

Basic Skills Infused Skills Assessment

Student Name: _____ School Year: _____

Introduction:

The Basic Skills Infused Skills Assessment is a very effective tool for analyzing the strengths and weaknesses of students with visual impairments who may also have cognitive and behavioral challenges. This assessment begins at a developmentally young, non-verbal skill level, and progresses up to higher cognitive functions, while remaining appropriate for students in life skills programming.

This assessment is divided into different areas: Social Communicative Interactions, Emotional Development, Senses/Motor Skills, Basic Concepts, and Representation and Cognition. Each of these categories has a list of skills arranged in a hierarchy of development from lowest to highest. As you score each skill, you will have four possible choices: three levels of competency in the skill, or that the skill has been generalized.

Typically, as you move through a category, you will find higher scores at the beginning, and then a clear point at which the student ceases to have any degree of competency in the remaining skills. This can be very useful to assist you in your programming and IEP development. Skills from each category that show a low degree or absence of competency make an ideal starting point to develop an IEP. Also, there is some degree of overlap between categories, so that is very possible to have multiple IEP's addressed within a lesson. Scoring the Assessment will give you a numeric value of progress from the time of your pre-test to your post-test.

Pre-test: Have both **Assessment** and **Score Sheet** ready. Use black ink.

Each skill is scored once. There are examples for some skill areas, but these are for your clarification only. Feel free to make notes. Score each skill according to these criteria in the **Assessment**:

- Student does not demonstrate this skill - **leave blank.**
- Student does this skill consistently in one routine/environment with a familiar person 50-59% of the time - **make one hash mark in "Pre-test Cs" box.**
- Student does this consistently in more than one routine/environment with two or more people 60-69% of the time - **make two hash marks in "Pre-test Cs" box.**
- Student does this consistently in more than two routines/environments with three or more people 70-79% of the time - **make three hash marks in "Pre-test Cs" box.**
- Student does this consistently in more than four routines with four or more people 80-100% of the time - **make three hash marks in "Pre-test Cs" box, and one hash mark in "Pre-Test Gs" box.**

As you score each skill, transfer the score to the **Score Sheet** chart. Locate the corresponding box containing the letter and number for the skill. For one hash mark, you color in one small square within that box. Two hashes, two squares. Three hash marks, three squares. Three hash marks and a generalization mark; color in three squares and mark an X through the entire box.

Complete the assessment:

When you are done, you will have a visual representation of your student. The **Score Sheet** chart is divided into three horizontal levels representing an increase in complexity and sophistication of communication, from one to three. You should be able to see quickly at which level your student is operating. The Score Sheet is also divided down the middle. The left of the line represents more "people" oriented skills, while the right represents more "object" oriented skills. It may be helpful to your programming to see if one of these areas has fewer scores.

Quantifying competencies and generalizations:

Beginning at the top left corner, box C-1; travel in a vertical line down that column. Add up all the little boxes you have colored in, and write the total in the top **"Com"** box at the bottom of the column (com = competency). Repeat, adding up all the **Xs** and record that number in the top **"Gen"** box at the bottom of the column (gen = generalization). Repeat for each column. When you are finished, add up all the numbers in each **"Com"** box and total in the **Cs Pre-test** box at the top of the page. Repeat with the **"Gen"** boxes and total in the **Gs Pre-test** box.

Post-test: Have both *Assessment* and *Score Sheet* ready. Use red ink.

Repeat all steps of the Pre-test, but this time using a red pen and marking in **Post-test Cs** and **Gs**. Mark on the **Score Sheet** in red ink. In case of regression in a skill area, whiteout previously colored boxes as needed. When adding up the columns, add all squares, both red and black. Record in bottom **"Com"** and **"Gen"** boxes at base of column.

Scoring:

The difference between the **Pre-test** and **Post-test** scores represent the increase in degrees of competency and generalizations for that student. Dividing the **Post-test** scores into the **Pre-test** scores will provide a percentage of increase in skills.

Basic Skills Infused Skills Assessment Score Sheet

Student: _____ **School Year:** _____ **Dates of Assessment:** _____ **Assessor/Evaluator:** _____

Able Student does this consistently in one routine/environment with a familiar person 50-59% **Pre-test** _____ **Post-test** _____

C = Competency Proficient Student does this consistently in more than one routine/environment with two or more people 60-69% **Pre-test** _____ **Post-test** _____

G = Generalized Student does this consistently in more than four routines/environments with four or more people 80-100% **Pre-test** _____ **Post-test** _____

■ = A for Able ■ = C for Competency ■ = P for Proficient ■ = G entire box for Generalized/Mastered

Total Cs _____ Total Gs _____

Pre-test _____ Post-test _____

SOCIAL COMPETENCE										ORGANIZATION																						
SOCIAL COMMUNICATIVE INTERACTIONS					EMOTIONAL DEVELOPMENT					SENSES/MOTOR SKILLS					BASIC CONCEPTS					REPRESENTATION/ COGNITION												
LE- VEL	COMMUNICAT. FUNCTIONS		INTERACTIONS		TOPICS		PERSONAL RELATIONSHIPS		SELF CONTROL		PARTICIPATION		SELF CONCEPT		SPATIAL ORIENTATION		MOBILITY		TIME		CLASSIFICATION		PROBLEM SOLVING		QUANTITATIVE		REPRESENT'L FORMS		VOCABULARY		IMITATION	
I	C-1	<input type="checkbox"/> request	C-3	<input type="checkbox"/> perform own part	C-4	<input type="checkbox"/> adult interaction	E-1	<input type="checkbox"/> bond with caregiver	E-3	<input type="checkbox"/> calming activity	E-4	<input type="checkbox"/> adult guidance	E-6	<input type="checkbox"/> preferences	S-1	<input type="checkbox"/> examine/ explore	S-4	<input type="checkbox"/> dropped object	B-1	<input type="checkbox"/> anticipate next step	B-3	<input type="checkbox"/> relate 2 objects	B-4	<input type="checkbox"/> explore objects			R-1	<input type="checkbox"/> respond to signal	R-3	<input type="checkbox"/> 5 actions to objects		
	C-2	<input type="checkbox"/> reject					E-2	<input type="checkbox"/> interact differentially			E-5	<input type="checkbox"/> interact w/object	E-7	<input type="checkbox"/> possessions	S-2	<input type="checkbox"/> orient self	S-5	<input type="checkbox"/> self-pro tect/hand-trail	B-2	<input type="checkbox"/> anticipate activ. w/cue			B-5	<input type="checkbox"/> open containers			R-2	<input type="checkbox"/> use signal	R-4	<input type="checkbox"/> recognize location		
															S-3	<input type="checkbox"/> reach to next item	S-6	<input type="checkbox"/> land marks					B-6	<input type="checkbox"/> simple appliances								
	C-5	<input type="checkbox"/> label/ comment	C-7	<input type="checkbox"/> imitate	C-11	<input type="checkbox"/> comm. in activity	E-8	<input type="checkbox"/> seek adult in moderating	E-10	<input type="checkbox"/> anger/ frustration	E-12	<input type="checkbox"/> perform own part	E-15	<input type="checkbox"/> indicate choices	S-7	<input type="checkbox"/> devices	S-9	<input type="checkbox"/> independent in room	B-7	<input type="checkbox"/> anticipate w/o cue	B-10	<input type="checkbox"/> collect items	B-12	<input type="checkbox"/> combine 2 actions	B-14	<input type="checkbox"/> 1:1 correspondence	R-5	<input type="checkbox"/> alt. objects same activ.	R-8	<input type="checkbox"/> 5 object words	R-12	<input type="checkbox"/> imitate coactively
II	C-6	<input type="checkbox"/> request information	C-8	<input type="checkbox"/> start interactions	C-12	<input type="checkbox"/> respond to questions	E-9	<input type="checkbox"/> contact/ praise	E-11	<input type="checkbox"/> wait	E-13	<input type="checkbox"/> participate in change			S-8	<input type="checkbox"/> systematic search	S-10	<input type="checkbox"/> familiar routes	B-8	<input type="checkbox"/> anticipate unique act.	B-11	<input type="checkbox"/> match	B-13	<input type="checkbox"/> trial and error	B-15	<input type="checkbox"/> nest objects	R-6	<input type="checkbox"/> pictures/ symbols	R-9	<input type="checkbox"/> 5 action words	R-13	<input type="checkbox"/> imitate w/ incr. dist.
			C-9	<input type="checkbox"/> end interactions							E-14	<input type="checkbox"/> seek out activity							B-9	<input type="checkbox"/> time words			B-16	<input type="checkbox"/> "one more"	R-7	<input type="checkbox"/> non-present obj./events	R-10	<input type="checkbox"/> 5 place words				
			C-10	<input type="checkbox"/> interact with peers																								R-11	<input type="checkbox"/> 5 people words			
	C-13	<input type="checkbox"/> report	C-17	<input type="checkbox"/> wh- question forms	C-23	<input type="checkbox"/> comm. ab. activities	E-16	<input type="checkbox"/> social rules	E-18	<input type="checkbox"/> consequences	E-22	<input type="checkbox"/> complete routines	E-24	<input type="checkbox"/> monitor own responses	S-11	<input type="checkbox"/> adjust fine motor	S-14	<input type="checkbox"/> unfamiliar routes	B-17	<input type="checkbox"/> sequence reg. events	B-20	<input type="checkbox"/> sort by class	B-23	<input type="checkbox"/> explain	B-26	<input type="checkbox"/> more, less, most	R-14	<input type="checkbox"/> draw pictures	R-19	<input type="checkbox"/> 20 object words		
III	C-14	<input type="checkbox"/> give instruction	C-18	<input type="checkbox"/> initiate interaction	C-24	<input type="checkbox"/> add new information	E-17	<input type="checkbox"/> empathy/ give praise	E-19	<input type="checkbox"/> delayed gratification	E-23	<input type="checkbox"/> novelty	E-25	<input type="checkbox"/> identify emotions	S-12	<input type="checkbox"/> organized search	S-15	<input type="checkbox"/> reorient w/landmarks	B-18	<input type="checkbox"/> sequence 5 steps	B-21	<input type="checkbox"/> organize/ categorize	B-24	<input type="checkbox"/> predict outcomes	B-27	<input type="checkbox"/> specified number	R-15	<input type="checkbox"/> combine 2-3 words	R-20	<input type="checkbox"/> 10 action words		
	C-15	<input type="checkbox"/> describe	C-19	<input type="checkbox"/> compreh. breakdowns	C-25	<input type="checkbox"/> ask questions	E-20	<input type="checkbox"/> transi-tional objects	E-20	<input type="checkbox"/> transi-tional objects			E-26	<input type="checkbox"/> preferred activities	S-13	<input type="checkbox"/> spatial vocabulary	S-16	<input type="checkbox"/> street travel	B-19	<input type="checkbox"/> time words	B-22	<input type="checkbox"/> explain preferences	B-25	<input type="checkbox"/> make decisions			R-16	<input type="checkbox"/> graphic language	R-21	<input type="checkbox"/> 8 location words		
	C-16	<input type="checkbox"/> affirm/ deny	C-20	<input type="checkbox"/> expressive breakdowns					E-21	<input type="checkbox"/> anger/ frustration																	R-17	<input type="checkbox"/> non-present obj./events	R-22	<input type="checkbox"/> 5 attribute words		
			C-21	<input type="checkbox"/> converse w/peers																							R-18	<input type="checkbox"/> multiple sentences				
Totals	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>	Com.Gen.	<input type="checkbox"/>
	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Social Communicative Interactions					
Level I: Communicative Functions					
Writing (expressive language) 1 - 2 YRS.	C1. Communicates intentionally to request objects, actions, or assistance (must include obtaining partner's attention, and persisting or altering communicative behavior if partner does not respond immediately or correctly.				
	a. Handguides				
	b. Gestures (i.e., points)				
	c. Requests with object				
	d. Requests with symbol				
	e. Verbalizes				
	f. Travels to area				
	g. Other:				
	h. What does the student typically ask for?				
Writing 1 1/2 - 2 YRS.	C2. Communicates intentionally to <u>reject</u> objects, actions, or social contact (must involve orientation to partner, not simply moving away from objects, throwing them, etc.).				
	a. Pushes away				
	b. Places object/symbol in finished box				
	c. Verbalizes				
	d. Other:				
Level I: Interactions					
Social Studies 1 1/2 - 2 YRS.	C3. Performs own part in familiar routines.				
	a. Dressing				
	b. Hygiene				
	c. Toileting				
	d. Cooking/Eating				
	e. Calendar				
	f. Travel				
	g. Other:				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Level I: Topics					
Science/Health/P.E. 2 - 3 YRS.	C4. Tolerates adult interaction in activities in the following three topic areas (list activities).				
	a. Food:				
	1. Preparing:				
	2. Using appliances:				
	3. Using utensils:				
	4. Choosing foods:				
	5. Grocery shopping:				
	6. Other:				
	b. Gross Motor Activities:				
	1. Jumping				
	2. Swimming				
	3. Running				
	4. Other:				
	c. Sensory Stimulation:				
	1. Skin brushing				
	2. Rolling in egg crate				
	3. Swinging				
	4. Ball				
	5. Lotion				
	6. Vibration				
	7. Foot bath				
	8. Other:				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Social Communicative Interactions					
Level II: Communicative Functions					
Writing/Social Studies 2 - 3 YRS.	C5. Labels or comments on objects, actions, people, or places.				
	a. Verbally names				
	b. Signs name				
	c. Makes gesture specific to topic				
	d. Makes verbalization specific to topic				
	e. Other:				
Writing/Reading 2 - 2 1/2 YRS.	C6. Requests simple information about favorite or <i>emotionally loaded</i> activities, people, and objects.				
	a. Verbalizes to prompt adult about topic				
	b. Signs to prompt adult about topic				
	c. Uses object/tactile symbol to prompt adult about topic				
	d. Other:				
Level II: Interactions					
Math (patterns) 2 - 3 YRS.	C7. Maintains interaction by imitating partner's words or actions for 3-5 turns. Examples:				
Writing/Social Studies 2 - 3 YRS.	C8. Uses some behavior to effectively start an interactive routine or to engage a partner without specific prompts in familiar routines.				
	a. Hand guides				
	b. Verbalizes				
	c. Signs				
	d. Gestures				
	e. Signals with objects/symbols				
	f. Other:				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Writing 3 - 3 1/2 YRS.	C9. Uses effective and appropriate forms to end interactions.				
	a. Signs "finished"				
	b. Verbalizes				
	c. Places object/symbol in finished box				
	d. Other:				
Social Studies 3 - 4 YRS.	C10. Participates in adult-directed peer interactions.				
	a. Tolerates peers in area				
	b. Shares objects				
	c. Takes turns with peer				
	d. Performs action with peer				
	e. Requests to peer				
	f. Other:				
Level II: Topics					
Writing/Reading 3 - 4 YRS.	C11. Communicates about 6 several daily activities while engaged in the activity.				
	a. Makes verbalizations/signs specific to the activity				
	b. Makes choices within the activity				
	c. Makes requests within the activity				
	d. Other:				
Writing/Reading 3 - 4 YRS.	C12. Responds to questions by providing topically relevant information or actions (may not be correct response, but does relate to topic introduced).				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Social Communicative Interactions					
Level III: Communicative Functions					
Science/Social Studies 4 - 5 YRS.	C13. Uses communication for reporting on past events.				
	a. Uses verbalizations/signs/symbols at Calendar				
	b. Uses verbalizations/signs/symbols during conversation time				
	c. Uses verbalizations/signs/symbols during experience stories				
	d. Uses verbalizations/signs/symbols in response to a direct question from teacher				
	e. Uses verbalizations/signs/symbols spontaneously				
	f. Other:				
Reading 4 - 5 YRS.	C14. Uses communication for giving instructions. How? In what situations?				
Write/Read/Soc. Studies 5 - 6 YRS.	C15. Uses communication for describing objects, actions, and people; and in what situations? Objects: Actions: People:				
Writing/Reading 5 - 6 YRS.	C16. Uses communication for affirming or denying the truth of a statement or question (e.g., answers yes/no questions about activities or own choices).				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Level III: Interactions					
Social Studies/Writing 4 - 5 YRS.	C17. Uses communication for reporting on past events.				
	a. Uses verbalizations/signs/symbols at Calendar				
	b. Uses verbalizations/signs/symbols during conversation time				
	c. Uses verbalizations/signs/symbols during experience stories				
	d. Uses verbalizations/signs/symbols in response to a direct question from teacher				
	e. Uses verbalizations/signs/symbols spontaneously				
	f. Other:				
Social Studies 5 - 6 YRS.	C18. Effectively and appropriately initiates interaction with unfamiliar people.				
	a. Verbalizes				
	b. Signs greeting				
	c. Initiates appropriate contact				
	d. Other:				
Write/Read 5 - 6 YRS.	C19. Asks for clarification to repair comprehension breakdowns.				
Writing/Reading 5 - 6 YRS.	C20. Rephrases or uses an alternate form when others do not understand initial communication to repair expressive breakdowns.				
	a. Uses verbalization				
	b. Signs				
	c. Gestures				
	d. Handguiding				
	e. Object/symbol				
	f. Physical manipulation				
	g. Other:				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Write/Read/Soc. Studies 4 - 5 YRS.	C21. Carries on brief conversations with peers without specific prompts in familiar routines (e.g., conversation time, experience stories).				
Reading/Soc. Studies 4 - 5 YRS.	C22. Interacts with peers in verbal or nonverbal activities without continuous adult support. When? Length of interaction?				
Level III: Topics					
Writing/Reading 5 - 6 YRS.	C23. Interested in communicating about novel activities, not merely the familiar routine.				
	a. Never				
	b. Sometimes				
	c. Often				
	d. Always				
Reading 4 - 5 YRS.	C24. Adds new information to conversation (by commenting on partner's topic or adding information about own topic in response to questions).				
	a. Never				
	b. Sometimes				
	c. Often				
	d. Always				
Reading 4 - 5 YRS.	C25. Asks topically relevant questions to sustain conversational interaction.				
	a. Never				
	b. Sometimes				
	c. Often				
	d. Always				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Emotional Development					
Level I: Personal Relationships					
Social Studies 1 YR.	E1. Expresses bond with primary caregiver by positive change in state.				
	a. Attending				
	b. Orienting toward the person				
	c. Showing pleasure when caregiver is present				
	d. Preferring caregiver to less-familiar people				
	e. Other:				
Social Studies 2 - 3 YRS.	E2. Interacts differentially with various familiar people (e.g., gets cane when O&M Instructor arrives).				
	a. Verbalizes specific to person				
	b. Signs specific to person				
	c. Physically interacts specific to person				
	d. Other:				
Level I: Self Control					
Social Studies 2 - 3 YRS.	E3. During times of strong emotional reactions, allows familiar adult to perform calming low-demand activity without getting more agitated. Who? What activity?				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Level I: Participation					
Social Studies 1 1/2 - 2 YRS.	E4. Tolerates adult guidance through familiar routines.				
	a. Dressing				
	b. Hygiene				
	c. Food preparation				
	d. Eating				
	e. Toileting				
	f. Grocery shopping				
	g. Calendar				
	h. Other:				
Science 1 1/2 - 2 YRS.	E5. Continues interacting with an object for 3-5 minutes during unstructured, non-adult-directed times (can be self-stimulating action). What objects? What action(s)?				
Level I: Self-Concept					
Science 2 - 3 YRS.	E6. Demonstrates preferences for objects, activities and/or people by showing differential affective responses to preferred or non-preferred items.				
	a. Objects				
	b. Activities				
	c. People				
	d. Affective response				
	e. Uses objects				
	f. Uses symbols				
	g. Verbalizes				
	h. Signs				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Science 2 - 3 YRS.	E7. Shows recognition of own possessions from those of others.				
	a. Clothing				
	b. Eating utensils/materials				
	c. Hygiene supplies				
	d. Calendar/symbols				
	e. Cane				
	f. Leisure materials				
	g. Other:				
	h. Signs				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Emotional Development					
Level II: Personal Relationships					
Social Studies 2 - 3 YRS.	E8. Seeks out familiar adult to assist in moderating emotional responses. Describe:				
Social Studies 2 - 3 YRS.	E9. Seeks rewarding social contact or praise in structured situations.				
	a. Verbal greeting				
	b. Handshake				
	c. High five				
	d. Other:				
Level II: Self-Control					
Health/Science 4 - 5 YRS.	E10. When directed by an adult, uses simple appropriate physical activities to express anger or frustration.				
	a. Stamps feet				
	b. Draws pictures				
	c. Uses language				
	d. Other:				
Social Studies/Health 4 - 5 YRS.	E11. Waits for short periods.				
	a. 10-30 seconds				
	b. 30 seconds to 1 minute				
	c. 1-2 minutes				
	d. 2-4 minutes				
	e. 4-7 minutes				
	f. 7-15 minutes				
	g. Waits alone				
	h. Waits with favored object				
	i. Waits with favored person				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Level II: Participation					
Social Studies 3 - 4 YRS.	E12. Performs own part in familiar routines without constant adult prompting.				
	a. Dressing				
	b. Hygiene				
	c. Food preparation				
	d. Eating				
	e. Toileting				
	f. Calendar				
	g. Travel				
	h. Other:				
Social Studies 3 - 4 YRS.	E13. Continues to participate when significant changes in routines occur. Can tolerate:				
	a. Different people				
	b. Different time				
	c. Different place				
	d. Change within the activity				
Health 3 - 4 YRS.	E14. Seeks out some activity to do during unstructured, non-adult-directed times. What?				
Writing 4 - 5 YRS.	E15. Indicates clear choices about a variety of objects or activities.				
	a. Verbalizes				
	b. Signs				
	c. Handguides				
	d. Signals using objects/symbol				
	e. Physically manipulates partner				
	f. Other:				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Emotional Development					
Level III: Personal Relationships					
Social Studies 5 - 6 YRS.	E16. Attempts to conform to social rules of the society.				
	a. Respecting other's personal space				
	b. Talking quietly when necessary				
	c. Not pushing/cutting in line				
	d. Asking for permission				
	e. Other:				
Social Studies 5 - 6 YRS.	E17. Uses physical or verbal means to show empathy and/or to give praise or support to others. Describe:				
Level III: Self-Control					
Social Studies 5 - 6 YRS.	E18. Understands and accepts consequences of own behavior. Example:				
Social Studies 5 - 6 YRS.	E19. Accepts delayed gratification (e.g., saves to buy something, bakes a cake to eat at a later time). Example:				
Health 5 - 6 YRS.	E20. Uses transitional objects to help emotionally in new or challenging situations. Example:				
Health/Science 5 - 6 YRS.	E21. Spontaneously uses appropriate physical activities or language to express anger or frustration. Example:				

SOCIAL COMPETENCE		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Level III: Participation					
Social Studies 5 - 6 YRS.	E22. Independently completes familiar activity routines.				
	a. Dressing				
	b. Hygiene				
	c. Food preparation				
	d. Eating				
	e. Toileting				
	f. Calendar				
	g. Travel				
	h. Other:				
Science 5 - 6 YRS.	E23. Desires and seeks out novelty by accepting with interest new people and new situations. Example:				
Level III: Self-Concept					
Health 5 - 6 YRS.	E24. Monitors accuracy of own responses and makes changes if necessary. Describe:				
Health 5 - 6 YRS.	E25. Identifies and gives examples of at least three different emotions. Describe:				
Writing 8 - 11 YRS.	E26. Lists preferred and non-preferred activities.				
	a. Preferred				
	b. Non-preferred				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Senses and Motor Skills					
Level I: Spatial Orientation					
Science 1 - 1/2 YRS.	S1. Examines and explores the environment using vision, touch, or hearing.				
	a. Vision				
	b. Touch				
	c. Hearing				
Healthy/Safety 2 - 2 1/2 YRS.	S2. Orients self within a familiar room using vision, touch or hearing.				
	a. Uses self-protection techniques				
	b. Can locate favored areas				
	c. Recognizes landmarks				
	d. Moves toward desired sound				
	e. Other:				
Reading 2 - 3 YRS.	S3. Reaches correctly toward next item in a task previously arranged in a left-to-right or top-to-bottom sequence.				
	a. Dressing				
	b. Vocational				
	c. Food preparation				
	d. Hygiene				
	e. Calendar				
	f. Other:				
Level I: Mobility					
Phys. Develop. 1 1/2 - 2 YRS.	S4. Searches in immediate area for a dropped object.				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Healthy/Safety 3 - 4 YRS.	S5. Uses self-protection and hand-trailing techniques when traveling short, familiar routes.				
	a. Self-protection				
	b. Hand-trailing				
	c. Within dorm				
	d. Dorm to health center				
	e. Classroom to mat room				
	f. Classroom to music room				
	g. Classroom to dorm				
	h. Other:				
Health/Safety 3 - 4 YRS.	S6. Uses tactual, visual or auditory landmarks at juncture points in a familiar route to move in the appropriate direction.				
	a. Tactile landmarks				
	b. Auditory landmarks such as the drinking fountain				
	c. Visual landmarks				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Senses and Motor Skills					
Level II: Spatial Orientation					
Science 4 - 5 YRS.	S7. Effectively uses low vision devices and/or assistive hearing devices, to gain information about the environment. Which ones and how are they used?				
Science 4 - 5 YRS.	S8. Systematically searches using a left-to-right and top-to-bottom pattern. When is this search pattern used?				
Level II: Mobility					
Social Studies 4 - 5 YRS.	S9. Moves independently within a familiar room to obtain an object or to reach a person or desired location. Example:				
Social Studies 5 - 6 YRS.	S10. Travels very familiar routes independently. Describe any cane or other adaptive mobility device used:				
	a. Dorm to health center				
	b. Dorm to classroom				
	c. Health center to classroom				
	d. Entrance of building to classroom				
	e. Classroom to mat room and back				
	f. Classroom to music room and back				
	g. Classroom to restroom and back				
	h. Classroom to gym and back				
	i. Classroom to health center and back				
	j. Classroom to golf cart and back				
	k. Classroom to dorm				
	l. Other:				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Senses and Motor Skills					
Level III: Spatial Orientation					
Science 4 - 5 YRS.	S11. Monitors and adjusts fine motor movements using vision. Describe:				
Science 3 - 4 YRS.	S12. Searches for objects that are not in their customary location using vision, hearing and/or touch and using an organized searching strategy. Describe:				
Writing 4 - 5 YRS.	S13. Uses vocabulary related to spatial concepts.				
	a. Forward				
	b. Back				
	c. Stop				
	d. Go				
	e. Up				
	f. Down				
	g. In				
	h. Out				
	i. Above				
	j. Verbalizes				
	k. Signs				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Senses and Motor Skills					
Level III: Mobility					
Social Studies 4 - 5 YRS.	S14. Travels relatively unfamiliar route between buildings independently, asking for assistance as needed. Describe:				
Read./Soc. Studies 5 - 6 YRS.	S15. Uses tactual, auditory or visual landmarks to reorient self when disoriented.				
	a. Tactual				
	b. Auditory				
	c. Visual				
Soc. Studies/Health 6 - 7 YRS.	S16. Independently travels along streets and crosses streets safely.				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Basic Concepts					
Level I: Time					
Social Studies/Math 1 - 1 1/2 YRS.	B1. Demonstrates anticipation of next step in familiar routine after first step is completed.				
	a. Performs next action				
	b. Reaches for correct item				
	c. Requests assistance to perform next step				
	d. Vocalizes				
	e. Signs				
	f. Other:				
Social Studies/Math 1 - 1 1/2 YRS.	B2. Demonstrates anticipation of next activity in daily schedule when provided with signal level cue.				
	a. Object symbol				
	b. Tactile symbol				
	c. Vocal/Auditory cue				
	d. Movement cue				
	e. Location cue				
Level I: Classification					
Science 2 - 2 1/2 YRS.	B3. Demonstrates awareness that two objects are used together by orienting one object to another in familiar routines.				
	a. Top to container				
	b. Pitcher to footbath				
	c. Toothpaste to brush				
	d. Juice to pitcher				
	e. Other:				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Level I: Problem-Solving					
Science 1 - 1 1/2 YRS.	B4. Uses at least five different actions to explore new objects.				
	a. Manipulates				
	b. Mouths				
	c. Shakes				
	d. Bangs				
	e. Taps on				
	f. Spins				
	g. Looks at				
	h. Kicks				
	i. Throws				
	j. Pokes				
	k. Smells				
	l. Taps together				
	m. Twists				
Science 1 1/2 - 2 YRS.	B5. Open various containers to obtain contents.				
	a. Twist off				
	b. Flips				
	c. Pull top				
	d. Unzip				
	e. Other:				
Science 2 - 3 YRS.	B6. Independently activates simple appliances in known routines. Which appliances? How activated?				
	a. Template				
	b. Switch				
	c. Tactile label				
	d. Visual label				
	e. Other:				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Basic Concepts					
Level II: Time					
Social Studies 1 1/2 YRS.	B7. Anticipates next activity that typically occurs in daily schedule more than one day (e.g., moves to cafeteria from gym every day without specific cues).				
