

The Assessment of Functional Living Skills --- The AFLS™

Basic Mobility

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
MB 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Watches where walking	Learner will consistently watch where walking and avoid obstacles.	Does learner watch where walking?	Puddles, speed bumps, variations in road surface, uneven sidewalks, other people, etc.	4= consistently watches and avoids all obstacles and people, 3= consistently watches and avoids all obstacles on the ground, 2= consistently watches where walking and avoids major obstacles, 1= sometimes requires verbal prompts to avoid major obstacles	
MB 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Curbs and steps	Learner will step up and down curbs and steps.	Does learner step down from and step up onto curbs?		4= goes up and down steps without holding railing with one foot per step, 3= goes up and down steps without holding railing but with both feet on a step, 2= goes up and down stairs holding railing, 1= steps up and down on curbs	
MB 3	0 1 2 0 1 2 0 1 2 0 1 2	Walks with appropriate posture, gait, and speed	Learner will walk with an appropriate gait, posture, and at an appropriate speed for the situation.	Does learner walk with appropriate gait, posture, and speed?	Changes pace as needed to stay with others and does not "toe walk" or walk in a lunging or other manner that most others would label as being "weird"	2= walks with appropriate gait, posture, and at an appropriate speed for the situation, 1= walks at appropriate pace for situation but requires verbal prompts to walk with appropriate gait and posture	
MB 4	0 1 2 0 1 2 0 1 2 0 1 2	Appropriate actions while walking	Learner will consistently walk without engaging in unusual or "inappropriate" behavior.	Does learner demonstrate appropriate actions while walking?	Does not talk to self, sing loudly, drop to the ground, make unusual faces at or touch others, etc.	2= consistently walks without engaging in unusual behavior, 1= walks appropriately with only verbal prompts	
MB 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Stays beside caregiver	Learner will consistently walk on a sidewalk beside caregiver and start and stop moving with caregiver without having hand held.	Does learner walk beside caregiver on sidewalk?		4= stays within arms reach while crossing streets, 3= stays within arms reach in parking lots or open areas, 2= stays within arms reach on sidewalk or clearly defined path, 1= stays within arms reach on sidewalk or defined path with only verbal prompts	It is OK to be a little further if under instructional control
MB 6	0 1 2 0 1 2 0 1 2 0 1 2	Stays on sidewalk or path	Learner will consistently stay on sidewalk or path without being told not to step into a street or go into a parking lot.	Does learner stay on sidewalk or path?	Does not cut through grass or yards unless allowed when there is a clear sidewalk or path	2= consistently stays on sidewalk without being told not to step into a street or go into a parking lot, 1= stays on sidewalk with only verbal prompts	

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Basic Mobility (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
MB 7	0 1 2 0 1 2 0 1 2 0 1 2	Stops at street	Learner will consistently stop when path on sidewalk reaches a street to be crossed.	Does learner stop before going into street?		2= consistently stops when path or sidewalk reaches a street to be crossed, 1= stops when path or sidewalk reaches a street to be crossed with only verbal prompts	NEEDS CLOSE SUPERVISION
MB 8	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Comes back to caregiver when called	When outside, learner will consistently return to caregiver's location upon request.	Does learner come back to caregiver when called?		4= when outside, consistently returns to caregiver when called, 3= inconsistently returns when called or occasionally requires a loud or demanding voice to return when called, 2= consistently stops walking on request, 1= often stops on request or occasionally requires a loud or demanding voice to stop	
MB 9	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Approaches dogs	Learner will seek permission from owner before safely interacting with or approaching a dog.	Does learner approach dogs safely?	Ask dog owner if it is ok to pet dog, slowly stretch hand out to dog's nose, etc.	4= asks dog owner or own caregiver if it is ok to pet the dog, sticks hand out to dog's nose so dog can sniff, pets gently. If no dog owner is present, learner sticks hand out to be sniffed, 3= requires verbal prompts to wait to pet dog but when it is ok to pet the dog, reaches hand out to dog's nose to be sniffed and pets gently, 2= requires verbal prompts to wait and to reach hand out to dog's nose, pets gently, 1= requires minimal physical prompts to interact safely with dogs	
MB 10	0 1 2 0 1 2 0 1 2 0 1 2	Pushes button to get crossing light	Learner will press button to activate a crossing light for the direction of travel when at an intersection.	Does learner push button to get crossing light?	Presses button to get a crossing signal to keep going straight across intersection	2= presses button to get a crossing light for correct direction of travel at an intersection, 1= presses a button to get a crossing signal for correct direction at an intersection with only verbal prompts	

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TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
MB 11	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Looks both ways to cross street and scans for traffic while crossing	Learner will always look both ways and look behind for turning cars prior to crossing the street and will scan for traffic while crossing.	Does learner look both ways and look behind for turning cars prior to crossing the street and scan for traffic while crossing?	Scans left and right and looks behind for cars that may be turning	4= after looking both ways before crossing, crosses street quickly and scans for traffic while crossing, 3= after looking both ways before crossing, crosses street but requires verbal prompts to scan for traffic when crossing, 2= always looks both ways prior to crossing the street but does not scan while crossing, 1= looks both ways prior to crossing the street with only verbal prompts	NEEDS CLOSE SUPERVISION
MB 12	0 1 2 0 1 2 0 1 2 0 1 2	Identifies vehicles entering or exiting parking spaces in parking lot	Learner will consistently remain vigilant watching for and avoiding vehicles entering or exiting parking spaces.	Does learner identify vehicles entering or exiting parking spaces in parking lot?		2= consistently remains vigilant watching for and avoids vehicles entering or exiting parking spaces, 1= avoids vehicles entering or exiting a parking space with only verbal prompts	NEEDS CLOSE SUPERVISION
MB 13	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Walks in parking lots	Learner will walk safely in parking lot with caregiver watching, but without caregiver in close proximity.	Does learner walk safely in parking lots?	Walks (not run), looks for cars backing up, scans for movement of cars, while being watched by caregiver, etc.	4= walks safely in parking lots up to 50 feet without a caregiver present but with caregiver watching, 3= walks safely in parking lot up to 25 feet without a caregiver present but with caregiver watching, 2= identifies movements and possible movements of cars while walking in parking lots with caregiver present, 1= attends to movements and possible movements of cars while walking in parking lots with only verbal prompts	NEEDS CLOSE SUPERVISION --- Identifies movements of cars can be verbal or through clearly recognizable actions
MB 14	0 1 2 0 1 2 0 1 2 0 1 2	Watches for cars entering driveway	While walking on sidewalks, learner will watch for cars entering and exiting driveways.	Does learner watch for cars entering and exiting driveways while walking on sidewalks?		2= while walking, scans to ensure no cars are turning into driveway from either direction, 1= while walking, scans to ensure no cars are turning into driveway from either direction with only verbal prompts	NEEDS CLOSE SUPERVISION
MB 15	0 1 2 0 1 2 0 1 2 0 1 2	Walks to familiar places	Learner will safely walk to at least 2 familiar locations that do not require the crossing of streets.	Does learner safely walk to a familiar location by self?	Walks by self to a neighbor's house	2= walks to at least 2 familiar locations that do not require the crossing of streets, 1= walks to 1 familiar location that does not require the crossing of a street	NEEDS CLOSE SUPERVISION

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Basic Mobility (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
MB 16	0 1 2 0 1 2 0 1 2 0 1 2	Attends to driver's facial and hand signals	Learner will always look at driver of approaching car and establish eye contact to ensure learner is seen and respond to driver's facial or hand signals for making safe decisions when in parking lots, streets, driveways, and intersections, etc.	Does learner look to see if drivers are stopping, or making eye contact, or using facial or hand signals?		2= always looks at driver of approaching car and establishes eye contact to ensure learner is seen and responds to driver's facial or hand signals for making safe decisions when in parking lots, streets, driveways, and intersections, etc., 1= looks if approaching driver is looking or signaling action to be taken	NEEDS CLOSE SUPERVISION
MB 17	0 1 2 0 1 2 0 1 2	Carries correct information, credit card, phone, etc. when in community	Learner will correctly select and carry information and materials appropriate for community outings.	Does learner carry correct information, credit card, phone, etc. when in community?	Identification card, medical alert card, library card, transit card, health insurance card, etc.	2= correctly selects and carries information and materials appropriate for community outings, 1= identifies and carries appropriate materials in community when reminded which information to bring before leaving house	
MB 18	0 1 2 0 1 2 0 1 2 0 1 2	Stays in area when told to "wait here" or "stay here"	When instructed to wait for a parent who must leave visual sight, learner will consistently stay in the specified location for at least 5 minutes.	Does learner stay in area when told to "wait here" or "stay here"?	Wait for a caregiver outside a public restroom	2= when instructed to wait for a parent who must leave visual sight, consistently stays in the specified location for at least 5 minutes, 1= waits for caregiver for up to 2 minutes	NEEDS CLOSE SUPERVISION
MB 19	0 1 2 0 1 2 0 1 2 0 1 2	While waiting, watches for approach of caregiver	When required to wait for a caregiver who must leave visual sight, learner will consistently wait for at least 5 minutes and scan the visual field to watch for caregiver's return.	While waiting, does learner watch for approach of caregiver?	Stays vigilant	2= when required to wait for a caregiver who must leave visual sight, consistently waits for at least 5 minutes and scans the visual field to watch for caregiver's return, 1= waits and scans for caregiver for up to 2 minutes	NEEDS CLOSE SUPERVISION
MB 20	0 1 2 0 1 2 0 1 2 0 1 2	Safely opens and closes car doors from outside of car	Learner will safely open and close doors of car from outside of car.	Does learner safely open and close car doors from outside of car?	Safely: not hit others or trap them in door, smash fingers, not dent cars, etc.	2= safely opens and closes car doors from outside using a variety of door handles, 1= safely opens and closes car doors with only verbal prompts	

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Basic Mobility (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
MB 21	0 1 2 0 1 2 0 1 2 0 1 2	Opens and closes car doors from inside of car	Learner will safely open and close doors of car from inside of car.	Does learner open car doors from the inside of a car?	Checks before opening car door carefully to ensure does not hit others or other car doors, not when other cars are moving next to them	2= consistently opens doors safely so door does not hit anything or anyone, 1= opens car door safely with only verbal prompts	
MB 22	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sits in seat	When others are entering a vehicle before learner, will wait for others to move into their seats prior to selecting and getting into an available seat.	Does learner get into a vehicle and sit in a seat?		4= waits for others to move into their seats prior to selecting and getting into an available seat, 3= waits for others to move into their seats prior to getting into an assigned seat, 2= gets into seat when no one else is in vehicle, 1= gets into seat when no one else is in vehicle with only verbal prompts	
MB 23	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Appropriate to others while in vehicles	Learner will sit appropriately next to others while riding in a vehicle.	Does learner behave appropriately while riding in vehicles next to others?	Without touching, annoying, or hurting those who are close	4= remains calm and exhibits appropriate behavior when riding with others for trips of at least 60 minutes, 3= for trips of at least 45 minutes, 2= for trips of at least 30 minutes, 1= for trips of at least 15 minutes	
MB 24	0 1 2 0 1 2 0 1 2 0 1 2	Buckles and unbuckles seat belts	Learner will buckle and unbuckle seat belts.	Does learner buckle and unbuckle seat belts?		2= buckles and unbuckles seatbelts, 1= either buckles or unbuckles seatbelts	
MB 25	0 1 2 0 1 2 0 1 2 0 1 2	Operates car windows	Learner will open and close car windows.	Does learner operate car windows?		2= opens and closes windows, 1= opens and closes car windows with only verbal prompts	
MB 26	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Operates dashboard controls in a car	Learner will operate the dashboard controls in a car.	Can learner operate the music system, heat, and A/C controls in a car?	Stereo, CD player, heat, A/C, etc.	4= operates all dashboard controls, 3= operates half of dashboard controls, 2= operates 1 control, 1= operates any dashboard control with only verbal prompts	

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Basic Mobility (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
MB 27	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Uses revolving doors	Learner will safely enter and exit revolving doors.	Can learner independently and safely enter and exit moving revolving doors?	Moving revolving door is one in which the door is moving prior to the learner entering door. A non---moving door is one that is stationary until the learner enters and pushes door.	4= safely enters and exits a moving revolving door, 3= safely enters and exits a moving revolving door with only verbal prompts, 2= enters, pushes and exits a non---moving revolving door with caregiver (without requiring prompts), 1= enters, pushes and exits a non---moving revolving door with caregiver providing only verbal prompts	NEEDS CLOSE SUPERVISION
MB 28	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Steps onto and exits escalator or moving walkways	Learner will step onto an escalator or moving walkway, stay to the right and hold handrail, and exit from the end in a timely manner to allow others who are following to exit.	Does learner step onto, ride, and exit escalator or moving walkway safely?		4= safely enters and exits escalator and moving walkway, stays to the right holding handrail, and moves away from exit in a timely manner, 3= enters and exits safely but requires verbal prompts to move away from exit in a timely manner, 2= enters safely but requires prompts to attend to exit and to move away when exiting, 1= safely enters, exits, and moves clear of others with only verbal prompts	NEEDS CLOSE SUPERVISION
MB 29	0 1 2 0 1 2 0 1 2 0 1 2	Identifies escalator going up or down	Learner will identify that an escalator is going up or down and select the one that is going in the desired direction.	Does learner identify escalators that are going up or down?		2= identifies that an escalator is going up or down and selects the one that is going in the desired direction, 1= identifies escalator that is going up or down	
MB 30	0 1 2 0 1 2 0 1 2 0 1 2	Joins line for elevator or escalator	Learner will join a group of others and maintain position to approach the entrance to an escalator or elevator.	Does learner join line for elevator or escalator?		2= joins a group that is establishing positions to enter escalator or elevator, 1= joins a group that is establishing positions to enter escalator or elevator with only verbal prompts	
MB 31	0 1 2 0 1 2 0 1 2 0 1 2	Waits before entering elevator	Learner will consistently stand back from an opening elevator door to allow others to exit before attempting to enter.	Does learner wait before entering elevator?		2= consistently stands back from an opening elevator door to allow others to exit, 1= watches for and allows passengers to exit with only verbal prompts	

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Basic Mobility (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
MB 32	0 1 2 0 1 2 0 1 2 0 1 2	Identifies elevator going up or down	Learner will identify that elevators are going up or down and will select the one that is going in the desired direction.	Does learner identify lights that indicate that an elevator is going up or down?	When on a floor where elevator can go up or down, identify direction of travel by light, green up arrow, down red arrow, etc.	2= identifies that an elevator is going up or down and selects when it is going in the desired direction, 1= identifies elevator that is going up or down	
MB 33	0 1 2 0 1 2 0 1 2 0 1 2	Stands away from others in elevator	Learner will move to a space that is a socially acceptable distance from others so as to avoid crowding others where possible.	Does learner stand away from others in elevator?		2= moves to a space away from others so as to avoid crowding others where possible, 1= moves to an appropriate location on an elevator with only verbal prompts	
MB 34	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Pushes button or asks for floor button on elevator	Learner will push the correct button for a specified floor in an elevator or ask others to press the correct button if learner cannot reach the panel.	Does learner push button for desired floor or ask for someone else to press button on elevator?		4= pushes correct floor button; asks other passengers closer to buttons to press correct floor button; presses correct floor buttons when requested from other passengers, 3= pushes correct floor button and presses correct floor buttons when requested from other passengers but requires verbal prompts to ask other passengers closer to buttons to press correct floor button, 2= independently presses correct floor button but requires verbal prompts to ask others to press buttons and to press buttons for others, 1= requires verbal prompts to press correct floor button	
MB 35	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Rides elevator with appropriate behavior	Learner will ride elevator with appropriate behavior.	Does learner demonstrate appropriate behavior while riding elevators?	Does not press too many buttons, does not press emergency buttons, stands appropriate distance from others, faces forward, stands still and quiet, speaks in appropriate voice level, makes room for other riders	4= consistently uses all 7 skills from the provided list of examples, 3= 5 skills from the list of examples, 2= 3 skills from the list of examples, 1= 2 skills from the provided list of examples	

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Basic Mobility (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
MB 36	0 1 2 0 1 2 0 1 2 0 1 2	Exits elevator appropriately	Learner will exit an elevator full of people by using a polite phrase and/or gestures to indicate need to exit.	Does learner exit elevator appropriately?	Saying excuse me, pardon me, etc.	2= exits an elevator full of people by using a polite phrase and/or gestures to indicate need to exit, 1= when verbally prompted, uses polite phrase when exiting elevator	
MB 37	0 1 2 0 1 2 0 1 2 0 1 2	Recognizes when transportation is approaching while waiting	Learner will scan and determine whether approaching transportation vehicle is correct.	Does learner recognize when correct transportation is arriving?	Recognize bus is coming when at a bus stop, train at train stop, subway, etc.	2= scans and correctly determines if approaching transportation is correct, 1= scans but requires verbal prompts to determine if approaching transportation is correct	NEEDS CLOSE SUPERVISION
MB 38	0 1 2 0 1 2 0 1 2 0 1 2	Appropriately enters and exits public transportation	Learner will quickly and appropriately enter and exit public transportation.	Does learner quickly and appropriately enter and exit public transportation?		2= quickly and appropriately enters and exits public transportation, 1= enters or exits public transportation with only verbal prompts	NEEDS CLOSE SUPERVISION
MB 39	0 1 2 0 1 2 0 1 2 0 1 2	Safely stores ticket while in transit	Learner will safely maintain transportation ticket during transit.	Does learner safely store ticket while in transit?	Ticket, access card, transportation pass, etc.	2= safely maintains transportation ticket while in transit, 1= stores ticket safely while in transit with only verbal prompts	
MB 40	0 1 2 0 1 2 0 1 2 0 1 2	While riding transportation, recognizes that correct stop is approaching	Learner will recognize correct stop is approaching.	Does learner recognize correct stop is approaching?		2= actively scans and identifies if correct stop is next, 1= scans and identifies whether correct stop is next with only verbal prompts	
MB 41	0 1 2 0 1 2 0 1 2 0 1 2	Exits transportation at appropriate destination	Learner will recognize when approaching destination and signal for driver to stop and exit vehicle, or exit when stop is made at appropriate destination.	Does learner exit transportation at appropriate destination?	For transportation that has multiple stops such as a public bus or subway	2= recognizes when approaching destination and signals for driver to stop and exit vehicle, or exits when stop is made at appropriate destination, 1= labels the stop at which to exit, but cannot recognize and signal driver to stop or get off at stop without verbal prompts	

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Community Knowledge

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
CK 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Receptively identifies safety and community signs	Learner will receptively identify at least 10 safety signs.	Does learner select safety signs when told name of sign?	Exit, restrooms, water fountain, hospital, danger, keep out, fire extinguisher, etc.	4= receptively identifies at least 10 safety signs, 3= receptively identifies at least 7 safety signs, 2= receptively identifies at least 5 safety signs, 1= receptively identifies at least 2 safety signs	
CK 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Expressive safety and community signs	Learner will label at least 6 safety signs.	Does learner label safety sign when shown the sign?	Poison, do not enter, slippery, electrical hazard, do not smoke, do not cross, etc.	4= labels at least 6 safety signs, 3= labels at least 5 safety signs, 2= labels at least 4 safety signs, 1=labels at least 2 safety signs	
CK 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Receptively identifies community helpers	Learner will receptively identify at least 6 community helpers.	Can learner select pictures of community helpers when told name of community helper?	Policeman, fireman, doctor, nurse, security guard, etc.	4= receptively identifies at least 6 community helpers, 3= receptively identifies at least 5 community helpers, 2= receptively identifies at least 4 community helpers, 1= receptively identifies at least 2 community helpers	
CK 4	0 1 2 0 1 2 0 1 2 0 1 2	Expressive identification of community helpers	Learner will label at least 5 community helpers.	Can learner state names of community helpers when shown a community helper?		2= states the names of at least 5 community helpers when shown community helpers, 1= states the names of at least 3 community helpers	
CK 5	0 1 2 0 1 2 0 1 2 0 1 2	Receptively identifies traffic/street signs	Learner will receptively identify at least 5 traffic/street signs.	Can learner select traffic/street signs when told name of sign?	Stop, RR crossing, yield, speed limit, etc.	2= receptively identifies at least 5 traffic/street signs, 1= receptively identifies at least 3 traffic/street signs	
CK 6	0 1 2 0 1 2 0 1 2 0 1 2	Expressive identification of traffic/street signs	Learner will label at least 5 traffic/street signs when shown the signs.	Can learner label name of traffic/street sign when shown the sign?		2= labels the names of at least 5 traffic/street signs, 1= labels the names of at least 3 traffic/street signs	
CK 7	0 1 2 0 1 2 0 1 2 0 1 2	Identifies crosswalks	Learner will label crosswalks and state the need to walk between the lines.	Does learner identify crosswalks?		2= labels crosswalks and states need to walk between the lines, 1= labels crosswalks	

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Community Knowledge (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
CK 8	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Recognizes and understands crosswalk symbols	Learner will label and understand the meaning of crosswalk symbols to "Walk," "Don't walk," and "seconds remaining" countdown numbers, and operate push button to obtain the "Walk" sign.	Does learner label and state the meaning of crosswalk lights and operate crosswalk?	White or green walking figure means walk, red/orange blinking figure means do not begin to cross street, red walking figure means do not cross, presses button to going correct direction, etc.	4= labels and understands the meaning of, crosswalk symbols to "Walk," "Don't walk," and "seconds remaining" countdown numbers, and operates push button to obtain the "Walk" sign, 3= labels crosswalk symbols to "Walk," "Don't walk" and pushes button to activate "Walk" sign, 2= labels crosswalk symbols for "Walk" and "Don't Walk" or independently pushes button to activate "Walk" sign but not both, 1= pushes the button to get a "Walk" signal with only verbal prompts	
CK 9	0 1 2 0 1 2 0 1 2 0 1 2	Expressive identification of traffic lights	Learner will label "red", "yellow", or "green" when told each of their meanings.	Does learner label color of traffic light color when told meaning of light color?	When asked, "What color light means cars can 'go'?" learner replies, "Green"	2= labels "red", "yellow", or "green" when told each of their meanings, 1= labels only 1 color when told its meaning	
CK 10	0 1 2 0 1 2 0 1 2 0 1 2	Provides ID card with personal information	Learner will provide ID card with personal information.	Can learner provide an ID when asked?	Carries personal identification and emergency contact card/info, medic alert bracelets, epilepsy, diabetes, heart conditions, allergies, medicines, etc. Provides to police officer, shows identification to sales clerk when making purchases, etc.	2= independently provides ID card with personal information to person making appropriate request for the information, 1= requires caregiver assistance to decide whether ID should be shown, but learner provides ID independently	
CK 11	0 1 2 0 1 2 0 1 2 0 1 2	States name	Learner will state first and last name when asked.	Does learner state first and last name when asked?		2= states first and last name when asked, 1= states first but not last name	
CK 12	0 1 2 0 1 2 0 1 2 0 1 2	States phone number	Learner will state complete primary phone number.	Does learner state phone number?		2= states complete primary phone number, 1= states primary phone number when provided with no more than 2 numbers as prompts	

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Community Knowledge (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
CK 13	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	States address	Learner will state street address, city, state, and zip code.	Does learner state home address?		4= states street address, city, state, and zip code, 3=states street address, city and state, 2= states street address and city, 1= states street address or city	
CK 14	0 1 2 0 1 2 0 1 2 0 1 2	States parents' or caregivers' names	Learner will state parents' or caregivers' first and last name(s) when asked.	Does learner state parents' or caregivers' names?		2= states parents' or caregivers' first and last name(s) when asked, 1= states only parents' or caregivers' first names	
CK 15	0 1 2 0 1 2 0 1 2 0 1 2	Carries or knows phone number of family, caregiver, or community helpers	Learner will state or produce (if carried) at least 2 emergency contact phone numbers of family friend, caregiver, relative, or community helper.	Does learner carry or know phone number of relative, family friend, caregiver, or community helper?	Knows or carries phone number of neighbor or family member other than parent or caregiver	2= states or produces (if carried) at least 2 emergency contact phone numbers of family friend, relative, or community helpers, 1= states or produces (if carried) an emergency contact phone number of a family friend, relative or community helper	
CK 16	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Describes locations and events while on an outing	When with caregiver, learner will describe numerous specific details about buildings, street signs, stores, time of day, people, and events encountered in the community.	Can learner describe surrounding locations, buildings, street signs, stores?	Buildings, street signs, stores, time of day, people, events, etc.	4= when with caregiver, describes numerous specific details about buildings, street signs, stores, time of day, people, and events encountered in the community, 3= describes at least 4 specific details about familiar situations and locations, 2= describes at least 2 specific details about familiar situations and locations, 1= describes 1 detail about familiar situations and locations with only verbal prompts	
CK 17	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Identifies items found in community locations	Learner will state the names of 5 items found in 6 locations.	Can learner name a list of items found in community locations?	"What is found in a park?" Benches, children, swing set, squirrels, a fountain, grass, etc.	4= names 5 items in 6 locations, 3= names 4 items in 4 locations, 2= names 3 items in 3 locations, 1= names 2 items in 1 location	
CK 18	0 1 2 0 1 2 0 1 2 0 1 2	Identifies community location where objects are found	Learner will name at least 5 community locations where there would be specified items.	Can learner state the name of a community location when provided a list of items found in that location?	"Where do you find dinosaur bones, statues, artwork, paintings, etc.," "At the museum."	2= names at least 5 community locations, 1= names at least 2 community locations	

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Community Knowledge (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
CK 19	0 1 2 0 1 2 0 1 2 0 1 2	Identifies people to ignore or respond to in community settings	Learner will identify who is appropriate to interact with in a wide variety of community settings.	Does learner identify people to ignore or respond to in community settings?		2= identifies who to talk to and who to not talk to in a wide variety of community settings, 1= identifies people to talk to or ignore in familiar community settings	NEEDS CLOSE SUPERVISION
CK 20	0 1 2 0 1 2 0 1 2 0 1 2	Asks for directions	When with caregiver, learner will approach an appropriate person and ask for directions to a specific location.	Does learner ask for directions?	Asks policeman for directions to a specific store, or to the park, etc.	2= when with a caregiver, approaches a person and asks for directions, 1= when with a caregiver, approaches and asks a person for directions with only verbal prompts	
CK 21	0 1 2 0 1 2 0 1 2 0 1 2	Describes problem when asking for help	When with caregiver, learner will approach a person and describe the details of a problem for which learner requires assistance.	Does learner describe problem when asking for help?	In a department store and cannot find the size and color of a pullover shirt that is desired, tried to get a bag of potato chips from a vending machine but the bag got stuck in the delivery chute, etc.	2= when with caregiver, approaches a person and articulates the details of a problem for which learner requires assistance, 1= when with a caregiver, approaches a person for help but cannot accurately describe the details of the problem	
CK 22	0 1 2 0 1 2 0 1 2 0 1 2	Describes situations encountered	Learner will describe details, time, and event sequence for community situations that occurred when with caregiver.	Does learner describe situations encountered?	Learner is able to give details of an encounter with an individual who approached caregiver and learner in the community	2= describes details, time, and event sequences for community situations that occurred when with caregiver, 1= describes the location and the nature of the event, but not specific details or sequence of events that occurred when with caregiver	
CK 23	0 1 2 0 1 2 0 1 2 0 1 2	Describes people encountered	Learner will recall at least 4 specific details about people recently encountered.	Can learner describe people encountered?		2= recalls at least 4 specific details about people recently encountered, 1= recalls at least 2 specific details about people recently encountered	

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Community Knowledge (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
CK 24	0 1 2 0 1 2 0 1 2 0 1 2	Identifies when appropriate to call/seek help	Learner will identify who should be called for assistance in at least 5 types of dangerous or emergency situations.	Does learner identify who to contact and when it is appropriate to call/seek help?	Fire, crime, lost, falls, accidents, etc.	2= states who should be called for assistance in at least 5 types of dangerous or emergency situations, 1= states who should be called for assistance in at least 2 types of dangerous or emergency situations	
CK 25	0 1 2 0 1 2 0 1 2 0 1 2	Uses phone to contact caregivers or other source of help	Learner will operate a phone to call caregiver or other appropriate source of help.	Does learner use phone to contact caregiver or other source of help?		2= operates a phone to call caregiver or other appropriate source of help, 1= states who to call but cannot independently make call for assistance	
CK 26	0 1 2 0 1 2 0 1 2 0 1 2	Makes adjustments when major change in situation	Learner will attend to major changes in a situation and adjust behavior accordingly.	Does learner take appropriate action as a result of a major change in situation?	Everyone running away, street/sidewalk closed, construction tape, hole in street, fire, becoming quiet to hear an announcement, etc.	2= attends to major changes in a situation and adjusts behavior in accordance with those around learner, 1= attends to a major change in a situation and adjusts behavior when those around do with only verbal prompts	
CK 27	0 1 2 0 1 2 0 1 2 0 1 2	Avoids people acting unusually	Learner will avoid people acting in an unusual way.	Does learner avoid people acting unusually?	Shouting, arguing, making a commotion, causing a disturbance, etc.	2= routinely avoids people acting in an unusual way, 1= avoids someone acting unusually with only verbal prompts	NEEDS CLOSE SUPERVISION
CK 28	0 1 2 0 1 2 0 1 2 0 1 2	Brings extra or optional clothes as needed for an outing	Learner will pack appropriate clothes for an outing including extra or optional clothing appropriate for possible change in weather conditions.	Does learner bring extra clothes as needed for an outing?		2= packs appropriate clothes for an outing including optional clothing appropriate for possible change in weather conditions, 1= brings extra clothes when caregiver tells which clothes to bring	
CK 29	0 1 2 0 1 2 0 1 2 0 1 2	Asks neighbor for item	Learner will complete all required steps to go to neighbor's house, ask for and retrieve an item, and return home.	Does learner go ask neighbor for item?		2= completes all required steps to leave own house, go to neighbor's house, ask for and retrieve an item, and return home, 1= completes the entire sequence of steps required to go to a neighbors house with only verbal prompts	NEEDS CLOSE SUPERVISION
CK 30	0 1 2 0 1 2 0 1 2 0 1 2	Labels community locations	Learner will label at least 5 major locations within a one mile radius of primary residence.	Can learner identify major locations close to primary residence?	Schools, churches, grocery stores, gas stations, parks, lakes, rivers, etc.	2= labels at least 5 major locations within a 1 mile radius of primary residence, 1= labels at least 2 major locations within a 1/4 mile radius of primary residence	

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Community Knowledge (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
CK 31	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Describes considerations for an outing	Learner will describe at least 4 aspects or considerations necessary for an outing to a familiar location.	Can learner describe what would need to be considered for an outing: anticipates clothing, food, financial, transportation time schedule, notifying others?	Identifies needs for clothing, food, financial, transportation, time schedule, need for an umbrella, notifying others, etc.	4= describes at least 4 aspects or considerations necessary for an outing to a familiar location, 3= describes at least 3 aspects of a familiar outing to caregiver, 2= describes at least 2 aspects of a familiar outing to caregiver, 1= plans familiar outings with only verbal prompts	
CK 32	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Gives others directions to home	When within 1 mile from home, will instruct caregivers how to get to learner's home.	Does learner give directions to get home?	Tells caregiver which way to walk or drive to get home from the park, bank, school, grocery store, etc.	4= gives detailed directions while walking or being driven to home when within a mile from home, 3= gives detailed directions while walking or being driven to home when within a half mile from home, 2= gives detailed directions while walking or being driven to home when within 1/4 mile of home, 1= when provided with only verbal prompts, provides directions to home when within 1/4 mile of home	

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Shopping

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SH 1	0 1 2 0 1 2 0 1 2 0 1 2	Asks caregiver for money to purchase item	Learner will ask caregiver for money to purchase item or asks caregivers to buy item.	Does learner ask caregiver for money to purchase an item?	When learner wants an item that must be purchased, asks caregiver for money or asks if caregiver will buy the item	2= asks for money for item purchase or asks caregiver to buy item, 1= requests money to make purchase with only verbal prompts	
SH 2	0 1 2 0 1 2 0 1 2 0 1 2	Identifies price of items in vending machines	Learner will locate and read the prices of any item in vending machines.	Does learner identify the price of items in vending machines?		2= locates and reads any price of any item in vending machines, 1= identifies and reads price of vending machine items with only verbal prompts	
SH 3	0 1 2 0 1 2 0 1 2 0 1 2	Places coins in slot of vending machine	Learner will locate coin slot and place coins into vending machine.	Does learner place coins in slot of vending machine?		2= locates coin slot and places coins into vending machine slot, 1= places coins in slot after being shown the location of the coin slot	
SH 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Puts dollar bills into vending machines	Learner will locate dollar slot, straighten wrinkled bills, correctly orient bill, and place in slot.	Does learner put dollar bills into vending machines?		4= locates dollar slot, straightens wrinkled bills, places into vending machine slot in correct orientation, 3= locates dollar slot and places a bill into vending machine slot in correct orientation, 2= locates bill slot and places bill when it has been correctly oriented by caregiver, 1= when bill is handed in correct orientation, places bill in slot after being shown the location of the dollar slot	
SH 5	0 1 2 0 1 2 0 1 2 0 1 2	Selects from vending machine	Learner will press button combinations of numbers and letters on vending machines to make selections of items to purchase.	Does learner push appropriate buttons for desired item in a vending machine?	Presses B2 to get potato chips, C4 to get cookies, etc.	2= presses button combinations such as "B21" or "C5" on vending machines that requires numbers and letters to be used, 1= presses buttons that contain a picture or logo of the desired item	
SH 6	0 1 2 0 1 2 0 1 2 0 1 2	Retrieves item dispensed from vending machine	Learner will retrieve items from vending machine that requires opening a door or flap.	Does learner retrieve item dispensed from vending machine?		2= retrieves items from vending machine that requires opening a door/flap, 1= retrieves items that do not require opening an access door/flap	

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Shopping (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SH 7	0 1 2 0 1 2 0 1 2 0 1 2	Purchases hot drinks from a vending machine	Learner will purchase hot beverages from a vending machine.	Does learner buy hot beverages from a vending machine?	Hot chocolate, tea, coffee, etc.	2= inserts money, selects desired item, waits for beverage to be served, safely removes hot cup from machine, 1= requires only verbal prompts to purchase and safely remove hot beverages from a vending machine	NEEDS CLOSE SUPERVISION
SH 8	0 1 2 0 1 2 0 1 2 0 1 2	Creates shopping list	Learner will create shopping list based on need and add to the list when the need for additional items is identified.	Does learner create and add items to shopping list?	List on refrigerator door includes groceries, hand cream, aspirins, toilet paper, printer paper, etc.	2= creates shopping list based on need and adds to the list when additional needs are recognized, 1= creates and adds items to a shopping list with only verbal prompts	
SH 9	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Selects and obtains cart or basket	Learner will correctly choose a basket or cart upon entering store based upon shopping needs or list.	When shopping, does learner select either a cart or basket based on need?	When purchasing only bread and bananas, learner chooses a basket. When need many items or heavy items, learner selects shopping cart	4= correctly chooses a basket or cart upon entering store based upon shopping needs or list, 3= chooses between basket or cart when caregiver tells learner or shows list of items to be purchased and verbally prompts correct decision, 2= gets a shopping cart or basket upon request, 1= gets a shopping cart or basket with only minimal physical prompts	
SH 10	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Purchases items from shopping list	Learner will use a list to gather needed items while shopping.	Does learner use a shopping list when buying items?		4= selects items on list and puts in cart or basket to purchase, 3= requires only verbal prompts to gather and cross off items from list as found in store, 2= uses list or picture cards to gather needed items in a grocery store with only verbal prompts, 1= uses list or picture cards to gather needed items in a grocery store with only minimal physical prompts	
SH 11	0 1 2 0 1 2 0 1 2 0 1 2	Stays in proximity of caregiver when shopping in a store	Learner will consistently stay within 20 feet of caregiver while shopping.	Does learner stay in proximity of caregiver when shopping in a store?		2= consistently stays within 20 feet of caregiver while shopping, 1= stays near caregiver while shopping with only verbal prompts	

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Shopping (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SH 12	0 1 2 0 1 2 0 1 2 0 1 2	Walks in store without grabbing merchandise	Learner will walk in store without disturbing items on shelves and displays.	Does learner walk through stores without grabbing or disturbing the items on display?		2= consistently walks without taking items off displays unless considering for purchase, 1= requires only an occasional reminder to walk without taking items off displays unless considering for purchase	
SH 13	0 1 2 0 1 2 0 1 2 0 1 2	Pushes and navigates shopping cart	Learner will navigate shopping cart through stores without contact with merchandise or other shoppers or their carts.	Does learner push shopping cart and navigate around objects and people?	Turns corners carefully, waits for others to move to allow cart to pass, keeps cart a safe distance from others in a checkout line, backs up, and turns around, etc.	2= navigates shopping cart through stores without contacting merchandise or other shoppers or their carts, 1= keeps own shopping cart from contacting merchandise, or other shoppers or their carts with only verbal prompts	
SH 14	0 1 2 0 1 2 0 1 2 0 1 2	Identifies own shopping cart	Learner will correctly identify own shopping cart when other carts are present.	Does learner identify own shopping cart amongst others?	Identifies cart based on items in the cart	2= correctly identifies own shopping cart when other carts are present, 1= identifies own shopping cart with only verbal prompts	
SH 15	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Locates items in store	Learner will locate commonly purchased items in grocery and department stores.	Does learner locate items in stores?	Common items in grocery store, department store, drug store, superstores (Target, Wal---Mart), etc.	4= locates at least 10 commonly purchased items in a department store and a grocery store, 3= locates at least 5 commonly purchased items in a department store, and at least 10 in a grocery store, 2= locates at least 10 commonly purchased food items in a familiar grocery store, 1= locates at least 5 commonly purchased food items in a familiar grocery store	
SH 16	0 1 2 0 1 2 0 1 2 0 1 2	Identifies preferences in store	Learner will identify preferences for specific items to purchase both receptively and expressively.	Does learner identify preferences for items to be purchased?	Receptive: touch or take items being offered. Expressive: stating which item when given a choice	2= identifies preferences for specific items to be purchased both receptively and expressively, 1= identifies preferences for specific items to be purchased by receptively selecting 1 of 2 or more options	
SH 17	0 1 2 0 1 2 0 1 2 0 1 2	Waits turn for access to items on display	Learner will wait for access to items in store when others are closer to the items.	Does learner wait turn for getting to items on a shelf?	Waits for others to select tomatoes and moves away from display prior to reaching for a tomato	2= waits for access to items in store when others are closer to the items, 1= waits for access to items with only verbal prompts	

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Shopping (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SH 18	0 1 2 0 1 2 0 1 2 0 1 2	Puts items in cart/basket	Learner will place items carefully in shopping cart such as to not crush or otherwise damage items.	Does learner carefully place selected items in shopping cart?	Places canned goods on bottom of cart after moving vegetables on top of solid items, places tomatoes, bananas, and loaf of bread on top of canned goods, etc.	2= places items carefully in shopping cart such as to not crush or otherwise damage items, 1= places items carefully in shopping cart with only verbal prompts	
SH 19	0 1 2 0 1 2 0 1 2 0 1 2	Uses store aisle signs to locate items	Learner will use aisle signs to locate desired items in stores.	Does learner use the aisle signs in stores?	Frozen food aisle, canned vegetable items, cleaning supplies, pet supplies, etc.	2= uses aisle signs to locate desired items, 1= determines location of desired items with only verbal prompts	
SH 20	0 1 2 0 1 2 0 1 2 0 1 2	Identifies price of items in stores	Learner will locate and read the prices of any item in store (prices marked on item or on shelf).	Does learner read the price of items to identify amount needed to purchase them?		2= locates and reads any price on any item in store marked on item or on shelf, 1= identifies and reads price tags on items or on shelves with only verbal prompts	
SH 21	0 1 2 0 1 2 0 1 2 0 1 2	Puts items back on shelf	Learner will safely return items onto shelves without breaking or dropping them or damaging other items on shelves or displays.	Does learner place selected items onto a store shelf?	Safely returns boxes, cans, jars, liquid containers, and fruits and vegetables back onto displays	2= safely returns items onto shelves without breaking or dropping them or damaging other items on shelves or displays, 1= safely returns items to shelves or displays with only verbal prompts	
SH 22	0 1 2 0 1 2 0 1 2 0 1 2	Locates and takes items to checkout counter	Learner will identify location of cashier and take items to checkout.	Does learner locate and take items to checkout?	In stores that do not have checkout lines, takes items to the cashier	2= identifies location of cashier and takes items to checkout, 1= finds cashier and takes items to checkout with only verbal prompts	
SH 23	0 1 2 0 1 2 0 1 2 0 1 2	Identifies and gets into line	Learner will identify end of checkout line and go to the back of the line.	Does learner identify and get into line?		2= identifies end of checkout line and goes to the back of the line, 1= finds and stands in a checkout line with only verbal prompts	

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Shopping (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SH 24	0 1 2 0 1 2 0 1 2 0 1 2	Waits appropriately in checkout line	Learner will wait appropriately in checkout line throughout entire checkout process for at least 5 minutes.	Does learner wait appropriately in a checkout line?	Remains calm and does not engage in disruptive behaviors such as repetitive vocal or motor actions, does not grab at items on checkout displays, does not cut or jump places in line, etc.	2= waits appropriately in checkout line and maintains appropriate distance from others throughout entire checkout process for at least 5 minutes, 1= remains calm in checkout line throughout entire checkout process for at least 2 minutes	
SH 25	0 1 2 0 1 2 0 1 2 0 1 2	Places items on counter/belt	Learner will remove items from cart and carefully place them onto checkout counter/belt.	Does learner place items on counter/belt?	Puts canned goods on counter, puts loaf of bread on top of cans, etc.	2= carefully removes items from cart and places them on checkout counter/belt, 1= carefully places all items from cart onto the checkout counter/belt with only verbal prompts	
SH 26	0 1 2 0 1 2 0 1 2 0 1 2	Hands cash or assists with debit card	Learner will hand money to cashier or swipes debit or credit card to help caregiver with purchase.	Does learner help to pay for the purchases by handing money to the cashier or assisting with the use of the debit/credit card terminal	Hands a \$20 bill to the cashier, swipes the debit card, etc.	2= assists caregiver in paying for items by handing money to clerk or swiping a debit or credit card through terminal, 1= requires only verbal prompts to assist caregiver in paying for items by handing money to clerk or swiping a debit or credit card through terminal	
SH 27	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Pays for items	Learner will pay for items using different methods.	Does learner pay for purchases with different methods?	Cash, check, credit card (signature required), debit card (PIN required), etc.	4= pays with cash, check, debit card, and credit card, 3= pays with cash and debit card, 2= pays with either cash or debit card, 1= pays with either cash or debit card with verbal prompts	
SH 28	0 1 2 0 1 2 0 1 2 0 1 2	Waits for change and receipt after a purchase	Learner will wait for change and receipt following a purchase.	Does learner wait for change and receipt after a purchase?		2= waits for change and receipt following a purchase, 1= waits for change and receipt following a purchase with only verbal prompts	
SH 29	0 1 2 0 1 2 0 1 2 0 1 2	Hands change to caregiver or puts in pocket or purse	Learner will immediately hand change to caregiver or put in pocket or purse after a purchase.	Does learner hand change to caregiver or put in pocket or purse?		2= immediately hands change to caregiver or puts in pocket or purse after a purchase, 1= hands change to caregiver or puts in pocket or purse after a purchase with only verbal prompts	

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Shopping (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SH 30	0 1 2 0 1 2 0 1 2 0 1 2	Puts groceries in bags	Learner will bag own groceries.	Does learner bag own groceries?	Puts canned goods at bottom of bag, potato chip bags, bread, fruits and vegetables on top, etc.	2= puts a reasonable number of items into eco---friendly or plastic bags with heavier items and boxes in the bottom and more easily damaged items on top, 1= puts a reasonable number of items into eco---friendly or plastic bags with only verbal prompts	
SH 31	0 1 2 0 1 2 0 1 2 0 1 2	Exits store with bags and items	Learner will leave store with all personal items and bags from shopping.	Does learner exit store with all bags and items?		2= leaves store with all personal items and bags from shopping, 1= leave with all personal belongings and purchased items with only verbal prompts	
SH 32	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Identifies stores where needed items are sold	Learner will name stores where at least 30 named items are sold.	Does learner identify stores where specific items can be purchased?	What store would you choose to buy milk, clothing, food, pet food, office supplies, etc.?	4= names stores where at least 30 named items are sold, 3= names stores where at least 20 named items are sold, 2= names stores where at least 10 named items are sold, 1= names stores where at least 5 named items are sold	
SH 33	0 1 2 0 1 2 0 1 2 0 1 2	Selects casual shirts, sweaters and jackets of standard sizes	Learner will select shirts, sweaters, and jackets based on standard clothing sizes (e.g., S, M, L, XL, etc.).	Can learner select shirts and jackets based on standard clothing sizes?	Shirts, sweaters, sweatshirts, hoodies, jackets, T shirts, polo shirts, etc.	2= identifies shirts, jackets, etc. of learner's size, 1= states size of shirts, jackets, etc. in terms of standard sizes (e.g., XS, S, M, L, XL)	
SH 34	0 1 2 0 1 2 0 1 2 0 1 2	Selects pants using standard clothing sizes	Learner will select pants using standard clothing sizes.	Can learner select pants based on using standard clothing sizes (e.g., S, M, L, etc.)?	Long pants, capri pants, sweatpants, shorts, etc.	2= identifies pants, shorts, etc. of learner's size, 1= states size of pants, shorts, etc. in terms of standard sizes (e.g., XS, S, M, L, XL)	
SH 35	0 1 2 0 1 2 0 1 2 0 1 2	Selects pants based on measurements	Learner will select pants with correct waist and length sizes.	Can learner select pants based on correct measurement size?	"Pants" in this item refers to long pants, capri pants, shorts, etc.	2= identifies pants with correct waist size and pant length, 1= states waist size and pant length	

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Shopping (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SH 36	0 1 2 0 1 2 0 1 2 0 1 2 Males = NA	Selects clothes based on numeric sizes	Learner will select clothing based on numeric sizes.	Can learner state correct numeric size of clothing?	Sizes 0, 2, 4, 6,....12, 14, etc. for women's dresses, skirts, pants, and blouses	2= identifies clothing with correct numeric size, 1= states learner's numeric size of clothing	
SH 37	0 1 2 0 1 2 0 1 2 Females = NA	Selects dress shirts based on measurements	Learner will select dress shirts based on correct neck and sleeve measurements.	Can learner select dress shirts based on correct neck and sleeve measurements?	Short sleeve shirts based on neck size, and long sleeve dress shirts based on neck size and sleeve length	2= identifies shirts with correct neck size and sleeve length, 1= states neck size and sleeve length	
SH 38	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Selects correct shoe size	Learner will select correct shoe size from rack or tell clerk correct shoe size and determine if the shoes fit comfortably.	Can learner select and state correct shoe size?	Men's 8, 8D, 8E, etc., Women's 6N, 6M, 6W, etc.	4= states and selects correct shoe size and determines if shoe fits comfortably, 3= both states and selects correct shoe size, 2= states or selects correct shoe size, 1= states or selects correct shoe size with only verbal prompts	
SH 39	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Uses dressing room	Learner will use dressing room to try on clothing.	Can learner use dressing room to try on clothing?	Gains access to and takes allowable number of items into dressing room, disrobes only as required to try on new item, determines if satisfactory, redresses in original clothing	4= independently tries on clothing in dressing rooms and determines if items are satisfactory, 3= takes an allowable number of items to dressing room, tries on items and redresses in own clothing, but needs assistance to determine appropriateness, 2= requires only verbal prompts to use a dressing room to try on clothing, 1= undresses only as necessary, tries on items and redresses with minimal physical assistance from caregiver	
SH 40	0 1 2 0 1 2 0 1 2 0 1 2	Locates or identifies store departments or service locations	Learner will locate or identify major departments or location of services within a store.	Can learner identify major locations in a store?	Bakery, produce section, meat department, shoe department, exits, restrooms, cashier, help desk, pharmacy, etc.	2= locates or identifies at least 4 within---store areas or departments, 1= locates or identifies at least 2 within---store areas or departments	

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Shopping (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SH 41	0 1 2 0 1 2 0 1 2 0 1 2	Returns faulty or incorrect purchases	Learner will return faulty or incorrect products with receipt for refund or exchange.	Does learner resolve issues related to faulty products or incorrect purchases?	Brings receipt to exchange shirt with a stain or snag, return a carton of spoiled milk, etc.	2= returns faulty or incorrect products for refund or exchange, 1= returns faulty or incorrect products with only verbal prompts	
SH 42	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Responds appropriately to store employees or security	Learner will respond appropriately when approached by store employees.	Does learner respond appropriately when approached by store employees?	Sales assistants, security personnel, greeters, cashiers, etc.	4= responds to all common questions and interactions by store employees, 3= responds appropriately to sales staff offering assistance, etc., 2= responds appropriately to cashiers when making purchases, 1= requires verbal prompts for all in-store interactions	
SH 43	0 1 2 0 1 2 0 1 2 0 1 2	Keeps merchandise visible while shopping	Learner will keep merchandise visible while shopping.	Does learner keep merchandise visible while shopping?	Will not put items in pockets or other bags, so would not appear to be shoplifting, etc.	2= keeps items visible and hold/carries items in a typical way as to prevent the assumption of shoplifting, 1= requires verbal prompts to keep items visible	
SH 44	0 1 2 0 1 2 0 1 2 0 1 2	Asks for help of employee to locate items	Learner will ask employee for help to locate item.	Can learner ask employee for help to locate items?	Cannot find toothpaste, so asks an employee where it is located	2= consistently asks for necessary help in a variety of stores, 1= asks for necessary help in a store with only verbal prompts	
SH 45	0 1 2 0 1 2 0 1 2 0 1 2	Determines approximate total cost of items to be purchased	Learner will state an approximate total cost of selected items when asked during any point in shopping trip.	Does learner determine an approximate total of items to be purchased?	Maintains approximate total cost while shopping for groceries, clothing, etc.	2= states an approximate total cost of selected items when asked during any point in shopping trip, 1= uses calculator to determine approximate total cost of selected items during a shopping trip	
SH 46	0 1 2 0 1 2 0 1 2 0 1 2	Uses membership shopping discount numbers/card	Learner will use membership discount numbers or shopping cards at checkout.	Can learner use membership discount numbers, shopping cards, or enter phone number on keypad at checkout?		2= brings card to store, presents at check out, and retains card after purchase, or enters phone number into keypad, 1= brings card to store, presents at check out, and retains card after purchase with only verbal prompts	
SH 47	0 1 2 0 1 2 0 1 2 0 1 2	Makes purchases at special events	Learner will make purchases at special events.	Can learner make purchases at special events?	Farmers market, festivals, sporting events, street fairs, concert, etc.	2= makes purchases from vendors at special events, 1= purchases items from vendors with only verbal prompts	

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Shopping (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT	
SH 48	0	1	2	Makes a purchase	Learner will go into a store and	Can learner go into a store	Purchases a soda from a	2= makes a purchase in at least 3 different
	0	1	2	in a store while	make a purchase when	and make a purchase	convenience store, buys	stores while caregiver remains outside, 1=
	0	1	2	caregiver remains	caregiver remains outside.	when caregiver remains	an apple from a grocery	makes a purchase in a store while
	0	1	2	outside		outside?	store, etc.	caregiver remains outside

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Eat in Public

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
EP 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Uses utensils in appropriate manner	Learner will use utensils in appropriate manner.	Does learner use utensils in appropriate manner?	Fork for stabbing and scooping foods, stabilizing foods to be cut with knife, and to cut with side for softer foods; Spoon for scooping solids and liquids; Knife for cutting and slicing food used with fork	4= uses all utensils appropriately with all foods, 3= uses fork and spoon independently, knife and fork together, but requires caregiver to cut harder meats, 2= uses fork to stab foods and spoon to scoop solids, 1= uses fork to stab foods or spoon to scoop solids with only verbal prompts	
EP 2	0 1 2 0 1 2 0 1 2 0 1 2	Uses napkin	Learner will wipe mouth, face and hands when dirty during and after a meal.	Does learner clean mouth, face, and hands with a napkin?	When learner's mouth has food on it, learner will wipe mouth clean with a napkin	2= wipes mouth, face and hands when each is dirty during and after a meal, 1= wipes mouth, face and hands during and/or after a meal with only verbal prompts	
EP 3	0 1 2 0 1 2 0 1 2 0 1 2	Asks for food to be passed	Learner will, when food items or dishes are not within reach, ask others to pass food item or serving dish.	Does learner ask for food to be passed rather than reaching over others and grabbing desired food item?		2= when food items or dishes are not within reach, asks others to pass food item or serving dish, 1= asks others to pass a food item or serving dish that is not within reach with only verbal prompts	
EP 4	0 1 2 0 1 2 0 1 2 0 1 2	Asks to be excused from table for restroom	Learner will ask to be excused to use restroom during meals.	Does learner ask politely to use restroom during meals?		2= when in a booth, asks politely to be let out to use restroom; when at table, politely excuses self to go to restroom, 1= tells caregiver about need to use restroom but does not request in a polite manner	
EP 5	0 1 2 0 1 2 0 1 2 0 1 2	Talks when mouth is free of food	Learner will only talk when mouth is free of food.	Does learner only talk when mouth is free of food?		2= only talks when mouth is free of food, 1= talks when mouth is free of food with only verbal prompts	
EP 6	0 1 2 0 1 2 0 1 2 0 1 2	Places cup/glass in a safe location on table	Learner will consistently place cup/glass in a location to decrease chance of it being knocked over while eating.	Does learner place cup/glass in a safe location on table?		2= consistently places cup/glass in a location to decrease chance of it being knocked over while eating, 1= places cup/glass in a location to decrease chance of it being knocked over while eating with only verbal prompts	

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Eat in Public (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
EP 7	0 1 2 0 1 2 0 1 2 0 1 2	Passes food items on request	Learner will pass serving dishes to others upon request.	Does learner pass food items to others on request?		2= passes serving dishes to others upon request, 1= passes serving dishes to others with only verbal prompts	
EP 8	0 1 2 0 1 2 0 1 2 0 1 2	Sits in booth or chair in restaurant	Learner will sit in a booth or on a chair at a restaurant for at least 20 minutes without getting out of seat or disrupting meal.	Does learner sit in booth or on a chair in a restaurant?	Sit without bothering others, raising voice, manipulating table items such as salt and pepper, etc.	2= sits for at least 20 minutes without getting out of seat or disrupting meal, 1= sits for at least 10 minutes without getting out of seat or disrupting meal	
EP 9	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Waits in line to order food	Learner will wait in line for turn to order food at counter.	Does learner wait in line for turn to order food?		4= independently identifies line, gets into line, and waits to order, 3= when told where to stand, waits in line to order, 2= waits in line with verbal prompts, 1= waits in line with minimal physical prompts	
EP 10	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Carries food to table	Learner will carry food to table at a fast food restaurant.	Does learner carry food to table in a fast food restaurant?		4= carries full tray of food and drinks from counter to table, 3= carries full tray of food to table (not drinks), 2= carries bag of food or a single item from counter to table, 1= requires only verbal prompts to carry an item to table	
EP 11	0 1 2 0 1 2 0 1 2 0 1 2	Throws trash away/ clears table at fast food restaurants	Learner will clear all trash from table and throw into garbage can.	Does learner throw trash away at fast food restaurant?		2= clears all trash from table area and throws into garbage can, 1= clears table and throws away trash when told to throw trash away	
EP 12	0 1 2 0 1 2 0 1 2 0 1 2	Waits for others to finish before leaving	Learner will wait for others to finish eating prior to leaving table.	Does learner wait for others to finish before leaving?		2= waits for others to finish eating prior to trying to leave table, 1= requires no more than 1 verbal prompt to wait for others to finish prior to leaving	
EP 13	0 1 2 0 1 2 0 1 2 0 1 2	Re--approaches counter to get napkins, ketchup, etc.	Learner will return to counter to ask for, or retrieve, needed items.	Does learner re--approach counter to get napkins, ketchup, etc.?		2= returns to counter <i>to ask</i> for items behind the counter or to get needed items from condiment counter, 1= returns to counter to pick up required items from a condiment counter (does not need to ask)	

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Eat in Public (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
EP 14	0 1 2 0 1 2 0 1 2 0 1 2	Asks if OK to order certain food items when others pay	Learner will ask person who is paying for items if selected items are OK to buy before ordering food.	Does learner ask if it is OK to buy certain items when others are paying for a meal?	When someone else is paying for the meal, asks if it is OK to buy an expensive item	2= asks person who is paying for items if selected items are OK to buy before ordering food, 1= requires reminder to ask person who is paying for items if selected items are OK to buy before ordering food	
EP 15	0 1 2 0 1 2 0 1 2 0 1 2	Orders correct amount of fast food	Learner will place orders for a reasonable selection and quantity of food items.	Does learner order correct amount of fast food?		2= independently places orders for a reasonable selection and quantity of food items, 1= when caregiver tells learner what to order, learner repeats order to person at counter	
EP 16	0 1 2 0 1 2 0 1 2 0 1 2	Orders food within spending limit	When told an acceptable amount to spend for meal, learner will order food that stays within that amount.	Does learner order food items that stay within a given limit to spend?		2= when told an acceptable amount to spend for meal, orders food that stays within that amount, 1= asks caregiver if desired items can be purchased with allotted amount	
EP 17	0 1 2 0 1 2 0 1 2 0 1 2	Waits to be seated at restaurant	Learner waits for turn to be seated at restaurants by a hostess.	Does learner wait to be seated at restaurants where appropriate?	In restaurant, waits for hostess to show learner to table	2= independently waits to be seated and follows the hostess to table with others in group (if there is one), 1= waits to be seated when told to "wait"	
EP 18	0 1 2 0 1 2 0 1 2 0 1 2	Selects available clean table at restaurant	Learner will choose a clean table at a restaurant or wait for a table to be cleared.	Does learner pick an open table that is clean or wait as employee clears a messy table?		2= chooses a clean table or waits for a table to be cleared, 1= identifies a clean table independently but only waits for one to be cleared with verbal prompts	
EP 19	0 1 2 0 1 2 0 1 2 0 1 2	Keeps interaction to appropriate parties	When in restaurants, learner will talk only to those in own party or appropriate individuals in the immediate vicinity during the entire meal.	Does learner keep interaction to appropriate parties at restaurants?		2= talks only to those in learner's party or appropriate individuals in the immediate vicinity throughout entire meal, 1= requires verbal prompts to talk only with those in own party or appropriate individuals in the immediate vicinity	

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Eat in Public (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
EP 20	0 1 2 0 1 2 0 1 2 0 1 2	Obtains waiter's attention	Learner will appropriately obtain a waiter's attention.	Does learner appropriately obtain waiter's attention?	Need more water, ask about a food item that has not been delivered, get a clean fork, get condiments, etc.	2= appropriately obtains waiter's attention, 1= obtains waiter's attention with only verbal prompts	
EP 21	0 1 2 0 1 2 0 1 2 0 1 2	Takes reasonable amount of food at a buffet	Learner will serve self appropriate amounts of food items at a buffet.	Does learner take only a reasonable amount of food at a buffet?	Only takes amounts learner can eat and does not take excessive amounts of any one preferred item (e.g., excessive amounts of ice cream)	2= serves self appropriate amounts of food items at buffet, 1= selects appropriate quantity of food items with only verbal prompts	
EP 22	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Orders from menu	Learner will order reasonable combination and amounts of items from menus at multiple types of restaurants.	Does learner order from menus?		4= orders reasonable combination and amounts of items from menus at multiple fast food and sit---down restaurants, 3= orders from menus in at least 2 frequently visited fast food or sit---down restaurants, 2= orders from a menu at a frequently visited fast food or sit---down restaurant, 1= orders from menu at a frequently visited restaurant with only verbal prompts	
EP 23	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Asks for variations in food items	Learner will order food items asking for substitutions and variations from menu descriptions.	Does learner ask for substitutions or variations when placing order?	Hold the pickles, no cheese, extra ketchup, oranges instead of french fries, etc.	4= requests food items specifying substitutions and variations from menu, 3= requests variations, but requires verbal prompts to arrange for substitutions, 2= requires verbal prompts to request variations and substitutions, 1= requires verbal prompts to state what items would need to be changed from menu items	

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Eat in Public (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
EP 24	0 1 2 0 1 2 0 1 2 0 1 2	Listens for number to be called	Learner will state waiting---line number and proceed to place or pick up an order only when that number is called.	Does learner listen for number to be called in order to place or pick up order?	When number is called in a deli, learner approaches counter and places order	2= states waiting line number and only proceeds to place or pick up an order when that number is called, 1= when told the number by caregiver, learner proceeds to counter and retrieve order, but not place an order	
EP 25	0 1 2 0 1 2 0 1 2 0 1 2	Selects a table based on size of group	Learner will select a table to accommodate the number of people in the group.	Does learner select table based on size needed for party?		2= selects a table to accommodate the number of people in the group, 1= selects a table to accommodate the number of people in the group with only verbal prompts	
EP 26	0 1 2 0 1 2 0 1 2 0 1 2	Asks to share table in crowded situations	Learner will ask others to share their table.	Does learner ask to share table in crowded situations?	Restaurant is crowded and no tables are open, learner asks to sit at their table	2= asks others to share their table, 1= asks others to share table with only verbal prompts	
EP 27	0 1 2 0 1 2 0 1 2 0 1 2	Handles incorrect food being served	Learner will obtain attention from waiter, describe that the food delivered was incorrect, and ask for it to be corrected.	Does learner correctly handle incorrect food being served?	Learner notifies waiter that the spaghetti was not supposed to have meat sauce	2= obtains attention from waiter, describes the food delivered was incorrect, and asks for it to be corrected, 1= obtains attention from waiter, states that the order was incorrect, but needs verbal prompts to ask for it to be corrected	

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Money

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
MO 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sorts money	Learner will sort various denominations of bills and coins into groups without examples.	Can learner sort money?		4= sorts various denominations of bills and coins into groups without examples, 3= sorts various denominations of bills and coins into groups with examples, 2= sorts money into groups of "coins" and "bills" without examples, 1= sorts money into "coins" and "bills" with examples	
MO 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Receptive coin identification	Learner will receptively identify at least 4 coins.	Can learner select a named coin when presented in an array (all types of coins displayed)?	A penny, nickel, dime, and quarter are placed in front of learner. Caregiver says, "Touch the dime."	4= receptively identifies at least 4 coins, 3= identifies 3 coins, 2= identifies 2 coins, 1= identifies 1 coin	
MO 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Expressive coin identification	Learner will identify 4 coins by name.	Can learner state the names of different coins?	Caregiver shows learner a coin and says, "What coin is this?" Learner labels penny, nickel, dime and quarter	4= identifies 4 coins by name, 3= identifies 3 coins by name, 2= identifies 2 coins by name, 1= identifies 1 coins by name	
MO 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Receptive bill identification	Learner will receptively identify at least 4 bills.	Can learner select a named bill when presented in an array (all types of bills displayed)?	\$1, \$5, \$10 and \$20 bills are placed in front of learner. The caregiver says, "Touch the \$10 bill."	4= receptively identifies at least 4 bills, 3= identifies 3 bills, 2= identifies 2 bills, 1= identifies 1 bill	
MO 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Expressive bill identification	Learner will name 4 different bills.	Does learner state the names of different bills?	Caregiver shows learner a bill and says, "What bill is this?" Learner correctly labels \$1, \$5, \$10 and \$20	4= names 4 different bills, 3= names 3 bills, 2= names 2 bills, 1= names 1 bill	
MO 6	0 1 2 0 1 2 0 1 2 0 1 2	Identifies all coins by value	Learner will identify 4 coins by value.	Does learner identify the value of coins?	A penny = 1 cent, dime = 10 cents, etc.	2= identify 4 coins by value, 1= identify 2 coins by value	

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Money (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
MO 7	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Adds coin values	Learner will state the value of combinations of at least 8 coins including 4 types of coins.	Does learner add the value of a group of coins?	When given a group of coins, caregiver asks, "How much are all these worth?"	4= states the value of combinations of at least 8 coins including 4 types of coins, 3= states the value of combinations of at least 6 coins including 3 types of coins, 2= states the value of combinations of at least 4 coins including 2 types of coins, 1= states the value of combinations of at least 4 identical coins	
MO 8	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Interchanges coins to arrive at equal values	Learner will add a mixture of various coins to total \$1.00.	Does learner interchange coins to arrive at equal values?	Selects a nickel and 5 pennies to equal 10 cents, 2 quarters and 5 dimes to equal \$1.00, etc.	4= adds a mixture of various coins to \$1.00, 3= adds a mixture of various coins to 50 cents, 2= adds coins to 25 cents, 1= adds coins to 10 cents	
MO 9	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Adds bill values	Learner will state the value of combinations of at least 8 bills including 4 types of bills.	Does learner add the value of various combinations of bills?	When given several bills, caregiver asks, "How much are all these worth?"	4= states the value of combinations of at least 8 bills including 4 types of bills, 3= states the value of combinations of at least 6 bills including 3 types of bills, 2= states the value of combinations of at least 4 bills including 2 types of bills, 1= states the value of combinations of at least 4 identical bills	
MO 10	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Adds bill and coin values	Learner will determine the value of various combinations of bills and coins.	Does learner determine the value of a combination of bills and coins?	When given a combination of bills and coins, caregiver asks, "How much is all this worth?"	4= adds any 4 bills and any 4 coin types, 3= adds any 3 bills and any 3 coin types, 2= adds any 2 bills and any 2 coin types, 1= adds any combination of 1 bill and 1 coin	
MO 11	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Counts change received	Learner will determine if the value of a given combination of bills and coins are greater than, less than, or matches a written amount of money up to \$20.00.	Can learner determine if the amount of money given is equal to a written amount of money?	Presented with a dollar amount of \$17.56, and handed a \$10 bill, a \$5 bill, a \$1 bill, 2 quarters, a dime, and a penny, learner says the amount is \$16.61 and is less than the written amount	4= specifies that bills and coins given are equal to, more than, or less than a written amount of up to \$20, 3= specifies that bills and coins given are equal to or not equal to a written amount for up to \$20, 2= specifies that bills (no coins) given are equal to or not equal to a written dollar amount for up to \$20, 1= specifies that bills (no coins) given are equal to or not equal to a written dollar amount for up to \$10	

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Money (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
MO 12	0 1 2 0 1 2 0 1 2 0 1 2	Keeps money secure at home	Learner will use a routine and safe location to store money at home.	Does learner keep money secure at home?		2= puts money in a routine and safe location at home, 1= when reminded to put money away, puts in safe and consistent location	
MO 13	0 1 2 0 1 2 0 1 2 0 1 2	Keeps money secure in purse or wallet	Learner will routinely keep money in wallet or purse when leaving home.	Does learner keep money in purse or wallet?		2= routinely keeps money in wallet or purse when leaving home, 1= puts money in wallet or purse with only verbal prompts	
MO 14	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Explains money concepts	Learner will explain the relationship of money to various types of methods for paying for items.	Can learner explain how there are numerous ways to pay for items and that each way of paying is dependent upon having money to pay for the item?	Pays with cash, checks and debit cards, removes money from a bank account, credit cards will result in getting a bill to pay at a later date, gift cards have value because someone paid money that can be used to buy items, etc.	4= explains cash withdrawals and debit purchases remove money from a bank account, credit cards will require future payments, gift cards are similar to cash, 3= explains paying with debit cards removes money from a bank account, 2= explains cash dispensed at ATM comes from money credited in a bank account, 1= explains that you need money to purchase items	
MO 15	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Uses ATM	Learner will use an ATM to withdraw cash of different amounts, request balance, make deposits of cash and of checks.	Does learner use ATM?		4= uses an ATM to withdraw cash of different amounts, request balance, make deposits of cash and of checks, 3= uses ATM to withdraw cash, 2= inserts ATM card and enters PIN, 1= requires verbal prompts to use all aspects of ATM	

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Phone

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
PH 1	0 1 2 0 1 2 0 1 2 0 1 2	Retrieves phone on request	Learner will follow directions to bring a ringing phone to a caregiver in enough time to be answered.	Does learner follow directions to bring a phone to a caregiver?		2= follows directions to bring a ringing phone to a caregiver in time to be answered, 1= brings a phone to caregiver on request when it is not ringing	
PH 2	0 1 2 0 1 2 0 1 2 0 1 2	Tells someone that phone is ringing	Learner will hear phone ringing, locate, and bring it to appropriate person.	Does learner tell others that the phone is ringing and take action to have the phone answered?	Recognizes a ring tone and brings phone to caregiver	2= hears phone ringing, locates phone, and brings phone to appropriate person, 1= hears phone ringing and calls out to those in proximity that phone is ringing	
PH 3	0 1 2 0 1 2 0 1 2 0 1 2	Returns greeting over phone when held to learner's ear	Learner will say "Hi" in response to a greeting from callers on the phone when caregiver holds phone to learner's ear.	Does learner return greetings to others on the phone when phone is held to learner's ear by caregiver?	Says "Hi" when others say a greeting during a phone call	2= consistently says "Hi" in response to a greeting from callers, 1= recognizes that there is a caller on the phone when the phone is held to ear	
PH 4	0 1 2 0 1 2 0 1 2 0 1 2	Talks when caregiver places call to talk to familiar person	When caregiver places the call, learner will talk briefly over the phone with a friend or family member.	Does learner talk to friends or family members when assisted by caregiver to place a call?	Caregiver says "Let's call Grandma" and places a call for the learner who talks with grandparent	2= talks on phone to friend or family member when caregiver places call, 1= when caregiver places call, talks on phone to friend or family member with only verbal prompts	
PH 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers phone	Learner will answer a phone, greet caller, and if call is for someone else, ask caller to wait, and give phone to correct person.	Does learner answer the phone with an appropriate greeting and give phone to others if necessary?	Answers phone, says "Hello," and learns the call is for brother, and gives phone to him	4= greets caller, and if call is for someone else, tells caller to wait and asks correct person to come to the phone, 3= greets and determines who the caller would like to speak with, 2= answers a call and uses appropriate greeting, 1= answers a call and uses appropriate greeting with only verbal prompts	
PH 6	0 1 2 0 1 2 0 1 2 0 1 2	Dials phone numbers	Learner will dial any phone number example given orally or in written form.	Does learner dial numbers on phone?		2= dials any phone number example given orally or in written form, 1= dials numbers on phone with only verbal prompts	

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Phone (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
PH 7	0 1 2 0 1 2 0 1 2 0 1 2	Calls 911	Learner will state when it is appropriate to dial 911 and how emergency situation would be described.	Can learner express when it is appropriate to dial 911?	When asked, "When should you dial 911?" learner will respond, "When there is an emergency" and give examples of emergency situations	2= states when it is appropriate to dial 911 and tells caregiver how emergency would be described, 1= states 911 is a number to call in an emergency and states situations when it is appropriate to call	
PH 8	0 1 2 0 1 2 0 1 2 0 1 2	Determines if correct person answered the phone	Learner will determine whether the person they were calling was the one who answered the phone, and if not, ask for the desired person.	Can learner identify if the person who answered the phone is the person they were attempting to reach?	Called for mother, but father answered the phone, so learner asks father if mother is home	2= determines if the desired person answered, and if not, inquires about availability of desired person, 1= recognizes if correct person answered, but requires verbal prompts to ask if desired person is available	
PH 9	0 1 2 0 1 2 0 1 2 0 1 2	Ends phone call	Learner will use appropriate closing and disconnect call.	Does learner end call after conversation?	After conversation ends, learner says, "Goodbye" and hangs up phone	2= uses appropriate closing and disconnects call, 1= uses appropriate closing and hands phone to caregiver to disconnect	
PH 10	0 1 2 0 1 2 0 1 2 0 1 2	States phone number	Learner will state (own or caregiver's) complete phone number.	Does learner state (own or caregiver's) phone number?		2= states (own or caregiver's) complete phone number, 1= states (own or caregiver's) phone number with caregiver providing no more than 2 numbers as prompts	
PH 11	0 1 2 0 1 2 0 1 2 0 1 2	Turns cell phone on and off	Learner will turn cell phone on and off.	Can learner turn a cell phone on and off?	When cell phone is off, learner can turn it on. When cell phone is on, learner can completely power the phone down	2= turns cell phone on and off, 1= turns cell phone on and off with only imitative or verbal prompts	
PH 12	0 1 2 0 1 2 0 1 2 0 1 2	States who is on the phone after answering the phone	Learner will state known callers' names and state when a caller is unknown.	Does learner identify who is calling?	When hears Grandma's voice, the learner says, "Grandma"	2= states known callers names and states when a caller is unknown, 1= identifies family members and/or close friends on the phone	
PH 13	0 1 2 0 1 2 0 1 2 0 1 2	Responds after dialing a wrong number	Learner will apologize and hang up after dialing a wrong number.	Does learner interact appropriately after dialing a wrong number?		2= politely apologizes to caller and hangs up, 1= hangs up phone when determines wrong number was called	

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Phone (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
PH 14	0 1 2 0 1 2 0 1 2 0 1 2	Responds to a misdialled call	Learner will tell caller that they have called the wrong number.	Does learner appropriately notify the caller that they reached the wrong number?		2= recognizes caller is attempting to reach a different party, and tells caller they have dialed the wrong number without giving out learner's own number, 1= recognizes caller is attempting to reach a different party	
PH 15	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Relays messages from phone calls	Learner will relay messages to others from phone calls.	Does learner take and relay messages from callers?		4= without being asked, verbally relays messages from others, 3= when asked about phone messages, verbally relays messages given by a caller, 2= leaves a written note for another person with details of a message, 1= leaves a simple written note for another person that someone called for them	
PH 16	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Leaves voicemail messages	Learner will leave voicemail messages.	Can learner leave a voicemail message?		4= leaves reasonable length (does not provide extensive and unnecessary details) message including name, phone number and provides necessary details useful to listener, 3= leaves a message for person to return call stating name and phone number, 2= leaves a clearly spoken message for person to return call with only verbal prompts, 1= waits to hear "beep" before leaving message	
PH 17	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Carries on phone conversations	Learner will carry on a phone conversation with a familiar person.	Does learner carry on a phone conversation?		4= carries on a phone conversation with a familiar person that includes at least 4 exchanges, 3= responds to at least 3 questions and asks at least 1 question or describes an activity to a familiar person, 2= has brief exchange with familiar person answering and asking at least 1 question with only verbal prompts, 1= answers a specific question when asked by a familiar person with only verbal prompts	

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Phone (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
PH 18	0 1 2 0 1 2 0 1 2 0 1 2	Provides information as appropriate	Learner will provide appropriate information and politely refuse to give inappropriate information to caller.	Does learner provide only appropriate information to callers?	Appropriate information: Name, relationship to intended person (son, daughter, etc.) Inappropriate information: Age, what one is wearing, whether home alone, etc.	2= provides appropriate information to caller and politely refuses to give inappropriate information to caller, 1= identifies that a caller is an unknown person, does not provide information, and/or gives phone to caregiver	
PH 19	0 1 2 0 1 2 0 1 2 0 1 2	Obtains and confirms other's phone number	Learner will obtain and confirm a phone number given by a caller.	Can learner confirm a phone number given by a caller?		2= asks for 10---digit number, writes down number, and repeats to caller for confirmation, 1= asks for number and writes it down	
PH 20	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Does not call long distance or toll numbers	Learner will refrain from calling long distance or toll numbers without permission.	Does learner refrain from calling long distance or toll numbers without permission?		4= seeks permission prior to calling long distance numbers, 3= knows that some calls are local, or long distance, while others are "toll free," 2= identifies area codes that are not local calls, 1= knows own area code	
PH 21	0 1 2 0 1 2 0 1 2 0 1 2	Locks and unlocks cell phone	Learner will lock and unlock cell phone.	Does learner know how to lock and unlock cell phone?		2= independently creates and uses password to lock and unlock phone, 1= when caregiver provides password, learner uses password to lock and unlock phone	
PH 22	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Looks up phone numbers from phone contacts	Learner will look up phone numbers from stored phone contacts.	Does learner look up phone numbers from stored phone contacts?	Finds phone number for a friend and provides it to a peer	4= looks up numbers in contact list by name or by recent incoming or outgoing call, 3= looks up numbers in a "favorites" or frequently called number group, 2= looks up numbers with verbal only prompts, 1= looks up numbers with minimal physical prompts.	
PH 23	0 1 2 0 1 2 0 1 2 0 1 2	Adds a new contact to phone	Learner will add new contact information to a cell phone.	Can learner input name and number into contacts?		2= enters name and phone number into cell phone "contacts," 1= adds contact with only verbal prompts	

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Phone (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
PH 24	0 1 2 0 1 2 0 1 2 0 1 2	Captures incoming phone numbers and adds contact information	Learner will store phone numbers received from incoming calls and add caller's contact information.	Does learner capture caller's phone numbers and add them to contact list?		2= captures and adds caller contact information, 1= requires only verbal prompts to capture and add contact information from incoming calls	
PH 25	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Listens to voicemail messages	Learner will listen to recorded messages and save or delete them after they are heard.	Does learner listen to recorded phone messages?	Listens to messages left on personal cell phone, house phone, etc.	4= listens to voice mail messages and saves and deletes messages, 3= saves and deletes messages with only verbal prompts, 2= listens to recorded messages, 1= listens to recorded messages with only verbal prompts	
PH 26	0 1 2 0 1 2 0 1 2 0 1 2	Sends and reads text messages	Learner will send and read text messages.	Does learner send and receive text messages?		2= both sends and reads text messages, 1= reads incoming text messages	NEEDS CLOSE SUPERVISION
PH 27	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sends and receives email	Learner will send and receive email.	Does learner send and receive email?		4= sends and receives emails when given an email address, 3= sends and receives messages to email addresses stored in phone, 2= receives and reads email, but does not compose and send, 1= requires verbal prompts to access email on phone	NEEDS CLOSE SUPERVISION
PH 28	0 1 2 0 1 2 0 1 2 0 1 2	Navigates automatic routing prompts	Learner will accurately describe and navigate all automatic phone routing or phone "tree" prompts.	Can learner identify automatic routing prompts?	Press 1 for English, press 2 for Spanish. Press 1 to be transferred to an agent, etc.	2= accurately describes and navigates all automated routing options, 1= navigates routing options with verbal assistance from caregiver	
PH 29	0 1 2 0 1 2 0 1 2 0 1 2	Regulates use of cell phone minutes	Learner will identify amount of minutes available for talking.	Does learner know how many minutes have been used from monthly service plan?		2= contacts cell provider or dials service code on phone to access minutes usage, 1= contacts cell provider or dials service code on phone to access minutes usage with only verbal prompts	

The Assessment of Functional Living Skills --- The AFLS™

Time

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
TS 1	0 1 2 0 1 2 0 1 2 0 1 2	Changes activities when a timer goes off	Learner will change activities when a timer goes off.	Does learner change activities when a timer goes off?	Turns off computer when a timer goes off, gets out of bathtub when timer sounds, etc.	2= changes activities when a timer goes off, 1= changes activities when a timer goes off with only verbal prompts	
TS 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follows a visual schedule	Learner will move from one activity to another using a visual schedule as a guide.	Can learner change activities following a visual schedule?	Check schedule, determine activity, complete activity, check schedule, determine next activity, etc.	4= follows a visual schedule for at least 4 different activities consisting of words instead of pictures, 3= follows a picture schedule for at least 4 different activities, 2= follows a "first---then" schedule, 1= visual schedules are followed with only verbal prompts	
TS 3	0 1 2 0 1 2 0 1 2 0 1 2	States "before" and "after"	Learner will state "before" or "after" when asked about when scheduled activities occur.	Can learner state if events happen before or after other events?	Do you eat dinner before or after you go to bed? Do you have music lessons before or after swimming lessons?	2= states before or after for all daily activities, 1= states before or after for activities on a familiar picture schedule	
TS 4	0 1 2 0 1 2 0 1 2 0 1 2	Verbally expresses upcoming events	Learner will state when an event is to occur and state which event follows current event.	Can learner state that an upcoming event will occur within a short period of time that day?	First we do occupational therapy then it's time for gymnastics, then home, then dinner, etc.	2= states when an event will occur and states which event follows current event, 1= states which event follows current one	
TS 5	0 1 2 0 1 2 0 1 2 0 1 2	States that it is time for an event to occur	Learner will state that it is time for an event to occur based on time on clock or after a specified activity.	Can learner state that it is time for an event to occur?	It is 11:15, it's time for recess. Or, a favorite TV is finished, it's time for dinner, etc.	2= states that it is time for an event to occur based on time on clock or after a specified activity, 1= states it is time for an event to occur following another event	
TS 6	0 1 2 0 1 2 0 1 2 0 1 2	States when a future event will occur and waits appropriately for event to begin	Learner will state when an upcoming event will occur and remains calm until it begins.	Can learner state when an upcoming event will occur?	Knows that family will go to the movies after dinner and does not continuously ask when will be going to the movies	2= states when an upcoming event will occur and waits appropriately for at least 30 minutes until event begins, 1= states when an upcoming event will occur but needs verbal prompts to wait appropriately for at least 10 minutes until the event begins	
TS 7	0 1 2 0 1 2 0 1 2 0 1 2	Identifies morning, afternoon, night	Learner will answer whether it is morning, afternoon or nighttime.	Can learner identify morning, afternoon and nighttime?		2= accurately answers whether it is morning, afternoon or nighttime, 1= accurately answers whether it is daytime and nighttime	

The Assessment of Functional Living Skills --- The AFLS™

Time (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
TS 8	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Expresses time of day for various activities	Learner will correctly state morning, afternoon, or nighttime when asked when activities occur.	Can learner answer morning, afternoon, or nighttime when asked about when various activities occur?	If asked, "When do you go to bed?" learner will answer, "Nighttime." If asked, "When do you eat breakfast?" learner will answer, "Morning" etc.	4= states morning, afternoon or nighttime when told 3 activities for each time, 3= states morning, afternoon or nighttime when told 2 activities for each time, 2= states morning or nighttime when told 2 activities for each time, 1= states morning or nighttime when told 1 activity for each time of day	
TS 9	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Lists activities done in morning, afternoon and nighttime	Learner will state activities that occur in morning, afternoon, and nighttime.	Can learner list common activities that occur in the morning, afternoon, and nighttime?	When asked to list activities that happen at night, learner will say, "Bath, brush teeth, bed time," etc.	4= lists 3 activities for each of morning, afternoon and nighttime, 3= lists 2 activities for each of morning, afternoon and nighttime, 2= lists 2 activities for morning and nighttime, 1= states 1 activity for both morning and nighttime	
TS 10	0 1 2 0 1 2 0 1 2 0 1 2	Tells time on digital clock	Learner will state time shown on digital clock.	Does learner state the time on a digital clock?	When shown 4:27 on digital clock, learner will state four---twenty---seven	2= states time to the hour and minute, 1= states time to the hour and minute with only verbal prompts	
TS 11	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Tells time on analog clock	Learner will state time shown on analog clock.	Does learner state the time on an analog clock?	When shown 1:45 on analog clock, learner will state one---forty---five	4= states time to minute, 3= states time to nearest quarter hour, 2= states time to the nearest half hour, 1= states time on the hour and to the nearest hour	
TS 12	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Digital earlier or later	When shown a time on a digital clock and told a different time, learner will answer whether the named time is before or after the time shown on the clock.	Can learner identify whether a time is earlier or later than a time shown on a digital clock?	When shown 3:30 on a digital clock and asked, "Is 4:30 earlier or later?" learner will answer, "Later"	4= correctly identifies earlier or later for 20 examples, 3= for 10 examples, 2= for 5 examples, 1= correctly identifies for 2 examples	
TS 13	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Analog earlier or later	When shown a time on an analog clock and told a different time, learner will answer whether the named time is before or after the time shown on the clock.	Can learner identify whether a time is earlier or later than a time shown on an analog clock?	When shown 5:30 on an analog clock and asked, "Is 4:20 earlier or later?" learner will answer, "Earlier"	4= correctly identifies earlier or later for 20 examples, 3= for 10 examples, 2= for 5 examples, 1= correctly identifies for 2 examples	

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Time (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
TS 14	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sets time on a digital clock	Learner will set time on a digital clock to any stated time.	Does learner set the time on a digital clock?	When told, "Set the clock to 6:30 AM" learner will set that time	4= sets time to any specified including AM and PM, 3= sets time on display to match a written time, 2= sets time on display to match a written time with verbal prompts, 1= sets time on display to match a written time with minimal physical prompts	
TS 15	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sets time on analog clock to match a digital clock	Learner will set an analog clock to match the time shown on a digital clock.	Does learner set an analog clock to match the times shown on a digital clock?	When shown 12:15 on a digital clock, learner moves small hand slightly past the 12 and large hand to the 3	4= sets clock to match to the minute, 3= sets clock to the "on the quarter hour" times, 2= sets time to match the "on the half hour" times, 1= sets clock to match the "on the hour" times	
TS 16	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sets time on analog clock	Learner will set an analog clock when told a time to the nearest minute.	Does learner set an analog clock to minute?	When told to "Show me 6:00" learner moves small hand to the 6 and large hand to the 12, "Show me 6:13" learner moves small hand to 6 and large hand to between numbers 2 and 3	4= sets clock to the minute, 3= sets clock to the quarter hour, 2= sets time to the half hour, 1= sets clock to the hour positions	
TS 17	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sets time on a watch	When provided with a specific time, learner will set that time on a digital or an analog wristwatch.	Does learner set the time on a digital or an analog wristwatch?	When told, "Set your watch to 9:28" learner will set that time on a wristwatch	4= sets watch to minute on both digital and analog watches, 3= sets watch to minute on either a digital or analog watch, 2= sets watch to minute on either a digital or analog watch with only verbal prompts, 1= sets either a digital or analog watch to correct time with only minimal physical prompts	
TS 18	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Identifies calendar information	Learner will identify basic information on a calendar.	Can learner describe a calendar?	Days of the week, days vs. date, organization of weeks, months, holidays, etc.	4= describes the days of the week, days vs. dates, yesterday, today, tomorrow, next week, 3= identifies today's date, yesterday, and tomorrow on calendar, 2= identifies today's date on calendar, 1= requires verbal prompts to find today's date	

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Time (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
TS 19	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Plans with calendar	Learner will use a calendar or planner to schedule future events or appointments.	Does learner use a calendar for organizing upcoming events or appointments?		4= uses a calendar on a daily basis to organize daily activities and upcoming events, 3= records upcoming special events such as birthdays, trips, school vacations, etc., 2= writes upcoming events on a calendar with assistance from caregiver, 1= discusses upcoming events posted on a calendar by caregiver	
TS 20	0 1 2 0 1 2 0 1 2 0 1 2	Calls others if arriving late	Learner will call others if delayed for specified arrival time.	Can learner call others if delayed for specified arrival time?	When returning home from an outing and gets caught in a traffic jam, learner will call (or ask others to call) caregiver to inform that will not be arriving on time	2= consistently calls others prior to arriving late, 1= calls but often after the time of expected arrival has past	

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Social Awareness & Manners

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SA 1	0 1 2 0 1 2 0 1 2 0 1 2	Returns appropriate greetings	Learner will return all greetings with eye contact.	Does learner consistently return greetings and look at others while doing so?	"Hey," "Hi," "Hello," nod head, etc.	2= consistently returns greetings with eye contact, 1= returns greetings but requires verbal prompts to make eye contact	
SA 2	0 1 2 0 1 2 0 1 2 0 1 2	Says "Thank you"	Learner will say "Thank you" when given an item and to acknowledge help provided by others.	Does learner acknowledge others' help or when given something by saying "Thank you?"	Hold a door, assist learner with picking up dropped papers, help carrying a heavy box, moving out of the way when trying to get through a line of people, etc.	2= consistently thanks others when given items and when provided assistance, 1= consistently thanks others when receives a specific item, but requires verbal prompts to say "Thank you" when provided with assistance by others	
SA 3	0 1 2 0 1 2 0 1 2 0 1 2	Says "Excuse me" when accidentally bumps others	Learner will excuse self after accidentally bumping into others.	Does learner say "Excuse me" if accidentally bumps others?		2= consistently says "Excuse me" or "I'm sorry" after accidentally bumping into people, 1= after accidentally bumping into others, says "Excuse me" or "I'm sorry" when provided with verbal prompts	
SA 4	0 1 2 0 1 2 0 1 2 0 1 2	Says "Excuse me" to request others to move	Learner will say "Excuse me" or "Can you move please?" as a request for others to move out of the way to allow passage or access to something.	Does learner say "Excuse me" if required to walk through a crowd or to reach for an item?	As a request for others to move when walking through a crowd, to allow access to an item on a shelf, etc.	2= consistently says "Excuse me" or "Can you move please?" to request others to move, 1= says "Excuse me" or "Can you move please?" to request others to move with verbal prompts	
SA 5	0 1 2 0 1 2 0 1 2 0 1 2	Waits for break in conversation before speaking	Learner will wait for others to stop talking before speaking.	Does learner wait for a break in the conversation to speak to someone?		2= waits for up to 1 minute for others to stop talking before speaking, 1= waits for up to 15 seconds to speak in a conversation with only gestural prompt from person who is talking	
SA 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Excuses self when interrupting a conversation	Learner will use a variety of phrases to politely interrupt a conversation.	Does learner politely interrupt a conversation?	"Excuse me," "Pardon me," "May I interrupt for a moment?," "I'm sorry to interrupt but...," etc.	4= consistently uses at least 3 different phrases to politely interrupt a conversation, 3= consistently interrupts politely using at least 1 phrase, 2= uses a phrase to interrupt a conversation with only verbal prompts, 1= approaches and signals or taps others to let them know learner needs to interrupt	

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Social Awareness & Manners (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SA 7	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Signals need to interrupt	Learner will use hand or facial gestures to gain someone's attention or to enter or interrupt/ break into a conversation.	Does learner use hand and facial gestures to catch the attention of others?	Waving hand politely, raising hand with a finger up, etc.	4= uses hand and/or facial gestures to gain attention of others, 3= uses hand or facial gestures to gain attention of others with only verbal prompts, 2= approaches and uses hand gestures (without physical contact) to politely interrupt with only imitative prompts, 1= approaches and lightly taps others to politely interrupt	
SA 8	0 1 2 0 1 2 0 1 2 0 1 2	Does not interrupt when others are on phone	Learner will wait for a person to end a phone call prior to attempting to interact.	Does learner wait for people to end a phone call prior to attempting to interact?	Wants to talk to mom when she is on the phone, but waits for her to finish the call	2= consistently waits for a person to end a phone call prior to attempting to interact, 1= often requires a gestural prompt from a person talking on a phone to wait for the phone call to end	Gestural prompt may include the finger over the mouth as if to make the "shhh" sound
SA 9	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Apologizes and corrects mistakes	Learner will apologize to others and correct mistakes.	Does learner apologize to others and correct mistakes?	Says "sorry" when unintentionally did something wrong such as making insensitive comment, miscommunications leading to misunderstanding, forgetting to do something, accidentally damaging items, etc.	4= independently apologizes in situations that require it and takes appropriate steps to remedy anything caused by learner's mistake, 3= apologizes independently, 2= apologizes when verbally prompted with "What do you say?", 1= apologizes only when given a direct verbal prompt by caregiver (e.g., "Tell him you are sorry")	
SA 10	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Respects personal space	Learner will respect personal space of others.	Does learner respect personal space of others?	Does not "hang on" others or "get in your face"	4= maintains a distance of at least 12 inches with everyone, 3= maintains at least 12 inches with strangers but requires verbal prompts occasionally to maintain personal space with friends and family, 2= requires verbal prompts to maintain personal space with others, 1= requires minimal physical guidance to maintain personal space with others	

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Social Awareness & Manners (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SA 11	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Finds or makes space when joining others	When joining others, learner will find an open space or politely ask others to make room when no space is available.	Does learner find or arrange for an open space to stand or sit when joining a group?	Finds an open seat at a table, finds an open spot on the floor to sit or stand between others, sits in an open space on a couch, etc.	4= asks to be excused and asks others to make room to sit when no space is available and waits for others to move, 3= indicates desire for others to make room, 2= finds an available open place to sit when joining others who are already seated, 1= finds an open seat when joining others who are already seated with only verbal prompts	
SA 12	0 1 2 0 1 2 0 1 2 0 1 2	Knows when to hold door for others	Learner will hold door for those who need assistance and as a courtesy for others.	Does learner hold doors to let others enter or exit a door either as a courtesy or when they need assistance?	People with walkers, elderly, very young children, people holding heavy items, as a courtesy for people following from behind, etc.	2= holds door to allow or assist individuals to enter or exit, 1= holds doors for others with only verbal prompts	
SA 13	0 1 2 0 1 2 0 1 2 0 1 2	Knocks on door before entering a friend's house	Learner will knock and wait for answer and invitation before entering home.	Does learner knock on door before entering a friend's house?		2= knocks and waits for answer and invitation before entering home, 1= knocks on door but requires verbal prompts to approach house, knock, wait, and enter with invitation	
SA 14	0 1 2 0 1 2 0 1 2 0 1 2	Demonstrates when to assist others or offers to assist others	Learner will offer to assist others who are having difficulty or could benefit from receiving help.	Does learner offer to assist others?	Offers to assist carrying supplies, help to hold something in place, unloading a car, pick up dropped items, etc.	2= offers assistance when others could benefit from being helped, 1= offers assistance to others when caregiver identifies that others could benefit from being helped	
SA 15	0 1 2 0 1 2 0 1 2 0 1 2	Asks before using or borrowing items belonging to others	Learner will identify items that are commonly shared and will ask for prior permission to use or borrow items belonging to others.	Does learner know what type of items are commonly shared and seek permission before using or borrowing items belonging to others?	Common to share pens, reading materials, balls, etc. Do not commonly share wallets, purses, backpacks, etc. Asks permission to look at someone's book, to use someone's computer, etc.	2= identifies items that others commonly share and seeks approval prior to looking at or using items that belong to others, 1= requires only verbal prompts to seek approval before using or borrowing items belonging to others	

