

SCALES OF INDEPENDENT BEHAVIOR-REVISED

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RESPONSE BOOKLET • FULL SCALE

Name _____ Sex: M ☐ F ☐ Grade _____

Respondent _____ Relationship _____

Examiner _____

School or Organization _____

Parent/Caregiver Name _____

Address _____

Calculation of Age

Year Month Day

Date of Testing _____

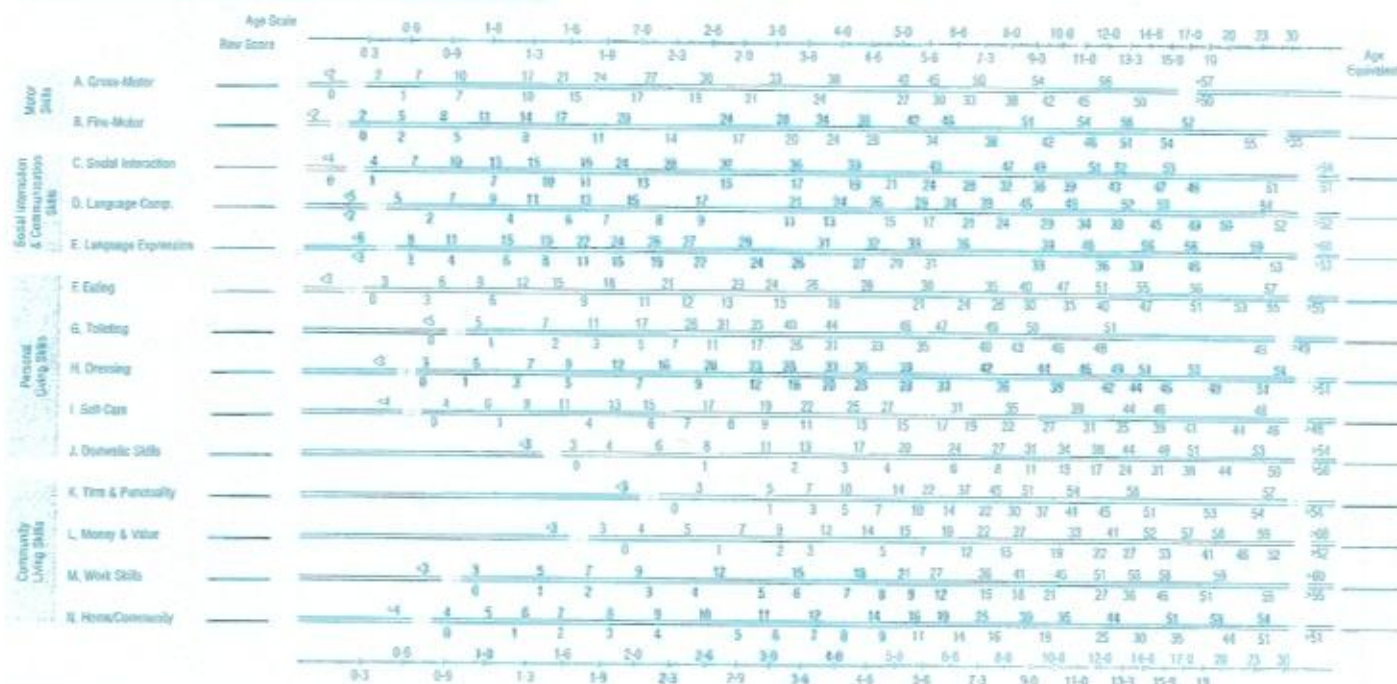
Date of Birth - _____

Difference _____

Age _____

(Round to whole months)

Training Implications Profile: Subscales



Selective Testing

REQUIRED SUBSCALES	Desired Clusters				
	Motor Skills	Social Interaction & Communication Skills	Personal Living Skills	Community Living Skills	Broad Independence Full Scale
Gross-Motor Skills	■				■
Fine-Motor Skills	■				■
Social Interaction		■			■
Language Comprehension		■			■
Language Expression		■			■
Eating & Meal Preparation			■		■
Toileting			■		■
Dressing			■		■
Personal Self-Care			■		■
Domestic Skills			■		■
Time & Punctuality				■	■
Money & Value				■	■
Work Skills				■	■
Home/Community Orientation				■	■

Suggested Starting Points

The following suggested starting points are guides for minimizing testing time for the interview-administration procedure. To use this table, begin by estimating the age level at which the individual is functioning *developmentally*. Then identify the suggested starting points from the table below.

	Estimated Developmental Age			
	Preschool- Kindergarten	Elementary School	Middle School	High School- Adult
	Item			
Subscale A: Gross-Motor Skills	1	5	10	10
Subscale B: Fine-Motor Skills	1	5	10	10
Subscale C: Social Interaction	1	5	10	10
Subscale D: Language Comprehension	1	5	10	10
Subscale E: Language Expression	1	5	10	10
Subscale F: Eating & Meal Preparation	1	1	10	10
Subscale G: Toileting	1	5	10	10
Subscale H: Dressing	1	5	10	10
Subscale I: Personal Self-Care	1	1	5	10
Subscale J: Domestic Skills	1	1	5	5
Subscale K: Time & Punctuality	1	1	5	10
Subscale L: Money & Value	1	1	5	5
Subscale M: Work Skills	1	1	5	5
Subscale N: Home/Community Orientation	1	1	5	5

Basal Rule

Begin testing at the suggested starting point. If three out of the first five items administered are not scored 3, return to the starting point and test backward until three out of five consecutive items have been scored 3 or until Item 1 has been administered. Return to the highest item administered.

Ceiling Rule

Test until three out of five consecutive items are scored 0 or until the last item in the subscale has been administered.

	Motor Skills	Social Interaction & Communication	Personal Living	Community Living	Brood Independence
A	W	W	W	W	W
		C	F	K	MS
B	W	W	W	W	W
		D	G	L	SC
		W	W	W	W
		E	H	M	PL
			W	W	W
			I	N	CL
			W		
			J		
Total	MS W =2=	SC W =3=	PL W =5=	CL W =4=	BI W =4=

Motor Skills	MS W	REF W	SEM(SS)	Column +DIFF -DIFF	DIFF + OR -	RMI /90 G	SS G	-1 SEM	+1 SEM	PR G	Skill Level Appendix C
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		F	F	F							
Social Interaction & Communication Skills	SC W	REF W	SEM(SS)	Column +DIFF -DIFF	DIFF + OR -	RMI /90 G	SS G	-1 SEM	+1 SEM	PR G	Skill Level Appendix C
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		F	F	F							
Personal Living Skills	PL W	REF W	SEM(SS)	Column +DIFF -DIFF	DIFF + OR -	RMI /90 G	SS G	-1 SEM	+1 SEM	PR G	Skill Level Appendix C
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		F	F	F							
Community Living Skills	CL W	REF W	SEM(SS)	Column +DIFF -DIFF	DIFF + OR -	RMI /90 G	SS G	-1 SEM	+1 SEM	PR G	Skill Level Appendix C
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		F	F	F							
Broad Independence (Full Scale)	BI W	REF W	SEM(SS)	Column +DIFF -DIFF	DIFF + OR -	RMI /90 G	SS G	-1 SEM	+1 SEM	PR G	Skill Level Appendix C
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		F	F	F							

☐ WJ-R ☐ Batería-R

SS 68% Band
-SEM +SEM

☐ E Dom. ☐ Sid ☐ Ext.

 / /
Date of Testing

SS to AE PR

Instructions

- Mark how well the individual does (or could do) each task completely without any help or supervision.
- If you have not seen the individual do the task (or if he or she never has the chance to do the task), mark how well you think he or she could do the task now (without any help).
- Mark the highest rating (3: Does very well) for tasks that are now too easy for the individual.

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

0	1	2	3	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Sits without support for 30 seconds with head and back held straight and steady.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Stands for at least 5 seconds by holding on to furniture or other objects.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Pulls self into a standing position.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Hands toys or other objects to another person.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Stands alone and walks for at least 6 feet.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Kicks a ball or object that is not moving without falling.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Walks up and down stairs by alternating feet from step to step (may hold handrail).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Climbs a 6-foot ladder (for example, to a slide or to an attic).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Uses pedals to ride a tricycle or three-wheeled bicycle.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Picks up and carries a full bag of groceries at least 20 feet and sets it down.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. Pours liquid into a glass from a pitcher or bottle.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. Walks on a narrow surface (for example, a curb, railroad track, or line) for at least 10 feet without stepping off.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13. Catches a bounced tennis-size ball with two hands (that is, the ball is not caught against the body).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. Rides a two-wheeled bicycle for at least 20 feet.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. Jumps rope at least 10 times without missing.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. Pounds a nail in straight with a hammer.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. Does at least 6 push-ups.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. Paints the inside walls and trim around windows and doors.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. Takes part in strenuous physical activities on a regular basis that require strength or endurance (for example, weight-lifting, running at least 3 miles, or swimming at least $\frac{1}{2}$ mile).

Sum A

Sum B

Sum C

Sum A

+

Sum Bx2

+

Sum Cx3

=

Raw Score

GROSS-MOTOR

A. Are there any skills in using large muscles that should be improved at this time? _____

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked

2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

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|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 0 | 1 | 2 | 3 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Picks up small objects with hand. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Transfers small objects from one hand to the other hand. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Puts small objects into containers and takes them out again. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Scribbles or marks with a pencil or crayon on a sheet of paper. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Removes wrappings from small objects such as gum or candy. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Turns knob and opens a door. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Turns at least 10 pages of a book, one at a time. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Copies a circle from an example. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Cuts with scissors along a thick, straight line. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Prints first name, copying from an example. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Joins and pulls up a separating zipper to fasten clothes. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Colors outline pictures of animals, staying inside the lines. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Cuts with scissors along straight and curved lines. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Folds a letter into three equal sections and seals it in an envelope. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Replaces small screws, nuts, and washers that have fallen out of an object (for example, an appliance or toy). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Trims fingernails with a nail clipper or scissors. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Threads a sewing needle. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Assembles objects that have at least 10 small parts that must be screwed or bolted together (for example, unassembled toys or furniture). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19. Sews missing or loose buttons on clothing. |

Sum A

Sum B

Sum C

Sum A

+

Sum Bx2

+

Sum Cx3

=

Raw Score

FINE-MOTOR

B. Are there any skills requiring coordination of eyes and hands that should be improved at this time? _____

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked

2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

0

1

2

3

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1. Reaches for a person whom he or she wants.

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2. Treats at least two people outside the family as friends, different from strangers.

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3. Imitates actions when asked, such as waving or clapping hands.

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4. Rolls a ball or plays other simple games with another person.

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5. Takes part in simple group games and social activities (for example, playing tag or follow-the-leader).

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6. Says, "Please" and "Thank you" when appropriate.

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7. Waits at least 2 minutes for turn in a group activity (for example, taking turns at batting a ball or waiting in line for a drink of water).

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8. Talks about the same things that others in a group are talking about.

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9. Offers help to other people (for example, holds a door open for one whose arms are full or picks up an object dropped by someone else).

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10. Asks for food to be passed.

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11. Uses a napkin to keep hands and face clean while eating.

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12. Says, "Hello" or shakes hands when being introduced.

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13. Covers the mouth or nose when coughing or sneezing.

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14. Plays table or card games with others by the rules (for example, Hearts or Rummy).

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15. Locates or remembers telephone numbers and calls friends on the telephone.

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16. Plans for and entertains others at home (including providing food, beverage, and materials for activities).

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17. Uses facts to explain or defend a position in a disagreement without losing temper.

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18. Makes plans with friends to attend activities such as movies or special events outside the home (without needing permission).

Sum A

Sum B

Sum C

Sum A

+

Sum B x2

+

Sum C x3

=

Raw Score

SOCIAL
INTERACTION

C. Are there any social skills that should be improved at this time? _____

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked

2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

- | 0 | 1 | 2 | 3 | |
|-----------------------|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Turns head toward speaker when name is called. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Watches, for at least 3 minutes at a time, a television program or people in the room who are talking. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Points to familiar pictures in a book on request. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Follows simple spoken directions (for example, "Put your coat in the closet," or "Put the book on the table"). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Follows two-part directions in the right order after they are spoken once (for example, "Hang up your coat and then find the book"). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Identifies his or her printed first name from a group of four or more names (for example, on lockers or above coat hooks). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Responds appropriately to most common signs, printed words, or symbols (for example, STOP, MEN, WOMEN, or DANGER). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Summarizes and tells a story so that it is understood by someone else (for example, a TV program or a movie). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Follows all four parts of a spoken instruction (for example, "Put the tablecloth, dishes, and glasses on the table and fill the glasses with water"). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Reads and understands materials such as books, comics, or magazines. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Reads tags, labels, or markings on hangers to find clothing of the correct size in a store. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Answers a telephone call and writes down a message for someone who is not there. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Finds a telephone number in the white pages. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Looks up needed information in reference sources such as a dictionary or an encyclopedia. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Summarizes the detailed information presented in a $\frac{1}{2}$ hour speech or lecture. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Uses a ticket to find a reserved seat in an auditorium or airplane. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Locates needed information in the telephone yellow pages or the want ads. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Reads one or more articles in a regular newspaper at least weekly. |

Sum A

Sum B

Sum C

Sum A

+

Sum B

Sum B x 2

+

Sum C

Sum C x 3

=

Raw Score

LANGUAGE COMPREHENSION

D. Are there any skills in understanding language that should be improved at this time?

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked

2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

0

1

2

3

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1. Makes sounds or gestures to get attention.

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2. Looks for at least 10 seconds toward people who are talking to one another.

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3. Shakes head or otherwise indicates "yes" or "no" in response to a simple question such as, "Do you want some milk?"

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4. Repeats three common words presented one at a time, such as "cat," "dog," and "car."

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5. Names three familiar objects such as cup, bed, and ball.

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6. Says at least 10 words that can be understood by someone who knows him or her.

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7. Asks simple questions (for example, "What's that?").

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8. Speaks in three- or four-word sentences.

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9. Says last name when asked.

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10. Uses complex sentences containing "because" (for example, "I'm not going outside today because it's raining").

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11. Prints or writes first and last name correctly without an example.

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12. Prints or writes complete and correct home address (including ZIP code) without an example.

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13. Introduces people to each other using their first and last names.

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14. Calls directory assistance to get a telephone number he or she does not know.

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15. Fills out forms and orders things by mail from a catalog.

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16. Calls a repair service or the landlord if something major such as the furnace or the refrigerator breaks down in the home.

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17. Completes written application forms for credit, bank accounts, or contract services.

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18. Excluding school assignments, makes oral reports to groups (for example, clubs, Scouts, community meetings, or sales presentations).

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19. Excluding school assignments, writes formal reports to be read by others (for example, meeting minutes, newsletter articles, or committee reports).

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20. Explains the terms of a written contract such as an installment purchase agreement.

Sum A

Sum B

Sum C

Sum A

+

Sum Bx2

+

Sum Cx3

=

Row Score

LANGUAGE
EXPRESSION

E. Are there any skills in talking or writing that should be improved at this time? _____

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked

2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Swallows soft foods. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Picks up and eats foods such as crackers. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Holds and drinks from a glass with little spilling. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Eats solid foods with a spoon with little spilling. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Eats with a fork by spearing the food when appropriate. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Eats soup with a spoon with little spilling. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Tests cooked foods that are hot before eating them. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Takes appropriate-size portions from serving dishes. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Prepares snacks that do not require cooking such as sandwiches or a bowl of cereal. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Cuts food with a knife instead of trying to eat pieces that are too large. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Opens cans with little spilling using a can opener. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Mixes and cooks simple foods such as scrambled eggs, soup, or hamburgers. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Uses the burners on an electric or gas stove. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Puts leftover food in wrap or containers before putting it away. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Mixes and cooks a recipe that contains 6 ingredients and requires measuring fractions (for example, $\frac{1}{2}$ teaspoon or $\frac{1}{3}$ cup). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Prepares shopping list for at least 6 items from a grocery store. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Plans, prepares, and serves a complete meal for more than two people. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Makes new meals out of leftover food. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19. Plans and prepares meals regularly for self and family. |

Sum A

Sum B

Sum C

Sum A

+
Sum Bx2

+
Sum Cx3

=
Row Score

EATING & MEAL
PREPARATION

F. Are there skills in eating or meal preparation that should be improved at this time?

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked

2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

- | 0 | 1 | 2 | 3 | |
|-----------------------|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Shows some sign of discomfort if wet or soiled. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Stays dry for at least 3 hours. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Uses the toilet at regular times when placed on the toilet or a toilet chair or when taken to the bathroom. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Controls bowels during the day. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Tells or indicates to someone when he or she needs help to go to the bathroom. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Responds "yes" or "no" or nods head truthfully when asked, "Do you need to go to the toilet?" |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Goes to the bathroom alone and uses the toilet when sent at regular times. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Controls bowels and bladder in the daytime with fewer than two accidents per week. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Uses the toilet, including removing and replacing clothing, with no more than one accident per month. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Stays dry at night with no more than one accident per month. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Wipes self with toilet paper after a bowel movement. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Flushes the toilet after going to the bathroom. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Closes the bathroom door when appropriate before using the toilet. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Uses the toilet before going someplace where it is not easy to locate a toilet. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Finds or asks where the bathroom is in another home (without the assistance of parents). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Finds and uses the men's or women's restroom in an unfamiliar public building (without the assistance of parents). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Independently replaces an emptied roll of toilet paper. |

Sum A

Sum B

Sum C

+
Sum A

+
Sum Bx2

+
Sum Cx3

=
Raw Score

TOILETING

G. Are there any toileting skills that should be improved at this time? _____

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 0 | 1 | 2 | 3 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Holds out arms and legs while being dressed. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Removes socks. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Removes pants and underpants. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Puts on pants and underpants. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Puts on T-shirt or pullover shirt, although it may be on backward. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Removes T-shirt or pullover shirt. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Puts shoes on the correct feet but does not need to tie the laces. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Puts gloves on correct hands and fingers. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Buttons clothing using the correct buttonholes. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Selects and puts on a complete set of clothing that is appropriate to wear around the home. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Turns clothing right side out for dressing. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Selects the right clothing for different weather conditions. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Ties shoelaces and keeps them tied. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Dresses neatly and selects clothes that go together with regard to color and pattern. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Selects and buys appropriate size and style of clothing. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Repairs minor damage to clothing, such as tears or missing buttons, or arranges for these repairs outside the home. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Presses out wrinkles in clothing with an iron. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Alters clothing (for example, shortens or lengthens pants or skirt) or arranges for the alterations outside the home. |

Sum A Sum B Sum C

Sum A + Sum Bx2 + Sum Cx3 = Row Score DRESSING

H. Are there any dressing skills that should be improved at this time? _____

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked

2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

0

1

2

3

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1. Holds hands under running water to wash them when placed in front of a sink.

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2. Places a toothbrush in mouth and moves it.

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3. Wipes face when given a wet washcloth.

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4. Wipes or blows nose with a tissue or handkerchief.

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5. Applies toothpaste and brushes teeth, then rinses mouth and toothbrush.

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6. Dries entire body after bathing.

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7. Changes clothing that is dirty from normal wear.

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8. Adjusts the water faucets for proper temperature in the bathtub or shower.

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9. Washes, rinses, and dries hair.

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10. Cleans and puts a bandage/adhesive strip on minor cuts.

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11. Closes curtains or blinds for privacy.

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12. Cleans fingernails when needed.

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13. Selects and buys needed personal-care items such as toothpaste and soap.

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14. Takes and reads own temperature when feeling ill.

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15. Calls a doctor or clinic when ill, recognizing the need himself or herself.

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16. Makes appointments for periodic medical or dental examinations.

Sum A

Sum B

Sum C

Sum A

Sum Bx2

Sum Cx3

Raw Score

PERSONAL
SELF-CARE

I. Are there any skills in personal self-care or grooming that should be improved at this time?

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 0 | 1 | 2 | 3 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Places his or her empty dish in or near the sink. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Cleans a counter or table with a damp cloth or sponge. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Clears table completely by taking dishes and silverware to the kitchen or sink. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Wipes dirty shoes off on a doormat before going into a home. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Puts personal belongings in proper places when not in use (for example, does not leave clothes in the living room). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Removes garbage and trash from within home to its proper place. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Cleans carpet with a vacuum cleaner or carpet sweeper. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Sweeps floor with a broom and uses a dustpan. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Washes and dries dishes and puts them away. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Makes a bed, including changing sheets when needed. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Rinses or wipes the sink or bathtub after use. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Performs simple household maintenance tasks (for example, replacing light bulbs or repairing broken items with tape or glue). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Sets a thermostat at a comfortable temperature. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Loads and operates a washing machine using an appropriate setting and amount of detergent. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Cleans refrigerator and throws out foods that may be spoiled. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Replaces fuses or resets circuit breakers, if needed, when the lights go out. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Selects appropriate housing by evaluating cost, location, space, appearance, and comfort. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Performs interior and exterior maintenance jobs (for example, painting or replacing broken windows). |

Sum A Sum B Sum C

Sum A + Sum Bx2 + Sum Cx3 = Raw Score DOMESTIC SKILLS

J. Are there any home skills that should be improved at this time?

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked

2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 0 | 1 | 2 | 3 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Uses the words "morning" and "night" correctly. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Points to any number from 1 to 5 when asked. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Points to all numbers from 1 to 12 when asked. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Leaves a building if an alarm rings or if there is smoke. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Locates the current day and month on a calendar that contains all 12 months (for example, when told, "Show me today's date on the wall calendar"). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Looks at a clock (digital or one with hands) to determine when it is time to do something (for example, to go to school or work, to eat, or to be home). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Contacts people outside the home at appropriate times (for example, not during usual sleeping hours). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Names the days of the week and the months of the year in correct order. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. States day, month, and year of birth. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. States the months in which Thanksgiving and Christmas or Hanukkah occur. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. States the time on a clock with hands to within 15 minutes. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Uses a watch or a clock <i>daily</i> to do something at the correct time (for example, catch a bus or watch a TV program). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. States the time on a clock with hands to the nearest minute (for example, 8:13). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Arrives at or slightly before the correct time for scheduled activities (for example, appointments, school, work, or special events). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Sets the hands on a watch or clock to the correct time. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Returns within 5 minutes of the right time when told, "Be back in 15 minutes." |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Sets a timer to ring when food will be done. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Writes down, if necessary, and keeps appointments made at least 3 days in advance. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19. Writes scheduled events on a monthly calendar (for example, a doctor's appointment). |

Sum A Sum B Sum C

Sum A + Sum Bx2 + Sum Cx3 = Raw Score

TIME & PUNCTUALITY

K. Are there any skills in understanding time or being on time that should be improved at this time? _____

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{2}$ of the time—may need to be asked

2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Counts from 1 to 5. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Saves small amounts of money in a special place (for example, a toy bank). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Selects pennies, nickels, or dimes from other coins when asked. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Trades valued objects for money or for other items of value. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Buys items that cost at least 50¢ from a vending machine that gives change. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Buys specific items requested on an errand, although may not count change correctly. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Judges how many items he or she can buy in a store with a given amount of money (for example, candy or gifts). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Gives the exact amount of money to buy something that costs less than \$1. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Purchases the less expensive of two products of equal quality. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Budgets money to cover expenses for at least 1 week (for example, for recreation, transportation, and other needs). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Saves sales receipts to secure a refund or replacement. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Makes purchases of \$50 or more after comparing at least two products to determine the better value. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Writes deposit and withdrawal slips for banking. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Tips the appropriate amount for good services. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Makes deposits at least monthly in a savings account or program. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Makes purchases with a check. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Receives bills in the mail and pays them before they are overdue. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Purchases with a credit card, or has loans, and makes payments in a timely manner. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19. Balances own checkbook monthly. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 20. Invests savings to achieve the most favorable conditions and rate of return. |

