

# Appendix J Autism Engagement Rating Scale (Classroom Version)

Child's Name: \_\_\_\_\_ Activity: \_\_\_\_\_

Observation Date: \_\_\_\_\_ Observer: \_\_\_\_\_

Description of Session (circle): Baseline Coaching I, II, III, IV, Final Evaluation

Type of Instruction (circle): Large Group Small Group 1:1 Adult Independent

<b>Cooperation</b>	
1	<i>Refuses</i> to participate in activity.
1.5	<i>Limited</i> participation in activity.
2	<i>Partially</i> participates in activity.
2.5	<i>Frequently</i> participates in activity.
3	<i>Fully</i> participates in activity; may show enthusiasm for completing activity.
Observations/comments:	

<b>Functionality</b>	
1	<i>Does not</i> use objects appropriately.
1.5	<i>Limited</i> appropriate use of objects.
2	Demonstrates <i>some</i> appropriate use of objects.
2.5	<i>Frequently</i> uses objects appropriately.
3	Is successful in <i>consistently</i> using objects appropriately. The child does not demonstrate inappropriate use of objects.
Observations/comments:	

<b>Productivity</b>	
1	<i>Does not</i> lead to the targeted outcome. Play/task is <i>not</i> purposeful.
1.5	<i>Limited</i> progress is made toward targeted outcome. Purpose of play/task is <i>limited</i> .
2	<i>Some</i> progress is made toward targeted outcome. Play/task is <i>somewhat</i> purposeful.
2.5	<i>Significant</i> progress is made toward targeted outcome. Play/task is <i>generally</i> purposeful.
3	Targeted outcome is achieved. Play/task is <i>completely</i> purposeful.
Observations/comments:	

<b>Independence</b>	
1	<i>Does not</i> complete task independently and requires <i>constant</i> physical prompts throughout activity and never responds
1.5	Requires <i>several</i> prompts to complete tasks. The child <i>rarely</i> responds to verbal or gestural prompts throughout activity.
2	May require <i>some</i> prompts to complete tasks. The child responds to verbal or gestural prompts <i>throughout</i> activity.
2.5	The child requires <i>minimal</i> verbal or gestural prompts <i>throughout</i> activity.
3	<i>Does not</i> require verbal or gestural prompts to complete tasks. The child completes tasks independently <i>throughout</i> activity.
Observations/comments:	

<b>Consistency</b>	
1	Child's goal directed behavior is <i>completely</i> different from the teacher's goal directed behavior for the child.
1.5	Child's goal directed behavior is <i>mostly</i> different from the teacher's goal directed behavior for the child.
2	Child's goal directed behavior is <i>somewhat</i> consistent with the teacher's goal directed behavior for the child.
2.5	Child's goal directed behavior is <i>mostly</i> consistent with the teacher's goal directed behavior for the child.
3	Child's goal directed behavior is the <i>same</i> as the teacher's goal directed behavior for the child.
Observations/comments:	

<b>Attention</b>	
1	Is <i>not</i> attentive during the entire activity. The child shows no interest in activity.
1.5	<i>Limited</i> attention to activities is shown. Interest is also <i>limited</i> .
2	Shows <i>some</i> attention to and interest in activity.
2.5	Is <i>frequently</i> attentive to activity.
3	Is <i>fully</i> attentive during entire activity.
Observations/comments:	