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ABSTRACT

The sixth document in an eight-part series on a task-based management system for special education programs presents the Behavioral Characteristics Progression, a listing of 1,800 behavioral characteristics of mentally and behaviorally handicapped pupils which have been grouped into 45 categories of behavior called behavior strands. Behavior strands cover such areas as health, feeling/eating, grooming, oral hygiene, self-identification, sensory perception, articulation, language comprehension, listening, adaptive behaviors, impulse control, interpersonal relations, task completion, writing, music and rhythms, and arts and crafts. The behavioral characteristics are arranged in a form intended to facilitate observation and recording. (For related information, see also EC 050 205 through EC 050 209, EC 050 211, and EC 050 212.) (GW)

**A GUIDE FOR THE
MANAGEMENT OF
SPECIAL EDUCATION
PROGRAMS**

**MENTALLY AND
BEHAVIORALLY
EXCEPTIONAL
CHILDREN**

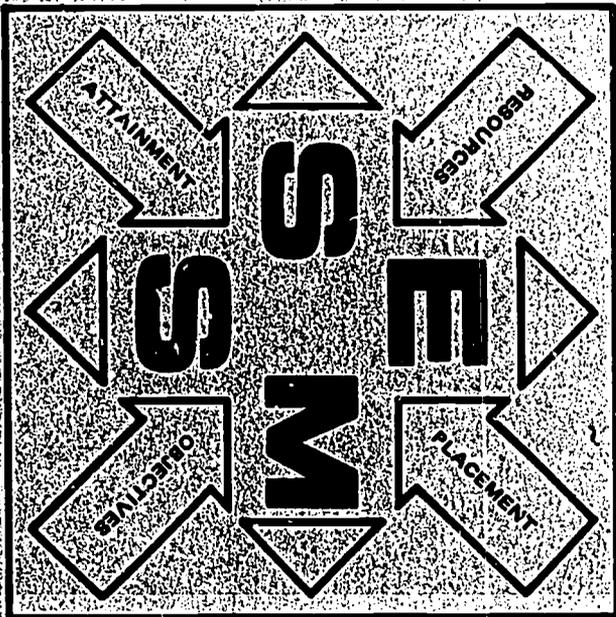
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60 BCP BOOKLET

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COMPONENT 6.0

BEHAVIORAL CHARACTERISTICS PROGRESSION BOOKLET

The following component presents the Behavioral Characteristics Progression in booklet form. This booklet is to be used during the observation and recording phase of BCP procedures. (See procedures in Component 5.0.)

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* Definitions of behavioral strands are summaries of the behavioral characteristics within each strand.

1 HEALTH

IDENTIFYING BEHAVIORS:

Displays symptoms of: Eczema; Hayfever (e.g., wheezing, runny nose, teary eyes); Migraines; Epilepsy (e.g., blackouts, convulsions); Uncleanliness (e.g., body odor, dirty skin); Malnutrition (e.g., pale color, drawn face, lethargy, thinness, constant hunger); Fatigability (e.g., constant falling asleep in class, puffed eyes, head on desk); Sleep disturbances (e.g., restlessness, sleepwalking, sleep talking, crying, terrors, nightmares, grinding teeth); School phobia (e.g., nausea, stomach pains before or during school); Battered child (e.g., scars, bruises, red patches on skin, welts, swells, puffed eyes); Constant cold (e.g., fever, runny nose); Enuresis; Nervousness (e.g., grinds teeth, twists hair, picks at body, twitches, chews clothes, sucks thumb, bites nails, vomits frequently, perspires or breathes heavily, grimaces, knits brow, sucks in cheeks) ● Requires medication to remain calm ● Reads written material incorrectly--visual problem ● Does not follow oral directions--hearing problem ● Eats pencils, crayons, paste, paper ● Requires special equipment to sit, stand

Date of observation _____

	1	2	3	4	5	6
1.0 Displays symptom(s) or problem health behavior(s) 90-100% of baseline frequency						
2.0 Displays symptom(s) or problem health behavior(s) 80-90% of baseline frequency						
3.0 Displays symptom(s) or problem health behavior(s) 70-80% of baseline frequency						
4.0 Displays symptom(s) or problem health behavior(s) 60-70% of baseline frequency						
5.0 Displays symptom(s) or problem health behavior(s) 50-60% of baseline frequency						
6.0 Displays symptom(s) or problem health behavior(s) 40-50% of baseline frequency						

- 7.0 Displays symptom(s) or problem health behaviors 30-40% of baseline frequency.
- 8.0 Displays symptom(s) or problem health behavior(s) 20-30% of baseline frequency.
- 9.0 Displays symptom(s) or problem health behavior(s) 10-20% of baseline frequency.
- 10.0 Displays symptom(s) or problem health behavior(s) 5-10% of baseline frequency.
- 11.0 Displays symptom(s) or problem health behavior(s) less than 5% of baseline frequency. . .

	1	2	3	4	5	6
7.0						
8.0						
9.0						
10.0						
11.0						

ATTENDANCE / PROMPTNESS

IDENTIFYING BEHAVIORS:

Is often absent/truant from school ● Is often late for class or activities ●
 Tells time inaccurately or not at all

Date of observation _____

	1	2	3	4	5	6
1.0 Present one out of five days on the average per week.						
2.0 Comes to activity only after two or more reminders						
3.0 Comes to activity when called once.						
4.0 Present two out of five days per week						
5.0 Comes to activity only after two or more reminders						
6.0 Comes to activity when called once.						
7.0 Present three out of five days per week						
8.0 Comes to activity only after two or more reminders						
9.0 Comes to activity when called once.						
10.0 Present four out of five days per week.						
11.0 Comes to activity only after two or more reminders						
12.0 Comes to activity when called once.						
13.0 Present for entire school week.						
14.0 Comes to activity only after two or more reminders						
15.0 Comes to activity when called once.						
16.0 Goes to school without prompting.						
17.0 Comes to activity only after two or more reminders						
18.0 Comes to activity when called once.						

- 19.0 Tells time at the hour (minute hand on 12) . .
- 20.0 Tells time at the quarter hour (15, 30, 45 minutes)
- 21.0 Tells time to five-minute intervals
- 22.0 Tells time to the minute.
- 23.0 Independently comes to activity at specified time.
- 24.0 Comes promptly, stays in proper area for specified time.
- 25.0 Arrives at scheduled events on time (lunch, dinner appointments).

	1	2	3	4	5	6
19.0						
20.0						
21.0						
22.0						
23.0						
24.0						
25.0						

	1	2	3	4	5	6
12.0 Holds finger foods.						
13.0 Grasps finger foods offered by adult and carries them to mouth						
14.0 Reaches for finger foods and carries them to mouth						
15.0 Separates finger foods by hand--pulls off pieces.						
16.0 Separates finger foods by mouth--bites off pieces.						
17.0 Carries finger foods to mouth and bites off smaller pieces.						
18.0 Swallows one bite of finger food before adding more to mouth						
19.0 Bites off appropriate size pieces of finger foods using teeth						
20.0 Reaches for spoon when being fed.						
21.0 Grasps spoon in fist.						
22.0 Rubs spoon across plate and licks spoon						
23.0 Chews and swallows semi-solid food. Jaw motion begins						
24.0 Chews and swallows pieces of finger food. Chews in rotary motion.						
25.0 Brings fist-held spoon to mouth. Inserts spoon						
26.0 Fills fist-held spoon						
27.0 Fills fist-held spoon, inserts spoon in mouth turns spoon in mouth.						
28.0 Fills fist-held spoon and inserts spoon in mouth without turning						
29.0 Eats, holding spoon in fist--some spilling.						
30.0 Eats, holding spoon in fingers with more than one finger independent of the palm and palm up (standard position)--some spilling.						

50.0 Manages to eat different types of foods:
liquids, crisp foods, slippery foods, sticky
foods, chewy foods, foods with liquid and
solids, foods requiring large bites and
chewing.

1	2	3	4	5	6

4 DRINKING

IDENTIFYING BEHAVIORS:

Dribbles while drinking ● Spills liquids while drinking from cup/glass ● Spills liquid contents when lifting cup ● Sucks straw without obtaining any liquid ● Spills liquids while pouring into a cup/glass ● Gulps liquids ● Tries to drink from water fountain unsuccessfully

Date of observation _____

	1	2	3	4	5	6
1.0 Sucks liquid from straw held by adult						
2.0 Takes liquids from cup/glass when cup held by adult						
3.0 Swallows liquids from cup/glass						
4.0 Retains liquids in mouth without dripping or drooling while drinking						
5.0 Contacts cup/glass with hand(s) when drinking from cup held by adult						
6.0 Helps tip cup to drink when cup held by adult						
7.0 Holds cup in two hands.						
8.0 Holds cup to drink when placed in two hands by adult.						
9.0 Lifts cup off table to drink using two hands - some spilling						
10.0 Lifts cup off table to drink using two hands without spilling						
11.0 Drinks from cup held to mouth with two hands without spilling						
12.0 Lifts cup off table, tips to mouth, drinks, using two hands without spilling						
13.0 Lifts cup off table, tips to mouth, drinks, replaces cup using two hands without spilling						
14.0 Holds cup to drink when placed in one hand by adult.						
15.0 Lifts cup off table to drink using one hand some spilling						

	1	2	3	4	5	6
16.0 Sucks liquid from straw in glass using one hand.						
17.0 Lifts cup off table to drink using one hand without spilling.						
18.0 Drinks from cup held to mouth with one hand without spilling.						
19.0 Lifts cup off table, tips to mouth, drinks, using one hand without spilling						
20.0 Lifts cup off table, tips to mouth, drinks, replaces cup using one hand without spilling.						
21.0 Drinks liquids, taking one sip at a time. . .						
22.0 Drinks liquid from soft drink bottle or can .						
23.0 Refills glass from container holding less than a glass - some spilling.						
24.0 Refills glass from container holding less than a glass without spilling						
25.0 Refills glass from a container holding more than a glass without spilling						
26.0 Refills glass from a container using a handle without spilling						
27.0 Drinks from water fountain when turned on by adult.						
28.0 Turns faucet of water fountain.						
29.0 Turns faucet of water fountain and drinks at same time						
30.0 Pushes button to operate water fountain . . .						
31.0 Pushes button to operate water fountain and drinks at same time						
32.0 Pours liquid from teapot.						
33.0 Carries liquid in open container without spilling						
34.0 Pours liquid from one cup to another without spilling						

- 16.0 Adjusts clothing before leaving bathroom
(zips, buttons, etc.)
- 17.0 Washes and dries hands. Disposes of towel
if necessary.
- 18.0 Asks location of bathroom in new situation. . .
- 19.0 Obtains help with any toileting problem . . .

	1	2	3	4	5	6
16.0 Adjusts clothing before leaving bathroom (zips, buttons, etc.)						
17.0 Washes and dries hands. Disposes of towel if necessary.						
18.0 Asks location of bathroom in new situation. . .						
19.0 Obtains help with any toileting problem . . .						

6 GROOMING

IDENTIFYING BEHAVIORS:

Showers/bathes only when reminded ● Refuses to use soap in washing or uses only water to wash self ● Dries hands/face/body only partially ● Neglects deodorant even when needed ● Showers/bathes infrequently ● Washes self inadequately ● Forgets to wash certain areas of body ● Uses comb ineffectively ● Cleans fingernails only when reminded ● Neglects male/female personal hygiene ● Uses only cold water in washing ● Throws towel on floor when finished drying

Date of observation _____

	1	2	3	4	5	6
1.0 Goes to sink when requested/on own.						
2.0 Turns water on when requested/on own.						
3.0 Rubs hands in water when requested/on own . .						
4.0 Picks up soap when requested/on own						
5.0 Rubs soap on hands when requested/on own. . .						
6.0 Rinses all soap off hands when requested/on own						
7.0 Turns water off when requested/on own						
8.0 Rubs hands in towel when requested/on own . .						
9.0 Hangs towel after using or disposes of towel in wastebasket when requested/on own.						
10.0 Splashes face or uses cloth to wet when requested/on own.						
11.0 Washes face with soap when requested/on own .						
12.0 Rinses soap off face when requested/on own. .						
13.0 Dries face with towel when requested/on own .						
14.0 Washes hands and face and dries them without having to be reminded or checked						
15.0 Washes hands and face when soiled or at regular times.						
16.0 Gets into bath or shower.						

- 42.0 Files/cuts own nails - hands and feet
- 43.0 Applies deodorant in correct manner - spray, roll-on, pads, etc.
- 44.0 Bathes or showers when necessary or at regular times.
- 45.0 Combs hair when necessary. Checks placement in mirror
- 46.0 Maintains clean, filed, cut fingernails
- 47.0 Uses a deodorant when necessary or at regular times.
- 48.0 Cleans glasses, comb, brush when necessary.
- 49.0 Shaves self when necessary or at regular times
- 50.0 Cares for personal hygiene needs during menstrual cycle - women; Changes pads and pants when necessary. Disposes of soiled pad in designated spot, flushes toilet, washes and dries hands, washes or places soiled clothing in wash

	1	2	3	4	5	6
42.0 Files/cuts own nails - hands and feet						
43.0 Applies deodorant in correct manner - spray, roll-on, pads, etc.						
44.0 Bathes or showers when necessary or at regular times.						
45.0 Combs hair when necessary. Checks placement in mirror						
46.0 Maintains clean, filed, cut fingernails						
47.0 Uses a deodorant when necessary or at regular times.						
48.0 Cleans glasses, comb, brush when necessary.						
49.0 Shaves self when necessary or at regular times						
50.0 Cares for personal hygiene needs during menstrual cycle - women; Changes pads and pants when necessary. Disposes of soiled pad in designated spot, flushes toilet, washes and dries hands, washes or places soiled clothing in wash						

7 DRESSING

IDENTIFYING BEHAVIORS:

Requires assistance in dressing ● Buttons, snaps, zips ineffectively ● Misaligns buttons ● Ties hard knot instead of bow ● Changes clothing infrequently ● Neglects to use protective clothing according to weather

Date of observation _____

	1	2	3	4	5	6
1.0 Cooperates passively when being dressed						
2.0 Moves limbs to aid in dressing (e.g., holds out foot for shoe, arm for sleeve).						
3.0 Assists in getting dressed by passing or holding clothing.						
4.0 Identifies own clothing						
5.0 Partially closes one of the three front fasteners (e.g., pushes button halfway into hole, zips halfway up or pushes snaps together)						
6.0 Pulls t-shirt, undershirt and other pullover garments down over chest after head and arms put in by adult						
7.0 Puts one arm into sleeve of t-shirt and pulls over chest.						
8.0 Puts both arms into sleeves of t-shirt and pulls over chest						
9.0 Pulls t-shirt down over head, puts arms in sleeves and pulls over chest.						
10.0 Places head into neckhole and puts t-shirt on completely						
11.0 Closes one of three front fasteners - either buttons, zips or snaps.						
12.0 Pulls pants, briefs, and other pull-down garments up from hips to waist after pants pulled up to that point by adult.						
13.0 Pulls pants up from knees to waist.						
14.0 Pulls pants up from ankles to waist						

8 UNDRESSING

IDENTIFYING BEHAVIORS:

Resists being undressed ● Attempts to unbutton, unsnap, unzip unsuccessfully ● Pulls at bow instead of end of lace when untying ● Neglects to undress at appropriate times ● Removes clothing at inappropriate times ● Throws clothing on floor when undressing

	1	2	3	4	5	6
Date of observation _____						
1.0 Cooperates passively when being undressed . .						
2.0 Moves limbs to aid in removal of clothing . . (e.g., holds out foot for shoe, arm for sleeve)						
3.0 Pulls socks off over toes after adult removes sock to that point.						
4.0 Pulls socks off over sole after socks removed to that point						
5.0 Pulls socks off over heel after socks removed to that point						
6.0 Pulls socks off completely.						
7.0 Pulls shoes off over toes after adult removes shoes to that point						
8.0 Pulls shoes off over sole after shoes removed to that point						
9.0 Pulls shoes off over heel after shoes removed to that point						
10.0 Pulls shoes off completely.						
11.0 Pulls off front-opened clothing over wrist (e.g., jacket, coat, shirt, blouse, dress) after adult removes clothing to that point .						
12.0 Pulls off front-opened clothing over forearm after clothing removed to that point.						
13.0 Pulls off front-opened clothing over elbow after clothing removed to that point.						
14.0 Pulls off front-opened clothing over shoulder after clothing removed to that point						

- 34.0 Takes off all clothing when told to do so . . .
- 35.0 Manages to unfasten and/or take off ties, belts, sashes, bows, watches, jewelry
- 36.0 Opens all fasteners even if small or on back or side of garment. Opens safety pins.
- 37.0 Undresses daily at designated times without being reminded (e.g., at night, before shower)
- 38.0 Turns clothing right side out (e.g., socks, pants, shirts, etc.).
- 39.0 Hangs clothing on hook and/or hanger.
- 40.0 Puts soiled clothing in designated place.
- 41.0 Folds clothing down middle.
- 42.0 Folds clothing more than once
- 43.0 Puts clean clothing in designated place (e.g., drawer, closet)

	1	2	3	4	5	6
34.0 Takes off all clothing when told to do so . . .						
35.0 Manages to unfasten and/or take off ties, belts, sashes, bows, watches, jewelry						
36.0 Opens all fasteners even if small or on back or side of garment. Opens safety pins.						
37.0 Undresses daily at designated times without being reminded (e.g., at night, before shower)						
38.0 Turns clothing right side out (e.g., socks, pants, shirts, etc.).						
39.0 Hangs clothing on hook and/or hanger.						
40.0 Puts soiled clothing in designated place.						
41.0 Folds clothing down middle.						
42.0 Folds clothing more than once						
43.0 Puts clean clothing in designated place (e.g., drawer, closet)						

9 NASAL HYGIENE

IDENTIFYING BEHAVIORS:

Allows nose to run continuously ● Blows nose only when asked/reminded ● Sneezes without covering nose and mouth

Date of observation _____

	1	2	3	4	5	6
1.0 Shows indications of being irritated by running nose (e.g., wrinkles nose up, cries, moves head)						
2.0 Acknowledges running nose by rubbing nose with hand or arm						
3.0 Attempts to clean up all nose drippings or leakage						
4.0 Wipes all drippings or leakage from around nose with arm or hand						
5.0 Wipes around nose using tissue/handkerchief if reminded						
6.0 Wipes around nose using tissue/handkerchief independently						
7.0 Places tissue over bridge of nose and holds one nostril closed.						
8.0 Blows into tissue						
9.0 Pinches tissue off end of nose						
10.0 Wipes nose dry with clean part of tissue						
11.0 Repeats blowing procedure with other nostril.						
12.0 Disposes of tissue or folds handkerchief and returns it to pocket.						
13.0 Blows nose on request						
14.0 Uses tissue to blow nose when reminded.						
15.0 Indicates need for handkerchief to blow nose.						
16.0 Blows nose independently when necessary						
17.0 Covers mouth with tissue or hand when sneezing						

18.0 Uses tissue at all necessary times.

1	2	3	4	5	6

- 19.0 Returns toothbrush, paste to designated container/location
- 20.0 Uses proper amount of toothpaste.
- 21.0 Uses proper brushing strokes.
- 22.0 Brushes after meals or at designated times. .
- 23.0 Obtains help when tooth hurts, cavity is suspected, dental floss needed, etc
- 24.0 Goes for teeth check-ups periodically

1	2	3	4	5	6

11 SELF-IDENTIFICATION

IDENTIFYING BEHAVIORS:

- Confuses body parts ● Fails to name family members, relations, friends ●
- Recites address incorrectly or only partially ● Reports phone number incorrectly ●
- Confuses right and left hands ● Confuses Male - Female labels ● Omits personal information on job application form

Date of observation _____

	1	2	3	4	5	6
1.0 Responds to name when called (e.g., turns head, moves eyes, moves toward speaker) . . .						
2.0 Points to own mouth, eyes						
3.0 Points to own nose, feet						
4.0 Identifies self by first name						
5.0 Points to own hair, hands, ear, head, legs, arms.						
6.0 Points to own fingers, toes, stomach, back, knees						
7.0 Identifies own image in mirror.						
8.0 Points to teeth, heels, fingernails, chin . .						
9.0 Identifies self in photograph/ in group photograph.						
10.0 Points to back, front, sides of body						
11.0 Points to mouth, eyes, nose, feet on other person.						
12.0 Points to body parts listed in #5,6,8 on other person. Points to my chin, your chin .						
13.0 Points to own property (e.g, desk, chair, clothing, pencils, crayons, books, toys). . .						
14.0 Tells own sex						
15.0 Draws picture of own face/whole body with proportional body parts in correct places. . . .						
16.0 Tells own first and last name						

	1	2	3	4	5	6
17.0 Tells own age						
18.0 Names siblings.						
19.0 Categorizes family members in correct sex group (e.g., says that mommy is a girl not a boy).						
20.0 Tells names of friends, members of class, aunts, uncles, cousins, etc..						
21.0 Tells month of birth.						
22.0 Tells street name and town in address						
23.0 Tells father's and mother's first and last name.						
24.0 Points to 25 of the following body parts: ear, eye, hand, leg, arm, finger, elbow, chin, eyelash, eyebrow, ankle, heel, toe, neck, tongue, waist, hair, back, stomach, teeth, knee, mouth, lips, fingernail, forehead, thigh, hip, chest, calf, wrist, heart, eyelid, shoulders, thumb, cheek, palm						
25.0 Tells parents' employer or place of work. Tells parents occupations						
26.0 Tells house number, street, and town.						
27.0 Recites telephone number						
28.0 Tells month and day of birth.						
29.0 Points to own right and left hands/to right and left on others.						
30.0 Uses left and right to direct others in concrete situation. (e.g., to go through that door do I right turn or left?)						
31.0 Names 25 body parts (see #24)/35 body parts						
32.0 Tells hobbies, interests.						
33.0 Tells number, street, city, state, zip code in address.						
34.0 Tells how 25 body parts are related to one another (e.g., what is your hand connected to?).						

12

SENSORY PERCEPTION

IDENTIFYING BEHAVIORS:

Avoids touching, picking up, holding objects ● Avoids touching wet objects/substances
 ● Discriminates shapes, sizes, textures only with the aid of visual cues ● Confuses
 different tastes

Date of observation _____

	1	2	3	4	5	6
1.0 Picks up object briefly and drops.						
2.0 Picks up object and holds.						
3.0 Picks up object and sticks in mouth; licks, sucks.						
4.0 Picks up object and hangs it against another object or self						
5.0 Picks up object and turns in hand.						
6.0 Picks up object and throws it.						
7.0 Picks up object and rubs, pinches, smooths or pats it						
8.0 Picks up object and takes parts off/out. Puts parts in/on.						
9.0 Turns object over and around						
10.0 Holds object to light.						
11.0 Pushes/pulls object.						
12.0 Sits on/in, stands on/in object.						
13.0 Sits under/stands under object						
14.0 Explores density, resistance, texture, tempera- ture of wet objects/substances (e.g., finger paint, suds, bubbles, water, sponge)						
15.0 Points to area of body recently touched by another.						
16.0 Matches through tactile cues (e.g., using texture bag or blindfold) like objects that are big and small.						

	1	2	3	4	5	6
34.0 Chooses through tactile cues triangular/rectangular/diamond shaped object on request from group of five objects.						
35.0 Chooses through tactile cues flat/thin/wide/fat object on request from group of five objects . .						
36.0 Chooses through tactile cues wet/dry object on request from group of five objects						
37.0 Chooses through tactile cues hot/cold object on request from group of five objects						
38.0 Chooses through tactile cues sticky/non-adhesive object on request from group of five objects . .						
39.0 Chooses through tactile cues hard/soft object on request from group of 5 objects						
40.0 Chooses through tactile cues rough/bumpy/wrinkled/smooth object on request from group of five objects.						
41.0 Chooses through tactile cues sharp/dull object on request from group of five objects.						
42.0 Chooses through tactile cues light/heavy object on request from group of five objects.						
43.0 Chooses through smell and taste cues (e.g., using blindfold) sweet substances or objects . .						
44.0 Chooses through smell and taste cues burnt substances or objects.						
45.0 Chooses through smell and taste cues sour substances or objects						
46.0 Chooses through smell and taste cues salty substances or objects.						
47.0 Chooses through smell and taste cues bitter substances or objects.						



13 AUDITORY PERCEPTION

IDENTIFYING BEHAVIORS:

Does not react to speech or noise ● Attends to all sounds equally (e.g., reports no dominant sounds) ● Attends to sounds other than teacher speaking ● Repeats verbal sequences incorrectly (stories, poems, symbols) ● Does not follow directions ● Does not discriminate gross/fine differences in sounds ● Categorizes sounds incorrectly ● Repeats melodies, rhythms incorrectly

Date of observation _____

	1	2	3	4	5	6
1.0 Startles in response to sudden loud sound.						
2.0 Turns head toward source of loud sound						
3.0 Attends to dominant sound while other sounds present--foreground-background stabilization						
4.0 Stops activity momentarily when sound is made.						
5.0 Reaches or turns toward noise made behind head						
6.0 Responds within 5 seconds to single speaker by looking directly at him.						
7.0 Reacts positively (e.g., smiles, waves arms, goo's) to soft-toned sounds.						
8.0 Reacts negatively (e.g., temporarily lessens activity; cries) to harsh-toned sounds						
9.0 Points in general direction of source of sound						
10.0 Changes activity with change in sound--possibly inappropriate (e.g., when bell rings, stops playing.						
11.0 Imitates physical gestures when word or phrase paired with that gesture is spoken (e.g., adult says bye-bye and child waves).						
12.0 Matches environmental sounds--chooses from group the sound similar to one presented						
13.0 Sorts environmental sounds into groups without identifying class.						

14 VISUAL MOTOR I

IDENTIFYING BEHAVIORS:

Loses track of moving object when it crosses midline ● Follows objects using both eye and head movements ● Grasps using gross movements of one or both hands ● Squeezes and releases objects only with assistance ● Manipulates blocks ineffectively ● Has difficulty stringing beads ● Displays little eye-hand coordination

Date of observation _____

	1	2	3	4	5	6
1.0 Responds to light when introduced into room (e.g., turns head in direction).						
2.0 Follows moving object with eyes and head. Fixates on object momentarily.						
3.0 Follows moving object (with eyes and head) on its horizontal path from side of body to midline (90° arc).						
4.0 Follows moving object (with eyes and head) on its diagonal path from side of body to midline (90° arc).						
5.0 Follows moving object (with eyes and head) on its horizontal path from one side of body to other (180° arc).						
6.0 Follows moving object (with eyes only--no head movement) on its path from one side of body to other (180° arc).						
7.0 Follows moving object (with eyes only) until it disappears from view (e.g., behind a screen).						
8.0 Follows object moving in circular path (with eyes only).						
9.0 Follows moving object held 18 inches from eyes (with eyes only).						
10.0 Follows moving object along floor ten feet away (with eyes only)						
11.0 Follows dangling object on string ten feet away (with eyes only).						
12.0 Fixates eyes on object/picture for 10 seconds. .						

15 VISUAL MOTOR II

IDENTIFYING BEHAVIORS:

Has difficulty cutting with scissors, sharpening pencil, folding paper ● Dissociates component parts of letters (e.g., writes boy as lo o y) ● Reverses letters in words, numbers (e.g., SAW = WAS) ● Mirrors letters (e.g., reads or writes b for d, p for q) ● Interchanges foreground, background (e.g., reports dominant object in visual field as background) ● Does not identify/match shapes, letters ● Confuses letters/words that look alike (bed for bad) ● Does not report same form when position/setting changes (e.g., book on side not reported as book when on end) ● Visually rotates object, picture, word, design (e.g., reports horizontal object in vertical position) ● Fixates on visual detail to exclusion of whole (e.g., reports tail and not rabbit) ● Copies from model incorrectly (e.g., design, picture, letters) ● Does not report missing parts of picture ● Does not reproduce previously viewed pattern or does so incorrectly ● Does not identify whole when only one part in view ● Does not discriminate likes/differences in size, shape, color ● Skips sections on tests, workbooks ● Inaccurately recounts occurrences

Date of observation _____

- 1.0 Spreads paste randomly on paper. Places another paper on top to stick.
- 2.0 Paints with large brush.
- 3.0 Folds paper with definite crease
- 4.0 Cuts paper with scissors
- 5.0 Rolls clay into ball
- 6.0 Threads large needle through wide hole
- 7.0 Strings small beads.
- 8.0 Places small pegs in holes on board.
- 9.0 Spreads paste on one side of paper and turns over to stick it to another paper.

1	2	3	4	5	6



16
GROSS MOTOR I

IDENTIFYING BEHAVIORS:

Shows no protective behavior (e.g., does not extend arms when falling) ● Shows no reflexive righting behavior ● Shows no movement from back, side, stomach positions ● Walks only with physical assistance ● Walks on tiptoes ● Avoids walking up and/or down incline or stairs ● Falls off side of chair if not supported ● Slides forward on chair if not supported

Date of observation _____

	1	2	3	4	5	6
1.0 Holds head up and steady when held against shoulder.						
2.0 Uses simple hand movements to the side.						
3.0 Lifts head when lying flat on stomach						
4.0 Shows protective behavior (e.g., extends arms when falling.						
5.0 Uses reflexive arm and leg thrusts/voluntary arm and leg thrusts						
6.0 Creeps while flat on stomach using random motion.						
7.0 Creeps from stomach position using arms together, legs together						
8.0 Holds head steady and erect when lifting head . .						
9.0 Turns from side to back						
10.0 Turns over by self from stomach to back/from back to side.						
11.0 Supports self on extended elbows.						
12.0 Sits if supported by pillow, chair, etc.						
13.0 Uses arms to raise trunk from stomach position. .						
14.0 Shifts weight on extended arms to reach. Reaches to one side						
15.0 Pulls self to sitting position and sits alone without aid for 10 seconds/30 seconds/1 minute. .						

17
GROSS MOTOR II

IDENTIFYING BEHAVIORS:

Bumps into objects while walking/running ● Loses balance when hopping, jumping, leaping, standing on one foot, walking, riding a bicycle ● Misses a large or small ball thrown to him ● Walks, runs with unsteady/clumsy movements ● Has difficulty performing simple acrobatic stunts ● Performs poorly if at all in team sports ● Throws ball in undirected fashion ● Has difficulty keeping afloat in water

Date of observation _____

	1	2	3	4	5	6
1.0 Tosses a large ball in air and catches it with hands, body.						
2.0 Bounces a large ball on floor and catches it with hands, body						
3.0 Throws a large ball--in general direction intended--from chest position with two hands . .						
4.0 Throws a large ball against wall and catches it with hands, body.						
5.0 Catches with hands and body a large ball thrown by another from 5 feet						
6.0 Catches with hands a large ball thrown by another from 5 feet.						
7.0 Kicks a stationary ball using a two-step start .						
8.0 Jumps forward 3-foot distance, feet together/ backward 3 feet.						
9.0 Balances on one foot for 5 seconds, with eyes open, arms out to sides/arms folded in front . .						
10.0 Balances on one foot for 5 seconds, with eyes closed, arms out to sides/arms folded in front .						
11.0 Attempts to skip						
12.0 Performs complete somersault						
13.0 Maintains momentum on swing.						
14.0 Rides tricycle						

50

	1	2	3	4	5	6
32.0 Places lower lip under upper teeth.						
33.0 Places teeth/jaws in partially opened position (e.g., within two finger-widths' distance together)						
34.0 Places tongue between teeth						
35.0 Places tongue behind upper teeth.						
36.0 Places tongue against roof of mouth						
37.0 Maintains closed mouth position except for eating, drinking, talking, etc.						
38.0 Imitates speech movements without sound production						
39.0 Cries using sounds that change in pitch to indicate change in bodily state (e.g., hunger, wetness, pain).						
40.0 Vocalizes feelings of pleasure or pain (e.g., squeals, coos, whines, grunts).						
41.0 Makes any vowel-like sound.						
42.0 Makes any vowel-like sound with high-low or up-down inflection.						
43.0 Babbles by repeating a vowel and consonant sound over and over (e.g., ga-ga-ga).						
44.0 Makes consonant and vowel sound with inflection.						
45.0 Imitates sounds without meaning						
46.0 Imitates sounds of objects/animals (e.g., bow-wow, choo-choo, moo).						
47.0 Uses meaningless syllables (jargon speech) as though they were meaningful.						
48.0 Uses one-syllable sound for an object/person (e.g., wa for water).						
49.0 Uses a two-syllable sound for an object/person (e.g., wa-wa for water, ma-ma for mother)						
50.0 Says first intelligible, spontaneous word . .						

19 ARTICULATION

IDENTIFYING BEHAVIORS:

- Omits sounds in words
- Substitutes one sound for another in words
- Distorts sounds in words
- Uses incorrect resonating chamber (nose, mouth, larynx) to produce sounds
- Makes unintelligible sounds
- Speaks in muffled, garbled, unclear manner

Date of observation _____

	1	2	3	4	5	6
1.0 Makes all long vowels in isolation (e.g., <u>a</u> in <u>date</u> , <u>e</u> in <u>beat</u> , <u>i</u> in <u>side</u> , <u>o</u> in <u>bone</u> , <u>u</u> in <u>rule</u>).						
2.0 Makes all short vowels in isolation (e.g., <u>a</u> in <u>mat</u> , <u>e</u> in <u>bed</u> , <u>i</u> in <u>tip</u> , <u>a</u> in <u>car</u> and <u>o</u> in <u>cot</u> , <u>ə</u> in <u>drum</u> , <u>y</u> in <u>fury</u>).						
3.0 Uses all long vowels with m to form consonant-vowel nonsense syllables (e.g., <u>mē</u> , etc.)						
4.0 Uses all long vowels with p, b to form consonant-vowel nonsense syllables (e.g., <u>pē</u> , <u>bē</u>)						
5.0 Uses all short vowels with m, b, p to form consonant-vowel nonsense syllables (e.g., <u>mā</u> , <u>pā</u> , <u>bā</u> , etc.)						
6.0 Makes all vowel diphthongs in isolation (e.g., <u>au</u> in <u>out</u> , <u>oi</u> in <u>coil</u> , <u>u</u> in <u>book</u> , <u>o</u> in <u>saw</u> , <u>ai</u> in <u>bite</u> , <u>ju</u> in <u>use</u>).						
7.0 Uses all long vowels with h, w, hw, (wh) to form consonant-vowel nonsense syllables						
8.0 Uses all short vowels with h, w, hw (wh) to form consonant-vowel nonsense syllables.						
9.0 Uses all long vowels with t, d, k, g to form consonant-vowel nonsense syllables.						
10.0 Uses all short vowels with t, d, k, g to form consonant-vowel nonsense syllables						
11.0 Uses all diphthongs with m, p, b to form consonant-vowel nonsense syllables.						

	1	2	3	4	5	6
28.0 Uses all vowels with s, z, zh, sh, ch, th in initial position in one-syllable words . . .						
29.0 Uses all vowels with s, z, zh, sh, ch, th to form vowel-consonant nonsense syllables. . .						
30.0 Uses s, z, zh, sh, ch, th in final position in one-syllable words						
31.0 Uses s, z, zh, sh, ch, th in initial and final position in two-syllable words.						
32.0 Uses all vowels (long, short, diphthongs) with n, r, l, j, y to form consonant-vowel nonsense syllables.						
33.0 Uses all vowels with n, r, l, j, y in initial position in one-syllable words.						
34.0 Uses all vowels with n, ng, r, l, j, y to form vowel-consonant nonsense syllables						
35.0 Uses n, ng, r, l, j, y in final position in one-syllable words.						
36.0 Uses n, ng, r, l, j, y in initial and final position in two-syllable words.						
37.0 Uses s, z, zh, sh, ch, th, n, ng, r, l, j, y in medial position in one-syllable words. . . .						
38.0 Uses s, z, zh, sh, ch, th, n, ng, r, l, j, y in medial position in two-syllable words. . . .						
39.0 Uses all consonant and vowel sounds in all positions within one-syllable words						
40.0 Uses all consonant and vowel sounds in all positions within two-syllable words						
41.0 Uses all consonant and vowel sounds in all positions within three-syllable words						
42.0 Uses all consonant and vowel sounds in all positions within four-syllable words.						
43.0 Accents two- and three-syllable words on correct syllable.						
44.0 Uses all consonant and vowel sounds in phrases						

- 45.0 Uses all consonant and vowel sounds in sentences.
- 46.0 Uses all consonant and vowel sounds in spontaneous speech with 75% intelligibility. . .
- 47.0 Uses all consonant and vowel sounds in spontaneous speech with 100% intelligibility
- 48.0 Says all sounds in up to four-syllable words with 100% intelligibility.

	1	2	3	4	5	6
45.0						
46.0						
47.0						
48.0						

21 LANGUAGE DEVELOPMENT

IDENTIFYING BEHAVIORS:

Indicates needs by gestures ● Speaks in fragments - words, phrases, short sentences ●
 Speaks only in simple sentences ● Speaks only using present tense ● Uses incorrect
 pronoun, verb, or both (e.g., me go, I goes) ● Uses first name instead of pronoun I
 or me ● Asks questions using voice inflection rather than complete sentences ●
 (e.g., that a car?) ● Participates rarely in class discussions

Date of observation _____

	1	2	3	4	5-	6
1.0 Vocalizes feelings of pleasure or pain (e.g., squeals, coos, laughs, whines, grunts)						
2.0 Uses facial and arm gestures with vocalizations						
3.0 "Talks" to self in mirror using melodic, rhythmic speech patterns - words not coherent						
4.0 Communicates by pulling another to show him object/person/situation						
5.0 Uses one word for many related things						
6.0 Refers to self by first name.						
7.0 Names familiar object upon seeing it again, using one-syllable word						
8.0 Names familiar object upon seeing it again, using two-three syllable word						
9.0 Names five familiar objects (e.g., toys, animals, clothing, body parts)/ten objects/ twenty objects.						
10.0 Uses one-word verb in present tense (e.g., go, run).						
11.0 Uses pronouns me, my, mine.						
12.0 Uses adjectives (e.g., good, big)						
13.0 Uses noun with article (e.g., a dog, the car)						
14.0 Uses noun with possessive (e.g., my dog, Daddy car).						

- 48.0 Describes events of past and future experience in logical, sequential order.
- 49.0 Uses compound sentences containing more than one main clause (e.g., I ran to the store and came back in an hour)
- 50.0 Uses complex sentences with one main clause and one or more subordinate clauses (e.g., I ran to the store while it was still light).

1	2	3	4	5	6

- 33.0 Rephrases what happened in story previously read by another
- 34.0 Rephrases others' comments in a discussion.
- 35.0 Does task implied - not specifically stated - in spoken message
- 36.0 Distinguishes between spoken messages differing only in tone
- 37.0 Chooses previously specified details from spoken material
- 38.0 Makes facial expressions appropriate to spoken material (e.g., smiles at another's joke)
- 39.0 Uses posture appropriate for relationship to speaker (e.g., sits straight in chair when authority figure speaking).

	1	2	3	4	5	6

ADAPTIVE BEHAVIORS

IDENTIFYING BEHAVIORS:

Uses object in ritual manner ● Performs previously mastered task repetitiously--
 perseverates ● Does not approach or manipulate new objects ● Resists learning new
 skills ● Stops work, withdraws or gets confused when unexpected change occurs ●
 Initiates interaction with peers rarely ● Performs task/activity only in structured,
 well-defined situations ● Will not attempt new activities or become involved in new
 situations/change in routine

Date of observation _____

	1	2	3	4	5	6
1.0 Looks at hands.						
2.0 Moves hands in front of face separately . . .						
3.0 Brings hands together in front of face, looking at them						
4.0 Plays with hands while looking at them . . .						
5.0 Puts hands in mouth						
6.0 Tolerates new object's presence in room . . .						
7.0 Moves toward new object						
8.0 Touches new object						
9.0 Manipulates new object for short time						
10.0 Uses object in usual manner, but exchanges it for another.						
11.0 Experiments with new object using more than one sense						
12.0 Uses new object differently than other objects						
13.0 Talks while playing						

	1	2	3	4	5	6
14.0 Uses new object for designed purposes						
15.0 Engages in interaction(s) with another person.						
16.0 Role plays (e.g., tea parties, dress-up, play house).						
17.0 Discusses possible new activities/tasks						
18.0 Plays game by self - always same game						
19.0 Plays different games by self						
20.0 Plays game with another person.						
21.0 Discusses previously mastered activities/tasks and relates them to new activities/tasks						
22.0 Performs new activities/tasks when required/forced.						
23.0 Tries again when change or disappointment occurs if a recovery period has elapsed						
24.0 Tries again when change or disappointment occurs if reassured						
25.0 Remains calm if disappointment occurs and no remedy is possible (e.g., receives no phone call, letter)						
26.0 Changes routine when alternatives are presented - accepts change.						
27.0 Changes routine/tries new activities when reasons are explained						
28.0 Tries again when change or disappointment occurs without a recovery period, reassurance, alternatives or reasons						
29.0 Performs new activities/tasks voluntarily						
30.0 Behaves according to peer group norm in moderately structured/defined situations.						
31.0 Follows class routine when there are changes in teacher's dress, hair, etc						

	1	2	3	4	5	6
32.0 Performs activities/tasks in presence of or when led by new person (e.g., substitute teacher, classroom observer, volunteer, parent)						
33.0 Follows class/school rules after two-day absence (e.g., weekend or illness).						
34.0 Follows class/school rules after three-day absence (e.g., weekend or illness).						
35.0 Follows class/school rules at beginning and end of school week (e.g., Monday & Friday).						
36.0 Independently tries out new activities, puts ideas or things into new combinations						
37.0 Creates own task/activity with new object - uses object in different ways						
38.0 Adjusts behavior to fit rules and routines of different situations (e.g., a friend's house, a restaurant, cafeteria)						
39.0 Schedules own activities to fit within specified time frame.						
40.0 Behaves according to peer group norm in minimally structured or defined situations.						

IMPULSE CONTROL

IDENTIFYING BEHAVIORS:

Displays self-stimulating behaviors (e.g. rocks back and forth) ● Displays self-destructive behaviors (e.g., head or back banging, face or self slapping, scratching) ● Blows up, becomes excited, loses self-control when he cannot do or get what he desires, encounters problems, etc. ● Withdraws or becomes aggressive for long periods when scolded, criticized, teased ● Overreacts to the slightest provocation (e.g., sulks or explodes) ● Blows up, gets excited, etc., when offered constructive, helpful criticism ● Displays inappropriate affect (e.g., laughs or cries for no apparent reason) ● Displays inappropriate facial expressions ● Wanders around room, plays with instructional materials ● Shifts position often, fidgets ● Changes activities/responses rapidly and without apparent previous consideration - impulsivity ● Calls or acts out when seeking attention ● Displays unacceptable affectionate behavior ● Does not visibly react to usually stimulating/exciting situations ● Interferes with or disrupts work of other children ● Cries often ● Verbalizes feelings of depression, unhappiness often ● Becomes irritated or upset easily

- 1.0 Sits quietly for 30 seconds when group is listening to stories, music
- 2.0 Sits quietly for one minute when group is listening to stories, music
- 3.0 Takes turns in game activity 25% of time or less
- 4.0 Sits in seat, stands in line, etc., without fidgeting, moving for 25% or less of the activity.
- 5.0 Sits quietly for more than one minute when group is listening to stories, music
- 6.0 Displays self-destructive behaviors 75 to 100% of baseline.

	1	2	3	4	5	6
1.0						
2.0						
3.0						
4.0						
5.0						
6.0						

INTERPERSONAL RELATIONS

IDENTIFYING BEHAVIORS:

Rarely plays with other children ● "Negative" contributions to class discussions and activities (disrupts, changes subject, criticizes) ● Rarely speaks, leads activities or volunteers (Acts in a timid, withdrawn manner) ● Plays with objects rather than people ● Uses others to gain own ends, reward while depriving them of same chance (manipulative) ● Alienates peers by teasing, arguing or being cruel ● Rarely shares with others ● Rarely participates in group activities (plays or works alone, has few friends) ● Plays with younger (immature) children instead of peers ● Fights, hits, bullies, bosses peers (acts in an aggressive manner) ● Considered wierd or pesty by peers

	1	2	3	4	5	6
1.0 Smiles, looks up when another person enters the room.						
2.0 Reaches for familiar people						
3.0 Becomes quiet when caressed						
4.0 Holds head up in group activities such as eating, games, etc.						
5.0 Returns smile when smiled at.						
6.0 Watches the movements of others - shows interest.						
7.0 Demands personal attention by making noises .						
8.0 Seeks attention of others (e.g., repeats performances that are laughed at).						
9.0 Moves near others during free play.						
10.0 Accepts help from others (e.g., when working on task).						
11.0 Plays alone in presence of others						
12.0 Shares when told to do so but complains . . .						

RESPONSIBLE BEHAVIORS

IDENTIFYING BEHAVIORS:

Performs mischievous activities (e.g., turning heat off or down in room) ● Performs destructive acts (e.g., sets fires, kills animals) ● Destroys objects by breaking, tearing, crushing, etc. ● Disregards school rules and authority ● Physically/verbally acts out when asked to perform an activity by an authority figure (rebels) ● Responds negatively, not at all, or does the opposite when asked to perform an activity ● Ignores teacher requests for quiet or ceasing activity ● Does not make decisions; extreme reliance on adult guidance, support, reassurance ● Criticizes work of others, points out weaknesses and faults ● Does not act on suggestions offered, does tasks own way (willful, stubborn) ● Leaves work materials out when finished ● Acts in manner inappropriate for peer group

	1	2	3	4	5	6
1.0 Claims ownership of items and defends own possessions physically.						
2.0 Claims ownership of items and defends own possessions verbally						
3.0 Follows directions/performs activities given by authority, teacher						
4.0 Makes own decisions about activities with adult supervision						
5.0 Follows previously defined rules and regulations when authority figure is present . . .						
6.0 Accepts or follows reasonable school authority or rules. If rules or authority viewed as unfair, then protests in an appropriate manner						
7.0 Conforms to group decisions despite personal disappointment or disagreement						
8.0 Obeys newly-delegated authority figure (e.g., follows directions of a substitute teacher).						

	1	2	3	4	5	6
26.0 Plans for future activities						
27.0 Performs undesirable tasks when requested even though obvious positive or negative consequences are absent						
28.0 Plays active group games following rules (e.g., dodge-ball, circle games, jump-rope) .						
29.0 Plays simple table games following rules (e.g., cards, checkers, board games).						
30.0 Behaves according to stated social/school rules in work and play situations						
31.0 Persuades teacher or group to change activity in a manner appropriate for school/street situation						
32.0 Behaves so as to conform to stated and implied rules of conduct for school/play/home/work situations.						

28 SELF-CONFIDENCE

IDENTIFYING BEHAVIORS:

- Hesitates to express opinions ● Gives excuses, rationalizations for failures ●
- Does not attempt to answer most questions - responds with "I don't know" ●
- Verbalizes feelings of poor self-image, self-confidence (e.g., says, "I feel dumb", "I can never do things", "I'm retarded") ● Deprecates school work - indicates dislike of end product ● Does not attempt activity or task (e.g., says, "I can't do it", "It's really hard for me", "I'm scared") ● Becomes panicky when asked questions (e.g., fidgets, taps pencil, looks around room for "escape") ●
- Does not initiate interaction with teacher/peers

Date of observation _____

	1	2	3	4	5	6
1.0 Responds as briefly as possible to peer/teacher initiated interaction						
2.0 Participates in class activities when required to do so						
3.0 Answers personal questions.						
4.0 Takes part in class discussions concerning feelings when asked						
5.0 Volunteers personal information during class discussions						
6.0 Verbalizes opinions or performs activity/task in previous success (positively reinforced) situations						
7.0 Answers questions on material while it is being individually tutored.						
8.0 Answers questions on previous individually tutored material.						
9.0 Chooses to participate in class activities.						
10.0 Verbalizes success at task performed, opinions presented or activity engaged in.						
11.0 Participates in conversations with teachers/peers						

	1	2	3	4	5	6
12.0 Verbalizes opinions or performs activity/task in new situations which resemble previous success situations						
13.0 Answers questions on material while it is being presented to the group.						
14.0 Answers questions on previous group-presented material						
15.0 Answers questions on self-read material just after it has been read.						
16.0 Answers questions on previous self-read material.						
17.0 Expresses opinions/performs activity or task in new situations in which success is questionable.						
18.0 Initiates conversation with teacher/peers						
19.0 Answers questions not explicit in material.						
20.0 Leads group in simple class routines.						
21.0 Verbalizes success and failure (e.g., "I'm doing O.K. in math, but I'm not doing so well in reading.")						
22.0 Remains calm when asked questions and attempts answers						
23.0 Verbalizes success and failure and suggests way to reduce future failure situations						
24.0 Leads group in class discussions.						
25.0 Displays clean, neat appearance						
26.0 Shows neatness in school work						
27.0 Displays creativity in art, music, writing, etc.						

- 13.0 Accurately recounts occurrences between 50-75% of the time
- 14.0 Accurately recounts occurrences between 75-100% of the time.
- 15.0 Produces work (claimed as own) without written or verbal assistance from other pupils or sources less than 25% of the time .
- 16.0 Produces own work without help between 25-50% of the time
- 17.0 Produces own work without help between 50-75% of the time
- 18.0 Produces own work without help between 75-100% of the time.

	1	2	3	4	5	6
13.0						
14.0						
15.0						
16.0						
17.0						
18.0						

30

SOCIAL SPEECH

IDENTIFYING BEHAVIORS:

Stutters, stammers, mumbles ● Speaks rapidly, nervously ● Speaks rapidly with short lapses of time between words ● Speaks slowly with long lapses of time between words ● Speaks using inappropriate volume (yells, whispers, etc.) ● Speaks in a muffled, garbled, unclear manner ● Uses verbal obscenities and vulgarities ● Rarely participates in class discussions ● Doesn't follow verbal rules of etiquette (doesn't say "please", interrupts, prevents others from speaking, etc.) ● Continually changes subject without closure on any one area ● Stands too near/far when speaking to another ● Becomes stiff or moves in involuntary manner when trying to speak ● Forgets previously-used word needed to complete sentence often

Date of observation _____

- 1.0 Maintains appropriate social distance when speaking to another
- 2.0 Responds to and makes verbal greetings and farewells
- 3.0 Asks for what is desired
- 4.0 Says "thank you", "you're welcome", or "please" when reminded
- 5.0 Says "thank you", "you're welcome", or "please" after some hesitation.
- 6.0 Says "thank you" for compliments or service. Says "please" with requests
- 7.0 Makes excuses for interruption.
- 8.0 Looks up/says "oh" while interrupting.
- 9.0 Raises hand while interrupting.
- 10.0 Hesitates or stops self while interrupting.
- 11.0 Says "excuse me" when interrupting.

1	2	3	4	5	6

31 SOCIAL EATING

IDENTIFYING BEHAVIORS:

Eats too fast (bolts) or too slow (dawdles) ● Eats/grabs another's food ● Chews/eats with mouth open ● Requires bib when eating ● Holds head too close to plate ● Eats with two hands at once ● Eats without keeping hand in lap ● Sits with feet on chair ● Refuses to taste new foods ● Eats only one type of food ● Eats without keeping napkin in lap ● Eats without using napkin to wipe hands/face ● Talks with mouth full ● Smacks lips ● Takes abnormal portions of foods ● Leaves table before others are finished ● Confuses knife, fork, spoon when setting table ● Leaves lunchroom without cleaning/disposing of dishes ● Leaves messy eating area

Date of observation _____

	1	2	3	4	5	6
1.0 Retrieves lunch pail or bag.						
2.0 Sets or prepares table						
3.0 Sits at table during mealtime.						
4.0 Maintains upright position at table.						
5.0 Handles only own food/drink.						
6.0 Uses utensils/food for their intended purposes						
7.0 Leaves plate/bowl/glass on table when finished eating						
8.0 Keeps food and utensils on plate/in bowl . . .						
9.0 Requests aid for spills.						
10.0 Chews and swallows quietly with lips closed. .						
11.0 Eats most foods in a tidy manner						
12.0 Requests food/drink be passed at the table . .						
13.0 Passes food/drink on request						
14.0 Cleans up spills						
15.0 Eats at reasonable pace without bolting or dawdling						

	1	2	3	4	5	6
12.0 Attends to easy/familiar task without supervision for 45 seconds to 1 minute						
13.0 Attends to easy/familiar task for 1 minute to 5 minutes when supervised						
14.0 Attends to easy/familiar task without supervision for 1 minute to 5 minutes.						
15.0 Attends to easy/familiar task for 5 minutes to 10 minutes when supervised						
16.0 Attends to easy/familiar task without supervision for 5 minutes to 10 minutes						
17.0 Attends to easy/familiar task for 10 to 25 minutes when supervised						
18.0 Attends to difficult/novel task for 30 seconds to 1 minute when supervised						
19.0 Attends to difficult/novel task for 30 seconds to 1 minute without supervision						
20.0 Attends to difficult/novel task for 1 to 5 minutes when supervised						
21.0 Attends to difficult/novel task for 1 to 5 minutes without supervision						
22.0 Attends to easy/familiar task without supervision for 10 to 25 minutes						
23.0 Attends to difficult/novel task for 5 to 10 minutes when supervised						
24.0 Attends to difficult/novel task for 5 to 10 minutes without supervision						
25.0 Attends to difficult/novel task for 10 to 25 minutes when supervised						
26.0 Attends to difficult/novel task for 10 to 25 minutes without supervision						
27.0 Works in small group for 0 to 5 minutes						
28.0 Works in small group for 5 to 10 minutes						
29.0 Attends to task(s) for full class period when supervised						

	1	2	3	4	5	6
30.0 Works in small group for 10 to 25 minutes . . .						
31.0 Attends to task(s) without supervision for one full class period						
32.0 Works in small group for full class period--assigned time						
33.0 Remains at task for 0 to 5 minutes when distractions present						
34.0 Remains at task for 5 to 10 minutes when distractions present						
35.0 Remains at task for 10 to 15 minutes when distractions present						
36.0 Remains at task for 15 to 25 minutes when distractions present						
37.0 Remains at task for 25 to 45 minutes when distractions present						
38.0 Remains at task for full class period when distractions present						

- 32.0 Completes 100% of task with corrections and begins new task when reminded
- 33.0 Completes 100% of task and begins new task independently
- 34.0 Independently evaluates quality of work product consistent with teacher's evaluation .

1	2	3	4	5	6

	1	2	3	4	5	6
13.0 Says what sound capital and lower case consonants make when shown the written letter						
14.0 Says how the following consonant blends sound when shown the letters: th, wh, ch, pl, dr, ck, sl, st, tr, br, sh, gr, pr, wr, sm, sk, sp, cl, bl, fl, fr, kn						
15.0 Reads simple three-letter words paired with picture						
16.0 Says what sounds capital and lower-case vowels make when shown the written letter						
17.0 Sight reads the following words: are, jump, from, long, fly, after, help, ask, down, blue, sleep, pretty, walk, round, green, two, when, soon, look, in, eat, one, old, before, red . .						
18.0 Sight reads the following words: thank, which, please, both, drink, pick, must, try, bring, show, know, wish, start, eight, warm, write, right, small, want, hold, always, once, laugh, work, first						
19.0 Says how the following consonant digraphs sound ft, nk, lk, nt, ng, nd, ld, gh, mb, mp, rd, rt, rk, rn, rm, rp, ct, wn, rl, lp, nc, gl, gn, sw, kl, rb, kr, ph, sc, wd, dw, rs, tw, sq . .						
20.0 Says how the following trigraphs sound: snr, str, thr, sch, ght, rst, spl, tch, shr, .						
21.0 Says how the following vowel diphthongs sound: ou, oi, oo						
22.0 Scans letters of word left to right						
23.0 Blends letter sounds to say the word as a unit						
24.0 Sight reads familiar meaningful units (e.g., blends, consonant and vowel digraphs, trigraphs						
25.0 Decodes multi-syllabic words by breaking them into familiar meaningful units (e.g., to-geth-er)						
26.0 Blends letter and meaningful unit sounds to say the multi-syllabic word as a unit						
27.0 Reads by sight 100 words						

	1	2	3	4	5	6
47.0 Uses independent reading to initiate activities (e.g. hobbies)						
48.0 Researches given topic. Locates books in library using card catalogue.						
49.0 Follows written instructions in sequence to complete an activity (e.g., arrives at location using written directions).						
50.0 Reads at average rate for peer group.						

	1	2	3	4	5	6
17.0 Finds group having more, less, same number of objects as given group (up to ten)						
18.0 Reads and writes numerals (1, 2, 3) to 3. . .						
19.0 Matches numbers (0-10) with appropriate points on a number line						
20.0 Identifies what number comes before and after a given number or between two numbers (up to 10).						
21.0 Counts orally to 19						
22.0 Counts backward from 10						
23.0 Reads and writes numerals to 19						
24.0 Performs addition facts of three with actual objects (e.g., increases number of objects in one group to make it equal another). . . .						
25.0 Performs subtraction facts of three with objects (e.g., decreases number of objects in one group to equal another)						
26.0 Counts orally to 49/to 100.						
27.0 Reads and writes numerals to 49						
28.0 Places $>$, $=$, $<$ between two numbers (up to 25) to make a true statement.						
29.0 Constructs set of 100 objects						
30.0 Counts orally over 100.						
31.0 Reads and writes numerals to 100/over 100 . .						
32.0 Performs addition and subtraction facts to 9.						
33.0 Performs addition and subtraction facts to 19.						
34.0 Counts orally by tens to 100/fives to 100/threes to 99.						
35.0 Carries in addition using right to left movement. Borrows in subtraction using left to right movement.						
36.0 Performs all addition and subtraction facts to 100.						

	1	2	3	4	5	6
37.0 Performs all addition and subtraction facts to 1,000						
38.0 Solves problems using $1/2$, $1/4$, $1/3$, $2/3$, $3/4$						
39.0 Performs multiplication combinations to 3 (e.g., $3 \times 9 = 27$).						
40.0 Solves practical word problems requiring addition and subtraction.						
41.0 Performs division facts to 3 (e.g., $15 \div 3 = 5$).						
42.0 Performs multiplication combinations and division facts to 9 ($9 \times 6 = 54$; $54 \div 9 = 6$)/ to 12						
43.0 Multiplies and divides two-place numbers by one place numbers						
44.0 Multiplies and divides three - or four-place numbers by one-place numbers.						
45.0 Solves practical word problems requiring multiplication and division						
46.0 Multiplies and divides two-place numbers by two-place numbers						
47.0 Multiplies and divides three or four-place numbers by two-place numbers.						
48.0 Equates fraction and decimal notation ($3/4 = .75$)						
49.0 Adds and subtracts fraction and decimal quantities.						
50.0 Multiplies and divides fractions and decimals. Computes simple percentages (5% of \$2.25) . .						

38 SPELLING

IDENTIFYING BEHAVIORS:

Spells according to own rules ● Pairs sounds to letters incorrectly ● Blends sounds incorrectly ● Gives up when asked to spell

Date of observation _____

- 1.0 Says what sound the written letters m, p, b make
- 2.0 Points out which letter in a word makes a given sound (e.g., points to p in pat)
- 3.0 Verbalizes which letter in a word makes a given sound (e.g., says "p" in pat).
- 4.0 Writes letter when its name is spoken (e.g., writes p).
- 5.0 Writes letter when its sound is spoken
- 6.0 Says what sound the written letters h, w, wh make
- 7.0 Points out which letter(s) in a word makes a given sound (e.g., points to h in hat)
- 8.0 Verbalizes which letter(s) in a word makes a given sound (e.g., says "h" in hat).
- 9.0 Writes letter(s) when its name is spoken (e.g., writes h).
- 10.0 Writes letter(s) when its sound is spoken.
- 11.0 Says what sound the written letters t, d, c, k, g, f, v make.
- 12.0 Points out which letter in a word makes a given sound.
- 13.0 Verbalizes which letter in a word makes a given sound.
- 14.0 Writes letter when its name is spoken (e.g., writes t).
- 15.0 Writes letter when its sound is spoken

	1	2	3	4	5	6
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10.0						
11.0						
12.0						
13.0						
14.0						
15.0						

	1	2	3	4	5	6
16.0 Says what sound the written letters l, r, n, j, y, s, z, x make.						
17.0 Points out which letter makes a given sound (e.g., r in rat).						
18.0 Verbalizes which letter makes a given sound (e.g., says "r" in rat)						
19.0 Writes which letter makes a given sound (e.g., writes r)						
20.0 Writes letter when its sound is spoken.						
21.0 Says what long sound the written letters a, e, i, o, u, y make (see Articulation).						
22.0 Says what short sound the written letters a, e, i, o, u, y make (See Articulation).						
23.0 Points out which letter in a word makes a given sound (e.g., points to a in pat, a in paper).						
24.0 Verbalizes which letter in a word makes a given sound (e.g., says "a" in pat, paper).						
25.0 Writes letter when its name is spoken (e.g., writes a)						
26.0 Writes letter when its sound is spoken (e.g., writes a for ā, ä).						
27.0 Says what sound the following written blends make: th, wh, ch, pl, dr, ck, sl, st, tr, br, sh, gr, pr, wr, sm, sk, sp, cl, bl, fl, fr, kn.						
28.0 Points out which letters in a word make a given sound (e.g., points to sp in spat).						
29.0 Verbalizes which letters in a word make a given sound (e.g., says "sp" in spat)						
30.0 Writes letters when their sound blend is spoken						
31.0 Says what sound vowel diphthongs ou, oi, oo make.						
32.0 Points out which letters in a word make a given sound (e.g., points to ou in out)						

- 44.0 Determines possible cause(s) of a given effect (e.g., what could cause a flood) . . .
- 45.0 Determines possible consequence(s) of a given action in a choice of two
- 46.0 Determines possible consequences of both actions in a choice of two.
- 47.0 Compares consequences of both actions
- 48.0 Makes decision based upon the consequence, of the two actions
- 49.0 Determines possible consequences of three or more actions in a multiple-choice situation .
- 50.0 Explains meaning or moral of fairy tales, fables, proverbs, sayings, popular songs, news events, etc.

