

Following Verbal Directions

Name _____ Date Set _____ Met _____

Above, enter date the goal is set and met. Below right, enter date each objective is met or NA. On blanks to the left, mark "X" to indicate an important skill. Then circle "X" when mastered.

Before beginning a rubric, consider:

- Environment (positioning, adaptations, assistive technology).
- Opportunity for student to communicate needs/wants.
- Levels of required support (prompts and assistance).

_____ **Date Met** **NA**

Listens to directions well.

- ___ Makes eye contact.
- ___ Stops doing anything else.
- ___ Watches examples carefully.
- ___ Shows clarity or confusion with gestures, words, and/or pictures.

Proceeds to do what is directed.

- ___ Nods or says "okay" or "yes."
- ___ Finds things needed to complete directions.
- ___ Proceeds or begins immediately.
- ___ Maintains behavior when carrying out directions.

Continues working until task is completed.

- ___ Makes up his/her mind to continue working.
- ___ Continues working when he/she is frustrated.
 - recognizes when he/she is frustrated
 - finishes directions even though frustration is felt
- ___ Completes directions to own level.
- ___ Checks to see if expectations have been met.
- ___ Uses redirection to fix or revise task (directions).

Keeping and Following a Schedule

Name _____ Date Set _____ Met _____

Above, enter date the goal is set and met. Below right, enter date each objective is met or NA. On blanks to the left, mark "X" to indicate an important skill. Then circle "X" when mastered.

Before beginning a rubric, consider:

- Environment (positioning, adaptations, assistive technology).
- Opportunity for student to communicate needs/wants.
- Levels of required support (prompts and assistance).

Date Met NA

Organizes a daily schedule.

- Knows the location of schedule.
- Gives opinions concerning schedule.
- Assists in planning schedule.
- Assists in setting up the schedule for the day.
- Reviews and accepts the set schedule.
- Assists with returning schedule to storage location at the end of the day.

Uses a daily schedule.

- Recognizes it is time to use or begin a schedule.
- Follows the sequence of activities on schedule.
- Communicates or indicates completion of each activity.
- Communicates or indicates unfinished activities when time is done.
- Accepts unexpected changes in the schedule.

Uses multiple schedules across environments.

- Tolerates working with more than one schedule at a time.
- Follows sequence of activities of multiple schedules.
- Is able to move back and forth between schedules.

Advocating for Self

Name _____ Date Set _____ Met _____

Above, enter date the goal is set and met. Below right, enter date each objective is met or NA. On blanks to the left, mark "X" to indicate an important skill. Then circle "X" when mastered.

Before beginning a rubric, consider:

- Environment (positioning, adaptations, assistive technology).
- Opportunity for student to communicate needs/wants.
- Levels of required support (prompts and assistance).

Date Met NA

Has a sense of self.

- Responds to name.
- Identifies picture of self.
- Knows likes and dislikes.
- Communicates likes and dislikes.
- Sets and works towards goals.

Is in a motivating situation where likes are achieved.

- Enjoys day-to-day environment.
- Participates in motivating activities.
- Maintains motivating relationships.
- Expresses pleasure from achieving likes.

Makes changes when experiencing dislikes.

- Expresses dislikes clearly and properly.
- Communicates desired changes.

Uses supports.

- Asks for/seek help.
- Accepts assistance.
- Allow assistance to be faded.
