# Extended Career and Life Role Assessment System

Based on the Career Related Learning Standards identified with the CAM

Administration Manual 2002-2003

# Developed for the Oregon Department of Education through a Grant with Portland State University

By Joel Arick, Gary Nave, and Tera Hoffman

This assessment was developed for the Oregon Department of Education by Joel Arick, Gary Nave and Tera Hoffman, Portland State University under grant CFDA 87.027A, IDEA.

Note: In order to assess a student using the Extended CLRAS for the statewide assessment, a teacher must have received training and completed the qualification standards from an Extended CLRAS trainer. Contact your Special Education Administrator to identify qualified trainers in your district.

Oregon Department of Education Office of Assessment and Evaluation 255 Capitol Street NE Salem OR 97310-0203



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# **Administration Manual**

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These assessment and training materials were produced for the Office of Assessment and Evaluation Oregon Department of Education By Portland State University

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#### TABLE OF CONTENTS

### Extended Career and Life Role Assessment System

<b>CONTENTS</b>	<u>.</u>	PAGE #
Chapter I	Extended Career and Life Role Assessment System Introduction	1
Chapter II	Extended Career and Life Role Assessment System Instructions	
	entary School Level e/Secondary School Level	13 18
Chapter III	Example Student Assessment	
Step 2 Step 3	: Completion of the Baseline/Annual Assessment Checklist 2: Selection of Routines 3: Selection of Related Skills 4: Performance Assessments	23 37 39 41
Apper	ndix A: Extended CLRAS Forms	
	Baseline/Annual Assessment Checklist: Elementary School Baseline/Annual Assessment Checklist: Middle/Secondary School Routine Assessment Forms Related Skill Assessment Forms	50 69 89 136
Apper	ndix B: Related Skills Resource Booklet	137
Apper	ndix C: Extended CLRAS Qualification Criteria	145
References		147

# **CHAPTER I**

**Extended CLRAS** 

Introduction

# Oregon Extended Career and Life Role Assessment System Based on the Career Related Learning Standards identified with the CAM

This assessment was developed for the Oregon Department of Education by Joel Arick, Gary Nave and Tera Hoffman, Portland State University under grant CFDA 87.027A, IDEA.

Assessment Administration Support Available from Portland State University Project Phone: 503.725.4255 Email: <u>extendedclras@pdx.edu</u> Oregon Statewide Assessment Information Office of Assessment and Evaluation Oregon Department of Education Web: <u>http://www.ode.state.or.us/</u>

#### **Extended Career and Life Role Assessment System Overview**

The appropriate and accurate assessment of students with disabilities is a major concern in the implementation of educational reform in the state of Oregon. During the 1998-99 school year, the Oregon Department of Education (ODE) committed to the extension of the statewide assessment system to better serve students who were exempted from, or not well served by, the existing system. ODE contracted with faculty members at Portland State University and the University of Oregon to develop two new assessment components.

Portland State University developed the Extended Career and Life Role Assessment System (Extended CLRAS) to implement a functional assessment approach appropriate for students with moderate to severe disabilities. Extended CLRAS extends assessment of student functioning in content areas that match the Career and Life Role education standards of the Common Curriculum Goals (CCG). The University of Oregon team led a complementary ODE project to create the Extended Reading, Writing, and Mathematics assessments to assess existing CIM academic content standards below the third grade benchmark level.

The two assessment components will be introduced for the 2000-01 school year as new options for students within Oregon's comprehensive assessment system. Thus, the state of Oregon will be in compliance with the important new federal requirements of IDEA-97 for alternate assessment through the normal assessment channels rather than creating cumbersome and exclusionary alternative systems. Each student's IEP team will determine which components of the CIM, Extended CLRAS, and Extended Reading, Writing and Mathematics assessments should comprise the student's assessment. In general, a student being assessed with Extended CLRAS will likely meet four criteria:

- 1. The student has previously been exempted from the available CIM assessments.
- 2. The student has IEP goals and objectives in the functional daily living skills area and/or participates in a functional daily living skills curriculum.
- 3. The student has been identified as having a moderate/severe disability (e.g. mental retardation, autism, multiple disabilities, etc.).
- 4. A) The student is enrolled in grades 3, 5, 8, or 10, or
  - B) If the student's program is ungraded, as of September 1 the student's age is equivalent to other students in grades 3 (age 8), 5 (age 10), 8 (age 13) or 10 (age 15).

#### **Brief History of Extended CLRAS Development**

There were two main goals for the Extended CLRAS project's first year in 1998-1999. The first goal was for PSU faculty to work with Oregon Department of Education staff and the special education community in Oregon to develop a strong initial alternate assessment process for students with moderate to severe disabilities. The second goal was to pilot-test the process with teachers and students in several elementary and secondary schools.

Extended CLRAS was developed to align to Oregon's CCG and the Career Related Learning Standards. The functional routines to be assessed were identified by reviewing current literature, curriculum materials, and talking with professionals in the field of education. Numerous advisory meetings were held with special education instructors, administrators, and Portland State University staff to identify and prioritize essential routines based on the potential to contribute to a fully functioning life for the student.

The initial Extended CLRAS was pilot tested in the spring of 1999 with 34 teachers. They assessed 114 students and provided feedback on how the system worked for students and instructors. Teacher feedback and the results of student assessments were analyzed to determine what modifications to make to the Extended CLRAS.

During the 1999-2000 school year, the Oregon Department of Education, Portland State University and the University of Oregon implemented a statewide field test of the Extended CLRAS and the Extended Reading, Writing, and Mathematics assessments. The purpose of the field test was to implement the two systems together on a statewide level. Nine Educational Service Districts (ESDs) and 32 school districts volunteered for the field test within Oregon's eight educational regions. One Regional Representative was appointed for each region to be the liaison between project staff and participating teachers. The Regional Representatives were responsible for attending all training workshops, coordinating follow-up meetings with teachers, fielding questions about the two assessment systems, and soliciting feedback from Portland State University and the University of Oregon regarding difficult questions. One hundred and thirty three teachers participated in the field test and assessed 478 students. Training for the Field Test began in early February and the assessment process was completed in May 2000.

Student results on the Extended CLRAS from both the pilot test of 1998-99 and the field test of 1999-2000 support three important overarching findings. First, it is clear that a vast majority of the students with moderate to severe disabilities are able to attain some measurable level of success on important life routines. Second, the rating scale used in Extended CLRAS successfully spreads student performance across the five levels of independence. Finally, results varied across routines in relation to functioning levels and difficulty of routine. Teacher feedback was positive on the utility of the Extended CLRAS, but has identified areas where the system could be improved. In addition, both validity and reliability measures of the Extended CLRAS were computed. Concurrent validity with the Vineland Adaptive Behavior Scale was adequate. Inter-rater reliability between two independent raters was found to be high. A Technical Adequacy Manual for the Extended CLRAS is being written and will be available when the data entry and analysis of all results from the 1999-2000 field test are completed.

#### **Relationship of Extended CLRAS to Oregon Career and Life Role Standards**

Students who participate in the Extended CLRAS are assessed on their ability to perform typical daily "routines" while incorporating essential "related skills" for living. All people engage in a broad range of routines every day of their lives.

<u>Routines</u>: naturally occurring purposeful events in daily life that consist of a number of core steps that have a beginning, middle, and end. *Examples: eating lunch, academic seatwork, socializing with friends, arriving at school, going shopping.* 

Routines serve as the basic unit for assessment in Extended CLRAS. First, students are rated on their ability to independently perform a broad range of routines. Later they are assessed on a small number of routines through performance assessments conducted in the natural environment. During the performance assessment of each routine, students are also assessed on specific related skills that enhance their ability to engage in routines more effectively. Related skills are often identified from the student's IEP goals and objectives.

<u>Related Skills</u>: specific personal skills that **enhance** the quality of the student's performance across routines. *Examples: acknowledging people, making introductions, recognizing a problem exists, dealing with emotions, specific gross and fine motor skills.* 

Table 1 shows how the content areas of the Extended CLRAS match the Career and Life Role Strands of the Common Curriculum Goals (CCG's). The functional living skills areas found in the literature for students with disabilities aligned nicely to the Personal Management and Career Development areas of the CCG's. Extended CLRAS defines Personal Management more specifically through the following categories: a) daily school routines, b) daily leisure routines, and c) community routines. Career Development categories are: a) school vocational routines, b) community vocational routines, and c) career development activities. The *Selection Guide of Extended CLRAS Routines for Performance Assessment* found on the last page of the *Baseline/Annual Assessment Checklist* lists all routines within these categories for the 2000-01 school year.

Table 1 also shows that four of the Career and Life Role Strands match to the related skills assessed by the Extended CLRAS. Communication, problem solving, social skills and teamwork, and employment foundations each correspond one to one from the Career and Life Role Strands to Extended CLRAS. Motor Skills is the only category of related skills within Extended CLRAS that did not find a direct match in the standards. They were included in Extended CLRAS because they are crucial skills for many students with disabilities, especially those with multiple disabilities.

Career and Life Role Strands	Corresponding Content Areas Assessed by the Extended CLRAS
	DAILY ROUTINES
Personal Management	<ul> <li>Functional Daily Routines:</li> <li>Daily School Routines</li> <li>Daily Leisure Routines</li> <li>Community Routines</li> <li>Self-care skills (incorporated)</li> <li>Health &amp; safety skills (incorporated)</li> </ul>
Career Development	<ul> <li>Career &amp; Vocational Skills</li> <li>School Vocational Routines</li> <li>Community Vocational Routines</li> <li>Career Development Routines</li> </ul>
	RELATED SKILLS
Communication	Communication <ul> <li>Expressive Communication</li> <li>Receptive Communication</li> </ul>
Problem Solving	Problem Solving
Team Work	Social Skills/Team Work
Employment Foundations	Employment Foundations (Functional Academics)
<i>Motor Skills</i> (not a Career and Life Role strand but important for Extended Assessment)	Motor Skills

#### Table 1: Career and Life Role Strands Linked To Extended CLRAS

**Note:** Assessment of Daily Routines are conducted using a combination of teacher rating and performance assessment. Assessment of related skills will be conducted while students are engaged in Daily Routines.

#### Introduction to the Extended CLRAS Assessment Process

Students involved in the Extended Career and Life Role Assessment System will be assessed in the two domain areas of Personal Management and Career Development. The Personal Management domain focuses on daily living activities. The Career Development domain focuses on vocational activities.

The assessment process includes a checklist rating form entitled the *Baseline/Annual Assessment Checklist*. The checklist is completed by a Qualified Extended CLRAS Assessor and rates the student on all Personal Management and Career Development routines. After the checklist has been completed by the teacher, the IEP team determines which routines the student will perform for assessment in the natural environment. Five routines are selected for performance assessment from the Personal Management domain in the following five categories: 1) Daily School: Living Skills, 2) Daily School: Transition, 3) Daily School: Academic Activities, 4) Leisure, and 5) Community. Career Development routines are selected in the following areas: 1) a School <u>or</u> Community\* Vocational Activity and, 2) one Career Exploration Activity\*.

Concurrent with the selection of routines, the IEP team identifies related skills from the student's IEP goals and objectives. Related skills are assessed concurrent with routines during the performance assessment.

Table 2 provides an outline of the assessment process.

			Extende	ed CLRAS E	Oomains			
	PERSONAL MANAGEMENT				CAREER DEVELOPMENT			
	Living Skills	Transition	Academic Activities	Leisure	Community	School <u>or</u> Community* Vocational	Career* Exploration	
								ASSESSMENTS
ROUTINE ASSESSMENT	6 routines	4 routines	6 routines	6-7 routines	7-8 routines	1 routine	5 routines	CHECKLIST RATING: Baseline/Annual Assessment Checklist
	1 selected routine	1 selected routine	1 selected routine	1 selected routine	1 selected routine	1 selected routine (if applicable)	1 selected routine (if applicable)	PERFORMANCE ASSESSMENT: Routine and Related Skill Assessment Forms
RELATED SKILL ASSESSMENT**	set of selected skills	Set of selected Skills	are completed simultaneously					

#### **Table 2. EXTENDED CLRAS OVERVIEW**

\* Middle/Secondary only

\*\*Related skills assessment includes 0-3 skills from each of the following areas: expressive communication, receptive communication, problem solving, teamwork & social skills, motor skills, employment foundations (math, reading and writing). The same set of related skills are assessed across all routines.

The forms used to conduct the assessment process shown in Table 2 are depicted in Figure 1. These example forms are intended to draw a connection between the steps of the Extended CLRAS and the forms that are used within those steps. Detailed instructions for the assessment process are included in Chapter II of the Administration Manual for elementary school students and for middle/secondary school students. Chapter III provides a very detailed walk through of an example student assessment. The steps involved in the Extended CLRAS are:

- 1) Complete Baseline/Annual Assessment Checklist (BAAC).
- 2) Select **Routines** to be formally assessed by completing the *Selection Guide of Extended CLRAS Routines for Performance Assessment*
- 3) Select specific **Related Skills** for assessment
- 4) Conduct assessment of the selected 6-7 routines, depending on the student's age, and their corresponding related skills.

For all assessments in the Extended CLRAS the following student rating scale is used:

#### Independence Measurement Scale

- 4 =completes independently
- 3 = completes with visual, verbal or gesture prompting
- 2 = completes with partial physical prompting (requires at least one physical prompt, but not continuous physical prompts)
- 1 = completes with full physical prompting (requires continuous physical prompts)
- 0 =does not complete even with physical prompting

N= not applicable (due to student's medical needs, the school environment does not provide an opportunity to perform, or the IEP team deems the routine/activity inappropriate for the student)

See Figure 1 on the following page

#### Figure 1. Extended Career and Life Role Assessment System

STEP 1

#### Complete the Baseline/Annual Assessment Checklist

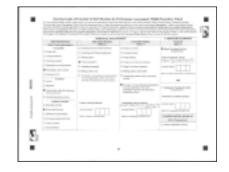


#### STEP 2

#### **Select Routines to Assess**

# STEP 3

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#### STEP 4 Conduct Performance Assessments for

#### Routines

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#### **Related Skills**

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#### Step 1: Baseline/Annual Assessment Checklist

The *Baseline/Annual Assessment Checklist (BAAC)* has two unique forms: one for elementary school students and one for middle and secondary school students. Although the forms are similar in content, they call for the Qualified Extended CLRAS Assessor to rate several routines which are appropriate for either elementary or secondary students. The *BAAC* is a teacher-rating checklist based on how independently the student would <u>likely</u> perform the entire set of routines defined within the Extended CLRAS. The teacher estimates how the student would perform, as opposed to actually observing the student perform. Therefore, the teacher selects the most appropriate score from the Independence Measurement Scale for a given routine based on how the student is likely to perform the routine four out of five times if actually tested. The core steps of each routine are defined in the *BAAC* to help the teacher understand what a particular routine entails.

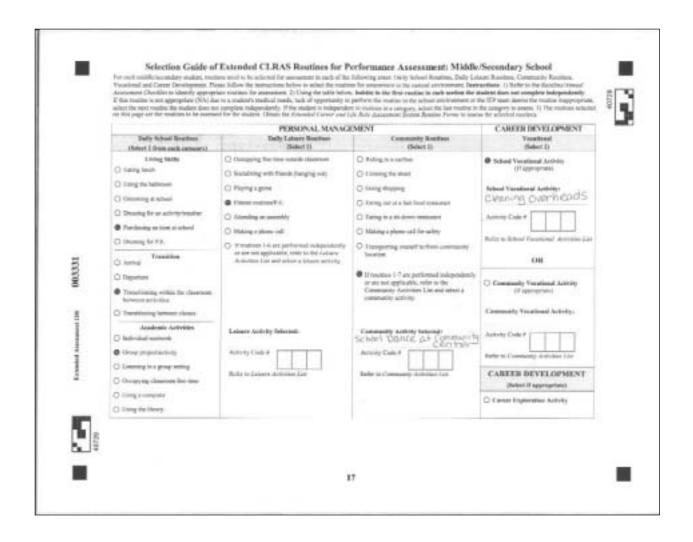
Figure 2 is a partial example of the BAAC

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#### Step 2: Selection Guide of Extended CLRAS Routines for Performance Assessment

After completing the *BAAC* for a given student, the routines to be assessed are identified by completing the *Selection Guide of Extended CLRAS Routines for Performance Assessment*. This is a one page guide on the last page of the *BAAC* that consolidates responses and guides the assessor to select certain routines to use in the formal performance assessment.

Figure 3 is an example Selection Guide of Extended CLRAS Routines for Performance Assessment:



#### **Step 3: Selection of Related Skills**

The *Related Skills Resource Booklet* (see Appendix B) identifies potential related skills to assess and their corresponding skill number. The selection process to identify related skills involves defining the skills the student is currently working on and then consulting with the student's IEP team to select the most important skills for assessment. Names of the selected skills are written on a blank *Related Skill Assessment Form* and placed in the student's folder. Related Skills are assessed simultaneously with routines during performance assessment in the natural environment.

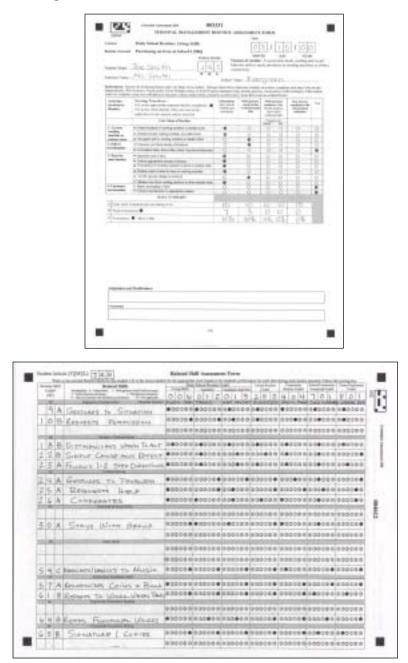
Figure 4 is a partial example of the *Related Skills Resource Booklet*:

			Related Skills			
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#### Step 4: Performance Assessment of Routines and Related Skills

Once the *Routine Assessment Forms* have been selected and the *Related Skills Assessment Form* has been drafted, the Qualified Extended CLRAS Assessor will observe the student while s/he performs the appropriate routines and activities. The student is rated using the Independence Measurement Scale while performing each routine step and each related skill. The teacher completes both forms concurrently. The teacher completes 6-7 Routine Assessment Forms. The same set of Related Skills (selected by the IEP team) are assessed across all 6-7 routines.

Figures 5 and 6 are examples of a Routine Assessment Form and a Related Skill Assessment Form:



#### **Extended CLRAS Qualification Criteria**

In order to assess a student using the Extended CLRAS for the statewide assessment, a teacher must receive training and meet the qualification standards from an Extended CLRAS trainer. Contact your Special Education Administrator to identify qualified trainers in your district.

#### **Assessor Qualification Standards**

- 1. Receive training from a Qualified Extended CLRAS Trainer in the use of the assessment system.
- 2. By watching a videotaped example, accurately score a *Routine* and *Related Skill Assessment Form* while the student performs the routine.
- 3. After training, conduct one full student assessment using the Extended CLRAS. This is a practice assessment and will not be used for the Oregon Statewide Assessment.
- 4. Submit the practice student assessment forms to the Qualified Extended CLRAS Trainer for review.
- 5. After materials have been reviewed by the Qualified Extended CLRAS Trainer and are found to be complete and accurate, the teacher will become a Qualified Assessor.

# **CHAPTER II**

# **Extended CLRAS**

**Detailed Instructions** 

# **Extended CLRAS**

## **Detailed Instructions**

**Elementary School Level** 

#### PERSONAL MANAGEMENT AND CAREER DEVELOPMENT ASSESSMENT PROCESS: Elementary Students

Review the following four steps and use the *Completion Checklist* to indicate when the assessment tasks have been completed for each student.

#### Step 1: Complete the Baseline/Annual Assessment Checklist (BAAC)

The rating of the *BAAC* is completed based on the teacher's knowledge of the student. Follow the Independence Measurement Scale outlined below while rating the student based on his/her current level of performance.

#### **Independence Measurement Scale**

- 4 =completes independently
- 3 = completes with visual, verbal or gesture prompting
- 2 = completes with partial physical prompting (requires at least one physical prompt, but not continuous physical prompts)
- 1 = completes with full physical prompting (requires continuous physical prompts)

0 =does not complete even with physical prompting

N= not applicable (due to student's medical needs, the school environment does not provide an opportunity to perform, or the IEP team deems the routine/activity inappropriate for the student)

Review the Personal Management and Career Development *Baseline/Annual Assessment Checklist* (Appendix A). After reviewing the checklist, the instructor will determine the level of independence at which the student is able to perform the Personal Management and Career Development Routines 4 out of 5 times. Thus, a teacher would rate a student with a score of '3' if she believes a student could successfully complete a routine at least four out of five times if given visual or verbal prompting. Thus, it is possible for a student to receive a score of '3' on a routine even though the teacher believes that student might require partial physical prompting one out of the five times.

#### Step 2: Select Routines to assess

Use the completed *BAAC* to select the highest priority routines and activities for each student. High priority routines are identified by referring to the student's IEP and reflecting on the student's current level of performance.

#### **Routine Selection Process**

Since the routines have been organized in priority order, it is suggested that the instructor select the first routine and/or activity within each section the student <u>cannot complete independently</u>. If the first routine is not appropriate due to a student's medical needs, the lack of opportunity to perform the routine in the school environment, or the IEP team deems the routine inappropriate, select the next routine the student does not complete independently.

Select routines from each of the following contexts:

- Three (3) Daily School Routines:
  - 1 Living Skills Routine
    - 1 Transition Routine
    - 1 Academic Skills Routine
- One (1) Daily Leisure Routine or Activity
- One (1) Community Routine
- One (1) School Vocational Activity

Indicate the routines that have been selected by completing the *Selection Guide for Extended CLRAS Routines for Performance Assessment* (last page of the *BAAC*). Fill in the bubble next to the routines and activities that will be assessed for each student. This guide is a condensed version of the *BAAC*. The purpose of the guide is to document the routines to assess.

Identify the appropriate assessment instruments needed by referring to the *Extended Career* and Life Role Assessment System Forms section of this manual (Appendix A). Obtain the appropriate Routine Assessment Forms needed for the student.

#### Step 3: Select Related Skills

Identify the Related Skills that will be assessed simultaneously during the performance of each routine. Complete one (1) *Related Skill Assessment Form* (Appendix A). All selected skills will be assessed across all routines on the same form.

#### **Related Skill Selection Process**

The instructor is encouraged to meet with the student's IEP team to identify relevant related skills. The instructor is also encouraged to refer to the *Related Skills Resource Booklet* (Appendix B) for further identification of related skills. After selecting relevant related skills, the instructor compiles <u>one master list</u> of all skills utilized in all of the routines and activities. The instructor writes the selected skills, and their respective codes, on the *Related Skills Assessment Form*.

The instructor may select 0-3 skills to assess in each category. Only select skills for which the student needs or receives instruction.

The Related Skills Assessment Form allows multiple skills to be assessed in the following six areas:

- 1) Expressive Communication
- 2) Receptive Communication
- 3) Problem Solving
- 4) Team Work/Social Skills
- 5) Motor Skills
- 6) Employment Foundations (Functional Academics)

After completing the *Related Skills Assessment Form*, the form is then used to assess skills for all routine and activity assessments.

#### Step 4: Conduct Performance Assessments for Routines and Related Skills

The performance assessment of routines and related skills are conducted by observing the student in the natural environment. Follow the Independence Measurement Scale outlined below while observing the student perform each routine and related skill.

#### **Independence Measurement Scale**

4 =completes independently

3 = completes with visual, verbal or gesture prompting

- 2 = completes with partial physical prompting (requires at least one physical prompt, but not continuous physical prompts)
- 1 = completes with full physical prompting (requires continuous physical prompts)
- 0 =does not complete even with physical prompting

N= not applicable (due to student's medical needs, the school environment does not provide an opportunity to perform, or the IEP team deems the routine/activity inappropriate for the student)

During the performance assessment of routines, the teacher actually observes and scores the student's level of independence on each of the core steps listed on that routine's scoring form. The teacher uses the Independence Measurement Scale to score the student on each of the core steps by measuring how the student actually performs. It is possible for a core step of a routine to occur more than one time in a performance assessment situation. If it does, the score should reflect the greatest level of support provided to the student during any occurrence of a particular step. Thus, a teacher would rate a student at the '2' level on a core step if the student required partial physical prompting even once for that step during the assessment.

In addition to scoring routines, the student is assessed on his/her ability to perform individual related skills. These skills are assessed in the natural environment during the performance assessment for each selected routine. The same scoring criterion used for routines is employed for scoring related skills. Teachers again use the Independence Measurement Scale described above to score students. The score should reflect the greatest level of support during any occurrence of a particular skill. For example, a student may be working on the skill "recognizing a problem exists." If the student engaged in the skill "recognizing a problem" 3 times during the routine, but requires a full physical prompt one of the three times, the score would be a '1' for full physical prompt.

The *Routine Assessment Forms* and the *Related Skills Assessment Form* are assessed concurrently. The teacher completes the selected 6-7 Routine Assessment Forms. The same set of related skills (selected by the IEP team) are assessed across all 6-7 routines.

Refer to the *Completion Checklist* document on page 17 to verify that all assessment tasks have been completed for each student.

If you have questions about the assessment administration process, please contact the Extended Career and Life Role Assessment office at:

Portland State University Department of Special and Counselor Education Graduate School of Education 503.725.4255 Email: <u>extendedclras@pdx.edu</u>

This assessment is one component of Oregon's comprehensive and inclusive statewide assessment system. Students with disabilities who are unable to take the statewide writing assessment or the reading/literature and mathematics knowledge and skills (multiple choice) assessment(s) and who are receiving instruction in life skills are expected to take the Extended CLRAS. For more information about the Oregon Statewide Assessment System please contact Pat Almond, Evaluation Specialist at (503) 378-3600 ext. 2267.

Office of Assessment and Evaluation Oregon Department of Education 255 Capitol Street NE Salem, Oregon 97310-0203 www.ode.state.or.us

#### Extended Career and Life Role Assessment System Completion Checklist

Please con	mplete the followin	g checklist for eac	h student to	verify all steps	s of the Extended	CLRAS have
been com	pleted.					

School District Student Grade		
	e/Annual Assessment Checklist n Guide of Extended CLRAS Routines for Performance Assessment lls	
1 Daily Sc 1 Daily Sc 1 Daily Sc 1 Daily Le 1 Commun 1 School V (if applica 1 Career E	<i>ine Assessment Forms</i> : Phool Routine: Living Skills Phool Routine: Transition Phool Routine: Academic Activities Pisure Routine nity Routine Vocational Routine <u>or</u> 1 Community Vocational Routines ble) Exploration Routine (if applicable)	
B. Complete one <i>R</i> identified above	Related Skills Assessment Form that includes skills for all routines e:	

If you have any questions about any of the steps outlined above, see the Detailed Instructions section of the Administration Manual for your grade level. If you have further questions, please contact the Extended CLRAS office or the Oregon Department of Education at:

Portland State University Department of Special and Counselor Education Graduate School of Education 503.725.4255 Email: <u>extendedclras@pdx.edu</u> Office of Assessment and Evaluation Oregon Department of Education 255 Capitol Street NE Salem, Oregon 97310-0203 <u>www.ode.state.or.us</u>

# **Extended CLRAS**

# **Detailed Instructions**

Middle/Secondary School Level

#### PERSONAL MANAGEMENT AND CAREER DEVELOPMENT ROUTINE ASSESSMENT PROCESS: Middle/Secondary Students

Review the following four steps and use the *Completion Checklist* to indicate when the assessment tasks have been completed for each student.

#### Step 1: Complete the Baseline/Annual Assessment Checklist (BAAC)

The rating of the *BAAC* is completed based on the teacher's knowledge of the student. Follow the Independence Measurement Scale outlined below while rating the student based on his/her current level of performance.

#### **Independence Measurement Scale**

- 4 =completes independently
- 3 = completes with visual, verbal or gesture prompting
- 2 = completes with partial physical prompting (requires at least one physical prompt, but not continuous physical prompts)
- 1 = completes with full physical prompting (requires continuous physical prompts)
- 0 =does not complete even with physical prompting

N= not applicable (due to student's medical needs, the school environment does not provide an opportunity to perform, or the IEP team deems the routine/activity inappropriate for the student)

Review the Personal Management and Career Development *Baseline/Annual Assessment Checklist* (Appendix A). After reviewing the checklist, the instructor will determine the level of independence at which the student is able to perform the Personal Management and Career Development Routines 4 out of 5 times. Thus, a teacher would rate a student with a score of '3' if she believes a student could successfully complete a routine at least four out of five times if given visual or verbal prompting. Thus, it is possible for a student to receive a score of '3' on a routine even though the teacher believes that student might require partial physical prompting one out of the five times.

#### Step 2: Select Routines to assess

Use the completed *BAAC* to select the highest priority routines and activities for each student. High priority routines are identified by referring to the student's IEP and reflecting on the student's current performance.

#### **Routine Selection Process**

Since the routines have been organized in priority order, it is suggested that the instructor select the first routine and/or activity within each section that the student <u>cannot complete</u> <u>independently</u>. If the first routine is not appropriate due to a student's medical needs, the lack of opportunity to perform the routine in the school environment, or the IEP team deems the routine inappropriate, select the next routine the student does not complete independently.

Select routines from each of the following contexts:

- Three (3) Daily School Routines:
  - 1 Living Skills Routine
    - 1 Transition Routine
    - 1 Academic Skills Routine
- One (1) Daily Leisure Routine or Activity
- One (1) Community Routine
- One (1) School or Community Vocational Activity
- Career Exploration

Indicate the routines that have been selected by completing the *Selection Guide for Extended CLRAS Routines for Performance Assessment* (last page of the *BAAC*). Fill in the bubble next to the routines and activities that will be assessed for each student. This guide is a condensed version of the *BAAC*. The purpose of the guide is to document the routines to assess.

Obtain the appropriate assessment instruments by referring to the *Extended Career and Life Role Assessment System Forms* section of this manual (Appendix A). Obtain the appropriate *Routine Assessment Forms* needed for the student.

#### Step 3: Select Related Skills

Identify the Related Skills that will be assessed simultaneously during the performance of each routine. Complete one (1) *Related Skill Assessment Form* (Appendix A). All selected skills will be assessed across all routines and activities on the same form.

