

Toronto Catholic District School Board
Support Services for Students with Autism

INVENTORY / ASSESSMENT OF FUNCTIONAL SKILLS IN SECONDARY SCHOOLS

Version 1.0



Student: _____
 School: _____
 Teacher: _____
 Support Staff: _____
 Inventory completed by: _____
 Date: _____

Introduction

The Inventory of Functional Skills is a series of checklists that break down non-academic tasks commonly seen in a secondary school. It was compiled through a series of structured observations of typical students in a secondary school as they engaged in their daily routines. This checklist may be used to:

- plan transition to secondary school activities
- identify learning expectations for program planning (IEP goals)
- assess student progress

In the elementary school, it will be useful to administer this inventory as you plan the transition to secondary school activities. The information will be useful for the secondary school staff in setting up their environment and helping to establish IEP goals. The information can also be used to prepare your student before he/she leaves elementary school.

Since elementary school routines tend to be different than that of secondary school, elementary school staff may have to create opportunities for their student to practise some tasks that are not a typical part of their day. For example, practise carrying items on a lunch tray, opening a lock etc.

To use the Inventory of Functional Skills optimally, try administering it three times per year:

- 1) At the beginning of the school year to establish a baseline
- 2) At mid-year to assess learning
- 3) At the end of the year to document progress

Each time you conduct the Inventory of Functional Skills, use the same booklet and a different coloured pen. This will help identify progress over time.

Assessor	Date	Colour

Getting the Information - Baseline

- Adjust or modify the tasks and activities in this inventory to parallel the routines in your classroom and school.
- Maintain objectivity during the baseline process to determine what tasks and activities are already a part of the student's repertoire without direct intervention or direct teaching.
- It is important to note that for some students, the use of visual supports are adaptations that the student may require throughout his/her life and should therefore remain in place during baseline.
- Conduct a baseline over a period of a few days (e.g. 3 days) by observing the student while he/she engages in regular classroom or school routines and input data.
- Review the results. Identify areas, tasks, or activities that require attention for programming. It may be necessary to break down the task or activity into its sequential skills or components (i.e. task analysis).

- Design an individualized program for the student to learn the specific tasks or activities. For more information on designing an individualized program, see Section C.

Assessment

Assess the student's progress by conducting regularly scheduled probes. When conducting assessment probes, return to a baseline mode whereby the student is observed performing the task/activity without direct intervention or direct teaching by adults (unless adult support is identified as an appropriate accommodation for the student).

Evaluation Criteria

Assess the student's progress in completing the sequential steps of a task or activity based on the type of assistance needed to independently complete each step of the task.

The following evaluation criteria may be used during both baseline and assessment probes to determine progress. Based on this criteria, movement from a full guide to a partial guide represents progress; movement from a partial guide to a visual prompt, such as modeling represents progress etc. Once a task/activity has been acquired, consider monitoring progress by assessing periodically through probes to ensure maintenance of skills.

Full Assistance	Student requires full hand over hand assistance.
Partial Physical Assistance	Student demonstrates skill with partial physical assistance i.e. a tap, a slight nudge
Demonstration/ Model	Student demonstrates skill after a model/demonstration.
Natural Gesture/ Point	Student demonstrates skill after a natural gesture/ Point
Mastered/ Independent	Student demonstrates skill consistently with minimal to no assistance. Skill performed 80% unprompted
Generalized	Student demonstrates skill consistently with no assistance, in a variety of contexts (different places, people and materials)

I. SCHOOL ARRIVAL

	Full Assistance	Partial Physical Assistance	Demonstration/Model	Natural Gesture/Point	Mastered/Independent	Generalized	Notes
	Get off bus with backpack						
	Walk toward school						
	Open school door						
	Enter school building						
	Greet familiar adults or peers						
	Go to office/guidance office for admit or late slips (if necessary)						
	FA	PA	D	NG	M	G	
b) Locker Routine	Walk to locker area OR wait to meet friend(s) & walk together						
	Find own locker						
	Remove mitts/gloves & place in pocket of jacket						
	Open lock and pull lock open						
	Remove lock						
	Open locker door						
	Place lock on hook						
		FA	PA	D	NG	M	G
c) Organization and Life Skills	Remove backpack & place on floor						
	Open backpack, remove lunch & put in locker						
	Remove hat/jacket (e.g. unzip/unbutton etc.)						
	Hang hat/jacket on hook in locker						
	Take off boots & place on locker floor						
	Get shoes from locker/backpack						
	Put on shoes						
		FA	PA	D	NG	M	G
	Review timetable on inside of locker door						
	Gather books for morning classes & place in backpack						
	Pick up lock						
	Close locker door						
	Close locker door						
	Insert lock						
	Snap lock shut						

(FA) Full Assistance: Student requires full hand over hand assistance.

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c) Organization and Life Skills	Full Assistance	Partial Physical Assistance	Demonstration/Model	Natural Gesture/Point	Mastered/Independent	Generalized	Notes
	Check watch for time to go to class						
Hang out at locker with friends till warning bell OR go to home room							
Interact with friends							
Drink from water fountain in hallway – wait till fountain is free							

2. LIFE SKILLS - PERSONAL CARE

	FA	PA	D	NG	M	G
a) Washroom Routines	Go to designated washroom (male/female) with backpack					
	Open washroom door & enter					
	Find empty cubicle & enter OR wait till cubicle is free					
	Close & lock cubicle door					
	Place backpack on floor or hang on hook					
	Complete toileting – use toilet paper; flush etc.					
	Get backpack					
	Unlock cubicle door & exit					
	Use kleenex & place in trash when finished					
	Wash & dry hands at sink – use paper towels & place in trash can OR use mechanical hand dryer					
	b) Grooming	Enter washroom				
Get comb/brush from backpack						
Look in mirror & comb/brush hair						
Put comb/brush in backpack						
Adjust clothing						
Exit washroom						

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3. ROTATION

		Full Assistance	Partial Physical Assistance	Demonstration/Model	Natural Gesture/Point	Mastered/Independent	Generalized	Notes
a) Hallways	Carry backpack (e.g. by hand, over shoulders)							
	Walk to class							
	Walk on right side of hallway							
	Adjust walking pace depending on traffic (i.e. slow down, walk faster)							
	Walk with traffic							
	Walk around crowds or wait till crowd "disperses"							
	Climb up or down staircase (on right side)							
		FA	PA	D	NG	M	G	
b) Doorways	Open doors (as needed) OR hold onto open door if opened by others							
	Walk through doorway							
	Hold onto open door if others are walking through							

4. CLASSROOM ROUTINES

		FA	PA	D	NG	M	G
a) Entry Routine	Find classroom door						
	Open classroom door						
	Enter classroom						
	Hand Teacher note/homework (as appropriate)						
	Give Teacher message (if applicable)						
	Find own desk & sit in chair						
	Place backpack on back of chair or floor						
	Participate in Opening Ex. in home-room or first class (e.g. stand for anthem, respond when name called for attendance, listen to announcements)						
	Interact with classmates (as appropriate)						

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	Full Assistance	Partial Physical Assistance	Demonstration/Model	Natural Gesture/Point	Mastered/Independent	Generalized	Notes
d) Seatwork (cont'd)							
	Sharpen pencil (e.g. portable or class sharpener)						
	Write name & date on worksheet						
	Advocate on behalf of self e.g. request assistance, clarification etc.						
	Open binder to take out blank sheet & close binder						
	Copy from board						
	Complete assigned task(s)						
	Move from one seatwork activity/task to another						
	Use eraser and white-out as appropriate						
	Raise hand to request help if needed						
	Put completed seatwork in designated area						
	Put marked/unmarked work in appropriate place(s)						
Copy homework into agenda book							
e) Group Work	FA	PA	D	NG	M	G	
f) Organization and Class Dismissal	FA	PA	D	NG	M	G	

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6. LIFE SKILLS

		Full Assistance	Partial Physical Assistance	Demonstration/Model	Natural Gesture/Point	Mastered/Independent	Generalized	Notes
a) Lunch Routine	Walk to locker area							
	Find own locker							
	Open locker							
	Remove backpack & place in locker OR remove books & put lunch/leisure items in backpack							
	Close locker							
	Carry backpack & walk toward cafeteria OR wait for friends OR walk to designated area to meet friends							
b) Lunchroom / Cafeteria		FA	PA	D	NG	M	G	
	Enter lunch area							
	Find an empty seat OR locate friends, approach table, and sit in empty seat							
	Greet peers and/or ask neighbouring peers if seat is free (as needed)							
c) Purchase Lunch	Open backpack, remove lunch bag & close backpack							
		FA	PA	D	NG	M	G	
	Line up at cafeteria door & stay in place							
	Adjust pace depending on movement of line							
	Enter cafeteria							
	Wait till server is ready for order							
	Place order							
	Pick up tray with food and place on "counter"							
	Move tray along "counter" – keep pace with line							
	Approach cashier & get wallet							
	Ask how much OR wait till cashier says the amount and/or look at total on cash register							
	Give cashier appropriate amount of money							
	Wait for change & say "thank-you"							
Put change away in wallet								
Carry tray to utensil counter								
Get appropriate utensils for lunch								
Get napkin & appropriate condiments for lunch								
Find empty seat OR locate friends, approach table, and sit in saved empty seat								
Carry tray to empty seat & sit at table								

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		Full Assistance	Partial Physical Assistance	Demonstration/Model	Natural Gesture/Point	Mastered/Independent	Generalized	Notes
d) Lunch	Open lunch bag & remove lunch/drink							
	Eat lunch							
	Use napkin (as needed)							
	Tidy up table & use trash can (as appropriate)							
	Ask teacher(s) on duty if help is required							
	Interact with friends/peers							
e) Vending Machine		FA	PA	D	NG	M	G	
	Get wallet, walk to vending machine, & wait in line (if necessary)							
	Decide on item to be purchased							
	Open wallet , get coins, & close wallet							
	Insert coin(s) & press code for item							
	Get item from drawer of vending machine							
	Check for change & put in wallet							
	Walk toward seat & eat item							
	Ask teacher(s) on duty if help is required							
Interact with friends/peers								
f) Leisure		FA	PA	D	NG	M	G	
	Chat & interact with friend(s) at cafeteria table							
	Play table game(s) with friend(s)							
	Read a book, listen to music using a walkman							
	Do homework or schoolwork							
	Leave cafeteria & "hang out" with friends in hall							
	Go to designated areas (e.g. library, chapel etc.)							
	Go to extra-curricular activities/lunch club(s)							
	Show permission slip (as needed)							
	Use public telephone							
	Walk toward locker area when bell rings							
Ask teacher(s) on duty if help is required								

(FA) Full Assistance: Student requires full hand over hand assistance.

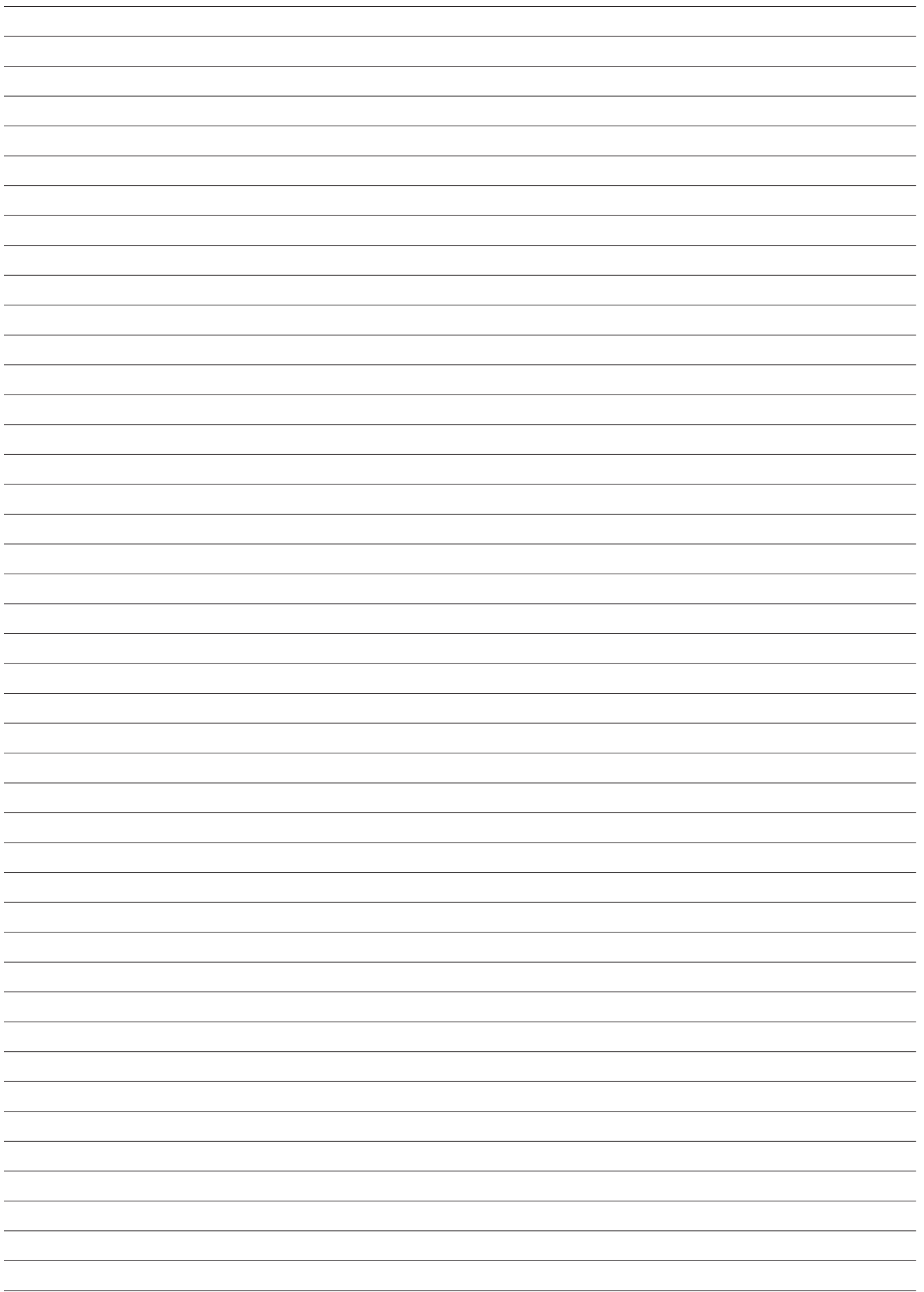
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Maria Grunewald, Ed. D.
Autism Support Teacher
Support Service for Students with Autism - Transition Team
Toronto Catholic District School Board

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