CALI – Functional Skills for Independence Domain: Fundamental Skills
Scoring Protocol ­­― Level 2

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

Directions

* Administer the items as indicated in the Administration Guide for the domain *Fundamental 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.

Structured Assessment

* Follow the start rule and the discontinue rule when applicable.
* Record the learner’s performance in the scoring protocol. Specific instructions in regard to scoring each section can be found in the scoring protocol.
* Confirmation: if you suspect that the learner’s skills for an item might have been overestimated in the context of the assessment, follow up with the parent/guardian or caregiver/teacher to determine whether the result is an accurate reflection of the learner’s ability to demonstrate de 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

1.1 Learning and Self-Management Skills

| 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 learner 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.

|  |
| --- |
| 1.1.1 Skills that facilitate learning |
| Does your child? | Independently | With Support | Does not demonstrate |  Confirmation | Notes |
| Spontaneously approach others |  |  |  |  |  |
| Orient to others or sounds |  |  |  |  |
| Reach for preferred items |  |  |  |  |
| Work for at least 10 different reinforcers |  |  |  |  |
| Sustain engagement and joint attention with others (e.g. pay attention to what others are paying, show someone something, or look at what someone is trying to show them)  |  |  |  |  |
| Looks at and scans materials |  |  |  |  |
| Effectively use a method to communicate wants and needs |  |  |  |  |
| Understand simple instructions |  |  |  |  |
| Look at others (eye contact) |  |  |  |  |
| Imitate others’ actions upon request to do so |  |  |  |  |
| Watch peers and imitate new behaviour as appropriate (can watch and do) |  |  |  |  |
| Comply with instructions |  |  |  |  |
| Acquire new skills without prompt dependency |  |  |  |  |
| Generalize new skills across different environments, people and materials |  |  |  |  |
| Independently sustains effort for a minimum of 5 minutes (sustained effort should increase over time as appropriate) |  |  |  |  |
| Learn in different instructional contexts (individual, small group, structured and unstructured) |  |  |  |  |
| Transition from preferred to non-preferred activities |  |  |  |  |
| 1.1.2 Self-Management Skills |
| Does your child? | Independently | With Support | Does not demonstrate |  Confirmation | Notes |
| Remain with caregivers or in designated areas (i.e., refrains from wandering or bolting)  |  |  |  |  |  |
| Tolerate proximity of others  |  |  |  |  |
| Tolerate activity in the environment and environmental sensory stimuli |  |  |  |  |
| Tolerate touch from others  |  |  |  |  |
| Wait, when needed |  |  |  |  |
| Ask for permission to go somewhere or to access materials |  |  |  |  |
| Refrain from challenging behaviour during unstructured times |  |  |  |  |
| Tolerate endings and/or transitions |  |  |  |  |
| Accept changes in schedule or routine |  |  |  |  |
| Keep hands to self (i.e., refrains from inappropriately touching others)  |  |  |  |  |
| Tolerate others’ emotions  |  |  |  |  |
| Respect the property of others |  |  |  |  |
| Identify own basic emotions/feelings (e.g., happiness, sadness, anger, fatigue, illness) |  |  |  |  |
| Express concerns appropriately |  |  |  |  |
| Respond appropriately to winning and losing  |  |  |  |  |
| React appropriately to teasing (e.g., tolerates to be teased and refrains from aggression, removes self from the situation, communicates as needed) |  |  |  |  |
| React appropriately to bullying in various contexts |  |  |  |  |
| React appropriately to rejection |  |  |  |  |
| Appropriately recognizes when feeling unwell and communicates it as needed |  |  |  |  |
| Recognizes own complex emotions (e.g. nervousness, disappointment, frustration, jealousy) |  |  |  |  |
| Identifies times and places where certain emotions are appropriate |  |  |  |  |
| Identify events that commonly trigger certain emotional responses |  |  |  |  |
| Persist with communication when not understood (i.e., keeps trying to get understood) |  |  |  |  |
| Tolerate own accidents and errors |  |  |  |  |
| Tolerate error correction |  |  |  |  |
| Recognizes others’ expectations regarding quality of work, and adjusts accordingly  |  |  |  |  |
| Tolerates ambiguity (e.g., when an unclear request or statement is made)  |  |  |  |  |
| Request help appropriately from adults and peers |  |  |  |  |
| Request attention appropriately from adults and peers |  |  |  |  |
| Request desired items, activities, locations, people |  |  |  |  |
| Request a break |  |  |  |  |
| Protest or reject undesired items, activities or situations to an appropriate extent |  |  |  |  |
| Comply when denial of a request |  |  |  |  |
| Tolerate delays imposed by adults and peers ( told to wait) |  |  |  |  |
| Use positive self-talk for self-management  |  |  |  |  |
| Tolerate errors or accidents of others |  |  |  |  |
| Recognize the intentions of others and adjusts reactions appropriately |  |  |  |  |
| Acknowledge and accepts the extent of control one has in a situation and reacts appropriately (e.g., the weather, substitute teacher, event cancellation) |  |  |  |  |
| Engage in stress management strategies as needed |  |  |  |  |
| Demonstrate assertiveness as appropriate  |  |  |  |  |
| Adjust voice volume to various contexts  |  |  |  |  |
| Adjust behaviour to various social contexts (e.g., energy level waiting in an office, energy level on a playground) |  |  |  |  |
| Adjust behaviour according to the relationship with the communication partner (e.g., speaking differently with peers than an adult stranger) |  |  |  |  |
| Adjust own behaviour in response to others’ reactions (e.g., changing a topic of conversation when another person appears bored or annoyed). |  |  |  |  |