#### **Related Skill Selection Process**

The instructor is encouraged to meet with the student's IEP team to identify relevant related skills. The instructor is also encouraged to refer to the *Related Skills Resource Booklet* (Appendix B) for further identification of related skills. After selecting relevant related skills, the instructor compiles <u>one master list</u> of all skills utilized in all of the routines and activities. The instructor writes the selected skills, and their respective codes, on the *Related Skills Assessment Form*.

The instructor may select 0-3 skills to assess in each category. Only select skills for which the student needs or receives instruction.

The Related Skills Assessment Form allows multiple skills to be assessed in the following six areas:

- 1) Expressive Communication
- 2) Receptive Communication
- 3) Problem Solving
- 4) Team Work/Social Skills
- 5) Motor Skills
- 6) Employment Foundations (Functional Academics)

After completing the *Related Skills Assessment Form*, the form is then used to assess skills for all routine and activity assessments.

#### Step 4: Conduct Assessments for Routines and Related Skills

The performance assessment of routines and related skills are conducted by observing the student in the natural environment. Follow the Independence Measurement Scale outlined below while observing the student perform each routine and related skill.

#### **Independence Measurement Scale**

- 4 =completes independently
- 3 = completes with visual, verbal or gesture prompting
- 2 = completes with partial physical prompting (requires at least one physical prompt, but not continuous physical prompts)
- 1 = completes with full physical prompting (requires continuous physical prompts)
- 0 =does not complete even with physical prompting

N= not applicable (due to student's medical needs, the school environment does not provide an opportunity to perform, or the IEP team deems the routine/activity inappropriate for the student)

During the performance assessment of routines, the teacher actually observes and scores the student's level of independence on each of the core steps listed on that routine's scoring form. The teacher uses the Independence Measurement Scale to score the student on each of the core steps by measuring how the student actually performs. It is possible for a core step of a routine to occur more than one time in a performance assessment situation. If it does, the score should reflect the greatest level of support provided to the student during any occurrence of a particular step. Thus, a teacher would rate a student at the '2' level on a core step if the student required partial physical prompting even once for that step during the assessment.

In addition to scoring routines, the student is assessed on his/her ability to perform individual related skills. These skills are assessed in the natural environment during the performance assessment for each selected routine. The same scoring criterion used for routines is employed for scoring related skills. Teachers again use the above Independence Measurement Scale to score students. The score should reflect the greatest level of support during any occurrence of a particular skill. For example, a student may be working on the skill "recognizing a problem exists." If the student engaged in the skill "recognizing a problem" 3 times during the routine, but requires a full physical prompt one of the three times, the score would be a '1' for full physical prompt.

The *Routine Assessment Forms* and the *Related Skills Assessment Form* are assessed concurrently. The teacher completes the selected 6-7 Routine Assessment Forms. The same set of related skills (selected by the IEP team) are assessed across all 6-7 routines.

Refer to the *Completion Checklist* document on page 22 to verify that all assessment tasks have been completed for each student.

If you have questions about the assessment administration process, please contact the Extended Career and Life Role Assessment office at:

Portland State University Department of Special and Counselor Education Graduate School of Education 503.725.4255 Email: <u>extendedclras@pdx.edu</u>

This assessment is one component of Oregon's comprehensive and inclusive statewide assessment system. Students with disabilities who are unable to take the statewide writing assessment or the reading/literature and mathematics knowledge and skills (multiple choice) assessment(s) and who are receiving instruction in life skills are expected to take the Extended CLRAS. For more information about the Oregon Statewide Assessment System please contact Pat Almond, Evaluation Specialist, at (503) 378-3600 ext. 2267.

Office of Assessment and Evaluation Oregon Department of Education 255 Capitol Street NE Salem, Oregon 97310-0203 www.ode.state.or.us

#### Extended Career and Life Role Assessment System Completion Checklist

Please complete t	he following checklis	t for each student to	o verify all steps of	f the Extended CLRAS	have
been completed.					

School District Student Grade		
	line/Annual Assessment Checklist ction Guide of Extended CLRAS Routines for Performance Assessment Skills	
1 Daily 1 Daily 1 Daily 1 Daily 1 Daily 1 Com 1 Scho (if appl	ormance Assessments: outine Assessment Forms: y School Routine: Living Skills y School Routine: Transition y School Routine: Academic Activities y Leisure Routine munity Routine ol Vocational Routine <u>or</u> 1 Community Vocational Routines licable) er Exploration Routine (if applicable)	
B. Complete or identified ab	the <i>Related Skills Assessment Form</i> that includes skills for all routines pove:	

If you have any questions about any of the steps outlined above, see the Detailed Instructions section of the Administration Manual for your grade level. If you have further questions, please contact the Extended CLRAS office or the Oregon Department of Education.

Portland State University Department of Special and Counselor Education Graduate School of Education 503.725.4255 Email: <u>extendedclras@pdx.edu</u> Office of Assessment and Evaluation Oregon Department of Education 255 Capitol Street NE Salem, Oregon 97310-0203 www.ode.state.or.us

# **CHAPTER III**

**Example Student Assessment** 

#### PERSONAL MANAGEMENT AND CAREER DEVELOPMENT ROUTINE AND RELATED SKILLS ASSESSMENT

The following example is provided to illustrate the assessment process for a Middle/Secondary school student. The same steps apply for elementary students. The only difference is that elementary students are not assessed on a community vocational or a career exploration activity.

#### Ms. Smith assesses Joe

#### Step 1: Ms. Smith completes the *Baseline/Annual Assessment Checklist (BAAC)*

Ms. Smith, who is a Qualified Extended CLRAS Assessor, has worked with Joe for the past year and knows him well. At the beginning of the assessment process Ms. Smith takes some time to reflect on Joe's level of performance. Ms. Smith begins the assessment process by reviewing the Personal Management and Career Development *Baseline/Annual Assessment Checklist* (Appendix A). After reviewing the checklist Ms. Smith uses her professional knowledge as Joe's instructor to indicate whether Joe can perform each routine independently four out of five times. Ms. Smith rates Joe using the Independence Measurement Scale.

After completing the *BAAC*, it becomes clear to Ms. Smith that there are nine (9) Daily School Routines, two (2) Daily Leisure Routines, five (5) Community Routines, one (1) School Vocational Activity, and one (1) Career Exploration Routine that Joe has difficulty accomplishing independently four out of five times. See example *Baseline/Annual Assessment Checklist* on the following pages (pp. 24-41).

52720	Extended Assessment ID#	2000	Student Name: Juismin	Secure Student ID#	1234567896	ļ
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### **Extended Career and Life Role Assessment System**

2002-2003 Extended Assessment Administration

### Baseline/Annual Assessment Checklist (BAAC) Middle/Secondary School Level

	tudent Inf		-					_	
Student's First Name	MI Stu	dent's Last	Name		3,6-3		25 - 22	Stud	ent's Initia
JOE	KS	mI	TH					J	RS
Secure Student Id Number Get	nder C	irade of En	rollment	(Orego	n State	wide A	asessme	nt) F	M L
1 7 3 4 51 7 6 6 6		) Grade 8 (							
Student's Attending School Name	Female 6	Grade 10	(If ungra	ided, aj	pe 15.)	Sch	iool Insti	itution	Id Numbe
	TT				7	-		-	]
EVERGREEN							50	9	
Date of Birth / 0 / / 5 / 8 8 MONTH DAY YEAR									
A	ssessor In	formation							
Assessor's First Name	MI	Assessor's	Last Nat	me		-			
JANE	5	SM	17	4					
Assessor's Phone #					-			-	
530)600-6000									
Perso	n Who Re	ceives Rep	port	_		_	-	-	
First Name	MI	Last Name							
JANE	5	Sm	17	14					
District Name		District No	amber						
EVERGREEN		22	22						
School Name	-		_		Da	te Assa	ssment	Compl	eted
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Oregon Department of Education Office of Assessment and Evaluation



	Extended
- H	Assessment IDA

Student Name.

Baseline/Annual Assessment Checklist

Middle/Secondary School Level

#### PERSONAL MANAGEMENT - Daily School Routines: Living Skills

Instructions: 1 Review the following routines.

- For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate hubble according to whether the student can complete the routine \* independently, \* with gestures, visual and/or verbal prompts,
  - \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or
  - \* if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an apportunity to complete a routine, fill in the bubble in the left hand column.

Identify the first routine the student does not perform independently. Transfir the selected routine to the Selection Guide of Extended CLRAS
 Routines for Performance Assessment (last page of this document).
 Daily: School Routines: Living Skills
 Louge of computation A cost 5 times

	Daily Scho	ol Routines: Living Skills		Leve	1 of comple	tion 4 out	t 5 times	
*N/A	Personal Management	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verhal and/or visual prompts	With physical assistance (may include gesturen, visual and/or verbal prompta) Prompt Level		Student does not complete with full physical assistance	
	Routine			anty	Partial	Fall	1	
0	Eating Lanch	Locates cafeteria     Locates food service late     Selects food     Finds searing location     Prepares to eat     Consumes food     Puls away ulerants, tray att.     Leaves cafeteria	•	0	0	0	o	
0	Using the Bathroom	Recognizes the need to go to the restroom     Notifies teacher     Locates restroom     Uses restroom appropriately     Eots restroom	•	0	0	0	o	
0	Grooming at School	<ol> <li>Checks appearance</li> <li>Adjusts appearance</li> <li>Pats away grooming materials</li> </ol>	0	0	0	0	0	
0	Dressing for an Activity/ Weather	1. Checks the weather 2. Locates appropriate clothing 3. Dresses	0	0	0	0	0	
0	Purchasing an item at school	Locates vending machine     Selects reerchandise     Pays for merchandise     Consumes merchandise	0	۰	0	0	0	
0	Dressing for P.E.	Locates Indeer norm     Locates Indeer     Action     Changes clothing     A Puts away clothing not in use	0	0	۰	0	0	

\*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



Extended Assessment ID# Student Name:

Secure Student IEM

#### Baseline/Annual Assessment Checklist Middle/Secondary School Level PERSONAL MANAGEMENT - Daily School Routines: Transition

Daily School Routines: Transition		Level of completion 4 out 5 times						
•N/A Personal		rsonal	Independent (may include minimal peer amistance)	With gestures, verbal and/or visual	With physical assistance (may include pestures, visual and/or verbal prompts)		Student does not complete with full physical assistance	
	Management Routine	Core activities involved in routine	ved in routine promp	prompts only	Prompt Level			
0	Arrival	Exits source of transportation     Locates school     Locates clossroom     Putr away/organizes belongings     Locates seat in classroom		0	Partial	Full	o	
0	Departure	1. Gathers belongings     2. Leaves classroom     3. Leaves building to locate transportation     4. Enters transportation	0	0	0	0	0	
0	Transitioning Within the Classroom Between Activities	<ol> <li>Completes activity</li> <li>Puts away materials</li> <li>Locates materials for new activity</li> <li>Begins new activity</li> </ol>	0	٥	0	0	0	
0	Transitioning Between Classes	1. Completes class activity 2. Finds location of new class 3. Locates seat in new classroom	0	٥	0	0	0	

\*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

26

			ly School Ro	rsel outines: A	cademie	: Activi	P H I
	Daily School F	Routines: Academic Activities	_		l of comple		t 5 times
		4	Independent (ruy include minimal per	With gestures, verbal and/or	assistan include j visual	hysical ee (may) gestures, and/or	Student does not complete with fall physical
'N/A	Personal Management	Core activities levelyed in routine	(sossistance)	visual prompts		eompts) t Level	assistance
	Restine			only	Partial	Fall	
0	Individual Scatwork	<ol> <li>Attends to teacher's directions on assignment</li> <li>Gathers appropriate reatorials for individual seatwork</li> <li>Completion activity</li> <li>Collects materials after completion of activity</li> </ol>	•	0	0	0	o
0	Group Prajecti Activity	Attends to teacher's directions     Locates members of small group, as     assigned     Pollows instructions and begins     working on task     Pocuses on task throughout activity     5. Completen activity	0	•	o	0	0
0	Listening in a Group Setting	<ol> <li>Attinuts to teacher re: lecture maintial</li> <li>Demonstrates appropriate behavior throughout lecture</li> <li>Intersects with worker appropriately</li> </ol>	0	•	0	0	o
0	Occupying Classroom Free Time	Makes choice re: involvement in free time activity     Locates who, what, when and where of activity     Participates in activity with appropriate fictus and behavior     4. Completin activity	o	o	•	0	0
0	Udag a Camputer	<ol> <li>Locates computer</li> <li>Accesses desired computer program</li> <li>Intaracts with computer program</li> <li>Completes activity</li> </ol>	o	0	•	0	0
0	Using the Library	1, Locates library 2. Finds location of materials 3. Removes materials from location 4. Checks out assterials	o	0		0	o

\*If NA is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX	



Student Name

**Baseline/Annual Assessment Checklist** 

Middle/Secondary School Level

### PERSONAL MANAGEMENT - Daily Leisure Routines

Instructions: 1. Review the following routines.

2. For each mutine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if

the school environment does not provide the stadent with an opportunity to complete a routine, fill in the bubble in the left hand column.

3. If all of the following routines are not appropriate for the student, assess a Generic Leisure Activity (see the following page).

4 Identify the first routine the student does not perform independently. Transfer the selected routine to the Selection Guide of Extended CLRAS

Howines for Performance Assessment (last page of this document).

	Dui	ly Leisure Routines	Level of completion 4 out 5 times					
-N/A	Nua Personal			With gestures, verbal and/or visual	With physical assistance (may include gestures, visual and/or verbal peorpta)		Student does not complete with full physical	
'N/A	Management Roatine	Core activities involved in routine	assistance)	prompts anty	Promp		assistance	
0	Occupying Free Time Outside Classroom	Locates outside area     Chooses to be involved with others     during free time     Cooses activity at an appropriate time	•	0	0	0	0	
0	Socializing With Friends (Hanging Out)	<ol> <li>Initiates social interaction</li> <li>Spends time with friends</li> <li>Terminates social interaction</li> </ol>	0	0	0	0	0	
0	Playing a Game	Identifies game to be played     Obtains necessary equipment and     location to play game     Learns tales of game and shares with     others     Pays game     S Pats away equipment	0	o	0	0	0	
0	Fitness Routine/P.E.	Locates place to participate in fitness activity     Changes into proper workout attire     Locates proper equipment for workout     Engages is workout routine     Finishes workout	0	0	ø	0	0	
0	Attending an Assembly	<ol> <li>Locates assembly</li> <li>Finds seat at assembly</li> <li>Demonstrates appropriate behavior during assembly</li> <li>Leaves assentily</li> </ol>	o	0	0	0	0	
0	Making a Phone Call	Locates telephone     Locates phone number     J. Follows procedure for using phone     4. Utilizes telephone	0	0	0	0	0	

\*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



### Baseline/Annual Assessment Checklist

Middle/Secondary School Level

### PERSONAL MANAGEMENT - Generic Daily Leisure Activity (Optional)

Instructions:

- Complete the Generic Daily Leisure Activity only if the previous Daily Leisure Routines are not appropriate for the student or if the student can complete all of the leisure routines independently.
- 2. Select a Leisure Activity from the following page. Fill in the activity name and code # in the space below.

3. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity \* independently, \* with gestures, visual and/or verbal prompts, \* with pertial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student are complete a pert of the routine without full physical assistance).

- \* if the student does not complete with full physical assistance.
- 4. At the bottom of this page please describe the Leisure Activity that was chosen.

Transfer the selected routine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).
 If the optional Generic Leisure Activity will not be assessed for this student, fill in the hubble in the left hand column (NA).

	Generic Dail	y Leisure Activity (Optional)		Leve	l of comple	tion 4 ou	t 5 times
N/A Personal Care activities involved in routine		Independent (may include minimal poer assistance)	With gestures, verbal and/or visual	With physical assistance (may include gestures, visual ard/or verbal prompts)		Student does not complete with full physical assistance	
	Routine			prompts	Promp	Full	
	Leisure Activity Name	Expresses interest/preference for leisure activity     Selects appropriate leisure activity     Initiates leisure activity with others     Initiates leisure activity with self     Obtains materials/squipment for leisure activity					
e		<ol> <li>Performs lessure activity</li> <li>Demonstrates appropriate behavior during activity</li> <li>Cooperates with offers during activity</li> <li>Follows directions/tules of lessure activity</li> </ol>	0	0	0	0	0
	Activity Code #	<ol> <li>Has a good attitude</li> <li>Demonstrates instiative/independence</li> <li>Terminates leisure activity</li> <li>Cleans up activity area after use (puts away materials/equipment)</li> </ol>					

Description of Activity:

 DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX	

"If N/A is selected, please explain in the space provided:

#### DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

1.00
1434

### Leisure Activities Resource List Middle/Secondary School Level

Select an appropriate lessure activity for assessment from the following list of activities. If an appropriate lessure activity is not found, additional lessure activities may be identified for a student. If an additional activity is needed, please add an appropriate lessure activity below. Transfer the additional activity onto the Generic Daily Lessure Activity section of this document on the previous page.

	ESUR ODE		Leisure Activities				
2	1	1	Caring for pets/animals				
2	1	2	Participating in a leisure class/activity				
2	1	3	Watching television				
2	1	4	Participating in a hobby activity				
2	1	5	Going to the movies				
2	1	6	Going shopping				
2	1	7	Participating in a club/organization				
2	1	8	Reading a book/magazine				
2	1	9	Going to the park				
2	2	0	Playing an instrument				
2	2	1	Listening to music				
2	2	2	Going on a trip				
2	2	3	Participating in a sporting event/activity				
2	2	4	Going for a walk				
2	2	5	Participating in an exercise routine				
2	2	6	Participating in a craft activity				
2	2	7	Going camping				
2	2	8	Going boating				
2	2	9	Going downtown for a weekend event				
2	3	0	Going swimming				
2	3	1	Going for a bike ride				
2	3	-	Gardening				
-		-	Additional Leisure Activity				
2	0	3					

Student Name: CLRAS ID+ Secure Student ID4 2000 1234567890 mith 700

#### **Baseline/Annual Assessment Checklist** Middle/Secondary School Level PERSONAL MANAGEMENT - Community Routines



### Instructions:

1. Review the following routines.

2. For each routing, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Full in the most appropriate bubble according to whether the student can everplete the routine \* independently, \* with gestares, visual and/or verbal prompta. \* with partial physical assistance (stadent can complete a part of the rotatine without fall physical assistance), \* with fall physical assistance, or \* if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if the school servironment does not provide the student with an opportunity to complete a routine, fill in the hubble in the left hand column.

If all of the following routines are not appropriate for the student, assess a Generic Community Activity (see the following page).
 Transfer the selected matine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).

e ..... nity Doutina Load of completion 4 out 5 time

Community Routines		Level of completion 4 out 5 times					
•N/A	Personal Management Routine	Care activities involved in routine	Independent (may include minimal poor assistance)	With gestures, verbal and/or visual prompts	assistan include ; vtsual verbal p Promp	hysical ee (may gostures, and/or rompts) t Level	Student does not complete with full physical assistance
0	Riding is a Car/Bus	Gathers belongings     Locates transportation     J. Utilizes transportation     definition	e	only	Partial	O	o
0	Crossing the Street	I. Identifies used to cross the street     Z. Reads crosswalk signal     J. Moves across the street	0	0	0	0	0
0	Going Shopping	Pre-planning for shopping     Locates store     Shops     A. Chocks out and pays for shopping items     Leaves store	0	•	0	0	o
0	Eating Out at a Fast Food Restaurant	Community pro-planning activity     Locates restaurant     Locates line     Ordes food     S. Conumes meal     Locetes instaurant	0	٠	0	0	0
0	Eating in a Sit-Down Restaurant	Constrainity pre-planning activity     Locates restaurant     Waits for service     Orden food     Consumes meal     Pays bill     Lories restaurant	0	۰	o	0	0
0	Making a Phone Call for Safety	<ol> <li>Identifies need to make phone call</li> <li>Operates phone</li> <li>Communicates effectively</li> </ol>	•	0	0	0	0
0	Transporting Osciell' to/from Community Locations	Travel preparation     Accesses and utilizes transportation     Accesses and utilizes transportation     Agends time at location     Sentams from location	•	0	0	0	0
0	Purchasing an liem in the Community	1. Identifies need to purchase an item 2. Pays for item 3. Puts away item	0	•	o	0	0

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS

1.1	Extended Assessment ID#	Student Name:	Secure Student ID#
64979			

#### Baseline/Annual Assessment Checklist Middle/Secondary School Level

### PERSONAL MANAGEMENT - Generic Community Activity (Optional)

#### Instructions:

- 1. Complete the Generic Community Activity only if the previous Daily Community Routines are not appropriate for the student or if the student can complete all of the leisure routines independently.
- 2. Select a Community Activity from the following page. Fill in the activity name and code # in the space below
- 3. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or
- \* if the student does not complete with full physical assistance.
- 4. At the bottom of this page please describe the Community Activity that was chosen.
- 5. Transfer the selected routine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).
- 6. If the optional Generic Community Activity will not be assessed for this student, fill in the hubble in the left hand column (N/A).

	Generic Cor	mmunity Activity (Optional)		Leve	l of comple	tion 4 ou	t 5 times
*N/A	Presonal Management Routine	Core activities involved in routine	Independent (may include minimal peer ussistance)	With gestures, verbal and/or visual prompts only	With pl assistant include g visual a verbal p Prompt Partial	re (may estures, and/or compta)	Student does not complete with full physical assistance
0	Community Activity Name School Dance 404 Activity Code #	<ol> <li>Locates community activity in a safe masner</li> <li>Expresses need to appropriate person</li> <li>Demonstrates appropriate boundaries when interacting with atrangers</li> <li>Maintains appropriate behavior while in the community</li> <li>Stays with the group</li> <li>Identifies appropriate people in community to contact when in need of assistance</li> <li>Completes activity in community</li> <li>Identifies carrent location throughout activity</li> <li>Secures appropriate transportation</li> </ol>	o	0	0	Partial Fall	o

### Description of Activity:

Joe is work	ing on his social and dancing skills, so he
attended a	dance at the local community center. The
IEP team in	dance at the local community center. The dentified this as a priority routine.

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

\*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



### Community Activities Resource List Middle/Secondary School Level

Select an appropriate community activity for assessment from the following list of activities. If an appropriate community activity is not found, additional community activities may be identified for a student. If an additional activity is needed, please add an appropriate community activity below. Transfer the additional activity onto the Generic Community Activity section of this document on the previous page.

	CODE		Community Activities
4	1	3	Going to the bank
4	1	4	Going to the post office
4	1	5	Going to the library
4	1	6	Going to the laundromat
4	1	7	Accessing community services
4	1	8	Going to a museum
			Additional Community Activities
4	0	4	SCHOOL DANCE



Extended Assessment ID# Student Name:

**Baseline/Annual Assessment Checklist** 

Middle/Secondary School Level

### **CAREER DEVELOPMENT - Vocational Activities**

Instructions:

1. Select a School Vocational or Community Vocational Activity from the following pages. Select an activity the student is currently involved in. Fill in the activity name in the appropriate space below.

 Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the hubble in the left hand column.

- 3. At the bottom of this page please describe the Vocational Activity that was chosen.
- 4. Transfer either the School or Community vocational routine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).

	CAREER	DEVELOPMENT: School		Leve	l of comple	tion 4 ou	t 5 times
"N/A	Career Devlopment	Core activities involved in routine	Independent (may include minimal peer ansistance)	With gestures, verbal and/or visual prompts only	With pl assistant treltade g visual i verbal po Prompt	ce (may arstures, and/or rompts) t Level	Student does not complete with full physical assistance
0	School Vocational Activity Name Overhuceds 701 Activity Code #	Arrives on time     Identifies job responsibilities     Follows directions of supervisors     Follows steps of job activity     Stays on task     Works without diarupting others     Is polite to adults and peers     Raponds appropriately to feedback     about job activities     Demonstrates initiative/independence     Works at a good pace and amount (job     quality)     Cleans up materials and work space     Leaves at appropriate time	0	۲	O	O	0
0	Community Vecational Activity Name		0		0	0	0

#### Description of Activity:

student obt	inections in a clusignated location.
	DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

### DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



### Vocational Activities List Middle/Secondary School Level

Select an appropriate vocational activity for assessment from the following list of activities. If an appropriate vocational activity is not found, additional vocational activities may be identified for a student. If an additional activity is needed, please write the additional vocational activity in the space provided below. Transfer the additional activity onto the School Vocational or Community Vocational section of this document on the previous page.

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7	0	2	Helpi	ng th	e cla	ssroe	im te	ache	r		6	0	2	Wo	rkin	g for	r the	clas	sroon	n tea	icher	
7	0	3	Clean	ing ti	he cla	assro	om				6	0	3	Wo	rkin	g in	the s	cho	ol libi	rary		
7	0	4	Deliv	ering	mail	l/mes	sage	\$			6	0	4	Wo	rkin	g in	the s	cho	ol sto	re		
7	0	5	Passi	ng ou	t pap	ers/i	nater	ials			6	0	5	Wo	rkin	g in	the c	afet	eria			
7	0	9	Recyc	ling							6	0	6	Wo	rkin	g in	the s	cho	ol off	ice		
7	1	2	Takin	g atte	endar	nce					6	0	7	Rec	ycli	ng						
7	1	3	Work	ing i	n the	cafe	teria				6	0	8	Swi	cepin	ng fl	oors					
											6	0	9	Doi	ing li	aund	iry					
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											6	1	2	Wo	rkin	g as	a jar	nitor				
											6	1	3	Wo	rkin	g in	a so	cial s	ervic	e pr	ofess	sion
											6	1	4	Wo	rkin	g in	a res	taur	ant			
											6	1	5	Wo	rkin	g in	an o	ffice				
											6	1	6	Wo	rkin	g in	a wa	reho	use			
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### Baseline/Annual Assessment Checklist Middle/Secondary School Level CAREER DEVELOPMENT - Career Exploration

Instructions:

I. Review the following Career Exploration Activity.

2. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine \* independently, \* with gestures, visual and/or virtual prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.

3 Indicate which one of the following Career Exploration activities will be assessed on the Selection Guide of Extended CLRAS Rowines for Performance Assessment (last page of this document).

C	AREER DEVEL	OPMENT: Career Exploration		Level	of complet	ion 4 out	5 times	
*N7A	Career Development	Care activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts	With ph assistance include g visual a veitui pr	re (may estures, ind/or ompts)	5 times Student does no complete with full physical assistance O	complete with full physical
				only		Full	-	
0	laterviewing /Juh Shadowing an Employer /Employee	<ol> <li>Identifies a job of interest</li> <li>Prepares for interview or job shadow</li> <li>Conducts interview or job shadow</li> <li>Describes positive and negative aspects of job</li> </ol>	0	•	0	0	o	
0	Creating a Resume	Mentifies information needed for a resume     Duafts resume     Requests feedback about resume     Finalizes resume	0	۰	0	0	0	
0	Finding a Joh	<ol> <li>Identifies jobs and characteristics</li> <li>Mentifies personal skills and needs relating to a job</li> <li>Conducts job search</li> </ol>	0	•	0	0	0	
0	Applying for a Job	Completes application     Completes cover letter     Requests feedback about cover letter     Obtains references     Completes application process	0	0	٥	0	o	
0	Interviewing for a job	1. Prepares for interview 2. Participates in interview	0	0	0	0	0	

#### \*If N/A is selected, please explain in the space provided:

DO NOT WRI	TE BELOW THIS LINE	OR OUTSIDE OF TH	US BOX	

# **Selection of Routines**

# **Step 2:** Ms. Smith completes the Selection Guide of Extended CLRAS Routines for Performance Assessment

The second step for Ms. Smith is to select the routines for assessment. Ms. Smith selects the first routine that Joe could not complete independently from each of the following areas:

- Three (3) Daily School Routines:
  - 1 Living Skills Routine
  - 1 Transition Routine
  - 1 Academic Skills Routine
- One (1) Daily Leisure Routine or Activity
- One (1) Community Routine
- One (1) School Vocational Activity (elementary and middle/secondary) OR One (1) Community Vocational Activity (middle/secondary only)
- One Career Exploration Routine (middle/secondary only)

On the following page you will find a *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of BAAC). As you will see from the selection guide, Ms. Smith has bubbled in the routines selected for assessment. They are as follows:

# **Daily School Routines**

- Purchasing an Item
- Transitioning Within the Classroom Between Activities
- Group Project/Activity

# **Daily Leisure Routine**

• Fitness Routine/P.E.

# **Community Routine**

• School Dance at Community Center

# School Vocational Activity

• Cleaning Overheads

# **Career Exploration**

• Interviewing/Job Shadowing and Employer/Employee

After identifying the routines to assess, Ms. Smith refers to the Extended CLRAS Forms section (Appendix A) of this manual to obtain the routines documented on the *Selection Guide of Extended CLRAS Routines for Performance Assessment*.

