Performance level Critical features	Domain:	art for: Middle School (age Self-Management/Home Li					Date:					
Check one Check all that apply						· · · ·	1			· · · · · · · · · · · · · · · · · · ·		
Coal area Present activities Present activities Check one By State 1 and 1 and 1 apply 1 apply 1 apply 1 apply 2 apply 3 a												
Eat balanced meals with appropriate manners Choose nutritious foods: breakfast, lunch, snacks Plan and prepare snacks for self Prepare simple meals: breakfast, lunch (some cooking) Serve food items to others Clear table and do dishes after food preparation	- "		CH	eck o	ne							
Eat balanced meals with appropriate manners Choose nutritious foods: breakfast, lunch, snacks Plan and prepare snacks for self Prepare simple meals: breakfast, lunch (some cooking) Serve food items to others Clear table and do dishes after food preparation	Carlana	Drangat artivities	Assistance on nost steps	Assistance on ome steps	ndependent	Has related ocial skills?	nitiates is needed?	Makes choices?	Jses safety neasures?	Note priority goal areas		
appropriate manners Choose nutritious foods: breakfast, lunch, snacks Plan and prepare snacks for self Prepare simple meals: breakfast, lunch (some cooking) Serve food items to others Clear table and do dishes after food preparation			-	- S		+ °	- 6	-		riote priority god areas		
Choose nutritious foods: breakfast, lunch, snacks Plan and prepare snacks for self Prepare simple meals: breakfast, lunch (some cooking) Serve food items to others Clear table and do dishes after food preparation	ood				_							
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Plan and prepare snacks for self Prepare simple meals: breakfast, lunch (some cooking) Serve food items to others Clear table and do dishes after food preparation	•	Choose nutritious foods:				.				,		
Frepare simple meals: breakfast, lunch (some cooking) Serve food items to others Clear table and do dishes after food preparation		breakfast, lunch, snacks										
for self Prepare simple meals: breakfast, lunch (some cooking) Serve food items to others Clear table and do dishes after food preparation				<u> </u>		ļ <u>.</u>						
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breakfast, lunch (some cooking) Serve food items to others Clear table and do dishes after food preparation						<u> </u>			<u> </u>			
Clear table and do dishes after food preparation					<u> </u>	-	├	-	ļ			
Serve food items to others Clear table and do dishes after food preparation				-		ļ	-	-	ļ			
Clear table and do dishes after food preparation		COOKING						 				
Clear table and do dishes after food preparation				İ								
Clear table and do dishes after food preparation							<u> </u>					
after food preparation		Serve food items to others			ļ	ļ	<u> </u>		ļ			
after food preparation			<u> </u>	 		-	-	<u> </u>	-			
after food preparation]	 	_	1			
after food preparation		Clear table and do dishes				1			1			
Store food and leftovers		——————————————————————————————————————										
Store food and leftovers				ļ								
Store food and leftovers			<u> </u>	_		-	1	_	1	4		
SAME 1000 data lettovers		Store food and leftovers	-	+-	├-	\vdash	1		 	1		
		Store 1000 and lettovers	 	+	1	+-	+-		+-	1		
				†		 	†	<u> </u>				
						1	1		1			
										(continu		

FORM C.13 (continued)

-		Perí	orm leve	anc I	e			ritical ature:		
		Ch	eck	one	e			eck a it app		
Goal area	Present activities	Assistance on most steps	Assistance on	some steps	Independent	Has related social skills?	Initiates as needed?	Makes choices?	Uses safety measures?	Note priority goal areas
	Brush/comb and style hair		⇈	1						
irooming and dressing	(also choose hairstyle)			1						
	Use skin care products					_			 -	1
	(cosmetics if desired)		\perp			 			 -	- -
	Care for eyeglasses/contact		-			-	-	-	-	- - -
	lenses	_	+			-	-		+-	1
	Get dressed/undressed		\perp				1_	1	1-	1
	(physical education,	ļ			ļ	<u>.</u>	-	+		4
	outer clothes)	_	+				_	-	+-	
	Maintain neat appearance				-		-		1	_
	throughout school day	-	+		-			-	+-	-
		-	+		-		 	+	+	
Hygiene and toileting	Use private and public toilets		+		Ī		-			
	Wash hands and face:	 -	 		-	_	+	_	-	-
	routine times and for specific activities (food	1	_		+			- -		
	preparation)	+	-		+	+	_	+	-	
	Follow acceptable hygies practices	ne			+				- - - -	
	Manage menstrual care	$\frac{1}{1}$			+	+		1	-	

FORM C.13 (continued)

		Performance level			Critical features				
		Ch	eck or	ne .			eck a it app		
		Assistance on most steps	Assistance on some steps	Independent	las related xial skills?	Initiates as needed?	Makes choices?	Jses safety neasures?	Note priority goal area
Goal area	Present activities	ďΕ	4 %	_=	_ ×	اغة تـــ	2	<u> </u>	Note priority goar area:
Safety and health	Follow safety rules								
	Exit building for				<u> </u>	<u> </u>			
	emergency/alarm				 	ļ'			ļ
					ļ	-		<u> </u>	
	Take care with utensils		-		1				
	Inform adult when sick/								
	injured	_	-	-	+	 		-	1
	Take medicine with	-	╁ -	ļ	+_				j
	supervision				Ï	_	ļ	_	-
	Avoid/report sexual abuse	_						ļ	4
		├	╁	┼-	-	+	-	-	4
	Report emergencies		-	-		1	-	ļ	
	Use caution with strangers	-	-			 			-
			 	1		+	 -		_
	Use phone to obtain							Ļ	
	emergency help	+	+	+	+	+	+-	-	
				1_				ļ	
	Avoid alcohol and other	\perp				+	 	+	_
	drugs	╁-	-	+	 		┼─	+-	-
	Use appropriate first-aid								
	procedures: minor	<u> </u>		—	- -		-	-	4
	injuries (cuts, burns)	+		+	+		+	+-	-
			_		1	1	1_		
	Maintain good personal	- -	4-	\perp			4	-	4
	health habits (diet, ex-	+	-	+	+	+	+-	+	-
	ercise) with supervision	' 		+		+		+	┥

