

LEAP – USA
University of Colorado at Denver and HSC

Quality Program Indicators
Assessment

District: _____

Classroom Site: _____

Date: _____

Year 01__ Year 02__ Baseline Follow Up

Observer: _____

Classroom Organization and Planning

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

	Full Implementation	Partial Implementation	Needs Work		
1. Organizes and maintains classroom in an attractive manner	5	4	3	2	1
<input type="checkbox"/> maintains a stimulating and orderly environment					
<input type="checkbox"/> ensures that the room and toys are cleaned regularly					
<input type="checkbox"/> sets up and maintains individual interest areas (i.e., sensory table, art, blocks, etc.)					
<input type="checkbox"/> displays children's art work					
<input type="checkbox"/> reduces or removes distracting stimuli when necessary					
2. Maintains an organized daily schedule	5	4	3	2	1
<input type="checkbox"/> ensures that daily routine follows an orderly and predictable sequence					
<input type="checkbox"/> provides a balance of activities (active/quiet, teacher directed/child directed, individual/small group/large group)					
<input type="checkbox"/> considers attention span and abilities of children when planning the length of an activity					
<input type="checkbox"/> posts classroom schedule in an area visible to staff, parents, and outside visitors					
<input type="checkbox"/> follows schedule in a predictable manner but allows for flexibility					
<input type="checkbox"/> effectively plans and paces transitions; waiting time is minimal					
<input type="checkbox"/> prepares for transitions; follows transition sequence consistently; supports children as needed and provides children with sufficient notice that a transition is coming					
3. Arranges the environment and daily routine to support independence	5	4	3	2	1
<input type="checkbox"/> sets up and maintains individual interest areas (i.e., sensory table, art, blocks, etc.)					
<input type="checkbox"/> uses low furniture to separate play areas and reduce distraction					
<input type="checkbox"/> places materials on low shelves making them readily accessible to children					
<input type="checkbox"/> labels shelves with pictures of materials to support independent clean-up					
<input type="checkbox"/> establishes a system for children to choose and transition between play areas (name tags, necklaces, clothes pins etc.)					
<input type="checkbox"/> creates a predictable sequence within the daily activities (i.e., circle time includes, "Hello song," calendar, weather, introduction of themes, choosing play areas)					
4. Plans easily recognized unit themes	5	4	3	2	1
<input type="checkbox"/> selects themes that reflect children's interests and abilities					
<input type="checkbox"/> introduces and discusses themes during large group activities					
<input type="checkbox"/> creatively incorporates and embeds themes into play areas					
<input type="checkbox"/> brings materials related to the theme into the classroom					
<input type="checkbox"/> plans complimentary activities and experiences					
5. Encourages teamwork	5	4	3	2	1
<input type="checkbox"/> encourages exchange of ideas, sharing observations, and discussion of new strategies					
<input type="checkbox"/> delineates roles and responsibilities to ensure smooth flow of daily routine					
<input type="checkbox"/> team meets as a whole to plan for themes and activities (regular ed & special ed together)					
<input type="checkbox"/> posts staff's duties (weekly) to ensure expectations are clear					
<input type="checkbox"/> plans for all staff members to share in classroom responsibilities					
<input type="checkbox"/> communicates information regarding child needs, interests and programming goals with all staff members					

Comments:

