



Universal Supports Assessment and Planning Tool (USAPT) RATING FORM

Name: _____ **Building:** _____ **Date:** _____

Directions: 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 building coach or coach leader. Refer to the *USAPT Scoring Guide* as you complete the rating form.

4 points: The quality indicator is in place across nearly 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) with improvements needed.

1 point: The quality indicator is only minimally in place with substantial improvements needed.

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

Foundational Supports	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 evidence-based 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 and Problem Solving	1. A student support team (e.g., behavior support team, student study team) functions in the building or program to address group and individual needs of students.					
	2. Team roles and responsibilities are clearly defined to ensure accountability and collaboration.					
	3. A data-driven problem-solving process is used during team meetings, as needed.					
	4. Team meetings result in written action plans and consistent follow through.					
Family Engagement and Support	1. Family members are active, supported and collaborative participants in their child's education.					
	2. A variety of current and relevant resources, trainings and services are available to families through the school.					
	3. Families are respected and valued for their knowledge and experiences, and family dynamics, culture, and language are respected and considered during planning and decision making.					

Strategy Supports	Quality Indicator	In Place (4)	Mostly in Place (3)	Partially in Place (2)	Minimally in Place (1)	Not in Place (0)
Educational Strategies and Supports	1. Students have consistent, supported academic and social opportunities in general education.					
	2. The general education curriculum is differentiated and implemented in all content areas to meet individual needs as reflected in IEP goals.					
	3. Special education teachers actively participate in regularly scheduled planning meetings with general education teachers (e.g., grade level, department meetings).					
	4. A system is used to determine appropriate grading based on the differentiated output through the curriculum.					
Adult Support and Interactions	1. Adults demonstrate respect for student needs by interacting at an age-appropriate level, by talking to rather than in front of students, and by ensuring student dignity across school activities.					
	2. Direct adult support is assigned only when the student needs specific academic, behavioral, or social support with the sole purpose to teach and facilitate skills and systems for independence.					
	3. Adults actively promote student independence.					
	4. Adults consistently respond appropriately to both conventional and unconventional (e.g., yelling, throwing) communication attempts.					
	5. Evidence-based training and coaching are offered regularly to all relevant building staff to ensure effective implementation of educational supports and services.					
Peer to Peer Support	1. A formal peer support program is in place during core academic classes, as well as during social activities with a diverse and actively involved group of peers.					
	2. Peer supports are identified and trained about ASD and student-specific needs and interest areas to support positive interactions.					
	3. Peer supports attend regular meetings to discuss their experiences with students with ASD.					
	4. A team is assigned responsibility for implementation of the peer support program.					

Strategy Supports Areas	Quality Indicator	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 expectations for student behavior are established and taught to all students.					
	2. Staff consistently provides students with positive feedback for following expectations and immediately responds to student errors.					
	3. Teams that develop individual behavior plans utilize functional behavioral assessment (FBA) data, and plans include preventative strategies, teaching alternative behaviors, and consistent responses that respect the unique needs of students with ASD.					
	4. Evidence based strategies that reduce problem behaviors and promote independence and participation are established and evident at the building level.					
	5. School professionals develop and implement discipline policies and programming that acknowledge the characteristics of ASD and how they may contribute to problem behavior, social errors, or academic challenges.					
	6. A team-based data review system exists to identify students who require individualized strategies or plans.					