CALI – Functional Skills for Independence Domain: Community Skills  
Scoring Protocol ­­― Level 3

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

Directions

* Administer the items as indicated in the Administration Guide for the domain *Community Skills*
* It may not be necessary to administer certain items if the learner has been observed to demonstrate the particular skill in the natural environment, or if a given section is not required to inform programming. If applicable, record it accordingly in the Notes column.

Scoring

Questionnaire

* The parent/guardian and teacher/caregiver will choose from the following options:
  + **Independently:** the learner demonstrates the skill independently, without support or reminders;
  + **With support:** the learner demonstrates the skill, but needs assistance to do so;
  + **Does not demonstrate**: the learner does not demonstrate the skill even with support.
* The teacher/caregiver can check the box “Requires confirmation” if they are uncertain or have never observed the learner demonstrate a particular skill.
* Review and compare the questionnaires. Follow up with the parent/guardian and teacher/caregiver if needed.
* Confirmation: for items requiring confirmation, observe the learner as they demonstrate the skill.
  + Indicate “Y” if the learner demonstrates the skill in their natural environment.
  + Indicate “N” if the learner does not demonstrate the skill in their natural environment.
  + Leave the box blank if the skill was not observed.

Interview

* Record responses in the scoring protocol.
* **Confirmation**: for skills, evaluated through an interview, that require further assessment or observation to obtain a more complete picture of the learner’s capabilities, observe the learner in their natural environment or set up an opportunity to observe them demonstrate a particular skill. If such an observation is impossible, seek further information from an individual who has observed the learner demonstrate the skill.

Notes

* Record observations such as the learner’s strengths and challenges, specific materials used to assess the item, behaviour, information about the type of support required for the learner to demonstrate the skill, and other relevant information.

Parent/Guardian Questionnaire

7.2 Purchasing and Money

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Respondent’s name: | | Relationship to learner: | |

Please read each sentence and mark the response that best matches what the learner typically does (i.e., what they *generally do* rather than what they *can do*). Use the “Notes” section to provide further clarification as needed. Place a checkmark in the appropriate column.

* **Independently**: the learner demonstrates the skill independently, without support or reminders
* **With support**: the learner demonstrates the skill, but needs assistance to do so
* **Does not demonstrate**: the child does not demonstrate the skill even with support
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by obtaining further information or by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.
* If the item is **not applicable**, write N/A next to it.

The learner’s team will follow up with you to further discuss goals selection and teaching strategies. Some concepts or skills may not be taught by the team, but resources and teaching strategies may be suggested to support you in helping the learner grasp the concept or master a skill at home.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 7.2.1 Purchasing and Money Management | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Make purchases within school and community settings when supervised and without any required counting while demonstrating contextually appropriate social exchanges |  |  |  |  |  |
| Use a wallet or a purse to secure money and cards |  |  |  |  |
| Determine the appropriate amount of money to give to cover the cost of the item |  |  |  |  |
| Count changes provided following a purchase and determine its correctness. |  |  |  |  |
| Use calculator to determine purchase total with tax |  |  |  |  |
| Estimate cost of purchases including tax |  |  |  |  |
| Calculate the cost of multiple items accurately |  |  |  |  |
| Estimate the cost of multiple items |  |  |  |  |
| Indicate when change provided is incorrect |  |  |  |  |
| Make transactions using a debit card |  |  |  |  |
| Shop for bargains |  |  |  |  |
| Use bank services and ATM machines |  |  |  |  |
| Manage bank account |  |  |  |  |
| Differentiate between wants and needs related to purchases |  |  |  |  |
| Plan a shopping list according to a budget |  |  |  |  |
| Prepare a budget |  |  |  |  |
| Endorse cheques (writes/prints name legibly on the back) |  |  |  |  |
| Cash endorsed cheques at a bank |  |  |  |  |
| Identify the amount on the cheque |  |  |  |  |
| Open a savings account at a bank |  |  |  |  |
| Maintain a savings account at a bank |  |  |  |  |
| Deposit money or cheques using a bank machine |  |  |  |  |
| Withdraw money from a bank machine |  |  |  |  |
| Purchase money order from a bank or post office |  |  |  |  |
| Open a checking account |  |  |  |  |
| Use online banking |  |  |  |  |
| Send an electronic money transfer via email |  |  |  |  |
| Check bank account balances online |  |  |  |  |
| Apply for supplemental income |  |  |  |  |
| Demonstrate awareness of sales tax |  |  |  |  |

Teacher/Caregiver Questionnaire

7.2 Purchasing and Money

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Respondent’s name: | | Relationship to learner: | |

Please read each sentence and mark the response that best matches what the learner typically does (i.e., what they *generally do* rather than what they *can do*). Use the “Notes” section to provide further clarification as needed. Place a checkmark in the appropriate column.

* **Independently**: the learner demonstrates the skill independently, without support or reminders
* **With support**: the learner demonstrates the skill, but needs assistance to do so
* **Does not demonstrate**: the child does not demonstrate the skill even with support
* **Requires confirmation**: the caregiver/teacher is unsure about the learner’s ability to demonstrate the skill
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by obtaining further information or by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.
* If the item is **not applicable**, write N/A next to it.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 7.2.1 Purchasing and Money Management | | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation | Completed by evaluator: Confirmation | Notes |
| Make purchases within school and community settings when supervised and without any required counting while demonstrating contextually appropriate social exchanges |  |  |  |  |  |  |
| Use a wallet or a purse to secure money and cards |  |  |  |  |  |
| Determine the appropriate amount of money to give to cover the cost of the item |  |  |  |  |  |
| Count changes provided following a purchase and determine its correctness. |  |  |  |  |  |
| Use calculator to determine purchase total with tax |  |  |  |  |  |
| Estimate cost of purchases including tax |  |  |  |  |  |
| Calculate the cost of multiple items accurately |  |  |  |  |  |
| Estimate the cost of multiple items |  |  |  |  |  |
| Indicate when change provided is incorrect |  |  |  |  |  |
| Make transactions using a debit card |  |  |  |  |  |
| Shop for bargains |  |  |  |  |  |
| Use bank services and ATM machines |  |  |  |  |  |
| Manage bank account |  |  |  |  |  |
| Differentiate between wants and needs related to purchases |  |  |  |  |  |
| Plan a shopping list according to a budget |  |  |  |  |  |
| Prepare a budget |  |  |  |  |  |
| Endorse cheques (writes/prints name legibly on the back) |  |  |  |  |  |
| Cash endorsed cheques at a bank |  |  |  |  |  |
| Identify the amount on the cheque |  |  |  |  |  |
| Open a savings account at a bank |  |  |  |  |  |
| Maintain a savings account at a bank |  |  |  |  |  |
| Deposit money or cheques using a bank machine |  |  |  |  |  |
| Withdraw money from a bank machine |  |  |  |  |  |
| Purchase money order from a bank or post office |  |  |  |  |  |
| Open a checking account |  |  |  |  |  |
| Use online banking |  |  |  |  |  |
| Send an electronic money transfer via email |  |  |  |  |  |
| Check bank account balances online |  |  |  |  |  |
| Apply for supplemental income |  |  |  |  |  |
| Demonstrate awareness of sales tax |  |  |  |  |  |

**Parent/Guardian Questionnaire**

7.3 Mobility and Travel

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Respondent’s name: | | Relationship to learner: | |

Please read each sentence and mark the response that best matches what the learner typically does (i.e., what they *generally do* rather than what they *can do*). Use the “Notes” section to provide further clarification as needed. Place a checkmark in the appropriate column.

* **Independently**: the learner demonstrates the skill independently, without support or reminders
* **With support**: the learner demonstrates the skill, but needs assistance to do so
* **Does not demonstrate**: the child does not demonstrate the skill even with support
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by obtaining further information or by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.
* If the item is **not applicable**, write N/A next to it.

The learner’s team will follow up with you to further discuss goals selection and teaching strategies. Some concepts or skills may not be taught by the team, but resources and teaching strategies may be suggested to support you in helping the learner grasp the concept or master a skill at home.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 7.3.1 Passenger | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Buckle and unbuckle a seatbelt/harness |  |  |  |  |  |
| Keep their seatbelt on |  |  |  |  |
| Remain seated for duration of the trip |  |  |  |  |
| Refrain from distracting the driver (e.g., sitting quietly, avoiding to shout or throw things, keeping hands to self) |  |  |  |  |
| Tolerate having an individual sit next to them |  |  |  |  |
| Adjust voice volume |  |  |  |  |
| Tolerate or use strategies to cope with noise |  |  |  |  |
| Follow common safety rules and rules established by the driver |  |  |  |  |
| Climb up and down the stairs |  |  |  |  |
| Walk and wait at the bus stop |  |  |  |  |
| Select correct bus |  |  |  |  |
| Greet bus driver |  |  |  |  |
| Enter and exit the bus safely and appropriately |  |  |  |  |
| Sit in the appropriate seat (e.g. assigned seat) |  |  |  |  |
| Stand to exit when the bus has come to a complete stop |  |  |  |  |
| Hold personal belongings or place them under the seat (i.e., out of the aisle) for the duration of the trip |  |  |  |  |
| 7.3.2 Walking | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Walk next to an adult with an appropriate pace |  |  |  |  |  |
| Walk in a line/group |  |  |  |  |
| Follow verbal directions to get from room to room in a  familiar setting |  |  |  |  |
| Follow verbal directions to go to a location in the building  with directions including left and right |  |  |  |  |
| Display appropriate social behaviour toward peers and  adults encountered while walking |  |  |  |  |
| Walk to identified location without stopping unnecessarily |  |  |  |  |
| Walk on sidewalk or path |  |  |  |  |
| Adjust position when walking past others in a limited  space (e.g., adjusting speed and going around others, saying excuse me, moving to the right) |  |  |  |  |
| Walk on side of the road |  |  |  |  |
| Walk appropriately past other walkers with dogs (e.g., does not approach a dog without asking owner) |  |  |  |  |
| Identify vehicles entering or exiting parking spaces or  driveways |  |  |  |  |
| Walk across parking lots |  |  |  |  |
| Comply with natural expectations for walking in the  community (e.g., directionality, pace, and voice volume) |  |  |  |  |
| Demonstrate use of a crosswalk (with and without lights) |  |  |  |  |
| Follow directions to get to a location outside of the  building |  |  |  |  |
| Understand simple traffic signs (i.e., stop, walk, don’t  walk) |  |  |  |  |
| Wait at the curb to cross the street with an adult |  |  |  |  |
| Cross a street and intersection safely |  |  |  |  |
| 7.3.3 Mobility Aids | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Sit in a wheelchair |  |  |  |  |  |
| Move the wheelchair forward |  |  |  |  |
| Move to the left and right in a wheelchair |  |  |  |  |
| Stop the motion of a wheelchair |  |  |  |  |
| Move the wheelchair in a backward motion |  |  |  |  |
| Push/pull a door while in a wheelchair |  |  |  |  |
| Open/close a door while in a wheelchair |  |  |  |  |
| Get through doors while in a wheelchair |  |  |  |  |
| Control the speed of their wheelchair when moving up or down a ramp |  |  |  |  |
| Transition in and out of their wheelchair with support |  |  |  |  |
| Stand upright using a walker |  |  |  |  |
| Walk forward using a walker |  |  |  |  |
| Turn to the left and right using a walker |  |  |  |  |
| Move around an object using a walker |  |  |  |  |
| Walk backward using a walker |  |  |  |  |
| Walk through a doorway using a walker |  |  |  |  |
| Manoeuvre around classroom |  |  |  |  |
| Manoeuvre around school grounds |  |  |  |  |
| Demonstrate safe outdoor travel skills (e.g., using a walker, wheelchair) |  |  |  |  |
| Demonstrate safe indoor travel skills (e.g., using a walker, wheelchair) |  |  |  |  |
| 7.3.4 Community Knowledge and Travel | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Use elevators |  |  |  |  |  |
| Nod or say hello to others on the elevator |  |  |  |  |
| Face the front of the elevator (i.e., the doors) |  |  |  |  |
| Select the correct floor, and refrain from pushing extra  buttons |  |  |  |  |
| Hold the elevator doors open for others |  |  |  |  |
| Stand in the appropriate location in relation to the number of people on the elevator |  |  |  |  |
| Use escalators |  |  |  |  |
| Use revolving doors |  |  |  |  |
| Use automatic doors |  |  |  |  |
| Use automatic doors with push button |  |  |  |  |
| Complete errands in the community |  |  |  |  |
| Plan a travel route in school and community |  |  |  |  |
| Identify various modes of transportation available |  |  |  |  |
| Locate entrances/exits/restrooms in public buildings |  |  |  |  |
| Travel to destinations in the neighbourhood |  |  |  |  |
| Ask for directions |  |  |  |  |
| Identify locations in their community |  |  |  |  |
| Share information about outing upon return (e.g., who, what, where, when) |  |  |  |  |
| Identify community helpers and how to access them if needed |  |  |  |  |
| 7.3.5 Public Transportation | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Count correct amount of money to pay for the bus or use a bus pass |  |  |  |  |  |
| Board and exit the bus appropriately (i.e., waiting in line, waiting for their turn to pay, standing holding safety bar) |  |  |  |  |
| Deposit fare correctly or show bus pass to driver |  |  |  |  |
| Request and complete transfer, if necessary |  |  |  |  |
| Signal driver to stop at correct destination |  |  |  |  |
| Identify correct bus route on bus route map or schedule |  |  |  |  |
| Distinguish between north, south, east, and west on the bus timetables |  |  |  |  |
| Distinguish between AM and PM, departure and arrival times |  |  |  |  |
| Select the appropriate resources to plan the route |  |  |  |  |
| Make decisions regarding schedule for punctual arrival (e.g., departure and arrival, plan time to walk from the stop to the location, total time required for the trip) |  |  |  |  |
| Identify most efficient route |  |  |  |  |
| Travel by taxi |  |  |  |  |
| Call for a taxi |  |  |  |  |
| Signal driver to enter a taxi |  |  |  |  |
| Greet driver |  |  |  |  |
| Provide driver with the address of the destination |  |  |  |  |
| Pay driver the correct amount and receive the correct change |  |  |  |  |

Caregiver/Teacher Questionnaire

7.3 Mobility and Travel

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Respondent’s name: | | Relationship to learner: | |

Please read each sentence and mark the response that best matches what the learner typically does (i.e., what they *generally do* rather than what they *can do*). Use the “Notes” section to provide further clarification as needed. Place a checkmark in the appropriate column.

* **Independently**: the learner demonstrates the skill independently, without support or reminders
* **With support**: the learner demonstrates the skill, but needs assistance to do so
* **Does not demonstrate**: the child does not demonstrate the skill even with support
* **Requires confirmation**: the caregiver/teacher is unsure about the learner’s ability to demonstrate the skill
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by obtaining further information or by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.
* If the item is **not applicable**, write N/A next to it.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 7.3.1 Passenger | | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation | Completed by evaluator: Confirmation | Notes |
| Buckle and unbuckle a seatbelt/harness |  |  |  |  |  |  |
| Keep their seatbelt on |  |  |  |  |  |
| Remain seated for duration of the trip |  |  |  |  |  |
| Refrain from distracting the driver (e.g., sitting quietly, avoiding to shout or throw things, keeping hands to self) |  |  |  |  |  |
| Tolerate having an individual sit next to them |  |  |  |  |  |
| Adjust voice volume |  |  |  |  |  |
| Tolerate or use strategies to cope with noise |  |  |  |  |  |
| Follow common safety rules and rules established by the driver |  |  |  |  |  |
| Climb up and down the stairs |  |  |  |  |  |
| Walk to the bus stop and waits |  |  |  |  |  |
| Select correct bus |  |  |  |  |  |
| Greet bus driver |  |  |  |  |  |
| Enter and exit the bus safely and appropriately |  |  |  |  |  |
| Sit in the appropriate seat (e.g. assigned seat) |  |  |  |  |  |
| Stand to exit when the bus has come to a complete stop |  |  |  |  |  |
| Hold personal belongings or place them under the seat  (i.e., out of the aisle) for the duration of the trip |  |  |  |  |  |
| 7.3.2 Walking | | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation | Completed by evaluator: Confirmation | Notes |
| Walk next to an adult with an appropriate pace |  |  |  |  |  |  |
| Walk in a line/group |  |  |  |  |  |
| Follow verbal directions to get from room to room in a  familiar setting |  |  |  |  |  |
| Follow verbal directions to go to a location in the building  with directions including left and right |  |  |  |  |  |
| Display appropriate social behaviour toward peers and  adults encountered while walking |  |  |  |  |  |
| Walk to identified location without stopping unnecessarily |  |  |  |  |  |
| Walk on sidewalk or path |  |  |  |  |  |
| Adjust position when walking past others in a limited  space (e.g., adjusting speed and going around others, saying excuse me, moving to the right) |  |  |  |  |  |
| Walk on side of the road |  |  |  |  |  |
| Walk appropriately past other walkers with dogs (e.g., does not approach a dog without asking owner) |  |  |  |  |  |
| Identify vehicles entering or exiting parking spaces or driveways |  |  |  |  |  |
| Walk across parking lots |  |  |  |  |  |
| Comply with natural expectations for walking in the community (e.g., directionality, pace, and voice volume) |  |  |  |  |  |
| Demonstrate use of a crosswalk (with and without lights) |  |  |  |  |  |
| Follow directions to get to a location outside of the building |  |  |  |  |  |
| Understand simple traffic signs (i.e., stop, walk, don’t  walk) |  |  |  |  |  |
| Wait at the curb to cross the street with an adult |  |  |  |  |  |
| Cross a street and intersection safely |  |  |  |  |  |
| 7.3.3 Mobility Aids | | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation | Completed by evaluator: Confirmation | Notes |
| Sit in a wheelchair |  |  |  |  |  |  |
| Move the wheelchair forward |  |  |  |  |  |
| Move to the left and right in a wheelchair |  |  |  |  |  |
| Stop the motion of a wheelchair |  |  |  |  |  |
| Move the wheelchair in a backward motion |  |  |  |  |  |
| Push/pull a door while in a wheelchair |  |  |  |  |  |
| Open/close a door while in a wheelchair |  |  |  |  |  |
| Get through doors while in a wheelchair |  |  |  |  |  |
| Control the speed of their wheelchair when moving up or down a ramp |  |  |  |  |  |
| Transition in and out of their wheelchair with support |  |  |  |  |  |
| Stand upright using a walker |  |  |  |  |  |
| Walk forward using a walker |  |  |  |  |  |
| Turn to the left and right using a walker |  |  |  |  |  |
| Move around an object using a walker |  |  |  |  |  |
| Walk backward using a walker |  |  |  |  |  |
| Walk through a doorway using a walker |  |  |  |  |  |
| Manoeuvre around classroom |  |  |  |  |  |
| Manoeuvre around school grounds |  |  |  |  |  |
| Demonstrate safe outdoor travel skills (e.g., using a walker, wheelchair) |  |  |  |  |  |
| Demonstrate safe indoor travel skills (e.g., using a walker, wheelchair) |  |  |  |  |  |
| 7.3.4 Community Knowledge and Travel | | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation | Completed by evaluator: Confirmation | Notes |
| Use elevators |  |  |  |  |  |  |
| Nod or say hello to others on the elevator |  |  |  |  |  |
| Face the front of the elevator (i.e., the doors) |  |  |  |  |  |
| Select the correct floor, and refrain from pushing extra  buttons |  |  |  |  |  |
| Hold the elevator doors open for others |  |  |  |  |  |
| Stand in the appropriate location in relation to the number of people on the elevator |  |  |  |  |  |
| Use escalators |  |  |  |  |  |
| Use revolving doors |  |  |  |  |  |
| Use automatic doors |  |  |  |  |  |
| Use automatic doors with push button |  |  |  |  |  |
| Complete errands in the community |  |  |  |  |  |
| Plan a travel route in school and community |  |  |  |  |  |
| Identify various modes of transportation available |  |  |  |  |  |
| Locate entrances/exits/restrooms in public buildings |  |  |  |  |  |
| Travel to destinations in the neighbourhood |  |  |  |  |  |
| Ask for directions |  |  |  |  |  |
| Identify locations in their community |  |  |  |  |  |
| Share information about outing upon return (e.g., who, what, where, when) |  |  |  |  |  |
| Identify community helpers and how to access them if needed |  |  |  |  |  |
| 7.3.5 Public Transportation | | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation | Completed by evaluator: Confirmation | Notes |
| Count correct amount of money to pay for the bus or use a bus pass |  |  |  |  |  |  |
| Board and exit the bus appropriately (i.e., waiting in line, waiting for their turn to pay, standing holding safety bar) |  |  |  |  |  |
| Deposit fare correctly or show bus pass to driver |  |  |  |  |  |
| Request and complete transfer, if necessary |  |  |  |  |  |
| Signal driver to stop at correct destination |  |  |  |  |  |
| Identify correct bus route on bus route map or schedule |  |  |  |  |  |
| Distinguish between north, south, east, and west on the bus timetables |  |  |  |  |  |
| Distinguish between AM and PM, departure and arrival times |  |  |  |  |  |
| Select the appropriate resources to plan the route |  |  |  |  |  |
| Make decisions regarding schedule for punctual arrival (e.g., departure and arrival, plan time to walk from the stop to the location, total time required for the trip) |  |  |  |  |  |
| Identify most efficient route |  |  |  |  |  |
| Travel by taxi |  |  |  |  |  |
| Call for a taxi |  |  |  |  |  |
| Signal driver to enter a taxi |  |  |  |  |  |
| Greet driver |  |  |  |  |  |
| Provide driver with the address of the destination |  |  |  |  |  |
| Pay driver the correct amount and receive the correct change |  |  |  |  |  |

**Parent/Guardian Questionnaire**

7.4 Safety

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Respondent’s name: | | Relationship to learner: | |

Please read each sentence and mark the response that best matches what the learner typically does (i.e., what they *generally do* rather than what they *can do*). Use the “Notes” section to provide further clarification as needed. Place a checkmark in the appropriate column.

* **Independently**: the learner demonstrates the skill independently, without support or reminders
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* **Does not demonstrate**: the child does not demonstrate the skill even with support
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by obtaining further information or by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.
* If the item is **not applicable**, write N/A next to it.

The learner’s team will follow up with you to further discuss goals selection and teaching strategies. Some concepts or skills may not be taught by the team, but resources and teaching strategies may be suggested to support you in helping the learner grasp the concept or master a skill at home.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 7.4.2 Community Safety | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Walk/stay with an adult |  |  |  |  |  |
| Follow instructions like “come here” and “stop” |  |  |  |  |
| Wait in a designated area |  |  |  |  |
| Follow safety practices associated with physical activities (e.g., riding bike, swimming, skating) |  |  |  |  |
| Identify community helpers responsible for safety in the community |  |  |  |  |
| Carry personal identification and a wallet/purse |  |  |  |  |
| State personal information, as appropriate, with adequate articulation (e.g., name, address, phone number, family information, etc.) |  |  |  |  |
| Follow a safety procedure when lost |  |  |  |  |
| Exchange communication card in response to questions  such as “What’s your name?”, “Are you lost?”, “Do you need help?” |  |  |  |  |
| Call an adult if they get separated or lost |  |  |  |  |
| Follow instructions when speaking to an adult on a cell phone |  |  |  |  |
| Follow instructions when speaking on a cell phone to locate an adult and exchange emergency information when they get lost |  |  |  |  |
| Text their location |  |  |  |  |
| Take a photo of their location and send it |  |  |  |  |
| Communicate when, who, and how to call in an  emergency |  |  |  |  |
| Communicate the difference between a stranger and a  known individual |  |  |  |  |
| Decline inappropriate instructions |  |  |  |  |
| Identify common dangers to self and others (e.g., touching a hot stove) |  |  |  |  |
| Identify possible lures by a stranger and communicate  what to do in such a situation (saying “no”, running away, and telling an adult) |  |  |  |  |
| Identify common dangers in the environment |  |  |  |  |
| Communicate information needed to emergency service provider |  |  |  |  |
| Understand when to report a crime |  |  |  |  |
| Understand that you do not confess to something you did not do |  |  |  |  |
| Safely carry objects up/down stairs |  |  |  |  |
| Retrieve objects safely from the floor, desk, locker, cupboard, etc. |  |  |  |  |
| Recognize hazardous labels and dangerous household  materials |  |  |  |  |
| Identify common emergency situations and demonstrate  appropriate responses to each one in role-play |  |  |  |  |
| Demonstrate knowledge of what to do if they get lost, in case of an emergency, or if help is needed (e.g., asking help from a stranger, approaching a police officer, calling home) |  |  |  |  |
| 7.4.3 Internet Safety | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Follow safety practices associated with the Internet |  |  |  |  |  |
| Protect personal contact information |  |  |  |  |
| Protect financial information |  |  |  |  |
| Create strong passwords and not share them |  |  |  |  |
| Protect identifying information (such as location) |  |  |  |  |
| Identify what is appropriate to share online |  |  |  |  |
| Understand the terms and conditions when installing a program |  |  |  |  |
| Understand how to navigate unfamiliar sites, and recognize inappropriate links |  |  |  |  |
| Understand the dangers of physically meeting with someone they met online |  |  |  |  |
| 7.4.4 Fire Safety | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Follow fire evacuation procedures |  |  |  |  |  |
| Demonstrate the “stop, drop and roll” technique |  |  |  |  |
| Locate fire extinguishers and fire alarms |  |  |  |  |
| Explain how to use a fire extinguisher |  |  |  |  |
| Understand the risk caused by matches,  lighters, curling irons, space heaters, cooking appliances, etc. |  |  |  |  |
| Understand the importance of having an adult present when they are cooking |  |  |  |  |
| 7.4.5 Water Safety | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Put on and remove a lifejacket and/or personal flotation device correctly |  |  |  |  |  |
| Recite and demonstrate basic safety rules for boating (e.g., remaining seated in a canoe, keeping lifejacket on) |  |  |  |  |
| Recite and demonstrate water safety rules (e.g., walking  on the pool deck) |  |  |  |  |
| Know how to swim |  |  |  |  |
| Ask permission from an adult before going in the water |  |  |  |  |
| Identify where swimming is permitted and where it is not |  |  |  |  |
| Demonstrate water safety skills such as treading water and floating |  |  |  |  |
| Keep their mouth closed and keep water from entering their nose when submerged |  |  |  |  |
| Understand the dangers of swimming alone |  |  |  |  |

Caregiver/Teacher Questionnaire   
7.4 Safety

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Respondent’s name: | | Relationship to learner: | |

Please read each sentence and mark the response that best matches what the learner typically does (i.e., what they *generally do* rather than what they *can do*). Use the “Notes” section to provide further clarification as needed. Place a checkmark in the appropriate column.