Caregiver/Teacher Questionnaire

1.1 Learning and Self-Management Skills

| 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.

|  |
| --- |
| 1.1.1 Skills that facilitate learning |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation |  Confirmation | Notes |
| Spontaneously approach others |  |  |  |  |  |  |
| Orient to others or sounds |  |  |  |  |  |
| Reach for preferred items |  |  |  |  |  |
| Work for at least 10 different reinforcers |  |  |  |  |  |
| Sustain engagement and joint attention with others (e.g. pay attention to what others are paying, show someone something, or look at what someone is trying to show them)  |  |  |  |  |  |
| Looks at and scans materials |  |  |  |  |  |
| Effectively use a method to communicate wants and needs |  |  |  |  |  |
| Understand simple instructions |  |  |  |  |  |
| Look at others (eye contact) |  |  |  |  |  |
| Imitate others’ actions upon request to do so |  |  |  |  |  |
| Watch peers and imitate new behaviour as appropriate (can watch and do) |  |  |  |  |  |
| Comply with instructions |  |  |  |  |  |
| Acquire new skills without prompt dependency |  |  |  |  |  |
| Generalize new skills across different environments, people and materials |  |  |  |  |  |
| Independently sustains effort for a minimum of 5 minutes (sustained effort should increase over time as appropriate) |  |  |  |  |  |
| Learn in different instructional contexts (individual, small group, structured and unstructured) |  |  |  |  |  |
| Transition from preferred to non-preferred activities |  |  |  |  |  |
| 1.1.2 Self-Management Skills |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation |  Confirmation | Notes |
| Remain with caregivers or in designated areas (i.e., refrains from wandering or bolting)  |  |  |  |  |  |  |
| Tolerate proximity of others  |  |  |  |  |  |
| Tolerate activity in the environment and environmental sensory stimuli |  |  |  |  |  |
| Tolerate touch from others  |  |  |  |  |  |
| Wait, when needed |  |  |  |  |  |
| Ask for permission to go somewhere or to access materials |  |  |  |  |  |
| Refrain from challenging behaviour during unstructured times |  |  |  |  |  |
| Tolerate endings and/or transitions |  |  |  |  |  |
| Accept changes in schedule or routine |  |  |  |  |  |
| Keep hands to self (i.e., refrains from inappropriately touching others)  |  |  |  |  |  |
| Tolerate others’ emotions  |  |  |  |  |  |
| Respect the property of others |  |  |  |  |  |
| Identify own basic emotions/feelings (e.g., happiness, sadness, anger, fatigue, illness) |  |  |  |  |  |
| Express concerns appropriately |  |  |  |  |  |
| Respond appropriately to winning and losing  |  |  |  |  |  |
| React appropriately to teasing (e.g., tolerates to be teased and refrains from aggression, removes self from the situation, communicates as needed) |  |  |  |  |  |
| React appropriately to bullying in various contexts |  |  |  |  |  |
| React appropriately to rejection |  |  |  |  |  |
| Appropriately recognizes when feeling unwell and communicates it as needed |  |  |  |  |  |
| Recognizes own complex emotions (e.g. nervousness, disappointment, frustration, jealousy) |  |  |  |  |  |
| Identifies times and places where certain emotions are appropriate |  |  |  |  |  |
| Identify events that commonly trigger certain emotional responses |  |  |  |  |  |
| Persist with communication when not understood (i.e., keeps trying to get understood) |  |  |  |  |  |
| Tolerate own accidents and errors |  |  |  |  |  |
| Tolerate error correction |  |  |  |  |  |
| Recognizes others’ expectations regarding quality of work, and adjusts accordingly  |  |  |  |  |  |
| Tolerates ambiguity (e.g., when an unclear request or statement is made)  |  |  |  |  |  |
| Request help appropriately from adults and peers |  |  |  |  |  |
| Request attention appropriately from adults and peers |  |  |  |  |  |
| Request desired items, activities, locations, people |  |  |  |  |  |
| Request a break |  |  |  |  |  |
| Protest or reject undesired items, activities or situations to an appropriate extent |  |  |  |  |  |
| Comply when denial of a request |  |  |  |  |  |
| Tolerate delays imposed by adults and peers ( told to wait) |  |  |  |  |  |
| Use positive self-talk for self-management  |  |  |  |  |  |
| Tolerate errors or accidents of others |  |  |  |  |  |
| Recognize the intentions of others and adjusts reactions appropriately |  |  |  |  |  |
| Acknowledge and accepts the extent of control one has in a situation and reacts appropriately (e.g., the weather, substitute teacher, event cancellation) |  |  |  |  |  |
| Engage in stress management strategies as needed |  |  |  |  |  |
| Demonstrate assertiveness as appropriate  |  |  |  |  |  |
| Adjust voice volume to various contexts  |  |  |  |  |  |
| Adjust behaviour to various social contexts (e.g., energy level waiting in an office, energy level on a playground) |  |  |  |  |  |
| Adjust behaviour according to the relationship with the communication partner (e.g., speaking differently with peers than an adult stranger) |  |  |  |  |  |
| Adjust own behaviour in response to others’ reactions (e.g., changing a topic of conversation when another person appears bored or annoyed). |  |  |  |  |  |

Structured Assessment

1.2.1 Matching Skills

| Learner’s name: | Age: | DOB: |
| --- | --- | --- |
| Name of Assessor: | Relationship to learner: |

**Scoring**

For each trial, mark:

* **“+”** if the response is independent and correct
* **“p”** if the response is prompted
* **“–”** if the response is incorrect

Note that the goal of the assessment is to obtain information on the learner’s independence level. The assessor should only prompt the learner if they determine that the learner does not demonstrate the skill and they would like to know if they could with some help. The amount of prompting needed for the learner to demonstrate the skill will help their team determine the skills they should teach them as priorities.

After administration of the three trials, combine scores to indicate whether the learner demonstrates the skill:

* **Independently**: correct and independent response on all three trials
* **With Support**: at least one prompted correct response
* **Does not Demonstrate**: at least one incorrect response
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.

**Discontinue Rule**

Stop when the learner requires support for two consecutive items.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Does the learner match? | Trial 1 | Trial 2 | Trial 3 | Independently | With Support | Does not demonstrate |  Confirmation | Notes |
| Identical objects (nesting objects, identical 3D objects) |  |  |  |  |  |  |  |  |
| Identical pictures (identical objects, animals, persons, actions) |  |  |  |  |  |  |  |
| Pictures to objects and objects to pictures (identical 3D to 2D, identical 2D to 3D)  |  |  |  |  |  |  |  |
| Pictures to objects and objects to pictures in the natural environment |  |  |  |  |  |  |  |
| Non-identical objects |  |  |  |  |  |  |  |
| Non-identical pictures (objects, animals, persons, actions) |  |  |  |  |  |  |  |
| Colours |  |  |  |  |  |  |  |
| Shapes |  |  |  |  |  |  |  |
| Patterns |  |  |  |  |  |  |  |
| Non-identical object-to-picture and picture-to-object (3D-2D, 2D-3D) |  |  |  |  |  |  |  |
| According to multiple dimensions (identical combinations varying size, color, attributes)  |  |  |  |  |  |  |  |
| By association (i.e., match items that go together such as paper and pencil) |  |  |  |  |  |  |  |

**Structured Assessment**

1.2.2 Sorting and Categorizing

| Learner’s name: | Age: | DOB: |
| --- | --- | --- |
| Name of Assessor: | Relationship to learner: |

**Scoring**

Place a checkmark in the appropriate column.

* **Independently:** the learner is able to complete the task with no more than one prompt for all categories
* **With support**: additional prompting was required for the learner to be successful
* **Does not demonstrate**: the learner 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 observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.

**Start Rule**

Select the most appropriate set according to your general knowledge of the learner’s skill in this area. If starting at set 2 or 3 and the learner is unable to complete the first item independently, administer the previous set.

**Discontinue Rule**

Stop when the learner requires support for two consecutive items.

**Categories**

Indicate which items were used for each category (e.g., category 1: spoons, category 2: pencils, category 3: blocks).

**Terminology**

**Identify**: the learner must *point to* or *demonstrate* the response

**Label**: the learner must *name* the correct response

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Does the learner? | Independently | With Support | Does not demonstrate |  Confirmation | Notes |

|  |
| --- |
| Set 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sort identical objects (3D) into 3 categories (e.g., identical spoons, pencils and blocks)Category 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| Sort identical pictures (2D) into 3 categories (e.g., pictures of identical cars, dogs and socks)Category 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Sort non-identical objects (3D) (e.g., 5 different pens, 5 different paper clips and 5 different books) Category 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Sort non-identical pictures (2D) into 3 categories (e.g., 5 different shoes, 5 different forks and 5 different cups)Category 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Sort objects (3D) by colour (e.g., 5 blue objects, 5 black objects, 5 red objects)Category 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Sort pictures of objects (2D) by colour (e.g., 5 pictures of blue objects, 5 pictures of black objects, 5 pictures of red objects)Category 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Sort objects (3D) by shape (e.g., 5 round objects, 5 square objects, 5 objects in the shape of a triangle) Category 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Sort pictures of objects by shape of the object (e.g., 5 pictures of round objects, 5 pictures of square objects, 5 pictures of objects in the shape of a triangle) Category 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
|

|  |
| --- |
| Set 2 |

 |
| Sort items (3D) or pictures (2D) by category (e.g., animals, food items, clothing items)Category 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| Sort items (3D) or pictures (2D) by function (e.g., things you cut with)Category 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Identify sorted items by given category (e.g., identifies/points to correct set of items when asked) Show me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (category 1)Show me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (category 2)Show me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (category 3) |  |  |  |  |
| Label[[1]](#footnote-1) sets of sorted items by category (e.g., names category when asked, “What are these?”)What are these \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (category 1)What are these \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (category 2)What are these \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (category 3) |  |  |  |  |
| Identify category of single items (e.g., points to a pile of food when asked what category corn belongs to) Show me where \_\_\_\_\_\_\_\_\_\_belongs (category 1)Show me where \_\_\_\_\_\_\_\_\_\_belongs (category 2)Show me where \_\_\_\_\_\_\_\_\_\_belongs (category 3) |  |  |  |  |
| Label1 category for single items (e.g., says “food” when asked what category pizza belongs to)Where does this belong to? \_\_\_\_\_\_\_\_\_\_\_\_ (category 1)Where does this belong to? \_\_\_\_\_\_\_\_\_\_\_\_ (category 2)Where does this belong to? \_\_\_\_\_\_\_\_\_\_\_\_ (category 3) |  |  |  |  |
|

|  |
| --- |
| Set 3[[2]](#footnote-2) |

 |
| Label an item when given a specific category (e.g., says, “horse” when asked “name an animal”)Category 1:\_\_\_\_\_\_\_\_\_Response 1:\_\_\_\_\_\_\_\_\_\_Category 2:\_\_\_\_\_\_\_\_\_Response 2: \_\_\_\_\_\_\_\_\_\_Category 3:\_\_\_\_\_\_\_\_\_Response 3: \_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| Label multiple items belonging to a given category (e.g., names several food items when asked to name some foods)Category 1:\_\_\_\_\_\_\_\_Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2:\_\_\_\_\_\_\_\_Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3:\_\_\_\_\_\_\_\_Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |  |  |  |  |
| Name a category when given a characteristic (e.g. says “animals” when asked “what has fur?”)Characteristic 1:\_\_\_\_\_\_\_\_Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Characteristic 2:\_\_\_\_\_\_\_\_Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Characteristic 3:\_\_\_\_\_\_\_\_Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Name characteristics of items in a given category (note: provide an example if needed, e.g., tell me about a kind of fruit? If no response, explain a banana is yellow and has a peel).Category 1:\_\_\_\_\_\_\_\_\_ Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2:\_\_\_\_\_\_\_\_\_ Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3:\_\_\_\_\_\_\_\_\_ Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Describe attributes of people, places, and things.Category 1:\_\_\_\_\_\_\_\_ Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 2:\_\_\_\_\_\_\_\_Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category 3:\_\_\_\_\_\_\_\_ Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |

**Does the learner sort during natural activities?**

Structured Assessment

1.2.3 Sequencing Skills

| Learner’s name: | Age: | DOB: |
| --- | --- | --- |
| Name of Assessor: | Relationship to learner: |

**Scoring**

For each trial, mark:

* **“+”** if the response is independent and correct
* **“p”** if the response is prompted
* **“–”** if the response is incorrect

Note that the goal of the assessment is to obtain information on the learner’s independence level. The assessor should only prompt the learner if they determine that the learner does not demonstrate the skill and they would like to know if they could with some help. The amount of prompting needed for the learner to demonstrate the skill will help their team determine the skills they should teach them as priorities.

After administration of the three trials, combine scores to indicate whether the learner demonstrates the skill:

* **Independently**: correct and independent response on all three trials
* **With Support**: at least one prompted correct response
* **Does not Demonstrate**: at least one incorrect response
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.

**Start Rule**

Select the most appropriate set according to your general knowledge of the learner’s skill in this area. If starting at set 2 or 3 and the learner is unable to complete the first item independently, administer the previous set.

**Discontinue Rule**

Stop when the learner requires support for two consecutive items.

**Terminology**

**Identify**: the learner must *point to* or *demonstrate* the response

**Label[[3]](#footnote-3)**: the learner must *name* the correct response

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Does the learner? | Trial 1 | Trial 2 | Trial 3 | Independently | With Support | Does not demonstrate |  Confirmation | Notes |
| Set 1 |
| Follow a two steps instruction (i.e., first and then) |  |  |  |  |  |  |  |  |
| Identify and label first, middle, and last object in a lineTrial 1: firstTrial 2: middleTrial 3: last |  |  |  |  |  |  |  |
| Identify and label first, second, and third object in a lineTrial 1: firstTrial 2: secondTrial 3: third |  |  |  |  |  |  |  |
| Identify and label items that come before and a target item in a lineTrial 1: beforeTrial 2: after |  |  |  |  |  |  |  |
| Identify and label ordinal number for items in a line or for a series of eventsTrial 1: 2nd Trial 2: 3rd Trial 3: 5th  |  |  |  |  |  |  |  |
| Does the learner? | Independently | With Support | Does not demonstrate |  Confirmation | Notes |