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Assument Checklor to identify appropriate number for assessment. 2) Using the table below, builded in the first routine in each section the student does not complete independently. If this contine is not appropriate (NA) due to a student's and/oil needs, lack of opportunity to perform the nutrine in the school environment or the IEP sum doesns the routine inappropriate, nefect the next notine the student does not complete independently. If the student is independent in numbers in a tatgery, where the last routine in the category to asses. 3) The matters account on this page are the routines to be assumed for the student. Obtain the Earent *and Life Noile Autoeneed System Router Forw* to make the related matters. The routine number is For each middle/socondary studers, routines need to be softened for assessment in each of the following areas: Daily School Ituatines, Daily Leinara Routinen, Commanity Routinen, Vocational and Career Development. Please follow the instructions below to select the routines for assessment in the natural environment. Instructions: 1) Rofer to flavorihowind

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	PERSONAL MANAGEMENT		CAREER DEVELOPMENT
Daily School Routines (Select 1 from each category)	Duly Loturre Reutines (Select 1)	Community Routines (Select 1)	Vocational (Select 1)
Living Skills O Enting Inneth (004) O Using the bullwrow (008) O Goorming at school (905) O Dessing for an activity/seather (001) Purchasing an item at school (806) O Dessing for P.E. (902)	<ul> <li>O Cocapying free time entroide clearment (203)</li> <li>O Socializing with friends (hanging out) (200)</li> <li>O Flaying a game (203)</li> <li>Fitmen routines/F.E. (202)</li> <li>Attending an assembly (201)</li> <li>O Making a phone call (204)</li> <li>O If routines 1-6 are performed independently or serve volume/shle or for the Learner</li> </ul>	<ul> <li>O Riding to a carbos (409)</li> <li>O Crossing the street (401)</li> <li>O Going alcopring (406)</li> <li>O Easing out at a fast frood restaurant (403)</li> <li>O Elseing in a sit-down rotaturant (402)</li> <li>O Making a phone call for safety (407)</li> <li>O Transporting corestif tarifum community location (416)</li> </ul>	School Vecational Activity (If appropriate) School Vecational Activity: [[][[[]]]] Color # To ThiedS Activity Color # To T
<ul> <li>Arrival (019)</li> <li>Departure (010)</li> <li>Transitioning within the classroom between activities (012)</li> <li>Transitioning between classes (011)</li> </ul>	detinities List and select a behave activity. (Generic Lenare Activity Assessment Form)	<ul> <li>O. Purchasing an item in the community (408).</li> <li>M. Iranines 1-7 are performed independently or are not applicable, refer to the Community Activities List and soloct a community activity. (Generic Community Activity Aussember Frees).</li> </ul>	O Community Veentional Activity (If appropriate) Community Veentional Activity: Activity:Code/A
Arademic Activities O Individual sourced: (014) C Listening in a group seriing (015) O Occupying classrour free time (016) O Using a computer (017) O Using the library (018)	Leisure Activity Selected: Activity Crude # Refer to Lettoure Activities List	Community Activity Selected: Sthucl dt Ot C Activity Code $W$ H O H Refer to Community Activities Las	Refer to Constantly Activities List CAREER DEVELOPMENT (Schert IF appropriate) (Schert IF appropriate) bitmviewing 3do Stadowing an Employer/Employee (801) Carating a resume (802) Creating a resume (802) Creating a resume (802) C frading for a job (804) C Applying for a job (804) C foreviewing for a job (805)



# Step 3: Ms. Smith Selects Related Skills

The next step for Ms. Smith is to meet with Joe's IEP Team. The purpose of the meeting will be to review goals and objectives and select related skills for assessment. After reviewing Joe's IEP, the team selects skills that Joe is currently working on. Ms. Smith writes these skills on the Related Skills Assessment Form (Appendix A). On the following page you will find an unscored Related Skills Assessment Form. As you will see from the assessment form, each skill will be assessed while Joe performs each routine. The skills identified for Joe are as follows:

# **Expressive Communication**

- Gestures to situation
- Requests permission

# **Receptive Communication**

- Distinguishes when to act
- Simple cause and effect
- Follows 1-2 step direction

# **Problem Solving**

- Requests help
- Cooperates

# **Team Work/Social Skills**

• Stays with group

# Motor Skills

• Performs modified sit-ups

# **Employment Foundations**

# Math

• Recognizes coins and bills

# Reading

- Reads simple schedule
- Reads functional words

# Writing

• Copies lists

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# **Assessment in Natural Environment**

# **Step 4: Performance Assessments**

Now that Ms. Smith and Joe's IEP team have identified the routines and related skills Joe will be assessed on, Ms. Smith is ready to observe him as he performs each routine. Ms. Smith completes the Personal Management and Career Development *Routine Assessment Forms* and *Related Skills Assessment Form* concurrently. Example *Routine Assessment Forms* and a *Related Skill Assessment Form* have been included on Pages 47-54. As you will see, seven *Routine Assessment Forms* (one for each routine identified) and one *Related Skill Assessment Forms* (one for each routine identified) and one *Related Skill Assessment Forms* (assessing skills across all routines) are included.

963	PERSONAL MANAGEM	MENT ROUT	Stadest ID# INE ASSESSMENT FORM Date
ontest:	Daily School Routine: Living Skills		
outine Assessed:	Purchasing an Item at School # [000		
udent Name:	Joe Smith	) R S	Purpose of routine: To generalize math, reading and social behavior skills to make purchases at vending machines or from a student store.
ssessor Name: _	ms. Smith	P M L Sc	hool Name: EVERGAREA

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (rasp include minimal peer analistance)	With gestares, visual and/or verbal prompts only	With physical assistance (may include genures, visual and/or isetbal prompts)		Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Promp Partial	t Level Pull	á	
1. Locates	#1 Enters location of vending machine or student storn	٠	0	0	0	0	0
wending machine or	42 Orients toward vending machine or student store	0	0	0	0	0	0
student store	es. Navigates self to vending machine or student store	0	۲	0	0	0	0
2. Selects	# Chooses item from among alternatives	0	0	0	0	0	0
merchandise	or For student store, tells student clerk of preferred selection	0	0	0	0	0	0
3. Pays for	# Identifies cost of item	0	0	0	0	0	0
merchandise	#7 Selects appropriate amount of money	0	0	0	0	0	0
	es. Puts money in vending muchine or gives to student clerk	0	0	0	0	0	0
	on Pashes correct button for item in vending machine	0	0	0	0	0	0
	18 Verifies proper change is received	0	0	0	0	0	0
	11 Obtains item from venting machine or from student clerk	0	0	0	0	0	0
4. Consumes	12 Opera packaging of item	0	0	0	0	0	0
merchandise	13 Utilizes merchandise in appropriate memorr	0	0	0	0	0	0
	DATA SUMMARY	1.00.184	and the second	11.5	1 mil	1	
A Total steps	evaluated (not including N/A)	10	10	10	10	10	
H Total # sco	erd as 🔴	7	3	0	0	0	1
C % scored as	<ul> <li>(B/A x 100)</li> </ul>	70%	30%	oh	0%	0%	2 3

Adaptations and Modifications

10000	Extended Assessment IDV	004937	
23167	PERSONAL MANAGE	EMENT ROUTINE AS	SESSMENT FORM
Context:	Daily School Routine: Transition	i.	Date
Routine Assessed:	Transitioning Within classroom Between Activities Code # [012]	Student Initials	MONTH DAY YEAR
Student Name:	Joe Smith		pose of routine: To learn starting and stopping sequences eganized movement from activity to activity.
Assessor Name: _	Ms. Smith	F M L School Nat	me Evergreen

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the mutine. Independently, With Gestures, Visual and/or Verbal Primps (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student costd not complete a step even with physical assistance, please explain in the comments section below. Score the mutine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response hubble completely: Fill in the (N/A) hubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts anly	With physical annistance (roay include gestures, visual and/or verbal prorepts)		Step was not completed with fall physical antistance	NOA
	Core Steps of Routine			Period	Fall		
1. Completes	61 Attends to ese that activity has been completed		0	0	0	0	0
activity	# Terminates activity in appropriate manner	•	0	0	0	0	0
	es identifies materials to put away	0	0	0	0	0	0
2. Puts away	## Gathers materials from activity	0	0		0	0	0
materials	## Identifies appropriate location for materials	0	0	•	0	0	0
	94 Places materials in proper place	0		0	0	0	0
3. Locates	#7 Attends to cues regarding next activity	0	0		0	0	0
materials for	## Identifies necessary materials for new activity	0	0		0	0	0
new activity	ee Obtains materials for new activity	0	0		0	0	0
4. Begins new	as Identifies location of new activity	0		0	0	0	0
activity	11 Arranges self in front of new materials at appropriate location	0	•	0	0	0	0
	17 Begins work on new activity	0	0	0	0	0	Ó.
	DATA SUMMARY	1. 1.14					
A Total steps evaluated (not including N/A)		12	12	12	12	12	145
B Total # sco	reil as 🖣	2	5	5	0	0	
C % scored as	C 7% scored as ● (B/A x 100)		42%	427.	0%	0%	

Adaptations and Modifications





Context:

Student Initials

**Daily School Routine: Academic Activities** Routine Assessed: Group Project/Activity: Code # [013]

1.5 years						_	
0	6	1	0	4	1	0	1
MO	MONTH		D/	W	9 1	11	AR

Purpose of routine: To ensure student participation in a collaborative manner.

Student Name:	Joe	Smith
Assessor Name:	Ms.	Smith

T	R	5	
F	M	L	

Evergreen School Name:

Instructions: Review the following Routine and Core Steps of the matine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (indy), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as intlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response hubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal per amintanor)	With gestures, visual and/or verbal prompts only	With physical antistance (may include gestures, visual and/or verbal prompts)		Step was not esempleted with full physical ansistance	NA
	Core Steps of Routine			Prom	Fall		
1. Attends to	as Focuses on teacher with eye contact	0		0	0	0	0
uacher's directions	er Receives teacher's directions re: group members and assignment	0	0	0	•	0	0
2. Locates	43 Orienta to other group members	0	0	0	0	0	0
members of small group as assigned	** Locates group meeting place	•	0	0	0	0	0
3. Fellows	as Listens to other members re: task	0	•	0	0	0	0
instructions and begins work an	194 Interacts with other members re: task	0		0	0	0	0
task	97 Demonstrates collaborative attitude and behaviors	0		0	0	0	Ó
4. Focuses on	M Remains task-oriented throughout activity	0	0		0	0	0
task throughout activity	## Finishes assigned portion of task	0	0		0	0	0
. Completes	10 Gathers personal materials involved in task	0		0	0	0	0
activity	11 Returns to-desk	•	0	0	0	0	0
	DATA SUMMARY	He man			126.21		
A Total steps ev	abated (not including N/A)	11	11	11	11	11	
B Total # score	ed as 🖲	3	5	2	1	0	
C % scored as	C % scored as ● (B/A x 100)		45%	187.	9%	0%	1

Adaptations and Modifications

I I I V	Extended Assessment ID#	004937	
27204	PERSONAL MANAGEM	MENT ROUTINE	ASSESSMENT FORM
Context:	Daily Leisure Routine		Date
Routine Assessed:	Fitness Routine/P.E. : Code # [202]		06105101
Student		Student Initials	MONTH DAY YEAR Purpose of activity: To learn necessary skills
Name: UDo	e Smith	FML	to engage in the lifelong need for exercise.
Assessor Name:	Jane Smith	School Na	ame: Evergreen HS

Instructions: Review the following Routine and Con Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	(may in gestures and/or	tance nctude 1, visual	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prempi	Level		
1. Locates place to	01 Identifies options for exercise	0		0	0	0	0
particpate in	62 Chooses from among alternatives	0	0	0	Õ	õ	0
fitness activity	03 Navigates oneself to place of fitness	0	0		0	Ö	0
2. Changes into	04 Locates locker room	ŏ	ŏ		Ó	õ	0000
proper workout	05 Locates locker	0	0	0	0	0	0
attire	06 Opena locker	0	00		0	00	000
	07 Obtains belongings from locker	0	0	0	0	0	0
	68 Changes into clothing	0	00	0	0	0	0
	09 Secures locker	0	0	0	0	0	000
3. Locates proper	10 Locates workout equipment	•	0	0	0	0	
nquipment for workout	11 Orients in front of equipment	•	0	0	0	0	0
4. Engages in	12 Warms up prior to exercise	0	0	0	0	0	0
workout routine	13 Follows workout routine	0	8	0	8	8	8
	14 Participates in a safe and appropriate manner	0		0		0	
	15 Sustains workout for beneficial effects	•	8	0	0	8	8
5. Finishes	16 Cools down after workout	0	0	0	0	0	
workout	17 Terminates activity at appropriate time	0	0	0	0	0	0
	DATA SUMMARY	No and					
A Total steps evaluation	uated (not including N/A)	16	16	16	16	16	
B Total # scored a		6	1	7	2	0	
C % scored as ● (B/A x 100)		38 %	62	4470	13%	0%	112

### Adaptations and Modifications



004937

### Generic Community Activity Assessment Form

Community Routines	Activity Code	Date		
Name: School Dance	404	061	051	01
Name: Oprioon Danice	Student Initials	MONTH	DAY	YEAR
Nume: Joe Smith	JRS	Purpose of routin will allow one to not safe manner while a	igate within the cu	a st vitrament
	F M L School Name	E	C.C.C.C.M. C.C.C.C.C.C.C.C.C.C.C.C.C.C.C	y resources.
Assessor Name: DEVILLYA	200001-20000	L Y WY - IT CLA		

Instructions: Choose one community activity from the Community Activities Resource List. Through observation, assess whether the student participates in the routine independently, With Gestures, Visual and/or Verbal Primpts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step oven with physical assistance, please explain in the comments section below. Keep in mind the following nine characteristics when making your assessment. Score the routine as outlined below.

U

Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the community activity step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	Wit physi assista (may in gesures, and/or v prom	cal ince ciude visual ertal	Step was not completed with full physical assistance	N/A	
Community Activity Steps			Prompt Level Partial Full				
11 Locates community activity in a safe manner	0	0	0		0	0	
02 Expresses needs to appropriate person	0	0	0		0	0	
03 Demonstrates appropriate boundaries when interacting with strangers	0		0	0	0	0	
04 Maintains appropriate behavior while in the community	•	0	0	0	Q	0	
05 Stays with the group		0	0	0	0	0	
06 Identifies appropriate people in community to contact when in need of assistance	0	0	0	0	0	0	
07 Identifies current location throughout activity	0	0	0	0	0	0	
08 Completes activity in community	0	•	0	0	0	00	
09 Secures appropriate transportation	0	0	•	0	0	0	
DATA SUMMARY	the starting						
A Total steps evaluated (not including N/A)	9	9	9	9	9		
B Total # scored as	3	3	1	2	0	259	
C % scored as • (B/A x 100)	33 %	3390	11%	22%	07.	1	

Adaptations and Modifications

25543

Extended Assessment ID#

004937

Career Development Assessment Form: School Vocational Activity

	Activity Code	Date
Name: Cleaning Overheads	701 Student Initials	MONTH DAY YEAR
Student Joe Smith	JRS	Purpose of routine: To learn basic work skills that will be applied to any future job opportunity.
Assessor Name: Jane Smith	School	Name: Evergreen

Instructions: Choose one vocational activity from the School Vocational List. Through observation, assess whether the student participates in the activity Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Assess the following fourteen characteristics.

Scaring Procedure: Fill in the appropriate response hubble completely: Fill in the (N/A) bubble if the School Vocational Activity Step is not applicable to the student and/or School Vocational Activity Steps		Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	gestures, visual		assistance	N/A
01	Antives on time	0	0		0	0	0
02	Identifies job responsibilities	0		0	0	0	00
03	Follows directions of supervisors	•	0	0	0	0	0
04	Follows steps of job activities		00	Ô	0	Ô	0
05	Stays on task		0	0	0	Ô	0000000000
06	Works without disrupting others	0	0	0	0	0	0
07	Is polite to adults and peers	0		0	0	0	0
08	Allows others to assist as needed	0	0	0	0	0	0
09	Responds appropriately to feedback about job activities	8	0	0	0	0	0
10	Demonstrates initiative/independence	0	0		0	0	0
11	Work is orderly and accurate (job quality)	0		0	0	0	0
12	Works at a good pace and amount (job quantity) Clears up materials and workspace	8		8	8	8	8
	Leaves at appropriate time	ŏ		ŏ	ŏ	ŏ	ŏ
-	DATA SUMMARY	Contraction of the	The fair of	Ultra	1.2	and the second	100
A	Total steps evaluated (not including N/A)	14	14	14	14	14	1.0
в	Total # scored as	4	8	2	0	0	2.02
с	% scored as ● (B/A ± 100)	29%	57%	14%	0%	0%	1

#### Adaptations and Modifications

ъ.

Extended Assessment ID#

### CAREER DEVELOPMENT ASSESSMENT FORM

Context:	Interviewing/Job Shadowing an		Date
Routine Assess	Code # [801	1	09110101
Student Name:	Joe Smith	Student Initials	MONTH DAY YEAH Purpose of activity: To learn 1) the nature of potential jobs and 2) the necessary skills in order to identify personal interests and qualifications needed for a job.
Assessor Nan	Tank Smith	School N	Evergrien

Instructions: Review the fullowing Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently. With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as untilined below.

	Work Characteristics	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts anly	With pi assist (may in gestuces and/or prom	ence iclude vistoti verbal	Step was not completed with full physical assistance	N/A
COMP-	Cure Steps of Routine	1		Prompt			
Identifies a job of interest	1. Identifies a job of interest	0	•	0	0	0	0
Prepares for interview or job shadow	<ol> <li>Calls or sends letter asking for an interview or job shadow</li> <li>Generatos an appropriate list of questions</li> <li>Arrives at location of interview/job shadow on time</li> </ol>	0	0	• 00	0 00	0 00	0 00
Conducts interview or job shudow	5. Conducts interview or job shadow	•	0	0	0	0	0
Describes positive and negative aspects of Job	<ol> <li>Describes positive aspects of the job</li> <li>Describes negative aspects of the job</li> </ol>	00	:	00	00	8	00
	DATA SUMMARY	20 6 22			1911		
A Total steps eval	aated (not including N/A)	7	7	7	7	7	
B Total # scored as	•	2	4	1	2	/	
C 🕸 scored as 🌑	(B/A x 100)	29%	57%	14%	11	-	

Adaptations and Modifications

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Related Skill Assessment Form

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Student	ch routing
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Understands simple causestect	
Follows 1-2 step directions	
Requests help	
Cooperates with others	
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Secure Student ID: 1234567890 Extended Assessment ID: 004937

49

# Appendix A

# **Extended Career and Life Role Assessment System**

Forms

# **Baseline/Annual Assessment Checklist**

Elementary



# **Extended Career and Life Role Assessment System**

2002-2003 Extended Assessment Administration

# Baseline/Annual Assessment Checklist (BAAC) Elementary School Level

	Student Information
Student's First Name	MI Student's Last Name Student's Initi
Secure Student Id Number	Gender Grade of Enrollment (Oregon Statewide Assessment) F M L
	• Male • Grade 3 (If ungraded, age 8.)
Student's Attending School Name	Female O Grade 5 (If ungraded, age 10.) School Institution Id Numb
Student's Attending School Name	
Date of Birth / /	CAR
	Assessor Information
Assessor's First Name	MI Assessor's Last Name
Assessor's Phone #	
	Person Who Receives Report
First Name	MI Last Name
District Name	District Number
School Name	Date Assessment Completed
	MONTH DAY YEAR
For optimum accuracy, please print with number 2 p in capital letters and avoid contact with the edge of th Please note the following forma	hebox. ABCDEFGHIJKLM

Oregon Department of Education Office of Assessment and Evaluation



This assessment was developed for the Oregon Department of Education by Joel Arick, Gary Nave and Tera Hoffman, Portland State University under grant CFDA 87.027A, IDEA. Go to next page

# TABLE OF CONTENTS

# Personal Management and Career Development Baseline/Annual Assessment Checklist Elementary School Level

<u>CONTENTS</u>	PAGE #
Instructions	54
Personal Management: Daily School Routines	
Living Skills	56
Transition	57
Academic Activities	58
Demonst Mensee and Deile Leisen Deutines	
Personal Management: Daily Leisure Routines Leisure Routines	50
	59 60
Generic Daily Leisure Activity Leisure Activities Resource List	60 61
Leisure Activities Resource List	01
Personal Management: Community Routines	
Community Routines	62
Generic Community Activity	64
Community Activities Resource List	65
Career Development: School Vocational	
School Vocational Activity	66
Vocational Activities List	67
	07
Selection Guide of Extended CLRAS Routines for Performance Assessment	68

# Instructions

The Baseline/Annual Assessment Checklist (BAAC) is a rating checklist. Its purpose is to evaluate a student's functioning level on commonly performed routines. The BAAC is a perception pre-rating checklist to be completed by the student's special education instructor. The instructor rates the level of independence at which a student is generally able to perform the identified routines. Ideally, the BAAC will identify high priority areas in need of development for the student. The goal of this selection process is to encourage the student to strive toward further independence in the most important areas of his/her life.

The BAAC is organized into Personal Management and Career Development domains. Within each domain students are assessed in the following contexts:

PERSONAL MANAGEMENT	CAREER DEVELOPMENT
Daily School Routines:	
Living Skills	School Vocational Activities
Transition	
Academic Activities	Community Vocational Activities
Daily Leisure Routines	
Community Routines	Career Exploration Activities

# Completing the Baseline/Annual Assessment Checklist

- 1. Familiarize yourself with the format of the BAAC.
- 2. **Review the instructions at the beginning of each domain section** (Daily School Routines, Daily Leisure Routines, Community Routines, Vocational Activities and Career Exploration Activities).
- **3.** Become acquainted with the core activities involved in each routine. The core activities are meant to be a guide for the routines. Not all school environments will allow for all activities in a routine. The core activities are meant to provide a general framework within which to rate the student.
- 4. Familiarize yourself with the scoring procedure. Rate the student on your perception of his/her general level of independence while performing each routine. Mark whether the student completes the routine independently, with gestures, verbal, and/or visual prompts, with partial physical assistance, with full physical assistance, or whether the student does not complete the routine with full physical assistance. Mark the category labeled N/A if the routine is not applicable due to the student's medical needs or the school environment does not provide an opportunity for the student to perform the routine.
- 5. **Bring the BAAC to the student's IEP meeting**. As a team, select the highest priority routines to assess for the student. Select the indicated number of routines within the following contexts:
- A. Daily School Routines:
  B. Daily Leisure Routines:
  C. Community Routines:
  D. Vocational Routines:
  One (1) Living Skill Routine One (1) Transition Routine One (1) Academic Activities Routine One (1) Leisure Routine
  One (1) Leisure Routine One (1) Community Routine
  One (1) School Vocational
- 6. Refer to the back page of the BAAC. Mark the routines selected for assessment. The routines on the *Selection Guide of Extended CLRAS Routines for Performance Assessment* have been placed in priority order. It is suggested that the teacher assess the first routine the student cannot complete independently.

Go to next page



Student Name:

Secure Student ID#

Baseline/Annual Assessment Checklist Elementary School Level

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Student Initials

# PERSONAL MANAGEMENT - Daily School Routines: Living Skills

Instructions: 1. Review the following routines.

2. For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.

 Identify the first routine the student cannot complete independently. Transfer the selected routine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).

	Daily Scho		Leve	l of comple	tion 4 out	5 times	
*N/A	Personal Managment Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With pl assistan include g visual verbal p Promp	ce (may gestures, and/or rompts) t Level	Student does not complete with full physical assistance
0	Eating Lunch	<ol> <li>Locates cafeteria</li> <li>Locates food service line</li> <li>Selects food</li> <li>Finds seating location</li> <li>Prepares to eat</li> <li>Consumes food</li> <li>Puts away utensils, tmy etc.</li> <li>Leaves cafeteria</li> </ol>	o	0	O	O	o
0	Using the Bathroom	Recognizes the need to go to the restroom     Notifies teacher     Locates restroom     Uses restroom appropriately     Exits restroom	0	0	0	0	0
0	Dressing for the Outdoors	Locates outdoor clothing     Dresses for an outdoor environment     Prepares to go outside	0	0	0	0	0
0	Removing Outdoor Clothing	1. Finds location for outdoor clothing 2. Removes outdoor clothing	0	0	0	0	0
0	Greeming at Scheel	<ol> <li>Checks appearance</li> <li>Adjusts appearance</li> <li>Puts away grooming materials</li> </ol>	0	0	0	0	o

### \*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



Student Name:

Secure Student ID#

Student Initials

F M L

### Baseline/Annual Assessment Checklist Elementary School Level PERSONAL MANAGEMENT - Daily School Routines: Transition

Daily School Routines: Transition			Level of completion 4 out 5 times				
*N/A Personal		Independent (may include minimal peer assistance)	With gestures, verbal and/or visual	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance	
-19/24	Management Routine	Core activities involved in routine		prompts	Promp	t Level	
	Adding			only	Partial	Full	
0	Arrival	<ol> <li>Exits source of transportation</li> <li>Locates school</li> <li>Locates classroom</li> <li>Pats away/organizes belongings</li> <li>Locates seat in classroom</li> </ol>	o	o	o	o	o
0	Departure	Gathers belongings     Leaves classroom     Leaves building to locate transportation     Enters transportation	o	0	ο	0	o
0	Transitioning Within the Classroom Between Activities	<ol> <li>Completes activity</li> <li>Puts away materials</li> <li>Locates materials for new activity</li> <li>Begins new activity</li> </ol>	o	ο	o	ο	o
٥	Transitioning Between Classes	1. Completes class activity 2. Finds location of new class 3. Locates seat in new classroom	0	0	0	0	o

### \*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



Student Name:

Secure Student ID#

Student Initials

FML

### Baseline/Annual Assessment Checklist Hementary School Level PERSONAL MANAGEMENT - Daily School Routines: Academic Activities

	Daily School	Routines: Academic Activities	Level of completion 4 out 5 times			5 times	
*N/A	*N/A Personal Management Routine		Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With p assistan include ş visual verbal p Promp Partial	ce (may gestures, and/or rompts)	Student does not complete with full physical assistance
0	Individual Seatwork	<ol> <li>Attends to teacher's directions re: assignment</li> <li>Gathers appropriate materials for individual seatwork</li> <li>Completes activity</li> <li>Collects materials after completion of activity</li> </ol>	0	0	o	0	o
0	Goup Project/ Activity	<ol> <li>Attends to teacher's directions</li> <li>Locates members of small group, as assigned</li> <li>Follows instructions and begins working on task</li> <li>Focuses on task throughout activity</li> <li>Completes activity</li> </ol>	0	o	0	0	o
0	Listening in a Group Setting	<ol> <li>Attends to teacher re: lecture material</li> <li>Demonstrates appropriate behavior throughout lecture</li> <li>Interacts with teacher appropriately</li> </ol>	o	ο	o	o	o
0	Occupying Classroom Free Time	<ol> <li>Makes choice re: involvement in five time activity</li> <li>Locates who, what, when and where of activity</li> <li>Participates in activity with appropriate focus and behavior</li> <li>Completes activity</li> </ol>	o	o	o	o	o
0	Using a Computer	<ol> <li>Locates computer</li> <li>Accesses desired computer program</li> <li>Interacts with computer program</li> <li>Completes activity</li> </ol>	0	0	0	0	o
0	Using the Library	<ol> <li>Locates library</li> <li>Finds location of materials</li> <li>Removes materials from location</li> <li>Checks out materials</li> </ol>	0	0	0	0	o

### \*If N/A is selected, please explain in the space provided:

# DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

10096

C	R	AS	ID#

Student Name:

Secure Student ID#

# Baseline/Annual Assessment Checklist

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Student Initials

### PERSONAL MANAGEMENT - Daily Leisure Routines

Instructions: 1. Review the following routines.

2. For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \*if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.

3. If all of the following routines are not appropriate for the student, assess a Generic Leisure Activity (see the following page).

4. Transfer the selected routine to the Selection Guide of the Extended CLRAS Routines for Performance Assessment (last page of this document).

	Daily Leisure Routines		Level of completion 4 out 5 times				
*N/A	Personal Management Routine	gement Core activities involved in routine		adent gestures, iclude verbal i peer and/or ince) visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts) Prompt Level Partial Full		Student does not complete with full physical assistance
0	Using the Playground With Others	<ol> <li>Locates equipment and play area</li> <li>Chooses to be involved with others during activity</li> <li>Ceases activity at an appropriate time</li> </ol>	0	0	0	0	o
0	Socializing With Friends (Hanging Out)	1. Initiates social interaction 2. Spends time with friends 3. Terminates social interaction	o	0	0	o	o
0	Playing a Game	Identifies game to be played     Obtains necessary equipment and     location to play game     Learns rules of game and shares with     others     Plays game     Puts away equipment	0	0	0	0	o
o	Fitness Routine/P.E.	Locates place to participate in fitness activity     Changes into proper workout attire     Locates proper equipment for workout     Engages in workout routine     Finishes workout	o	o	o	o	o
0	Participating in a Music Activity	1. Prepares to leave classroom 2. Follows rules during activity 3. Finishes activity	0	o	o	0	o
0	Participating in Arts and Crafts	1. Listens for directions 2. Focuses on project 3. Student completes activity	0	0	0	0	o
0	Attending an Assembly	<ol> <li>Locates assembly</li> <li>Finds seat at assembly</li> <li>Demonstrates appropriate behavior during assembly</li> <li>Leaves assembly</li> </ol>	0	o	o	o	o

\*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

47904

CI	RAS	ID#	L

Student Name:

Secure Student ID#

### Baseline/Annual Assessment Checklist Elementary School Level

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PERSONAL MANAGEMENT - Generic Daily Leisure Activity (Optional)

Instructions:

- 1. Complete the Generic Leisure Activity only if the previous Daily Leisure Routines are not appropriate for the student or if the student can complete all of the leisure routines independently.
- 2. Select a Leisure Activity from the following page. Fill in the activity name and code # in the space below.
- 3. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student does not complete with full physical assistance.
- 4. At the bottom of this page please describe the Leisure Activity that was chosen.

5. Transfer the selected routine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).

6. If the optional Generic Leisure Activity will not be assessed for this student, fill in the bubble in the left hand column (N/A).

	Generic Daily Leisure Activity (Optional)		Level of completion 4 out 5 times				
*N/A	Personal Management Routine	magement Core activities involved in routine	Independent (may include minimal peer assistance)	t gestures, ass e verbal incl r and/or vi visual ver prompts Pr		tysical ce (may sestures, ind/or rompts) t Level	Student does not complete with full physical assistance
		1. Expresses interest/preference for leisure		say	Partial	Full	
o	Leisare Activity Name	activity 2. Selects appropriate leisure activity 3. Initiates leisure activity with self 4. Initiates leisure activity with others 5. Obtains materials/equipment for leisure activity 6. Performs leisure activity 7. Demonstrates appropriate behavior during activity 8. Cooperates with others during activity 9. Follows directions/rules of leisure activity 10. Has a good attitude 11. Demonstrates initiative.independence 12. Terminates leisure activity 13. Cleans up activity area after use (puts away materials/equipment)	o	o	o	0	o

### Description of Activity:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX				

### \*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



Student Name:

Secure Student ID#

### Leisure Activities Resource List Elementary School Level

Student Initials



Select an appropriate leisure activity for assessment from the following list of activities. If an appropriate leisure activity is not found, additional leisure activities may be identified for a student. If an additional activity is needed, please add an appropriate leisure activity below. Transfer the additional activity onto the Generic Daily Leisure Activity section of this document on the previous page.

