Systematic Adaptive Behavior Characteristics Checklist  
Age Range – 6 through 13 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.
☐ has appropriate personal 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 (verbal and nonverbal cues, 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 appear to be due to a lack of understanding.
- typically exhibits appropriate behaviors.

Comments regarding community use___________________________________________________________
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________________________________________________________________________________________
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 (3 or more grade levels).
- is somewhat below peers (2 to 3 grade levels).
- is about average with peers (no more than 2 grade levels).

In regard to **functional math skills**, this student
- is significantly below peers (3 or more grade levels).
- is somewhat below peers (2 to 3 grade levels).
- is about average with peers (no more than 2 grade levels).
Student ________________________________________________________________

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

In regard to **functional writing skills**, this student
☐ is significantly below peers (3 or more grade levels).
☐ is somewhat below peers (2 to 3 grade levels).
☐ is about average with peers (no more than 2 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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*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)** ____________________________