HANDS-Assessment for Collaboration Tool (HANDS-ACT)

HANDS in Autism

HANDS IN AUTISM
INDIANA UNIVERSITY
School of Medicine

Date and Time Period:	/ / --	Rater:	
Program or Setting:		Individual or Site:	
Data Collection Setting:	☐ School ☐ Community: ☐ Home ☐ Other:	Data Collection Format:	☐ In person: ☐ Live ☐ Recorded ☐ Virtual: ☐ Live ☐ Recorded
Phase, if applicable*:	☐ Pre-Implementation ☐ Pre-Assessment/Pre-Admission ☐ Post ☐ Follow-Up		
Materials Provided for Review:	☐ Schedule: O Class Schedule O Choreography O Verbal/Visual Confirmation O Other: ☐ Records (e.g., IEP, IEPs with FBA/BIP, etc.), please note students sampled & materials provide (i.e., IEP, IFSP, etc.): ☐ Data: O Forms O Representation Samples O Other:		
General Setting Events**:			

*Participants or sites who are being considered for or are within an ongoing phase and have begun the intervention
**Make note of any setting events that occur within observation at the time of observation (e.g., late start, special events, teacher absence, etc.)

The HANDS-ACT® is a brief, environmental screening tool, available as a complement to the HANDS-Full Assessment for Collaboration Tool (HANDS-FACT), to guide initial review of the implementation of evidence-based practices across a range of settings with individuals across a range of (dis)abilities. Scores are based on a combination of observation, permanent products and/or interview.

0 (Not Present)	1 (Minimally Present)	2 (Somewhat Present)	3 (Sufficiently Present)	4 (Fully Present)	N/A (Not Applicable)	N/O (Not Opportunity)
Criteria (full or partial) NOT met for any aspect of the component for any of the individuals nor setting	Present across some aspect of the component at least partially FOR ONLY A FEW of the individuals and/or a few of the settings (i.e., more do not show than those that partially show)	Present across some aspect of the component at least partially for SOME OF THE SAMPLE (individuals and/or settings) WITH MORE SHOWING PARTIALLY THAN NOT **NOTE:** If even one individual or setting show not present, will score a 1.	Present across components at least partially for MOST OF THE SAMPLE (individuals or settings) and FULL FOR EVEN A FEW OF THE SAMPLE (individuals or settings) OR see components PARTIALLY ACROSS THE ENTIRETY OF THE SAMPLE (individuals and settings)	Present fully for the entirety of the sample (individuals and setting) **NOTE:** If even one individual or setting are partial, will score a 3.	Criteria NOT met for ANY part of the classroom but NOT necessary to be	No opportunity to observe.

Physical Structure								Notes
1. It is clear what activity should be expected within individual areas.	0	1	2	3	4	N/A	N/O	
2. Student areas are free from clutter.	0	1	2	3	4	N/A	N/O	
3. Only materials necessary for or available for use during activities are present and accessible within the area.	0	1	2	3	4	N/A	N/O	
4. Areas are well-marked.	0	1	2	3	4	N/A	N/O	
5. The student can be observed across and within areas with reasonable efforts by staff.	0	1	2	3	4	N/A	N/O	

HANDS-Assessment for Collaboration Tool (HANDS-ACT)

0 (Not Present)	1 (Minimally Present)	2 (Somewhat Present)	3 (Sufficiently Present)	4 (Fully Present)	N/A (Not Applicable)	N/O (Not Opportunity)
Criteria (full or partial) NOT met for any aspect of the component for any of the individuals nor setting	Present across some aspect of the component at least partially FOR ONLY A FEW of the individuals and/or a few of the settings (i.e., more do not show than those that partially show)	Present across some aspect of the component at least partially for SOME OF THE SAMPLE (individuals and/or settings) WITH MORE SHOWING PARTIALLY THAN NOT **NOTE:** If even one individual or setting show not present, will score a 1.	Present across components at least partially for MOST OF THE SAMPLE (individuals or settings) and FULL FOR EVEN A FEW OF THE SAMPLE (individuals or settings) OR see components PARTIALLY ACROSS THE ENTIRETY OF THE SAMPLE (individuals and settings)	Present fully for the entirety of the sample (individuals and setting) **NOTE:** If even one individual or setting are partial, will score a 3.	Criteria NOT met for ANY part of the classroom but NOT necessary to be	No opportunity to observe.

