

# 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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### 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 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### 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).

Student \_\_\_\_\_

**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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