Leisure Activities			
LEISURE CODE #			
2	1	1	Caring for pets/animals
2	1	2	Participating in a leisure class/activity
2	1	3	Watching television
2	1	4	Participating in a hobby activity
2	1	5	Going to the movies
2	1	6	Going shopping
2	1	7	Participating in a club/organization
2	1	8	Reading a book/magazine
2	1	9	Going to the park
2	2	0	Playing an instrument
2	2	1	Listening to music
2	2	2	Going on a trip
2	2	3	Participating in a sporting event/activity
2	2	4	Going for a walk
2	2	5	Participating in an exercise routine
2	2	6	Participating in a craft activity
2	2	7	Going camping
2	2	8	Going boating
2	2	9	Going downtown for a weekend event
2	3	0	Going swimming
2	3	1	Going for a bike ride
2	3	2	Gardening
Additional Leisure Activity			
2	0	3	
~		5	

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4120	05	

Student Name:

Secure Student ID#

#### Baseline/Annual Assessment Checklist Elementary School Level PERSONAL MANAGEMENT - Community Routine





Instructions:

1. Review the following routines.

- 2. For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a community routine, fill in the bubble in the left hand column.
- 3. If all of the following routines are not appropriate for the student, assess a generic community activity (see the following page).
- 4. Transfer the selected routine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).

	Community Routines Level of completion 4 out 5 times					5 times		
			Independent (may include	(may include verbal		hysical ce (may pestures, and/or	Student does not complete with full physical	
*N/A	Personal Management Routine	Core activities involved in routine	minimal peer assistance)	visual prompts only	verbal p Promp	rompts) t Level	assistance	
o	Riding in a Car/Bus (to/from school)	1. Gathers belongings 2. Locates transportation 3. Utilizes transportation 4. Exits transportation	o	0	O	O	0	
o	Crossing the Street (in front of school)	<ol> <li>Identifies need to cross the street</li> <li>Reads crosswalk signal</li> <li>Moves across the street</li> </ol>	0	0	ο	0	o	
0	Purchasing an Item at School	<ol> <li>Identifies need to purchase item</li> <li>Pays for item</li> <li>Puts away item</li> </ol>	0	0	0	0	o	
0	Going on a Field Trip	<ol> <li>Remains in close proximity of group throughout the field trip</li> <li>Participates with group during field trip activity</li> <li>Returns to school with group</li> </ol>	0	0	o	0	o	

#### \*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX	

Go to next page

	CLRAS ID#	Student Name:	Secure Student ID#	
2770				Student Initials
		Annual Assessment Checklist mentary School Level		



## PERSONAL MANAGEMENT - Generic Community Activity (Optional)

Instructions:

- 1. Complete the Generic Community Activity only if the previous Daily Community Routines are not appropriate for the student or if the student can complete all of the leisure routines independently.
- 2. Select a Community Activity from the following page. Fill in the activity name and code # in the space below.
- 3. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student does not complete with full physical assistance.
- 4. At the bottom of this page please describe the Community Activity that was chosen.

5. Transfer the selected routine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).

6. If the optional Generic Community Activity will not be assessed for this student, fill in the bubble in the left hand column (N/A).

	Generic CommunityActivity (Optional)			Level of completion 4 out 5 times			
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With pl assistant include g visual a verbal p Promp Partial	ce (may pestures, and/or rompts)	Student does not complete with full physical assistance
o	Community Activity Name Activity Code Ø	<ol> <li>Locates community activity in a safe manner</li> <li>Expresses needs to appropriate person</li> <li>Demonstrates appropriate boundaries when interacting with strangers</li> <li>Maintains appropriate behavior while in the community</li> <li>Stays with the group</li> <li>Identifies appropriate people in community to contact when in need of assistance</li> <li>Completes activity in community</li> <li>Identifies current location throughout activity</li> <li>Secures appropriate transportation</li> </ol>	o	o	o	0	o

#### Description of Activity:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX	

\*If N/A is selected, please explain in the space provided:



CLRAS ID♯

Student Name:

Secure Student ID#

## Community Activities Resource List Elementary School Level

Student Initials

F	м	L	

Select an appropriate community activity for assessment from the following list of activities. If an appropriate community activity is not found, additional community activities may be identified for a student. If an additional activity is needed, please add an appropriate community activity below. Transfer the additional activity onto the Generic Community Activity section of this document on the previous page.

	(MUN CODE		Community Activities					
4	1	1	Eating out at a fast food resturant					
4	1	2	Eating out at a sit-down resturant					
4	1	3	Going to the bank					
4	1	4	Going to the post office					
4	1	5	Going to the library					
4	1	6	Going to the laundromat					
4	1	7	Accessing community services					
			Additional Community Activity					
4	0	4						



Secure Student ID#

Student Initials

#### Baseline/Annual Assessment Checklist Hementary School Level CAREER DEVELOPMENT - School Vocational

F	М	L

#### Instructions:

- Select a School Vocational Activity from the following page that the student is currently involved in. Fill in the activity name and code # in the space below.
- Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity \* independently, \* with gestures, visual and/or verbal prompts,
   \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or

" if the student does not complete with full physical assistance. If the activity is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a school vocational routine, fill in the bubble in the left hand column.

3. At the bottom of this page please describe the School Vocational Activity that was chosen.

4. Transfer the selected routine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).

	CAREER DEVELOPMENT: School			Leve	l of comple	ction 4 out	5 times	
			Independent (may include minimal peer	With gostures, verbal and/or	assistan include	hysical ee (may gestures, and/or	Student does not complete with full physical	
*N/A	Career Development	Core activities involved in routine	assistance)	visual prompts	visual verbal prompt		assistance	
		1 Arrivas on timo		only	Partial	Full		
o	School Vocational Activity Name Activity Code #	1. Arrives on time     2. Identifies job responsibilities     3. Follows directions of supervisors     4. Follows steps of job activity     5. Stays on task     6. Works without disrupting others     7. Is polite to adults and peers     8. Allows others to assist as needed     9. Responds appropriately to feedback     about job activities     10. Demonstrates initiative/independence     11. Work is orderly and accurate (job     quality)     12. Works at a good pace and amount (job     quality)     13. Cleans up materials and work space     14. Leaves at appropriate time	o	o	o	o	o	

#### Description of Activity:

 DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

\*If N/A is selected, please explain in the space provided:

<b>.</b>
41337

Secure Student ID#

Student Initials

# School Vocational Activities List Elementary Level

FML

Select an appropriate vocational activity for assessment from the following list of activities. If an appropriate vocational activity is not found, additional vocational activities may be identified for a student. If an additional activity is needed, please add an additional vocational activity below. Transfer the additional activity onto the School Vocational section of this document on the previous page.

	CODE # Vocational Activities					
7	0	2	Being classroom helper			
7	0	3	Cleaning up the classroom			
7	0	4	Delivering mail/messages			
7	0	5	Passing out papers/materials			
7	0	6	Washing tables/desks			
7	0	7	Serving food			
7	0	8	Sorting items			
7	0	9	Recycling			
7	1	0	Washing dishes			
7	1	1	Shredding			
7	1	2	Attendance			
			Additional Vocational Activity			
7	0	1				

For each elementary student, routines need to be selected for assessment in each of the following areas: Daily School Routines, Daily Leisure Routines, Community Routines and School Vocational. Please follow the instructions below to select the routines for assessment in the natural environment.

IEP team deems the routine inappropriate, select the next routine the student does not complete independently. If the student is independent in routines in a category, select the last routine in the category to assess. 3) The routines filled in on this page are the routines to be assessed for the student. Obtain the Extended Cureer and Life Role Assessment System Routine Forms to assess the selected routines. The routine number is printed in parentheses after the routine name. Instructions: 1) Refer to the Basefine/Annual Assessment Checkfust to identify appropriate routines for assessment. 2) Using the table below, bubble in the first routine in each section the student does not complete independently. If this routine is not appropriate (NA) due to a student's medical needs, lack of opportunity to perform a routine in the school environment or the

		PERSONAL MANAGEMENT		CAREER DEVELOPMENT
	Daily School Koutines (Select 1 from each category)*	Daily Leisure Koutines (Select 1)	Community Koulines (Select 1)	School Vocational (Select 1)
Г	Living Skills	O Using the playground with others (210)	O Riding in a car/bus (to/from school) (409)	
	O Eating Lunch (004)	O Socializing with friends (hanging out) (209)	Crossing the street (in front of scheet) (401)	
	O Using the bathroom (008)	O Playing a game (208)	D Purchasine an item at school (006)	O Select one School Vocational Activity From the School Vocational Activities List
	O Dressing for the outdoors (003)	O Fitness routine/P.E. (202)		(Career Development Assessment Form:
	C Removine outdoor clothine (007)	O Participating in a music activity (206)	Cong on a neid up (405)	School Vocational Activity)
	Croomine at school (005)	O Participating in arts and crafts (207)	<ul> <li>If routines 1-4 are performed independently or are not amplicable, refer to the</li> </ul>	
		<b>O</b> Attending an assembly (201)	Community Activities List and select an	
		O It routines 1-7 are performed independently	appropriate community activity.	
	C Arrival (009)	or are not applicable, refer to the Letsure Activities List and select a leisure activity.	(очна и сонцицију љенчију дажеминиц Form)	School Vocational Activity selected:
	O Departure (010)	(comenc lensure activity assessment Form)		
	O Transitioning within the classroom between activities (01.2)			Activity Code #
:aı	O Transitioning between classes (011)			Keter to School Focational Activities List
SAN	Academic Activities	Leisure Activity Selected:	Community Activity Selected:	
	O Individual seatwork (014)			
	Group project/activity (013)	Activity Code #	Activity Code #	
	O Listening in a group setting (015)	1 C i - T A international distance	Bofer to Community Activities List	
	O Occupying classroom free time (016)	WHEN IN TRADUCT A WARD TO DEPART		
	O Using a computer (017)			
	O Using the library (018)			





# Baseline/Annual Assessment Checklist Middle/Secondary



# Extended Career and Life Role Assessment System

2002-2003 Extended Assessment Administration

# Baseline/Annual Assessment Checklist (BAAC) Middle/Secondary School Level

	Student Information	
Student's First Name	MI Student's Last Name	Student's Initials
Secure Student Id Number	Gender Grade of Enrollment (O	regon Statewide Assessment) F M L
	O Male O Grade 8 (If ungraded	e gou our or not resolutionly
	O Female O Grade 10 (If ungrade	
Student's Attending School Name		School Institution Id Number
Date of Birth /		
MONTH DAY	YEAR	
	Assessor Information	
Assessor's First Name	MI Assessor's Last Name	· · · · · · · · · · · · · · · · · · ·
Assessor's Phone #		
	Person Who Receives Report	
First Name	MI Last Name	
District Name	District Number	
		<b>D</b>
School Name		Date Assessment Completed
		MONTH DAY YEAR
For optimum accuracy, please print with number		EFGHIJKLM
in capital letters and avoid contact with the edge of Please note the following for	a the box.	

Oregon Department of Education Office of Assessment and Evaluation



Go to next page

# **TABLE OF CONTENTS**

# Personal Management and Career Development Baseline/Annual Assessment Checklist Middle/Secondary School Level

<u>CONTENTS</u>	PAGE #
Instructions	72
Personal Management: Daily School Routines	
Living Skills	74
Transition	75
Academic Activities	76
Personal Management: Daily Leisure Routines	
Leisure Routines	77
Generic Daily Leisure Activity	78
Leisure Activities Resource List	79
Personal Management: Community Routines	
Community Routines	80
Generic Community Activity	82
Community Activities Resource List	83
Career Development: School Vocational and Community Vocational	
School Vocational Activity	84
Community Vocational Activity	84
Vocational Activities List	85
Career Development: Career Exploration	
Career Exploration Activities	86
Selection Guide of Extended CLRAS Routines for Performance Assessment	87

# Instructions

The Baseline/Annual Assessment Checklist (BAAC) is a rating checklist. Its purpose is to evaluate a student's functioning level on commonly performed routines. The BAAC is a perception pre-rating checklist to be completed by the student's special education instructor. The instructor rates the level of independence at which a student is generally able to perform the identified routines. Ideally, the BAAC will identify high priority areas in need of development for the student. The goal of this selection process is to encourage the student to strive toward further independence in the most important areas of his/her life.

The BAAC is organized into Personal Management and Career Development domains. Within each domain students are assessed in the following contexts:

PERSONAL MANAGEMENT	CAREER DEVELOPMENT
Daily School Routines:	
Living Skills	School Vocational Activities
Transition	
Academic Activities	Community Vocational Activities
Daily Leisure Routines	
Community Routines	Career Exploration Activities

# Completing the Baseline/Annual Assessment Checklist

- 1. Familiarize yourself with the format of the BAAC.
- 2. Review the instructions at the beginning of each domain section (Daily School Routines, Daily Leisure Routines, Community Routines, Vocational Activities and Career Exploration Activities).
- **3.** Become acquainted with the core activities involved in each routine. The core activities are meant to be a guide for the routines. Not all school environments will allow for all activities in a routine. The core activities are meant to provide a general framework within which to rate the student.
- 4. Familiarize yourself with the scoring procedure. Rate the student on your perception of his/her general level of independence while performing each routine. Mark whether the student completes the routine independently, with gestures, verbal, and/or visual prompts, with partial physical assistance, with full physical assistance, or whether •the student does not complete the routine with full physical assistance. Mark the category labeled N/A if the routine is not applicable due to the student's medical needs or the school environment does not provide an opportunity for the student to perform the routine.
- **5. Bring the BAAC to the student's IEP meeting**. As a team, select the highest priority routines to assess for the student. Select the indicated number of routines within the following contexts:
  - E. Daily School Routines:
    Dialy School Routines:
    One (1) Living Skill Routine
    One (1) Transition Routine
    One (1) Academic Activities Routine
    One (1) Academic Activities Routine
    One (1) Leisure Routine
    One (1) Leisure Routine
    One (1) Leisure Routine
    One (1) Community Routine
    One (1) School Vocational OR One (1) Community Vocational Activity
  - I. Career Exploration: One (1) Career Exploration Activity
- 6. Refer to the back page of the BAAC. Mark the routines selected for assessment. The routines on the Selection Guide of Extended CLRAS Routines have been placed in priority order. It is suggested that the teacher assess the first routine the student cannot complete independently.

Go to next page



Student Name:

Secure Student ID#

St	ude	nt l	Init	tials
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## Baseline/Annual Assessment Checklist Middle/Secondary School Level

PERSONAL MANAGEMENT - Daily School Routines: Living Skills

Instructions:

1. Review the following routines.

.

2. For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if

the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column. 3. Identify the first routine the student does not perform independently. Transfer the selected routine to the Selection Guide of Extended CLRAS

Routines for Performance Assessment (last page of this document). 1.15

....

	Daily Scho	Level of completion 4 out 5 times					
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With p assistan include g visual verbal p Promp Partial	ce (may gestures, and/or rompts)	Student does not complete with full physical assistance
0	Eating Lunch	Locates cafeteria     Locates tood service line     Selects food     Finds seating location     Prepares to cat     Consumes food     Puts away utensils, tray etc.     Leaves cafeteria	o	0	o	o	o
o	Using the Bathroom	Recognizes the need to go to the restroom     Notifies teacher     Locates restroom     Uses restroom     S. Exits restroom	o	0	o	o	o
0	Grooming at School	<ol> <li>Checks appearance</li> <li>Adjusts appearance</li> <li>Puts away grooming materials</li> </ol>	0	o	ο	ο	o
0	Dressing for an Activity/ Weather	1. Checks the weather 2. Locates appropriate clothing 3. Dresses	0	0	0	0	0
0	Purchasing an item at school	1. Locates vending machine 2. Selects merchandise 3. Pays for merchandise 4. Consumes merchandise	0	0	0	0	0
0	Dressing for P.E.	1. Locates locker room 2. Locates locker 3. Changes clothing 4. Puts away clothing not in use	0	o	o	ο	o

#### \*If N/A is selected, please explain in the space provided:

Secure Student ID#

Student Initials



# Baseline/Annual Assessment Checklist Middle/Secondary School Level PERSONAL MANAGEMENT - Daily School Routines: Transition

	Daily Sel	ool Routines: Transition	Level of completion 4 out 5 times					
	Personal		Independent (may include minimal peer	With gestures, verbal and/or	assistan include g visual	gestures, and/or	Student does not complete with full physical	
*N/A	Management Routine	Core activities involved in routine	assistance)	visual prompts only	verbal p Promp Partial	1.7	assistance	
0	Arrival	<ol> <li>Exits source of transportation</li> <li>Locates school</li> <li>Locates classroom</li> <li>Puts away/organizes belongings</li> <li>Locates seat in classroom</li> </ol>	o	0	0	ο	ο	
0	Departure	<ol> <li>Gathers belongings</li> <li>Leaves classroom</li> <li>Leaves building to locate transportation</li> <li>Enters transportation</li> </ol>	o	o	0	ο	o	
o	Transitioning Within the Classroom Between Activities	<ol> <li>Completes activity</li> <li>Puts away materials</li> <li>Locates materials for new activity</li> <li>Begins new activity</li> </ol>	o	ο	ο	ο	o	
٥	Transitioning Between Classes	<ol> <li>Completes class activity</li> <li>Finds location of new class</li> <li>Locates seat in new classroom</li> </ol>	0	0	0	0	o	

## \*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



Student Name:

Secure Student ID#

Student Initials



# Baseline/Annual Assessment Checklist Middle/Secondary School Level

PERSONAL MANAGEMENT - Daily School Routines: Academic Activities

	Daily School I	Routines: Academic Activities	Level of completion 4 out 5 times						
*N/A	Personal Management	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts	assistan include	gestures, and/or rompts)	Student does not complete with full physical assistance		
	Routine			only	Partial	Full			
0	Individual Seatwork	<ol> <li>Attends to teacher's directions re: assignment</li> <li>Gathers appropriate materials for individual seatwork</li> <li>Completes activity</li> <li>Collects materials after completion of activity</li> </ol>	o	o	o	0	o		
0	Group Project/ Activity	<ol> <li>Attends to teacher's directions</li> <li>Locates members of small group, as assigned</li> <li>Follows instructions and begins working on task</li> <li>Focuses on task throughout activity</li> <li>Completes activity</li> </ol>	0	o	o	o	o		
0	Listening in a Group Setting	<ol> <li>Attends to teacher re: lecture material</li> <li>Demonstrates appropriate behavior throughout lecture</li> <li>Interacts with teacher appropriately</li> </ol>	o	o	o	o	o		
0	Occupying Classroom Free Time	<ol> <li>Makes choice re: involvement in free time activity</li> <li>Locates who, what, when and where of activity</li> <li>Participates in activity with appropriate focus and behavior</li> <li>Completes activity</li> </ol>	o	o	0	o	o		
0	Using a Computer	Locates computer     Accesses desired computer     program     Interacts with computer program     Completes activity	0	0	o	0	o		
o	Using the Library	<ol> <li>Locates library</li> <li>Finds location of materials</li> <li>Removes materials from location</li> <li>Checks out materials</li> </ol>	0	0	0	0	o		

\*If N/A is selected, please explain in the space provided:



Student Name:

Secure Student ID#

#### Baseline/Annual Assessment Checklist Middle/Secondary School Level

Student Initials

# PERSONAL MANAGEMENT - Daily Leisure Routines



# Instructions:

1. Review the following routines.

2. For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if

the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.

3. If all of the following routines are not appropriate for the student, assess a Generic Leisure Activity (see the following page).

4. Identify the first routine the student does not perform independently. Transfer the selected routine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).

	Dai	Level of completion 4 out 5 times					
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	assistan include ( visual verbal p	gestures, and/or	Student does not complete with full physical assistance
0	Occupying Free Time Outside Classroom	<ol> <li>Locates outside area</li> <li>Chooses to be involved with others during free time</li> <li>Ceases activity at an appropriate time</li> </ol>	0	0	0	0	0
ο	Socializing With Friends (Hanging Out)	<ol> <li>Initiates social interaction</li> <li>Spends time with friends</li> <li>Terminates social interaction</li> </ol>	0	0	0	0	o
0	Playing a Game	I. Identifies game to be played     Obtains necessary equipment and     location to play game     Learns rules of game and shares with     others     Plays game     Plays game     Plays away equipment	o	o	o	o	o
0	Fitness Routine/P.E.	<ol> <li>Locates place to participate in fitness activity</li> <li>Changes into proper workout attire</li> <li>Locates proper equipment for workout</li> <li>Engages in workout routine</li> <li>Finishes workout</li> </ol>	0	0	0	o	o
0	Attending an Assembly	<ol> <li>Locates assembly</li> <li>Finds seat at assembly</li> <li>Demonstrates appropriate behavior during assembly</li> <li>Leaves assembly</li> </ol>	o	0	0	0	o
0	Making a Phone Call	Locates telephone     Locates phone number     S. Follows procedure for using phone     Utilizes telephone	0	٥	0	0	o

\*If N/A is selected, please explain in the space provided:

21605

Student Name:

Secure Student ID#

Student Initials

# Baseline/Annual Assessment Checklist Middle/Secondary School Level



# PERSONAL MANAGEMENT - Generic Daily Leisure Activity (Optional)

#### Instructions:

 Complete the Generic Daily Leisure Activity only if the previous Daily Leisure Routines are not appropriate for the student or if the student can complete all of the leisure routines independently.

2. Select a Leisure Activity from the following page. Fill in the activity name and code # in the space below.

3. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student does not complete with full physical assistance.

4. At the bottom of this page please describe the Leisure Activity that was chosen.

5. Transfer the selected routine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).

6. If the optional Generic Leisure Activity will not be assessed for this student, fill in the bubble in the left hand column (N/A).

	Generic Dai	ly Leisure Activity (Optional)	Level of completion 4 out 5 times				
			Independent (may include minimal peer	With gestures, verbal and/or	With p assistan include g visual	gestures,	Student does not complete with full physical
*N/A	Personal Management	Core activities involved in routine	assistance)	visual prompts only	verbal prompts) Prompt Level		assistance
	Routine				Partial	Full	
o	Leisure Activity Name	<ol> <li>Expresses interest/preference for leisure activity</li> <li>Selects appropriate leisure activity</li> <li>Initiates leisure activity with others</li> <li>Initiates leisure activity with self</li> <li>Obtains materials/equipment for leisure activity</li> <li>Performs leisure activity</li> <li>Demonstrates appropriate behavior during activity</li> <li>Cooperates with others during activity</li> <li>Follows directions/rules of leisure activity</li> <li>Has a good attitude</li> <li>Demonstrates leisure activity</li> <li>Cleans up activity area after use (puts away materials/equipment)</li> </ol>		o	o	0	O

#### Description of Activity:

1	
	DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

\*If N/A is selected, please explain in the space provided:



Student Name:

Secure Student ID#

Student Initials

# Leisure Activities Resource List Middle/Secondary School Level

FML

Select an appropriate leisure activity for assessment from the following list of activities. If an appropriate leisure activity is not found, additional leisure activities may be identified for a student. If an additional activity is needed, please add an appropriate leisure activity below. Transfer the additional activity onto the Generic Daily Leisure Activity section of this document on the previous page.

SUR DE 4 1		Leisure Activities					
-	1						
1	1	Caring for pets/animals					
~	2	Participating in a leisure class/activity					
1	3	Watching television					
1	4	Participating in a hobby activity					
1	5	Going to the movies					
1	6	Going shopping					
1	7	Participating in a club/organization					
1	8	Reading a book/magazine					
1	9	Going to the park					
2	0	Playing an instrument					
2	1	Listening to music					
2	2	Going on a trip					
2	3	Participating in a sporting event/activity					
2	4	Going for a walk					
2	5	Participating in an exercise routine					
2	6	Participating in a craft activity					
2	7	Going camping					
2	8	Going boating					
2	9	Going downtown for a weekend event					
3	0	Going swimming					
3	1	Going for a bike ride					
3	2	Gardening					
_		Additional Leisure Activity					
0	3						
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	$   \begin{array}{c cccccccccccccccccccccccccccccccccc$					

29	CLRAS ID#	Student Name:	Secure Student ID#	
10727				Student Initial
		aseline/Annual Assessment Checklist Middle/Secondary School Level MANAGEMENT - Commun		

М

# PERSONAL MANAGEMENT - Community Routines

In	structions:		-
1.	Review the	following	routines.

2. For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.

3. If all of the following routines are not appropriate for the student, assess a Generic Community Activity (see the following page). Transfer the selected routine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).

	Co	mmunity Routines		Leve	ofcomple	tion 4 out	5 times
*N/A	Personal Management Routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts) Prompt Level Partial Full		Student does not complete with full physical assistance	
0	Riding in a Car/Bus	Gathers belongings     Locates transportation     Utilizes transportation     Exits transportation	o	0	0	0	o
0	Crossing the Street	<ol> <li>Identifies need to cross the street</li> <li>Reads crosswalk signal</li> <li>Moves across the street</li> </ol>	0	0	0	0	o
0	Going Shopping	<ol> <li>Pre-planning for shopping</li> <li>Locates store</li> <li>Shops</li> <li>Checks out and pays for shopping items</li> <li>Leaves store</li> </ol>	0	0	0	0	o
o	Eating Out at a Fast Food Restaurant	Community pre-planning activity     Locates restaurant     Locates line     Orders food     Consumes meal     Leaves restaurant	o	0	o	o	o
ο	Eating in a Sit-Down Restaurant	Community pre-planning activity     Locates restaurant     Waits for service     Orders food     Consumes meal     Pays bill     Leaves restaurant	o	o	ο	o	o
0	Making a Phone Call for Safety	Identifies need to make phone call     Operates phone     Communicates effectively	0	0	0	0	o
0	Transporting Oncself to/from Community Locations	Travel preparation     Accesses and utilizes transportation     Renches destination     Spends time at location     Returns from location	0	0	0	0	0
0	Purchasing an Item in the Community	<ol> <li>Identifies need to purchase an item</li> <li>Pays for item</li> <li>Puts away item</li> </ol>	o	ο	ο	o	0

\*If N/A is selected, please explain in the space provided:

Go to next page

	CLRAS ID#		Student Name:	Secure Student ID#	
50127		Checklist	of Student Independence		Student Initials

#### Checklist of Student Independence Middle/Secondary School Level

PERSONAL MANAGEMENT - Generic Community Activity (Optional)

#### Instructions:

- <sup>1.</sup> Complete the Generic Community Activity only if the previous Daily Community Routines are not appropriate for the student or if the student can complete all of the leisure routines independently.
- 2. Select a Community Activity from the following page. Fill in the activity name and code # in the space below.
- 3. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or
  - \* if the student does not complete with full physical assistance.
- 4. At the bottom of this page please describe the Community Activity that was chosen.
- 5. Transfer the selected routine to the Selection Guide of FACTER Routines for Performance Assessment (last page of this document).
- 6. If the optional Generic Community Activity will not be assessed for this student, fill in the bubble in the left hand column (N/A).

	Generic Co	mmunity Activity (Optional)		Leve	l of comple	tion 4 out	5 times
	Personal		Independent (may include minimal peer assistance)	With gestures, verbal and/or visual	With p assistan include g visual verbal p	gestures, and/or	Student does not complete with full physical assistance
*N/A	Management Routine	Core activities involved in routine	associate)	prompts only	Prompt Level Partial Full		
o	Community Activity Name	<ol> <li>Locates community activity in a safe manner</li> <li>Expresses need to appropriate person</li> <li>Demonstrates appropriate boundaries when interacting with strangers</li> <li>Maintains appropriate behavior while in the community</li> <li>Stays with the group</li> <li>Identifies appropriate people in community to contact when in need of assistance</li> <li>Completes activity in community</li> <li>Identifies current location throughout activity</li> <li>Secures appropriate transportation</li> </ol>	o	o	o	0	o

#### Description of Activity:

# DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

#### \*If N/A is selected, please explain in the space provided:



Secure Student ID#

# Community Activities Resource List Middle/Secondary School Level

Student Initials

F	М	L

Select an appropriate community activity for assessment from the following list of activities. If an appropriate community activity is not found, additional community activities may be identified for a student. If an additional activity is needed, please add an appropriate community activity below. Transfer the additional activity onto the Generic Community Activity section of this document on the previous page.

CON	IMUN ODE		Community Activities				
4	1	3	Going to the bank				
4	1	4	Going to the post office				
4	1	5	Going to the library				
4	1	6	Going to the laundromat				
4	1	7	Accessing community services				
4	1	8	Going to a museum				
	Additional Community Activities						
4	0	4					

CI	R	AS	IDő

Student Name:

Secure Student ID#



F M

#### Baseline/Annual Assessment Checklist

Middle/Secondary School Level CAREER DEVELOPMENT - Vocational Activities

#### Instructions:

- Select a School Vocational or Community Vocational Activity from the following pages. Select an activity the student is currently involved in. Fill in the activity name in the appropriate space below.
- 2. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine " independently, " with gestures, visual and/or verbal prompts, " with partial physical assistance (student can complete a part of the routine without full physical assistance), " with full physical assistance, or " if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.
- 3. At the bottom of this page please describe the Vocational Activity that was chosen.
- Transfer either the School or Community vocational routine to the Selection Guide of Extended CLRAS Kontines for Performance Assessment (last page of this document).

