

Adaptive Skill Rating Form - Parent

Student's Name: _____ DOB: _____

Parent Completing Form: _____ Date: _____

INSTRUCTIONS:

- Please record the level of support the student requires (1-4) when completing the assigned task. See rating scale below.
- 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...)
- 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), a 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: