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| **start-web**  **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. |  |  |  |  |  |
| 1. Guiding principles are based on effective practices for students with ASD. |  |  |  |  |  |
| 1. A system is in place to address violations of the guiding principles (e.g. who enforces the system and how). |  |  |  |  |  |
| Team Process | 1. A student support team (e.g. behavior support team, student study team, etc.) functions in the school / program. |  |  |  |  |  |
| 1. Team roles and responsibilities are clearly defined and rotated to enhance accountability and collaboration. |  |  |  |  |  |
| 1. A **data-driven** problem-solving process is used during all team meetings. |  |  |  |  |  |
| 1. Team meetings result in clear action plans **and** consistent follow through. |  |  |  |  |  |
| Parent and Family Support | 1. Family members are active, supported and informed participants in their student’s education. |  |  |  |  |  |
| 1. A variety of current and appropriate resources, trainings and services are available to families through the school. |  |  |  |  |  |
| 1. Family dynamics, culture, language and needs are respected and considered when developing IEPs. |  |  |  |  |  |

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|  |  | In Place (4) | Mostly in Place (3) | Partially in Place (2) | Minimally in Place (1) | Not in Place (0) |
| Educational Strategies | 1. Students with ASD have consistent, supported academic opportunities in general education. |  |  |  |  |  |
| 1. IEP goals are developed based on the general education curriculum and address immediate and long-term student independence. |  |  |  |  |  |
| 1. Accommodations/modifications to the general education curriculum are systematically implemented in all content areas/subjects to meet individual needs as reflected in IEP goals. |  |  |  |  |  |
| 1. Collaboration systematically occurs between regular and special education to assure that accommodations and modifications are appropriate and well-linked with curriculum content. |  |  |  |  |  |
| 1. A system is used to determine appropriate grading based on the accommodations/modifications to the general education curriculum. |  |  |  |  |  |
| 1. Progress on academic goals is assessed frequently and used to inform programming. |  |  |  |  |  |
| 1. Instruction is presented in a concrete manner matched to students’ skills and abilities. |  |  |  |  |  |
| 1. Instruction is differentiated and engaging to meet the needs of diverse learners. |  |  |  |  |  |
| 1. Students spend the school day engaged in meaningful instructional activities. |  |  |  |  |  |
| 1. Targeted instructional strategies are used effectively to teach new skills. |  |  |  |  |  |
| Visual and Organizational Supports | 1. The classroom environment is clutter-free and organized visually. |  |  |  |  |  |
| 1. A clear and consistent daily schedule is used that includes balanced, engaging activities. |  |  |  |  |  |
| 1. Individual visual schedules accurately reflect student skills, needs and abilities and are used at each transition. |  |  |  |  |  |
| 1. Visual supports are paired with clear and concise verbal language. |  |  |  |  |  |
| 1. Social stories/facts/scripts are developed and used. |  |  |  |  |  |
| 1. Break cards are used to teach students to exit appropriately when necessary. |  |  |  |  |  |
| 1. Individualized visual supports (work/task systems, procedure lists) are used to increase independence in task completion. |  |  |  |  |  |

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|  |  | In Place (4) | Mostly in Place (3) | Partially in Place (2) | Minimally in Place (1) | Not in Place (0) |
| Functional Communication Systems | 1. Appropriate communication systems are selected and implemented across environments and partners. |  |  |  |  |  |
| 1. Adults consistently respond to both conventional and unconventional (e.g., yelling) communication attempts. |  |  |  |  |  |
| 1. Functionally-based communication targets (requests, protests) are taught and supported. |  |  |  |  |  |
| 1. Staff consistently initiate student responding through gesture, sign, icons and spoken language and expect students to use communication skills during the school day. |  |  |  |  |  |
| 1. Social-communication targets (greetings, sustaining conversations) are taught and supported. |  |  |  |  |  |
| 1. Social-pragmatic targets (nonverbal cues) are taught and supported. |  |  |  |  |  |
| Adult Support | 1. Adults demonstrate respect for students’ needs by interacting at an age appropriate level, and talking to, rather than in front of students. |  |  |  |  |  |
| 1. Unnecessary conversation between adults is minimal. |  |  |  |  |  |
| 1. Paraprofessional support is assigned based on specific and individual needs for direct academic, behavioral or social support. |  |  |  |  |  |
| 1. Adults in the students’ environment actively promote independence of students. |  |  |  |  |  |
| 1. Paraprofessional responsibilities are clearly communicated and followed. |  |  |  |  |  |
| 1. Training, mentoring, and supervision are offered regularly and required for adults working with students with ASD. |  |  |  |  |  |
| 1. Adults utilize appropriate prompting procedures to support students in learning routine tasks and new skills. |  |  |  |  |  |
| 1. Fading of paraprofessional support occurs as appropriate. |  |  |  |  |  |
| Peer to Peer Support | 1. 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. |  |  |  |  |  |
| 1. Typical peers are actively recruited as peer to peer supports to interact with students with ASD throughout the day. |  |  |  |  |  |
| 1. Peer supports are trained to interact appropriately and effectively with students with ASD. |  |  |  |  |  |
| 1. Peer supports attend regular meetings to discuss the students with ASD. |  |  |  |  |  |
| 1. Mediums of exchange are identified for each student with ASD to promote effective interaction with typical peers. |  |  |  |  |  |
| 1. A system exists to maintain typical peer involvement with students with ASD. |  |  |  |  |  |

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|  |  | In Place (4) | Mostly in Place (3) | Partially in Place (2) | Minimally in Place (1) | Not in Place (0) |
| Positive Behavioral Interventions and Supports | 1. Clear and consistent expectations for student behavior are established and taught to all students. |  |  |  |  |  |
| 1. Behavior plans and strategies for students with intensive behavior patterns are developed based on functional behavior assessment and principles of positive behavioral interventions and supports. |  |  |  |  |  |
| 1. Individual behavior support plans include strategies for preventing problem behavior, responding to problem behavior and teaching replacement behaviors. |  |  |  |  |  |
| 1. Data on the plan is routinely collected and reviewed by the support team to determine effectiveness. |  |  |  |  |  |
| 1. Behavior support plans are implemented with fidelity in all environments. |  |  |  |  |  |