

Autistic student support checklist

Student progress and achievement

- Clear learning objectives.** Have I clearly defined learning objectives and goals for each student, including autistic students, to track their individual progress?
- Assessment alignment.** Do assessments align with my learning objectives and provide an accurate reflection of each student's academic and behavioral progress?
- Data collection.** Am I consistently collecting data on student performance and progress in both academic and behavioral areas?
- Regular evaluation.** Do I regularly evaluate student work, providing timely feedback to track progress and address challenges early on?

Individualized education plans (IEPs) and accommodations

- IEP review.** Have I reviewed and updated the IEPs for autistic students based on their evolving needs and progress?
- Accommodation implementation.** Are the accommodations and supports outlined in IEPs being effectively implemented in the classroom to maximize student success?
- Monitoring effectiveness.** Am I actively monitoring the effectiveness of accommodations and adjusting strategies as needed to support ongoing student learning?

Classroom environment and supports

- Sensory considerations.** Is the classroom environment sensory-friendly, allowing for focus and comfort for autistic students?
- Visual supports.** Are visual schedules, cues, and other supports in place to assist students with transitions and help them understand expectations?
- Behavior management.** Are consistent behavior management strategies in place to support positive behavior and address challenges across the classroom?

Communication and collaboration

- Communication with parents/Caregivers.** Am I maintaining regular, transparent communication with parents and caregivers, updating them on progress and addressing any concerns?
- Collaboration with support staff.** Do I collaborate effectively with special educators, therapists, and support staff to coordinate services and interventions for autistic students?
- Team meetings.** Are team meetings held regularly to discuss student progress, share insights, and plan actionable next steps?

PERSPECTIVE

Professional development and growth

- Professional learning.** Have I actively engaged in professional development opportunities to deepen my understanding of autism, inclusive practices, and effective teaching strategies?
- Reflective practice.** Do I regularly reflect on my teaching methods to assess their effectiveness and make improvements based on student needs?
- Peer feedback.** Am I open to receiving feedback from colleagues and integrating suggestions to enhance the overall educational experience?

Student well-being and emotional support

- Emotional regulation.** Are strategies in place to support emotional regulation and overall well-being for autistic students?
- Peer relationship.** Do I create opportunities for autistic students to develop social skills and build positive peer relationships?
- Personalized support.** Have I identified any additional supports or resources needed to address individual student needs and promote overall well-being?

Documentation and record-keeping

- Data documentation.** Am I maintaining accurate and up-to-date records of student progress, assessments, and interventions?
- IEP documentation.** Is documentation related to IEPs, accommodations, and modifications consistently updated and easily accessible for review?
- Progress reports.** Do I regularly provide comprehensive progress reports to parents and caregivers, outlining student achievements and areas for growth?

Continuous improvement and evaluation

- Continuous monitoring.** Am I regularly monitoring and evaluating the effectiveness of instructional strategies, interventions, and supports to ensure they meet student needs?
- Feedback mechanism.** Have I established a feedback mechanism where students, parents, and colleagues can provide input on the educational process and suggest improvements?
- Goal setting.** Do I set clear, actionable goals to improve outcomes for autistic students, and take proactive steps to achieve these goals?