



Student Planning Menu

After identifying the priority goals for your individual students (from SSSC and GAS goals), A-Team will select the Core CSESA Components and evidence-based practices to best meet identified needs.

	Academics	Peer & Social	Independence & Behavior	Transition & Families
CSESA Core Components	<input type="checkbox"/> Alternate Achievement Literacy <input type="checkbox"/> Collaborative Strategic Reading-High School	<input type="checkbox"/> Peer Networks <input type="checkbox"/> Peer Supports <input type="checkbox"/> Social Competence Intervention-High School		<input type="checkbox"/> Self-Directed IEPs <input type="checkbox"/> Work-Based Learning Experiences <input type="checkbox"/> Transitioning Together (families)
Evidence-Based Practices Identified for Adolescents with ASD (can also choose from full list of 27, see linking document)	<input type="checkbox"/> Antecedent-based intervention <input type="checkbox"/> Peer mediated instruction & intervention <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Technology-aided instruction & intervention <input type="checkbox"/> Time delay <input type="checkbox"/> Other EBP: _____	<input type="checkbox"/> Antecedent-based intervention <input type="checkbox"/> Modeling <input type="checkbox"/> Peer mediated instruction & intervention <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Scripting <input type="checkbox"/> Social Narratives <input type="checkbox"/> Social skills training <input type="checkbox"/> Task analysis <input type="checkbox"/> Technology-aided instruction & intervention <input type="checkbox"/> Time delay <input type="checkbox"/> Video modeling <input type="checkbox"/> Visual supports <input type="checkbox"/> Other EBP: _____	<input type="checkbox"/> Antecedent-based intervention <input type="checkbox"/> Cognitive behavioral intervention <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Extinction <input type="checkbox"/> Functional behavior assessment <input type="checkbox"/> Functional communication training <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Self-management <input type="checkbox"/> Social narratives <input type="checkbox"/> Video modeling <input type="checkbox"/> Visual supports <input type="checkbox"/> Other EBP: _____	<input type="checkbox"/> Antecedent-based intervention <input type="checkbox"/> Cognitive behavioral intervention <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Extinction <input type="checkbox"/> Functional behavior assessment <input type="checkbox"/> Functional communication training <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Self-management <input type="checkbox"/> Social narratives <input type="checkbox"/> Video modeling <input type="checkbox"/> Visual Supports <input type="checkbox"/> Other EBP: _____

Note: Prior to implementation staff will have received training on CSESA, ASD, GAS, and transition plan (possibly), and teams will complete the Secondary School Success Checklist then scale priority goals.

Interventions	Implementation (Who, When, Where, How?)	Data gathering (Who, How?)	Other
A.		<input type="checkbox"/> Fidelity <input type="checkbox"/> Student Progress	
B.		<input type="checkbox"/> Fidelity <input type="checkbox"/> Student Progress	
C.		<input type="checkbox"/> Fidelity <input type="checkbox"/> Student Progress	
D.		<input type="checkbox"/> Fidelity <input type="checkbox"/> Student Progress	
Resources Needed (technology, visuals, etc.)	A. B. C. D.		
Professional Development Needed	What form (coaching, training, modules, etc.)	For Whom	
A.			
B.			
C.			
D.			