Systematic Adaptive Behavior Characteristics Checklist
Age Range – 14 through 21 years

Student __________________ D.O.B. ________ Age _____ School ________________________ Grade ___

Compare the student with other students of the same chronological age on all items.

Communication Skills
This child’s mode of communication is primarily
☒ vocalizations and/or specific response to auditory or visual stimuli.
☒ gestures and/or pointing.
☒ verbal response using one or two word phrases.
☒ verbal response using complete sentences.

This student’s verbal communication skills are
☒ seriously below average.
☒ somewhat below average.
☒ about average.

This student’s written communication skills are
☒ seriously below average.
☒ somewhat below average.
☒ about average.

In regard to listening comprehension, this student
☒ has serious difficulty following directions.
☒ has mild difficulty following directions.
☒ has no difficulty following directions.

In comparison to students of the same chronological age, this student’s knowledge of vocabulary
☒ is seriously limited.
☒ is somewhat limited.
☒ is about average.

Comments regarding communication skills____________________________________________________
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Self Care
In regard to personal hygiene this student
☒ appears to have little understanding and often neglects hygiene.
☒ sometimes neglects hygiene.
☒ is able to maintain appropriate hygiene.

This student’s ability to maintain adequate self-care during the school day is generally
☒ seriously below average.
☒ somewhat below average.
☒ about average.

Comments regarding self care skills___________________________________________________________
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________________________________________________________________________________________
Student ____________________________________________

*Compare the student with other students of the same chronological age on all items.*

**Social Skills**
This student's *interaction with peers* appears to be
- seriously immature.
- somewhat immature.
- about average.

This student's *interaction with adults* appears to be
- seriously immature.
- somewhat immature.
- about average.

In regard to *understanding social interaction* (initiating/entering conversation, saying please and thank you, apologizing when appropriate), this student generally
- seems seriously limited.
- seems somewhat limited.
- appears to understand adequately.

Comments regarding social skills____________________________________________________
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**School/Home Living**
In the *school or home setting*, this student
- is unable or requires supervision to complete daily tasks or chores.
- is limited in the completion of daily tasks or chores.
- is able to complete daily tasks or chores with little or no assistance.

Comments regarding school/home living________________________________________________________
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**Community Use**
When *moving about the school and/or community*, this student
- needs full supervision to move about the school/community.
- is able to move about the school/community with some assistance.
- is able to move from place to place with little or no assistance.

In regard to *school and/or community rules*, this student
- always exhibits inappropriate behaviors and rule violations, which appears to be due to a lack of understanding.
- sometimes exhibits inappropriate behaviors and rule violations which appears to be due to a lack of understanding.
- typically exhibits appropriate behaviors.

In regard to *access to community services*, this student
- requires considerable support to access needed services (doctor, dentist, social service agency).
- can access needed services with some support.
- can access needed services as independently as peers.

Comments regarding community use___________________________________________________________
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Student _________________________________________

Compare the student with other students of the same chronological age on all items.

**Self-Direction**

In regard to **working independently**, this student
- requires much more assistance and supervision than peers.
- requires somewhat more assistance and supervision than peers.
- is about the same as peers.

In regard to **self correction of behavior**, this student
- rarely exhibits self correction.
- is sometimes able to self correct.
- is about the same as peers in regard to self correction.

When compared to peers in the ability to **plan and organize tasks and activities**, this student
- has serious difficulty planning and organizing.
- needs some assistance with planning and organizing.
- is as capable as peers to plan and organize.

Comments regarding self direction

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**Health and Safety**

In regard to **safety issues**, this student
- disregards danger signals and would put himself/herself in danger without supervision.
- has some understanding of dangerous situations.
- understands as well as peers the need to avoid dangerous situations.

In regard to **personal health and safety issues**, this student
- has little or no understanding.
- has some understanding.
- is comparable to peers in regard to health and safety issues.

In regard to **illness or injury**, this student
- seems unable to exhibit behaviors to help himself/herself.
- responds but needs more assistance than others his/her age.
- exhibits appropriate behaviors to deal with the situation.

Comments regarding health and safety

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**Functional Academics** (ability to use skills as part of daily living skills)

In regard to **functional reading skills**, this student
- is significantly below peers (6 or more grade levels).
- is somewhat below peers (3 to 6 grade levels).
- is about average with peers (no more than 3 grade levels).
Compare the student with other students of the same chronological age on all items.

In regard to **functional math skills**, this student
- is significantly below peers (6 or more grade levels).
- is somewhat below peers (3 to 6 grade levels).
- is about average with peers (no more than 3 grade levels).

In regard to **functional writing skills**, this student
- is significantly below peers (6 or more grade levels).
- is somewhat below peers (3 to 6 grade levels).
- is about average with peers (no more than 3 grade levels).

Comments regarding functional academics____________________________________________________
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**Leisure**

In regard to **free time or play time**, this student
- seems to have little or no idea how to spend free time.
- has some idea how to deal with free time.
- uses free time appropriately.

When **playing games with peers**, this student
- has serious difficulty following rules, taking turns, and interacting appropriately.
- has some difficulty following rules, taking turns, and interacting appropriately.
- is as able as peers to follow rules, take turns, and interact appropriately.

Comments regarding leisure time activities____________________________________________________
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**Work**

This student’s **awareness of various types of jobs and personal work preferences**
- is very limited.
- is somewhat limited.
- is comparable to peers.

The student’s ability to maintain appropriate **behavioral/emotional self-control in the work place**
- is very limited.
- is somewhat limited.
- is comparable to peers.

The student **understands and can apply the skills** necessary to **find and hold a job**
- only with considerable support.
- with some support.
- independently or with same level of support needed by peers.

Comments regarding student’s work situation____________________________________________________
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**Compare the student with other students of the same chronological age on all items.**

Please add any other comments or information that will assist in evaluating this student’s adaptive behaviors appropriately.

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|Signature of Observer | Relationship to Child | Dates of Observation(s) |