Functional Skills for Independence Screener

CALI – Functional Skills for Independence

| Learner’s Name: | Age: | DOB: |
| --- | --- | --- |
| Setting: |
| Name of Assessor: | Role: |

Directions

Parent/Guardian and Teacher/Caregiver Interview

* Start by asking the open-ended questions on the first page of the Parent/Guardian and Teacher/Caregiver *Questionnaire* to obtain general information about the learner.
* Review the three different answer choices with the interviewee (high, moderate and low priority).
* Briefly describe each subdomain in the list and invite the interviewee to choose the best answer out of the three options.
* Use the *Tool for Conducting an Interview* to help describe each subdomain to the parent or the teacher.
* Compare the responses from the parent/guardian, teacher/caregiver, and learner.

Questionnaire

* Provide a copy of the Parent/Guardian and Teacher/Caregiver *Questionnaire* to all people concerned for them to complete.
* Provide clarification or additional information to ensure that the three response options are well understood.
* When appropriate, provide the *Tool for Conducting an Interview* to all people involved.
* Compare the responses obtained in the questionnaires completed by the parents/guardians, teacher/caregiver, and learner.

Learner Interview

* Ask the questions in the *Learner Questionnaire* to better understand the learner’s perspective and priorities in terms of functional skills for independence.
* Adapt the questions to the learner’s level of language, if needed.

Parent/Guardian and Teacher/Caregiver Questionnaire

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| Learner’s Name: | Age: | DOB: |
| --- | --- | --- |
| Name of the person interviewed: | Relationship to Learner: |

Describe the learner’s strengths, interests, or talents.

Which strategies have been most successful to help them learn new skills and develop independence?

In which contexts or situations is the learner most independent?

In each of the 10 following domains, indicate whether the specific skills represent a high, moderate or low priority for the learner in terms of developing greater independence. Check the appropriate response.

**High Priority:** This skill is an area of significant concern which greatly affects the learner’s everyday life and independence.

**Moderate Priority:** This skill is an area of concern and affects the learner’s everyday life. Learning this skill would greatly improve the learner’s quality of life and independence.

**Low Priority:** The skill is either mastered, does not represent an area of concern at this time or is not age-appropriate or applicable.

The following colour code is used to identify the subdomains, according to the learner’s age. Answer only when the subdomain is appropriate for the learner’s age or to their situation. Refer to the *Tool for Conducting an Interview* to better understand each of the subdomains. Record all relevant information in the *Comments* section.

 Level 1: ages 0-8

 Level 2: ages 9-12

 Level 3: ages 13-21

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Fundamental SkillsThese are prerequisite core skills that facilitate learning and independence. | High Priority | Moderate Priority | Low Priority | Comments |
|  | Skills that facilitate learning  |  |  |  |  |
|  | Self-management skills  |  |  |  |
|  | Matching skills |  |  |  |
|  | Sorting and categorizing skills  |  |  |  |
|  | Sequencing skills  |  |  |  |
|  | Basic concepts  |  |  |  |
|  | **Communication Skills**Communication occurs through listening and speaking, but it also includes nonverbal cues (e.g., facial expressions or body language), gestures (e.g., pointing or gesturing for someone to come, or sign language) and symbols (e.g., pictures, written language). | High Priority | Moderate Priority | Low Priority | Comments |
|  | Comprehension of gestures  |  |  |  |  |
|  | Receptive language skills  |  |  |  |
|  | Use of gestures  |  |  |  |
|  | Requesting skills |  |  |  |
|  | Labelling skills |  |  |  |
|  | **Motor Skills****Motor skills are actions that involve using muscles.**  | High Priority | Moderate Priority | Low Priority | Comments |
|  | Gross motor skills  |  |  |  |  |
|  | Fine motor skills  |  |  |  |
|  | **Daily Living Skills****Daily living skills are associated with self-care, helping others and participating in family and community life.**  | High Priority | Moderate Priority | Low Priority | Comments |
|  | Toileting skills |  |  |  |  |
|  | Eating and drinking skills |  |  |  |
|  | Dressing skills |  |  |  |
|  | Healthy living and safety |  |  |  |
|  | Hygiene and grooming |  |  |  |
|  | Bathing skills |  |  |  |
|  | Sleeping habits |  |  |  |
|  | Household maintenance  |  |  |  |
|  | Laundry and maintenance of clothing |  |  |  |
|  | Food storage and cooking |  |  |  |
|  | **Social Interaction Skills**Social interaction skills are important to interact positively with others in a variety of situations. | High Priority | Moderate Priority | Low Priority | Comments |
|  | Reading nonverbal cues and social cues  |  |  |  |  |
|  | Friendship skills |  |  |  |
|  | Conversation skills |  |  |  |
|  | **Functional Academic Skills****Functional academic skills include reading, writing, and math skills that are important for everyday life situations (e.g., reading menus and understanding a bus schedule).**  | High Priority | Moderate Priority | Low Priority | Comments |
|  | Reading |  |  |  |  |
|  | Writing |  |  |  |
|  | Mathematics |  |  |  |
|  | **Community Skills**Community skills are associated with travelling to various places in the community and participating in various settings. | High Priority | Moderate Priority | Low Priority | Comments |
|  | Social behaviour  |  |  |  |  |
|  | Community outings |  |  |  |
|  | Purchasing and money management |  |  |  |
|  | Passenger |  |  |  |
|  | Walking  |  |  |  |
|  | Mobility aid |  |  |  |
|  | Community knowledge and travel |  |  |  |
|  | Public transportation  |  |  |  |
|  | School safety |  |  |  |
|  | Community safety  |  |  |  |
|  | Internet safety  |  |  |  |
|  | Fire safety  |  |  |  |
|  | Water safety  |  |  |  |
|  | **Recreation and Leisure Skills****Recreation and leisure skills are those that allow the learner to develop areas of interest and experience a variety of enjoyable activities during free time.**  | High Priority | Moderate Priority | Low Priority | Comments |
|  | Indoor leisure  |  |  |  |  |
|  | Outdoor leisure  |  |  |  |
|  | Hobbies |  |  |  |
|  | Arts and entertainment |  |  |  |
|  | **Sexual Health and Well-Being****The focus of this domain is ensuring that learners have the information and skills they need to live safe and healthy lives. The skills outlined are intended to promote personal safety and appropriate boundaries.** **(For parents/guardians only)** | High Priority | Moderate Priority | Low Priority | Comments |
|  | Safety  |  |  |  |  |
|  | Sexual health  |  |  |  |
|  | Boundaries and knowledge related to masturbation |  |  |  |
|  | Relationship skills |  |  |  |
|  | Sexual decision-making |  |  |  |
|  | **Self-Determination Skills****Self-determined behaviour refers to one’s ability to make conscious choices or decisions that cause things to happen in their life without compulsion. Here are some specific components for these skills:** | High Priority | Moderate Priority | Low Priority | Comments |
|  | Decision-making |  |  |  |  |
|  | Self-advocacy  |  |  |  |
|  | Personal assistive devices – self-care |  |  |  |
|  | Goal-setting  |  |  |  |
|  | Problem-solving  |  |  |  |
|  | Choice-making |  |  |  |

Additional Questions

Of the 10 domains mentioned above, which one would be the first and most important priority? Why?

Does the learner’s performance of skills in this domain vary from one environment to another (e.g., can tie shoes at home, but not at school; sits in the car, but does not sit on the school bus)? Explain.

How does the learner’s ability level in this domain affect everyday life?

Which specific skills are of concern to you in this domain? Explain.

Are there any skills in this domain that the learner can do independently? Describe.

Which skills in this domain can the learner do only with support?

Learner Questionnaire

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| Learner’s Name: | Age: | DOB: |
| --- | --- | --- |

What do you like best about school? What are your favourite parts of the day?

What are some things you like to do after school or when you have free time?

Where are your favourite places to go in (name community)?

Are there any tools that your teachers or parents use that help you learn (e.g., computers, calculators, someone reading out the instructions for you, a token system, someone writing out your ideas for you)?

Which subjects or tasks do you find hard at school?

Your parents and teachers will be sharing some ideas of things to work on so that you can be as independent as possible. We would also like to hear your ideas. What is one thing you would like to learn to do?

 At home:

 At school:

 Outings/community:

What are some things that other people do for you that you would like to be able to do by yourself?

 At home:

 At school:

 Outings/community:

What would you like to do when you finish school?

 For work:

 For fun:

Tell me about any of your other areas of interest or gifts/skills.

**Comments/Notes**

Summary

Functional Skills for Independence Screener

| Learner’s Name: | Age: | DOB: |
| --- | --- | --- |
| Setting: |
| Evaluator’s Name: | Role: |

Based upon the information provided by the *Screener* interviews and questionnaires, indicate which domains/skills were identified as areas of particular strength, challenge or high priority.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Parent/Guardian | Teacher/Caregiver | Learner |
| Areas of strength  |  |  |  |
| Challenges |  |  |  |
| High Priority (ies) |  |  |  |

**In addition to the information above, consider the following questions.**

* Are there any concerns regarding the learner’s safety?
* Does the learner have a method for communicating wants and needs?
* Are there any missing prerequisite skills that are disruptive to learning? (Consider behavioural cusps)
* Does the learner need help with basic personal care (e.g., eating, toileting, dressing)?
* What are the learner’s life and career goals?
* What teaching resources and opportunities are available in the current environment?

|  |  |
| --- | --- |
| **Based upon the information above, indicate the selected domain for further assessment.** |  |