6. Areas are set up such that wide-open spaces are limited.	0	1	2	3	4	N/A	N/O
7. Structure and placement of areas minimizes distractions.	0	1	2	3	4	N/A	N/O
8. Boundaries or areas are defined by both tight and loose structure.	0	1	2	3	4	N/A	N/O
9. Adults only allow the areas to be utilized for the assigned activities and/or functions (e.g., reading, leisure, work with teacher).	0	1	2	3	4	N/A	N/O

Physical Structure Score
(Total Score/Total Possible)

Visual Structure							Notes
1. Expectations for the student are apparent based upon the materials and information provided at each location.	0	1	2	3	4	N/A	N/O
2. Visual reminders and cues are available for reference regarding rules, strategies, and/or choices specific to areas.	0	1	2	3	4	N/A	N/O
3. Visual tools and supports are available to assist the student with the concept of duration when the time is not defined by materials.	0	1	2	3	4	N/A	N/O
4. The sequence of activities within an area is defined by the use of mini-schedules and/or work systems.	0	1	2	3	4	N/A	N/O
5. The student is referencing and manipulating available visual supports showing understanding of their purpose.	0	1	2	3	4	N/A	N/O
6. Adults are consistently using and directing the student to reference their visual tools.	0	1	2	3	4	N/A	N/O

HANDS-Assessment for Collaboration Tool (HANDS-ACT)

0 (Not Present)	1 (Minimally Present)	2 (Somewhat Present)	3 (Sufficiently Present)	4 (Fully Present)	N/A (Not Applicable)	N/O (Not Opportunity)
Criteria (full or partial) NOT met for any aspect of the component for any of the individuals nor setting	Present across some aspect of the component at least partially FOR ONLY A FEW of the individuals and/or a few of the settings (i.e., more do not show than those that partially show)	Present across some aspect of the component at least partially for SOME OF THE SAMPLE (individuals and/or settings) WITH MORE SHOWING PARTIALLY THAN NOT **NOTE:** If even one individual or setting show not present, will score a 1.	Present across components at least partially for MOST OF THE SAMPLE (individuals or settings) and FULL FOR EVEN A FEW OF THE SAMPLE (individuals or settings) OR see components PARTIALLY ACROSS THE ENTIRETY OF THE SAMPLE (individuals and settings)	Present fully for the entirety of the sample (individuals and setting) **NOTE:** If even one individual or setting are partial, will score a 3.	Criteria NOT met for ANY part of the classroom but NOT necessary to be	No opportunity to observe.

Visual Structure Score
(Total Score/Total Possible)

Schedules								Notes
1. Schedules are in place for the student.	0	1	2	3	4	N/A	N/O	
2. The schedule is individualized to the student specific to his or her functioning level (e.g., object, picture, written, full day, partial day, mobile, stationary).	0	1	2	3	4	N/A	N/O	
3. The student schedule reflects the opportunity to engage in a variety of activities (e.g., 1:1, small group, independent).	0	1	2	3	4	N/A	N/O	
4. A transition area or transition object is utilized to prompt schedule use and maintenance.	0	1	2	3	4	N/A	N/O	
5. The schedule incorporates motivation (e.g., schedule mapping).	0	1	2	3	4	N/A	N/O	
6. Major transitions are represented for the individual student as appropriate to student needs.	0	1	2	3	4	N/A	N/O	
7. The schedule is utilized consistently by the student such that it is clear that the system and process (e.g., pull off, check off) is clear and functional.	0	1	2	3	4	N/A	N/O	
8. Adults prompt use of the schedule after each transition if not utilized independently.	0	1	2	3	4	N/A	N/O	
9. Mini-schedules are utilized to further break down activity sequences to minimize the need for adult prompting.	0	1	2	3	4	N/A	N/O	

HANDS-Assessment for Collaboration Tool (HANDS-ACT)

0 (Not Present)	1 (Minimally Present)	2 (Somewhat Present)	3 (Sufficiently Present)	4 (Fully Present)	N/A (Not Applicable)	N/O (Not Opportunity)
Criteria (full or partial) NOT met for any aspect of the component for any of the individuals nor setting	Present across some aspect of the component at least partially FOR ONLY A FEW of the individuals and/or a few of the settings (i.e., more do not show than those that partially show)	Present across some aspect of the component at least partially for SOME OF THE SAMPLE (individuals and/or settings) WITH MORE SHOWING PARTIALLY THAN NOT **NOTE:** If even one individual or setting show not present, will score a 1.	Present across components at least partially for MOST OF THE SAMPLE (individuals or settings) and FULL FOR EVEN A FEW OF THE SAMPLE (individuals or settings) OR see components PARTIALLY ACROSS THE ENTIRETY OF THE SAMPLE (individuals and settings)	Present fully for the entirety of the sample (individuals and setting) **NOTE:** If even one individual or setting are partial, will score a 3.	Criteria NOT met for ANY part of the classroom but NOT necessary to be	No opportunity to observe.

Schedules Score (Total Score/Total Possible)	

Choreography								Notes
1. There is a master schedule with every major transition noted.	0	1	2	3	4	N/A	N/O	
2. Schedules/activities of both students and adults are incorporated into the master schedule.	0	1	2	3	4	N/A	N/O	
3. All major transitions and special events are noted.	0	1	2	3	4	N/A	N/O	
4. Students and adults are in the appropriate areas at the appropriate times and with the designated staff/students based upon the schedule.	0	1	2	3	4	N/A	N/O	
5. Staff are engaged with students maximizing instructional time and minimizing downtime in the classroom.	0	1	2	3	4	N/A	N/O	
6. Staff/student ratios are adequate to provide appropriate support of students and active engagement of staff during necessary times.	0	1	2	3	4	N/A	N/O	
7. Staff roles are aligned with their stated or apparent interests and skills.	0	1	2	3	4	N/A	N/O	
8. Students are grouped with other students of similar functioning levels for the task at hand.	0	1	2	3	4	N/A	N/O	
9. Lengths of times in activities vary for different students.	0	1	2	3	4	N/A	N/O	

HANDS-Assessment for Collaboration Tool (HANDS-ACT)

0 (Not Present) Criteria (full or partial) NOT met for any aspect of the component for any of the individuals nor setting	1 (Minimally Present) Present across some aspect of the component at least partially FOR ONLY A FEW of the individuals and/or a few of the settings (i.e., more do not show than those that partially show)	2 (Somewhat Present) Present across some aspect of the component at least partially FOR SOME OF THE SAMPLE (individuals and/or settings) WITH MORE SHOWING PARTIALLY THAN NOT **NOTE:** If even one individual or setting show not present, will score a 1.	3 (Sufficiently Present) Present across components at least partially for MOST OF THE SAMPLE (individuals or settings) and FULL FOR EVEN A FEW OF THE SAMPLE (individuals or settings) OR see components PARTIALLY ACROSS THE ENTIRETY OF THE SAMPLE (individuals and settings)	4 (Fully Present) Present fully for the entirety of the sample (individuals and setting) **NOTE:** If even one individual or setting are partial, will score a 3.	N/A (Not Applicable) Criteria NOT met for ANY part of the classroom but NOT necessary to be	N/O (Not Opportunity) No opportunity to observe.

Choreography Score
(Total Score/Total Possible)

Prompting								Notes
1. The student is provided with clear and specific instructions.	0	1	2	3	4	N/A	N/O	
2. Staff await student response (at least 5-10 seconds between prompts) before further prompting response.	0	1	2	3	4	N/A	N/O	
3. Staff utilize gestural, verbal and model prompts prior to physical prompts when the student does not follow the initial instruction (i.e., least level of prompting is utilized).	0	1	2	3	4	N/A	N/O	
4. Staff block errors in responding.	0	1	2	3	4	N/A	N/O	
5. Staff provide contingent praise for correct student responses if prompting was required beyond initial instruction.	0	1	2	3	4	N/A	N/O	
6. The student is provided with opportunities to respond independently before prompting.	0	1	2	3	4	N/A	N/O	
7. Staff reminders about prompting are provided above student eye level to cue appropriate responding.	0	1	2	3	4	N/A	N/O	

Prompting Score
(Total Score/Total Possible)

Behavioral Responding								Notes
1. Positive attention is provided frequently for incompatible, adaptive behaviors and functional alternatives to misbehaviors.	0	1	2	3	4	N/A	N/O	

HANDS-Assessment for Collaboration Tool (HANDS-ACT)

0 (Not Present)	1 (Minimally Present)	2 (Somewhat Present)	3 (Sufficiently Present)	4 (Fully Present)	N/A (Not Applicable)	N/O (Not Opportunity)
Criteria (full or partial) NOT met for any aspect of the component for any of the individuals nor setting	Present across some aspect of the component at least partially FOR ONLY A FEW of the individuals and/or a few of the settings (i.e., more do not show than those that partially show)	Present across some aspect of the component at least partially for SOME OF THE SAMPLE (individuals and/or settings) WITH MORE SHOWING PARTIALLY THAN NOT **NOTE:** If even one individual or setting show not present, will score a 1.	Present across components at least partially for MOST OF THE SAMPLE (individuals or settings) and FULL FOR EVEN A FEW OF THE SAMPLE (individuals or settings) OR see components PARTIALLY ACROSS THE ENTIRETY OF THE SAMPLE (individuals and settings)	Present fully for the entirety of the sample (individuals and setting) **NOTE:** If even one individual or setting are partial, will score a 3.	Criteria NOT met for ANY part of the classroom but NOT necessary to be	No opportunity to observe.

2.	Minimal attention (i.e., no social response) is provided to misbehavior.	0	1	2	3	4	N/A	N/O	
3.	Blocking is used to ensure safety.	0	1	2	3	4	N/A	N/O	
4.	Staff reminders are posted above student eye level in the classroom.	0	1	2	3	4	N/A	N/O	
5.	Staff consistently show the student appropriate differential responding for positive and negative behaviors (i.e., response to positive behaviors are more fun than for misbehaviors).	0	1	2	3	4	N/A	N/O	

Behavioral Responding Score
(Total Score/Total Possible)

Broad Program Screening Questions (Optional)								Notes
1. Evidence exists that data from systematic data collection and/or informal assessment has informed components of schedules, visual structure, etc.	0	1	2	3	4	N/A	N/O	
2. Ongoing data systems are utilized beyond academic skills (i.e., functional, behavioral).	0	1	2	3	4	N/A	N/O	
3. Goals are specific, measurable, action-based, realistic, and time-bound with indication of ongoing progress monitoring.	0	1	2	3	4	N/A	N/O	
4. Tasks are individualized to student skills and with adaptations for academic, functional and behavioral needs (i.e., work varies across students).	0	1	2	3	4	N/A	N/O	
5. Student tasks vary across days and observations.	0	1	2	3	4	N/A	N/O	

HANDS-Assessment for Collaboration Tool (HANDS-ACT)

0 (Not Present) Criteria (full or partial) NOT met for any aspect of the component for any of the individuals nor setting	1 (Minimally Present) Present across some aspect of the component at least partially FOR ONLY A FEW of the individuals and/or a few of the settings (i.e., more do not show than those that partially show)	2 (Somewhat Present) Present across some aspect of the component at least partially for SOME OF THE SAMPLE (individuals and/or settings) WITH MORE SHOWING PARTIALLY THAN NOT NOTE: If even one individual or setting show not present, will score a 1.	3 (Sufficiently Present) Present across components at least partially for MOST OF THE SAMPLE (individuals or settings) and FULL FOR EVEN A FEW OF THE SAMPLE (individuals or settings) OR see components PARTIALLY ACROSS THE ENTIRETY OF THE SAMPLE (individuals and settings)	4 (Fully Present) Present fully for the entirety of the sample (individuals and setting) NOTE: If even one individual or setting are partial, will score a 3.	N/A (Not Applicable) Criteria NOT met for ANY part of the classroom but NOT necessary to be	N/O (Not Opportunity) No opportunity to observe.

6. Individualized collaboration systems are utilized to foster communication between home and school (i.e., communication formats, frequency and content may vary).	0	1	2	3	4	N/A	N/O	
7. Collaboration and/or communication systems are actively utilized for related service professionals, consultants, and itinerant staff.	0	1	2	3	4	N/A	N/O	
8. Teacher has planned collaboration times with all classroom staff either separately or as a group, if possible.	0	1	2	3	4	N/A	N/O	

Broad Program Screening Score
(Total Score/Total Possible)

Scoring Summary

Indicate the total score and total possible for each of the above noted programming areas. Only the items scored (i.e., an item scored with a 0, 1, or 2 rather than being marked as N/A or N/O) are tallied for the total score with the total possible being calculated as the number of items scored x 2 (i.e., a rater scored 6 of 8 items within a section thus the total possible is calculated as 6 x 2 = 12).

Area of Programming	Total Score	Total Possible	Score (Total score/ Total possible)	Notes
Physical Structure				
Visual Structure				
Schedules				
Choreography				
Prompting				
Behavioral Responding				
Broad Program Screening				

Notes:

Scoring Representation

Representation of scores by areas of programming can help guide feedback and discussions. Criteria for sufficient implementation within programming areas are generally set at 80% across a series of 3 time periods or data collection dates. Representation of multiple data collection dates can occur via different colors or markers and use of a legend to indicate the date or time period associated with the color or marker can assist with consistency in interpretation.

Percent Scored	Physical Structure	Visual Structure	Schedules	Choreography	Prompting	Behavioral Responding	Broad Program Screening
100%							
90%							
80%							
70%							
60%							
50%							
40%							
30%							
20%							
10%							

Area of Programming

Notes: