---From IEP to EBP Planning Worksheet---

AFIRM

Autism Focused Intervention
Resources & Modules

Learner's Name: _____   **Date/Time:** _____

Team Member(s): _____

Instructions: Use this *From IEP to EBP Planning Guide* as a planning checklist for selecting an evidence-based practice (EBP) to be used with a learner with ASD. Refer the *Domain Matrix* as a part of this *From IEP to EBP Planning Guide*.

Identify the target behavior/skill:

_____

_____

Collect baseline data:

Date	Tally (Frequency of behavior)	Total

OR

Date	Setting/Activity	Start Time	End Time	Total Minutes

Selecting an EBP

Define an observable and measurable IEP goal:

_____

_____

_____

_____

_____

_____

Check annual goal for:

☐ Context (When/Antecedent)

☐ Target behavior/skill/goal (What/Behavior for the learner to perform)

☐ Mastery (How/Criterion for learner progress/mastery)

Identify characteristics, clues, and resources:

Child & Family Characteristics

☐ Student Strengths: _____

☐ Student Challenges: _____

☐ Has worked before (home/school): _____

_____

☐ Has not worked before (home/school): _____

_____

Teacher/Team Characteristics

☐ Knowledge level: _____

_____

☐ Successfully used EBPs: _____

_____

Clues found in IEP Goal

☐ Goal Domain: _____

☐ Potential EBPs (Use Domain Matrix): _____

_____

Selecting an EBP   National Professional Development Center on ASD   2019   2

Identify characteristics, clues, and resources (continued):

Other Resources

☐ Current student supports: _____

☐ Available equipment: _____

☐ Team members: _____

☐ Additional learning experiences: _____

_____

Select an EBP:

_____

If applicable, identify additional EBPs to be used with selected EBP:

☐ Reinforcement (R+)	☐ Time Delay (TD)	☐ Functional Behavior Assessment (FBA)
☐ Prompting (PP)	☐ Task Analysis (TA)	☐ Other:
☐ Modeling (MD)	☐ Visual Supports (VS)	☐ Other:

Additional notes:

_____

_____

_____

_____

_____

For more information, visit:
www.afirm.fpg.unc.edu