* **Independently**: the learner demonstrates the skill independently, without support or reminders
* **With support**: the learner demonstrates the skill, but needs assistance to do so
* **Does not demonstrate**: the child does not demonstrate the skill even with support
* **Requires confirmation**: the caregiver/teacher is unsure about the learner’s ability to demonstrate the skill
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by obtaining further information or by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.
* If the item is **not applicable**, write N/A next to it.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 7.4.1 School Safety | | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation | Completed by evaluator: Confirmation | Notes |
| Walk/stay with an adult |  |  |  |  |  |  |
| Follow instructions like “come here” and “stop” |  |  |  |  |  |
| Follow routines for fire and other safety drills at school |  |  |  |  |  |
| Respond to fire alarm by standing up and going to the appropriate location without additional adult assistance |  |  |  |  |  |
| Move between locations in the school safely without unnecessary stops, and without entering rooms or other spaces for which permission was not granted |  |  |  |  |  |
| Remain in the classroom and other school settings unless a permission is granted to leave or unless they are accompanied by a known adult |  |  |  |  |  |
| Follow playground/school ground safety rules |  |  |  |  |  |
| Remain within the boundaries of the playground/school  ground unless a permission is granted to go elsewhere or unless they are accompanied by a known adult |  |  |  |  |  |
| 7.4.3 Internet Safety | | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation | Completed by evaluator: Confirmation | Notes |
| Follow safety practices associated with the Internet |  |  |  |  |  |  |
| Protect personal contact information |  |  |  |  |  |
| Protect financial information |  |  |  |  |  |
| Create strong passwords and not share them |  |  |  |  |  |
| Protect identifying information (such as location) |  |  |  |  |  |
| Identify what is appropriate to share online |  |  |  |  |  |
| Understand the terms and conditions when installing a program |  |  |  |  |  |
| Understand how to navigate unfamiliar sites, and recognize inappropriate links |  |  |  |  |  |
| Understand the dangers of physically meeting with someone they met online |  |  |  |  |  |
| 7.4.4 Fire Safety | | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation | Completed by evaluator: Confirmation | Notes |
| Follow fire evacuation procedures |  |  |  |  |  |  |
| Demonstrate the “stop, drop and roll” technique |  |  |  |  |  |
| Locate fire extinguishers and fire alarms |  |  |  |  |  |
| Explain how to use a fire extinguisher |  |  |  |  |  |
| Understand the risks caused by matches, lighters, curling irons, space heaters, cooking  Appliances, etc. |  |  |  |  |  |
| Understand of the importance of having an adult present when they are cooking |  |  |  |  |  |

Interview

Community Skills

|  |  |
| --- | --- |
| Learner’s name: | Interviewee’s name: |
| Date: | Relationship to learner: |

7.1 Social Behaviours and Community Outings

What are some outings you enjoy as a family and that are successful? Are there any specific parts of some outings that are more difficult for the learner (e.g., long car rides, waiting in line, loud noises, etc.)? Are there any specific parts of some outings that they particularly enjoy? What level of support do they need during these outings?

What are some outings that you would like to do as a family? Are there specific skills that your child would need to learn in order to be able to participate fully in these outings?

7.2 Purchasing and Money

What is the one skill that you feel is most important for the learner to master in this area at this time?

7.3 Mobility and Travel

What is the one skill that you feel is most important for the learner to master in this area at this time?

7.4 Safety

What is the one skill that you feel is most important for the learner to master in this area at this time?