Sum A Sum B Sum C

Sum A + Sum Bx2 + Sum Cx3 = Raw Score MONEY & VALUE

L. Are there any skills in using money or understanding value that should be improved at this time?

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked

2 — DOES FAIRLY WELL—or about $\frac{3}{4}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 0 | 1 | 2 | 3 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Selects one object from a group of different objects on request (for example, when working or playing with two or more different objects, hands a box to a person who says, "Give me the box"). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Indicates when a chore or assigned task is finished. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Performs work tasks for at least 5 minutes without stopping (for example, sorting objects by size or color or packing boxes). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Requests tools or work materials from an appropriate person when needed. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Counts at least 50 objects without stopping (may use an aid such as a pencil or counter). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Tries to improve performance when told that his or her work is not good. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Increases work speed, when necessary or desirable, to finish a routine job in less time than usual. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Works at a steady pace on a job for at least 30 minutes (for example, clearing tables, cleaning a building, or doing yard work). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Maintains steady work speed and quality under pressure to produce (for example, completing homework in a limited time or working while being observed by a supervisor). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Continues working when there are distractions in the work setting. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Measures a length of 4 feet or more to the nearest $\frac{1}{2}$ inch. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Operates potentially dangerous electrical hand tools and appliances with moving parts (for example, a drill or food mixer). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Accepts criticism of a job without showing anger. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Talks with other workers only when it does not interrupt work. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Works at a steady pace on a task for at least 2 hours. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Discusses criticism with a work supervisor. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Informs employer in advance when he or she is unable to work (for example, when ill or because of a problem with transportation). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Uses want ads or employment services, if needed, when seeking work for pay. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19. Completes applications and interviews for jobs. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 20. Prepares a written summary of work experience. |

Sum A

Sum B

Sum C

Sum A

+

Sum Bx2

+

Sum Cx3

=

Raw Score

WORK
SKILLS

M. Are there any work habits or prevocational skills that should be improved at this time? _____

Does (or could do) task completely without help or supervision:

0 — NEVER OR RARELY—even if asked

1 — DOES, BUT NOT WELL—or about $\frac{1}{4}$ of the time—may need to be asked

2 — DOES FAIRLY WELL—or about $\frac{2}{3}$ of the time—may need to be asked

3 — DOES VERY WELL—always or almost always—without being asked

- | | | | | |
|-----------------------|-----------------------|----------------------------------|-----------------------|---|
| 0 | 1 | 2 | 3 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Finds toys or objects that are always kept in the same place. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Finds own way to a specified room when told to go (for example, "Go wait in the kitchen"). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Stays in an unfenced yard for 10 minutes without wandering away. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Goes alone or with friends of the same age to houses on the same block. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Crosses nearby residential streets, roads, and unmarked intersections alone. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Goes at least 4 blocks (or $\frac{1}{4}$ mile) from home, school, or work alone or with friends of the same age. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Goes on foot or bicycle to a familiar place more than $\frac{1}{2}$ mile (or 8 blocks) from home. |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 8. Finds planned destination, when confused, by asking directions, telephoning for help, or otherwise regaining direction. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Gives directions to help someone else find his or her way to a place at least $\frac{1}{2}$ mile away. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Carries identification (ID) and some money when leaving home. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Obtains services at a post office (for example, buying stamps and mailing packages). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Rides public transportation other than a school bus, including paying the fare and getting directions if necessary. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Reaches unfamiliar locations in a city or town with the use of a map. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Locates his or her polling center at election time. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Drives a motorized vehicle on public streets or roads (alone or with a licensed driver). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Checks into a motel or hotel and pays the room charges. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Makes reservations and buys tickets for travel in advance. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Finds skilled help (for example, a dentist, plumber, or mechanic) in an unfamiliar place and makes arrangements for services. |

Sum A

Sum B

Sum C

Sum A

+

Sum Bx2

+

Sum Cx3

=

Raw Score

HOME/COMMUNITY ORIENTATION

N. Are there any skills in getting around in the neighborhood or finding his/her way to new places that should be improved at this time?

Primary Training Objective

Of the adaptive behavior skills you have identified (A-N), which one would you most like to see improved? _____

Is there anyone else who could give more information about (name)'s skills? _____

Instructions

Some of the following behaviors are common at certain ages and are not of concern. Sometimes they cause a problem. If an individual does not exhibit problem behaviors in a category, check "No" and score the item "Never" (0) for frequency and "Not serious" (0) for severity. If you check "Yes," describe the *major problem* and check its *frequency* and *severity*.

1. Hurtful to Self

Does (name) injure his/her own body—for example, by hitting self, banging head, scratching, cutting or puncturing, biting, rubbing skin, pulling out hair, picking on skin, biting nails, or pinching self?

☐ NO

☐ YES If yes, describe the MAJOR PROBLEM:

a. FREQUENCY: How often does this behavior usually occur? (check one)

- ☐ 0. Never
- ☐ 1. Less than once a month
- ☐ 2. One to 3 times a month
- ☐ 3. One to 6 times a week
- ☐ 4. One to 10 times a day
- ☐ 5. One or more times an hour

b. SEVERITY: How serious is the problem usually caused by this behavior? (check one)

- ☐ 0. Not serious; not a problem
- ☐ 1. Slightly serious; a mild problem
- ☐ 2. Moderately serious; a moderate problem
- ☐ 3. Very serious; a severe problem
- ☐ 4. Extremely serious; a critical problem

What do you or others typically do when this behavior occurs? _____

3. Destructive to Property

Does (name) deliberately break, deface, or destroy things—for example, by hitting, tearing or cutting, throwing, burning, or marking or scratching things?

☐ NO

☐ YES If yes, describe the MAJOR PROBLEM:

a. FREQUENCY: How often does this behavior usually occur? (check one)

- ☐ 0. Never
- ☐ 1. Less than once a month
- ☐ 2. One to 3 times a month
- ☐ 3. One to 6 times a week
- ☐ 4. One to 10 times a day
- ☐ 5. One or more times an hour

b. SEVERITY: How serious is the problem usually caused by this behavior? (check one)

- ☐ 0. Not serious; not a problem
- ☐ 1. Slightly serious; a mild problem
- ☐ 2. Moderately serious; a moderate problem
- ☐ 3. Very serious; a severe problem
- ☐ 4. Extremely serious; a critical problem

What do you or others typically do when this behavior occurs? _____

2. Hurtful to Others

Does (name) cause physical pain to other people or to animals—for example, by hitting, kicking, biting, pinching, scratching, pulling hair, or striking with an object?

☐ NO

☐ YES If yes, describe the MAJOR PROBLEM:

a. FREQUENCY: How often does this behavior usually occur? (check one)

- ☐ 0. Never
- ☐ 1. Less than once a month
- ☐ 2. One to 3 times a month
- ☐ 3. One to 6 times a week
- ☐ 4. One to 10 times a day
- ☐ 5. One or more times an hour

b. SEVERITY: How serious is the problem usually caused by this behavior? (check one)

- ☐ 0. Not serious; not a problem
- ☐ 1. Slightly serious; a mild problem
- ☐ 2. Moderately serious; a moderate problem
- ☐ 3. Very serious; a severe problem
- ☐ 4. Extremely serious; a critical problem

What do you or others typically do when this behavior occurs? _____

4. Disruptive Behavior

Does (name) interfere with the activities of others—for example, by clinging, pestering or teasing, arguing or complaining, picking fights, laughing or crying without reason, interrupting, or yelling or screaming?

☐ NO

☐ YES If yes, describe the MAJOR PROBLEM:

a. FREQUENCY: How often does this behavior usually occur? (check one)

- ☐ 0. Never
- ☐ 1. Less than once a month
- ☐ 2. One to 3 times a month
- ☐ 3. One to 6 times a week
- ☐ 4. One to 10 times a day
- ☐ 5. One or more times an hour

b. SEVERITY: How serious is the problem usually caused by this behavior? (check one)

- ☐ 0. Not serious; not a problem
- ☐ 1. Slightly serious; a mild problem
- ☐ 2. Moderately serious; a moderate problem
- ☐ 3. Very serious; a severe problem
- ☐ 4. Extremely serious; a critical problem

What do you or others typically do when this behavior occurs? _____

5. Unusual or Repetitive Habits

Does (name) have any unusual behaviors that he/she may do over and over—for example, pacing, rocking, twirling fingers, sucking hands or objects, twitching (nervous tics), talking to self, grinding teeth, eating dirt or other objects, eating too much or too little, staring at an object or into space, or making odd faces or noises?

☐ NO

☐ YES If yes, describe the MAJOR PROBLEM:

a. FREQUENCY: How often does this behavior usually occur? (check one)

- ☐ 0. Never
- ☐ 1. Less than once a month
- ☐ 2. One to 3 times a month
- ☐ 3. One to 6 times a week
- ☐ 4. One to 10 times a day
- ☐ 5. One or more times an hour

b. SEVERITY: How serious is the problem usually caused by this behavior? (check one)

- ☐ 0. Not serious; not a problem
- ☐ 1. Slightly serious; a mild problem
- ☐ 2. Moderately serious; a moderate problem
- ☐ 3. Very serious; a severe problem
- ☐ 4. Extremely serious; a critical problem

What do you or others typically do when this behavior occurs?

6. Socially Offensive Behavior

Does (name) behave in ways that are offensive to others—for example, talking too loudly, swearing or using vulgar language, lying, standing too close or touching others too much, threatening, talking nonsense, spitting at others, picking nose, belching, expelling gas, touching genitals, or urinating in inappropriate places?

☐ NO

☐ YES If yes, describe the MAJOR PROBLEM:

a. FREQUENCY: How often does this behavior usually occur? (check one)

- ☐ 0. Never
- ☐ 1. Less than once a month
- ☐ 2. One to 3 times a month
- ☐ 3. One to 6 times a week
- ☐ 4. One to 10 times a day
- ☐ 5. One or more times an hour

b. SEVERITY: How serious is the problem usually caused by this behavior? (check one)

- ☐ 0. Not serious; not a problem
- ☐ 1. Slightly serious; a mild problem
- ☐ 2. Moderately serious; a moderate problem
- ☐ 3. Very serious; a severe problem
- ☐ 4. Extremely serious; a critical problem

What do you or others typically do when this behavior occurs?

7. Withdrawal or Inattentive Behavior

Does (name) have difficulty being around others or paying attention—for example, keeping away from other people, expressing unusual fears, showing little interest in activities, appearing sad or worried, showing little concentration on a task, sleeping too much, or talking negatively about self?

☐ NO

☐ YES If yes, describe the MAJOR PROBLEM:

a. FREQUENCY: How often does this behavior usually occur? (check one)

- ☐ 0. Never
- ☐ 1. Less than once a month
- ☐ 2. One to 3 times a month
- ☐ 3. One to 6 times a week
- ☐ 4. One to 10 times a day
- ☐ 5. One or more times an hour

b. SEVERITY: How serious is the problem usually caused by this behavior? (check one)

- ☐ 0. Not serious; not a problem
- ☐ 1. Slightly serious; a mild problem
- ☐ 2. Moderately serious; a moderate problem
- ☐ 3. Very serious; a severe problem
- ☐ 4. Extremely serious; a critical problem

What do you or others typically do when this behavior occurs?

8. Uncooperative Behavior

Does (name) have any behavior that is uncooperative—for example, refusing to obey, do chores, or follow rules; acting defiantly or pouting; refusing to attend school or go to work; arriving late at school or work; refusing to take turns or share; cheating; stealing; or breaking laws?

☐ NO

☐ YES If yes, describe the MAJOR PROBLEM:

a. FREQUENCY: How often does this behavior usually occur? (check one)

- ☐ 0. Never
- ☐ 1. Less than once a month
- ☐ 2. One to 3 times a month
- ☐ 3. One to 6 times a week
- ☐ 4. One to 10 times a day
- ☐ 5. One or more times an hour

b. SEVERITY: How serious is the problem usually caused by this behavior? (check one)

- ☐ 0. Not serious; not a problem
- ☐ 1. Slightly serious; a mild problem
- ☐ 2. Moderately serious; a moderate problem
- ☐ 3. Very serious; a severe problem
- ☐ 4. Extremely serious; a critical problem

What do you or others typically do when this behavior occurs?

Which problem behavior causes the most concern?

Is there anyone else who could give more information about the behavior?

Instructions

- Step 1. Transfer the frequency and severity ratings for each of the eight problem behavior categories to the corresponding line in the Problem Behavior column.
- Step 2. Circle the Part Score (PS) corresponding to each of the individual's Frequency and Severity ratings.
- Step 3. Circle the Part Score corresponding to the individual's age in years.
- Step 4. Total the circled Part Scores for each index and record in the space labeled "Sum."
- Step 5. Subtract this sum from 100 to obtain the Maladaptive Index. Indicate a "+" or "-" with the difference as appropriate.
- Step 6. Transfer these scores to the Maladaptive Behavior Indexes Profile on page 26.

Interpretation

The indexes have a mean of zero for normal clients of the same age. Negative scores indicate problem behavior toward the maladaptive end of the scale. The typical standard deviation observed in various clinical samples at several age levels is 10 points. Nonhandicapped groups typically have standard deviations of about 8 points. Evaluating the clinical significance of the Maladaptive Behavior Indexes may be aided by using the levels of seriousness in the following table. These levels of seriousness also appear at the bottom of the Maladaptive Behavior Indexes Profile on page 26.

Level of Seriousness	Index Value
N—Normal	+10 to -10
MgS—Marginally Serious	-11 to -20
MdS—Moderately Serious	-21 to -30
S—Serious	-31 to -40
VS—Very Serious	-41 and below

Problem Behavior		Internalized Maladaptive Index					
1. Hurtful to Self	Rating:	0	1	2	3	4	5
Frequency rating _____	PS: _____	16	18	20	22	23	24
Severity rating _____	PS: _____	16	19	22	25	28	—
2. Hurtful to Others	Rating:						
Frequency rating _____	PS: _____						
Severity rating _____	PS: _____						
3. Destructive to Property	Rating:						
Frequency rating _____	PS: _____						
Severity rating _____	PS: _____						
4. Disruptive Behavior	Rating:						
Frequency rating _____	PS: _____						
Severity rating _____	PS: _____						
5. Unusual or Repetitive Habits	Rating:	0	1	2	3	4	5
Frequency rating _____	PS: _____	16	17	18	20	21	22
Severity rating _____	PS: _____	16	19	21	24	27	—
6. Socially Offensive Behavior	Rating:						
Frequency rating _____	PS: _____						
Severity rating _____	PS: _____						
7. Withdrawal or Inattentive Behavior	Rating:	0	1	2	3	4	5
Frequency rating _____	PS: _____	16	18	20	21	23	24
Severity rating _____	PS: _____	16	19	22	25	29	—
8. Uncooperative Behavior	Rating:						
Frequency rating _____	PS: _____						
Severity rating _____	PS: _____						
Part Scores for Age in Years	Age: _____	1-8	9-15	16+			
	PS: _____	0	1	2			
Individual's Age _____	Age: _____						
	PS: _____						
Sum of Part Scores		100					
		— SUM					
Maladaptive Behavior Indexes		<div style="border: 1px solid black; width: 100px; height: 30px; display: inline-block;"></div> + or -					
		Internalized Maladaptive Index					

