Monarch Autism Virtual Program
Survey to Assess Prerequisites for Virtual Learning

Monarch Center for Autism
A Division of Bellefaire JCB

Would student have access to the following for virtual schooling?

- Reliable Wi-Fi / Internet Access: _____

- Appropriate environment for virtual learning (e.g., quiet room, minimal distractions): _____

- Comfortable Seating Area (chair, beanbag, desk, etc.): _____

- Safe place to store bins of instructional/therapeutic materials: _____

- 1-on-1 educational partner/tutor (for prompting, reinforcement, etc.): _____
  - If yes, who would this person be: _____

Prerequisite Skills of Student:

Please check the appropriate column below for each skill. Presence of these skills promotes more effective virtual learning. Emerging or absent skill(s) may not prohibit a student from being accepted into the Virtual Program, especially if the skill(s) can be taught.

Student Can:	Yes	Sometimes	No	Comments
(1) Sit, stand, attend to, initiate, complete tasks and activities				
(2) Look at the screen upon hearing name via video				
(3) Come to the work area upon request from the practitioner via video (with or without one or more prompts)				
(4) Listen to instructions and receive information				
(5) Respond to previously mastered instructions delivered via video (e.g., basic one-step directions, imitation, procuring materials, etc.)				
(6) Identify items on the screen receptively and expressively (e.g., "Touch the tree" or "What is this?")				
(7) Respond to social praise delivered via video				
(8) Look and listen to someone when talking and taking turns in a conversation				
(9) Use visual and/or communication supports (e.g., topic display boards, video models, social narratives, PECS, AAC device, etc.)				
(10) Effectively transition from one subject/topic to the next				
(11) Interact with peers				

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Student Can:	Yes	Sometimes	No	Comments
(12) Remain in the instructional area during video instruction with or without one or more prompts from family members, tutors, educational aids, etc. a. If Yes or Sometimes, for how long? _____				
(13) Attend to screen without engaging in problem behavior such as swiping to a different screen or pressing buttons repeatedly on device, or aggressing toward tutor/educational aid a. If Yes or Sometimes, for how long? _____				
(14) Stay focused/maintain attention for a prolonged period of time a. If Yes or Sometimes, for how long? _____				
(15) Use a computer mouse, keyboard, finger, etc. to successfully drag and drop on the screen				

How would you describe student's personality (e.g., easygoing, rigid, happy, etc.)?

_____

_____

Is the student drawn to screen media?

_____

_____

Do you have any safety concerns for this student (e.g., implementation of behavior interventions, self-injury, aggression, etc.)?_____

_____

Does student have fine motor impairments?

_____

_____

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Does student have gross motor impairments?

_____

_____

Does student have vision impairments?

_____

_____

Does student have hearing impairments?

_____

_____

Does student have cognitive impairments?

_____

_____

Does student have physical endurance impairments?

_____

_____

Does student have any co-existing medical condition(s)?

_____

_____

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