

# Adaptive Skill Rating Form

Student's Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Parent Completing Form: \_\_\_\_\_ Date: \_\_\_\_\_

## **INSTRUCTIONS:**

1. Please record the level of support the student requires (1-4) when completing the assigned task. See rating scale below.
2. Describe the level of support needed and what the student needs to complete the task (ie: amount of supervision, hand over hand direct physical assistance, dressed or fed by other adult, one-to-one verbal instruction, classroom modifications, checklists, small group environment, extended time limits, etc...)
3. Provide examples or other necessary information as well.

## **Level of Support Ratings**

### **4 - Intermittent**

Supports on an "as needed basis". Characterized by episodic nature (sporadic), person needing supports often less than daily, or short-term supports needed during life-span transitions (e.g. medical/physical health crisis or change of environment).

### **3 - Limited**

Supports needed consistently over time (not intermittent), but needed for short periods of time, requires fewer staff members and less cost than more intense levels of support. For example, child may need some limited supervision in specific areas for the better part of the day.

### **2 - Extensive/Frequent**

Supports characterized by regular involvement (e.g. daily) in multiple environments (e.g. work and home or multiple school environments) and needed for longer periods of time. For example, an individual may need continuous supervision from someone within the same room.

### **1 - Pervasive**

Supports characterized by their constancy, high intensity; provided across environments; potential life-sustaining nature. Pervasive supports typically involve more staff members and intrusiveness than do extensive or time-limited supports. Child needs full support, does not perform the activity, or may need physical assistance (hand over hand)

**Cognition**

*Retains concepts taught; rate of learning; applies skills/concepts to new tasks.*

**Rating** \_\_\_\_\_

**Comments:**

**Daily Living & Independent Living**

*Transitions; dressing; personal care; preparation of materials; uses materials safely/appropriately; keeping schedules.*

**Rating** \_\_\_\_\_

**Comments:**

**Social and Interpersonal Skills**

*Play skills; peer interactions; self-esteem; follows directions; initiates/responds to adults and peers; social judgment*

**Rating** \_\_\_\_\_

**Comments:**

**Communication Skills**

*Initiates/responds; follows direction; gestures; requests help; expresses feelings.*

**Rating** \_\_\_\_\_

**Comments:**

**Academic Skills**

*Responds to teacher; manages time, calendars and schedules; basic reading, writing, math, science, geography, and social studies skills.*

**Rating** \_\_\_\_\_

**Comments:**

**Recreation and Leisure Skills**

*Choosing and initiating activities; turn-taking; follows safety guidelines; expands awareness of interests; mastery of steps for participation.*

**Rating** \_\_\_\_\_

**Comments:**

**Community Participation Skills**

*Knowledge of community resources, facilities and programs; travel skills to access resources; chooses socially appropriate activities.*

**Rating** \_\_\_\_\_

**Comments:**

**Work & Work-Related Skills**

*Completion of tasks; awareness of schedules; accepting direction; ability to work with others; independent work habits; knowledge of job options; and career exploration.*

**Rating** \_\_\_\_\_

**Comments:**