

Self-sufficiency Rubrics

| Section A: | | | | | | |
|--|--|---|---|---|--|---|
| | Rating 0 | Rating 1 | Rating 2 | Rating 3 | Rating 4 | Rating 5 |
| Finds Place | Locates and goes where he/she is supposed to independently or Does Not Apply | May require occasional verbal cues or reminders to locate and go where he/she is supposed to go. | Needs regular verbal reminders, cues or gestures to find his/her place. | Needs regular verbal and physical cues or gestures to find his/her place. | Requires some physical assistance in addition to cues to locate where he/she is supposed to be. * See note. | Cannot locate where he/she is supposed to be without consistent help from staff, both verbal and physical. * See note. |
| Maintains Place | Is independent in remaining where he/she is supposed to be and stays there without exiting the setting or school without permission or Does Not Apply. | May require occasional verbal cues or reminders to stay where he/she is supposed to be without exiting the setting or school without permission. May require occasional sensory breaks. | Leaves place where he/she is expected to be, but does not leave room. Needs regular verbal reminders, cues or gestures to stay in place. May require scheduled and some unscheduled sensory breaks. | Leaves place where he/she is expected to be, but does not leave room. Needs regular verbal and physical cues or gestures to stay in place. May attempt to exit the room without permission. May require scheduled and unscheduled sensory breaks. | Frequently requires some physical assistance, in addition to cueing, to stay in place. Requires frequent redirection. May attempt to exit the room without physical intervention. May require scheduled and unscheduled sensory breaks. * See note. | Will exit room/building if not closely supervised. May require scheduled and unscheduled sensory breaks. * See note. |
| Manages Belongings/ Materials | Keeps belongings in appropriate place independently or Does Not Apply | May require occasional verbal cues or reminders to keep belongings in appropriate place. | Needs regular verbal reminders, cues or gestures to keep belongings in their proper place, in an orderly fashion. | Needs regular verbal and physical cues or gestures to keep belongings in their proper place, in an orderly fashion. | Frequently requires some physical assistance, in addition to cueing, to keep belongings in appropriate place. | Consistently does not keep belongings in appropriate place or is totally dependent on others to do so. |
| Follows Directions | Understands instruction and follows directions independently or Does Not Apply | May require occasional verbal cues or reminders to follow directions. | Needs regular verbal reminders, cues or gestures to follow directions. | Needs regular verbal and physical cues or gestures to follow directions. | Frequently requires some physical assistance, in addition to cueing, to follow directions. * See note. | Consistently is not able to or refuses to follow directions. * See note. |
| Follows Classroom/ School Rules | Follows the stated rules independently or Does Not Apply | May require occasional verbal cues or reminders to follow the stated rules. | Needs regular verbal reminders, cues or gestures to follow the rules. | Needs regular verbal and physical cues or gestures to follow the rules. | Frequently requires some physical assistance, in addition to cueing to follow rules. * See note. | Consistently does not follow the rules and/or appears to be oblivious to them. * See note. |

**** Moving or physically assisting a child constitutes a conditional behavior intervention if student resists physical assistance or physical redirection. This would require a conditional behavior plan!**

| Section B page 1: | | | | | | |
|-------------------------------------|--|---|---|---|---|---|
| | Rating 0 | Rating 1 | Rating 2 | Rating 3 | Rating 4 | Rating 5 |
| Appropriate Behavior | Maintains appropriate behavior independently or Does Not Apply | Follows adult directions with occasional verbal cues or gestures. | Follows adult directions with regular verbal cues or gestures. | Requires verbal and physical cues to follow adult directions. | Requires some physical assistance in addition to verbal and physical prompts to follow adult directions. A functional behavior assessment has been completed and behavior plan is being followed. ** See Note. | Totally dependent upon staff to maintain appropriate behavior. A functional behavior assessment has been completed and behavior plan is being followed. ** See Note. |
| Attends to Instruction | Pays attention to staff instruction independently and is typically on task during instruction or Does Not Apply. | Pays attention to staff instruction and is usually on task during instruction with occasional verbal cues or gestures. | Needs regular verbal reminders, redirection or gestures to attend during instruction. | Needs physical cues in addition to regular verbal reminders, redirection or gestures to attend during instruction. | Seldom on task or paying attention to instructions. Requires some physical assistance in addition to verbal and physical cues. reminders or redirection. May require small group or individual instruction | Totally dependent upon staff. Needs instruction broken down or simplified. Needs staff in close proximity. Will require small group or individual instruction. |
| Responds/ Follows Directions | Follows direction independently or Does Not Apply. | Follows direction with occasional verbal cues or gestures. | May need directions explained further. May require modeling. Needs additional prompts. | Needs physical cues in addition to directions explained further. May require modeling. | Requires some physical assistance. Will need directions simplified or explained further. May require modeling before starting task and may need steps broken down. | Does not understand verbal directions. Needs staff to demonstrate task and break directions down. Needs staff in close proximity. Totally dependent upon staff. |
| Engages in Assigned Task | Remains on task during the majority of task independently or Does Not Apply. | Remains on task during the majority of task. May need occasional redirection. Participates to the best of their ability at their instructional level. | Needs redirection or reminders to remain on task during the majority of task. Usually participates to the best of their ability at their instructional level. | Needs physical cues in addition to redirection or reminders to remain on task during the majority of task. Needs assistance to participate at instructional level. May exhibit some work refusal. | Requires some physical assistance in addition to cues and frequent redirection to remain on task. May exhibit frequent work refusal. | Totally dependent upon staff to engage in task. |

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Self-sufficiency Rubrics

| Section B page 2 | | | | | | |
|--------------------------------------|---|---|---|---|---|---|
| | Rating 0 | Rating 1 | Rating 2 | Rating 3 | Rating 4 | Rating 5 |
| Understanding of Curriculum | Typically able to function within the regular curriculum in this subject area or Does Not Apply. | Typically able to function within the regular curriculum in this subject area. May need accommodations to curriculum. | Able to function within the regular curriculum in this subject area with accommodations and occasional modifications. Requires verbal and physical cuing. | Requires modifications to curriculum in this subject area to be successful. May require physical assistance in addition to cueing. | Requires modifications to curriculum in this subject area to be successful. Curriculum is significantly different than peers. | Requires a different curriculum in this subject area to be successful. Curriculum is significantly different. |
| Terminates Task Appropriately | Handles change and redirection independently. | Handles change and redirection with minimal cues. | Needs reminders that task is complete or that it is time to transition. May require visual cues to successfully transition (schedule, timer, etc.). | Needs reminder and may require physical cues that task is complete or that it is time to transition. May require visual cues to successfully transition (schedule, timer, etc.). May occasionally resist transition. | Requires close supervision and physical assistance in addition to verbal and visual cues (schedule, timer, etc.) for transitions. *See Note. | Totally dependent upon staff to transition. *See Note. |
| Manages Materials | Manages belongings independently or Does Not Apply | May require occasional verbal cues or reminders to manage materials in appropriate place. | Needs regular verbal reminders, cues or gestures to manage materials in their proper place, in an orderly fashion. | Needs regular verbal and physical cues or gestures to manage materials in their proper place, in an orderly fashion. | Frequently requires some physical assistance, in addition to cuing, to manage materials. | Consistently does not manage materials or totally dependent on others to manage materials. |
| Maintains Place | Is where he/she is supposed to be and stays there without exiting the setting or school without permission independently or Does Not Apply. | May require occasional verbal cues or reminders to stay where he/she is supposed to be without exiting the setting or school without permission. May require occasional sensory breaks. | Leaves place where he/she is expected to be, but does not leave room. Needs regular verbal reminders, cues or gestures to stay in place. May require scheduled and some unscheduled sensory breaks. | Leaves place where he/she is expected to be, but does not leave room. Needs regular verbal and physical cues or gestures to stay in place. May attempt to exit the room without permission. May require scheduled and unscheduled sensory breaks. | Frequently requires some physical assistance, in addition to cueing, to stay in place. Requires frequent redirection. May attempt to exit the room without physical intervention. May require scheduled and unscheduled sensory breaks. * See note. | Will exit room/building if not closely supervised. May require scheduled and unscheduled sensory breaks. * See note. |

**** Moving or physically assisting a child constitutes a conditional behavior intervention if student resists physical assistance or physical redirection. This would require a conditional behavior plan!**

Self-sufficiency Rubrics

| Section C- Part 1 | | | | | | |
|--|----------------|--|--|--|--|--|
| | Rating 0 | Rating 1 | Rating 2 | Rating 3 | Rating 4 | Rating 5 |
| Uses Schedule/ Words | Does Not Apply | May require occasional verbal cues or reminders to use the schedule. Schedule seldom changes. | Requires verbal cues or reminders to use the schedule- or Schedule changes about one time per week. | Requires verbal cues or reminders to use the schedule or schedule changes more than weekly. | Requires physical assistance in addition to reminders to use the schedule or schedule changes daily. | Requires physical assistance in addition to reminders to use the schedule or schedule changes throughout the day. |
| Uses Schedule/ Pictures | Does Not Apply | May require occasional verbal cues or reminders to use the schedule. Schedule seldom changes. | Requires verbal cues or reminders to use the schedule- or Schedule changes about one time per week. | Requires verbal cues or reminders to use the schedule or schedule changes more than weekly. | Requires physical assistance in addition to reminders to use the schedule or schedule changes daily. | Requires physical assistance in addition to reminders to use the schedule or schedule changes throughout the day. |
| Augmentative System (Paper or electronic) | Does Not Apply | May require occasional verbal cues or reminders to use system. System seldom changes. | Requires verbal cues or reminders to use the system or system requires changes about one time per week. | Requires verbal cues or reminders to use the system or system requires changes more than weekly. | Requires physical assistance in addition to reminders to use the system or system changes daily. | Requires physical assistance in addition to reminders to use the system or system changes throughout the day. |
| Self-Injurious Behaviors | Does Not Apply | Occasionally presents very minor self-injurious behavior that can be easily redirected. | Occasionally presents minor self-injurious behavior that can be redirected or ceases with verbal cues. | Presents self-injurious behavior on a daily basis. Student can be redirected or behavior ceases with verbal cues. Or, behavior does not happen regularly- but causes more significant injuries. Student should be on BIP. | Presents self-injurious behavior on a daily basis. Staff must intervene physically to stop the behavior. ** Would likely need a conditional plan. Would definitely be on a BIP. | Presents self-injurious behavior multiple times a day. Staff must intervene physically to stop the behavior. ** Would likely need a conditional plan. Would definitely be on a BIP. |
| Behavior Injures Others | Does Not Apply | Occasionally presents very minor injurious behavior, like lightly pushing, that can be easily redirected. | Occasionally presents minor injurious behaviors like hitting or pushing with force, that can be redirected or ceases with verbal cues. | Presents injurious behavior on a daily basis. Student can be redirected or behavior ceases with verbal cues. Or, behavior does not happen regularly- but causes more significant injuries. Student should be on BIP. | Presents injurious behavior on a daily basis. Staff must intervene physically to stop the behavior. ** Would likely need a conditional plan. Would definitely be on a BIP. | Presents injurious behavior multiple times a day. Staff must intervene physically to stop the behavior. ** Would likely need a conditional plan. Would definitely be on a BIP. |
| Behavior Damages Property | Does Not Apply | Occasionally presents minor property destruction behavior like tearing up paper, throwing pencils, etc. that can be easily redirected. | Occasionally presents minor property destruction behaviors like tearing things off wall, throwing small items at others, etc. that can be redirected or ceases with verbal cues. | Presents property destruction behavior on a daily basis. Student can be redirected or behavior ceases with verbal cues. Or, behavior does not happen regularly- but causes more significant damage. Student should be on BIP. | Presents property destruction behavior on a daily basis. Staff must intervene physically to stop the behavior. ** Would likely need a conditional plan. Would definitely be on a BIP. | Presents property destruction behavior multiple times a day. Staff must intervene physically to stop the behavior.** Would likely need a conditional plan. Would definitely be on a BIP. |