	CAREER DEVELOPMENT: School			Level of completion 4 out 5 times			
*N/A	*N/A Career Devlopment Core activities involved in routine		Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With p assistan include j visual verbal p Promp Partial	pestures, and/or rompts)	Student does not complete with full physical assistance
0	School Vocational Activity Name Activity Code #	<ol> <li>Arrives on time</li> <li>Identifies job responsibilities</li> <li>Follows directions of supervisors</li> <li>Follows steps of job activity</li> <li>Stays on task</li> <li>Works without disrupting others</li> <li>Is polite to adults and peers</li> <li>Allows others to assist as needed</li> <li>Benerate anomenominuty to foodback</li> </ol>	o	0	0	0	0
0	Community Vocational Activity Name Activity Code #	<ol> <li>Allows others to assast as needed</li> <li>Responds appropriately to feedback about job activities</li> <li>Demonstrates initiative/independence</li> <li>Work is orderly and accurate (job quality)</li> <li>Works at a good pace and amount (job quantity)</li> <li>Cleans up materials and work space</li> <li>Leaves at appropriate time</li> </ol>	o	o	0	0	o

#### Description of Activity:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

\*If N/A is selected, please explain in the space provided:

Secure Student ID#

Student Initials

# Vocational Activities List

# Middle/Secondary School Level

Select an appropriate vocational activity for assessment from the following list of activities. If an appropriate vocational activity is not found, additional vocational activity is needed, please write the additional vocational activity in the space provided below. Transfer the additional activity onto the School Vocational or Community Vocational section of this document on the previous page.

			hool Vocational Activities			Cor	mmunity Vocational Activities								
	ATION JUDE #	AL.		VO	CODE /	AL.									
7	0	2	Helping the classroom teacher	6	0	2	Working for the classroom teacher								
7	0	3	Cleaning the classroom	6	0	3	Working in the school library								
7	0	4	Delivering mail/messages	6	0	4	Working in the school store								
7	0	5	Passing out papers/materials	6	0	5	Working in the cafeteria								
7	0	9	Recycling	6	0	6	Working in the school office								
7	1	2	Taking attendance	6	0	7	Recycling								
7	1	3	Working in the cafeteria	6	0	8	Sweeping floors								
							Doing laundry								
				6	1	0	Working in a grocery store								
				6	1	1	Working at a retail store								
				6	1	2	Working as a janitor								
				6	1	3	Working in a social service profession								
				6	1	4	Working in a restaurant								
				6	1	5	Working in an office								
				6	1	6	Working in a warehouse								
				6	1	7	Working in construction								
				6	1	8	Working in a health profession								
			Additional Communi	ty V	oca	tior	nal Activity								
6	0	1													
			Additional Set	iool	Vo	atio	onal								
7	0	1													

Secure Student ID#

Student Initials

# Baseline/Annual Assessment Checklist Middle/Secondary School Level CAREER DEVELOPMENT - Career Exploration



#### Instructions:

- 1. Review the following Career Exploration Activity.
- 2. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine \* independently, \* with gestures, visual and/or verbal prompts, \* with partial physical assistance (student can complete a part of the routine without full physical assistance), \* with full physical assistance, or \* if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.
- 3. Indicate which one of the following Career Exploration activities will be assessed on the Selection Guide of FACTER Routines for Performance Assessment (last page of this document).

- C/	AREER DEVEL	OPMENT: Career Exploration	Level of completion 4 out 5 times						
*N/A Career Development		Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With p assistan include g visual verbal p Promp Partial	ce (may gestures, and/or rompts)	Student does not complete with full physical assistance		
0	Interviewing /Job Shadowing an Employer /Employee	<ol> <li>Identifies a job of interest</li> <li>Prepares for interview or job shadow</li> <li>Conducts interview or job shadow</li> <li>Descirbes positive and negative aspects of job</li> </ol>	o	0	o	0	o		
0	Creating a Resume	<ol> <li>Identifies information needed for a resume</li> <li>Drafts resume</li> <li>Requests feedback about resume</li> <li>Finalizes resume</li> </ol>	o	0	0	o	o		
0	Finding a Job	<ol> <li>Identifies jobs and characteristics</li> <li>Identifies personal skills and needs relating to a job</li> <li>Conducts job search</li> </ol>	o	o	o	o	o		
o	Applying for a Jøb	Completes application     Completes cover letter     A Requests feedback about cover letter     Obtains references     Completes application process	o	0	0	0	0		
0	Interviewing for a job	1. Prepares for interview 2. Participates in interview	ο	0	0	0	0		

#### \*If N/A is selected, please explain in the space provided:



on this page are the routines to be assessed for the student. Obtain the Extended Cureer and Life Role Assessment System Routine Forms to assess the selected routines. The routine time the routine is a selected routine to be assessed for the statement of the routine form of the routine select the next routine the student does not complete independently. If the student is independent in routines in a category, select the last routine in the category to assess. 3) The routines selected If this routine is not appropriate (NA) due to a student's medical needs, lack of opportunity to perform the routine in the school environment or the IEP team deems the routine inappropriate, Assessment Checklist to identify appropriate routines for assessment. 2) Using the table below, bubble in the first routine in each section the student does not complete independently. Vocational and Caree Development. Please follow the instructions below to select the routines for assessment in the natural environment. Instructions: 1) Refer to the Baseline/Annual For each middle/secondary student, routines need to be selected for assessment in each of the following areas: Daily School Routines, Daily Leisure Routines, Community Routines,



Refer to School Vocational Activities List -----CAREER DEVELOPMENT O Interviewing/Job Shadowing an Employer/Employee (801) CAREER DEVELOPMENT O Community Vocational Activity Community Vocational Activity: Refer to Community Activities List Inerviewing for a job (805) (Select if appropriate) O School Vocational Activity O Applying for a job (804) O Creating a resume (802) School Vocational Activity: (If appropriate) O Finding a job (803) (If appropriate) Vocational (Select 1) g Activity Code # Activity Code # O If routines 1-7 are performed independently community activity. (Generic Community O Transporting oneself to/from community O Purchasing an item in the community C Eating out at a fast food restaurant (403) Community Activities List and select a O Eating in a sit-down restaurant (402) O Making a phone call for safety (407) or are not applicable, refer to the Refer to Community Activities List Community Activity Selected: Community Routines Activity Assessment Form) O Riding in a car/bus (409) O Crossing the street (401) (Select 1) O Going shopping (406) location (416) Activity Code # (408)PERSONAL MANAGEMENT O Occupying free time outside classroom (205) O Socializing with friends (hanging out) (209) If routines 1-6 are performed independently Activities List and select a leisure activity. or are not applicable, refer to the Letsure (Generic Leisure Activity Assessment Daily Leisure Routines Refer to Leisure Activities List (Select 1) O Attending an assembly (201) Leisure Activity Selected: O Fitness routines/P.E. (202) O Making a phone call (204) O Playing a game (208) Activity Code# Form) o printed in parentheses after the routine name. O Dressing for an activity/weather (001) O Occupying classroom free time (016) O Transitioning between classes (011) O Transitioning within the classroom O Purchasing an item at school (006) C Listening in a group setting (015) (Select 1 from each category) Daily School Routines Academic Activities O Group project/activity (013) O Individual seatwork (014) O Using the bathroom (008) O Grooming at school (005) between activities (012) O Using a computer (017) O Dressing for P.E. (002) O Using the library (018) O Arrival (009) Living Skills C Eating lunch (004) O Departure (010)



Go to next page

# **Extended CLRAS**

# **Routine Assessment Forms**

**Elementary and Middle/Secondary** 

# **INDEX OF ROUTINES**

The following is a list of all Extended CLRAS elementary and middle/secondary routines. They are arranged in alphabetical order within each routine domain. Refer to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* to select routines.

# **CONTENTS**

# PERSONAL MANAGEMENT ROUTINES Daily School Routines: Living Skills

Dressing for an Activity/Weather Dressing for P.E. Dressing for the Outdoors Eating Lunch Grooming at School Purchasing an Item at School Removing Outdoor Clothing Using the Bathroom

# **Daily School Routines: Transition**

Arrival Departure Transitioning Between Classes Transitioning within the Classroom Between Activities

## **Daily School Routines: Academic Activities**

Group Project/Activity Individual Seatwork Listening in a Group Setting Occupying Classroom Free Time Using a Computer Using the Library

## **Daily Leisure Routines**

Attending an Assembly Fitness Routine/P.E. Generic Leisure Activity Making a Phone Call Occupying Free Time Outside the Classroom Participating in a Music Activity Participating in Arts and Crafts Playing a Game Socializing with Friends (Hanging Out) Using the Playground with Others

# **CONTENTS**

# **Community Routines**

Crossing the Street Eating in a Sit-Down Restaurant Eating Out at a Fast Food Restaurant Generic Community Activity Going on a Field Trip Going Shopping Making a Phone Call for Safety Purchasing an Item in the Community Riding in a Car/Bus Transporting Oneself to/from a Community Location

# CAREER DEVELOPMENT ROUTINES Vocational Activities

Community Vocational Activity School Vocational Activity

# **Career Development**

Interviewing/Job Shadowing an Employer/Employee Creating a Resume Finding a Job Applying for a Job Interviewing for a Job

	CLRAS ID#	Secure Student [Dil								
udent Name: ssessor Name: ssructions: Revi dependently, With add not complete a Activities involved in Routine 1. Checks the weather	PERSONAL MANAGEMENT R	OUTINE AS								
41311		Date								
outext: outine Assessed: tudent Name: ssessor Name: nstructions: Revi adependently, With ould not complete a Activities involved in Routine 1. Checks the	Daily School Routine: Living Skills									
Routine Assessed:	Dressing for an Activity/Weather: Code # [0	01]	MONTH	ľĹ						
	Student Ini	tials	sidenti		DAT	TLAK				
Student ID#         Attain         Student ID#         Date         Date         Date         Outex:       Daily School Routine: Living Skills         Date         Outex:       Daily School Routine: Living Skills         Date         Outex:       Date         Student Initials       Purpose of routine:       To learn dressing and personal management skills that can be applied in home, school and commandity         School Name:         Colspan="2">School Name:         Colspan="2">Colspan="2">Colspan="2">School Name:         Colspan="2">Colspan="2">Colspan="2">Colspan="2"         School Name: <td></td>										
Assessor Name:		School Name:								
Independently, Wit	h Gestures, Visual and/or Verbal Prompts (only), or With Physic	cal Assistance (m	ay include gesture	s, visual a	and/or veri	bal prompts). If the				
Activities involved in Routine	Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not	(may include minimal peer	visual and/or verbal prompts	assistan include g visual	ce (may pestures, and/or	completed with full physical	N/A			
	Core Steps of Routine									
	01 Looks out classroom window to assess weather conditions	0	0			0	0			
weather		0	0	0	0	0	0			
	03 Identifies location of clothing	0	0	0	0	0	0			
	64 Moves toward clothing	0	0	0	0	0	0			
3. Dresses				0			0			
	66 Pats clothing on									
		0	0	0	0	0	0			
	DATA SUMMARY									

Adaptations and Modifications

A Total steps evaluated (not including N/A) B Total # scored as ● C % scored as ● (B/A x 100)

Comments

	CLRAS ID#		Secure Student ID#
35766	PERSONAL MANAGE	MENT ROUTIN	NE ASSESSMENT FORM
Context:	Daily School Routine: Living Skills	s	
Routine Assessed:	Dressing for P. E. : Code # [002]		
		Student Initials	MONTH DAY YEAR
Student Name:		FML	Purpose of routine: To learn dressing and personal management skills that can be applied in home, school and community environments.
Assessor Name:		Sch	ool Name:
Internet and Deside	where the second s	the Three holes	etion, datamains whather the student completes such stars of the results

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (rwy include minimal peer assistance)	With gestures, visual and/or verbal prompts only	assistan include g visual verbal p	stance (may ade gestures, nuel and/or bul prompts) completed w full physica assistance		N/A
	Core Steps of Routine			Prompt Partial	Partial Full		
1. Locates	01 Orients toward locker room	0	0	0	0	0	0
locker room	02 Moves to locker room	0	0	0	0	0	0
	03 Enters locker room	e appropriate response bubble completely: c (NA) bubble if the core step is not e to the student and/or situation. Core Steps of Routine toward locker room to locker room to locker room to locker room to locker room to locker room to locker to lo	0				
2. Locates locker	84 Orients toward locker	0	0	0	0	0	0
	05 Moves to locker	0	0	0	0	0	0
	86 Physically opens locker	0	0	0	0	0	0
involved in Routine F Routine F Routine F a 1. Locates 0	97 Removes clothing from locker	0	0	0	0	0	0
	as Undresses from street clothing	0	0	0	0	0	0
	# Chooses correct clothing	0	0	0	0	0	0
	10 Dresses into P.E. clothing	0	0	0	0	0	0
4. Puts away	11 Places street clothing in locker when not in use	0	0	0	0	0	0
clothing 4. Puts away clothing not in use	12 Shuts locker	0	0	0	0	0	0
use	13 Locks locker	0	0	0	0	0	0
	14 Orients toward exit	0	0	0	0	0	0
	15 Exits locker room	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps e	valuated (not including N/A)						
	-						
C % scored as	(B/A x 100)						

Adaptations and Modifications

Comments

	CLRAS ID#	Secure Student ID#
41387	PERSONAL MANAGEMENT ROU	
Context:	Daily School Routine: Living Skills	
Routine Assessed:	Dressing for the Outdoors: Code # [003] Student Initial:	
Student Name:		<sup>5</sup> Purpose of routine: To learn dressing and personal management skills that can be applied in home, school and community environments.
Assessor Name:	F M L	School Name:
Independently, With		observation, determine whether the student completes each step of the routine Assistance (may include gestures, visual and/or verbal prompts). If the student is section below. Score the routine as outlined below.

Independent (may include

minimal peer

assistance)

o

8

õ

0

8

O

With gestures, visual and/or

verbal prompts

only

0

8

0

0

8

O

With physical

assistance (may include gestures,

visual and/or

verbal prompts) Prompt Level

Full

o

8

0

0

8

O

Partial

0

8

0

0

8

O

Step was not

completed with

full physical

assistance

0

000

0

0

8

0

N/A

о

8

õ

0

800

Adaptations and Modifications

Comments

Activities

involved in

1. Locates out-

door clothing

2. Dresses for

3. Prepares to go outside

T otal # scored as 🔵

% scored as 🔵 (B/A x 100)

an outdoor

enviroment

٨

в

C

Routine

Scoring Procedure:

Fill in the appropriate response bubble completely:

Core Steps of Routine

DATA SUMMARY

Fill in the (N/A) bubble if the core step is not

applicable to the student and/or situation

01 Orients towards outdoor clothing

83 Selects personal coat, gloves, etc.

84 Obtains coat, gloves, etc.

08 Lines up for outdoor activity

Total steps evaluated (not including N/A)

2 Moves to location of outdoor items

<sup>05</sup> Puts on coat, gloves, etc. appropriately

ns Buttons/zips clothing n7 Puts on clothing in appropriate order

	CLRAS ID#				Sec Stu	ure dent II	)#			
52473	PERSONAL MANAGE	MENT RO	DUTIN	E ASSESSM	IENT FO Date	RM				
Context:	Daily School Routine: Living Skills	5				/		//		
Routine Assessed:	Eating Lunch: Code # [004]				Month		Day		Year	
		Student Ini	itials	Purpose of 1	routine: T	o part	icipate in	hunch	time activit	ties to
Student Name:				increase self-	sufficiency	in a se	chool envi	ronme	mt.	
Assessor Name:		FM	L Scho	ol Name:						_
Instructioner Desig	with following Poutine and Core Steps of the mu	tine Three	hoheena	tion determines	whether the e	u danit i	completes a	nek eta	n of the root	tino

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if a core step is not applicable to the student and/or situation.	Independent (rray include minimal peer assistance)	With gestures, visual and/or verbal prompts only	assistan include g visual	ce (may pstures, and/or	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Level Partial Full			
1. Locates	81 Selects needed lunch items	0	0	0	0	0	0
1. Locates cafeteria  1. Locates cafeteria	02 Obtains needed lunch items	0	0	0	0	0	0
	03 Follows teacher direction to line up	0	0	0	0	0	0
	64 Moves with line (alert to start and stop movement of line) to cafeteria	0	0	0	0	0	0
	05 Enters cafeteria	0	0	0	0	0	0
2. Locates food	06 Moves toward food service line	0	0	0	0	0	0
service line	or Moves through line with appropriate manners	0	0	0	0	0	0
4. Finds seating	08 Obtains necessary utensils	0	0	0	0	0	0
	69 Indicates food preference	0	0	0	0	0	0
	10 Obtains food item	0	0	0	0	0	Го
	11 Pays for food/places ticket in appropriate place	0	0	0	0	0	0
4. Finds seating location	12 Carries food items to table	0	0	0	0	0	0
	13 Moves toward seat	0	0	0	0	0	0
	14 Sits down	0	0	0	o	0	0
5. Prepares to eat 0	18 Opens packaged food item (e.g. milk, chips, etc.)	0	0	0	0	0	0
	16 Places utensils & napkin in proper place	0	0	0	0	0	0
. Prepares to at . . Consumes 1 ood 1	17 Utilizes utensils properly	0	0	0	0	0	0
	18 Brings food/drink to mouth	0	0	0	0	0	0
	19 Chews and swallows food/drink	0	0	and/or prompts         assistance (may include gestures, visual and/or verbal prompts)         completed wi fell physica assistance           Preent Lavel	0	0	
Network       Fill in the appropriate response bubble complet ely:       (may include minimal peer assistance)       vist werb assistance)         Routine       Fill in the appropriate response bubble complet ely:       (may include minimal peer assistance)       vist werb assistance)         1. Locates cafeteria       I Selects needed lunch items       O       I         10. Locates cafeteria       I Selects needed lunch items       O       I         10. Locates cafeteria       I Selects needed lunch items       O       I         10. Locates food service direction to line up       I       O       I         10. Locates food service line       I       I       I       I       I         11. Locates food service line       I <td>20 Places utensils/drink on tray</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td>	20 Places utensils/drink on tray	0	0	0	0	0	0
	21 Gathers belongings and food service items	0	0	0	0	0	0
	0	0	0	0	0		
	23 Dumps refuse	0	0	0	0	0	0
	24 Places food and tray in appropriate places		0				0
8. Leaves	25 Locates exit	0	0	0	0	0	0
	26 Exits cafeteria	0	0	0	0	0	c
	DATA SUMMARY						
A Total steps e	valuated (not including N/A)						
B Total # scor	ed as						
C % scored as	<ul> <li>(B/A x 100)</li> </ul>						
Adaptations and	1 Modifications						-

Comments

<b>T</b> _1	CLRAS ID#	Secure Student ID#
16861	PERSONAL MANAGEMENT R	OUTINE ASSESSMENT FORM
Context:	Daily School Routine: Living Skills	Date
Routine Assessed:	Grooming at School: Code # [005] Student Ini	tials MONTH DAY YEAR
Student Name:		Purpose of routine: 1) To learn to appear presentable to others for enhanced social opportunities and 2) to feel good about oneself by looking god and feeling clean.
Assessor Name: _	F M	School Name:
Instructions David	with following Desting and Core Store of the partice. These	ab abcomption, datamains whather the durbert completes with dam of the easting

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial	Level Fall		
1. Checks	01 Locates mirror	0	0	0	0	0	0
appearance	#2 Moves toward mirror	0	0	0	0	0	0
	@ Looks at self in mirror	Ō	Ō	ō	Ö	0	0
	44 Indicates areas in need of attention/alert others to areas in need of attention	0	0	0	0	0	0
2. Adjusts	as Obtains groooming materials	0	0	0	0	0	0
appearance	06 Adjusts clothing, applies grooming materials (deodorant, toothpaste, etc.)	0	0	0	0	0	0
	67 Modifies hair	0	0	0	0	0	0
	88 Washes face, hands, etc.	0	0	0	0	0	0
	89 Re-checks self to make sure all areas were attended to	Ō	Ō	0	0	Ō	Ō
3. Puts a way	10 Gathers grooming materials	Ö	Ö	Ó	0	Õ	0
greeming	11 Places materials in appropriate place	0	0	0	0	0	0
materials	12 Leaves location of mirror	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps	evaluated (not including N/A)						
B Total # sco	red as 🔵						
C % scored as	s 🛑 (B/A x 100)						1

### Adaptations and Modifications

34888	CLRAS ID# PERSONAL MANAGEMENT RO	
Context:	Daily School Routine: Living Skills	
Routine Assessed:		
	Student Initia	Purpose of routine: To generalize math, reading and social
Student Name:		behavior skills to make purchases at vending machines or from a student store.
Assessor Name:	F M L	School Name:

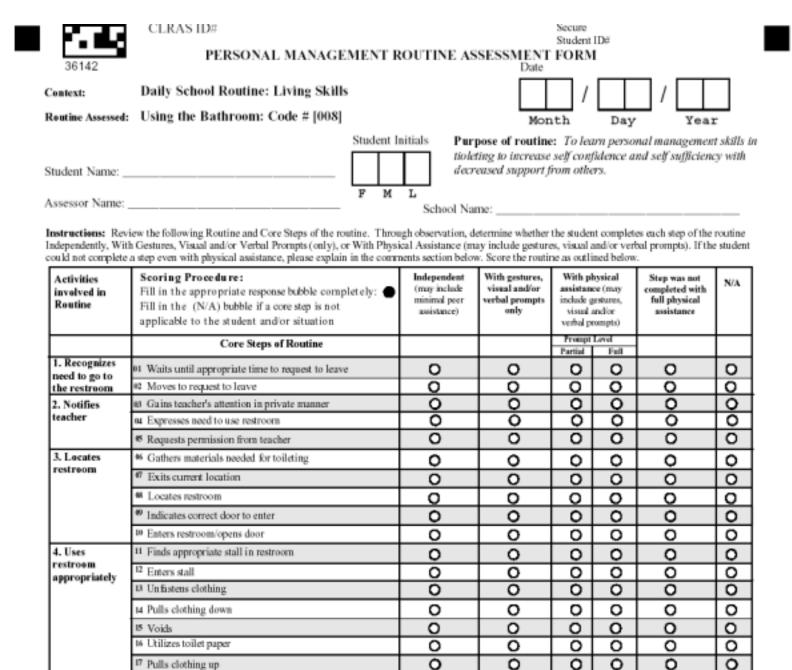
Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Promp Partial	t Level Full		
1. Locates	01 Enters location of vending machine or student store	0	0	0	0	0	0
vending machine or	102 Orients toward vending machine or student store	0	0	Ō	0	0	0
student store	03 Navigates self to vending machine or student store	0	0	0	0	0	0
2. Selects	84 Chooses item from among alternatives	0	0	0	0	0	0
nerchandise	05 For student store, tells student clerk of preferred selection	0	0	0	0	0	0
3. Pays for	96 Identifies cost of item	0	0	0	0	0	0
merchandise	67 Selects appropriate amount of money	0	0	0	0	0	0
	108 Puts money in vending machine or gives to student clerk	0	0	0	0	0	0
	89 Pushes correct button for item in vending machine	0	0	0	0	0	0
	10 Verifies proper change is received	0	0	0	0	0	0
	11 Obtains item from vending machine or from student clerk	0	0	0	0	0	0
4. Consumes	12 Opens packaging of item	Ō	Õ	0	0		0
merchandise	13 Utilizes merchandise in appropriate manner	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps	evaluated (not including N/A)						]
B Total # sco	red as 🜑						1
C % scored as	(B/A x 100)						1

Adaptations and Modifications

	CLRAS ID#	Secure Student ID#
21223	PERSONAL MANAGEMENT ROU	UTINE ASSESSMENT FORM
Context:	Daily School Routine: Living Skills	
Routine Assessed:	Removing Outdoor Clothing: Code # [007]	MONTH DAY YEAR
	Student Initia	
Student Name:		management skills that can be applied in home, school and community environments.
Assessor Name:	F M L	School Name:
Independently, With C		observation, determine whether the student completes each step of the routine Assistance (may include gestures, visual and/or verbal prompts). If the student is earlien below. Some the promise or exiting below:

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial	Level Full		
1.Finds location for outdoor	Orients towards location for outdoor clothing (cubby, coat hanger, etc.)	0	0	0	0	0	0
clothing	12 Moves to location for placement of outdoor clothing	0	0	0	0	0	0
2. Removes outdoor	03 Indicates proper location of outdoor clothing items	0	0	0	0	0	0
clothing	64 Unbuttons/unzips coat, sweater, etc.	0	0	0	0	0	0
	85 Removes personal coat, gloves, etc.	0	0	0	0	0	8
	96 Places outdoor clothing items in proper place	Ö	0	0	Õ	Ō	0
	DATA SUMMARY						
A Total steps e	valuated (not including N/A)						]
B Total # scored as ●							1
C % scored as  (B/A x 100)							1



А	Total steps evaluated (not including N/A)
в	T otal steps evaluated (not including N/A) T otal # scored as % scored as (B/A x 100)
С	% scored as 🔴 (B/A x 100)

18 Fasters clothing

21 Moves forward to wash/dry

24 Orients toward exit of restroom

DATA SUMMARY

22 Washes/dries hands

25 Exits restroom

23 Gathers personal items

19 Flushes toilet

20 Exits stall

Adaptations and Modifications

Comments

5. Exits

restroom

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62483	CLRAS ID# PERSONAL MANAGEMENT R	OUTINE AS	SESSMENT	Secure Student FORM			
Context:	Daily School Routine: Transition		Date			, <u> </u>	-
Routine Assessed:	Arrival: Code # [009]			1/		11	
	Student I	altista	Mont	h	Day	Year	-
	Suden		ose of routine	: To inc	rease inc	lependence in na	avigating
Student Name:		throu	gh different en	vironmer	tts with r	esponsibility for	
	F M	L items	and location is	lentifica	tion.		
Assessor Name:	r n	School Nat	ne:				
Independently, With	iew the following Routine and Core Steps of the routine. Throu h Gestures, Visual and/or Verbal Prompts (only), or With Physi a step even with physical assistance, please explain in the corm Scoring Procedure:	cal Assistance (ma	iy include gesture	s, visual a	and/or ver ined below	bal prompts). If the	e student
involved in Routine	Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if a core step is not applicable to the student and/or situation	(may include minimal peer assistance)	visual and/or verbal prompts only	assistan include g visual a verbal p	gestures, and/or rompts)	completed with full physical assistance	N/A
	Core Steps of Routine			Promp Partial	t Lavel Full		$\square$
1. Exits source of	01 Orientstoward exit	0	0	0	0	0	0
transportation	02 Physically moves from transportation	0	0	0	0	0	0
2. Locates	03 Identifies safe travel route (over curbs, across streets, etc.)	0	0	0	0	0	0
school	84 Navigates over curbs	0	0	0	0	0	0
	<sup>16</sup> Navigates to school safely	0	0	0	0	0	0
	66 Opens door to school	0	0	0	0	0	0
	07 Enters school	0	0	0	0	0	0
3. Locates	Orients toward classroom	0	0	0	0	0	0
classroom	Identifies route of travel at junctions	0	0	0	0	0	0
	<sup>10</sup> Navigates through hallways	0	0	0	0	0	0
	11 Identifies correct classroom	0	0	0	0	0	0
	12 Enters classroom	0	0	0	0	0	0
4. Puts away/	13 Locates cubby hole/place for belongings	0	0	0	0	0	0
organizes belongings	14 Takes off coat	0	0	0	0	0	0
	15 Places belongings in cubby hole	0	0	0	0	0	0
	16 Identifies items needed for day	0	0	0	0	0	0
	17 Gets out items needed for day (materials, homework, etc.)	0	0	0	0	0	0
	18 Places items in appropriate spot	0	0	0	0	0	0
5. Locates seat	19 Locates placement of desk in classroom	0	0	0	0	0	0
in classroom	20 Moves toward desk	0	0	0	0	0	0
	21 Stops at desk	0	0	0	0	0	0
	22 Sits down at desk	0	0	0	0	0	0

Total # scored as 🛑

% scored as 🌒 (B/A x 100)

Total steps evaluated (not including N/A)

DATA SUMMARY

Comments

А В

С

Activities	Scoring Procedure:	Independent	With gestures,	With physical	Step was not	
Independently, With	w the following Routine and Core Steps of the routine. Thre Gestures, Visual and/or Verbal Prompts (only), or With Phy step even with physical assistance, please explain in the core	sical Assistance (ma	y include gestures	, visual and/or vert	val prompts). If the	
Assessor Name:		School Nar	me:			
Student Name:	F M	thros		To increase ind ironments with r lentification		
Routine Assessed:	Departure: Code # [010] Student		MONTH		/ YEAR	
Context:	Daily School Routine: Transition					1
64700	PERSONAL MANAGEMENT	ROUTINE AS	SESSMENT Date	FORM		
	CLRAS ID#			Secure Student ID#		

Activities involved in Routine	Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	with gestures, visual and/or verbal prompts only	with physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Promp Partial	t Level Full		
1. Gathers	01 Locates cubby hole/place for belongings	0	0	0	0	0	0
belongings	@ Identifies items that go home (homework, books, etc.)	0	0	0	0	0	0
	83 Collects belongings	0	0	0	0	0	0
	84 Places belongings in backpack	0	0	0	0	0	0
	85 Puts coat on	0	0	0	0	0	0
2. Leaves	06 Orients toward exit when directed	0	0	0	0	0	0
classroom	07 Exits classroom	0	0	0	0	0	0
3. Leaves	as Identifies route of travel at junctions	0	0	0	0	0	0
building to	69 Navigates through hallways	0	0	0	0	0	0
locate transportation	10 Identifies exit door	0	0	0	0	0	0
	11 Opens exit door	0	0	0	0	0	0
	12 Exits school	0	0	0	0	0	0
	13 Identifies transportation	0	0	0	0	0	0
	14 Moves toward transportation	0	0	0	0	0	0
4. Enters transportation	15 Enters transportation	0	0	0	0	0	0
	DATA SUMMARY						
A T otal steps e	valuated (not including N/A)						]
B Total # scor	ed as 🛡						
C % scored as	<ul> <li>(B/A x 100)</li> </ul>						

	CLRAS ID#	Secure
		Student ID#
12860	PERSONAL MANAGEMENT ROUT	INE ASSESSMENT FORM
12000		Date
Context:	Daily School Routine: Transition	
Routine Assessed:	Transitioning Between Classes: Code # [011]	MONTH DAY YEAR
	Student Initials	Purpose of routine: To learn starting and stopping sequences
Student Name:		for organized movement from place to place.
	FML	
Assessor Name:		hool Name:
Independently, With		rvation, determine whether the student completes each step of the routine stance (may include gestures, visual and/or verbal prompts). If the student tion below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	verbal p	ce (may gestures, and/or rompts)	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Promp Partial	t Level Fall		
1. Completes	81 Attends to eae that activity has been completed	0	0	0	0	0	0
elass activity	#2 Tenninates activity in appropriate manner	0	0	о	0	0	0
	as Physically places materials in appropriate place	0	0	0	0	0	0
	04Identifies need to take personal possessions to next location	-	0	0	0	0	0
	08 Gathers personal possessions	0	0	0	0	0	0
	06 Exits classroom	0	0	0	ò	0	0
of new class	97 Navigates through hallways in appropriate manner	0	0	0	0	0	0
	68 Recognizes location of new classroom	0	0	0	ò	0	0
	09 Enters classroom for new activity	0	0	0	0	0	0
3. Locates seat	10 Follows teacher directions for seat placement	0	0	0	ò	0	0
in new classroom	11 Orients towards seat in new classroom	0	0	0	0	0	0
classroom	12 Moves towards seat	0	0	о	0	0	0
	13 Sits down in appropriate location	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps ev	valuated (not including N/A)						]
B Total # score	rd as 🖲						1
C % scored as	(B/A x 100)						1

51690	CLRAS ID# PERSONAL MANAGE	MENT ROUTE	Secure Student ID#
Context:	Daily School Routine: Transition		
Routine Assessed:	Transitioning Within classroom Between Activities Code # [012]	Student Initials	MONTH / DAY YEAR
Student Name:			Purpose of routine: To learn starting and stopping sequences for organized movement from activity to activity.
Assessor Name:		F M L Sch	ool Name:
Instantions, Davis	with a following Bostina and Core Stone of the re-	uting. Through sheep	ation, datamains whathar the student completes such stan of the soutine.

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With p assistan include visual verbal p	ee (may gestures, and/or	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Promp Partial	t Level Full	•	
1. Completes	01 Attends to cue that activity has been completed	0	0	0	0	0	0
activity	42 Terminates activity in appropriate manner	0	0	0	0	0	0
	a3 Identifies materials to put away	0	0	0	0	0	0
2. Puts away	84 Gathers materials from activity	0	0	0	0	0	0
materials	05 Identifies appropriate location for materials	0	0	0	0	0	0
	06 Places materials in proper place	0	0	о	0	0	0
3. Locates	67 Attends to cues regarding next activity	0	0	0	0	0	0
materials for	68 Identifies necessary materials for new activity	0	0	0	0	0	0
new activity	09 Obtains materials for new activity	0	0	0	0	0	0
4. Begins new	10 Identifies location of new activity	0	0	о	0	0	0
activity	11 Arranges self in front of new materials at appropriate location	0	0	0	0	0	0
	12 Begins work on new activity	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps	evaluated (not including N/A)						1
B Total # sco	red as 🗨						1
C % scored as	(B/Ax100)						1

Adaptations and Modifications

52852	CLRAS ID# PERSONAL MANAGEMENT F	ROUTINE AS	SESSMENT	Secure Student			
Student Name: Assessor Name: Instructions: Revis Independently, With	Daily School Routine: Academic Activities Group Project/Activity: Code # [013] Student In F M w the following Routine and Core Steps of the routine. Throu Gestures, Visual and/or Verbal Prompts (only), or With Physis step even with physical assistance, please explain in the correct	L School Nar gh observation, de cal Assistance (me	horative manne ne: termine whether y include gesture	: To ens r. the studer s, visual :	nt complet	bal prompts). If the	routine
Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With pl assistan include y visual verbal p	hysical ce (may gestures, and/or	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Promy Partial	t Level Full		
1. Attends to	01 Focuses on teacher with eye contact	0	0	0	0	0	0
teacher's directions	Receives teacher's directions re: group members and assignment	0	0	0	0	0	0
2. Locates	83 Orients to other group members	0	0	0	0	0	0
members of small group as assigned	94 Locates group meeting place	0	0	o	0	0	0
3. Follows	05 Listens to other members re: task	0	0	0	0	0	0
instructions and begins work on	06 Interacts with other members re: task	0	0	0	0	0	0
task	07 Demonstrates collaborative attitude and behaviors	0	0	0	0	0	0
4. Focuses on	88 Remains task-oriented throughout activity	0	0	0	0	0	0
task throughout activity	09 Finishes assigned portion of task	0	Ō	0	0	0	0
5. Completes	10 Gathers personal materials involved in task	0	0	0	0	0	0
activity	11 Returns to desk	Ō	0	0	0	Ó	0
	DATA SUMMARY						
A Total steps ev	valuated (not including N/A)						]

B Total ♯ scored as ●

С

% scored as 🌒 (B/A x 100)

7931	CLRAS ID# PERSONAL MANAGEMENT R	OUTINE AS		Secure Student FORN			
Context:	Daily School Routine: Academic Activities		Date				
Routine Assessed	I: Individual Seatwork: Code # [014] Student I		MONTH	]/[	DAY	/ VEAR	
	F M	activi		ving dire		pply information nd 2) to focus o	
Assessor Name:		School Nar	ne:				
Independently, With	iew the following Routine and Core Steps of the routine. Throu h Gestures, Visual and/or Verbal Prompts (only), or With Physi a step even with physical assistance, please explain in the comm Scoring Procedure:	cal Assistance (ma ents section below Independent	y include gesture v. Score the routin With gestures,	s, visual a ne as outli With p	and/or ver- ined below hysical	onl prompts). If the Step was not	student
involved in Routine	Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	(miy include minimal peer assistance)	visual and/or verbal prompts only	assistan include y visual verbal p	gestures, and/or rompts)	completed with full physical assistance	NA.
	Core Steps of Routine			Prompt Partial	Full		
1. Attends to	10 Focuses on teacher with eye contact	0	0	0	0	0	0
teacher's directions re: assignment	#2 Receives directions from teacher	0	0	0	0	0	0
2. Gathers	03 Identifies needed materials	0	0	0	0	0	0
appropriate materials for	04 Obtains needed materials	0	0	0	0	ō	0
individual seatwork	05 Orients in front of materials related to class assignment	0	0	0	0	0	0
3. Completes	66 Focuses on work 67 Remains on task for appropriate amount of time	0	0	0	0	0	0
activity	68 Completes work without error	00	00	00	0	00	00
1	09 Completes all work assigned by teacher	0	ŏ	ŏ	00	ŏ	ы
4. Collects ma-	19 Stops working at appropriate time	0	ŏ	0	00	0	0
terials after	11 Gathers material	0	ŏ	ŏ	0	ŏ	ŏ
completion of activity	12 Puts materials away	0	0	ŏ	0	0	ŏ
	DATA SUMMARY		5	Ū		5	
A Total steps e	valuated (not including N/A)						
B Total # score	ed as 🗨						
C % scored as	(B/A x 100)						

Comments

9014	CLRAS ID# PERSONAL MANAGEMENT RO	DUTINE ASS		Secure Student FORM			
Context:	Daily School Routine: Academic Activities		Date	7/			1
Routine Assessed:	Listening in a Group Setting: Code # [015]		MONT	н	DAY	YEAR	
	Student Init		se of postine	D To las	m to an	oly skills that wil	allow
Student Name:	F_M	approp				ctivities, and 2)	
Assessor Name:		School Nam	e:				
Independently, With	iew the following Routine and Core Steps of the routine. Thro, h Gestures, Visual and/or Verbal Prompts (only), or With Physi a step even with physical assistance, please explain in the comm	cal Assistance (m nents section belo	ay include gestur	es, visual ne as out	and/or ver lined below	rbal prompts). If th	
Activities involved in	Scoring Procedure: Fill in the appropriate response bubble completely:	Independent (may include	With gestures, visual and/or		divisional nee (may	Step was not completed with	N/A
Routine	Fill in the (N/A) bubble if the core step is not	minimal peer assistance)	verbal prompts only		gestures, and/or	full physical assistance	
	applicable to the student and/or situation	abotstatice)	onty		ancror srompts)	assistance	
	Core Steps of Routine			Prompt	Level Full		
1. Attends to	41 Orients to teacher giving directions	0	0	0	0	0	0
teacher re: lecture material	02 Listens to teacher	0	0	0	0	0	0
2. Demonstrates	83 Remains oriented to teacher throughout lecture	0	0	0	0	0	0
appropriate be-	04 Focuses on visuals presented	0	0	0	0	0	0
havior through- out lecture	68 Behaves in a socially acceptable manner	0	0	0	0	0	0
3. Interacts with teacher	96 Demonstrates feedback to teacher (head nodding, laugh, etc.)	0	0	0	0	0	0
	67 Asks appropriate questions	0	0	0	0	0	0
	ng Answers questions appropriately	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps e	valuated (not including N/A)						1
B Total # scor							1

% scored as 🛑 (B/A x 100)

С

12017	CLRAS ID# PERSONAL MANAGEMENT RO	OUTINE ASS	ESSMENT	Secure Student I FORM	ID#		
Context:	Daily School Routine: Academic Activities		Date	٦/١			1
Routine Assessed:	Occupying Classsroom Free Time: Code # [0	16	MONT	ו ׳ ו	Day		1
Assessor Name: Instructions: Rev Independently, Wit	iew the following Routine and Core Steps of the routine. Through Gestures, Visual and/or Verbal Prompts (only), or With Phys a step even with physical assistance, please explain in the comm	Purp between L School Nam agh observation, d ical Assistance (m	een tasks in way e: letermine whether ay include gestur	r the stude	not disr	rbal prompts). If th	routine
Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With ph assistance include go visual a verbal pr	ysical e (may estures, nd/or	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial	Level Full		
1. Makes choice	at Attends to teacher cue for free time	0	0	0	0	0	0
re: involvement in free time activity	92 Selects constructive activities to fill free time	0	0	0	0	0	0
2. Locates who,	03 Orients to desired activity	0	0	0	0	0	0
what, when and	84 Moves towards activity	0	0	0	0	0	0
where of activity	#5 Identifies materials for activity	8	00	<u> </u>	0	8	Q
3. Participates	66 Gathers materials for activity 67 Initiates involvement in activity	8	0	8	00	0	8
in activity with appropriate	<ul> <li>88 Behaves in an appropriate manner during activity (does not disrupt others</li> </ul>	0	õ	0	0	0	0
focus and behavior	99 Maintains activity for appropriate amount of time	0	0	0	0	0	0
	10 Responds to any teacher instructions	0	0	0	0	0	0
4. Completes	11 Terminates activity at appropriate time	Ō	Ō	ō	Ō	ō	ō
activity	12 Puts away materials	Ō	Ö	Ō	0	Õ	Ō
	B. T. PUBLIC BY						
	DATA SUMMARY						
A Total steps e	valuated (not including N/A)						

% scored as 🌒 (B/A x 100)

С

37202	CLRAS ID# PERSONAL MANAGEMENT I	ROUTINE AS	SESSMENT	Secure Student FORN			
Context:	Daily School Routine: Academic Activities Using a Computer: Code # [017]		Mor	/	Day	/	
Student Name: _ Assessor Name:	F M	1) (m 3) pr	crease learning wide an aveni 4) provide a to	z, 2) offer ie to acco	r access t ess vast a	der skills which o o leisure opport mounts of inform tion.	unities,
Independently, Wit	iew the following Routine and Core Steps of the routine. Thro h Gestures, Visual and/or Verbal Prompts (only), or With Phys a step even with physical assistance, please explain in the com-	ical Assistance (ma	ay include gesture	es, visual.	and/or ver	bal prompts). If the	
Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if a core step is not applicable to the student and/or situation.	Independent (may include minimal poor assistance)	With gestures, visual and/or verbal prompts only	assistan include g visual verbal p	gestures, and/or sumpts)	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial	Level Full		
1. Locates	01 Identifies location of computer	0	0	0	0	0	0

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Adaptations and Modifications

Comments

computer

2. Accesses

computer

program

program

В

C

3. Interacts

with computer

4. Completes activity

desired

#2 Moves toward computer

66 Opens program, inserts disk

84 Turns on computer

11 Saves information

12 Prints information

A Total steps evaluated (not including N/A)

Total # scored as

% scored as 🌒 (B/A x 100)

13 Stops at appropriate time

88 Arranges self in front of computer

85 Chooses computer program, disk, etc.

99 Stays on task while using computer

# Uses computer program in appropriate manner

10 Successfully navigates through program options

14 Closes program/removes disk at the end of use

15 Returns materials (e.g. disks) to proper place

DATA SUMMARY

16 Turns computer off leaves for screensaver

# Uses mouse & keyboard accurately and appropriately

19852	CLRAS ID# PERSONAL MANAGI	MENT ROUTIN	Secure Student 1 E ASSESSMENT FORM		
Context:	Daily School Routine: Academic A	ctivities	Date	m,	
Routine Assessed:	Using the Library: Code # [018]		/	/	
		Student Initials	Month	Day	Year
Student Name:			Purpose of routine: To leas resources for personal use.	rn how to acce.	is community
Assessor Name: _		F M L Scho	ol Name:		

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if a core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With pl assistan include g visual verbal p	ee (may jestures, and/or rompts)	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial	Level Full		
1. Locates	#1 Orients oneself to library	0	0	0	0	0	0
library	02 Navigates to library	0	0	0	0	0	0
	68 Enters library	0	0	0	0	0	0
2. Finds location of materials	84 Locates appropriate source of information to find materials (person, computer, etc.	0	0	0	0	0	0
	18 Inquires about location of materials	0	0	0	0	0	0
	66 Finds physical location of materials	0	0	0	0	0	0
3. Removes	87 Scans shelf for materials	0	0	0	0	0	0
materials from location	08 Locates materials on shelf	0	0	0	0	0	0
ocaron.	Chooses book at ability level	0	0	0	0	0	0
	Removes materials from shelf	0	0	0	0	0	0
	11 Replaces unwanted books in correct location	0	0	0	0	0	0
4. Checks out	12 Orients to check-out desk	0	0	0	0	0	0
materials	13 Moves toward check-out desk	0	0	0	0	0	0
	14 Requests tocheck-out materials	0	0	0	0	0	0
	B Gives card or code to librarian	0	0	0	0	0	0
	16 Gathers checked out materials	0	0	0	0	0	0
	17 Carries checked out materials	0	0	0	0	0	0
	18 Moves toward exit	0	0	0	0	0	0
	19 Exits library	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps e	valuated (not including N/A)						1
B Total # scor	ed as $igodot$						1
C % scored as	<ul> <li>(B/A x 100)</li> </ul>						1

### Adaptations and Modifications

5832	CLRAS ID# PERSONAL MANAGE	MENT ROU	Secure Student ID# TINE ASSESSMENT FORM
Context:	Daily Leisure Routine		Date
Routine Assessed:	Attending an Assembly: Code #[20	1]	
		Student Initials	s MONTH DAY YEAR
Student Name:			Purpose of routine: To learn necessary skills to attend group performances where one can apply listening and appreciation skills.
Assessor Name:		FML S	School Name:
Independently, With	Gestures, Visual and/or Verbal Prompts (only), or	With Physical As	servation, determine whether the student completes each step of the routine sistance (may include gestures, visual and/or verbal prompts). If the student action below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With pl assistant include g visual a verbal pr	estures, nd/or	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Promp Partial	t Level Full		
1. Locates assembly	01 Identifies location of assembly	0	0	0	0	0	0
assembly	02 Navigates to location of assembly	0	0	0	0	0	0
	as Enters room where assembly is held	0	0	0	0	0	0
2. Finds seat at	94 Orients toward appropriate seating area	0	0	0	0	0	0
assembly	05 Moves toward seating area	0	0	0	0	0	0
	06 Finds and takes a seat	0	0	0	0	0	0
	87 Orients toward stage/speaker	0	0	0	0	0	0
3. Demonstrates	88 Remains quiet at appropriate times	0	0	0	0	0	0
appropriate be- havior during	99 Demonstrates appropriate behavior throughout assembly	0	0	0	0	0	0
assembly	10 Applauds when assembly is finished	0	0	0	0	0	0
4. Leaves	11 Orients toward exit	0	0	0	0	0	0
assembly	12 Moves toward exit	0	0	0	0	0	0
	13 Exits room	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps ev	valuated (not including N/A)						1
B Total # score	ed as 🌑						1
C % scored as	(B/A x 100)						1

100.0	1.11	a an 1	- A - A - A - A - A - A - A - A - A - A
C 1	10.1	A % I	1.16

## PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context:	Daily Leisure Routine				Date	,		-		
Routine Assessed:	Fitness Routine/P.E. : Code # [202]	Et	- Luitin			/	L	/	VEAR	
Student Name:		F	nt Initial M L		MONTH Purpose of ac to engage in th		DAY To lead	arn ne ed for	1 10 111	ills
Assessor Name:			Scho	ol Name;						

In structions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

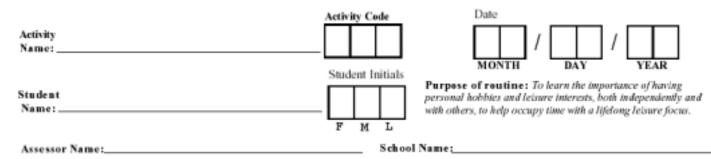
Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With p assist (may i gestures and/or pron	ance nclude , visual verbal	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial			
1. Locates place to	01 Identifies options for exercise	0	0	0	0	0	0
partiepate în	02 Chooses from among alternatives	0	0	8	00	8	8
involved in Routine  1. Locates place to particpate in fitness activity  2. Changes into proper workout attire  3. Locates proper equipment for workout  4. Engages in workout routine  5. Finishes workout	03 Navigates oneself to place of fitness	0	0	0	0	0	0
2. Changes into	04 Locates locker room	0	00	Ō	0	ō	8
proper workout	05 Locates locker	Ö	Ö	Ó	Ó	Ö	Ó
attire	06 Opens locker	Ö	Ö	Ō	0	Ö	0
	07 Obtains belongings from locker	0	0	0	0	0	0
	08 Changes into clothing	0	0	0	0	0	0
	09 Secures locker	Ŏ	Ŏ	Õ	0	Ŏ	0
3. Locates proper	10 Locates workout equipment	0	0	0	0	0	0
I. Locates place to particpate in fitness activity 2. Changes into proper workout attire 3. Locates proper squipment for workout 4. Engages in workout routine 5. Finishes workout A Total steps evalu B T otal # scored as	11 Orients in front of equipment	Ó	0	0	0	0	0
Locates place to sarticpate in itness activity Changes into proper workout ttire Locates proper quipment for orkout Engages in vorkout routine S. Finishes workout	12 Warms up prior to exercise	0	0	0	0	0	0
workout routine	13 Follows workout routine	8	8	8	8	8	8
	14 Participates in a safe and appropriate manner		0				
	15 Sustains workout for beneficial effects	0	0	0	0	0	8
5. Finishes	16 Cools down after workout	Ō	Ō	Ō	Ō	<u>o</u>	0
workout	17 Terminates activity at appropriate time	Ó	0	0	0	0	Õ
	DATA SUMMARY						
A Total steps eval	unted (not including N/A)						
B Total ≇ scored a	s 🜑						
C % scored as ●	(B/A x 100)						

#### Adaptations and Modifications





### GENERIC LEISURE ACTIVITY ASSESSMENT FORM: Daily Leisure Routine



Instructions: Select an appropriate leisure activity from the Leisure Activities Resource List. Through observation, assess whether the student performs the following 13 steps of the activity Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below.

	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the leisure activity step is not applicable to the student and/or situation.	In dependent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	Wi physi assist: (may in gestures and/or y prom	ical ance aclude visual verbal	Step was not completed with full physical assistance	N/A
	Leisure Activity Steps			Prompt Partial			
01	Expresses interest/preference for leisure activity	0	0	0	0	0	0
02	Selects appropriate leisure activity	0	0	0	0	0	0
03	Initiates leisure activity with self			0	0	0	0
04	Initiates leisure activity with others	0	0	0	0	0	0
0.5	Obtains materials/equipment for leisure activity	0	00	0	0	0	8
06	Performs leisure activity	Ŏ		0	Ô	ŏ	
07	Demonstrates appropriate behavior during activity	00	0	0	0	0	0
08	Cooperates with others during activity	0	0	Ó	0	0	0
09	Follows directions/rules of leisure activity	Ö	Ö	0	0	Ŏ	0
10	Has a good attitude	8	8	0	0	8	0
11	Demonstrat es initiative/independence			0	0		0
12	Terminates leisure activity	0	0	0	0	0	0
13	Cleans up activity area after use (puts away materials/equipment)	0	0	0	0	0	0
Г	DATA SUMMARY						
А	T ot al steps evaluated (not including N/A)						1
в	T ot al # scored as						
С	% scored as 🕒 (B/A x 100)						

#### Adaptations and Modifications



# PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Routine Assessed:	Daily Leisure Routine Making a Phone Call: Code # [204]	Stuck	ent Ir	nitials	Date Date
Student Name:		F	м	L	Purpose of activity: To learn how to use the phone which will enable one to access community services, request transportation, get assistance, socialize and
Assessor Name:				School	increase access to many of life's opportunities.

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With pi assist (may in gestures and/or prom	ance nelude , visual verbal	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial		n	
1. Locates	01 Finds location of telephone	8	8	0	0	00	8
· ·	02 Moves to telephone			Ō	Ō		0
	03 Finds phonebook/place where # is written	0	0	8	00	00	8
paone number	04 Reads phone number						0
3. Follows	05 Lifts receiver	0	0	00	0	00	00
•	06 Listens for dial tone	0	0	0	Ō	0	0
ising phone	07 Places appropriate amount of money in phone	0	0	0	0	0	0
	08 Pushes buttons that correspond to phone number	Ö	8	0	0	00	0
	09 Allows phone to ring appropriate number of times	0	0	0	0	0	0
4. Utilizes telephone	10 Presses correct number on automated messages to get to live person	0	0	0	o	0	0
	<ol> <li>Presses correct number on automated messages to get correct information</li> </ol>	0	0	0	0	0	0
Locates telephone     Locates ohone number     S. Follows procedure for using phone      Utilizes telephone	12 Greets person	Q	0	0	0	0	0
	13 Speaks loud enough and clearly enough to be understood			00000	000	ÖÖ	0000000
	14 Maintains conversation 15 Asks questions to gain information	<u> </u>	<u> </u>	<u>8</u>	8	<u> </u>	18
	16 Responds to questions asked	<u> </u>	ŏ	X	8	ŏ	1X
	17 Terminates phone call	000	ŏ	ŏ	ŏ	ŏ	X
	18 Hangs up phone	<u> </u>	ŏ	ŏ	ŏ	ŏ	×
	DATA SUMMARY	Ŭ	Ŭ	U	V	Ŭ	
A Total steps eva	aluated (not including N/A)						1
							1
	-						1

#### Adaptations and Modifications



### PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context:	Daily Leisure Routine	utine			Date
Routine Assessed:	Occupying Free Time Outside the Code # [205]			1: nitials	MONTH / DAY / YEAR
Student Name:		F	м	L	Purpose of activity: 1) To learn from others through observation and participation, and 2) to engage in leisure activities in a freestyle format by oneself or with others needs.
Assessor Name:			_	School Na	

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With pl assistance inclu- gestures and/or prom	e (may ude , visual verbal	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial			
1. Locates outside area	01 Locates materials needed to engage in activity (coat, ball, etc.)	0	0	0	0	0	0
	02 Obtains needed materials	0	0	0	0	0	0
	03 Exits classroom	ō	Ō	Ō	Ō		0
	04 Orients to location of outside area	0	0	0	0	0	0
	05 Transports materials safely	0	0	0	0	0	0
	06 Initiates interactions with others	ō	Ō	0	0	Ö	0
2. Chooses to be involved during	07 Occupies self, if choosing not to interact with others	Ŏ	Ŏ	0	0	Ö	0
free time	08 Uses materials/equipment appropriately	0	0	0	0	0	0
	09 Expresses needs and desires during activity in appropriate manner	0	0	0	0	0	0
	10 Takes turn in activities with others	0	0	0	0	0	0
	11 Cooperates with others	0	0	0	0	0	0
3. Ceases activity at an appropriate	12 Terminates activity and interaction with others in appropriate manner	0	0	0	0	0	0
time	13 Exits outside area	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps eva	Total steps evaluated (not including N/A)						
B Total # scored	as 🔘						
C % scored as	(B/A x 100)						

### Adaptations and Modifications





Context: Daily Leisure Routine					Date					
Routine Assessed:	Participating in a Music Activity: Co		-				/			
		Stude	nt In	itials	MONTH	DAY	YEAR			
Student Name:		F	L	Purpose of activity: To learn how to adapt to specialty class and develop an appreciation for music needs.						
Assessor Name:			. 8	chool Na	me:					

In structions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts) Prompt Level		Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial	Evel Full		
1. Prepares to	01 Lines up to leave classroom	Ó	0	0	0	Ó	0
leave classroom	02 Exhibits proper behavior en route to music room	00	0	0	0	Ö	8
	03 Enters music room in an orderly manner	00	0	0	0	0	8
2. Follows rules	04 Listens for instructions	0	ō	Ō	Ō	ŏ	0
during activity	05 Responds to teacher's instructions (gets instrument, sheet music, etc.)	0	0	0	0	0	0
	06 Participates in activity	0	0	0	0	0	0
	07 Remains on task	0	0	0	0	0	0
3. Finishes	08 Puts materials away when instructed	0	0	0	0	Ö	0
activity	09 Lines up at door	Ŏ	Ö	0	Ō		0
	10 Exhibits proper behavior en route to classroom	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps eva	luated (not including N/A)						
B Total # scored	Total # scored as						
C % scored as 🔵	% scored as  (B/A x 100)						

Adaptations and Modifications

8524	CLRASID# PERSONAL MANAGEM	IENT ROUTINE A	Secure Student	
Context: Routine Assessed:	Daily Leisure Routine Participating in Arts and Crafts: Co	ode # [207] Student Initials	Date	
Student Name:		F M L	Purpose of activity	y: To learn to engage in lop and enhance creativity needs.

Assessor Name:\_\_\_

School Name:

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With pi assist (may it gestures and/or prom	ance nclude , visual verbal	Step was not completed with full physical assistance	N/A
	Cure Steps of Routine			Promp Partial	Level Full		
1. Listens for	01 Orients toward teacher	0	0	0	0	0	0
directions	02 Attends to teacher	0	O O	Ô	0	00	00
	03 Locates art supplies	0	0	0	0	0	0
	04 Identifies needed materials	Ō	ŏ	Ō	0	ō	0
	05 Obtains supplies	0	0	0	0	0	8
	06 Brings supplies to arts and crafts location	0	Ö	Ō	0	0	0
2. Focuses on	07 Uses supplies in appropriate manner	0	0	0	0	0	0
project	08 Remains on task	0	00	0	0	00	0
3. Completes	09 Completes project (or as much as expected)	0	0	Ó	Ô		0
activity	10 Stops working at appropriate time	0	0	0	0	0	0
	11 Puts away art supplies	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps ev	aluated (not including N/A)						
B Total # score	i as 🗨						
C % scored as	(B/A x 100)						1

Adaptations and Modifications

		CLRAS ID#				Secure Student ID#							
	1568	PERSONAL MANAGE	PERSONAL MANAGEMENT RC				OUTINE ASSESSMENT FORM						
Con	text:	Daily Leisure Routine			Date		<u>ار ا</u>	1					
Rou	tine Assessed:	Playing a Game: Code # [208]											
			Student In	itials	MONT	H DAY	YEAR						
Stuc	dent Name:		FM			: To engage in le derstood rules ar		ith othe	975				
Ass	essor Name: _			School Nar	ne:								
Inde	pendently, With	ew the following Routine and Core Steps of the re Gestures, Visual and/or Verhal Prompts (only), o step even with physical assistance, please explai	or With Physi	cal Assistance (ma	y include gesture	s, visual and/or ver	bal prompts). If the						
in	ctivities volved in outine	Scoring Procedure: Fill in the appropriate response bubble comp Fill in the (N/A) bubble if the core step is no		Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or	Step was not completed with full physical assistance	N/A					

applicable to the student and/or situation

01 Identifies options for games

98 Physically obtains equipment

87 Moves to area to play game

12 Orients so all can play game

14 Follows rules of game

A Total steps evaluated (not including N/A)

13 Takes turns at appropriate time

15 Demonstrates knowledge of game

14 Keeps score accurately during game

17 Physically collects game equipment

18 Moves to location to put away equipment

DATA SUMMARY

19 Places equipment in appropriate place

68 Reads rules of same

82 Chooses from among alternatives

06 Locates specific area to play game

19 Explains rules of game to participants

as Moves toward location to get equipment

04 Identifies correct equipment from choices

99 Attends to speaker when tules are being told

11 Distributes equipment in appropriate manner

Core Steps of routine

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Adaptations and Modifications

Comments

1. Identifies

game to be

necessary

equipment and

location to play game

3. Learns rules

of game and

shares with

4. Plays game

5. Puts away

B Total # scored as

% scored as 🔴 (B/A x 100)

equipment

С

others

played 2. Obtains



# PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context:	Daily Leisure Routine	
Routine Assessed:	Socializing with Friends (Hanging Out): Code # [209] Student Initials	MONTH DAY YEAR
Student Name:		Purpose of activity: To develop a basis for all communication exchanges in order to have success conversing with others. Improved communication will enhance success on the job and in social arenas.
Assessor Name:	School Nam	ie;

In structions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	assis (may i gesture and/or	hysical tance include s, viscal verbal npts)	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Promp Partial	t Level Full		
1. Initiates social	01 Moves within proximity of others	0	0	0	0	0	0
interaction	02 Greets others	0	8	0	0	00	0
	03 Initiates social interaction	0	0	0	0	0	0
	04 Responds to social interaction	Ō	ō	Ō	Ō	ō	Ō
2. Spends time	05 Participates in communication exchanges	Ö	Ö	0	0	Ö	0
with friends	06 Initiates appropriate non-verbal cues	0	Ö	0	0	0	0
	07 Responds to non-verbal cues by others	0	0	0	0	0	0
	08 Expresses emotion appropriate to communication	Ö	8	0	0	Ö	0
3. Terminates social interaction	09 Terminates social interaction in appropriate manner	0	0	0	ŏ	ŏ	0
	DATA SUMMARY						
A Total steps eva	luated (not including N/A)						
B Total # scored	as 🗎						
C % scored as	(B(A x 100)						

Adaptations and Modifications



CLRAS ID#

Secure Student ID#

### PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context:	Daily Leisure Routine	Date
Routine Assessed: Student Name:	Using the Playground with Others : Code # [210] Student Initials FML	MONTH DAY YEAR Purpose of activity: 1) To learn from others through observation and participation and 2) to engage in leisure activities which utilize large and small equipment in a freestyle format with self or others.
Assessor Name:_	School	Name:

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With pl assist (may in gestures and/or prom	ance sclude , visual verbal	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial			
1. Locates equipment and	01 Locates materials needed to engage in activity (coat, ball, etc.)	0	0	0	0	0	0
play area	02 Obtains needed materials	0	0	0	0	0	0
	03 Lines up with class	Ŏ	Ŏ	Ŏ	Ŏ	Ŏ	Õ
	04 Exits classroom	Ö	0	0	0	Ō	0
	05 Transports materials safely		Ō		0		
	06 Orients to location of playground	000	0	8	00	00	00
	07 Locates playground equipment area	Ŏ	Ŏ	0	Õ	0	Ō
2. Chooses to be	08 Initiates interactions with others	Ó	0	0	0	Ó	0
involved with	09 Uses materials/equipment appropriately	Ö	Ö	8	8	Ö	0
others during	10 Uses materials/equipment safely						Ō
activity	11 Takes turns in activities with others	0	0	0	0	0	0
	12 Cooperates with others	0	0	0	0	0	0
3. Ceases activity at an appropriate	13 Terminates activity and interaction with others in an appropriate manner	0	0	0	0	0	0
time	14 Exits playground	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps eval	uated (not including N/A)						]
B <sub>Total</sub> # scored a	3						1
C % scored as	(B/A x 100)						1

### Adaptations and Modifications

	CLRAS ID#			Secure Student	ID#			
15401	PERSONAL MANAGEMENT I	ROUTINE AS	SESSMENT	FORM	1			
Context: Routine Assessed:	Community Routines Crossing the Street: Code # [401] Student Ir	itials	Date MO2		DAY		2	
Student Name: Assessor Name: Instructions: Revi	F_M	L School Nat	community acti we:	vities in	a safe ma			k
Independently, With	Gestures, Visual and/or Verbal Prompts (only), or With Phys a step even with physical assistance, please explain in the com	ical Assistance (ma	iy include gesture	s, visual.	and/or vert	cal prompts). If the	student	
Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent	With gestures, visual and/or verbal prompts only	With p assistan include visual verbal p	hysical ice (may gestures, and/or erompts)	Step was not completed with full physical assistance	N/A	
	Core Steps of Routine			Promp Partial	t Level Full			
1. Identifies need	# Identifies appropriate person for assistance	0	0	0	0	0	0	
to cross street	02 Identifies traffic intersection	0	0	0	0	0	0	

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Adaptations and Modifications

as Approaches crosswalk

05 Locates crosswalk signal

as Looks both directions

09 Stays in crosswalk

16 Navigates over curb

47 Waits appropriately for "walk" signal

DATA SUMMARY

#4 Stops at crosswalk

#6 Reads signal

A Total steps evaluated (not including N/A)

B Total # scored as 🖲

% scored as 🔵 (B/A x 100)

Comments

2. Reads crosswalk signal

3. Moves across the

street

С



Date

### PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Community Routine

Routine Assessed: Eating in a Sit-Down Restaurant Code # [402]

Student Name:.



