ABLE Adaptive Behavior Skills Checklist

Adaptive behavior is a developmentally determined set of coping skills. Deficits in adaptive behavior are defined as non-existent in an individual’s effectiveness in meeting the standards of maturation, learning, personal independence, social responsibility and school performance.

*Directions: Please rate the items on this checklist according to how the student performs and* ***place this form in a sealed envelope before returning to the student.***

Alternatively, you may email the completed form to Shaneka Jones, Coordinator for ABLE Pathway Program @ smjones@randolph.edu

***\*A family member/parent/guardian should not complete the behavior checklist. Refer to the FAQs for more guidance on who is eligible to complete the checklist.***

Student Name Name of Person Completing Form

Title of Person Completing Form (ex: Randolph Co. Schools staff, RCC staff, social worker, VR counselor)

How long have you known the applicant?

What is or was your relationship with this applicant?

Your phone number Email

**Communication Skills**

Verbal, written, and listening skills needed for communication with other people, including vocabulary, responding to questions, conversation skills, academic skills, etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **No opportunity to observe (N/A)** | **Non-existent (0)** | **Proficient (1)** | **Comments** |
| **Behavior** |  |  |  |  |
| Demonstrates the ability to communicate via appropriate speech (coherent, sensible, mature) |  |  |  |  |
| Demonstrates the ability to communicate via text/print |  |  |  |  |
| Participates in class discussions and assignments |  |  |  |  |
| Retains and uses information |  |  |  |  |
| Communicates needs appropriately |  |  |  |  |
| Communicates appropriate feelings |  |  |  |  |
| Can make decisions and choices |  |  |  |  |
| Able to follow multi-step directions |  |  |  |  |
|  |  |  |  |  |

**Socialization Skills**

*Skills needed to interact socially and get along with other people, including having friends, showing and recognizing emotions, assisting others, and using manners.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **No opportunity to observe (N/A)** | **Non- existent (0)** | **Proficient (1)** | **Comments** |
| **Behavior** |  |  |  |  |
| Responds or reacts appropriately to a given situation |  |  |  |  |
| Follows school rules and code of conduct and understands reasons for those rules |  |  |  |  |
| Demonstrates appropriate verbal restraint (ex: talks in turn, regulates volumeappropriately) |  |  |  |  |
| Respects the rights and property of others |  |  |  |  |
| Controls anger/feelings |  |  |  |  |
| Is flexible (ex: follows a situation’s demands or adjusts to newroutines) |  |  |  |  |
| Accepts authority (obeys, responds appropriately) |  |  |  |  |
| Responds appropriately to different age groups. |  |  |  |  |
| Attends school/community functionsindependently. |  |  |  |  |

**Daily Living Skills**

*Skills needed for personal care, independence, responsibility, and self-control.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **No** | **Non-** | **Proficient** | **Comments** |
| **opportunity** | **existent** | **(1)** |
| **to observe** | **(0)** |  |
| **(N/A)** |  |  |
| **Behavior** |  |  |  |  |
| Takes care of personal needs (ex: toileting and washinghands) |  |  |  |  |
| Aware of basichygiene |  |  |  |  |
| Demonstrates appropriate eating behaviors |  |  |  |  |
| Able to navigate building independently |  |  |  |  |

Signature of individual completing this form Date

RCC staff member receiving form Date