Adaptive Skills Checklist

Name: _____

Skills Checklist	FP – Full Prompt PP – Partial Prompt I - Independent					
Skill	Location	Time	Level of Independence			
Self - Care						
Toileting						
Eating						
Getting drink						
Putting on coat						
Washing hands						
Communication						
Verbally requests needs and wants						
Uses augmentative device to request needs/wants						
Points/gestures/sign						
Transitions						
From bus to class						
From class to class						
To lunch/recess						
Within activities						
To therapy						
To bus or car						
Social skills						
Initiates interactions with peers						
Joins activities						
Asks for help						
Asks for break						
Follows instructions						
Academic instruction						
Stays seated at desk						
Uses writing utensil or device						
Stays on task for at least 10 minutes						
Responds to questions from adult						
Responds to cue to begin task or stay on task						
Turns in work in class						

Assistive Technology						
Uses device to access curriculum						
Takes care of device and materials						
Uses adaptive equipment						
Emotional Regulation/Behavioral						
Calms down on own						
Asks to be left alone						
Accepts consequences appropriately						
Participates and understands reinforcement system						

Please list times below the student needs assistance from a paraprofessional/TA and/or a certified teacher to work on the skill:

Dates & Percentage of Independence probed: Date/Percentage

_____/_____%

_____/_____%

_____/_____%

_____/_____%

Teacher: _____Paraprofessional/TA: _____

This is a tool to use by certified teachers, related service providers and paraprofessionals to record data on skill development of a student over time. A probe on the performance quality of skills are taken per quarter and recorded on this sheet. This tool can be used among IEP team members to determine for what activities/tasks a paraprofessional is needed for a student and specific skills to focus on within the next school year. Highlight the areas the IEP team wishes to focus for goals/objectives for the upcoming School Year.

Below is an example of how to write an Objective Statement, add current assessment, and write an annual goal/objectives.

See below:

Objective Statements:

According to the Prompting Assistance Adaptive Skills Checklist completed by [redacted]s regular school year special education teacher, the following skills were identified as requiring some level of prompting to elicit response from Paige: Verbally requesting needs/wants; Transitioning from one step to another within activities; Initiating interactions with peers and joining activities; Following directions and responding to a question from an adult; calming self down on her own, using coping strategies.

190. Assessment was completed in a separate location to reduce distraction.

Adaptive Behavior	**Assessment:** Prompting Assistance Adaptive Skills Checklist

Component:	Date of Assessment:	Score Type(s):	Score(s) Reported:
Self care	06/17/2016	Coded scale (I, PP, FP)	I- Independent
Transitions to locations	06/17/2016	Coded scale (I, PP, FP)	I - Independent
Transitions within activities	06/17/2016	Coded scale (I, PP, FP)	PP - Partial Prompted

Assessment Narrative:
[redacted] is independent in all self-care tasks. She is able to transition independently from one location to another by following peer models after some initial practice at the beginning of the year. She is unable to follow transition steps within activities with prompting at this time.

Annual Goal: [redacted] will increase her independence in adaptive, social/emotional, and functional communication skills within the context of the school environment to optimize her social interaction and independence. 19 **of** 19

Area of Need: Adaptive Behavior	**Person/Position Responsible:** Director of Special Services	**ESY:** Yes
Score Type: Percentage	**Target Score:** 80.0	**How will progress be measured?** Checklist
Overall Goal Comments:		

Objective:	1. Score Type 2. Target Score	How will progress be measured?	Begin Date:	End Date:	ESY
[redacted] will independently request her needs and wants, by either the use of pictures, gestures, and/or words within the educational environment.	1. Percentage 2. 90.0	Checklist	06/23/2016	05/31/2017	Yes
[redacted] will independently move from step-to-step within an activity, responding to cues to use her mini-visual schedule.	1. Percentage 2. 90.0	Checklist	06/23/2016	05/31/2017	Yes