# Universal Supports Checklist

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Universal Support** | **Needs (from PLAAFP) addressed by this SA & S** | **Implementation Fidelity (Check all the Apply)** |
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| Visual / Organizational Supports |  | 1. \_\_\_\_The daily schedule is consistent, clear and predictable and changes in the schedule are highlighted with as much advanced notice as possible to prepare the student for change.
2. \_\_\_\_The classroom environment is clutter-free and organized visually (e.g. use of color-coding, labeling, pictures, etc.) to cue expected behavior, decrease distractions, and clarify expectations.
3. \_\_\_\_The student has an individual visual schedule that accurately reflects his/her skills and abilities.
4. \_\_\_\_ Visual schedule is used or the student is prompted to it at each transition.
5. \_\_\_\_Students physically interact with their schedule (e.g. cross out, move to “done,” move to check in area in the room).
6. \_\_\_\_Sub / mini schedules are used when needed (e.g. when skills break down, when the student presents with behavior).
7. \_\_\_\_Transition supports (e.g. picture cards, check schedule cards) are used when needed (e.g. when skills break down, when the student presents with behavior, etc.).
8. \_\_\_\_ Work systems and routine / task lists are used regularly to increase task independence.
9. \_\_\_\_Social stories / facts / scripts are developed and used.
10. \_\_\_\_Break Cards are used to teach students to exit appropriately when necessary.
11. \_\_\_\_Appropriate instructional strategies are used to teach the visual systems.
12. \_\_\_\_Visual supports are used when making requests, giving directions, providing instruction, encouraging participation.
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NOTES:

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| Functional Communication System |  | 1. \_\_\_\_Assessment of the student’s communication involves observation of all forms of communication (verbalizations, gestures, pictures, behavior) currently used by the student across environments, as well as the functions of problem behaviors (e.g., whether student problem behaviors communicate protests or requests).
2. \_\_\_\_Families and relevant team members actively participate in the selection and teaching of the appropriate communication system for student which may include verbal, sign-based, picture-based (e.g., PECS), augmentative devices, or a combined approach.
3. \_\_\_\_The communication system chosen matches student skills, needs, and environments, is functional, portable, and available in all environments.
4. \_\_\_\_Staff in the child’s environment consistently responds to and validates both *conventional* communication attempts (use of verbalizations, gestures, and functional communication systems) and *unconventional* communication attempts (nonverbal behaviors or problem behaviors).
5. \_\_\_\_Unconventional communication attempts such as yelling and using adults as “tools,” are consistently used as opportunities to teach the functional communication system.
6. \_\_\_\_Staff initiates communication with students with ASD in all environments and activities by prompting, questioning, offering choices and starting conversations.
7. \_\_\_\_Staff consistently encourage responding through gesture, sign, icons and spoken language.
8. \_\_\_\_Students are specifically taught communication systems.
9. \_\_\_\_Appropriate instructional strategies are used to teach the communication systems.
10. \_\_\_\_Communication data are regularly collected to ensure that students are consistently using functional communication systems across environments and activities, and with multiple partners (teachers, families and peers).
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| Peer to Peer Support |  | 1. \_\_\_\_Information about ASD and the student with ASD is provided to the typical peers in the classroom/building in a way that respects parent and student preferences.
2. \_\_\_\_Staff maximizes opportunities and creates activities / situations that encourage interactions with typical peers throughout the day.
3. \_\_\_\_Typical peers are actively recruited as peer to peer supports.
4. \_\_\_\_Peer supports are trained to interact appropriately and effectively with the student.
5. \_\_\_\_Staff prompts typical peers to initiate and sustain interactions with students with ASD.
6. \_\_\_\_Peer to peer support students attend regular meetings to support the student.
7. \_\_\_\_Mediums of Exchange are identified to promote effective interaction with typical peers.
8. \_\_\_\_A system exists to maintain typical peer involvement with the student (e.g., appreciation activities such as lunch gatherings).
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| Paraprofessional Support |  | 1. \_\_\_\_Paraprofessional support is assigned only when the student needs direct academic, behavioral or social support.
2. \_\_\_\_Paraprofessionals in the student’s environment actively promote independence by teaching systems (e.g. visual schedules) that allow the student to complete tasks with minimal assistance.
3. \_\_\_\_Paraprofessional responsibilities are clearly communicated and available for review.
4. \_\_\_\_A list of strategies the paraprofessional is required to implement with the student is provided (e.g. visual supports, prompting, reinforcement, crisis plan).
5. \_\_\_\_Paraprofessionals implement strategies and complete responsibilities as outlined.
6. \_\_\_\_Paraprofessionals demonstrate respect for student (e.g. talking to instead of in front of ).
7. \_\_\_\_Training, mentoring, and implementation support are offered regularly and required for the paraprofessional working with the student with ASD.
8. \_\_\_\_Appropriate supervision, observation, and performance feedback is provided regularly to the paraprofessional(s).
9. \_\_\_\_Fading of paraprofessional support occurs as soon as data shows the student is learning systems that allow him/her to complete tasks independently.
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| Positive Behavioral Interventions and Supports |  | 1. \_\_\_\_ Tier 1 (Universal) strategies that prevent challenging behavior are developed and implemented with fidelity for the student.
2. \_\_\_\_If implemented Tier 1 strategies have not addressed challenging behaviors, a problem solving approach founded in functional behavior assessment is utilized to develop targeted (Tier 2) interventions and supports.
3. \_\_\_\_Tier 2 interventions and supports are implemented with fidelity.
4. \_\_\_\_If the student continues to have challenging behaviors despite implementation of Tier 1 strategies and Tier 2 interventions and supports, a full functional behavior assessment (Tier 3) is used to develop a positive behavior support plan.
5. \_\_\_\_Functional behavior assessments employ multiple methods of data collection (e.g. direct observation, scatterplot, rating scales, interviews) to determine the function of challenging behaviors.
6. \_\_\_\_The positive behavior support plan includes antecedent strategies (i.e., proactive strategies intended to prevent behaviors from occurring).
7. \_\_\_\_The positive behavior support plan includes strategies for teaching and prompting new skills (e.g. communication, social interaction, independence, replacement behaviors).
8. \_\_\_\_The positive behavior support plan includes appropriate, non-emotional, non-verbal, and non-punitive strategies for responding to behavior.
9. \_\_\_\_If needed, a crisis plan is developed for responding to dangerous and emergency situations. The crisis plan complies with the Michigan Department of Education, Office of Special Education and Early Intervention Services policy “Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint.”
10. \_\_\_\_The positive behavior support plan and/or crisis plan is reviewed with all relevant staff and implementation training is provided as needed.
11. \_\_\_\_Data on the fidelity of implementation of the positive behavior support plan are collected and reviewed regularly by the team.
12. \_\_\_\_Behavioral data at all tiers are collected regularly and used as the basis for decision-making about strategies.
13. \_\_\_\_The positive behavior support plan is implemented consistently in all environments
14. \_\_\_\_There is a reporting system in place between school staff and family members to provide regular updates on behavioral interventions and their effectiveness.
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| Accommodations / Modifications |  | 1. \_\_\_\_The student has sufficient opportunities in the general education environment to make progress in academic, independence, and social competency skills.
2. \_\_\_\_The general education curriculum is used as the primary focus of instruction.
3. \_\_\_\_Academic goals and objectives are developed based on the general education curriculum, plus augmentation of targeted skills (e.g. social skills, community skills).
4. Effective instructional practices are used to build new skills (e.g., shaping, task analysis, etc.).
5. \_\_\_\_Specific academic *accommodations* to the general education curriculum are selected and implemented based on individualized needs and reflected in the I.E.P. goals.
6. \_\_\_\_Specific academic *modifications* to the general education curriculum are selected and implemented based on individualized needs and reflected in the I.E.P. goals.
7. \_\_\_\_A system is developed to assure that the specific academic accommodations and modifications are implemented throughout the student’s educational program.
8. \_\_\_\_A system is used to determine appropriate grading based on the specific accommodations and modifications to the general education curriculum.
9. \_\_\_\_Progress toward student goals are assessed at least weekly and necessary changes are made to programming to ensure improvement.
10. \_\_\_The student takes the MEAP or participates in MI Access.
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| **Other Necessary Supplementary Aids and Services**  | **Needs (from PLAAFP) addressed by this SA & S** | **Implementation Fidelity** |
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