



Statewide Autism Resources & Training
www.gvsu.edu/autismcenter

Universal Supports Assessment and Planning Tool TEAM MEMBER RATING FORM

Name:

Building:

Date:

Directions: Each ASD support team member should complete this form independently. For each item, place a number in the box (4, 3, 2, 1, 0) that most accurately describes your BUILDING-LEVEL supports. Completed forms should be returned to the coach leader/building coach for scoring. For more information on the criteria for each score, please refer to the *USAPT Scoring Guide*.

4 points: The quality indicator is in place across all students, classrooms, staff, and grade levels. Improvement is only needed for sustainability.

3 points: The quality indicator is mostly in place. Minor improvements could be made.

2 points: The quality indicator is partially in place (e.g. only some classrooms, teachers, students, grade levels) and Needs some improvements.

1 point: The quality indicator only minimally in place. Effective practices are not occurring often or systematically.

0 points: The quality indicator is not in place. A planning team is needed to discuss the development of these practices within a building, and a well-formulated plan should be devised to address the indicators.

Support Area	Quality Indicator	Check One				
		In Place (4)	Mostly in Place (3)	Partially in Place (2)	Minimally in Place (1)	Not in Place (0)
Guiding Principles	1. Guiding principles have been developed and are integrated into the school culture.					
	2. Guiding principles are based on effective practices for students with ASD.					
	3. A system is in place to address violations of the guiding principles (e.g. who enforces the system and how).					
Team Process	4. A student support team (e.g. behavior support team, student study team, etc.) functions in the school / program.					
	5. Team roles and responsibilities are clearly defined and rotated to enhance accountability and collaboration.					
	6. A data-driven problem-solving process is used during all team meetings.					
	7. Team meetings result in clear action plans and consistent follow through.					
Parent and Family Support	8. Family members are active, supported and informed participants in their student's education.					
	9. A variety of current and appropriate resources, trainings and services are available to families through the school.					
	10. Family dynamics, culture, language and needs are respected and considered when developing IEPs.					
Educational	11. Students with ASD have consistent, supported academic opportunities in general education.					

Strategies	12. IEP goals are developed based on the general education curriculum and address immediate and long-term student independence.					
	13. Accommodations/modifications to the general education curriculum are systematically implemented in all content areas/subjects to meet individual needs as reflected in IEP goals.					
	14. Collaboration systematically occurs between regular and special education to assure that accommodations and modifications are appropriate and well-linked with curriculum content.					
	15. A system is used to determine appropriate grading based on the accommodations/modifications to the general education curriculum.					
	16. Progress on academic goals is assessed frequently and used to inform programming.					
	17. Instruction is presented in a concrete manner matched to students' skills and abilities.					
	18. Instruction is differentiated and engaging to meet the needs of diverse learners.					
	19. Students spend the school day engaged in meaningful instructional activities.					
	20. Targeted instructional strategies are used effectively to teach new skills.					
Visual and Organizational Supports	21. The classroom environment is clutter-free and organized visually.					
	22. A clear and consistent daily schedule is used that includes balanced, engaging activities.					
	23. Individual visual schedules accurately reflect student skills, needs and abilities and are used at each transition.					
	24. Visual supports are paired with clear and concise verbal language.					
	25. Social stories/facts/scripts are developed and used.					
	26. Break cards are used to teach students to exit appropriately when necessary.					
	27. Individualized visual supports (work/task systems, procedure lists) are used to increase independence in task completion.					
Functional Communication Systems	28. Appropriate communication systems are selected and implemented across environments and partners.					
	29. Adults consistently respond to both conventional and unconventional (e.g., yelling) communication attempts.					
	30. Functionally-based communication targets (requests, protests) are taught and supported.					
	31. Staff consistently initiate student responding through gesture, sign, icons and spoken language and expect students to use communication skills during the school day.					
	32. Social-communication targets (greetings, sustaining conversations) are taught and supported.					
	33. Social-pragmatic targets (nonverbal cues) are taught and supported.					
Adult Support	34. Adults demonstrate respect for students' needs by interacting at an age appropriate level, and talking to, rather					

	than in front of students.					
	35. Unnecessary conversation between adults is minimal.					
	36. Paraprofessional support is assigned based on specific and individual needs for direct academic, behavioral or social support.					
	37. Adults in the students' environment actively promote independence of students.					
	38. Paraprofessional responsibilities are clearly communicated and followed.					
	39. Training, mentoring, and supervision are offered regularly and required for adults working with students with ASD.					
	40. Adults utilize appropriate prompting procedures to support students in learning routine tasks and new skills.					
	41. Fading of paraprofessional support occurs as appropriate.					
Peer to Peer Support	42. Information about ASD and the students with ASD are provided to the typical students in the classroom/building in a way that respects parental preferences.					
	43. Typical peers are actively recruited as peer to peer supports to interact with students with ASD throughout the day.					
	44. Peer supports are trained to interact appropriately and effectively with students with ASD.					
	45. Peer supports attend regular meetings to discuss the students with ASD.					
	46. Mediums of exchange are identified for each student with ASD to promote effective interaction with typical peers.					
	47. A system exists to maintain typical peer involvement with students with ASD.					
Positive Behavior Supports	48. Clear and consistent expectations for student behavior are established and taught to all students.					
	49. Behavior plans and strategies for students with intensive behavior patterns are developed based on functional behavior assessment and principles of positive behavior support.					
	50. Individual behavior support plans include strategies for preventing problem behavior, responding to problem behavior and teaching replacement behaviors.					
	51. Data on the plan is routinely collected and reviewed by the support team to determine effectiveness.					
	52. Behavior support plans are implemented with fidelity in all environments.					