Teaching Strategies

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

	Full Implementation	Partial Implementation	Needs Work
1. Individualizes instruction based on children's needs, interests and abilities	5	4	3 2
<input type="checkbox"/> individualizes children's needs, interests and abilities (i.e., observation, recording information, planning activities, collecting work samples, etc.)	1		
<input type="checkbox"/> plans for varying levels of development in classroom activities			
<input type="checkbox"/> targets functional goals and objectives for children (those that enable children to successfully manage for function in their social and physical environments)			
<input type="checkbox"/> follows children's lead by responding to ongoing play and initiations in a manner designed to increase and improve quality of engagement			
2. Implements naturalistic teaching strategies for addressing children's needs	5	4	3 2
<input type="checkbox"/> embeds instruction into naturally occurring opportunities for learning (i.e. circle, play, transitions, interactions, meals, etc.)		1	
<input type="checkbox"/> addresses related skills in conjunction with target goal (i.e. works on language, social and fine motor skills while practicing set the snack table)			
<input type="checkbox"/> provides opportunities for children to practice skills across settings, materials, cues and people (generalization)			
3. Identifies logically occurring antecedents and consequences	5	4	3 2
<input type="checkbox"/> ensures that antecedents (materials, questions, delays, models, assistance, etc.) are selected to elicit targeted skills		1	
<input type="checkbox"/> gives instructional feedback that is immediate, specific and objective			
<input type="checkbox"/> provides adequate environmental cues (corrective responses and positive reinforcement) for acquiring and maintaining desired responses			
<input type="checkbox"/> selects consequences that are inherent to the activity or a logical outcome of the activity			
<input type="checkbox"/> assumes an active role in the classroom (following/leading, arranging/waiting, asking/answering, and showing/guiding)			
4. Adapts instruction to meet children's special needs	5	4	3 2
<input type="checkbox"/> incorporates learning objectives into child-selected activities and teaches the skill children will need to participate		1	
<input type="checkbox"/> provides instruction through children's most effective learning mode (visual, auditory, motoric) when appropriate (i.e., combines verbal directions with visual cues)			
<input type="checkbox"/> plans for repetition, modeling and imitation to assist in skill			
<input type="checkbox"/> uses a consistent hierarchy of prompting; systematically fades the prompt			
<input type="checkbox"/> uses task analysis (breaks tasks down into smaller steps) for teaching purposes intersperses "known" material with "unknown" material			
<input type="checkbox"/> proceeds from concrete to abstract and from simple to complex			
5. Adapts materials to meet children's special needs	5	4	3 2
<input type="checkbox"/> enlarges materials for children with visual or motor impairments (larger crayons, paper, etc) stabilizes materials to enable better manipulation (tapes paper to table, uses velcro picture		1	
<input type="checkbox"/> adds cues to materials to help child participate more independently (places photo of child			
<input type="checkbox"/> reduces distraction by limiting materials (one puzzle piece at a time until correct position is located)			
<input type="checkbox"/> uses reusable materials to provide extra practice (wipe off cards, chalkboard, etc.)			
<input type="checkbox"/> makes materials more familiar or more personal for child (teacher-made book using pictures of child and family; objects from home brought in for language activity)			

Comments:

Teaching Communication Skills

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

	Full Implementation		Partial Implementation		Needs Work
1. Utilizes naturalistic teaching strategies	5	4	3	2	1
<input type="checkbox"/> reflects and expands on children's verbal communication					
<input type="checkbox"/> playfully encourages communication using environmental strategies (e.g., forgetfulness & sabotage, piece by piece, visible but unreachable)					
<input type="checkbox"/> engages in parallel and self-talk to model language					
<input type="checkbox"/> use Incidental Teaching effectively across classroom activities					
2. Identifies and capitalizes on opportunities to encourage communication	5	4	3	2	1
<input type="checkbox"/> sets up play and routine situations that foster communication between children					
<input type="checkbox"/> uses highly motivating, novel materials within the classroom					
<input type="checkbox"/> develops repetitive and predictable routines then pauses or changes the routine to illicit initiations or commenting					
<input type="checkbox"/> allows adequate waiting time for child to process and formulate language					
3. Utilizes and encourages total communication (signs, pictures, gestures, augmentative communication devices & verbalizations) within the classroom	5	4	3	2	1
<input type="checkbox"/> integrates individual children's augmentative communication systems into all classroom routines					
<input type="checkbox"/> ensures that pictures (or other augmentative devices) are readily available to individual children at all times					
<input type="checkbox"/> uses sign or gestures during activities when appropriate					
<input type="checkbox"/> ensures peers have opportunities to be exposed to augmentative communication symbols					
4. Uses a team approach to determine and develop individual communication systems	5	4	3	2	1
<input type="checkbox"/> gives and accepts feedback from other staff					
<input type="checkbox"/> participates in team discussions about a child's communication style					
<input type="checkbox"/> includes families (actively seeks input from) in decision making and generalization to other settings					
<input type="checkbox"/> ensures system is <i>dynamic</i> and constantly changing					
<input type="checkbox"/> monitors and incorporates expanding vocabulary quickly					

Comments:

Promoting Social Interactions

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

	Full Implementation		Partial Implementation		Needs Work
1. Capitalizes on the presence of typically developing peers	5	4	3	2	
<input type="checkbox"/> utilizes peers as models of desirable social behavior	1				
<input type="checkbox"/> encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean up buddy, etc.)					
<input type="checkbox"/> demonstrates sensitivity to peer preferences and personalities					
<input type="checkbox"/> shows an understanding of developmental levels of interactions and play skills					
2. Utilizes effective environmental arrangements to encourage social interactions	5	4	3	2	
<input type="checkbox"/> considers peer placement during classroom activities			1		
<input type="checkbox"/> effectively selects and arranges materials that promote interactions					
<input type="checkbox"/> effectively selects and arranges activities that promote interactions					
<input type="checkbox"/> plans for consistent social opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.)					
3. Uses prompting and reinforcement of interactions effectively	5	4	3	2	
<input type="checkbox"/> provides sincere, enthusiastic feedback to promote and maintain social interactions			1		
<input type="checkbox"/> waits until interactions are finished before reinforcing; does not interrupt interactions					
<input type="checkbox"/> models phrases children can use to initiate and continue interactions					
<input type="checkbox"/> gives general reminders to "play with your friends"					
<input type="checkbox"/> facilitates interactions by supporting and suggesting play ideas					
<input type="checkbox"/> ensures that interactions are mostly child-directed not teacher-directed during free play					
4. Provides instruction to aid in the development of social skills	5	4	3	2	
<input type="checkbox"/> includes social interaction goals on the IEP	1				
<input type="checkbox"/> teaches appropriate social skills through lessons and role-playing opportunities					
<input type="checkbox"/> incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning					
5. Structures activities to encourage and teach:	5	4	3	2	
<input type="checkbox"/> sharing			1		
<input type="checkbox"/> turn-taking					
<input type="checkbox"/> requesting and distributing items					
<input type="checkbox"/> working cooperatively					
6. Utilizes materials that are:	5	4	3	2	
<input type="checkbox"/> high interest	1				
<input type="checkbox"/> novel					
<input type="checkbox"/> high in social value					

Comments:

Providing Positive Behavioral Guidance

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

	Full Implementation		Partial Implementation		Needs Work
1. Creates an environment that leads to the development of self-control	5	4	3	2	
<input type="checkbox"/> tries to avoid behavior problems by being organized and prepared	1				
<input type="checkbox"/> redirects disruptive/destructive play into acceptable outlets					
<input type="checkbox"/> guides children in effective ways of settling disputes					
<input type="checkbox"/> encourages children to talk about their feelings and ideas rather than use physical force					
<input type="checkbox"/> tells children what they can do, gives alternatives					
<input type="checkbox"/> models behavior expected of children					
2. Establishes/enforces clear rules, limits and consequences for behavior	5	4	3	2	
<input type="checkbox"/> identifies/reviews reasonable classroom rules with children; provides opportunity for practice			1		
<input type="checkbox"/> states rules positively and specifically (avoids words "no" and "don't" as much as possible)					
<input type="checkbox"/> keeps rule to manageable number (3-6)					
<input type="checkbox"/> frequently reinforces children for appropriate behavior					
<input type="checkbox"/> identifies consequences for both following and not following rules					
<input type="checkbox"/> makes sure all adults in classroom know rules and consequences					
<input type="checkbox"/> enforces rules and consequences consistently and fairly					
3. Gives appropriate directions	5	4	3	2	
<input type="checkbox"/> keeps directions simple, short and specific			1		
<input type="checkbox"/> phrases directions as statements not questions when choice is not an option					
<input type="checkbox"/> states directions in calm, quiet neutral tone; walks over to child rather than call across room					
<input type="checkbox"/> uses preventative directions to head off potential problems					
<input type="checkbox"/> uses a hierarchy of prompts (gives an independent opportunity to follow directions before providing additional physical assistance)					
4. Utilizes monitoring strategies to reduce behavior problems	5	4	3	2	
<input type="checkbox"/> assists children to attend to teacher in group activities (uses reinforcement, differential reinforcement, redirection, prompts, cues, etc.)	1				
<input type="checkbox"/> helps cue teacher when children need attention, acknowledgment of efforts, opportunity for turns, etc...					
<input type="checkbox"/> positions self to allow clear view of play areas; shares monitoring responsibilities with other staff members					
<input type="checkbox"/> remains focused on children; is careful not to become distracted					
5. Implements a variety of effective behavior management strategies	5	4	3	2	
<input type="checkbox"/> utilizes a systematic approach for developing behavior interventions (e.g. describes the behavior, analyzes the antecedents, determines the function, establishes clear consequences, monitors the effectiveness of the intervention and modifies as needed)			1		
<input type="checkbox"/> includes a high level of positive reinforcement (i.e., praise, comments, conversation, opportunities for turns, etc.)					
<input type="checkbox"/> utilizes peer models to increase appropriate behavior (i.e. differential reinforcement, "sit and watch," etc.)					
<input type="checkbox"/> uses interruption and redirection to teach desirable alternative behavior					
<input type="checkbox"/> ignores attention-seeking behaviors when appropriate					
<input type="checkbox"/> follows a set procedure when using time out (i.e. uses strategies first; discusses with all team members; decides on which behaviors merit a time out; duration of time out; etc.)					

Comments:

IEP'S & Measuring Progress (Data Collection)

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

	Full Implementation	Partial Implementation	Needs Work		
1. Establishes a system for effective data collection	5	4	3	2	1
<input type="checkbox"/> selects type of data sheet based on IEP objective (rating, frequency, narrative)					
<input type="checkbox"/> organizes manageable system where data sheets are easily accessible to staff (i.e., clipboards, file cards)					
<input type="checkbox"/> assures each goal and data sheet includes the objective, level of performance, criteria, and specially designed instructions if appropriate					
<input type="checkbox"/> all staff and/or accepts responsibility for collecting data as delineated on a posted schedule					
2. Incorporates data collection into daily routine	5	4	3	2	1
<input type="checkbox"/> assess daily lesson plans and considers where and when certain data can be collected					
<input type="checkbox"/> ensures each child has some goals or objectives coded per day					
3. Reviews and maintains data in systematic fashion	5	4	3	2	1
<input type="checkbox"/> monitors data to make changes as appropriate (i.e., modifies presentation, adapts materials, returns to previous step, etc.)					
<input type="checkbox"/> checks data frequently for goals completion according to criteria					
<input type="checkbox"/> adds new goals and data sheets as necessary					
<input type="checkbox"/> reviews data with team and supervisor on regular basis					
4. Evaluates goals and objectives for appropriateness in the environment	5	4	3	2	1
<input type="checkbox"/> reviews each child's goals and objectives upon entry into program					
<input type="checkbox"/> spends 3-4 weeks getting to know child and determining appropriate objectives and collect baseline data					
<input type="checkbox"/> conducts a team meeting where members share ideas about appropriate goals/objectives					

