources of Evidence:
Monitoring Instructors (LESA 19, 21)			
Describe status...	Potential Sources of Evidence:		
Begin:	End:	Begin:	End: