CALI – Functional Skills for Independence Domain: Fundamental 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 *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.

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

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). |  |  |  |  |  |

**Learner Interview**

1.1 Learning and Self-Management

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

Describe your favorite moments of the day. Explain why?

Describe the most challenging moments of the day. Explain why?

What are some things you would like to learn that would help you do well in school?

What are some things you would like to learn that will help you get along with others?

Is there anything else you would like to learn or need help with?

**Learner Questionnaire**

1.1. Learning and Self-Management

Please read each sentence and mark the response that best matches how you typically demonstrate the following skills.

Star any sentence that describes a skill that you feel is important for you to learn or improve.

**Independently**:I can do this easily and on my own.

**With support:** I can do this, but I need some help.

**Does not demonstrate**: this is very hard for me and I typically can’t do it.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1.1.1 Self-Management Skills | | | | |
| Do you? | Independently | With Support | Does not demonstrate | Notes |
| Stay calm when others are close to you |  |  |  |  |
| Stay calm when there are different sounds, sensations, happening around you |  |  |  |
| Stay calm when another person makes appropriate physical contact (e.g., tap on the shoulder) |  |  |  |
| Find it easy to wait |  |  |  |
| Stay calm when an activity ends and/or when needing to transition from one activity to another |  |  |  |
| Stay calm when there are changes in schedule or routine |  |  |  |
| Stay calm when others are upset or excited |  |  |  |
| Recognize when you are feeling happiness, sadness, anger, tired, etc. |  |  |  |
| Express concerns (e.g., explain what is bothering you) |  |  |  |
| Win and lose easily at games |  |  |  |
| Have good strategies to deal with teasing |  |  |  |
| Have good strategies to deal with bullying |  |  |  |
| Stay calm when you make errors or have an accident |  |  |  |
| Ask for help when needed |  |  |  |
| Ask for what you want and need from others |  |  |  |
| Use positive self-talk for self-management (e.g., “I can do this”, “It’s going to be ok”) |  |  |  |
| Use strategies to cope with stressful situations as needed (e.g., take a deep breath, ask for help) |  |  |  |