



REHABILITATION RESEARCH  
AND TRAINING CENTER

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## Community-based Skills Assessment (CSA): Developing a Personalized Transition Plan



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## ABOUT THE ASSESSMENT

This assessment tool was developed for Autism Speaks through a contract with Virginia Commonwealth University's Rehabilitation Research and Training Center. While a review of the literature did not produce an assessment tool that matched the needs of youth with Autism Spectrum Disorder (ASD), it did assist in illuminating the critical areas of functional life skills. The project selected these functional skills areas based upon the instruments that were reviewed and purported to contribute to the successful functioning of an individual into adulthood.

This tool was designed to assess an individual's knowledge, skill and social communication abilities. A number of individuals worked on this product to include Carol Schall, Valerie Brooke, Paul Wehman, Sue Palko, Alissa Brooke, Whitney Ham, Staci Carr, Peter Gerhardt, Adam Dreyfus, and Holly Tate. Additional thanks go to Katherine Inge for her review of this document and to the number of individuals with ASD, their families and educators that trusted us with their time and talent as we worked collaboratively to shape this final product.

## ABOUT THE VIRGINIA COMMONWEALTH UNIVERSITY REHABILITATION RESEARCH AND TRAINING CENTER

Established in 1983, the Virginia Commonwealth University Rehabilitation Research and Training Center (VCU-RRTC) serves as a center of national and international excellence in the field of disability and employment services. The VCU-RRTC played a major leadership role in designing and implementing supported employment, a program now found in every state across the country and over 30 countries worldwide. For over 30 years this center has stayed in the forefront of education and employment services to individuals with disabilities with a concentration on services and supports to individuals with autism. The Center's professional team, led by Dr. Paul Wehman, are renowned experts and committed to developing and advancing evidence based practices to support and advance individuals with disabilities.

## ABOUT AUTISM SPEAKS

Autism Speaks is the world's leading autism science and advocacy organization. It is dedicated to funding research into the causes, prevention, treatments and a cure for autism; increasing awareness of autism spectrum disorders; and advocating for the needs of individuals with autism and their families. Autism Speaks was founded in February 2005 by Suzanne and Bob Wright, the grandparents of a child with autism. Mr. Wright is the former vice chairman of General Electric and chief executive officer of NBC and NBC Universal. Since its inception, Autism Speaks has committed more than \$500 million dollars to its mission, the majority in science and medical research. Each year Walk Now for Autism Speaks events are held in more than 100 cities across North America. On the global front, Autism Speaks has established partnerships in more than 40 countries on five continents to foster international research, services and awareness. To learn more about Autism Speaks, please visit [AutismSpeaks.org](http://AutismSpeaks.org).

## Introduction

The challenges associated with the transition from school services to adulthood for individuals with disabilities are well documented. The process can often be a very overwhelming and challenging one as families worry about the individual's future: What kind of job will he have? Where will she end up living? Will he ever be independent? What will make her the happiest? Every individual with autism is different and as a result, there is no "one size fits all" plan for the path to adulthood. A transition plan involving job training and skill development that is fitting for one person with autism may be ineffective for another. The most important factor in creating a plan is to focus on the individual. His or her strengths, needs, challenges and preferences will play a critical role in ensuring a successful transition process.

A key ingredient in creating a transition plan for an individual with autism is a transition assessment that leads to comprehensive skill development in the final years of school. When a student turns 14, the focus of his or her Individualized Education Program will likely shift away from math and English to vocational training and community living skill development. This shift in focus necessitates a shift in assessment priorities. That is, instead of measuring what a student cannot do, it is time to measure the student's interests, preferences, strengths and work habits and based on these factors, describe the supports and modifications that will be necessary for the student to be successful in the future.

## What is an Assessment?

The Community-based Skills Assessment was designed to help parents and professionals assess the current skill levels and abilities of individuals with autism beginning at age 12 and continuing into adulthood in order to develop a comprehensive plan. The purpose is to assist teams in identifying areas of instructional priority for the individual. While employment support needs of individuals are addressed through community-based internships and work experiences through school, this is the first tool to assess needs in the area of community-based living from transportation to financial management to peer relationships and more.

The tool is designed for transition aged youth and is divided into three levels based upon the age of the individual being assessed. This is important because the skills identified will be age-referenced based on the individual's peer group. The levels and definitions are as follows:

- **Level 1 Life Aware:** *This group includes youth ages 12 to 16 who are between middle school and sophomore year of high school.*
- **Level 2 Life Explorer:** *This group includes youth ages 17 to 22 who are in their junior or senior year of high school.*
- **Level 3 Life Seeker:** *This group includes individuals who are post high school and seeking postsecondary education and/or employment.*

**After conducting a careful analysis to illuminate the critical areas of functional life skills, eight skill sets were identified and collapsed into the categories below:**

**CAREER PATH AND EMPLOYMENT** The items in this section assess the individual's progress towards developing job seeking skills and/or employment. This section covers such job topics as: demonstrates work habits by performing chores at home, explores opportunities by job shadowing, volunteer or using a mentor, indicates personal strengths, completes a resume and secures a competitive job.

**SELF-DETERMINATION/ADVOCACY** The items in this section review the skills that youth with autism need to develop and the challenges that they will face living and working in the community. Specifically, this section will cover a variety of skills that would indicate that the individual is able to demonstrate some control of his or her life. This section covers skills such as: goal setting, IEP participation, choice making, self-regulation, problem solving, requesting support and disability awareness.

**HEALTH AND SAFETY** Assessment items in this area cover a vast range of independent living skills. These items include basic to advanced hygiene, fire safety, home safety, medication management, self-management and general sexuality information.

**PEER RELATIONSHIPS, SOCIALIZATION AND SOCIAL COMMUNICATION** This area is the most detailed section of the assessment. For individuals with ASD, the interaction between two or more people, requiring the processing of both verbal and nonverbal cues, can be an arduous task. It is important to assess skills across multiple environments because many people with ASD understand language so concretely that they may miss the subtle meanings of social information, as well as experience issues with generalization. This section covers skills across home, work and leisure/recreation environments while assessing if the individual can initiate a skill, as well as respond to a social communication situation.

**COMMUNITY PARTICIPATION AND PERSONAL FINANCE** This area focuses on a variety of independent living skills assessed across areas that include making decisions that affect an individual's life, taking care of personal affairs and pursuing areas of personal interest. Community participation items assess the extent to which a youth with ASD uses and interacts with local restaurants, stores, parks, libraries, places of worship, community events, government activities and volunteering.

**TRANSPORTATION** Transportation can be confusing and frightening to many individuals with ASD, so this assessment item is of critical importance. Generally, these skills will have to be taught along with socially appropriate behavior requirements within each of these settings.

**LEISURE/RECREATION** Developing and engaging in leisure/recreation activities is important for all community members. As with other community members, when individuals with ASD join in a community event, they engage in a stress relief activity and have the opportunity to make new friends. Skills that are present in this section include: identifies preferred activities, uses technology for enjoyment and schedules opportunities for exercise and/or participation in community activities.

**HOME LIVING SKILLS** Whether an individual with ASD is living at home, in a group home or independently or with a roommate, home living skills are essential. This section will review both basic and advanced skill sets that include eating and preparing meals, cleaning tasks, doing laundry and home repair.



## How does it work?

The assessment uses both a criterion-based observation and interview-based process to measure knowledge, skills and behaviors. Interviews will include obvious areas such as personal care and hygiene, but will also be used across all skill assessment categories. Observations will be purposeful and will occur in multiple settings including recreation/leisure, employment, education and home.

### 1. ASSESSMENT AND OBSERVATION PLANNING TOOL

It is essential that the assessment and observation planning tool in this booklet is completed prior to doing any observations. It is recommended that this section be completed either over the phone or through email.

### 2. SCHEDULING THE OBSERVATIONS

When administering this assessment, it is helpful to complete all of the observations first. When scheduling the observations with the individual with ASD, the family and the education or work site, it is important that the person completing the observations is familiar with the skills he or she will be observing. It is also important to schedule them during an activity that enables the observer to collect accurate information about the individual. For example, when conducting the leisure/recreation observation, try to ensure that it is an activity that allows for social interaction with the individual's peer group and involves the person using transportation into the community. Before conducting the observation at the person's place of employment, be sure to communicate with the individual's job coach and/or supervisor about the observation and ask if there is a good place for you to conduct the observation so that you are out of the way of other employees.

### 3. CONDUCTING THE OBSERVATIONS

It is essential when conducting the observation section that enough time is allotted to observe all of the categories. Items that focus on social interaction such as peer relationships should be scored only after sufficient time has passed in order to obtain an accurate rating. It is recommended that the observations last at least an hour and a half. When completing the observation section, please be careful not to disrupt ongoing routines and activities. Be sure to complete all three observations before scheduling the interview process.

### 4. CONDUCTING THE INTERVIEW

Interview times will need to be arranged with the individual, primary caregivers and a member of either the school or the employment site (job coach or supervisor). The interview session should be completed in a relaxed environment that is familiar and comfortable for the individual, ideally his or her home environment. There are 78 interview questions grouped into eight categories. The number of questions asked will depend on which of the three levels the individual is in. For example, under the category of self-determination, individuals in Level 1 will complete questions 11-17, while individuals in Levels 2 and 3 will complete questions 11-18.

### 5. SCORING THE ASSESSMENT

When scoring items on the assessment, it is critical to stay mindful of both of the scoring scales. The first scale rates the level of independence with which the individual is able to perform the skills. The second scale rates the individual on the number of environments where he or she performs the skills. When scoring an item, always start with number 1 and continue up the scale until you find the score that corresponds to the individual's level of performance.

**Ratings are assigned in the following manner:**

**A rating of 1** is given when the individual does not perform the skill at all.

**A rating of 2** is given when the individual requires physical prompting to perform the skill. *An example of this would be hand over hand or full physical prompting.*

**A rating of 3** is given when the individual performs the skill but requires extensive prompting. *Extensive prompting is defined as the use of three or more different types of prompts, modeling, pictorial, verbal or written.*

**A rating of 4** is given when the individual is able to perform the skill but requires limited prompting. *Limited prompting is defined as the use of one or two of the following types of prompts: gestural, verbal, pictorial and/or written.*

**A rating of 5** is given when the individual is able to perform the skill with no prompts required. He or she may still need to have supervision but is performing the skill independently.

**When scoring the Environmental Scale, start with a rating of 1 and continue upward until you obtain the correct score for the individual.**

**A rating of 1** is given when the individual does not perform the skill, therefore is not completing it in any environment.

**A rating of 2** is given when the individual is performing the skill in one or two familiar environments.

**A rating of 3** is given when the individual is performing the skill in three or more environments. The environments should include unfamiliar environments.

## 6. CALCULATING THE SCORE

After you have attained a final score for each of the individual items for each domain, you will total the scores across all items within a domain and place that score in the box over the total possible score for that domain. Calculate the total possible score by dividing the score the individual achieved by the total possible. See below for an example:

LIFE SEEKER						
7. Demonstrates problem solving.	1	2	3	4	5	1 2 3
8. Demonstrates the ability to request help.	1	2	3	4	5	1 2 3
9. Indicates support needs.	1	2	3	4	5	1 2 3
<b>TOTAL SCORE FOR SELF-DETERMINATION / ADVOCACY</b>	Total <u>7</u> out of 15 = <u>46</u> %			Total <u>6</u> out of 9 = <u>66</u> %		

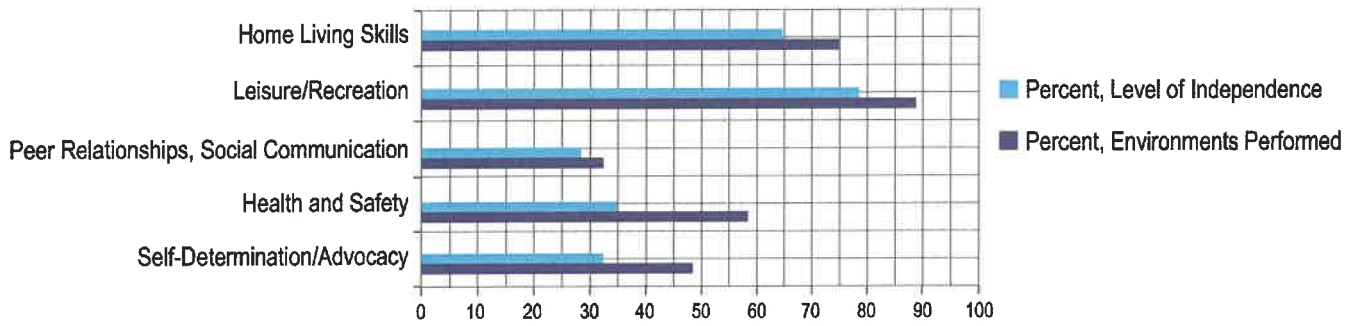
Transfer the percentage for each domain and each observation and the interview for Level of Independence and Environments Performed to "Section I: 1. Percentage" at the back of the assessment.

Assessment	Career	Self-Determination	Health and Safety	Peer Relationships	Community Participation	Transportation	Leisure/Recreation	Home Living Skills
Home Observation: Percent, Level of Independence		47%	58%	32%			88%	75%
Home Observation: Percent, Environment Performed		33%	35%	27%			79%	66%



Once you have completed this transfer, you may use the graphs in “Section I: 2. Visual Representation of the Results” to develop a visual representation of the focus person’s observed and described skill levels. You may draw the bars using marker or input the scores to the Excel spread sheet to have the graph self-populate. See example below:

A. **Home Observation** Check the Level of Assessment that was administered:  Life Aware  Life Explorer  Life Seeker



The purpose of this graph is to provide the team with a visual representation of the focus person’s relative strengths related to each of the domains across the observations and interview. This should allow the team to discuss the focus person’s strengths and needs with greater understanding.

## 7. CONVENING A TEAM MEETING (SECTION II)

Once you have completed Section I, you will then convene a team meeting to discuss the results and formulate plans and goals for the focus person’s Individualized Plan. This tool was designed with the sections of the Individualized Education Program in mind, however, the questions addressed in Section II: Part 1 (Team Analysis, Consideration and Discussion) and Part 2 (Bridging the Gap from Analysis to Planning and Goal Setting) are applicable to any individualized planning process, including an Individualized Plan for Employment or an Individualized Plan for Community or Home Independence. If it is difficult to convene a team meeting to discuss these questions in person, the administrator of the tool may contact team members separately to gather thoughts on the questions and issues presented in Section II.

## 8. CREATE YOUR PLAN!

Upon completion of Section II, the team will be prepared to develop an individualized plan to assist the focus person in achieving greater independence across all of the skill sets included in the tool. Armed with knowledge of the individual’s strengths, challenges, skills and interests, you and your team are ready to set him or her on the path to adulthood. Remember – there is no right transition plan for everyone and each transition plan is always a work in progress. Goals are set in order to move forward and with a proper plan, the individual will reach new heights.



# Community-based Skills Assessment (CSA): Developing a Personalized Transition Plan

REHABILITATION RESEARCH  
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## ASSESSMENT AND OBSERVATION PLANNING TOOL

### A. CLIENT DETAILS

Name:	Date:
Address:	
Phone:	Alternate Phone:
Email:	Birth Date:
Reference administration instruction (pg. 1) and check if individual is:	<input type="checkbox"/> Life Aware <input type="checkbox"/> Life Explorer <input type="checkbox"/> Life Seeker
Parent / Legal Guardian (name / number):	
Teacher:	
Case Manager (if applicable):	

### B. PEOPLE INTERVIEWED

WHO	RELATIONSHIP

### C. INTEREST AND PREFERENCES

1. What are your strengths?	
2. Who do you spend your free time with and what do you like to do?	
3. What are your short term and long term goals? Include career goals.	

4. What places have you thought about working?	
5. What jobs would you like to learn more about?	
6. What, if any, interfering behaviors do you have?	
7. How do you reduce anxiety?	
8. Additional Comments:	

**D. EDUCATION**

Graduate from high school?     YES     NO    Projected Date: \_\_\_\_\_

Diploma Received:     Standard     GED     Modified

**E. MEDICAL INFORMATION**

Do you have any medical, environmental, sensory or physical restrictions?     YES     NO

If yes, please explain:

Are you currently taking or have you taken (in the past) any prescribed medications?     YES     NO

If yes, please list current medications and describe any adverse side affects:

Do you have a history of seizure activity?     YES     NO

If yes, describe seizure protocol:

Do you have a history of substance abuse?

YES

NO

If yes, please describe:

[Empty text box for describing substance abuse history]

Are you currently or have you in the past attended therapy?

YES

NO

If yes, please describe:

[Empty text box for describing therapy attendance]

**F. BENEFIT STATUS**

Do you receive Supplemental Security Income (SSI)?

YES

NO

Do you receive Social Security Disability (SSDI)?

YES

NO

Amount: \_\_\_\_\_

Is this a survivor benefit?

YES

NO

Check if you receive any of the following:

Medicare

Public Assistance

Medicaid

Other disability related income benefits

Food Stamps

Ticket to Work

Check organization which you receive services from:

State Department of Rehabilitation Services

State Department of Blind and Visually Impaired

Centers for Independent Living

Department of Mental Health

Intellectual Disability/Developmental Disability Services

One Stop Career Centers

Assistive Technology Services

Other? \_\_\_\_\_

**ASSESSMENT PLANNING**

**HOME OBSERVATION:**

Activity \_\_\_\_\_ Location \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

**LEISURE/RECREATION  
OBSERVATION:**

Activity \_\_\_\_\_ Location \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

**WORK/EDUCATION  
OBSERVATION:**

Activity \_\_\_\_\_ Location \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

**INTERVIEW:**

Location \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

# FUNCTIONAL SKILLS

## ASSESSMENT

## Rating Key

Observation

### Level of Independence:

- 1 -- Does not do
- 2 -- Requires physical prompting to complete
- 3 -- Requires extensive prompting, verbal, model, pictorial or written
- 4 -- Requires limited prompting, gestural, verbal, pictorial, or written
- 5 -- Requires no support (shadowing or independent with no supports)

### Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

Date: \_\_\_\_\_ Time: \_\_\_\_\_

## HOME OBSERVATION

SELF-DETERMINATION / ADVOCACY	Level of Independence	Environments Performed
<b>LIFE AWARE</b>		
1. Demonstrates choice-making	1 2 3 4 5	1 2 3
2. Demonstrates problem solving	1 2 3 4 5	1 2 3
3. Demonstrates the ability to request help	1 2 3 4 5	1 2 3
	Total ____ out of 15 = ____%	Total ____ out of 9 = ____%
<b>LIFE EXPLORER</b>		
4. Demonstrates choice-making	1 2 3 4 5	1 2 3
5. Demonstrates problem solving	1 2 3 4 5	1 2 3
6. Demonstrates self-regulation of emotions, frustration and boredom	1 2 3 4 5	1 2 3
	Total ____ out of 15 = ____%	Total ____ out of 9 = ____%
<b>LIFE SEEKER</b>		
7. Demonstrates problem solving	1 2 3 4 5	1 2 3
8. Demonstrates the ability to request help	1 2 3 4 5	1 2 3
9. Indicates support needs	1 2 3 4 5	1 2 3
	Total ____ out of 15 = ____%	Total ____ out of 9 = ____%
HEALTH AND SAFETY	Level of Independence	Environments Performed
<b>LIFE AWARE</b>		
1. Maintains a neat appearance	1 2 3 4 5	1 2 3
2. Demonstrates appropriate home safety skills (locking the door, not opening the door to strangers, managing home key)	1 2 3 4 5	1 2 3
	Total ____ out of 10 = ____%	Total ____ out of 6 = ____%

HEALTH AND SAFETY	Level of Independence	Environments Performed
<b>LIFE EXPLORER</b>		
3. Maintains a neat appearance (hair, skin, face – shaving or cosmetics, clean nails)	1 2 3 4 5	1 2 3
4. Demonstrates appropriate home safety skills (locking the door, not opening the door, managing home key)	1 2 3 4 5	1 2 3
5. Demonstrates self-management of behaviors	1 2 3 4 5	1 2 3
	Total ____ out of 15 = ____%	Total ____ out of 9 = ____%
<b>LIFE SEEKER</b>		
6. Maintains a neat appearance	1 2 3 4 5	1 2 3
7. Demonstrates appropriate home safety skills (locking the door, not opening the door, managing home key)	1 2 3 4 5	1 2 3
8. Demonstrates self-management of behaviors	1 2 3 4 5	1 2 3
9. Knows who and how to contact someone in case of an emergency	1 2 3 4 5	1 2 3
	Total ____ out of 20 = ____%	Total ____ out of 12 = ____%
PEER RELATIONSHIPS, SOCIALIZATION, SOCIAL COMMUNICATION	Level of Independence	Environments Performed
<b>LIFE AWARE</b>		
1. Demonstrates the ability to ask conversationally/contextually appropriate questions	1 2 3 4 5	1 2 3
2. Demonstrates conversationally appropriate receptive language skills	1 2 3 4 5	1 2 3
3. Demonstrates appropriate use of conversational social conventions	1 2 3 4 5	1 2 3
4. Possesses an identified functional, spontaneous communication method	1 2 3 4 5	1 2 3
5. Demonstrates socially appropriate non-verbal skills (eye-contact, tone of voice, body orientation) during conversations	1 2 3 4 5	1 2 3
6. Follows spoken and written directions	1 2 3 4 5	1 2 3
7. Demonstrates appropriate personal space skills	1 2 3 4 5	1 2 3
	Total ____ out of 35 = ____%	Total ____ out of 21 = ____%
<b>LIFE EXPLORER</b>		
8. Demonstrates the ability to follow directions from multiple people	1 2 3 4 5	1 2 3
9. Demonstrates the ability to participate in reciprocal conversation	1 2 3 4 5	1 2 3
10. Demonstrates the ability to generalize socially acceptable behavior in multiple settings	1 2 3 4 5	1 2 3
11. Demonstrates socially appropriate non-verbal skills (eye-contact, tone of voice, body orientation) during conversations	1 2 3 4 5	1 2 3

<b>PEER RELATIONSHIPS, SOCIALIZATION, SOCIAL COMMUNICATION</b>	<b>Level of Independence</b>					<b>Environments Performed</b>		
12. Demonstrates the ability to participate in a reciprocal conversation	1	2	3	4	5	1	2	3
13. Follows spoken and written directions	1	2	3	4	5	1	2	3
14. Demonstrates appropriate personal space skills	1	2	3	4	5	1	2	3
15. Demonstrates the ability to generalize socially acceptable behavior in multiple settings	1	2	3	4	5	1	2	3
16. Demonstrates appropriate use of social media tools	1	2	3	4	5	1	2	3
	<b>Total _____ out of 45 = _____%</b>					<b>Total _____ out of 27 = _____%</b>		
<b>LIFE SEEKER</b>								
17. Demonstrates appropriate use of conversational social conventions	1	2	3	4	5	1	2	3
18. Demonstrates socially appropriate non-verbal skills (eye-contact, tone of voice, body orientation) during conversations	1	2	3	4	5	1	2	3
19. Demonstrates the ability to participate in a reciprocal conversation	1	2	3	4	5	1	2	3
20. Follows spoken and written directions	1	2	3	4	5	1	2	3
21. Demonstrates the ability to generalize socially acceptable behavior in multiple settings	1	2	3	4	5	1	2	3
22. Demonstrates appropriate use of social media tools	1	2	3	4	5	1	2	3
23. Demonstrates the use of a phone	1	2	3	4	5	1	2	3
24. Demonstrates how to treat others with dignity and respect	1	2	3	4	5	1	2	3
25. Demonstrates effective ways to communicate personal boundaries and how to respect boundaries of others	1	2	3	4	5	1	2	3
	<b>Total _____ out of 45 = _____%</b>					<b>Total _____ out of 27 = _____%</b>		
<b>LEISURE / RECREATION</b>								
	<b>Level of Independence</b>					<b>Environments Performed</b>		
<b>LIFE AWARE</b>								
1. Demonstrates the ability to self-manage behavior during leisure events	1	2	3	4	5	1	2	3
2. Demonstrates the ability to use technology	1	2	3	4	5	1	2	3
3. Demonstrates the ability to use a phone independently (text and/or call)	1	2	3	4	5	1	2	3
	<b>Total _____ out of 15 = _____%</b>					<b>Total _____ out of 9 = _____%</b>		

#### RATING KEY

##### Level of Independence:

- 1 -- Does not do
- 2 -- Requires physical prompting to complete
- 3 -- Requires extensive prompting, verbal, model, pictorial or written
- 4 -- Requires limited prompting, gestural, verbal, pictorial or written
- 5 -- Requires no support (shadowing or independent with no supports)

##### Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

<b>LEISURE / RECREATION</b>	<b>Level of Independence</b>	<b>Environments Performed</b>
<b>LIFE EXPLORER</b>		
4. Demonstrates the ability to self-manage behavior during leisure activities	1 2 3 4 5	1 2 3
5. Demonstrates the ability to use technology	1 2 3 4 5	1 2 3
6. Demonstrates the ability to use a phone independently (text and/or call)	1 2 3 4 5	1 2 3
7. Participates in self-identified leisure activities	1 2 3 4 5	1 2 3
	Total ____ out of 20 = ____%	Total ____ out of 12 = ____%
<b>LIFE SEEKER</b>		
8. Demonstrates the ability to use technology	1 2 3 4 5	1 2 3
9. Demonstrates the ability to use a phone independently (text and/or call)	1 2 3 4 5	1 2 3
10. Makes independent choices and schedules leisure activities	1 2 3 4 5	1 2 3
	Total ____ out of 15 = ____%	Total ____ out of 9 = ____%
<b>HOME LIVING</b>	<b>Level of Independence</b>	<b>Environments Performed</b>
<b>LIFE AWARE</b>		
1. Follows a written or picture recipe	1 2 3 4 5	1 2 3
2. Prepares a simple snack	1 2 3 4 5	1 2 3
3. Sets and clears the table	1 2 3 4 5	1 2 3
4. Washes dishes and puts them away	1 2 3 4 5	1 2 3
	Total ____ out of 20 = ____%	Total ____ out of 12 = ____%
<b>LIFE EXPLORER</b>		
5. Follows a written or picture recipe	1 2 3 4 5	1 2 3
6. Uses kitchen appliances when making simple snack or meal	1 2 3 4 5	1 2 3
7. Sets and clears the table	1 2 3 4 5	1 2 3
8. Washes dishes and puts them away	1 2 3 4 5	1 2 3
9. Washes and dries clothing according to label instructions	1 2 3 4 5	1 2 3
	Total ____ out of 25 = ____%	Total ____ out of 15 = ____%



HOME LIVING	Level of Independence					Environments Performed		
<b>LIFE SEEKER</b>								
10. Plans a balanced meal	1	2	3	4	5	1	2	3
11. Uses kitchen appliances when making a meal	1	2	3	4	5	1	2	3
12. Sets and clears the table	1	2	3	4	5	1	2	3
13. Washes dishes and puts them away	1	2	3	4	5	1	2	3
14. Washes and dries clothing according to label instructions	1	2	3	4	5	1	2	3
	Total _____ out of 25 = _____%					Total _____ out of 15 = _____%		

#### RATING KEY

##### Level of Independence:

- 1 -- Does not do
- 2 -- Requires physical prompting to complete
- 3 -- Requires extensive prompting, verbal, model, pictorial or written
- 4 -- Requires limited prompting, gestural, verbal, pictorial or written
- 5 -- Requires no support (shadowing or independent with no supports)

##### Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

## NOTES

Date: \_\_\_\_\_ Time: \_\_\_\_\_

## LEISURE/RECREATION OBSERVATION

SELF-DETERMINATION / ADVOCACY	Level of Independence	Environments Performed
<b>LIFE AWARE</b>		
1. Demonstrates choice-making in school, work and personal life	1 2 3 4 5	1 2 3
2. Demonstrates problem solving	1 2 3 4 5	1 2 3
	Total ____ out of 10 = ____%	Total ____ out of 6 = ____%
<b>LIFE EXPLORER</b>		
3. Demonstrates problem solving	1 2 3 4 5	1 2 3
4. Indicates personal responsibilities across settings/environments	1 2 3 4 5	1 2 3
5. Demonstrates the ability to ask for assistance in multiple settings	1 2 3 4 5	1 2 3
	Total ____ out of 15 = ____%	Total ____ out of 9 = ____%
<b>LIFE SEEKER</b>		
6. Indicates personal responsibilities across settings/environments	1 2 3 4 5	1 2 3
7. Demonstrates the ability to ask for assistance in multiple settings	1 2 3 4 5	1 2 3
8. Demonstrates problem solving in novel settings	1 2 3 4 5	1 2 3
	Total ____ out of 15 = ____%	Total ____ out of 9 = ____%
HEALTH AND SAFETY	Level of Independence	Environments Performed
<b>LIFE AWARE</b>		
1. Requests help	1 2 3 4 5	1 2 3
2. Identifies warning signs/labels	1 2 3 4 5	1 2 3
3. Demonstrates ability to order healthy foods	1 2 3 4 5	1 2 3
	Total ____ out of 15 = ____%	Total ____ out of 9 = ____%

### RATING KEY

Level of Independence:

- 1 -- Does not do
- 2 -- Requires physical prompting to complete
- 3 -- Requires extensive prompting, verbal, model, pictorial or written
- 4 -- Requires limited prompting, gestural, verbal, pictorial or written
- 5 -- Requires no support (shadowing or independent with no supports)

Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

HEALTH AND SAFETY	Level of Independence	Environments Performed
<b>LIFE EXPLORER</b>		
4. Demonstrates the ability to order healthy foods	1 2 3 4 5	1 2 3
5. Demonstrates safe phone skills (land line and/or cell phone)	1 2 3 4 5	1 2 3
6. Demonstrates self-management of behavior	1 2 3 4 5	1 2 3
	Total ____ out of 15 = ____%	Total ____ out of 9 = ____%
<b>LIFE SEEKER</b>		
7. Demonstrates safe phone skills (land line and/or cell phone)	1 2 3 4 5	1 2 3
8. Demonstrates self-management of behavior	1 2 3 4 5	1 2 3
9. Demonstrates identity protection skills (Social Security number)	1 2 3 4 5	1 2 3
10. Demonstrates the ability to protect personal banking information	1 2 3 4 5	1 2 3
	Total ____ out of 20 = ____%	Total ____ out of 12 = ____%
PEER RELATIONSHIPS, SOCIALIZATION, SOCIAL COMMUNICATION	Level of Independence	Environments Performed
<b>LIFE AWARE</b>		
1. Demonstrates the ability to interact socially with same age peers	1 2 3 4 5	1 2 3
2. Identifies emotional states of others	1 2 3 4 5	1 2 3
3. Demonstrates the ability to ask conversationally/contextually appropriate questions	1 2 3 4 5	1 2 3
4. Demonstrates conversationally appropriate receptive skills	1 2 3 4 5	1 2 3
5. Demonstrates the ability to tolerate change in routine body orientation during conversations	1 2 3 4 5	1 2 3
6. Demonstrates the appropriate use of conversational social conventions – please, thank you, you're welcome	1 2 3 4 5	1 2 3
7. Demonstrates appropriate peer-related social skills related to leisure/recreation.	1 2 3 4 5	1 2 3
8. Participates in structured group activities	1 2 3 4 5	1 2 3
9. Possesses an identified functional, spontaneous communication method	1 2 3 4 5	1 2 3
10. Demonstrates socially appropriate non-verbal skills during conversation (eye contact, tone of voice, body orientation)	1 2 3 4 5	1 2 3
11. Follows spoken and written instructions	1 2 3 4 5	1 2 3
12. Demonstrates appropriate personal space skills	1 2 3 4 5	1 2 3
13. Invites others to join in social activities	1 2 3 4 5	1 2 3
	Total ____ out of 65 = ____%	Total ____ out of 39 = ____%

<b>PEER RELATIONSHIPS, SOCIALIZATION, SOCIAL COMMUNICATION</b>	<b>Level of Independence</b>	<b>Environments Performed</b>
<b>LIFE EXPLORER</b>		
14. Demonstrates the ability to interact socially with same age peers	1 2 3 4 5	1 2 3
15. Demonstrates the ability to ask conversationally/contextually appropriate questions	1 2 3 4 5	1 2 3
16. Demonstrates conversationally appropriate receptive skills	1 2 3 4 5	1 2 3
17. Demonstrates the ability to tolerate changes in routine	1 2 3 4 5	1 2 3
18. Demonstrates socially appropriate non-verbal skills during conversation (eye contact, tone of voice, body orientation)	1 2 3 4 5	1 2 3
19. Demonstrates the ability to follow directions from multiple people in multiple settings	1 2 3 4 5	1 2 3
20. Demonstrates the ability to generalize socially acceptable behavior in multiple settings	1 2 3 4 5	1 2 3
21. Identifies and participates in 3-5 social group activities	1 2 3 4 5	1 2 3
	Total ____ out of 40 = ____%	Total ____ out of 24 = ____%
<b>LIFE SEEKER</b>		
22. Demonstrates the ability to ask conversationally/contextually appropriate questions	1 2 3 4 5	1 2 3
23. Demonstrates conversationally appropriate receptive skills	1 2 3 4 5	1 2 3
24. Demonstrates the ability to tolerate changes in routine	1 2 3 4 5	1 2 3
25. Demonstrates socially appropriate non-verbal skills during conversation (eye contact, tone of voice, body orientation)	1 2 3 4 5	1 2 3
26. Demonstrates the ability to follow directions from multiple people in multiple settings	1 2 3 4 5	1 2 3
27. Demonstrates the ability to generalize socially acceptable behavior in multiple settings	1 2 3 4 5	1 2 3
28. Demonstrates the ability to use phone and email	1 2 3 4 5	1 2 3
29. Demonstrates the ability to send and receive text messages	1 2 3 4 5	1 2 3
30. Treats others with dignity and respect	1 2 3 4 5	1 2 3
31. Effectively communicates personal boundaries and respects the boundaries of others	1 2 3 4 5	1 2 3

#### RATING KEY

##### Level of Independence:

- 1 -- Does not do
- 2 -- Requires physical prompting to complete
- 3 -- Requires extensive prompting, verbal, model, pictorial or written
- 4 -- Requires limited prompting, gestural, verbal, pictorial or written
- 5 -- Requires no support (shadowing or independent with no supports)

##### Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

<b>PEER RELATIONSHIPS, SOCIALIZATION, SOCIAL COMMUNICATION</b>		<b>Level of Independence</b>					<b>Environments Performed</b>		
32. Maintains appropriate social relationships within the workplace		1	2	3	4	5	1	2	3
33. Has various networks for outreach and knows how and when it is appropriate to access each one		1	2	3	4	5	1	2	3
		<b>Total _____ out of 60 = _____%</b>					<b>Total _____ out of 36 = _____%</b>		
<b>COMMUNITY PARTICIPATION AND PERSONAL FINANCE</b>		<b>Level of Independence</b>					<b>Environments Performed</b>		
<b>LIFE AWARE</b>									
1. Demonstrates the ability to interact socially with same age peers		1	2	3	4	5	1	2	3
2. Identifies emotional states of others		1	2	3	4	5	1	2	3
3. Demonstrates the ability to ask conversationally/contextually appropriate questions		1	2	3	4	5	1	2	3
4. Demonstrates conversationally appropriate receptive skills		1	2	3	4	5	1	2	3
5. Demonstrates the ability to tolerate change in routine body orientation during conversations		1	2	3	4	5	1	2	3
6. Demonstrates the appropriate use of conversational social conventions – please, thank you, you're welcome		1	2	3	4	5	1	2	3
7. Demonstrates appropriate peer-related social skills related to leisure/recreation.		1	2	3	4	5	1	2	3
		<b>Total _____ out of 35 = _____%</b>					<b>Total _____ out of 21 = _____%</b>		
<b>LIFE EXPLORER</b>									
8. Makes purchases from a vending machine		1	2	3	4	5	1	2	3
9. Counts a variety of coin and/or dollar combinations		1	2	3	4	5	1	2	3
10. Carries money safely		1	2	3	4	5	1	2	3
11. Makes and counts change		1	2	3	4	5	1	2	3
12. Estimates the cost of items up to \$20.00		1	2	3	4	5	1	2	3
13. Estimates the cost of up to 5 items		1	2	3	4	5	1	2	3
14. Independently brings needed materials to community locations and activities (ID, passport, materials for sports activities)		1	2	3	4	5	1	2	3
		<b>Total _____ out of 35 = _____%</b>					<b>Total _____ out of 21 = _____%</b>		
<b>LIFE SEEKER</b>									
15. Carries money safely		1	2	3	4	5	1	2	3
16. Makes and counts change		1	2	3	4	5	1	2	3
17. Uses a debit card to make purchases		1	2	3	4	5	1	2	3

<b>COMMUNITY PARTICIPATION AND PERSONAL FINANCE</b>		<b>Level of Independence</b>					<b>Environments Performed</b>		
18. Estimates the cost of items up to \$20.00		1	2	3	4	5	1	2	3
19. Estimates the cost of up to 5 items		1	2	3	4	5	1	2	3
20. Independently brings needed materials to community locations and activities (ID, passport, materials for sports activities)		1	2	3	4	5	1	2	3
		<b>Total ____ out of 30 = ____%</b>					<b>Total ____ out of 18 = ____%</b>		
<b>LEISURE / RECREATION</b>		<b>Level of Independence</b>					<b>Environments Performed</b>		
<b>LIFE AWARE</b>									
1. Demonstrates the ability to self-manage behavior during leisure/recreation events		1	2	3	4	5	1	2	3
2. Demonstrates the ability to independently use the phone (call and/or text)		1	2	3	4	5	1	2	3
		<b>Total ____ out of 10 = ____%</b>					<b>Total ____ out of 6 = ____%</b>		
<b>LIFE EXPLORER</b>									
3. Demonstrates the ability to self-manage behavior during leisure/recreation		1	2	3	4	5	1	2	3
4. Demonstrates the ability to independently use the phone (call and/or text)		1	2	3	4	5	1	2	3
5. Demonstrates the ability to independently access outside areas such as parks and trails		1	2	3	4	5	1	2	3
		<b>Total ____ out of 15 = ____%</b>					<b>Total ____ out of 9 = ____%</b>		
<b>LIFE SEEKER</b>									
6. Demonstrates the ability to self-manage behavior during leisure/recreation events		1	2	3	4	5	1	2	3
7. Demonstrates the ability to independently use the phone (call and/or text)		1	2	3	4	5	1	2	3
8. Demonstrates the ability to independently access outside areas such as parks and trails		1	2	3	4	5	1	2	3
9. Makes independent choices and schedules opportunities for exercise, participation in activities/hobbies and recreation activities		1	2	3	4	5	1	2	3
		<b>Total ____ out of 20 = ____%</b>					<b>Total ____ out of 12 = ____%</b>		

#### RATING KEY

##### Level of Independence:

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- 2 -- Requires physical prompting to complete
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- 4 -- Requires limited prompting, gestural, verbal, pictorial or written
- 5 -- Requires no support (shadowing or independent with no supports)

##### Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

TRANSPORTATION	Level of Independence					Environments Performed		
<b>LIFE AWARE</b>								
1. Demonstrates the ability to independently buckle seatbelt	1	2	3	4	5	1	2	3
2. Demonstrates the ability to use different types of transportation (car, bus)	1	2	3	4	5	1	2	3
3. Demonstrates the ability to independently cross the street and maneuver parking lots	1	2	3	4	5	1	2	3
4. Demonstrates transportation safety skills and appropriate behavior	1	2	3	4	5	1	2	3
	Total ____ out of 20 = ____%					Total ____ out of 12 = ____%		
<b>LIFE EXPLORER</b>								
5. Demonstrates the ability to use different types of private and public transportation (car, bus, subway, train)	1	2	3	4	5	1	2	3
6. Prepares to travel to work and community activities	1	2	3	4	5	1	2	3
7. Demonstrates the ability to request assistance when using public transportation	1	2	3	4	5	1	2	3
8. Demonstrates the ability to notify others if transportation issues arise	1	2	3	4	5	1	2	3
9. Identifies emergency protocols when using transportation (eye contact, tone of voice, body orientation)	1	2	3	4	5	1	2	3
10. Demonstrates transportation safety skills and appropriate behavior	1	2	3	4	5	1	2	3
	Total ____ out of 30 = ____%					Total ____ out of 18 = ____%		
<b>LIFE SEEKER</b>								
11. Demonstrates the ability to use different types of private and public transportation (car, bus, subway, train)	1	2	3	4	5	1	2	3
12. Prepares to travel to work and community activities	1	2	3	4	5	1	2	3
13. Demonstrates the ability to request assistance when using public transportation	1	2	3	4	5	1	2	3
14. Demonstrates the ability to notify others if transportation issues arise	1	2	3	4	5	1	2	3
15. Identifies emergency protocols when using transportation	1	2	3	4	5	1	2	3
16. Demonstrates transportation safety skills and appropriate behavior	1	2	3	4	5	1	2	3
17. Demonstrates the ability to arrange transportation if necessary	1	2	3	4	5	1	2	3
	Total ____ out of 35 = ____%					Total ____ out of 21 = ____%		



Date: \_\_\_\_\_ Time: \_\_\_\_\_

## WORK OBSERVATION

CAREER PATH AND EMPLOYMENT	Level of Independence	Environments Performed
<b>LIFE AWARE</b>		
1. Demonstrates work habits through performing chores at home	1 2 3 4 5	1 2 3
2. Demonstrates work habits in the classroom setting: arrives on time, completes assignments, completes work on time, shows teamwork with peers and follows directions	1 2 3 4 5	1 2 3
3. Participates in career preference counseling, situational assessments and discovery	1 2 3 4 5	1 2 3
4. Participates in job training program	1 2 3 4 5	1 2 3
	Total _____ out of 20 = _____%	Total _____ out of 12 = _____%
<b>LIFE EXPLORER</b>		
5. Demonstrates work habits through performing chores at home	1 2 3 4 5	1 2 3
6. Demonstrates appropriate work habits: punctuality, task completion, ability to accept redirection and correction	1 2 3 4 5	1 2 3
7. Participates in career preference counseling, situational assessments and discovery	1 2 3 4 5	1 2 3
8. Participates in 3-5 work training/internship opportunities	1 2 3 4 5	1 2 3
9. Participates in an in-depth community-based employment assessment	1 2 3 4 5	1 2 3
10. Explores work opportunities by job shadowing, volunteering	1 2 3 4 5	1 2 3
11. Participates in informational interviewing	1 2 3 4 5	1 2 3
	Total _____ out of 35 = _____%	Total _____ out of 21 = _____%
<b>LIFE SEEKER</b>		
12. Demonstrates appropriate work habits: punctuality, task completion, ability to accept redirection and correction	1 2 3 4 5	1 2 3
13. Participates in basic work-related social skills: appropriate communication, conversation and self-management	1 2 3 4 5	1 2 3
14. Participates in a job training program and/or secures 6 week internship training opportunity	1 2 3 4 5	1 2 3
15. Demonstrates work site specific safety skills	1 2 3 4 5	1 2 3

### RATING KEY

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- 5 -- Requires no support (shadowing or independent with no supports)

Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

<b>CAREER PATH AND EMPLOYMENT</b>		<b>Level of Independence</b>					<b>Environments Performed</b>		
16. Applies for jobs (completes a resume, prepares for job interview with or without support, secures appropriate interview clothes, secures proper identification to begin work)		1	2	3	4	5	1	2	3
		Total ____ out of 25 = ____%					Total ____ out of 15 = ____%		
<b>SELF-DETERMINATION / ADVOCACY</b>		<b>Level of Independence</b>					<b>Environments Performed</b>		
<b>LIFE AWARE</b>									
1. Demonstrates choice-making in school, work and personal life		1	2	3	4	5	1	2	3
2. Demonstrates problem solving		1	2	3	4	5	1	2	3
		Total ____ out of 10 = ____%					Total ____ out of 6 = ____%		
<b>LIFE EXPLORER</b>									
3. Demonstrates problem solving		1	2	3	4	5	1	2	3
4. Indicates personal responsibilities across settings/environments		1	2	3	4	5	1	2	3
5. Demonstrates the ability to ask for assistance in multiple settings		1	2	3	4	5	1	2	3
		Total ____ out of 15 = ____%					Total ____ out of 9 = ____%		
<b>LIFE SEEKER</b>									
6. Indicates personal responsibilities across settings/environments		1	2	3	4	5	1	2	3
7. Demonstrates the ability to ask for assistance in multiple settings		1	2	3	4	5	1	2	3
8. Demonstrates problem solving in novel settings		1	2	3	4	5	1	2	3
		Total ____ out of 15 = ____%					Total ____ out of 9 = ____%		
<b>HEALTH AND SAFETY</b>		<b>Level of Independence</b>					<b>Environments Performed</b>		
<b>LIFE AWARE</b>									
1. Requests help		1	2	3	4	5	1	2	3
2. Identifies warning signs/labels		1	2	3	4	5	1	2	3
3. Demonstrates the ability to order healthy foods		1	2	3	4	5	1	2	3
		Total ____ out of 15 = ____%					Total ____ out of 9 = ____%		

HEALTH AND SAFETY					Level of Independence		Environments Performed							
<b>LIFE EXPLORER</b>														
4. Requests assistance					1	2	3	4	5	1 2 3				
5. Demonstrates the ability to order healthy foods					1	2	3	4	5	1 2 3				
6. Demonstrates safe phone skills (land line and/or cell phone)					1	2	3	4	5	1 2 3				
7. Demonstrates self-management of behavior					1	2	3	4	5	1 2 3				
					Total _____ out of 20 = _____%					Total _____ out of 12 = _____%				
<b>LIFE SEEKER</b>														
8. Requests assistance					1	2	3	4	5	1 2 3				
9. Demonstrates safe phone skills (land line and/or cell phone)					1	2	3	4	5	1 2 3				
10. Demonstrates self-management of behavior					1	2	3	4	5	1 2 3				
11. Demonstrates identity protection skills (Social Security number)					1	2	3	4	5	1 2 3				
12. Demonstrates the ability to protect personal banking information					1	2	3	4	5	1 2 3				
					Total _____ out of 25 = _____%					Total _____ out of 15 = _____%				
PEER RELATIONSHIPS, SOCIALIZATION, SOCIAL COMMUNICATION					Level of Independence		Environments Performed							
<b>LIFE AWARE</b>														
1. Demonstrates the ability to interact socially with same age peers					1	2	3	4	5	1 2 3				
2. Identifies emotional states of others					1	2	3	4	5	1 2 3				
3. Demonstrates the ability to ask conversationally/contextually appropriate questions					1	2	3	4	5	1 2 3				
4. Demonstrates conversationally appropriate receptive skills					1	2	3	4	5	1 2 3				
5. Demonstrates the ability to tolerate changes in routine					1	2	3	4	5	1 2 3				
6. Demonstrates the appropriate use of conversational social conventions – please, thank you, you're welcome					1	2	3	4	5	1 2 3				
7. Demonstrates appropriate peer-related social skills related to leisure/recreation					1	2	3	4	5	1 2 3				
8. Participates in structured group activities					1	2	3	4	5	1 2 3				

#### RATING KEY

##### Level of Independence:

- 1 -- Does not do
- 2 -- Requires physical prompting to complete
- 3 -- Requires extensive prompting, verbal, model, pictorial or written
- 4 -- Requires limited prompting, gestural, verbal, pictorial or written
- 5 -- Requires no support (shadowing or independent with no supports)

##### Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

<b>PEER RELATIONSHIPS, SOCIALIZATION, SOCIAL COMMUNICATION</b>	<b>Level of Independence</b>					<b>Environments Performed</b>		
9. Possesses an identified functional, spontaneous communication method	1	2	3	4	5	1	2	3
10. Demonstrates socially appropriate non-verbal skills during conversation (eye contact, tone of voice, body orientation)	1	2	3	4	5	1	2	3
11. Follows spoken and written instructions	1	2	3	4	5	1	2	3
12. Demonstrates appropriate personal space skills	1	2	3	4	5	1	2	3
13. Invites others to join in social activities	1	2	3	4	5	1	2	3
	<b>Total _____ out of 65 = _____%</b>					<b>Total _____ out of 39 = _____%</b>		
<b>LIFE EXPLORER</b>								
14. Demonstrates the ability to interact socially with same age peers	1	2	3	4	5	1	2	3
15. Demonstrates the ability to ask conversationally/contextually appropriate questions	1	2	3	4	5	1	2	3
16. Demonstrates conversationally appropriate receptive skills	1	2	3	4	5	1	2	3
17. Demonstrates the ability to tolerate changes in routine	1	2	3	4	5	1	2	3
18. Demonstrates socially appropriate non-verbal skills during conversation (eye contact, tone of voice, body orientation)	1	2	3	4	5	1	2	3
19. Demonstrates the ability to follow directions from multiple people in multiple settings	1	2	3	4	5	1	2	3
20. Demonstrates the ability to generalize socially acceptable behavior in multiple settings								
	<b>Total _____ out of 35 = _____%</b>					<b>Total _____ out of 21 = _____%</b>		
<b>LIFE SEEKER</b>								
21. Demonstrates the ability to ask conversationally/contextually appropriate questions	1	2	3	4	5	1	2	3
22. Demonstrates conversationally appropriate receptive skills	1	2	3	4	5	1	2	3
23. Demonstrates the ability to tolerate changes in routine	1	2	3	4	5	1	2	3
24. Demonstrates socially appropriate non-verbal skills during conversation (eye-contact, tone of voice, body orientation)	1	2	3	4	5	1	2	3
25. Demonstrates the ability to follow directions from multiple people in multiple settings	1	2	3	4	5	1	2	3
26. Demonstrates the ability to generalize socially acceptable behavior in multiple settings	1	2	3	4	5	1	2	3
27. Demonstrates the ability to use phone and email	1	2	3	4	5	1	2	3
28. Demonstrates the ability to send and receive text messages	1	2	3	4	5	1	2	3
29. Treats others with dignity and respect	1	2	3	4	5	1	2	3

<b>PEER RELATIONSHIPS, SOCIALIZATION, SOCIAL COMMUNICATION</b>	<b>Level of Independence</b>					<b>Environments Performed</b>		
30. Effectively communicates personal boundaries and respects the boundaries of others	1	2	3	4	5	1	2	3
31. Maintains appropriate social relationships within the workplace	1	2	3	4	5	1	2	3
32. Has various networks for outreach and knows how and when it is appropriate to access each one	1	2	3	4	5	1	2	3
	Total ____ out of 60 = ____%					Total ____ out of 36 = ____%		
<b>COMMUNITY PARTICIPATION AND PERSONAL FINANCE</b>	<b>Level of Independence</b>					<b>Environments Performed</b>		
<b>LIFE AWARE</b>								
1. Uses the dollar up or next dollar strategy to purchase an item	1	2	3	4	5	1	2	3
2. Makes purchases from a vending machine	1	2	3	4	5	1	2	3
3. Carries money safely	1	2	3	4	5	1	2	3
4. Makes and counts change	1	2	3	4	5	1	2	3
5. Participates in community based recreation activities with peers/friends	1	2	3	4	5	1	2	3
	Total ____ out of 25 = ____%					Total ____ out of 15 = ____%		
<b>LIFE EXPLORER</b>								
6. Makes purchases from a vending machine	1	2	3	4	5	1	2	3
7. Carries money safely	1	2	3	4	5	1	2	3
8. Makes and counts change	1	2	3	4	5	1	2	3
9. Estimates the cost of items up to \$20.00	1	2	3	4	5	1	2	3
10. Estimates the cost of up to 5 items	1	2	3	4	5	1	2	3
11. Independently brings needed materials to community locations and activities (ID, passport, materials for sports activities)	1	2	3	4	5	1	2	3
	Total ____ out of 30 = ____%					Total ____ out of 18 = ____%		
<b>LIFE SEEKER</b>								
12. Carries money safely	1	2	3	4	5	1	2	3
13. Makes and counts change	1	2	3	4	5	1	2	3

#### RATING KEY

##### Level of Independence:

- 1 -- Does not do
- 2 -- Requires physical prompting to complete
- 3 -- Requires extensive prompting, verbal, model, pictorial or written
- 4 -- Requires limited prompting, gestural, verbal, pictorial or written
- 5 -- Requires no support (shadowing or independent with no supports)

##### Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

<b>COMMUNITY PARTICIPATION AND PERSONAL FINANCE</b>	<b>Level of Independence</b>	<b>Environments Performed</b>
14. Uses a debit card to make purchases	1 2 3 4 5	1 2 3
15. Estimates the cost of items up to \$20.00	1 2 3 4 5	1 2 3
16. Estimates the cost of up to 5 items	1 2 3 4 5	1 2 3
17. Independently brings needed materials to community locations and activities (ID, passport, materials for sports activities)	1 2 3 4 5	1 2 3
	<b>Total _____ out of 30 = _____%</b>	<b>Total _____ out of 18 = _____%</b>
<b>LEISURE / RECREATION</b>	<b>Level of Independence</b>	<b>Environments Performed</b>
<b>LIFE AWARE</b>		
1. Demonstrates the ability to self-manage behavior during leisure/recreation events	1 2 3 4 5	1 2 3
2. Demonstrates the ability to independently use the phone (call and/or text)	1 2 3 4 5	1 2 3
	<b>Total _____ out of 10 = _____%</b>	<b>Total _____ out of 6 = _____%</b>
<b>LIFE EXPLORER</b>		
3. Demonstrates the ability to self-manage behavior during leisure/recreation events	1 2 3 4 5	1 2 3
4. Demonstrates the ability to independently use the phone (call and/or text)	1 2 3 4 5	1 2 3
5. Demonstrates the ability to independently access outside areas such as parks and trails	1 2 3 4 5	1 2 3
	<b>Total _____ out of 15 = _____%</b>	<b>Total _____ out of 9 = _____%</b>
<b>LIFE SEEKER</b>		
6. Demonstrates the ability to self-manage behavior during leisure/recreation events	1 2 3 4 5	1 2 3
7. Demonstrates the ability to independently use the phone (call and/or text)	1 2 3 4 5	1 2 3
8. Demonstrates the ability to independently access outside areas such as parks and trails	1 2 3 4 5	1 2 3
9. Makes independent choices and schedules opportunities for exercise, participation in activities/hobbies and recreation activities	1 2 3 4 5	1 2 3
	<b>Total _____ out of 20 = _____%</b>	<b>Total _____ out of 12 = _____%</b>

TRANSPORTATION	Level of Independence					Environments Performed		
<b>LIFE AWARE</b>								
1. Demonstrates the ability to independently buckle seatbelt	1	2	3	4	5	1	2	3
2. Demonstrates the ability to use different types of transportation (car, bus).	1	2	3	4	5	1	2	3
3. Demonstrates the ability to independently cross the street and maneuver parking lots	1	2	3	4	5	1	2	3
4. Demonstrates transportation safety skills and appropriate behavior	1	2	3	4	5	1	2	3
	Total ____ out of 20 = ____%					Total ____ out of 12 = ____%		
<b>LIFE EXPLORER</b>								
5. Demonstrates the ability to use different types of private and public transportation (car, bus, subway, train)	1	2	3	4	5	1	2	3
6. Prepares to travel to work and community activities	1	2	3	4	5	1	2	3
7. Demonstrates the ability to request assistance when using public transportation	1	2	3	4	5	1	2	3
8. Demonstrates the ability to notify others if transportation issues arise	1	2	3	4	5	1	2	3
9. Identifies emergency protocols when using transportation	1	2	3	4	5	1	2	3
10. Demonstrates transportation safety skills and appropriate behavior	1	2	3	4	5	1	2	3
	Total ____ out of 30 = ____%					Total ____ out of 18 = ____%		
<b>LIFE SEEKER</b>								
11. Demonstrates the ability to use different types of private and public transportation (car, bus, subway, train)	1	2	3	4	5	1	2	3
12. Prepares to travel to work and community activities	1	2	3	4	5	1	2	3
13. Demonstrates the ability to request assistance when using public transportation	1	2	3	4	5	1	2	3
14. Demonstrates the ability to notify others if transportation issues arise	1	2	3	4	5	1	2	3
15. Identifies emergency protocols when using transportation	1	2	3	4	5	1	2	3
16. Demonstrates transportation safety skills and appropriate behavior (ID, passport, materials for sports activities)	1	2	3	4	5	1	2	3
17. Demonstrates the ability to arrange transportation if necessary	1	2	3	4	5	1	2	3
	Total ____ out of 35 = ____%					Total ____ out of 21 = ____%		

## NOTES



# FUNCTIONAL SKILLS

## ASSESSMENT

### Rating Key

Interview

Level of Independence:

- 1 – Does not do
- 2 – Requires physical prompting to complete
- 3 – Requires extensive prompting, verbal, model, pictorial or written
- 4 – Requires limited prompting, gestural, verbal, pictorial or written
- 5 – Requires no support (shadowing or independent with no supports)

Environments Where Performed:

- 1 – None
- 2 – One to two known natural environments
- 3 – Generalized to three or more environments

Date: \_\_\_\_\_ Time: \_\_\_\_\_

## INTERVIEW

CAREER PATH AND EMPLOYMENT	Level of Independence	Environments Performed									
<p><b>For individuals in Level 1 LIFE AWARE, please complete questions 1-6.</b>  <b>Individuals in Level 2 LIFE EXPLORER, please complete questions 1-10.</b>  <b>Individuals in Level 3 LIFE SEEKER, please complete questions 1-5 and 7-10.</b></p>											
<p>1. What chores does the person do around the house and how often?  <u>NOTES:</u></p>	<p>1   2   3   4   5</p>	<p>1   2   3</p>									
<p>2. Does the person know why one works and what one receives through working?  <u>NOTES:</u></p>	<p>1   2   3   4   5</p>	<p>1   2   3</p>									
<p>3. Indicate the type of supports required by the person in various activities (home, leisure, work).  <u>NOTES:</u></p>	<p>1   2   3   4   5</p>	<p>1   2   3</p>									
<p>4. Discuss how the person demonstrates appropriate work habits, including:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">punctual</td> <td style="width: 33%;">accepts feedback</td> <td style="width: 33%;">time management</td> </tr> <tr> <td>organized</td> <td>systematic</td> <td>neat and clean</td> </tr> <tr> <td>accuracy</td> <td>efficient</td> <td>problem solving</td> </tr> </table> <p><u>NOTES:</u></p>	punctual	accepts feedback	time management	organized	systematic	neat and clean	accuracy	efficient	problem solving	<p>1   2   3   4   5</p>	<p>1   2   3</p>
punctual	accepts feedback	time management									
organized	systematic	neat and clean									
accuracy	efficient	problem solving									
<b>TOTAL</b>											

<b>CAREER PATH AND EMPLOYMENT</b>	<b>Level of Independence</b>	<b>Environments Performed</b>
5. Describe how the person uses work-related social skills (appropriate communications, conversation and self-management). <u>NOTES:</u>	1   2   3   4   5	1   2   3
6. In what transition activities is the person participating (interest inventory, career exploration, situational assessments)? <u>NOTES:</u>	1   2   3   4   5	1   2   3
7. Indicate the person's desired work hours, attire and level of social interaction with staff and/or supervisor. <u>NOTES:</u>	1   2   3   4   5	1   2   3
8. Describe the types of supports that the person finds helpful on the job. <u>NOTES:</u>	1   2   3   4   5	1   2   3
9. Does the person know the steps in applying for a job (completing resume and application, preparing for interview, securing proper interview clothes and identification)? <u>NOTES:</u>	1   2   3   4   5	1   2   3
10. If employed, does the job match the person's interests as a career? <u>NOTES:</u>	1   2   3   4   5	1   2   3
<b>TOTAL</b>		

SELF-DETERMINATION / ADVOCACY	Level of Independence	Environments Performed
<b>For individuals in Level 1 LIFE AWARE, please complete questions 11-17; Level 2 LIFE EXPLORER and Level 3 LIFE SEEKER, please complete questions 11-18.</b>		
11. Describe how the person makes choices. <u>NOTES:</u>	<b>1   2   3   4   5</b>	<b>1   2   3</b>
12. Describe volunteer activities in which the person participates. <u>NOTES:</u>	<b>1   2   3   4   5</b>	<b>1   2   3</b>
13. Give an example of how the person problem solves. <u>NOTES:</u>	<b>1   2   3   4   5</b>	<b>1   2   3</b>
14. List and describe personal responsibilities the person has across settings/ environments. <u>NOTES:</u>	<b>1   2   3   4   5</b>	<b>1   2   3</b>
15. Is the person able to discuss his/her disability and the supports he/she needs in different settings? <u>NOTES:</u>	<b>1   2   3   4   5</b>	<b>1   2   3</b>
<b>TOTAL</b>		

#### RATING KEY

Level of Independence:

- 1 -- Does not do
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- 4 -- Requires limited prompting, gestural, verbal, pictorial or written
- 5 -- Requires no support (shadowing or independent with no supports)

Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

SELF-DETERMINATION / ADVOCACY	Level of Independence	Environments Performed
16. Describe self-regulation strategies and how they are used (emotional, frustration or boredom). <u>NOTES:</u>	1 2 3 4 5	1 2 3
17. Does the person understand that he/she has the right to tell others not to touch his/her body when he/she does not want to be touched? <u>NOTES:</u>	1 2 3 4 5	1 2 3
18. Does the person identify effective choice-making skills regarding sexual behaviors? <u>NOTES:</u>	1 2 3 4 5	1 2 3
HEALTH AND SAFETY	Level of Independence	Environments Performed
<p align="center"><b>For individuals in Level 1 LIFE AWARE, please complete questions 19-29;            Level 2 LIFE EXPLORER, please complete questions 19-32; and            Level 3 LIFE SEEKER, please complete questions 19-35.</b></p>		
19. Describe how the person indicates and requests assistance when experiencing pain, discomfort, illness, as well as his/her experience with 911. <u>NOTES:</u>	1 2 3 4 5	1 2 3
20. Give an example of how the person dresses for the types of weather and changes in seasons. <u>NOTES:</u>	1 2 3 4 5	1 2 3
<b>TOTAL</b>		

HEALTH AND SAFETY	Level of Independence	Environments Performed
21. Does the person identify personal hygiene skills (using the bathroom, brushing teeth, washing face, using deodorant and other personal hygiene products)? <u>NOTES:</u>	1   2   3   4   5	1   2   3
22. Can the person identify personal health professionals and participate in his/her own health care and management? <u>NOTES:</u>	1   2   3   4   5	1   2   3
23. Describe the person's knowledge of medication and management if he/she takes medications. <u>NOTES:</u>	1   2   3   4   5	1   2   3
24. Discuss the person's skill reading warning signs and labels. <u>NOTES:</u>	1   2   3   4   5	1   2   3
25. Discuss the person's knowledge of online safety. <u>NOTES:</u>	1   2   3   4   5	1   2   3
26. Describe the person's level of participation in community sports and exercise. <u>NOTES:</u>	1   2   3   4   5	1   2   3
<b>TOTAL</b>		

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Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

HEALTH AND SAFETY	Level of Independence	Environments Performed
27. Describe the person's eating habits. <u>NOTES:</u>	1   2   3   4   5	1   2   3
28. Describe the person's knowledge and skills with phone safety. <u>NOTES:</u>	1   2   3   4   5	1   2   3
29. Describe the person's physical appearance with regard to neatness and cleanliness. <u>NOTES:</u>	1   2   3   4   5	1   2   3
30. Discuss the person's knowledge and skills around home safety (operating oven, avoiding dangerous chemicals, understanding fire safety, talking to strangers). <u>NOTES:</u>	1   2   3   4   5	1   2   3
31. Discuss the person's use of self-management strategies for behavior. <u>NOTES:</u>	1   2   3   4   5	1   2   3
32. Discuss the person's use of identity protection skills and strategies for safe banking. <u>NOTES:</u>	1   2   3   4   5	1   2   3
<b>TOTAL</b>		

HEALTH AND SAFETY	Level of Independence	Environments Performed
33. Does the person identify accurate information about female and male reproductive health (menstrual cycle and ejaculation)? <u>NOTES:</u>	1   2   3   4   5	1   2   3
34. Does the person identify credible sources about sexual health information (care-giver, doctor)? <u>NOTES:</u>	1   2   3   4   5	1   2   3
35. Does the person purchases hygiene products prior to running out? <u>NOTES:</u>	1   2   3   4   5	1   2   3
<b>TOTAL</b>		
PEER RELATIONSHIPS, SOCIALIZATION, SOCIAL COMMUNICATION	Level of Independence	Environments Performed
<b>For individuals in Level 1 LIFE AWARE, please complete questions 36-48;            Level 2 LIFE EXPLORER and Level 3 LIFE SEEKER, please complete questions 36-50.</b>		
36. Describe the person's social life. (Does he/she make plans with others? Identify 3-5 people and activities in which he/she likes to participate.) <u>NOTES:</u>	1   2   3   4   5	1   2   3
37. Describe the person's method of communication. Is it functional and spontaneous? <u>NOTES:</u>	1   2   3   4   5	1   2   3
<b>TOTAL</b>		

#### RATING KEY

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- 5 -- Requires no support (shadowing or independent with no supports)

Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

PEER RELATIONSHIPS, SOCIALIZATION, SOCIAL COMMUNICATION	Level of Independence	Environments Performed
38. Describe the person's communication skills, use of nonverbal communication skills (eye contact, tone of voice) and use of social conversation (please, thank you and you're welcome). <u>NOTES:</u>	1   2   3   4   5	1   2   3
39. Describe the person's receptive language skills, his/her ability to make distinctions between literal and figurative language. Does he/she seek clarification of idioms and expressions? <u>NOTES:</u>	1   2   3   4   5	1   2   3
40. Describe the person's ability to follow directions (spoken and written). <u>NOTES:</u>	1   2   3   4   5	1   2   3
41. Discuss the person's ability to accept changes in routine. <u>NOTES:</u>	1   2   3   4   5	1   2   3
42. Describe how the person participates in structured group activities. <u>NOTES:</u>	1   2   3   4   5	1   2   3
43. Describe the person's use of socially acceptable behavior in multiple settings. <u>NOTES:</u>	1   2   3   4   5	1   2   3
<b>TOTAL</b>		



PEER RELATIONSHIPS, SOCIALIZATION, SOCIAL COMMUNICATION	Level of Independence	Environments Performed
44. Describe the person's use of bullying prevention strategies (as a victim or bystander). <u>NOTES:</u>	1 2 3 4 5	1 2 3
45. Describe the person's ability to apologize and correct his/her behavior. <u>NOTES:</u>	1 2 3 4 5	1 2 3
46. Does the person use social media? If so, what and how? <u>NOTES:</u>	1 2 3 4 5	1 2 3
47. Does the person have strategies to manage social anxiety, frustration, sadness, anger and excitement? <u>NOTES:</u>	1 2 3 4 5	1 2 3
48. Discuss the person's ability to take responsibility for his/her actions. <u>NOTES:</u>	1 2 3 4 5	1 2 3
49. Does the person have various networks and know how to access them (social, professional, family, support)? <u>NOTES:</u>	1 2 3 4 5	1 2 3
<b>TOTAL</b>		

**RATING KEY**

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Environments Where Performed:

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- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

PEER RELATIONSHIPS, SOCIALIZATION, SOCIAL COMMUNICATION	Level of Independence	Environments Performed
50. Describe the person's familiarity and use of a calendar, email and phone (maintains a calendar and contact list, can place a call and leave a meaningful voice-mail message). <u>NOTES:</u>	1 2 3 4 5	1 2 3
COMMUNITY PARTICIPATION AND PERSONAL FINANCE	Level of Independence	Environments Performed
<b>For individuals in Level 1 LIFE AWARE, please complete questions 51-56;            Level 2 LIFE EXPLORER, please complete questions 51-58; and            Level 3 LIFE SEEKER, please complete questions 51-59.</b>		
51. Describe the person's participation in community activities. <u>NOTES:</u>	1 2 3 4 5	1 2 3
52. Can the person identify the purpose of different community centers (hospital, libraries, banks, gyms, doctor's offices, pharmacies, grocery stores)? <u>NOTES:</u>	1 2 3 4 5	1 2 3
53. Describe the person's ability to add and subtract monetary values, pay for items, use vending machines, save money and use a budget. <u>NOTES:</u>	1 2 3 4 5	1 2 3
54. Describe the person's volunteer activities. <u>NOTES:</u>	1 2 3 4 5	1 2 3
<b>TOTAL</b>		

COMMUNITY PARTICIPATION AND PERSONAL FINANCE	Level of Independence	Environments Performed
55. Describe the person's ability to express preferences when buying his/her own clothing. <u>NOTES:</u>	1   2   3   4   5	1   2   3
56. Describe how the person participates in school-based clubs and organizations. <u>NOTES:</u>	1   2   3   4   5	1   2   3
57. Describe the person's skills around applying for and obtaining identity documentation (photo ID, passport). <u>NOTES:</u>	1   2   3   4   5	1   2   3
58. Describe the person's ability to manage money and use banking services (use a debit card, ATM, mobile apps, write checks, balance, read and interpret bank statements and create a weekly budget). <u>NOTES:</u>	1   2   3   4   5	1   2   3
59. Describe the person's ability to obtain appropriate housing in the community. <u>NOTES:</u>	1   2   3   4   5	1   2   3
<b>TOTAL</b>		

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Environments Where Performed:

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- 3 -- Generalized to three or more environments

TRANSPORTATION	Level of Independence	Environments Performed
<b>For individuals in Level 1 LIFE AWARE, please complete questions 60-62;            Level 2 LIFE EXPLORER, please complete questions 60-63; and            Level 3 LIFE SEEKER, please complete questions 60-64.</b>		
60. Discuss the different modes of transportation that the person uses and his/her level of independence (drive, bike, public transportation, use of seatbelt). <u>NOTES:</u>	1   2   3   4   5	1   2   3
61. Discuss the person's level of independence when crossing the street, maneuvering parking lots and walking to a destination. <u>NOTES:</u>	1   2   3   4   5	1   2   3
62. Discuss the person's ability to communicate with others when transportation issues arise and when assistance is needed. <u>NOTES:</u>	1   2   3   4   5	1   2   3
63. Discuss the person's knowledge of emergency protocols when using public transportation. <u>NOTES:</u>	1   2   3   4   5	1   2   3
64. Describe the person's independence with operating a vehicle or using public transportation and his/her knowledge and use of transportation safety skills and appropriate behavior. <u>NOTES:</u>	1   2   3   4   5	1   2   3
<b>TOTAL</b>		

LEISURE / RECREATION	Level of Independence	Environments Performed
<b>For individuals in Level 1 LIFE AWARE, please complete questions 65-68; Level 2 LIFE EXPLORER, please complete questions 65-70; and Level 3 LIFE SEEKER, please complete questions 65-71.</b>		
65. Discuss activities the person likes to engage in during free time. Does he/she participate in community recreation activities? <u>NOTES:</u>	1   2   3   4   5	1   2   3
66. Describe the person's use of technology for self-enjoyment (iPad, iPod, smart-phone, DVD player, computer, gaming system, television). <u>NOTES:</u>	1   2   3   4   5	1   2   3
67. Discuss the person's ability to use the computer to access information about community events. <u>NOTES:</u>	1   2   3   4   5	1   2   3
68. Describe the person's ability to self-manage his/her behavior during leisure/recreation events. <u>NOTES:</u>	1   2   3   4   5	1   2   3
69. Discuss the person's ability to balance work and play (schedule activities). <u>NOTES:</u>	1   2   3   4   5	1   2   3
<b>TOTAL</b>		

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Environments Where Performed:

- 1 -- None
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- 3 -- Generalized to three or more environments

LEISURE / RECREATION	Level of Independence	Environments Performed
70. Describe the person's level of independence when accessing outside areas such as parks and trails. <u>NOTES:</u>	1   2   3   4   5	1   2   3
71. Discuss the person's ability to make independent choices and schedule opportunities for exercise, participation in activities and hobbies. <u>NOTES:</u>	1   2   3   4   5	1   2   3
HOME LIVING	Level of Independence	Environments Performed
<p align="center"><b>For individuals in Level 1 LIFE AWARE, please complete questions 72-74;            Level 2 LIFE EXPLORER, please complete question 72; and            Level 3 LIFE SEEKER, please complete questions 72-78.</b></p>		
72. Describe the person's level of independence with meal preparation and clean up (using and cleaning kitchen appliances, setting and clearing the table, washing and drying dishes, making meals and snacks). <u>NOTES:</u>	1   2   3   4   5	1   2   3
73. Describe the person's level of independence with cleaning the house (dusting, vacuuming, picking up, organizing and making the bed). <u>NOTES:</u>	1   2   3   4   5	1   2   3
74. Discuss the person's ability to follow a picture or written recipe. <u>NOTES:</u>	1   2   3   4   5	1   2   3
<b>TOTAL</b>		

HOME LIVING	Level of Independence	Environments Performed
75. Discuss the person's ability to store food properly and discard spoiled food. <u>NOTES:</u>	1   2   3   4   5	1   2   3
76. Discuss the person's ability to care for clothing (sort, wash according to label, fold and put away). <u>NOTES:</u>	1   2   3   4   5	1   2   3
77. Discuss the person's ability to monitor food availability and make a grocery list of needed items. <u>NOTES:</u>	1   2   3   4   5	1   2   3
78. Describe the person's ability to develop and follow a regular house cleaning and maintenance schedule. <u>NOTES:</u>	1   2   3   4   5	1   2   3
<b>TOTAL</b>		

#### RATING KEY

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- 5 -- Requires no support (shadowing or independent with no supports)

Environments Where Performed:

- 1 -- None
- 2 -- One to two known natural environments
- 3 -- Generalized to three or more environments

# NOTES



# SCORE SHEET

Individual's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age at Testing: \_\_\_\_\_

Level of Tool Used:  Life Aware  Life Explorer  Life Seeker

Name of Person Administering Assessment: \_\_\_\_\_ Relationship to Individual: \_\_\_\_\_

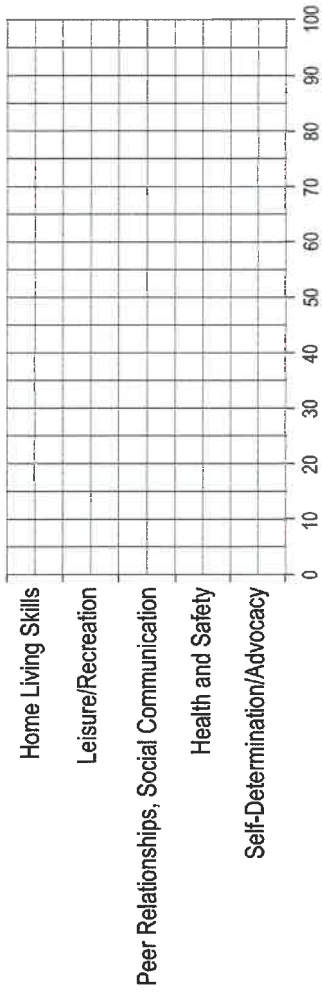
## SECTION I: PART 1. PERCENTAGE

Assessment	Career	Self-Determination	Health and Safety	Peer Relationships	Community Participation	Transportation	Leisure/Recreation	Home Living Skills
Home Observation: Percent, Level of Independence								
Home Observation: Percent, Environments Performed								
Leisure/Recreation Observation: Percent, Level of Independence								
Leisure/Recreation Observation: Percent, Environments Performed								
Work/Education Observation: Percent, Level of Independence								
Work/Education Observation: Percent, Environments Performed								
Interview: Percent, Level of Independence								
Interview: Percent, Environments Performed								

**SECTION I: PART 2. VISUAL REPRESENTATION OF RESULTS**

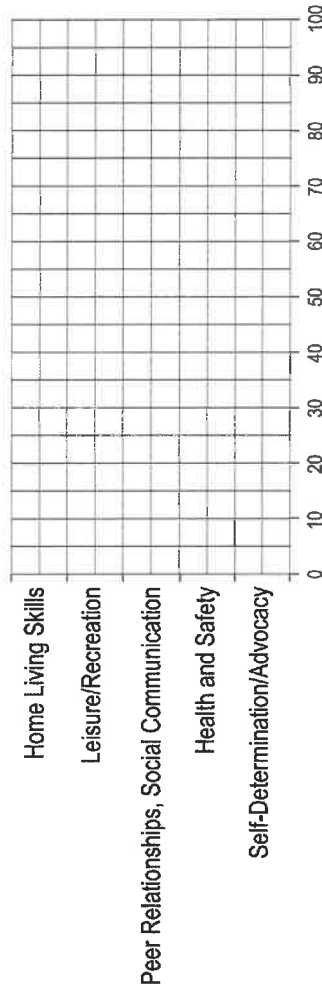
**A. Home Observation**

Check the level of assessment that was administered:  Life Aware  Life Explorer  Life Seeker



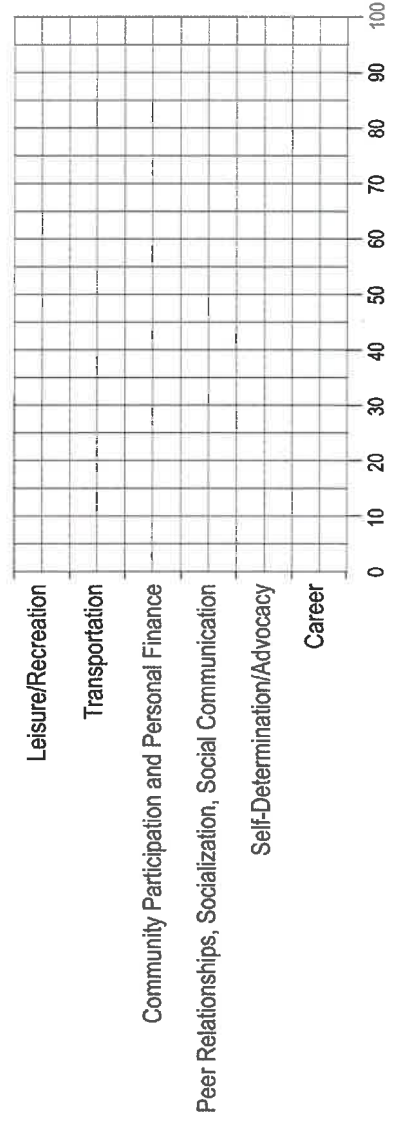
**B. Leisure/Recreation Observation**

Check the level of assessment that was administered:  Life Aware  Life Explorer  Life Seeker



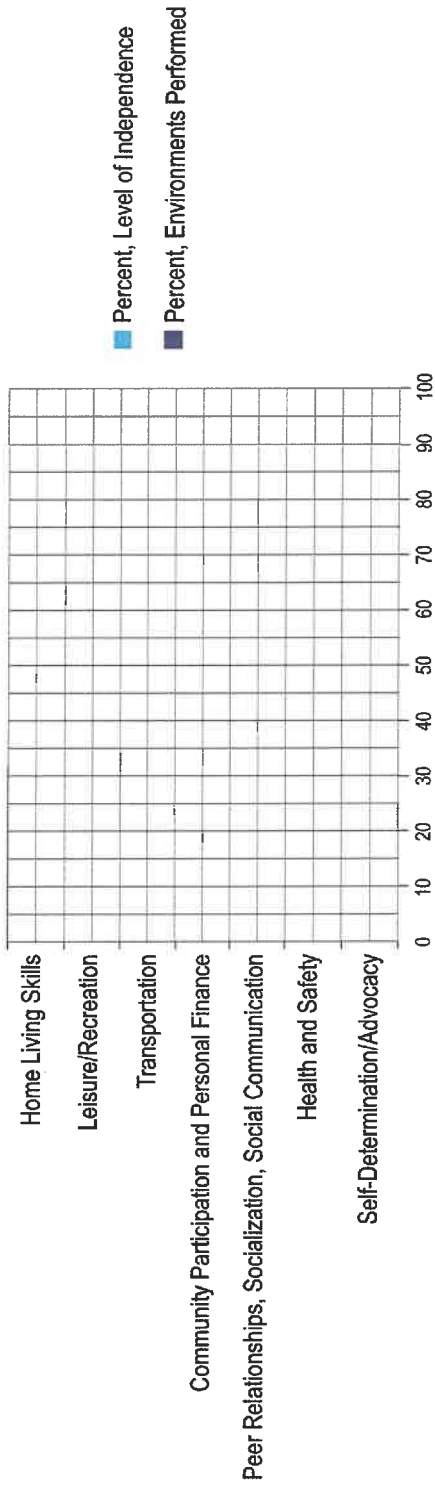
**C. Work/Education Observation**

Check the level of assessment that was administered:  Life Aware  Life Explorer  Life Seeker



**D. Interview**

Check the level of assessment that was administered:  Life Aware  Life Explorer  Life Seeker



**SECTION II: TEAM MEETING**

**Part 1: Team Analysis, Consideration and Discussion**

Team Members Present for Discussion and Priority Setting:

A. Do team members agree that the observations and interview data represent their knowledge of the person? If not, describe any discrepancies.

B. What are this individual's relative strengths among the 8 domains?

C. What are this individual's relative needs among the 8 domains?

D. Looking across all domains, list 3-5 skills that are priorities for this individual to learn in the next year:

1. This individual would benefit from learning:

2. This individual would benefit from learning:

3. This individual would benefit from learning:

4. This individual would benefit from learning:

5. This individual would benefit from learning:

E. Looking across all domains and considering this person's past learning experience, list any skills that should be modified to enhance this individual's independence without having to perform the skill as it is typically performed by those without disabilities. Describe how the performance of the skill will be modified so that this individual can participate with limited support. (For example: Instead of counting change, this person will use a debit card.) These skills can be included as goals or as modifications in the individual plan.

1. Instead of (skill) \_\_\_\_\_ this individual will: \_\_\_\_\_
2. Instead of (skill) \_\_\_\_\_ this individual will: \_\_\_\_\_
3. Instead of (skill) \_\_\_\_\_ this individual will: \_\_\_\_\_

F. Looking across all domains, identify school, community, work and home experiences that would enhance this individual's learning opportunities. Describe how you will incorporate these experiences into the year and which team members will take responsibility for making the necessary connections to implement these plans.

<b>Experience</b>	<b>How will you Incorporate that Experience?</b>	<b>Team Member Responsible</b>
<b>School Experiences:</b>		
1.		
2.		
<b>Community Experiences:</b>		
3.		
4.		
<b>Work Experiences:</b>		
5.		
6.		

Experience	How will you incorporate that Experience?	Team Member Responsible
Home Experiences:		
7.		
8.		
<p>G. Considering the people and agencies currently providing direct supports (such as teachers, in-home support providers, parents, etc.) and indirect supports (agencies funding direct supports or agencies providing case management services), list any other persons or agencies with whom this individual should connect. Include the team member who will take responsibility for ensuring that the contact with the person or agency occurs.</p>	<p><b>What will he/she do for this Individual?</b></p>	<p><b>Team Member Responsible</b></p>
<p>H. List any other important discussion points that have occurred during this team meeting.</p>		

**SECTION II**

**Part 2: Bridging the Gap from Analysis to Planning and Goal Setting**

A. Present Level of Performance: You can collect information for the Present Level of Performance from across the Assessment. In this space, list the most important points that must be a part of the Present Level of Performance. Include information provided in Section II, Part 1, Questions A, B and C.

B. For each domain in the Assessment, include below any specific transition goals that should be included in the transition plan related to any of the domains in the Assessment. Include information collected from Section II, Part 1, Questions F, G and H.

1. Career
2. Self Determination/Advocacy
3. Health and Safety
4. Peer Relationships, Socialization, Social Communication
5. Community Participation and Personal Finance
6. Transportation
7. Leisure/Recreation
8. Home Living Skills

C. IEP Goals: In order to develop goals from this Assessment, complete the grid below with the information from boxes D, E and F above: Start every goal with the phrase, "Individual's name will." An example is given in the first row below.

Insert skill (Box D or E)	Insert experience (Box F)	Check the level of independence	Check the environments where it will be performed	Insert percentage of correct responses
Apply for jobs	In the community, within walking distance to his/her home, at the local department store or other retail establishment	<input type="checkbox"/> independently, without any support (may include shadowing depending on agency policies) <input type="checkbox"/> with limited prompting (verbal, gestural, pictorial or written) <input checked="" type="checkbox"/> with extensive prompting (verbal, gestural, pictorial or written) <input type="checkbox"/> with physical prompting <input checked="" type="checkbox"/> include any specific prompts: given a rubric and scoring guide and teacher assistance	<input checked="" type="checkbox"/> in one or two known environments <input type="checkbox"/> in three or more environments	with 85% correct completion of the application and production of his/her own resume
		<input type="checkbox"/> independently, without any support (may include shadowing depending on agency policies) <input type="checkbox"/> with limited prompting (verbal, gestural, pictorial or written) <input type="checkbox"/> with extensive prompting (verbal, gestural, pictorial or written) <input type="checkbox"/> with physical prompting <input type="checkbox"/> include any specific prompts:	<input type="checkbox"/> in one or two known environments <input type="checkbox"/> in three or more environments	