(continued)

FORM C.13 (continued)

		Peri	formar level	nce			ritica ature		
		Ch	eck o	ne		Ch tha	eck a at app	ll ly	
Goal area	Present activities	Assistance on most steps	Assistance on some steps	Independent	Has related social skills?	Initiates as needed?	Makes choices?	Uses safety measures?	Note priority goal areas
Assisting and taking care of others (examples)									
Budgeting and plan- ning/sched- uling	Plan and gather belongings for outings/activities								
	Take care of personal belongings								
	Manage allowance and other personal pur-			-					-
	chases and money for personal gifts	-							
	Manage weekly/monthly schedule			-					1 - -
	Arrange activities with friends and family								-
	Participate in fundraising activities								
			\perp				1_		1

Domain: Voca	ationa	<u> </u>			Age				Date:	
Goal areas and experiences	Per	formar level	nce				Critica eature			
	Check one				С	heck	all tha	t apply		
List the vocational experiences in the student's repertoire to the present date. Specify the environment, task, and sessions per week.	Assistance on most steps	Assistance on some steps	Independent	Has related social skills?	Broadens repertoire	Challenging	Student preference	Provides interactions with nonhandicapped co-workers	Note priority goal areas	
Kindergarten and elementary school classroom/school jobs										
									,	
Middle school vocational training experiences										
High school vocational raining sites										
Fransition to community employment			-							
		- 1								

lepertoire chart f Domain:	Recreation/Leisure	Age:					Date:					
		Performan level			ice				ritica ature:			
		'	Che	eck or	ne				eck a t app	ly [
Goal area	Present activities	Assistance on	most steps	Assistance on some steps	Independent	Has related social skills?	Obviously	enjoys	Age appropriate	Interacts w/non- handicap peers	Note priority goal area	
School and		1										
extra- curricular (examples)								1				
		1					-	4				
Activities to do alone: at home												
and in the neighborhood (examples)							-				- - -	
Activities to		+					1					
do with family and friends: at							\perp				-	
home and in the neighborhood			_	_			\downarrow				_	
(examples)		╁			-	+-	+		-	+-		
Physical fitness		+		-			+		-			
(examples)		+	_	-	-		+			-		
		1					1					
Activities to do alone:		+			+-		‡	•	-	1	_	
in the community (examples		+					1	_	_	1_		
•		$\overline{+}$		 	+	-			1	_		
Activities with family and friends:		1	_							+		
in the community		1		_	<u> </u>		\perp	_		1		
(examples)				<u> </u>		\bot					_	

omain:	General Community Functioning				:			Date:	
 -		Peri	formar level	nce		Critical features			
		Ch	eck o	ne			neck a at app		
Goal area	Present activities	Assistance on most steps	Assistance on some steps	Independent	Has related social skills?	Initiates as needed?	Makes choices?	Uses safety measures?	Note priority goal area
ravel	Walk, ride bus, ride bike				1 -				
avei	to and from school				T				
						<u> </u>			
	Walk to various				<u> </u>	ļ <u>.</u>		<u> </u>	
	destinations		L			ļ		ļ	ļ
				L			L	L	
		ļ			<u> </u>	<u> </u>		<u> </u>	-
	Cross streets safely		ļ ·	ļ	1	ļ	ļ	—	
			└	ļ	<u> </u>	 	<u> </u>	<u> </u>	4
			<u> </u>	 -	-	 		<u> </u>	ł
			ļ <u> </u>	├	 	 - -	 	+	-
	Use public bus/subway for		-	├	 	╁──	├-	┼	1
	general transportation		┼	╁─	-	┼	 	+	+
			 	+-	+	+	\vdash		†
		-	+	┼	+	+-	 	1	1
Community	Problem solve if lost in	-	+	-	1	†	-	†	
community safety	new places	 	1	T	T	†	<u> </u>	1	1
•	new piaces		1	+-	1	1		1	1
			1	†	1	†	1	1	7
				†		T			1
	Use caution with strangers			1		-		T^{-}	
				1		1			
			Ì						
									_
Grocery shopping	Buy items needed for								4
	specific planned menu,	ļ		1	4	-		—	4
	with help	<u> </u>		4-	\bot		+	-	4
		 _ _	1	-	╁	4—	 	-	-
		 		1_	4	\vdash	ļ	+	-

FORM C.16 (continued)

		Per	formai level	ice			ritica		
		Cł	eck o	ne			neck a at app		
Goal area	Present activities	Assistance on most steps	Assistance on some steps	Independent	Has related social skills?	Initiates as needed?	Makes choices?	Uses safety measures?	Note priority goal areas
General shopping	Buy few items in store with limited money amount								
	Purchase personal care items								
Eating out	Eat in school cafeteria								
	Order and eat in fast-food restaurant								
	Buy food/drinks from vending machines								
	Budget/carry money for lunch/snacks								
Using services	Use post office								
	Use pay phone								- - - -
	Ask for assistance in stores								- 1 -