FML

Purpose of activity: To learn how to 1) access community eating resources, 2) be able to utilize math and reading skills, and 3) develop a better understanding of social behavior skills.

Assessor Name:

School Name:

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	Wi physi assist (may in gestures	ical ance iclude	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			and/or prom Promp	pts) t Level		-
	-		-	Partial			-
1. Community	01 Identifies options for restaurants	0	0	0	0	0	0
pre-planning	02 Chooses from among options	8	8	8	8	8	8
activity	0.3 Identifies personal items needed for outing	<u> </u>				<u> </u>	10
	04 Obtains personal items for outing	0	0	0	0	0	0
2. Locates	05 Orients towards transportation	0	0	0	0	0	0
restaurant	06 Moves to transportation	0	0	0	0	0	0
	07 Enters transportation	0	0	0	0	0	0
	08 Exits transportation	0	0	0	0	0	0
	09 Moves toward restaurant	0	0	8	00	8	8
	10 Opens door						0
	11 Enters restaurant	0	0	00	0	0	00
3. Waits for	12 Stops in entryway and waits for host-hostess	0	0		0	0	0
service	13 Follows host/hostess to table	0	0	0	0	0	8
	14 Sits down	0	0	Ō	ð	Ō	0
4. Orders food	15 Reads menu	8	8	8	8	8	000000
	16 Orients to waitperson 17 Expresses preference to waitperson		<u> </u>	0	<u>o</u>	<u> </u>	0
	17 Expresses preference to waitperson     18 Gives menu to waitperson	8	8		8	8	R
	19 Waits appropriately for food		8	8	ŏ	8	÷Χ
5. Consumes	20 Uses utensils appropriately while eating	<u> </u>	8	X	X	8	ΗX
meal	21 Consumes food	ŏ	ŏ	ŏ	ŏ	ŏ	ŏ
	22 Exhibits proper table manners		<u> </u>				ŏ
6. Pays bill	23 Pays with correct amount of money	8	0000	0000		000	8000
	24 Waits for change	ð	Ō	Ō	Ō	Ō	Ō
	25 Leaves appropriate gratuity			0			0
	26 Puts money away	0	0	Ô	0	0	Õ
7. Leaves	27 Orients toward door	0	0	0	0	0	8
restaurant	28 Exits restaurant	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps eva	luated (not including N/A)						1
B Total # scored							1
C % scored as	(B/A x 100)						1
ve scored as	(074 100)						

Adaptations and Modifications



Date

MONTH

### PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

#### Context: Community Routine

# Routine Assessed: Eating Out at a Fast Food Restaurant: Code # [403]

Student

Name:.



Purpose of activity: To learn how to 1) access community eating resources, 2) be able to utilize math and reading skills and 3) develop a better understanding of social behavior skills.

FAR

Assessor Name:

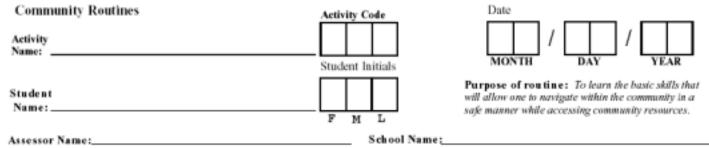
School Name;

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Provide in Isoutian         Printing of control of construction applicable to the student and/or situation.         (msy include minimal peer assistance)         gestures, visual and/or assistance)         physical assistance (msy include prompts only)         completed with full prompts only)           . Consumity re-planning 01         01         Identifies options for restaurants         0	Activities	Scoring Procedure:	Independent	With	With		Step was not	N/
Eventine       Fill in the (NA) bubble if the core tarps not approximation of the core tarps not approximate and proves on the provided and the core tarps not approximate and the core target not one target not one target not approximate and the core target not one target not approximate and the core target not one target not target not one target not not one target no	involved in			gestures.	physica	u i		
Primi the (NA) Guide in the ODE with a tools applicable to the student and/or situation.         missistance) prompts only sistance         rereal prompts only prompts         (may include and/or vertal prompts)         physical assistance           Core Steps of Routine         Prompt Level Partial Fail         Prompt Level Partial Fail         physical assistance         ssistance           Community re-planning         0         1         Identifies options for restaurants         0 <td>Routine</td> <td></td> <td></td> <td></td> <td>assistan</td> <td>ce</td> <td></td> <td></td>	Routine				assistan	ce		
dipletation of the statum and/or strain four         Distances of prompts only apstures, visual arcsistance arcsistance         assistance of the statum and or strain four           Community comparison         O								
Image: constraint of the second se		applicable to the student and/or situation.	assistance)	prompts only	gestures, vi	sual		
Core Steps of Reutine         Promp Level Partial Full           .Community re-planning criptary         0         1         Identifies options for restaurants         0 <t< td=""><td></td><td></td><td></td><td>P P 7</td><td>and/or ver</td><td>bal</td><td></td><td></td></t<>				P P 7	and/or ver	bal		
Community replanning etivity         O					prompts	-)		
Community replanning crivity         0         1         Identifies options for restaurants         0		Construction Character			Prompt L	evel		Г
A. Ontinuity replanning citivity         02         Chooses from among options         0		Core Steps of Routine				Full	1	
0         0	Community	01 Identifies options for restaurants	0	0	0	0	0	0
Out         Identifies materials for outing         O		02 Chooses from among options	0	0	0 (	0	0	C
Out         Identifies materials for outing         O		03 Sets up wallet for ordering	Ō	Ő	O (	Ō	0	C
Locates estaurant         06         Orients towards transportation         O <tho< td=""><td></td><td>04 Identifies materials for outing</td><td>Ō</td><td></td><td></td><td>Ō</td><td>Ō</td><td>1</td></tho<>		04 Identifies materials for outing	Ō			Ō	Ō	1
Locates estaurant         06         Orients towards transportation         O <tho< td=""><td></td><td>05 Obtains materials for outing</td><td></td><td></td><td></td><td>ō</td><td></td><td>0</td></tho<>		05 Obtains materials for outing				ō		0
Staturality         08         Enters transportation         O		ř.						10
Staturality         08         Enters transportation         O	. Locates		ŏ	ŏ	ŏ i			17
09         Exits transportation         O	estaurant							17
11         Opens door         O <tho< th="">         O</tho<>								H2
11         Opens door         O <tho< th="">         O</tho<>			ŏ	ŏ	X	×-	ŏ	H
Image: 12         Enters restaurant         O <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>₽</td>								₽
Locates line         13         Locates shortest line         O		· · · · · · · · · · · · · · · · · · ·	ĕ	- ×			- ×	₽
Locates fine         14         Waits patiently in line         O						_		
26     Prepares food for consumption     O <td>Locates line</td> <td></td> <td>× ×</td> <td></td> <td></td> <td></td> <td></td> <td>Đ</td>	Locates line		× ×					Đ
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26     Prepares food for consumption     O <td></td> <td></td> <td>ŏ</td> <td>ŏ</td> <td>Ŏ</td> <td>0</td> <td>ŏ</td> <td>ta</td>			ŏ	ŏ	Ŏ	0	ŏ	ta
26     Prepares food for consumption     O <td></td> <td></td> <td>Ö</td> <td>Ö</td> <td>O I</td> <td>0</td> <td>ō</td> <td>Π</td>			Ö	Ö	O I	0	ō	Π
26     Prepares food for consumption     O <td></td> <td></td> <td>0</td> <td>0</td> <td>O (</td> <td>ō</td> <td>0</td> <td>5</td>			0	0	O (	ō	0	5
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26     Prepares food for consumption     O <td>C</td> <td></td> <td><u> </u></td> <td></td> <td></td> <td></td> <td></td> <td>ļŞ</td>	C		<u> </u>					ļŞ
26     Prepares food for consumption     O <td>Consumes mean</td> <td></td> <td>8</td> <td>N N</td> <td></td> <td>8</td> <td>8</td> <td>15</td>	Consumes mean		8	N N		8	8	15
27         Uses utensils for eating         O <td></td> <td></td> <td></td> <td></td> <td></td> <td><u> </u></td> <td></td> <td>Ľ</td>						<u> </u>		Ľ
28       Exhibits proper table manners       0       <								Đ
30     Moves toward garbage can     O     O     O     O     O     O       31     Throws garbage away     O     O     O     O     O     O       32     Orients toward door     O     O     O     O     O     O       33     Exits restaurant     O     O     O     O     O     O       33     Exits restaurant     O     O     O     O     O     O       DATA SUMMARY       Total steps evaluated (not including N/A)     Image: Colspan="3">Image: Colspan="3">Image: Colspan="3">Image: Colspan="3">Image: Colspan="3">Image: Colspan="3" Image: Colspa="3" Image: Colspan="3" Image: Colspan="3" Image: Colspa		28 Exhibits proper table manners	- X	× ×		Χ-	<u>×</u>	÷
30     Moves toward garbage can     O     O     O     O     O     O       31     Throws garbage away     O     O     O     O     O     O       32     Orients toward door     O     O     O     O     O     O       33     Exits restaurant     O     O     O     O     O     O       33     Exits restaurant     O     O     O     O     O     O       DATA SUMMARY       Total steps evaluated (not including N/A)     Image: Second as Image: Second amage: Seco	Leaves		X	X	X			۲Ż
32     Orients toward door     O	estaurant	30 Moves toward garbage can		<u> </u>	1 O I	<u> </u>		17
DATA SUMMARY       T otal steps evaluated (not including N/A)       T otal steps evaluated (not including N/A)       T otal # scored as •       % scored as • (B/A x 100)			ð		Ŏ (	ŏ	ð	T
DATA SUMMARY       T otal steps evaluated (not including N/A)     Image: Control of the second as Image: Contr			0	0		0	0	
T otal steps evaluated (not including N/A) T otal # scored as  (B/A x 100)		33 Exits restaurant	0	0		0	0	
T otal # scored as • (B/A x 100)		DATA SUMMARY						
% scored as  (B/A x 100)	Total steps eval	uated (not including N/A)						1
• • • • • •	T otal # scored a	ıs 🌒						1
laptations and Modifications	% scored as 🌒	(B/A x 100)						1
	daptations and M	Indifications			<u> </u>			_



# Generic Community Activity Assessment Form



Instructions: Choose one community activity from the Community Activities Resource List. Through observation, assess whether the student participates in the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Keep in mind the following nine characteristics when making your assessment. Score the routine as outlined below.

Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the community activity step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	Wit physi assist (may in gestures, and/or prom	ical an ce clude visual verbal	Step was not completed with full physical assistance	N/A
Community Activity Steps			Prompt Partial			
01 Locates community activity in a safe manner	0	0	0	0	0	0
0.2 Expresses needs to appropriate person	0	0	0	0	0	Ó
03 Demonstrates appropriate boundaries when interacting with strangers	0	0	0	0	0	8
0.4 Maintains appropriate behavior while in the community		0	Ō	0	ō	
0.5 Stays with the group	0	0	0	0	0	0
06 Identifies appropriate people in community to contact when in need of assistance	0	Ö	0	0	Ö	0
07 Identifies current location throughout activity	0	0	0	0	0	0
08 Completes activity in community	0	0	0	0	0	0
09 Secures appropriate transportation	Ö	Ō	0	0	Ö	0
DATA SUMMARY						
A Total steps evaluated (not including N/A)						
B Total # scored as ●						
C % scored as $\bullet$ (B/A x 100)						

#### Adaptations and Modifications



CLRAS ID#

Secure Student ID#

### PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Routine Assessed:	Community Routine Going on a Field Trip: Code # [405]	Student Initials	Date       Date       MONTH         DAY         YEAR
Student Name:		F M L	Purpose of activity: To generalize known skills while learning new information within a group structure at community locations.
Assessor Name:		School Nam	ae;

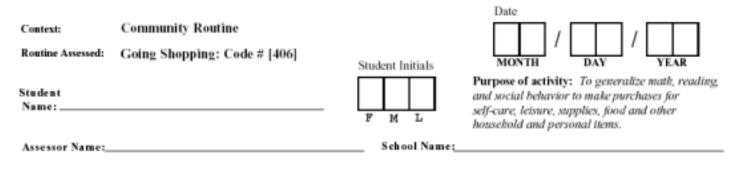
Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	phys assis (may i gesture and/or	ith sical tance nclude s, visual verbal apts)	Step was not completed with full physical assistance	N/A
	Core Steps of Routine				t Level Full		
1. Remains in close	01 Lines up with group in appropriate manner	0	0	0	0	0	0
preximity of group throughout trip	02 Moves with group throughout activities	0	0	0	0	0	0
2. Participates	03 Demonstrates appropriate behavior during field trip activity	0	0	0	0	0	0
with group during	04 Follows teacher's directions	Ö	0	8	8	0	0
field trip activity	05 Requests permission from others when necessary	8	0				8
	06 Orients self to each activity	0	0	0	0	0	0
	07 Focuses on activity for appropriate amount of time	0	0	0	0	0	0
	08 Uses community bathroom appropriately	0	0	0	0	0	0
	09 Manages personal materials	0	0	0	0	0	0
3. Returns to school with group	10 Arrives at point of departure from field trip activity at appropriate time	0	0	0	0	0	0
	<ol> <li>Demonstrates proper behavior while utilizing method of transportation</li> </ol>	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps eval	uated (not including N/A)						]
B Total # scored a	s 🛡						
C % scored as ●	(B/A x 100)						

#### Adaptations and Modifications



### PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM



In structions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	ph ys assis (may i gesture and/or	ith sical tance nclude s, visual verbal npts)	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Promp Partia	t Level Full		
1. Pre-planning	01 Obtains materials to make list for shopping	0	0	0	0	0	0
for shopping	02 Indicates items to purchase when shopping	0	0	0	0	0	0
	03 Makes list of necessary items	0	0	0	0	0	0
2. Locates	04 Identifies location of store	Ō	Ö	8	8	Ö	0
store	05 Utilizes transportation to reach store	00	8	Ō	0	Ō	8
	06 Enters store	0	0	0	0	0	0
3. Shops	07 Obtains carrying cart for shopping	Ö	Ö	Ō	Ō	Ö	Ō
	08 Navigntes through store	Ŏ	Ŏ	ŏ	ō	ŏ	ŏ
	09 Requests assistance to find item	ŏ	ŏ	ŏ	ŏ	ŏ	ŏ
	10 Finds area where item is located	ŏ	ŏ	ŏ	ŏ	ŏ	ŏ
	11 Scans shelf location to find item		ŏ	ŏ	ŏ	ŏ	ō
	12 Obtains item	0	ŏ	ŏ	ŏ	ŏ	ŏ
	13 Places item in cart	ŏ	ŏ	ŏ	ŏ	ŏ	
	14 Obtains all needed items	ŏ	ŏ	ŏ	ŏ	ŏ	000000000
	15 Locates shortest checkstand line	- X	ð	ŏ	ŏ	ŏ	ŏ
4. Checks out and	16 Places items in proper place to be checked out	ð	8	ð	ŏ	ŏ	ŏ
pays for shopping items	17 Indicates proper amount of money to pay for items	0	0	0		0	0
Itellis	18 Gives money to clerk	0	0	0	0	Ō	Q
	19 Obtains proper change	<u> </u>	8	8	8	Q	Q
	20 Puts change in proper place	0				0	
5. Leaves store	21 Obtains purchased items	000	0	8	8	<u> </u>	0000
01 2001 00 04010	22 Locates exit of store 23. Carries items to exit	<u>×</u>	X	8	8	8	X
		- ×	ŏ	×	×	- ×	×
	24 Exits store with purchased items. DATA SUMMARY	- U	0	0	0	U	0
A Total steps eval	unted (not including N/A)						
B Total # scored :							
- Total a scotter							
C % scored as 🔴	(B(A x 100)						

### Adaptations and Modifications

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CLRAS ID#

Secure Student ID#

### PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context:	Community Routine				
Routine Assessed:	Making a Phone Call for Safety: Cod				MONTH DAY YEAR
		Studer	it Ini	tials	Purpose of activity: To learn how to make a phone
Student Name:					call for assistance in an urgent or emergency situation.
		F	М	L	
Assessor Name:_			Se	tool	ool Name:

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompt.s)		assistance (may include gestures, visual and/or verbal	
	Core Steps of Routine				t Level   Full		
1. Identifies need	01 Finds appropriate person for help if needed	0	0	0	0	0	0
to make a phone	02 Locates phone	0	0	0	0	0	0
call	03 Moves toward phone	0	0	00	0	0	0
2. Operates	04 Lifts receiver	000	0000	0	0	0	8
phone	05 Listens for dial tone	0	0	0	0	0	0
phone	06 Places appropriate amount of money in slot (if pay phone)	0	0	0	0	0	8
	07 Refers to written phone number	0		0	0	0	0
	08 Presses buttons that correspond to number	0	0	0	0	0	0
3. Communicates	09 Greets person	8	8	0	0	0	0
effectively	10 Speaks loudly and clearly enough to be understood	0		Ō	ŏ	ō	Ō
	11 Maintains conversation	8	O O	0	8	0	0
	12 Ends conversation	0	0	0		Ó	0
	13 Hangs up receiver	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps eval	uated (not including N/A)						1
B Total # scored a	as 🗨						
C % scored as 🕒	(B/A x 100)						1

# Adaptations and Medifications



Assessor Name:\_

Secure Student ID#

Date

### PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Routine Assessed: Stude at Name :	Community Routine Purchasing an item in the Community: Code # [408]	Student Initials	MONTH / DAY / YEAR Purpose of activity: To generalize math, reading, and social behavior skills to purchase an item.
Assessor Name:		F M L School Name:	

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		physical assistance (may include gestures, visual and/or verbal		Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Promp Partial					
1. Identifies need	01 Orients to merchant	0	0	0	0	0	0		
to purchase an	02 Approaches merchant	8	Ö	8	8	8	8		
item	03 Makes request to purchase item	0	8	0	0	0	0		
2. Pays for item	04 Inquires about the cost of item	0	0	0	0	0	0		
	05 Selects appropriate amount of money	0	0	0	0	Ö	00		
	06 Gives money to merchant	0	0	0	0	0	0		
	07 Obtains change	Ó	Ó	Ó	Ó	Ó	Ó		
	08 Verifies proper amount of change received	0	0	0	0	0	0		
	09 Obtains item	0	8	8	0	0	8		
3. Puts away item	10 Places item in appropriate place	0	0	0	0	0	0		
	DATA SUMMARY								
A Total steps evalu	aated (not including N/A)								
B Total # scored a	15 🕒								
C % scored as 🔵	(B/A x 100)								

Adaptations and Modifications



### PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context:	Community Routine		Date
Routine Assessed:	Riding in a Car/Bus: Code # [409]		
		Student Initials	MONTH DAY YEAR
Student Name:		F M L	Purpose of activity: To learn safe mobility skills in community environments.
Assessor Name:		School Name	

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	assist	nclude s, visual verbal	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Promp Partial			
1. Gathers	01 Identifies materials to take on outing	0	0	0	0	0	0
belongings	0.2 Gathers materials for outing	0	Ó	0	0	Ó	0
2. Locates	0.3 Identifies location of transportation	0	0	0	0	0	0
transportation	04 Orients towards transportation at appropriate time	0	Ö	0	0	ō	0
3. Utilizes transportation	0.5 Enters door of correct transportation vehicle	0	0	0	0	0	0
	06 Locates seat	Ö	0	0	0	Ö	0
	07 Fastens seat belt	Ó	0	0	0	0	0
	0.8 Demonstrates appropriate behavior	0	0	0	0	0	0
4. Exits	09 Removes seatbelt	8	00	00	00	8	8
4. ESRS transportation	10 Leaves seat at appropriate time						0
	11 Exits transportation	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps eval	uated (not including N/A)						
B Total # scored	as 🛡						
C % scored as ●	(B/Ax 100)						

Adaptations and Modifications



## PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context:	Community Routine				Date		
Routine Assessed:	Transporting Oneself to/from a Community Location: Code # [410]				/	/	
		Stude	ent In	itials	MONTH	DAY	YEAR
Student Name:		F	M	L	Purpose of activity: work, home, commun activities in a safe, di	ity services and	
Assessor Name:_			Sch	ool Name;			

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	In dependent (may include minimal peer assistance)	gestures,	ay include gestures, nimal peer sistance) verbal		(may include minimal peer assistance) visual and/or verbal prompts only		th ical ance iclude , vísual verbal pts)	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial						
1. Transl	01 Identifies current location	0	0	0	0	0	0			
1. Travel preparation	02 Identifies new location	0	0	0	0	0	0			
	03 Chooses from among transportation options	Ō	Ŏ	Õ	Ō	Ŏ	Ō			
	04 Obtains emergency phone #'s and places them in easily accessible place	ō	ō	õ	ō	ō	ō			
2. Accesses &	05 Boards transportation	0	0	0	0	0	0			
2. Accesses & utilizes transportation	06 Lets driver know location of destination	0	Õ	Õ	Ó	Õ	Ó			
	07 Pays for travel	Ō	Ō	Ō	Ō	Ō	Ō			
	08 Follows personal safety rules	Ö			0		Ō			
	09 Demonstrates appropriate behavior	8	8	8	ŏ	8	8			
	10 Requests assistance for exiting transportation	0	Ō	0	0	Ō	0			
	11 Exits transportation	Õ	Õ	Ó	Õ	Ő	0			
3. Reaches	12 Moves to destination	Ō	Ō	Ō	0		000			
4. Spends time at	13 Initiates activity at new location	0	0	00	00	0	Ō			
location	14 Ceases activity at appropriate time	Ō	Ō	Ō	Ō	Ö	Ó			
6 B	15 Moves to transportation vehicle	0	0	8	0	0	8			
5. Returns from location	16 Boards transportation	Ō	ō	0	Ō	0	0			
юсацов	17 Lets driver know location of destination	0	<u> </u>	8	0	0	0			
	18 Pays for travel	8		8	000	- Ö	0000			
	19 Requests assistance for exiting transportation     20 Exits transportation	8	8	8	8	8	8			
	21 Moves to destination	<u> </u>	X	X	X	X	X			
	DATA SUMMARY	Ť	Ŭ	Ŭ	Ŭ	Ŭ	Ŭ			
A Total steps eval	uated (not including N/A)						٦			
B Total # scored	as I						1			
C % scored as ●	(B/Ax100)						1			

### Adaptations and Modifications

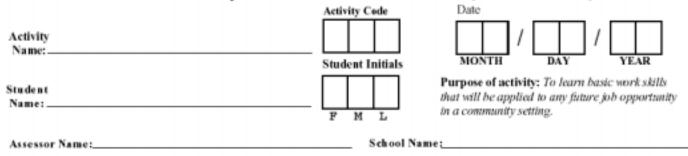


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CLRAS ID#

Secure Student ID#

## Career Development Assessment Form: Community Vocational Activity



Instructions: Choose one vocational activity from the Community Vocational List. Through observation, assess whether the student participates in theactivity Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Assess the following fourteen characteristics.

	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the Community Vocational Activity step is not applicable to the student and/or situation.	In de pen den t (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	Wi phys assist (may in gestures and/or prom	ical tance nclude s, visual verbal	Step was not completed with full physical assistance	N/A
	Community Vocational Activity Steps			Promp Partia	t Level Full		
01	Arrives on time	0	0	0	0	0	0
02	Identifies job responsibilities	0	0	Ó	0	Ó	0
03	Follows directions of supervisors	Ő	Ō	0	Ó	Ő	0
04	Follows steps of job activities	0	0	0	0	Ö	0
05	Stays on task	0	0	0	0	0	0
06	Works without disrupting others	0	0	0	0	0	0
07	Is polite to adults and peers	0	00	0	0	0	0
08	Allows others to assist as needed	0		0	0	Ŏ	0
09	Responds appropriately to feedback about job activities	0	0	0	0	0	0
10		0	0	0	0	0	0
11	Work is orderly and accurate (job quality)	Ŏ	0	8	8	0	0
12	Works at a good pace and amount (job quantity)	<u> </u>	õ	0	0	<u>ō</u>	0
13	Cleans up materials and workspace	- Ö	<u> </u>	Q	<u>ŏ</u>	<u> </u>	0000
14	Leaves at appropriate time DATA SUMMARY		0	0	0	0	0
А	Total steps evaluated (not including N/A)						1
В	T otal # scored as ●						
С	% scored as $igodold (B/A x 100)$						1

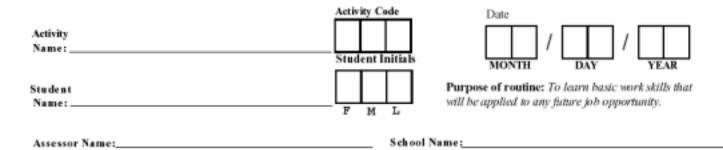
#### Adaptations and Modifications



# CLRAS ID#

Secure Student ID#

# Career Development Assessment Form: School Vocational Activity



Instructions: Choose one vocational activity from the School Vocational List. Through observation, assess whether the student participates in the activity Independently, With Gestures, Viscal and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, viscal and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Assess the following fourteen characteristics.

	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the School Vocational Activity Step is not applicable to the student and/or situation.	In de pen den t (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With ph assista (may in gestures, and/or v prom	ince clude visual erbal	Step was not completed with full physical assistance	N/A
Γ	School Vocational Activity Steps			Promp Partial	Level Full		
01	Arrives on time	0	0	0	0	0	0
02	Identifies job responsibilities	0	0	0	0	0	0
03	Follows directions of supervisors	0	0	0	0	0	0
04	Follows steps of job activities	0	Ō	Ō	0	Ō	0
05	Stays on task	8	0	0	00	0	0
06	Works without disrupting others	0	0	0	0	0	0
07	Is polite to adults and peers	0	0	0	0	0	0
08	Allows others to assist as needed	00	0	0	0	0	0
09	Responds appropriately to feedback about job activities	0	0	0	0	0	0
10	Demonstrates initiative independence	0	0	0	0	0	
11	Work is orderly and accurate (job quality)	0	0	000	000	0	00000
12	Works at a good pace and amount (job quantity)	0	8	Ó	0	8	Q
13	Cleans up materials and workspace	000	8	8	8	8	<u> </u>
14	Leaves at appropriate time	0	0	0	0	0	
	DATA SUMMARY						
Α	T otal steps evaluated (not including N/A)						
в	T otal # scored as 🜑						
С	% scored as ● (B/A x 100)						

#### Adaptations and Modifications

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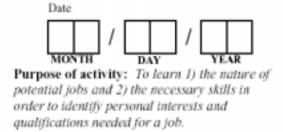
CLRAS ID#

Secure Student ID#

#### CAREER DEVELOPMENT ASSESSMENT FORM

#### Context: Career Development

Routine Assessed	E Interviewing/Job Shadowing	an Employer/	Employee
	Code # [801]	Stud	lent Initials
Student			
Name			



Assessor Name:\_

School Name:\_\_\_

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

FML

	Work Characteristics Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With pl assist (may in gestures, and/or prom	ance sclude , visual verbal	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial			
<ol> <li>Identifies a job of interest</li> </ol>	1. Identifies a job of interest	0	0	0	0	0	ο
2. Prepares for interview or job	<ol> <li>Calls or sends letter asking for an interview or job shadow</li> </ol>	0	0	0	0	0	0
shadow	3. Generates an appropriate list of questions	0	0	0	0	0	0
	4. Arrives at location of interview/job shadow on time	0	0	0	0	0	0
3. Conducts interview or jøb shadow	5. Conducts interview or job shadow	0	0	0	0	0	0
4. Describes positive and	6. Describes positive aspects of the job	0	0	0	0	0	0
negative aspects of job	7. Describes negative aspects of the job	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps eval	uated (not including N/A)						
B Total # scored as	. •						
C % scored as ●	(B/A x 100)						

Adaptations and Modifications

CLRAS ID♯		Secure Student ID#
55863 CAREER DEVE	LOPMENT ASSESSM	IENT FORM
Context: Career Development		Date
Routine Assessed: Creating a Resume: Code # [802]	Student Initials	MONTH DAY YEAR
Student Name:	F M L	Purpose of activity: To learn 1) the nature of potential jobs and 2) the necessary skills in order to identify personal interests and qualifications needed for a job.
Assessor Name:	School Nam	ne;
Instructioner Bacian the following Bautine and Core State of the	mating. Through charmentic	a datamaina whathar the student completes each star of the

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

	Work Characteristics Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With ph assists (may in gestures, and/or y prom	clude visual verbal	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial			
1. Identifies	1. Lists educational background	0	0	0	0	0	0
information needed for a	2. Lists work/volunteer experience	0	0	0	0	0	0
resume	3. Lists all additional information for resume	0	0	0	0	0	0
2. Drafts resume	4. Selects resume format	0	0	0	0	0	0
	5. Makes a draft of resume following format	0	0	0	0	0	0
3. Requests	6. Requests feedback about content	0	0	0	0	0	0
feedback about resume	7. Requests feedback about format	0	0	0	0	0	0
4. Finalizes resume	8. Makes final draft of resume	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps eval	nated (not including N/A)						
B Total # scored a	s 🔵						
C % scored as ●	(B/A x 100)						
Adaptations and Me	difications						_



CLRAS ID#

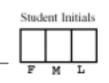
Secure Student ID#

Date

#### CAREER DEVELOPMENT ASSESSMENT FORM

#### Context: Career Development

#### Routine Assessed: Finding a Job: Code # [803]



MONTH DAY YEAR Purpose of activity: To learn 1) the nature of potential jobs and 2) the necessary skills in order to identify personal interests and qualifications needed for a job.