|  |
| --- |
| Set 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Identify and label the next item in a series when given a target |  |  |  |  |  |
| Identify first, middle, and last events in short stories |  |  |  |  |
| Arrange pictures in the correct sequence when given a set of cards depicting a series of events or steps in a familiar routine or process |  |  |  |  |
| Identify and label sequence when given a set of cards depicting a series of events or steps in a process(e.g. “tell me what happened?”) |  |  |  |  |
| Answer questions about a sequence when given visualsQuestion 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Question 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Question 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

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| --- |
| Set 3 |

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| --- | --- | --- | --- | --- | --- |
| Tell a simple story when given visuals or a book depicting a sequence of events or the steps of a familiar routine |  |  |  |  |  |
| Tell a simple story with a logical sequence without visuals |  |  |  |  |

**Structured Assessment**

1.2.4 Basic Concepts

| Learner’s name: | Age: | DOB: |
| --- | --- | --- |
| Name of Assessor: | Relationship to learner: |

**Scoring**

Use the data sheet provided at the next pages to assess each concept. A list of 20 sets of basic concepts is provided, but you can use the blank sheet to assess additional concepts if needed. Examples are provided in the Administration Guide.

In that provided data sheet, place a checkmark in the appropriate column.

* “+” if the response is independent and correct.
* “p” if the response is prompted
* “-” if the response is incorrect

After assessing sets of basic concepts, combine scores to indicate below whether the learner demonstrates the skill:

* **Independently**: correct and independent response on all trials
* **With Support**: at least one prompted correct response
* **Does not Demonstrate**: at least one incorrect response

Note that the goal of the assessment is to obtain information on the learner’s independence level. The assessor should only prompt the learner if they determine that the learner does not demonstrate the skill and they would like to know if they could with some help. The amount of prompting needed for the learner to demonstrate the skill will help their team determine the skills they should teach them as priorities.

**Terminology**

**Identify**: the learner must *point to* or *demonstrate* the response

**Label**: the learner must *name* the correct response

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Does the learner? | Independently | With Support | Does not demonstrate | Notes |
| Identify basic concepts |  |  |  |  |
| Label basic concepts |  |  |  |

1.2.4 Basic Concepts – Data Sheet

| **Concept** | **Identify** | **Label** | **Concept** | **Identify** | **Label** |
| --- | --- | --- | --- | --- | --- |
| big |  |  | little |  |  |
| hard  |  |  | soft |  |  |
| in |  |  | out |  |  |
| full |  |  | empty |  |  |
| heavy |  |  | light |  |  |
| tall |  |  | short |  |  |
| fat |  |  | thin |  |  |
| fast |  |  | slow |  |  |
| all |  |  | none |  |  |
| long |  |  | short |  |  |
| large |  |  | small |  |  |
| up |  |  | down |  |  |
| inside |  |  | outside |  |  |
| right |  |  | left |  |  |
| on |  |  | off |  |  |
| between |  |  | next to |  |  |
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1.2.4 Basic Concepts – Data Sheet

| **Concept** | **Identify** | **Label** | **Concept** | **Identify** | **Label** |
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1. Depending on the learner’s expressive language abilities, labelling tasks may be skipped. [↑](#footnote-ref-1)
2. This set includes only items that require expressive language. Do not administer if it is not appropriate for the learner’s level of language. [↑](#footnote-ref-2)
3. Consider the learner’s level of language and decide if it is appropriate to assess their labelling skills. [↑](#footnote-ref-3)