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Social Awareness & Manners (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SA 16	0 1 2 0 1 2 0 1 2 0 1 2	Stays out of area where personal items are stored	Learner will identify personal storage areas of others that are commonly considered to be "off limits" and will not go into those areas unless given specific approval or was asked to do so by owner.	Does learner respect others' privacy and property by staying out of personal storage areas unless asked to or granted permission by the owner?	Not appropriate to go into other peoples' drawers, cubbies, closet, backpacks, wallets, or purses, etc. May be allowed to look in someone's photo album, refrigerator, etc. if granted permission by the owner	2= identifies personal storage areas commonly considered to be "off limits", does not ask to look in these areas, and only goes into those areas when given specific approval or was asked to do so by owner, 1= identifies that bedrooms, purses, and wallets are areas considered "off limits"	
SA 17	0 1 2 0 1 2 0 1 2 0 1 2	Cares for borrowed or shared items	Learner will return borrowed items in good and clean condition in a timely manner.	When learner borrows items, are they returned to owner in good condition and in a timely manner?	Borrows, cares for and returns a book in good condition; cleans and folds a borrowed shirt and returns it before owner requests it back, etc.	2= returns borrowed items in good and clean condition in a timely manner, 1= requires only verbal prompts to return borrowed items in good and clean condition and in a timely manner	
SA 18	0 1 2 0 1 2 0 1 2 0 1 2	Greets and interacts in socially acceptable manner	Learner will greet and physically interact with others in a socially acceptable manner.	Does learner know how to appropriately greet various people?	Hugs only family and close friends at appropriate times, shakes hands when greeting new people or acquaintances, etc.	2= states and follows social rules when greeting others, 1= greets appropriately following reminders from caregiver about acceptable social rules	Greeting and appropriateness in this item are dictated by family rules and norms, setting, culture, and personal preferences. Handshakes, hugs, "fist bumps", bowing, and many others forms of greeting are potentially relevant.
SA 19	0 1 2 0 1 2 0 1 2 0 1 2	Adjusts and keeps voice volume based on ambient sound, proximity, nature of conversation	Learner will use appropriate volume of speech based upon the nature of conversation, location of the learner in the community, proximity of the listener, and ambient level of sound.	Does learner adjust and use appropriate voice volume?	Whispers when in library or church, when sharing something confidential, talks just loud enough to be heard in a restaurant, etc.	2= uses appropriate volume of speech based upon the nature of conversation, location of the learner in the community, proximity of the listener, and ambient level of sound, 1= controls volume of speech with only verbal prompts	
SA 20	0 1 2 0 1 2 0 1 2 0 1 2	Politely ends conversations	Learner will politely end conversations.	Does learner politely end conversations?	Excuse me, but I need to go now, does not just turn and walk away or leave abruptly, etc.	2= uses appropriate verbal exit to end conversation and receives acknowledgement before leaving, 1= requires verbal prompts to acknowledge the end of a conversation before leaving	

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Social Awareness & Manners (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SA 21	0 1 2 0 1 2 0 1 2 0 1 2	Uses non verbal responses to indicate learner is listening to others	Learner will display gestures and other behavior to demonstrate active listening to what others are saying.	Does learner nod or use other behaviors to indicate that learner is listening to others?	Nods head and says "uh huh," etc. to indicate hearing what others are saying	2= displays gestures and other behavior to demonstrate active listening to what others are saying, 1= requires only gestural prompts to engage in nodding and other behaviors that demonstrates active listening	
SA 22	0 1 2 0 1 2 0 1 2 0 1 2	Introduces self	Learner will approach and introduce self to new people known by caregiver or peers.	Does learner introduce self to others known by caregiver or peers?		2= introduces self when approached by others and approaches others to introduce self, 1= introduces self only when approached by others known by caregiver	NEEDS CLOSE SUPERVISION
SA 23	0 1 2 0 1 2 0 1 2 0 1 2	Introduces friends and family to others	Learner will introduce friends and family to others.	Does learner introduce familiar people to others?		2= introduces friends and family to others in different situations, 1= when asked to introduce different people to each other by caregiver, makes appropriate introduction	
SA 24	0 1 2 0 1 2 0 1 2 0 1 2	Keeps conversation on topic and makes appropriate transition to new topic	Learner will hold a conversation for 4 or more exchanges on 1 topic and appropriately shift to another topic.	Does learner keep conversation on topic and make appropriate transitions to new topics?		2= holds a conversation for 4 or more exchanges on 1 topic and appropriately shifts to a different topic, 1= holds a conversation for 4 or more exchanges but needs verbal prompts to shift to a new topic	
SA 25	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Discusses personal information with appropriate individuals	Learner will only discuss or give certain personal information to appropriate individuals.	Does learner know what personal information should only be shared with certain individuals?	Personal information only shared with close friends or family; medical information only shared with parents or caregivers and treating professionals, etc.	4= provides personal information only to appropriate individuals, 3= when asked, identifies individuals who can be told specific "personal information," 2= when asked and provided with verbal prompts by caregiver, tells examples of own "personal information," 1= identifies that certain information is considered "personal" and should only be shared with certain individuals	

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Social Awareness & Manners (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SA 26	0 1 2 0 1 2 0 1 2 0 1 2	Starts conversation on topic of interest with others	Learner will initiate conversations with others regarding topics that are known to be of interest to those individuals.	Does learner start conversations with friends about topics that are of interest to them?	John's friend likes to play hockey, so he asks his friend if his favorite team is doing well	2= identifies at least 2 topics of interest for at least 4 friends and initiates conversations with them about their interests, 1= identifies a topic of interest for at least 2 friends and initiates conversations with them about their interests	
SA 27	0 1 2 0 1 2 0 1 2 0 1 2	Announces when leaving an activity	Learner will politely tell others involved in an activity that learner will be departing.	Does learner announce departure from an activity prior to leaving?	Learner states that he enjoyed the activity, but needs to go to an appointment	2= notifies others involved in an activity about plans to depart with a brief comment about the activity and/or reason for leaving, 1= informs those involved of departure without explanation	
SA 28	0 1 2 0 1 2 0 1 2 0 1 2	Displays good sportsmanship	Learner will demonstrate good sportsmanship.	Does learner demonstrate good sportsmanship?	Participates in "High 5" with the winning team following the game, refrains from talking badly, throwing equipment, kicking dirt or grass, or excessive celebration aimed at making opponent feel bad, etc.	2= responds with an appropriate level of excitement or disappointment following a sports event, 1= when provided with verbal prompting, responds with an appropriate level of excitement or disappointment following a sports event	
SA 29	0 1 2 0 1 2 0 1 2 0 1 2	Shows concern for the feelings of others	Learner will show concern for the feelings of others.	Does learner show concern for the feelings of others?	Learner observes another person crying, approaches and comments about person being sad, and asks if he can do something to make person feel better	2= learner's own body language and facial expressions suggests empathy with speaker, 1= makes verbal comments suggesting understanding and concern for speaker	
SA 30	0 1 2 0 1 2 0 1 2 0 1 2	Refrains from criticizing others	Learner will refrain from criticizing or talking negatively about others in various settings.	Does learner refrain from criticizing or talking negatively about others?	Does not gossip or talk poorly about others	2= refrains from criticizing in various settings, 1= refrains from criticizing others with only verbal prompts	

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Social Awareness & Manners (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SA 31	0 1 2 0 1 2 0 1 2 0 1 2	Asks questions about others when conversing with them	Learner will converse with others and ask questions about them.	When conversing with others, does learner ask questions about them?	Does not just talk about self, asks others about their activities, interests, etc. "What are you doing tonight?" "What is your favorite sport?" "What movie have you seen lately?"	2= when conversing with others will ask questions about their interests and will discuss those topics, 1= requires verbal prompts to ask questions of others about their interests	
SA 32	0 1 2 0 1 2 0 1 2 0 1 2	Does not intentionally talk about subjects that upset others	Learner will not bring up topics of conversation known to be upsetting to others.	Does learner avoid topics of conversation known to be upsetting to others?	"I heard that nobody showed up for your party," "I heard you failed your test," etc.	2= does not talk about issues or topics known to be upsetting to the person learner is talking to, 1= when reminded by caregiver prior to conversation, refrains from talking about upsetting issues	
SA 33	0 1 2 0 1 2 0 1 2 0 1 2	Does not brag	Learner will discuss accomplishments in a humble or respectful manner.	Does learner brag about self or accomplishments?	Learner received the highest score but only comments he did well and does not comment about being smarter than peers, etc.	2= discusses accomplishments in a manner that is not boastful, 1= when reminded not to brag, refrains from boastful comments	
SA 34	0 1 2 0 1 2 0 1 2 0 1 2	Identifies interest and boredom with topic	Learner will identify when individuals in a conversation are interested or bored with the topic.	Can learner identify if a listener is interested or bored when talking to others?	Sees the person is no longer making eye contact but is frequently looking off in the distance, is fidgety, yawning, etc.	2= identifies boredom and interest in facial expressions and body language, 1= requires verbal prompts to accurately read body language and facial expressions	
SA 35	0 1 2 0 1 2 0 1 2 0 1 2	Identifies sarcasm and genuine statements	Learner will distinguish between statements that are sarcastic from genuine statements when talking to others and will respond appropriately.	Can learner identify the difference between sarcasm and genuine statements when talking to others?	Learner attempted to use glue to fix his favorite model airplane that was broken but did not have all the pieces, and friend sarcastically comments "Wow, it looks just like new!"	2= identifies statements that are obviously sarcastic and responds appropriately, 1= identifies statements that are genuine and those that are sarcastic but does not know how to respond to sarcasm	

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Social Awareness & Manners (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SA 36	0 1 2 0 1 2 0 1 2 0 1 2	Identifies literal and figurative comments	Learner will identify the difference between literal and figurative comments.	Does learner identify the difference between literal and figurative comments?	"Go jump in the lake," "Get out of here," "I blew it," "He just lost it," "He let the cat out of the bag," etc.	2= identifies at least 5 statements that are figurative and explains their meaning, 1= identifies at least 2 statements that are figurative and explains their meaning	
SA 37	0 1 2 0 1 2 0 1 2 0 1 2	Takes turns conversing in groups	Learner will take turns participating in group discussions.	Does learner appropriately participate in group discussions by taking turns with other participants?	Actively participates but doesn't dominate the discussion	2= contributes to the discussion at about the same rate as the other members of the group, 1= requires verbal prompting to maintain a reasonable rate of contribution to the discussion	
SA 38	0 1 2 0 1 2 0 1 2 0 1 2	Gives compliments	Learner will give compliments or make positive statements to others.	Does learner compliment others?	"I really liked the cake you made," "You look nice in your new dress," "You did a nice job decorating the room," etc.	2= says at least 2 complimentary statements to others each day, 1= says at least 1 complimentary statement to someone each day	
SA 39	0 1 2 0 1 2 0 1 2 0 1 2	Asks for and gives "favors"	When asking for someone to do something for learner, will ask if the person would be willing to do "a favor."	Does learner understand the concept of doing someone a favor and asks others for favors?	Knows that a person is not required to do something but will do it as a special consideration, and knows that "favors" are not expected to be "returned"	2= understands the concept of "doing favors" for others and asks others to do favor and accepts requests to do favors in return, 1= understands the concept of "doing favors" for others	
SA 40	0 1 2 0 1 2 0 1 2 0 1 2	Ignores inappropriate instructions	Learner will consistently ignore instructions from others to do something inappropriate.	Does learner ignore requests from others to perform inappropriate actions?	Another peer tells learner to sit on a wet bench. Learner knows not to sit on it because clothes will get wet, so does not sit on the bench	2= consistently ignores instructions from others to do something inappropriate, 1= identify some, but not all situations where asked to do something inappropriate	
SA 41	0 1 2 0 1 2 0 1 2 0 1 2	Responds appropriately to peer pressure	Learner will respond appropriately to peer pressure.	Does learner respond appropriately to peer pressure?	Declines to participate when peers attempt to get learner to do something that is not enjoyable or is not acceptable	2= explains term "peer pressure," discusses real examples from past, does not "go along" with peers when "pressured," and seeks assistance from caregiver if necessary, 1= when asked by caregiver, explains term "peer pressure" and gives examples	

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Social Awareness & Manners (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SA 42	0 1 2 0 1 2 0 1 2 0 1 2	Responds appropriately to teasing	Learner will respond appropriately to teasing.	Does learner respond appropriately to teasing?	Peers are making fun of previous incidents, hair style, clothing preferences, etc.	2= determines whether teasing is either "playful" or "hurtful" and if playful, responds by "playing along" but if "hurtful," responds by either ignoring or seeking assistance with situation, 1= identifies the comments and actions as being "teasing" but requires assistance to determine the intent of the interactions ("playful" or "hurtful")	
SA 43	0 1 2 0 1 2 0 1 2 0 1 2	Responds appropriately to bullying	Learner will respond by seeking appropriate assistance when being "bullied."	Does learner understand "bullying" and respond appropriately?	When peers make aggressive comments or actions in an attempt to get learner to do something learner does not want to do or makes aggressive comments or actions that make learner feel intimidated or fearful, seeks assistance from authority figure, etc.	2= identifies when others are "bullying" and seeks assistance from authority figure, 1= identifies "bullying" situations, tries to avoid encounters, but requires assistance to identify appropriate actions to take to prevent or to stop the encounters	
SA 44	0 1 2 0 1 2 0 1 2 0 1 2	Shares friends with others	Learner will remain calm when friends interact with others.	Does learner share friends?	Avoiding smothering friends, does not get upset when friends interact with others	2= responds and reacts appropriately when close friends talk with or do things with other people, 1= requires verbal prompts from caregiver to remain calm when friends interact with others	
SA 45	0 1 2 0 1 2 0 1 2 0 1 2	Tells jokes or funny stories	Learner will tell jokes or share funny stories with others.	Does learner tell jokes or funny stories?		2= tells at least 2 jokes and 2 funny stories, 1= tells at least 2 jokes or 2 funny stories	
SA 46	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Uses names, formal and informal with appropriate titles	Learner will state 4 different titles and describe their use.	Can learner use formal and informal names with appropriate titles?	Mr., Ms. Miss, Ms., Dr., etc.	4= states 4 different titles and describes their use, 3= states 3 different titles and describes their use, 2= states 2 different titles and describes their use, 1= states Mr. and Mrs. with only verbal prompts	

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Social Awareness & Manners (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
SA 47	0 1 2	Identifies and deals with social anxiety	Learner will identify and manage social anxiety.	Does learner identify and deal with social anxiety?	Walking through crowded food court at mall, seeing "popular" kids in public place, etc.	2= states situations that result in feeling anxious, and independently implements strategies that help to remain calm, 1= states situations that result in feeling anxious, but requires caregiver's verbal prompts for strategies to help remain calm	