Assessor Name:\_

Student

Name: .

School Name:\_\_\_\_

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Work Characteristics Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	assiste (may in gestures, and/or v	nce clude visual erbal	Step was not completed with full physical assistance	N/A
Core Steps of Routine						
1. Lists possible jobs	0	0	0	0	0	0
2. Lists skills required for each job	0	0	0	0	0	0
<ol> <li>Matches personal skills to list of skills required for each job</li> </ol>	0	0	0	0	0	0
4. Identifies possible adaptations/modifications	0	0	0	0	0	0
<ol> <li>Conducts job search using appropriate methods (e.g. newspaper, personal contact, Internet)</li> </ol>	0	0	0	0	0	0
<ol><li>Finds one or more jobs to apply for</li></ol>	0	0	0	0	0	0
DATA SUMMARY						
uated (not including N/A)						
• <b>•</b>						
(B/A x 100)						
	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation. Core Steps of Routine 1. Lists possible jobs 2. Lists skills required for each job 3. Matches personal skills to list of skills required for each job 4. Identifies possible adaptations/modifications 5. Conducts job search using appropriate methods (e.g. newspaper, personal contact, Internet) 6. Finds one or more jobs to apply for DATA SUMMARY mated (not including N/A)	Scoring Procedure:       (may include minimal peer assistance)         Fill in the appropriate response bubble completely:       (may include minimal peer assistance)         Int applicable to the student and/or situation.       (may include minimal peer assistance)         I. Lists possible to the student and/or situation.       (may include minimal peer assistance)         I. Lists possible jobs       (may include minimal peer assistance)         I. Lists possible jobs       (may include minimal peer assistance)         I. Lists skills required for each job       (may include minimal peer assistance)         I. Lists skills required for each job       (may include minimal peer assistance)         I. Lists skills required for each job       (may include minimal peer assistance)         I. Lists skills required for each job       (may include minimal peer assistance)         I. Lists skills required for each job       (may include minimal peer assistance)         I. Lists skills required for each job       (may include may include methods (e.g. newspaper, personal contact, Internet)         I. Finds one or more jobs to apply for       (may include methods methods (may include methods (may	Scoring Procedure:       (may include minimal peer assistance)       visual and/or verbal prompts only or bubble if the core step is not applicable to the student and/or situation.       (may include minimal peer assistance)         I. Lists possible to the student and/or situation.       Image: Core Steps of Routine       Image: Core Steps of Routine         I. Lists possible jobs       Image: Core Steps of Routine       Image: Core Steps of Routine       Image: Core Steps of Routine         I. Lists possible jobs       Image: Core Steps of Routine       Image: Core Steps of Routine       Image: Core Steps of Routine         I. Lists possible jobs       Image: Core Steps of Routine       Image: Core Steps of Routine       Image: Core Steps of Routine         I. Lists possible jobs       Image: Core Steps of Routine       Image: Core Steps of Routine       Image: Core Steps of Routine         I. Lists skills required for each job       Image: Core Steps of Routine       Image: Core Steps of Routine       Image: Core Steps of Routine         I. Lists skills required for each job       Image: Core Steps of Routine         I. Lists skills required for each job       Image: Core Steps of Routine         I. Identifies possible adaptations/modifications       Image: Core Steps of Routine	Scoring Procedure:       (may include minimal peer assists from prompts only only only only only only only only	Scoring Procedure:       (may include minimal peer assistance)       visual and/or verbal prompts only include gestures, visual and/or verbal prompts only include gestures, visual and/or verbal prompts)         Fill in the appropriate response bubble completely:       (may include minimal peer assistance)       visual and/or verbal prompts only include gestures, visual and/or verbal prompts)         Core Steps of Routine       Prompt Level       Prompt Level         1. Lists possible jobs       O       O       O         2. Lists skills required for each job       O       O       O         3. Mat ches personal skills to list of skills required for each job       O       O       O         4. Identifies possible adaptations/modifications       O       O       O       O         5. Conducts job search using appropriate methods (e.g. newspaper, personal contact, Internet)       O       O       O       O         6. Finds one or more jobs to apply for       O       O       O       O       O         mated (not including N/A)       Including N/A)       Including N/A)       Including N/A	Scoring Procedure:       (may include minimal peer assistance)       visual and/or verbal prompts       assistance (may include minimal peer assistance)       completed with full physical assistance         Fill in the appropriate response bubble completely:       •

#### Adaptations and Modifications



CLRAS ID#

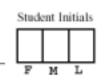
Secure Student ID#

Date

#### CAREER DEVELOPMENT ASSESSMENT FORM

### Context: Career Development

#### Routine Assessed: Applying for a Job: Code # [804]



MONTH DAY YEAR Purpose of activity: To learn 1) the nature of potential jobs and 2) the necessary skills in order to identify personal interests and qualifications needed for a job.

Assessor Name:\_\_

Student

Name:.

School Name:\_\_\_

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

	Work Characteristics Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With ph assists (may in gestures, and/or v prom	nev clude visual verbal	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial			
1. Completes	1. Requests application from appropriate person	0	0	0	0	0	0
Application	2. Fills out application (gives all requested information)	0	0	0	0	0	0
2. Completes	4. Drafts cover letter	0	0	0	0	0	0
Cover Letter	3. Selects format for cover letter	0	0	0	0	0	0
3. Requests Feedback about	5. Requests feedback re: content of letter and application	0	0	0	0	0	0
Cover Letter	6. Requests feedback re: format of letter	0	0	0	0	0	0
4. Obtains	7. Lists references	0	0	0	0	0	0
References	8. Requests person to be used as a reference	0	0	0	0	0	0
5. Completes	9. Submits application packet within timeline	0	0	0	0	0	0
Application Process	<ol> <li>Inquires into follow-up steps to determine if job was obtained</li> </ol>	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps eval	uated (not including N/A)						
B Total # scored as	. •						
C % scored as ●	(B/A x 100)						

#### Adaptations and Modifications



Secure Student ID#

#### CAREER DEVELOPMENT ASSESSMENT FORM

Student Initials

м

#### Context: Career Development

Routine Assessed: IP	terviewing for a Job	: Code # [805]
----------------------	----------------------	----------------



Purpose of activity: To learn 1) the nature of potential jobs and 2) the necessary skills in order to identify personal interests and qualifications needed for a job.

Assessor Name:\_

Student

Name: .

School Name:\_

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

	Work Characteristics Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With ph assista (may in gestures, and/or v prom	nce clude visual verbal	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Partial			
	1. Generates list of potential interview questions	0	0	0	0	0	0
1. Prepares for	2. Practices answering interview questions	0	0	0	0	0	0
Interview	3. Dresses appropriately for interview	0	0	0	0	0	0
	<ol><li>Arrives at interview on time</li></ol>	0	0	0	0	0	0
2. Participates in	5. Uses appropriate language throughout interview	0	0	0	0	0	0
Interview	<ol> <li>Follows appropriate social norms (e.g. body position, eye contact)</li> </ol>	0	0	0	0	0	0
	7. Answers interview questions	0	0	0	0	0	0
	8. Thanks interviewer for interview	0	0	0	0	0	0
	DATA SUMMARY						
A Total steps eval	luated (not including N/A)						
B Total # scored a	2 2 2						
C % scored as ●	(B/Ax100)						

#### Adaptations and Modifications

# **Extended CLRAS**

Related Skills Assessment Form

Student Name:

Related Skill Assessment Form

Student Initials [F][M][L]:

	ş	94622	z	
e socrine kev.	Career Exploration Code#			000000000000000000000000000000000000000
Follow the socrine	Community and Code#			0000

Secure	Student	ID:

Extended Assessment ID:

Write in	Write in the selected Related Skills for this student. Fill in the choice-bubble	ill in the choice-bubble for the arcorociate some based on the student's verformance for each skill durine each routine assessed. Follow the section leav
Routine Skill	Related Skills	Daily School Routine Code# Learne Routine Community School/Cerranuity Career Exploration
Code# (SC)	Scorleg Koy: 4 = Independent; 3 = With gestures/stant/softwith prompts; 2 = Partial physical assistance; 0 = Indi and connects with full deviced assistance; 0 = Indi and connects with full deviced assistance.	Living Skilk Transition Academic Activities Code# Kontune Code# Vocational Code# Code# 0
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# **Appendix B**

# Extended Career and Life Role Assessment System

Related Skills Resource Booklet

## **INDEX OF SKILLS**

## **Extended CLRAS Related Skill Resource Booklet**

## **CONTENTS**

Introduction

**Expressive Communication** 

**Receptive Communication** 

**Problem Solving** 

**Teamwork/Social Skills** 

**Motor Skills** 

**Employment Foundations (Functional Academics)** 

# **Related Skills**

The Related Skills Resource Booklet provides a list of skills that are commonly utilized during the execution of daily routines. Related Skills should be identified by the goals and objectives outlined by each student's IEP team. This list is provided as an adjunct for educators to select from in order to identify additional related skills. The skills have been organized into the following three levels:

- 1) **Emerging Skills** Skills that utilize a non-traditional mode of expression. This is the most restrictive form of a skill (e.g. eye contact for communication).
- 2) **Beginning Skills** On a continuum of skills within the same category, a beginning skill is a skill where the student is starting to use a traditional form of a skill, but is not fully functioning within the specific skill (e.g. waves or gestures to greet).
- 3) **Traditional Skills** On a continuum of skills within the same category, a traditional skill is the traditional form of a skill used in practice (e.g. signs/verbalizes "hello").

After selecting a skill, transfer the skill name and code number to the Related Skills Assessment Form. The code number can be found in the bottom right hand corner of each skill box. If a specific skill is not found on the list, please describe the skill in the appropriate space at the end of each section. Please be specific.

## Mode of Communication

Students may use verbalizations, sign language, or picture systems to produce each skill. Scoring is not based on the mode of communication used, but on the mastery of the concept.

When "verbalizes" appears as a skill, assume that "sign language" or "picture system" can be substituted in its place.

# **Related Skills** Expressive Communication

Skill Category	Emerging		Beginning		Traditional	
Skii Category	Chooses preferred object (physical		Indicates needs in simple terms		Requests attention to needs/explains	
Maating Pagia Naada	expression/action)		Example: "Hungry"		Example: "I am hungry. I need to eat lur	nch."
Meeting Basic Needs	Example: Points to juice	(1a)	r r r r r r r r r r r r r r r r r r r	(1b)	r r r r r r r r r r r r r r r r r r r	(1c)
Greeting	Eye Contact	(2a)	Waves/Gestures/Coos	(2b)	Signs/verbalizes "Hello"	(2c)
0			Uses simple vocalization, or non-verbal cue	es, to		
Seeking Attention	Uses proximity		gain attention		Initiates interactions/conversations verba	ılly
6	Example: Moves closer to person	(3a)	Example: Reaches for other	(3b)		(3c)
Expressing Preferences					Explains preference	
(both negative & positive)	Accepts/pushes away/refuses	(4a)	Gestures/Signs/verbalizes "Yes/No"	(4b)	Example "No carrots, please"	(4c)
	Cries/screams/smiles/laughs		Labels various emotions		Describes feelings/explains	
Expressing Emotions		(5a)	Examples: "Sad, happy, angry, excited"	(5b)	Example: "I am scared of big dogs."	(5c)
Labeling Objects	Gestures/signs for object	(6a)	Says/signs partial word – naming object	(6b)	Says/signs object	(6c)
	Gestures to, or partially verbally acknowled	dges	Identifies/names other familiar person		Identifies/names multiple community	
Acknowledging People	other person	(7a)		(7b)	members/roles	(7c)
			Gives complete name		Introduces self	
Introductions	Gives approximation of name	(8a)	Example: "Joe Smith"	(8b)	Example: My name is Robert	(8c)
	Gestures/points to person/object/situation		Relays notes/gives simple verbal message		Relays information/gives details	
Relaying Information		(9a)	"John went to the office."	(9b)		(9c)
	Gestures for permission	(10a)	Request permission with one word request		Requests permission with complete sente	ence
Obtaining Permission			Example: "Bathroom."		<i>Example: "May I go to the bathroom?"</i>	
8	D			(10b)	<b>X7 1 1</b> / · · · · 1	(10c)
	Demonstrates action through gestures		Uses approximation of verb to describe acti <i>Example: "Play" for person swinging</i>	on	Verbalizes/signs correct verb Example: "He is swinging."	
Describing Action	Example: Uses running gesture	(11a)	Example: Flay for person swinging	(11b)	Example: He is swinging.	(11c)
Describing Events	Shows picture/gestures to describe	(110)	Uses one word approximation to describe	()	Uses sentence to describe	()
(past, present or future)		(12a)	Example: "Eating."	(12b)	Example: "I ate lunch today."	(12c)
(pust, present of future)						
Skill Category			<b>Additional Skills</b>			
					(	Code 999
					(	Code 999

120

# **Related Skills** Receptive Communication

Skill	Emerging	Beginning	Traditional
	Attends to speaker/activity	Maintains orientation and attends to	Maintains orientation and attends to
Attends to Others		speaker/activity	speaker/activity in a variety of settings
			Example: Shifts attention between various
	(13a)		speakers (13c)
Follows One Step	Acknowledges command through gesture	Initiates action to follow simple directive	Initiates and follows through when given simple
Command	(14)	<i>Example:</i> Attempts to stand when told "Stand"	directive
D	(14a) Physically reacts to familiar person	(14b) Distinguishes between familiar and unfamiliar	(14c) Distinguishes variety of community members
Recognizing Who/People	<i>Example: Physically reacts when shown father's</i>	-	<i>Example: policeman, teacher, gas attendant</i>
		people Example "I don't know him"	Example: policeman, leacher, gas allenaani
	picture (15a)		(15c)
Recognizing Objects	Distinguishes a few basic objects	Discriminate multiple objects, both familiar and	Distinguishes purpose for objects
Recognizing Objects	Example: ball, juice, banana	unfamiliar	Example: A ball is something people play with
	(16a)		(16c)
Recognizing Action	Gestures understanding of simple actions	Distinguishes between a number of actions	Identifies actions and appropriate response
	Example: physically acknowledges when told to	Example: running/jumping/playing	
	drink (17a)	(17b)	(17c)
Recognizes When Action	Responds to natural cue to begin action	Distinguishes when action is needed	Distinguishes when action is needed and
is Needed	(18a)		appropriate response in an unfamiliar situation
		(18b)	(18c)
Recognizes location	Physically reacts to different locations	Recognizes different locations that are unfamiliar	Recognizes relationships of different unfamiliar
			locations
	(19a)		(19c)
Recognizing Attributes	Reacts to differences in objects	Identifies multiple sizes/shape/colors in	Identifies comparative relationship:
	(20a)	combination (20b)	Example: bigger/heavier/shorter (20c)
Decemining House	Identifies simple objects used in action	Understands that objects relate to one	Understands how objects work together
Recognizing How	(21a)	another (21b)	(21c)
			· · ·
Recognizing Why	Recognizes that a cause exists	Simple cause and effect understanding	Understands the reasons that explain the cause and
	(22a)		effect relationship (22c) Executes if/then directions
Follows Complex	Follows 1-2 step directions Example: Get broom & sweep floor	Follows multi-step directions	<i>Executes in/then directions</i> <i>Example: If the salt shaker is half empty then fill</i>
Directions	(23a)	(23b)	<i>Example: If the sait shaker is half empty then fut</i> <i>it.</i> (23c)
	(23a)	(230)	11. (250)
Skill Category		Additional Skills	
			Code 999
			Code 999

140

## **Related Skills** Problem Solving

Skill	Emerging	Beginning	Traditional
Recognizes a Problem Exists	Gestures to indicate problem/ Verbalizes that problem exists <i>Example: "Hurt"</i>	Describes a problem Example: "He is cut"	Describes a problem and potential help that is needed
	(24a)	(24b)	(24c)
Sizes up a problem	Requests assistance only when it is required/ Cooperates with others to define a problem (25a)	Recognizes different aspects of a problem (25b)	Gathers information and analyzes information about a problem (25c)
Considers possible solutions for a problem	Cooperates with others to list possible solutions	Acknowledges multiple possible solutions	Considers multiple ways to solve problem
solutions for a problem	(26a)	(26b)	(26c)
Initiates a solution	Cooperates while others solve problem	Verbally requests help and/or Physically assists in solving problem <i>Example "I need help"</i>	Implements solution plan independently or as part of a group
	(27a)	(27b)	(27c)
Re-evaluates solution	Continues to cooperate to solve problem <u>OR</u> Moves on to next activity when appropriate	Continues to physically assist in solving problem <u>OR</u> Moves on to next activity	Continues to solve problem independently or as part of a group <u>OR</u> Moves on to next activity
	(28a)	(28b)	(28c)
Skill Category		Additional Skills	
			Code 999
			Code 999

Following are examples of situations where a student can employ the problem solving skills:

First Aid Illness Getting Lost Inappropriate Stranger Approach Personal Hygiene Problems Natural Hazards

141

Pedestrian Safety Providing Emergency Information Emergency Response

## Related Skills Teamwork-Social Skills

Skill	Emerging		Beginning		Traditional
	Plays in parallel to others/plays independently/		Plays with others		Shares toys
Play	tolerates others Example: plays with toy around others (	(29a)		(29b)	(29c)
	Example: plays with loy around others	29 <i>0</i> )		(290)	(290)
Participation in Group	Stays with group during a field trip		Interacts/assists peers in community outing		Plans & participates in community activities with a
Outings	(	(30a)		(30b)	peer (30c)
8-					
	Expresses own emotions Example: "I'm angry."		Recognizes own emotions Example: "Johnny is happy."		Responds appropriately to emotions (own & others) <i>Ex.:</i> "Suzie is sad. She needs a hug." (31c)
Dealing with Emotions		(31a)	Example: Jonnny is nappy.	(31b)	Ex.: Suzie is saa. Sne needs a nug. (31c)
	Eats with others in group	(/	Asks for food/passes food on request	( /	Demonstrates good table manners
Group Dining				(201)	Example: "Please pass milk/thank you/Would you like
1 0	Pushes away/leaves area/no response	(32a)	Describes problem/seeks assistance	(32b)	more potatoes?" (32c) Negotiates/shares/compromises
Interpersonal Differences/		(33a)	<i>Example: "John won't share."</i>	(33b)	(33c)
Conflicts	Participates in individual events	()	*	(222)	. ,
~	Example: wheelchair race, swimming		Plays/interacts with others Example: Frisbee/plays catch/shoots baskets		Cooperates in team sport, follows rules
Sports	1	( <i>34a</i> )	Example: Trisbee, pluys calculus noois basicis	(34b)	(34c)
	Shows emotions when winning/losing		Participates in team cheers/shakes opponent's h		Accepts losing without blaming others/ compliments
Sportsmanship	Example: claps (	(35a)	after game	(35b)	others performance (35c)
	Receives phone call/listens		Dials phone, talks with friend		Uses home & pay phone appropriately
Phone Usage				(2(1))	<i>Example: Calls at appropriate hour/ frequency</i>
6	Recognizes disability in self	(36a)	Recognizes limitations/strengths of others/self	(36b)	(36c) Advocates for own needs relative to disability
Dischility Awaranaas	•	(37a)	Recognizes initiations, strengths of others, ser	(37b)	(37c)
Disability Awareness	Carries note to/from home and school		Gives simple verbal message		Takes simple phone message/ Relates complex
N	Carries note to/from nome and school		<i>Example: "I need a sack lunch tomorrow."</i>		message
Messages	(	(38a)	····· 1	(38b)	Example: name & phone number
					(38c)
	Recognizes clean/dirty messy/neat Assists with self care	(39a)	Recognizes & adjusts appearance given mirror.	/prompt (39b)	Independently assesses & adjusts appearance (39c)
Personal Appearance		(39a)		. ,	
	Listens to feedback but protests Example: "I was not late."		Adapts behavior/ performance even when objec feedback	cting to	Accepts feedback & adapts behavior/ performance (40c)
Accepts Feedback	1	(40a)	Example: Sweeps floor again after objecting	(40b)	(400)
		(/			
Communication (Volume)	Responds to "stop" or "quiet"	(41a)	Adjusts voice volume upon request/ Lowers voice when asked	(41b)	Appropriately matches voice to setting (41c)
Personal Space	Responds to cue "Don't touch, hands to yourself"	(+1a)	Keeps hands to self without prompting	(410)	Initiates social/ physical contact appropriately
i oisonai space		(42a)	· · · · · · · · · · · · · · · · · · ·	(42b)	(42c)
			·		·
Skill Category			Additional Skill		
					Code 999

142

# Related Skills Motor Skills

Skill	Emerging	Beginning	Traditional
	Moves limbs/grasps/releases	Sits & stands with assistance/grasps and releases	Sits & stands independently/manipulates large
Gross Motor	(43a)	large objects (43b)	objects in both hands (43c)
	Attempts to grasp an object/activates a switch	Picks up & holds a small object Example: spoon/ pencil	Picks up/holds/ manipulates small objects Example: feeds self with spoon/draws with
Fine Motor	(44a)	(44b)	pencil/ties shoes/buttoning (44c)
Supporting Self	Assists/cooperates with positioning and	Site and stands in demandently (15b)	
	movement (45a)	Sits and stands independently (45b)	Sits and stands with normal posture (45c)
Hand-Eye	Touches different parts of body	Catalana lana akia t	Catches/hits various objects
Coordination	Example: touches own nose w/finger (46a)	Catches large object (46b)	Example: slow pitch softball, frisbee (46c)
	Assists with walking/transferring / attempts	Walks/uses wheelchair independently/ climbs	Jogs/walks/uses wheelchair independently on a
Mobility	to walk (47a)	stairs (47b)	variety of surfaces (47c)
	Cooperates/assists with stretching	Performs stretches given model/assistance	Demonstrates a variety of stretches
Stretching	(48a)	(48b)	independently (48c)
	Supports weight standing/holds light object	Performs modified sit-ups/push ups/weight	Performs repetitive sit ups/push ups/weight
Strength	(49a)	lifting (Prompts or assistance) (49b)	lifting with proper form (49c)
	Walks/performs repetitive motion to increase	Performs repetitive motion sufficient to increase	Maintains repetitive motion to sustain target
Aerobic conditioning	heart rate (50a)	heart rate to target rate (50b)	heart rate for 20 minutes (50c)
	Gives limited involvement/simple motor	Gives moderate involvement with modifications	Gives complex involvement, including fine &
Playing Games	<i>Example: throws ping pong ball</i> (51)	<i>Example: bowling with ramp/T-ball</i> (511)	gross motor skills
	(51a)		<i>Example: bowling/ baseball</i> (51c) Utilizes/maintains/extends ROM in activities
	Uses limited ROM with arms, legs, neck, spine (52a)	Attempts to extend ROM (52b)	Utilizes/maintains/extends ROM in activities (52c)
Range of Motion			
	Stands independently (52a)	Stands on one leg/jumps with both feet together	Jumps rope/walks on a balance beam
Balance/Coordination	(53a)	(53b)	(53c)
	Sways body/nods head to music or beat	Claps hands to music or beat	Marches/dances to music or beat
Rhythm	(54a)	(54b)	(54c)
Skill Category		Additional Skill	
			Code 999
			Code 999
			Code 999

143

# **Related Skills Employment Foundations (Functional Academics)**

Skill	Emerging		Beginning		Traditional
MATH					
Time Telling	Identifies general time of day Example: morning, night, lunchtime	(55a)	Reads digital clock/standard clock to the ho	our (55b)	Reads standard clock to 5 minutes (5
Sorting	Matches objects/picture to object 1:1 Example: matches colors/basic shapes	(56a)	Sorts by singular attributes <i>Example: size, color, shape</i>	(56b)	Sorts by several attributes Example: nuts & bolts by size & shape (5
Making Payments	Recognizes or points to most coins/bills by name/ amount	(57a)	Pay with next larger dollar amount to \$5 giv \$1 bills Example: Pays \$4 for \$3.75 item	ven (57b)	Pays with next largest dollar amount to \$20/give5 common coin combinations $Ex: $10.77 = $11.00/4 quarters = $1$ (5)
Counting/Numbers	Counts to 10	(58a)	Counts objects to 10/reads numbers to 100	(58b)	Counts to 60 by 5's/counts beginning at a give number <i>Example: counts from 25-30</i> (5
Calendar	Finds "what's next" on schedule/calendar Example: Picture cues/days of week	(59a)	Reads a calendar <i>Example: month,, day, year</i>	(59b)	Follows a simple schedule in a daily planner (5
Addition	Adds 1 to numbers less than 10 <i>Example:</i> $7 + 1 = 8$	(60a)	Adds two 3-digit numbers with a calculator	(60b)	Adds cost of 3 items using calculator placing decimal point (6
Reporting to Work on Time	Cooperates when assisted/transported to we site	ork (61a)	Reports when told/follows others	(61b)	Uses watch/alarm, reports independently (6
READING					
Following Schedule	Follows picture card schedule	(62a)	Reads simple schedule w/transition prompts Example: "Your break is over now."	s (62b)	Independently reads multitask work schedule (using natural cues only) <i>Examples: bells, clocks</i> (6
Alphabet	Points to capital letters	(63a)	Recites alphabet/matches letters upper to lo case	wer (63b)	Files alphabetically to 2 letters/ uses phoneboo (6
Reading	Points to name and a few survival signs	(64a)	Reads some functional words/symbols <i>Example: danger, hamburger, rain</i>	(64b)	Reads a variety of functional material/simple stories <i>Example: menu, weather forecasts</i> (64)
WRITING					
Writing (Personal Info)	Traces name/ Prints first name	(65a)	Signature/copies basic personal info <i>Example: address, phone number</i>	(65b)	Fills out simple forms (6
Writing (General Communication)	Copies lists/phrases	(66a)	Creates/writes simple lists/sentences	(66b)	Keeps a diary or planner/writes simple messag or notes <i>Example: Writes a thank you note</i> (6
Skill Category			Additional Skill		

# Appendix C

# **Extended Career and Life Role Assessment System**

Qualification Criteria

### **Extended CLRAS Qualification Criteria**

In order to assess a student using the Extended CLRAS for the statewide assessment, a teacher must receive training and meet the qualification standards from an Extended CLRAS trainer. Contact your Special Education Administrator to identify qualified trainers in your district.

#### **Assessor Qualification Standards**

- 1. Receive training from a Qualified Extended CLRAS Trainer in the use of the assessment system.
- 2. By watching a videotaped example, accurately score a *Routine* and *Related Skill Assessment Form* while the student performs the routine.
- 3. After training, conduct one full student assessment using the Extended CLRAS. This is a practice assessment and will not be used for the Oregon Statewide Assessment.
- 4. Submit the practice student assessment forms to the Qualified Extended CLRAS Trainer for review.
- 5. After materials have been reviewed by the Qualified Extended CLRAS Trainer and are found to be complete and accurate, the teacher will become a Qualified Assessor.

### **Extended CLRAS Training Qualification**

In order to become a Qualified Extended CLRAS Trainer for the Oregon Statewide Assessment, an educator will go through a two-step process. The first step will require the educator to receive training and become proficient in the use of the Extended CLRAS with at least one student and become a Qualified Extended CLRAS Assessor. The second step of the process requires a trainer to provide training to one teacher in the use of the Extended CLRAS. After successfully completing the two steps, the educator will provide training to additional teachers in their district.

## **Trainer Qualification Standards**

**Step 1: Become a Qualified Extended CLRAS Assessor** (see Extended CLRAS Assessor Qualification Standards document)

### **Step 2: Trainer Qualification**

- A. With the help of the Special Education Administrator in each district, select one teacher to train in the use of the Extended CLRAS.
- B. Provide training to the identified teacher using the training videotape, Administration Manual, and practice assessment forms provided at the training workshop.
- C. Using a videotaped example provided during the training workshop, ensure the identified teacher accurately scores a *Routine* and *Related Skill Assessment Form* while the student performs the routine.
- D. Direct the teacher to conduct one full student assessment using the Extended CLRAS.
- E. Collect the completed student assessment and review paperwork for accuracy. Make sure all of the paperwork has been fully completed and is accurate.
- F. Return your assessment materials, along with the trainee's student assessment forms to Portland State University for review.
- G. After your materials have been reviewed by Portland State University, continue on to the next section.

### **Conducting District Training Tasks**

- A. After becoming a Qualified Extended CLRAS Trainer you may train other teachers within the State of Oregon.
- B. Notify the Special Education Director and the District Testing Coordinator after becoming a Qualified Extended CLRAS Trainer.

# **Appendix D**

# **Extended Career and Life Role Assessment System**

References

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