

# Secondary School Success Checklist (SSSC)

Team Version

2013

## Table of Contents

Purpose: .....	2
Content: .....	2
Instructions: .....	3
Subdomain: Organization .....	4
Subdomain: Problem Solving & Goal Setting.....	5
Subdomain: Personal Presentation.....	6
Subdomain: Conversation.....	7
Subdomain: Other Interpersonal Communication .....	8
Success Monitoring & Notes (e.g. setting, with whom, examples).....	8
Subdomain: Recognizing Emotions.....	9
Subdomain: Understanding of school/community culture .....	10
Subdomain: Self-Regulation of Emotion & Behavior.....	11
Subdomain: Flexibility.....	12
Subdomain: Self- Monitoring.....	12

# Secondary School Success Checklist-TEAM

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## Purpose:

Thanks for your time and interest in learning more about strategies to support your students. As part of the CSESA process, this component is designed to help align your student's needs, the supports staff need and the priorities of your school or district. It is anticipated that this process will take more than one meeting to complete. This is a great opportunity to work through the process of gaining feedback from multiple stakeholders and help integrate instruction, curricula and use of best practices.

The Secondary School Success Checklist (SSSC) is a tool that can be used by students, caregivers and families, and school personnel to help identify priority goals for the student to focus on in an effort to achieve a positive high school experience. The SSSC has two steps that will assist in moving towards goal selection:

1. Skill Evaluation: to evaluate needed level support and demonstration of skills across 3 domains: Promoting Responsibility & Independence, Community Engagement, and Self-Management
2. Priority Ranking: to determine priority rankings of non-mastered skills, which will help lead to the identification of 3 priority goals

**Content:** The Secondary School Success Checklist includes 3 domains, 11 subdomains, and many specific behaviors that are proven to contribute to successful experiences during secondary school as well as to optimize outcomes after high school.

**Notes:** Content for the **Secondary School Success Checklist** aligns with the *21<sup>st</sup> Century Student Outcomes*

([http://www.p21.org/storage/documents/P21\\_Framework\\_Definitions.pdf](http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf)). Skills reflected in this document are noted with an \*.

Content also aligns with the *Common Core & Extended Common Core State Standards*. Skills reflected in this document are noted with a †.

**Acknowledgements:** *Content has also been adapted from the TEACCH Transition Assessment Profile (T-TAP), OAR Life Journey through Adulthood, Autism Program Environment Rating Scale- Middle/High School version, various adaptive behavior scales, and the Social Skills Checklist (secondary).*

Student Name or ID: \_\_\_\_\_

Your Name: \_\_\_\_\_

Location(s) of Observation: \_\_\_\_\_

Date(s) of Completion of Form: \_\_\_\_\_

Team Members Contributing to Completion of Checklist:

Team Member Compiling Checklist Data:

**Instructions:** Complete the checklist with team members identified in the PRISM Planning Guide.

### Guidelines

1. Complete as much of the *Skill Evaluation* as possible based on current knowledge of the student.
2. Observe for 2-3 hours over the course of a school week if additional information is needed.
3. Complete the remainder of the *Skill Evaluation* section based on observations. Work with the whole team (including students and families) if possible.
4. Complete the *Priority Rankings* for non-mastered skills (i.e., scores of 0 or 1 in skill evaluation) with the whole team if possible.
5. See *PRISM Planning Guide* to move into goal selection and intervention planning.

Key for Step 1: Skill Evaluation (left column)	Key for Step 2: Priority Ranking (middle column)
<p><b>0=</b> This is <b><u>NOT</u></b> like my student.</p> <ul style="list-style-type: none"><li>• My student is not/rarely able to demonstrate this skill with the supports I provide to the group</li></ul> <p><b>1=</b>This is <b><u>sort of</u></b> like my student.</p> <ul style="list-style-type: none"><li>• My student is able to demonstrate this skill regularly with additional supports (e.g. individual attention, visual information, additional reminders, adjusted assignment) <b><u>AND/OR</u></b></li><li>• My student is able to demonstrate this skill sporadically with the supports I provide to the group.</li></ul> <p><b>2=</b>This is <b><u>very much</u></b> like my student .</p> <ul style="list-style-type: none"><li>• My student is able to demonstrate this skill regularly with the supports I provide to the group</li></ul> <p><b>N/O=</b> I have <b><u>not observed</u></b> this skill area for my student</p> <p><b>N/A=</b> This skill area is <b><u>not applicable</u></b> to my student</p>	<p><b>0= <u>Not a concern</u></b></p> <ul style="list-style-type: none"><li>• Though the skill is not demonstrated consistently and or independently, it is not a concern or priority in this environment</li></ul> <p><b>1= <u>Minor concern</u></b></p> <ul style="list-style-type: none"><li>• Demonstrating this skill consistently and/or independently would be helpful in this environment</li></ul> <p><b>2= <u>Major concern</u></b></p> <p>Demonstrating this skill consistently and/or more independently is a requirement in this environment.</p>



## Domain I: Responsibility & Independence

<b>Subdomain: Organization</b>		<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)
<b>Skill Evaluation</b>		<b>Priority Ranking</b>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A 0=not like student 2=much like student	<b>O1. Accesses and follows daily schedule</b> <i>Note: Format &amp; length may vary based on student needs (e.g. written, objects, pictures, ipad); student refers to it throughout day</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 0=no concern 2=major concern
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O2. Uses tools to document assigned work and/or scheduling information</b> <i>Note: Format may vary (e.g planner, calendar, technology, putting information in backpack)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O3. Uses organizational system to document work completion</b> <i>Note: Format may vary (e.g. work system, planner, checklist, system to track grades, syllabus)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O4. Brings appropriate materials to assigned location</b> <i>Note: Includes bringing home and turning in homework, bringing supplies to class</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O5. Materials/work space are organized</b> <i>Note: Includes neat paperwork, tidy work space</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O6. Identifies steps required to complete assigned activities*</b> <i>Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O7. Begins assigned activities within allotted time*</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O8. Completes assigned activities within allotted time*</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O9. Returns materials to correct location at the end of activities</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O10. Arrives at assigned location or activity on time</b> <i>Note: May include within classroom or across school/community</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O11. Moves to next destination or next activity</b> <i>Note: May include within classroom or across school/community</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O12. Attends scheduled meetings with work groups, staff, etc.</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O13. Requests/Initiates meetings with work groups, staff, as appropriate</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2

Notes/Examples:

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O14. Manages free time appropriately*</b> <i>Note: before, during, after school/work, breaks</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>O15. Other:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<b>Subdomain: Problem Solving &amp; Goal Setting</b>			<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)
<b>Skill Evaluation</b>		<b>Priority Ranking</b>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A 0=not like student 2=much like student	<b>PS1. Identifies appropriate person to ask for assistance* †</b> <i>Note: Includes peers, adults, staff</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 0=no concern 2=major concern	Notes/Examples:
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PS2. Seeks help appropriately from identified person</b> <i>Note: Includes asking for materials/assignments, directions</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PS3. Identifies/defines a problem in structured school/community setting* †</b> <i>Note: May include challenges that arise in classroom/job site related to tasks, materials, schedule, relationships, etc.</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PS4. Identifies/defines a problem in an unstructured school/community setting* †</b> <i>Note: May include challenges that arise in hallways, lunch room, social arenas related to schedule, relationships, group activities</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PS5. Generates possible solutions to problem* †</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PS6. Selects solution after considering possible consequences* †</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PS7. Carries out solutions* †</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PS8. Identifies goals and related steps required to meet goals*</b> <i>Note: This can be part of coursework/employment, part of transition planning</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PS9. Makes choices that match identified goals*</b> <i>Note: This may include courses to take, preferred leisure activities</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PS10. Makes choices that support healthy lifestyle* †</b> <i>Note: Related to diet, exercise, substance abuse, personal safety</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PS11. Communicates goals and choices to others at appropriate time</b> <i>Note: Includes at IEP/ITP meetings</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PS12. Other:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	

<b>Subdomain: Personal Presentation</b>			<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)
<b>Skill Evaluation</b>		<b>Priority Ranking</b>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A 0=not like student 2=much like student	<b>PP1. Selects age &amp; school/job appropriate clothing and footwear</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 0=no concern 2=major concern	<b>Notes/Examples:</b>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PP2. Clothes: Demonstrates general cleanliness</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PP3. Hygiene: Demonstrates grooming of hair, teeth, nails, and skin</b> <i>(e.g. shaving, brushing teeth)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PP4. Physical Wellness: Demonstrates behavior that supports a healthy lifestyle</b> <i>(e.g. choosing healthy snacks/lunch, participating in exercise during PE/sports)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PP5. Demonstrates environment-appropriate behavior related to sexuality/sexual health</b> <i>Note: Includes touching of self/others, respecting personal space</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PP6. Demonstrates age &amp; environment appropriate behavior related to bodily functions</b> <i>Note: Includes spitting, passing gas, belching, picking nose</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PP7. Demonstrates appropriate table manners</b> <i>Note: Includes chewing with mouth closed, use of utensils</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PP8. Washes hands after using restroom and/or before food preparation or consumption</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>PP9. Other:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	



## Domain II: Community Engagement

<b>Subdomain: Conversation</b> Skill Evaluation		<b>Priority Ranking</b>	<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A 0=not like student 2=much like student	<b>CV1. Initiates conversation when appropriate</b> † <i>Note: All items in this subdomain may include use of AAC or other communication devices/forms</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 0=no concern 2=major concern	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CV2. Asks on-topic questions during conversation exchange</b> †	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CV3. Responds to questions during conversation exchange</b> †	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CV4. Makes comments related to topic</b> †	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CV5. Takes turns during conversation</b> †	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CV6. Listens to others during conversation</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CV7. Maintains appropriate proximity to conversation partner</b> †	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CV8. Looks in direction of speaker</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CV9. Selects age &amp; environment appropriate conversation topics</b> †	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CV10. Ends conversation appropriately</b> <i>Note: May include using a closing phrase, saying good-bye</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CV11. Other:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	



<b>Subdomain: Other Interpersonal Communication</b>			Success Monitoring & Notes (e.g. setting, with whom, examples)
Skill Evaluation		Priority Ranking	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A 0=not like student 2=much like student	<b>IC1. Matches voice volume, tone, tempo to environment/situation</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 0=no concern 2=major concern	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>IC2. Requests needed materials</b> <i>Note: All items in this subdomain may include use of AAC or other communication devices/forms; Includes ordering lunch</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>IC3. Requests clarifying information when necessary</b> <i>Note: Includes asking for additional instruction, repeating of information</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>IC4. Requests assistance around needs related to physical/emotional well being</b> <i>(e.g. asking to go to school nurse, asking to speak to counselor)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>IC5. Excuses self when appropriate</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>IC6. Greets others when appropriate</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>IC7. Introduces self when appropriate</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>IC8. Compliments others as appropriate</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>IC9. Tells staff about necessary accommodations/ modifications to complete school or work tasks</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>IC10. Appropriately communicates refusals</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>IC11. Invites others to join activity when appropriate</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>IC12. Other:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	

<b>Subdomain: Recognizing Emotions</b>			<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)
<b>Skill Evaluation</b>		<b>Priority Ranking</b>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A 0=not like student 2=much like student	<b>RE1. Identifies emotions in self</b> <i>Note: May include communicating feelings to others (e.g. speaking, selecting from visual field, use of AAC)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 0=no concern 2=major concern	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>RE2. Seeks support from other when emotions are overwhelming</b> <i>(e.g. sad, depressed, anxious, worried, angry)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>RE3. Identifies emotions in others</b> <i>Note: May include communicating feelings of others (e.g. speaking, selecting from visual field, use of AAC)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>RE4. Apologizes if necessary</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>RE5. Demonstrates sympathy for others when sad/upset</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>RE6. Congratulates others when something good happens</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>RE7. Appropriately communicates negative feelings to others</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>RE7. Other:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<b>Subdomain: Cooperation</b>			<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A 0=not like student 2=much like student	<b>CP1. Offers and provides assistance to peers/staff as needed* †</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 0=no concern 2=major concern	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CP2. Contributes to group interaction/group project as necessary* †</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CP3. Listens to group members* †</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CP2. Contributes to group interaction/group project as necessary* †</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CP3. Listens to group members* ✦</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CP4. Adapts to group rules/assignments/decisions</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>CP5. Other:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	

<b>Subdomain: Understanding of school/community culture</b>		<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)	
<b>Skill Evaluation</b>		<b>Priority Ranking</b>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A 0=not like student 2=much like student	<b>US1. Uses and/or understands common school/community terms</b> <i>Note: May include terms used for campus locations (e.g. "the quad") or activities</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 0=no concern 2=major concern	<b>Notes/Examples:</b>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>US2. Responds appropriately to authority figures across environments ✦</b> <i>Note: May include principal, employer, teacher, tutor, etc.</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>US3. Follows school rules and routines</b> <i>Note: Includes raising hand, waiting to be addressed, answering questions</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>US4. Avoids risks in school/community settings ✦</b> <i>Note: Includes recognizing dangerous situations (e.g. fire, chemical spill, unsafe work environment) and avoiding/leaving</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>US5. Navigates physical environments on campus</b> <i>Note: Includes knowing locations to avoid on campus, knows where to stay during lunch</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>US6. Navigates physical environments in community</b> <i>Note: Includes accessing transportation (e.g. walking, taking bus, calling for shuttle)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>US7. Participates with peers in social media sites as appropriate</b> <i>Note: May include interacting on school Facebook site</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>US8. Other:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	



## Domain III: Self-Management

### Subdomain: Self-Regulation of Emotion & Behavior

**Success Monitoring & Notes** (e.g. setting, with whom, examples)

Skill Evaluation		Priority Ranking	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A 0=not like student 2=much like student	<b>SR1. Engages in self-calming and coping strategies when needed</b> <i>Note: May include requesting to leave or take a break</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 0=no concern 2=major concern	<b>Notes/Examples:</b>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SR2. Engages in instruction around learning and/or practicing coping skills</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SR3. Tolerates sensory stimuli in environment</b> <i>Note: May include staying calm, using appropriate coping strategies (e.g. ear plug, breathing), maintaining attention to task</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SR4. Tolerates peers/colleagues in work space</b> <i>Note: May include staying calm, using appropriate coping strategies (e.g. ear plug, breathing), maintaining attention to task</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SR5. Manages aggressive behavior towards self</b> <i>Note: May include using calming or coping strategies,</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SR6. Manages aggressive behavior towards others</b> <i>Note: May include using calming or coping strategies, requesting break, disengaging with peer/adult</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SR7. Interacts with/uses materials appropriately</b> <i>Note: Refrains from breaking/damaging</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SR8. Manages fears/phobias</b> <i>Note: Fears/phobias do not interfere with productivity, attention to activity, interactions with others</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SR9. Manages repetitive/ritualistic behavior</b> <i>Note: Repetitive behavior does not interfere with productivity, attention to activity, interactions with others</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SR10. Demonstrates appropriate frequency of classroom participation</b> <i>Note: May include both under and over-participation</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SR11. Remains in assigned locations for duration of activities</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SR12. Other:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	

<b>Subdomain: Flexibility</b>		<b>Priority Ranking</b>	<b>Success Monitoring &amp; Notes</b> (e.g. setting, with whom, examples)
<b>Skill Evaluation</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A 0=not like student 2=much like student	<b>F1. Responds appropriately to changes in schedule or routine*</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 0=no concern 2=major concern	<b>Notes/Examples:</b>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>F2. Responds appropriately to making mistakes*</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>F3. Responds appropriately to mistakes of others</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>F4. Responds appropriately to feedback from supervisors, peers, staff*</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>F5. Continues to try when task is difficult*</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>F6. Ignores others or situations when appropriate*</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>F7. Disengages from activity when end is indicated</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>F8. Other:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<b>Subdomain: Self-Monitoring</b>			<b>Notes/Examples:</b>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A 0=not like student 2=much like student	<b>SM1. Can identify/label own behavior</b> <i>Note: May include discussing it, accurately reporting it</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 0=no concern 2=major concern	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SM2. Monitors and records own behavior accurately</b> <i>Note: May include keeping track of grades/assignments, or tracking behavior such as stereotyped behavior, academic behavior, emotional states</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SM3. Evaluates own behavior accurately</b> <i>Note: May include comparing recorded data to established goals or standards to determine status of job/behavior</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SM4. Alters behavior based on evaluation and/or feedback from others</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	<b>SM5. Other:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2	