Self-sufficiency Rubrics

| Section C- Part 2 | | | | | | |
|---|---|--|--|--|--|---|
| | Rating 0 | Rating 1 | Rating 2 | Rating 3 | Rating 4 | Rating 5 |
| Socially Offensive Behaviors | Does Not Apply | Occasionally presents very minor offensive behaviors (spitting- not directed at others) that can be easily redirected. | Occasionally presents minor offensive behaviors (spitting towards others) that can be redirected or ceases with verbal cues. | Presents offensive behaviors on a daily basis. Student can be redirected or behavior ceases with verbal cues. Or, behavior does not happen regularly- but is more significantly offensive (spitting on others). Student should be on BIP. | Presents offensive behavior on a daily basis. Behaviors may be very offensive (urinating in public, spreading feces, etc.) Staff must intervene physically to stop the behavior. ** Would likely need a conditional plan. Would definitely be on a BIP. | Presents self-injurious behavior multiple times a day. Behaviors may be very offensive (urinating in public, spreading feces, etc.) Staff must intervene physically to stop the behavior. ** Would likely need a conditional plan. Would definitely be on a BIP. |
| Requires Assistance with Feeding/ Eating | Handles lunch/snack independently or Does Not Apply | May require occasional verbal cues or reminders during lunch/snacks. | Needs regular verbal reminders, cues or gestures during lunch/snacks. | Needs regular verbal and physical cues or gestures to during lunch/snacks. May need some physical assistance like carrying tray. | Requires some physical assistance, in addition to cuing, to during lunch/snacks. | Totally dependent upon staff during lunch/snacks. |
| Requires Assistance with Toileting | Independent or Does Not Apply | May require occasional verbal cues or reminders with bathrooming. | Needs regular verbal reminders, cues or gestures with bathrooming OR has occasional accidents. | Needs regular verbal and physical cues or gestures for bathrooming OR is on a bathroom schedule OR has accidents at least weekly. | Totally dependent upon one staff for toileting or changing frequently. | Totally dependent upon <u>more than one</u> staff for toileting or changing frequently. |
| Requires Assistance with Dressing | Independent or Does Not Apply | Needs occasional help zipping, buttoning, etc. | Needs daily help zipping, buttoning, etc. | Needs help several times a day with zipping, buttoning, etc. | Does not apply | Totally dependent upon staff for all dressing needs. |
| Requires Assistance with Grooming | Independent or Does Not Apply | Needs verbal cues to blow nose, wash hands, wipe face, etc. | Needs occasional assistance to blow nose, wash hands, wipe face, etc. | Needs daily assistance to blow nose, wash hands, wipe face, etc. | Does not apply | Totally dependent upon staff for all grooming needs. |
| Requires Assistance with Mobility | Independent or Does Not Apply | Uses assistive equipment independently (wheelchair, walker, etc.). | Needs occasional (weekly) assistance with the use of assistive equipment independently (wheelchair, walker, etc.). | Needs daily assistance with the use of assistive equipment independently (wheelchair, walker, etc.). | Needs to be accompanied by an adult when transitioning within or out of classroom OR needs to be moved to standers or other devices within the day. | Needs to be accompanied by more than one adult when transitioning within or out of classroom OR needs assistance from more than one staff to be repositioned. |

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Comment Section:

There is no need to make comments on each student. Please do make a comment if the student is on a behavior plan, has an evacuation plan, has a health plan or significant issues.