Social Studies 1 1/2 - 2 YRS.	B8. Anticipates activity that is unique to a particular day (e.g., asks about shopping on Wednesday, when it is usually scheduled, selects "bowling" symbol when brought to calendar only on Mondays).				
Social Studies/Math 3 - 5 YRS.	B9. Demonstrates understanding of three of the following time concept words. (List how student shows that s/he understands the word.)				
	a. Finished:				
	b. Past:				
	c. Future:				
	d. Wait:				
	e. Delayed:				
	f. Canceled:				
Level II: Classification					
Science 2 - 3 YRS.	B10. Collects item needed for an activity when items are stored in familiar, accessible locations.				
	a. Food preparation				
	b. Hygiene				
	c. Vocational activities				
	d. Other:				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Science 3 - 4 YRS.	B11. Sort objects by matching to sample object, based on perceptual characteristics of objects (e.g., all blue plates together, all of the triangles in one basket). Examples:				
Level II: Problem Solving					
Science 2 - 3 YRS.	B12. In an untrained situation, combines at least two actions to accomplish a specific goal (e.g., moves a chair to stand on in order to reach a desired object, obtains a switch and plugs it in to activate a toy). Describe:				
Science 3 - 4 YRS.	B13. Uses trial and error to complete a task (e.g., trying buttons or plugging in an appliance to make it work, reorienting and turning puzzle pieces to complete the puzzle, finding a place in cabinet where a large item will fit, searching for a needed item). Describe:				
Level II: Quantitative					
Math 3 - 4 YRS.	B14. Utilizes the concept of 1:1 correspondence to accomplish a task (e.g., one coat on one hanger or hook, one plate at each seat). Describe:				
Math 3 - 4 YRS.	B15. Independently nests at least 5 objects for a functional purpose such as storage or consolidating for carrying. Example:				
Math 3 - 4 YRS.	B16. Demonstrates understanding of the concept "one more." Example:				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Basic Concepts					
Level III: Time					
Math 5 - 6 YRS.	B17. Sequences regularly scheduled events (e.g., independently sets up own calendar symbols for day, verbally plans daily schedule without concrete support).				
Math 5 - 6 YRS.	B18. Accurately sequences 5 steps of an event using words or symbols such as pictures (e.g., when giving instructions for making cupcakes, or telling about a trip to the carnival).				
Math 4 - 5 YRS.	B19. Appropriately uses three words that describe time. (Check words that are used correctly).				
	a. Before				
	b. After				
	c. Morning				
	d. Afternoon				
	e. Evening/Night				
	f. Week				
	g. Month				
	h. Day of the week				
Level III: Classification					
Math 4 - 6 YRS.	B20. Sorts objects/pictures/symbols into classes when functional groupings have been established by teacher (e.g., puts all the hygiene pictures on the drug store shopping list, and the food items on the grocery store shopping list).				
Math 5 - 6 YRS.	B21. Organizes objects/pictures/symbols systematically by establishing own categories (e.g., organizes kitchen drawers, sets up own dresser when no samples are available).				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Level III: Problem-Solving					
Science 5 - 6 YRS.	B22. Explains preferences based on essential, distinguishing characteristics of activities, objects, locations (e.g., from list of preferred rec./leisure activities, identifies common characteristic - they all involve team sports, movement, off-campus activity).				
Math 5 - 6 YRS.	B23. Demonstrates understanding of the concepts "more," "less," and "most." How does student show understanding?				
Math 4 - 5 YRS.	B24. Accurately follows directions to get a specified number of items, up to five items.				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Representation/Cognition					
Level I: Representational Forms					
Writing 1 - 1 1/2 YRS.	R1. Responds to any signal-level forms. (Check forms responded to.)				
	a. Object cues				
	b. Touch cues				
	c. Auditory cues				
Writing 1 - 2 YRS.	R2. Uses any signal-level forms. (Check forms used.)				
	a. Physical manipulation				
	b. Offering object to partner				
	c. Vocalization				
	d. Eye gaze				
	e. Movement				
Level I: Vocabulary					
Science 2 - 3 YRS.	R3. Uses 5 different <i>actions</i> appropriate to 5 different <i>objects</i> .				
	a. Utensil				
	b. Cup				
	c. Washcloth/Napkin				
	d. Toothbrush				
	e. Hairbrush				
	f. Appliances				
	g. Clothing/Shoes				
	h. Computer overlay				
	i. Tape player				
	j. Radio/CD player				
	k. Keyboard				
	l. Light toys				
	m. Other:				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Social Studies 2 - 3 YRS.	R4. Shows recognition of 5 familiar <i>locations</i> through affective response or initiation of appropriate action/speech.				
	a. Dorm				
	b. Classroom				
	c. Kitchen				
	d. Gym				
	e. Mat room				
	f. Music room				
	g. Work room				
	h. Pool				
	i. Cafeteria				
	j. Playground				
	k. Grocery store				
	l. Restaurant				
	m. Restroom				
	n. Health Center				
	o. Other:				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Representation/Cognition					
Level II: Representational Forms					
Reading 1 1/2 - 2 YRS.	R5. Understands that alternate objects or parts of objects can represent the same activity. Example:				
	R6. Understands that pictures or tactile symbols represent activities or objects. Example:				
Reading/Writing 3 - 4 YRS.	R7. Communicates about non-present objects or events <i>with concrete support</i> .				
	a. Calendar				
	b. Tactile symbols				
	c. Object symbols				
	d. Pictures				
Level II: Vocabulary					
Writing 2 - 3 YRS.	R8. Spontaneously produces 5 signs/words for <i>objects</i> .				
Writing 2 - 3 YRS.	R9. Spontaneously produces 5 signs/words for <i>actions</i> .				
Writing 2 - 3 YRS.	R10. Spontaneously produces 5 signs/words for <i>places</i> .				
Writing 2 - 3 YRS.	R11. Spontaneously produces 5 signs/words for <i>people</i> .				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Level II: Imitation					
Reading 1 1/2 - 2 YRS.	R12. Imitates the performance of an action or sign <i>coactively</i> when beside, but not touching the model.				
Reading 2 - 3 YRS.	R13. Imitates performances of an action, sign, or word <i>with increased distance</i> after modeled action or sign is completed.				

ORGANIZATION		Pre-test C's	Pre-test G's	Post-test C's	Post-test G's
Representation/Cognition					
Level III: Representational Forms					
Writing 3 - 4 YRS...	R14. Draws picture to represent objects and events. <i>* Note if student is totally blind:</i>				
Writing 3 - 4 YRS.	R15. Combines 2-3 words, signs, or symbols in novel ways to represent objects and events.				
Reading 2 - 2 1/2 YRS.	R16. Understands graphic language. (Check which ones.)				
	a. 25 pictures				
	b. 25 tactile symbols				
	c. 10 written words (print, rebus, Braille)				
	d. Pictures				
Writing 3 - 4 YRS.	R17. Communicates about non-present objects or events <i>without contextual support</i> (e.g., without pictures, calendar, and symbols to cue communication).				
Writing 5 - 6 YRS.	R18. Produces narrative-length conversation (multiple sentences) to discuss a topic.				
Level III: Vocabulary					
Writing 4 - 5 YRS.	R19. Spontaneously produces 20 <i>object</i> words.				
Writing 4 - 5 YRS.	R20. Spontaneously produces 10 <i>action</i> words (verbs).				
Writing 4 - 5 YRS.	R21. Spontaneously produces 8 <i>location</i> words (places).				
Writing 4 - 5 YRS.	R22. Spontaneously produces 5 <i>attribute</i> words (adjectives).				