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50.0						

40 MUSIC & RHYTHMS

IDENTIFYING BEHAVIORS:

Moves to music in non-rhythmic way ● Marches/dances ignoring beat ● Uses rhythm instrument but produces no pattern

Date of observation _____

	1	2	3	4	5	6
1.0 Mimics simple gross rhythmic hand movements (e.g., claps with music).						
2.0 Entertains self playing with musical toys (e.g., push/pull type toy).						
3.0 Mimics simple gross rhythmic foot movements (e.g., marks time with feet).						
4.0 Moves in circular pattern						
5.0 Sways and rocks whole body using simple rhythmic movement						
6.0 Makes fine hand/foot rhythmic movements (e.g., snaps fingers, taps foot).						
7.0 Plays rhythm instruments.						
8.0 Marches in time to repetitious beat						
9.0 Shifts body rhythm when music tempo changes .						
10.0 Participates in group songs with singing voice						
11.0 Follows/mimics others' play activities.						
12.0 Hums/sings parts of familiar songs.						
13.0 Plays simple rhythmic patterns on rhythm sticks						
14.0 Sings phrases of songs.						
15.0 Reproduces some actions to familiar songs . .						
16.0 Claps to beat of familiar songs or to speech cadence/patterns.						
17.0 Bounces ball (rhythmically)						

41
ART & CRAFTS

IDENTIFYING BEHAVIORS:

Scribbles but does not draw ● Tears/rips paper but produces no designs ● Uses waste ineffectively ● Has difficulty cutting with scissors

Date of observation _____

- 1.0 Entertains self looking at picture books.
- 2.0 Makes one-color drawings.
- 3.0 Finger paints
- 4.0 Colors picture using a variety of colored crayons/pencils
- 5.0 Paints pictures using a variety of colors
- 6.0 Makes simple shapes from clay
- 7.0 Draws/paints, telling or showing what he is doing
- 8.0 Relates color to objects (e.g., colors apples red)
- 9.0 Entertains self with resources at hand.
- 10.0 Cuts/tears paper to make designs/shapes
- 11.0 Pastes materials to make a collage.
- 12.0 Forms geometric shapes with connecting (e.g., tinker or lego) or stack toys (e.g., blocks, rings).
- 13.0 Draws simple recognizable forms on request (e.g., man, dog).
- 14.0 Uses art skills to make a craft product (e.g., cut, paste).
- 15.0 Cuts/pastes a variety of materials to make 3D design
- 16.0 Pastes colored cutouts to make a complete picture
- 17.0 Divides pictures into different areas (e.g., ground, sky)

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	1	2	3	4	5	6
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42 PRE-VOCATIONAL SKILLS

IDENTIFYING BEHAVIORS: .

Neglects to determine information about potential job(s) ● Prepares inadequately for job interviews and jobs ● Gets lost when going to work ● Appears inept/awkward on the job ● Arrives late for work/appointments ● Spends money on inappropriate items and has an inadequate amount left for necessities

Date of observation _____

- 1.0 Determines own skills possessed
- 2.0 Determines job area interests after participating in a number of training settings . . .
- 3.0 Reads newspaper to locate jobs or training. .
- 4.0 Contacts Department of Human Resources to locate jobs or training
- 5.0 Determines job possibilities in the community
- 6.0 Identifies skills needed for jobs in community
- 7.0 Determines need for additional training based on interest and current skills.
- 8.0 Determines tools or equipment needed for each job, if possible.
- 9.0 Role plays job interviews - demonstrates variety of roles applicants can play.
- 10.0 Discusses the consequences of choosing job/company unwisely.
- 11.0 Role plays on-the-job behavior: how to address or interact with boss, co-workers, others . .
- 12.0 Fills out job applications.
- 13.0 Determines how to get to potential job/interviews.
- 14.0 Uses elevators or steps to get to higher floors

	1	2	3	4	5	6
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12.0						
13.0						
14.0						

	1	2	3	4	5	6
35.0 Accepts and follows directions.						
36.0 Participates in group projects.						
37.0 Works alone						
38.0 Maintains tools in proper condition with supervision						
39.0 Maintains tools without supervision						
40.0 Uses approximate amount of material required for project (after training) - some waste						
41.0 Uses only amount of material required for project - little waste.						
42.0 Evaluates own performance based on company or supervisor standards						
43.0 Works slowly - has to be reminded of speed required or schedule to be met.						
44.0 Works steadily at reasonable speed to get job done.						
45.0 Identifies banking deposit slips, withdrawal slips and checks.						
46.0 Makes bank deposits/withdrawals and writes checks						
47.0 Determines necessities for living and approximates costs of rent, food, clothing, transportation, etc.						
48.0 Works out a simple budget and budgets paycheck						
49.0 Follows budget.						
50.0 Discusses and role plays appropriate behaviors relative to different social and work situations. Participates in group work evaluations. Provides recommendations						

	1	2	3	4	5	6
36.0 Pays for food. Determines correct amount of change (if any) to be received.						
37.0 Places food in home refrigerator/freezer that was in store's refrigerator/freezer						
38.0 Places opened food in refrigerator.						
39.0 Places appropriate foods in refrigerator or on shelves.						
40.0 Chooses food for a simple meal (main dish, vegetable, dessert) - plans a simple menu.						
41.0 Plans simple menus for entire day's meals						
42.0 Prepares simple meals from previously prepared menus.						
43.0 Prepares meal which includes complex dish requiring multiple steps (e.g., casserole, cake, cookies, etc.).						
44.0 Cleans up kitchen after preparing food (includes storing left-over food and returning ingredients to shelves/storage)						
45.0 Identifies four basic food groups (meat, vegetables and fruits, cereals, dairy). Prepares meals so that all groups are represented during day						
46.0 Places dishes/glasses on the table.						
47.0 Places silver on the table.						
48.0 Places tablecloth or placemats on the table. Places napkins at each place.						
49.0 Sets entire table by self						
50.0 Serves food by self						

	1	2	3	4	5	6
40.0 Irons clothes when necessary.						
41.0 Helps another straighten bed.						
42.0 Identifies name, function and position of top sheet, bottom sheet, blanket, spread, pillow and pillow case.						
43.0 Helps another to change bed						
44.0 Puts on flat or fitted bottom sheet						
45.0 Straightens bed alone when told to do so.						
46.0 Changes bed alone when told to do so (Includes: lining up sheets to be even, making corners, laying blankets on bed, putting on spread, putting on pillowcase, putting pillow in place).						
47.0 Straightens and changes bed when necessary.						
48.0 Determines when an appliance is inoperative and in need of repair						
49.0 Arranges for minor repairs to be accomplished on appliances						
50.0 Sews buttons, patches clothing.						

45 OUTDOOR SKILLS

IDENTIFYING BEHAVIORS:

Waters lawn, missing large areas ● Has difficulty using lawnmower ● Cleans car/
house exterior/lawn poorly ● Lacks gardening skills

Date of observation _____

	1	2	3	4	5	6
1.0 Waters lawn/ground plants/seedbeds with hose.						
2.0 Waters lawn with automatic sprinkler.						
3.0 Cuts lawn with hand mower						
4.0 Cuts lawn with power mower.						
5.0 Rakes lawn for grass/leaves						
6.0 Identifies and uses common gardening tools .						
7.0 Cleans, maintains garden tools and returns them to their storage area.						
8.0 Digs hole for tree/bush						
9.0 Turns ground over						
10.0 Rakes ground to level and clean						
11.0 Digs furrows for seeds.						
12.0 Plants seeds at regular intervals or broad- casts them.						
13.0 Covers seeds with correct amount of soil. . .						
14.0 Identifies weeds.						
15.0 Pulls weeds						
16.0 Identifies plant disease or insect problems .						
17.0 Obtains advice on garden problems						
18.0 Prunes trees/shrubs using appropriate tools .						
19.0 Starts/stops power mower.						
20.0 Sprays plants for insects, disease.						
21.0 Places plants/bushes, trees in ground around house						

- 47.0 Washes car.
 - 48.0 Washes and dries car.
 - 49.0 Washes, dries and polishes car.
-

	1	2	3	4	5	6
47.0 Washes car.						
48.0 Washes and dries car.						
49.0 Washes, dries and polishes car.						

ABBREVIATIONS

accord.	=	according
approp.	=	appropriate
behav.	=	behavior(s)
horiz.	=	horizontal
info.	=	information
lg.	=	large
ltr(s)	=	letter(s)
obj.	=	object(s)
rt.	=	right
sec.	=	second(s)
w/	=	with
w/out	=	without
/	=	<u>two separate behavioral characteristics combined into one (e.g., Names 25 body parts/35 body parts).</u>
/	=	and/or