Part Scores for Frequency and Severity Ratings

Asocial Maladaptive Index						Externalized Maladaptive Index						General Maladaptive Index					
												0 6 6	1 7 7	2 7 8	3 8 10	4 9 11	5 10 —
						0 15 15	1 17 18	2 19 21	3 22 24	4 24 27	5 26 —	0 6 6	1 7 7	2 8 9	3 10 11	4 11 13	5 12 —
						0 15 15	1 17 18	2 20 22	3 23 25	4 25 29	5 28 —	0 6 6	1 7 8	2 9 10	3 10 12	4 12 14	5 13 —
						0 15 15	1 16 17	2 18 20	3 19 22	4 21 25	5 22 —	0 6 6	1 6 7	2 7 9	3 8 10	4 9 12	5 10 —
												0 6 6	1 6 7	2 6 7	3 7 8	4 7 9	5 8 —
0 23 23	1 25 26	2 27 30	3 30 33	4 32 36	5 34 —							0 6 6	1 6 7	2 7 8	3 8 9	4 9 10	5 9 —
												0 6 6	1 6 7	2 7 8	3 7 9	4 8 10	5 8 —
0 23 23	1 26 27	2 28 30	3 31 34	4 33 37	5 35 —							0 6 6	1 7 7	2 8 8	3 8 10	4 9 11	5 10 —
1-7 0	8-10 1	11-12 2	13-15 3			1-6 0	7-10 1	11 2	12-13 3		1-7 0	8-11 1	12-13 2	14 3	15+ 4		
16-18 4	19-21 5	22+ 6				14-15 4	16 5	17-18 6	19+ 7								
100						100						100					
— SUM						— SUM						— SUM					
<input type="text"/> + or -						<input type="text"/> + or -						<input type="text"/> + or -					
Asocial Maladaptive Index						Externalized Maladaptive Index						General Maladaptive Index					

INDIVIDUAL PLAN RECOMMENDATIONS

Name _____

Grade/Program Placement _____

Teacher/Department _____

Service Goals

1. Individual Interests, Preferences, and Strengths

2. Service Needs and Agency Responsibilities

3. Recommended Services

■ Daily Living Skills: _____

■ Education/Employment: _____

■ Community/Leisure: _____

■ Health and Therapeutic: _____

■ Residential Living: _____

■ Further Evaluation: _____

■ Other: _____

Annual Goals/Objectives

■ **To improve independent motor skills**

Gross-Motor: _____

Fine-Motor: _____

Evaluation Criteria:

Staff Responsible:

Review Date: _____

■ **To improve independent social and communication skills**

Social Interaction: _____

Language Comprehension: _____

Language Expression: _____

Evaluation Criteria:

Staff Responsible:

Review Date: _____

■ **To improve independent personal living skills**

Eating: _____

Toileting: _____

Dressing: _____

Self-Care: _____

Domestic Skills: _____

Evaluation Criteria:

Staff Responsible:

Review Date: _____

■ **To improve independent community living skills**

Time/Punctuality: _____

Money/Value: _____

Work Skills: _____

Home/Community: _____

Evaluation Criteria:

Staff Responsible:

Review Date: _____

■ **To decrease problem behaviors**

Evaluation Criteria:

Staff Responsible:

Review Date: _____

TEST SCORING TABLES

For each test, encircle the entire row (Raw Score, W, and Age Equivalent).

A. Gross Motor			B. Fine Motor			C. Social Interaction			D. Language Comprehension			E. Language Expression			F. Eating & Meal Preparation		
Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE
0	376	<0.4	0	355	<0.3	0	392	<0.4	0	402	<0.6	0	368	<0.6	0	366	<0.4
1	384	0.4	1	365	0.3	1	402	<0.4	1	411	<0.6	1	376	<0.6	1	375	0.4
2	390	0.5	2	372	0.5	2	410	0.4	2	419	<0.6	2	382	<0.6	2	382	0.5
3	393	0.6	3	377	0.5	3	419	0.5	3	425	0.6	3	387	<0.6	3	388	0.6
4	397	0.6	4	382	0.6	4	425	0.7	4	431	0.9	4	392	<0.6	4	394	0.7
5	400	0.7	5	388	0.7	5	430	0.8	5	435	0.11	5	396	0.6	5	402	0.8
6	403	0.7	6	394	0.9	6	433	0.9	6	439	1.1	6	401	0.9	6	413	0.11
7	406	0.8	7	400	0.10	7	436	0.10	7	442	1.3	7	405	0.11	7	422	1.1
8	410	0.8	8	405	0.11	8	439	0.11	8	446	1.5	8	408	1.0	8	427	1.2
9	414	0.9	9	410	1.1	9	442	1.0	9	449	1.7	9	411	1.2	9	431	1.4
10	418	0.10	10	414	1.2	10	446	1.1	10	452	1.10	10	413	1.3	10	434	1.5
11	422	0.11	11	418	1.4	11	450	1.3	11	455	2.0	11	414	1.3	11	437	1.6
12	425	0.11	12	421	1.5	12	454	1.4	12	458	2.4	12	416	1.4	12	440	1.8
13	429	1.0	13	424	1.6	13	457	1.6	13	460	2.7	13	418	1.5	13	443	1.10
14	433	1.1	14	427	1.8	14	460	1.8	14	463	3.0	14	419	1.5	14	445	1.11
15	438	1.3	15	429	1.9	15	463	1.10	15	465	3.4	15	421	1.6	15	447	2.1
16	443	1.5	16	432	1.11	16	465	1.11	16	467	3.7	16	423	1.7	16	449	2.3
17	447	1.6	17	434	2.1	17	467	2.1	17	469	3.10	17	424	1.8	17	451	2.5
18	450	1.8	18	437	2.3	18	468	2.2	18	471	4.2	18	426	1.9	18	453	2.8
19	452	1.9	19	439	2.4	19	470	2.4	19	473	4.7	19	428	1.9	19	455	2.11
20	454	1.10	20	442	2.7	20	471	2.5	20	474	4.9	20	430	1.10	20	457	3.2
21	456	1.11	21	445	2.10	21	472	2.6	21	476	5.3	21	433	2.0	21	459	3.5
22	458	2.1	22	448	3.0	22	473	2.8	22	478	5.8	22	435	2.1	22	461	3.8
23	460	2.3	23	450	3.2	23	474	2.10	23	479	5.11	23	438	2.2	23	464	4.2
24	462	2.5	24	453	3.4	24	475	3.0	24	481	6.3	24	441	2.4	24	466	4.7
25	464	2.7	25	455	3.6	25	476	3.2	25	482	6.6	25	445	2.6	25	468	5.2
26	466	2.10	26	457	3.8	26	477	3.5	26	484	6.10	26	448	2.8	26	471	6.0
27	468	3.1	27	459	3.10	27	478	3.8	27	485	7.0	27	452	3.0	27	473	6.5
28	470	3.5	28	460	3.10	28	479	4.0	28	486	7.3	28	455	3.2	28	476	7.0
29	472	3.9	29	462	4.0	29	480	4.4	29	488	7.8	29	460	3.9	29	478	7.5
30	473	4.0	30	463	4.1	30	481	4.9	30	489	7.10	30	465	4.7	30	480	7.10
31	475	4.5	31	465	4.3	31	482	5.1	31	490	8.1	31	471	5.3	31	482	8.2
32	476	4.8	32	467	4.5	32	483	5.5	32	491	8.3	32	476	5.8	32	484	8.6
33	478	5.2	33	468	4.6	33	484	5.9	33	492	8.6	33	484	6.5	33	486	8.10
34	479	5.5	34	470	4.8	34	485	6.0	34	493	8.8	34	490	8.7	34	488	9.1
35	480	5.8	35	472	4.11	35	486	6.3	35	494	8.11	35	494	9.9	35	490	9.4
36	481	5.10	36	474	5.2	36	487	6.6	36	495	9.2	36	501	11.0	36	491	9.6
37	482	6.1	37	476	5.5	37	488	6.10	37	496	9.5	37	504	11.7	37	493	9.9
38	483	6.3	38	478	5.9	38	489	7.1	38	497	9.9	38	506	12.0	38	494	9.11
39	485	6.7	39	480	6.0	39	490	7.5	39	498	10.1	39	508	12.6	39	496	10.2
40	486	6.9	40	482	6.4	40	492	8.0	40	499	10.5	40	511	13.3	40	498	10.6
41	487	7.0	41	484	6.9	41	493	8.4	41	500	10.9	41	512	13.6	41	499	10.8
42	488	7.2	42	486	7.3	42	495	8.11	42	501	11.1	42	513	13.9	42	501	11.1
43	489	7.5	43	488	7.10	43	496	9.3	43	502	11.4	43	514	14.0	43	502	11.3
44	491	7.11	44	490	8.4	44	498	10.1	44	503	11.8	44	515	14.3	44	504	11.8
45	492	8.2	45	492	8.10	45	500	11.0	45	505	12.3	45	517	14.10	45	506	12.0
46	493	8.5	46	493	9.2	46	501	11.4	46	506	12.8	46	519	15.6	46	509	12.8
47	494	8.8	47	495	9.8	47	503	12.1	47	507	13.0	47	520	15.11	47	511	13.0
48	496	9.3	48	497	10.3	48	505	12.10	48	511	14.4	48	522	17.2	48	513	13.5
49	497	9.7	49	499	10.10	49	507	13.6	49	513	15.0	49	524	18.10	49	515	13.10
50	499	10.4	50	501	11.4	50	510	14.6	50	516	16.1	50	526	21	50	517	14.4
51	501	11.1	51	503	11.10	51	513	15.10	51	520	18.6	51	528	23	51	519	14.10
52	502	11.6	52	506	12.6	52	517	18.11	52	526	26	52	530	25	52	522	16.2
53	504	12.2	53	509	13.1	53	524	31	53	526	26	53	534	31	53	525	17.10
54	507	13.4	54	512	13.8	54	535	80+	54	537	42.9	54	540	39.64	54	530	21
55	510	15.955	55	516	14.6							55	549	39.93	55	537	26
56	515	15.986	56	523	16.10							60	551		56	549	42.73
57	526	15.999	57	534	34.95												

G. Toileting

Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE
0	405	<0.10	6	436	1.9	16	452	2.5	26	462	2.10	36	475	3.8
1	414	<0.10	7	439	1.11	17	453	2.6	27	464	2.11	37	476	3.9
2	421	0.10	8	441	2.0	18	454	2.6	28	465	3.0	38	477	3.10
3	425	1.2	9	443	2.1	19	455	2.7	29	466	3.1	39	479	4.2
4	430	1.6	10	444	2.1	20	456	2.7	30	467	3.1	40	481	4.9
5	433	1.8	11	446	2.2	21	457	2.8	31	468	3.2	41	482	5.3
			12	447	2.3	22	458	2.8	32	469	3.3	42	484	6.1
			13	448	2.3	23	459	2.9	33	471	3.4	43	486	6.7
			14	450	2.4	24	460	2.9	34	472	3.5	44	488	7.0
			15	451	2.5	25	461	2.10	35	473	3.6	45	490	7.5

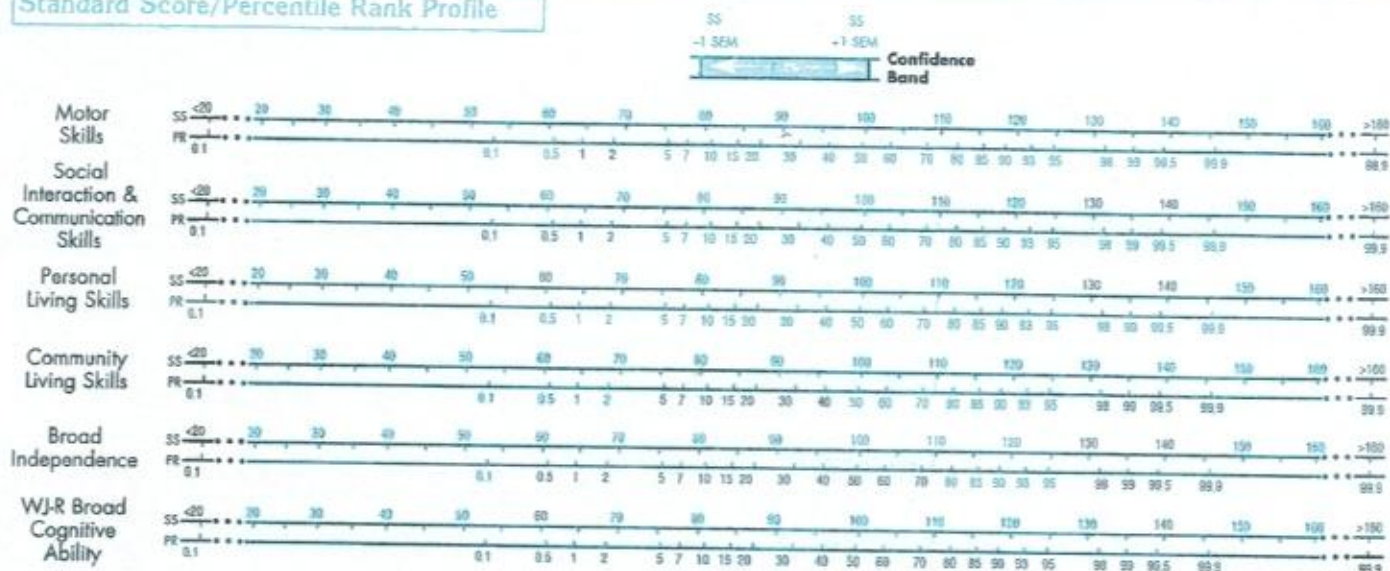
TEST SCORING TABLES

H. Dressing			I. Personal Self-Care			J. Domestic Skills			K. Time & Punctuality			L. Money & Value			M. Work Skills		
Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE
0	381	<0.8	0	420	<0.9	0	452	<1.8	0	398	<2.4	0	433	<1.10	0	432	<1.0
1	390	0.8	1	429	0.9	1	462	1.8	1	408	2.4	1	441	1.10	1	441	1.0
2	397	0.10	2	434	0.11	2	468	2.2	2	414	2.10	2	447	2.4	2	447	1.3
3	401	0.11	3	438	1.1	3	472	2.7	3	420	3.2	3	451	2.8	3	452	1.6
4	406	1.1	4	441	1.3	4	475	3.0	4	425	3.6	4	454	2.11	4	456	1.9
5	412	1.3	5	444	1.4	5	477	3.3	5	429	3.8	5	458	3.4	5	460	2.0
6	419	1.6	6	447	1.6	6	479	3.8	6	434	4.0	6	460	3.7	6	463	2.3
7	425	1.8	7	449	1.7	7	481	4.0	7	438	4.2	7	463	4.0	7	466	2.6
8	429	1.10	8	452	1.9	8	482	4.3	8	442	4.5	8	465	4.4	8	468	2.9
9	433	2.0	9	454	1.11	9	484	4.9	9	445	4.8	9	467	4.8	9	471	3.2
10	436	2.1	10	457	2.2	10	485	5.0	10	449	4.11	10	469	5.2	10	473	3.7
11	439	2.3	11	459	2.5	11	486	5.4	11	453	5.2	11	471	5.6	11	475	4.0
12	441	2.4	12	461	2.7	12	487	5.10	12	457	5.6	12	473	5.10	12	477	4.7
13	443	2.6	13	464	3.0	13	489	6.10	13	460	5.8	13	475	6.1	13	479	5.2
14	445	2.7	14	466	3.4	14	490	7.3	14	463	5.11	14	477	6.4	14	481	5.6
15	447	2.8	15	467	3.5	15	491	7.8	15	465	6.1	15	480	6.8	15	483	5.11
16	449	2.9	16	469	3.8	16	492	8.2	16	467	6.2	16	482	7.0	16	484	6.1
17	451	2.11	17	471	4.0	17	493	8.6	17	468	6.3	17	485	7.7	17	486	6.5
18	453	3.0	18	473	4.4	18	494	8.10	18	470	6.5	18	487	8.0	18	487	6.7
19	455	3.2	19	474	4.6	19	495	9.2	19	471	6.6	19	490	8.6	19	488	6.9
20	456	3.3	20	476	5.0	20	496	9.6	20	472	6.7	20	492	8.9	20	489	6.11
21	458	3.4	21	477	5.3	21	497	10.0	21	473	6.8	21	494	9.1	21	490	7.2
22	459	3.5	22	479	5.10	22	498	10.5	22	474	6.9	22	496	9.6	22	491	7.4
23	461	3.7	23	480	6.2	23	498	10.5	23	475	6.10	23	498	9.11	23	492	7.7
24	462	3.8	24	482	6.9	24	499	10.10	24	476	6.11	24	499	10.3	24	493	7.10
25	464	3.10	25	483	7.1	25	500	11.3	25	477	7.0	25	501	11.0	25	494	8.2
26	465	3.11	26	484	7.4	26	501	11.7	26	478	7.1	26	503	11.8	26	495	8.5
27	467	4.1	27	486	7.10	27	502	11.11	27	479	7.2	27	504	12.0	27	496	8.9
28	468	4.2	28	487	8.1	28	503	12.3	28	480	7.3	28	506	12.7	28	497	9.1
29	469	4.3	29	489	8.6	29	504	12.7	29	481	7.4	29	507	12.10	29	497	9.1
30	471	4.6	30	490	8.8	30	505	12.10	30	482	7.6	30	508	13.1	30	498	9.6
31	472	4.7	31	492	9.2	31	506	13.1	31	483	7.7	31	510	13.7	31	499	9.11
32	474	4.10	32	494	9.7	32	507	13.4	32	484	7.9	32	511	13.9	32	500	10.5
33	476	5.0	33	496	10.2	33	508	13.7	33	485	7.10	33	512	14.0	33	500	10.6
34	477	5.2	34	498	10.10	34	509	13.10	34	486	7.11	34	513	14.2	34	501	10.10
35	479	5.5	35	500	11.4	35	510	14.1	35	487	8.1	35	514	14.5	35	502	11.4
36	481	5.8	36	503	12.2	36	511	14.4	36	487	8.1	36	515	14.8	36	503	11.8
37	483	5.11	37	505	12.7	37	512	14.7	37	488	8.2	37	516	14.10	37	503	11.8
38	486	6.6	38	508	13.3	38	513	14.10	38	489	8.4	38	517	15.1	38	504	12.0
39	488	7.2	39	510	13.8	39	514	15.2	39	490	8.6	39	518	15.4	39	505	12.4
40	491	8.4	40	513	14.2	40	515	15.6	40	491	8.7	40	519	15.7	40	506	12.8
41	495	9.7	41	515	14.7	41	517	16.2	41	492	8.9	41	520	15.10	41	507	13.0
42	499	10.9	42	517	15.1	42	518	16.7	42	493	8.11	42	521	16.2	42	507	13.0
43	503	11.8	43	519	15.2	43	519	17.0	43	495	9.4	43	522	16.6	43	508	13.3
44	506	12.4	44	522	16.8	44	520	17.4	44	496	9.6	44	523	17.0	44	509	13.6
45	510	13.2	45	526	18.11	45	522	18.2	45	497	9.9	45	524	17.5	45	510	13.9
46	513	13.9	46	530	21	46	523	18.6	46	498	10.0	46	525	17.11	46	511	14.0
47	516	14.5	47	536	25	47	525	19	47	499	10.4	47	526	18.6	47	512	14.3
48	519	15.2	48	547	42.57	48	527	20	48	500	10.8	48	527	18.11	48	513	14.6
49	521	15.8	49	549	42.93	49	529	21	49	502	11.3	49	528	19	49	514	14.8
50	524	16.7	50	552	52.82	50	532	22	50	503	11.7	50	529	20	50	515	14.11
51	528	18.8	51	558	52.82	51	535	24	51	505	12.3	51	530	21	51	516	15.2
52	533	22				52	539	27	52	507	12.10	52	531	21	52	517	15.4
53	540	28				53	546	34	53	509	13.6	53	532	23	53	518	15.7
54	552	53.88				54	558	52.82	54	512	14.6	54	533	25	54	520	16.2
									55	515	15.7	55	535	25	55	522	17.1
									56	522	16	56	537	27	56	524	18.5
									57	533	19.15	57	541	33	57	527	21
												58	547	51	58	531	27
												59	558	80+	59	537	42.58
												60			60	549	42.93

N. Home/Community Orientation																	
Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE	Raw Score	W	AE
0	416	<0.9	6	444	2.1	16	481	6.7	26	501	10.10	36	513	14.1	46	523	18.4
1	423	0.9	7	448	2.6	17	484	7.0	27	502	11.1	37	514	14.5	47	525	19
2	428	1.0	8	452	3.0	18	486	7.4	28	503	11.5	38	515	14.9	48	526	19
3	432	1.2	9	456	3.6	19	489	7.10	29	504	11.8	39	516	15.1	49	527	20
4	436	1.5	10	459	3.11	20	491	8.3	30	506	12.2	40	517	15.5	50	529	21
5	440	1.9	11	463	4.6	21	493	8.8	31	507	12.5	41	518	15.10	51	531	22
			12	468	5.3	22	494	8.11	32	508	12.9	42	519	16.4	52	535	24
			13	472	5.8	23	496	9.5	33	509	13.0	43	520	16.10	53	540	27
			14	475	6.0	24	498	9.11	34	510	13.3	44	521	17.4	54	551	41.59
			15	478	6.3	25	499	10.3	35	512	13.10	45	522	17.10			

PROFILES

Standard Score/Percentile Rank Profile



Maladaptive Behavior Indexes Profile

(Plot indexes from pp. 20-21)

Instructions

- Record scores for each of the Maladaptive Behavior Indexes from pp. 20-21 in column a. Record the "+" or "-" as appropriate.
- Subtract the SEM in column b from each score in column a, and record this difference in column c.
- Add the SEM in column b to each score in column a, and record the sum in column d.
- Draw a bar in the plot below from the -1SEM value (c) to the +1SEM value (d) for each index.
- Draw a vertical line through the profile at the point corresponding to the GMI score in column a.

	(a)	(b)	a-b=(c)	a+b=(d)
	INDEX	SEM	INDEX -1 SEM	INDEX +1 SEM
Internalized (IMI)	_____	3	_____ to _____	_____ to _____
Asocial (AMI)	_____	4	_____ to _____	_____ to _____
Externalized (EMI)	_____	3	_____ to _____	_____ to _____
General (GMI)	_____	2	_____ to _____	_____ to _____

	Very Serious (-41 and below)	Serious (-40 to -31)	Moderately Serious (-30 to -21)	Marginally Serious (-20 to -11)	Normal (-10 and above)	
Internalized (IMI)	-70 -65 -60 -55 -50 -45 -40 -35	-30 -25 -20 -15 -10 -5 0 +5 +10	(IMI)			
Asocial (AMI)	-70 -65 -60 -55 -50 -45 -40 -35	-30 -25 -20 -15 -10 -5 0 +5 +10	(AMI)			
Externalized (EMI)	-70 -65 -60 -55 -50 -45 -40 -35	-30 -25 -20 -15 -10 -5 0 +5 +10	(EMI)			
General (GMI)	-70 -65 -60 -55 -50 -45 -40 -35	-30 -25 -20 -15 -10 -5 0 +5 +10	(GMI)			

Support Score

Instructions

- Record the Broad Independence W Score here: _____
- Record the General Maladaptive Index (pg. 21) here: _____
- Utilizing these two numbers, obtain the corresponding Support Score from Table I and record it here: _____
- Using the table at the right, locate this individual's Support Level and record it here: _____

Support Score	Support Level
1-24	Pervasive
25-39	Extensive
40-54	Frequent
55-69	Limited
70-84	Intermittent
85-100	Infrequent or None

Do these SIB-R results provide a fair representation of this individual's present functioning? Yes _____ No _____

If not, what is the reason for questioning the results? _____