Comments

Interactions with Children

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

	Full Implementation		Partial Implementation		Needs Work	
1. Develops meaningful relationships with children	5		4	3	2	1
<input type="checkbox"/> greets children on arrival; calls by name						
<input type="checkbox"/> communicates with children at eye level						
<input type="checkbox"/> verbally interacts with individual children during routines and activities						
<input type="checkbox"/> participates in children's play when appropriate						
<input type="checkbox"/> shows respect, consideration, warmth						
<input type="checkbox"/> speaks calmly to children						
2. Interacts with children to develop their self-esteem	5		4	3	2	1
<input type="checkbox"/> demonstrates active listening with children						
<input type="checkbox"/> avoids judgmental statements						
<input type="checkbox"/> supports children's ideas						
<input type="checkbox"/> recognizes children's efforts						
<input type="checkbox"/> shows empathy and acceptance of children's feelings						
3. Shows sensitivity to individual children's needs	5		4	3	2	1
<input type="checkbox"/> respects and accommodates individual needs, personalities and characteristics of all children						
<input type="checkbox"/> adapts and adjusts accordingly (instruction, curriculum, materials, etc.); plans for different skill levels						
<input type="checkbox"/> conveys acceptance of individual differences (culture, gender, sensory needs) through diverse planning, material selection, discussion topics						
4. Encourages autonomy	5		4	3	2	1
<input type="checkbox"/> provides children with opportunities to make choices						
<input type="checkbox"/> allows children time to respond and/or complete task independently before offering assistance						
<input type="checkbox"/> creates opportunities for decision making, problem solving, and working together						
<input type="checkbox"/> teaches children strategies for self-regulating and/or self-monitoring behaviors						

Comments:

Interactions with Families

Quality Program Guidelines by LEAP Preschool & The LEAP Outreach Project, 2002

	Full Implementation	Partial Implementation		Needs Work	
	5	4	3	2	1
1. Creates an environment for open communication and mutual trust	5	4	3	2	1
<input type="checkbox"/> greets family members by name					
<input type="checkbox"/> creates an opportunity for brief, informal communication at arrival and departure times					
<input type="checkbox"/> responds to parent conversation; parents are comfortable approaching staff					
<input type="checkbox"/> establishes a system for regular communication (notebooks, telephone hours, bulletin board)					
<input type="checkbox"/> responds to notes, phone calls, etc., in a timely manner					
2. Provides parents with clear information so that they understand the philosophy of the program and the strategies being used with their child	5	4	3	2	1
<input type="checkbox"/> avoids jargon and acronyms; technical terms are explained					
<input type="checkbox"/> considers differences in culture, values, expectations and levels of understanding					
<input type="checkbox"/> sets up opportunities for parents to observe staff and model strategies in person or by video					
3. Speaks in a respectful manner when discussing family issues with other staff members	5	4	3	2	1
<input type="checkbox"/> understands that situations cannot always be handled in the home					
<input type="checkbox"/> respects family members different methods of coping					
<input type="checkbox"/> views parents as the expert on their child					
<input type="checkbox"/> avoids patronizing language and tone					
<input type="checkbox"/> respects the family's right to confidentiality					
<input type="checkbox"/> avoids judgmental attitudes					
4. Involves parents in classroom activities	5	4	3	2	1
<input type="checkbox"/> posts weekly lesson plans and other pertinent information for parents in classroom					
<input type="checkbox"/> involves families in a variety of ways					
<input type="checkbox"/> gives parents ideas for carrying over themes, instructional strategies, or activities to home					
<input type="checkbox"/> provides families who can not regularly visit with other opportunities to contribute					
<input type="checkbox"/> considers parents as a source for ideas, materials and support for classroom activities					
<input type="checkbox"/> communicates roles and responsibilities to parents when they volunteer/observe in the classroom					
<input type="checkbox"/> plans activities during the school year that involve extended family members (i.e., grandparents day, family picnic, etc.)					
5. Treats parents as a member of their child's educational	5	4	3	2	1
<input type="checkbox"/> invites parents to meetings regarding important programming decisions					
<input type="checkbox"/> shares relevant, important information with parents					
<input type="checkbox"/> asks parents for their ideas, opinions, and guidance					
<input type="checkbox"/> involves parents in the development and evaluation of classroom goals					

Comments: