**DEVELOP GUIDING PRINCIPLES**

**1. Select Principles / Add your own**

\_\_\_\_\_ Regular planning time and TEAM meetings are essential for supporting students with Autism.

\_\_\_\_\_ We make the program fit the child . . . not the child fit the program.

\_\_\_\_\_ All students with ASD will be given opportunities to integrate into general education settings for social and/or academic experiences, regardless of perceived competency

\_\_\_\_\_ The general education curriculum represents an opportunity for inclusion and social learning; Skill proficiency is not the primary goal.

\_\_\_\_\_ Social Skills can only develop with social opportunities

\_\_\_\_\_ An appropriate functional communication system will be provided at all times, regardless of competency.

\_\_\_\_\_ Students with ASD will always develop new behavior.

\_\_\_\_\_ Support strategies may change behavior… words may not always change behavior.

\_\_\_\_\_ Students will be directly included in discussions that are related to them in the educational setting.

\_\_\_\_\_ Understand and work with the uniqueness of Autism . . . Not against it.

\_\_\_\_\_ Staff behavior is modeled… positive or negative.

\_\_\_\_\_ Supports and Strategies must meet BEST PRACTICE standards and have evidence-based support.

\_\_\_\_\_ “New and Promising” practices will be empirically evaluated.

\_\_\_\_\_ Positive Behavior Support (PBS) plans based on data will be implemented to assist the student in developing appropriate behaviors.

\_\_\_\_\_ Behavior will be managed by following the plan and the organized consequences established; changes in the implemented plan with ONLY occur with a case conference or a team decision.

**Add your own: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**2. Action Plan for Implementation: Be sure to POST principles in all appropriate places.**

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|  **WHO** |  **Is Doing WHAT** |  **By WHEN** |
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