

AFLS: Classroom Mechanics

Task	Score	Task Objective	Criteria
CM 1	0 1 2 0 1 2 0 1 2 0 1 2	Learner will write and completely erase on a dry erase board.	2= writes and completely erases marks on a dry erase board 1= writes and completely erases a dry erase board with only verbal prompts
CM 2	0 1 2 0 1 2 0 1 2 0 1 2	Learner will use an eraser to remove writing from papers without damaging the document.	2= completely erases sentences without tearing paper 1= erases single words without tearing paper
CM 5	0 1 2 0 1 2 0 1 2 0 1 2	Learner will put on and take off headphones.	2= puts on and takes off headphones 1=takes off headphones, but puts on headphones with only verbal prompts
CM 8	0 1 2 0 1 2 0 1 2 0 1 2	Learner will neatly apply glue from a bottle to adhere objects to paper and to adhere pieces of paper together.	2= opens glue bottle and neatly applies glue to adhere objects to paper and to adhere pieces of paper together 1= requires only verbal prompts to neatly apply glue to adhere objects to paper or to adhere pieces of paper together
CM 9	0 1 2 0 1 2 0 1 2 0 1 2	Learner will neatly apply glue from a glue stick to adhere objects to paper and to adhere pieces of paper together.	2= opens glue bottle and neatly applies glue to adhere objects to paper and to adhere pieces of paper together 1= requires only verbal prompts to neatly apply glue to adhere objects to paper or to adhere pieces of paper together
CM □	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will cutout shapes and patterns staying on the outlines.	4= accurately cuts shapes and patterns staying on the outline 3= cuts out shapes and patterns staying within 1/4 inch of outlines 2= cuts straight lines staying within 1/4 inch of the line 1= snips paper with scissors
CM 14	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	When told what to highlight, learner will highlight relevant sections of text in books.	4= highlights specified words, phrases, and sentences specified by teacher 3= highlights specified words and phrases specified by teacher 2= highlights specified words and phrases with only verbal prompts 1= highlights specified words with only verbal prompts

AFLS: Meals at School

Task	Score	Task Objective	Criteria
MS 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will sit at a table for at least 20 minutes without getting out of seat or disrupting meal.	4= sits at table for at least 20 minutes without getting out of seat 3= sits at table for at least 10 minutes without getting out of seat 2= requires verbal prompts to sit at table for at least 20 min. without getting out of seat 1= requires verbal prompts to sit at table for at least 5 minutes without getting out of seat
MS 2	0 1 2 0 1 2 0 1 2 0 1 2	Learner will open food wrappers.	2= opens most wrapped food 1= opens wrapped foods with only verbal prompts
MS 6	0 1 2 0 1 2 0 1 2 0 1 2	Learner will open, close, and drink from a water bottle.	2= opens, closes, and drinks from water bottles 1= drinks from an opened water bottle
MS 9	0 1 2 0 1 2 0 1 2 0 1 2	Learner will scoop with a spoon both small food items and soft and sticky foods and deliver to mouth.	2= scoops small food items and soft and sticky foods and delivers to mouth 1=scoops soft and sticky foods and delivers to mouth, but has difficulty scooping and delivering small food items to mouth
MS 14	0 1 2 0 1 2 0 1 2 0 1 2	Learner will consistently take appropriately sized bites of food.	2= consistently takes appropriately sized bites of food 1= takes appropriately sized bites of food with only verbal prompts
MS 15	0 1 2 0 1 2 0 1 2 0 1 2	Learner will consistently eat at an appropriate pace, only put food in mouth after last bite has been swallowed and will finish eating a meal in a reasonable amount of time.	2= consistently eats at an appropriate pace, only puts food in mouth after last bite has been swallowed, but eats fast enough to finish a meal in a reasonable amount of time 1= eats at an appropriate pace with only verbal prompts
MS 16	0 1 2 0 1 2 0 1 2 0 1 2	Learner will consistently chew food with mouth closed.	2= consistently chews food with mouth closed 1= chews food with mouth closed with only verbal prompts
MS 18	0 1 2 0 1 2 0 1 2 0 1 2	Learner will wait to talk until mouth is free of food	2= only talks when mouth is free of food 1= talks when mouth is free of food with only verbal prompts
MS 19	0 1 2 0 1 2 0 1 2 0 1 2	Learner will sort recycling/composting and trash.	2= places recycling (and/or composting items) in separate containers from trash 1= sorts recycling (and/or composting items) from trash with only verbal prompts
MS 22	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will use and care for lunchbox including storing, opening, closing, dealing with leftovers, and discarding of trash.	2= stores, opens, closes, deals with leftovers, and trash after using a lunchbox 1= stores, opens, closes, deals with leftovers, and discards trash from lunchbox, but requires only verbal prompts to reseal or discard leftovers



AFLS: Common Knowledge

Name:

Date:

Task	Score	Task Objective	Criteria
KC 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Receptively identifies common classroom objects.	4= receptively identifies 20 common classroom items 3= receptively identifies 15 common classroom items 2=receptively identifies 10 common classroom items 1= receptively identifies 5 common classroom items
KC 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will label 20 common classroom items.	4= labels 20 common classroom item 3= labels 15 common classroom items 2=labels 10 common classroom items 1=labels 5 common classroom items
KC 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will state address, phone number, age, etc.	4= states first and last name, age, address, city, province, country, and phone number 3= states first and last names, age, and city of residence 2= states first name and age 1= states first name
KC 8	0 1 2 0 1 2 0 1 2 0 1 2	Learner will receptively identify at least 10 other students.	2= receptively identifies at least 10 other students 1= receptively identifies at least 5 other students
MS 9	0 1 2 0 1 2 0 1 2 0 1 2	Learner will state names of all peers in classroom.	2= states the names of at least 10 other students {tells their names when sees them), 1= states the names of at least 5 other students {tells their names when sees them)
KC 11	0 1 2 0 1 2 0 1 2 0 1 2	Learner will state the names of teacher and at least 5 additional school staff.	2= states the names of teacher and at least 5 additional school staff (says their name when sees them) 1= states the name of lead teacher (says name when sees them)
KC 14	0 1 2 0 1 2 0 1 2 0 1 2	Learner will follow directions to go to different parts of room for various types of instruction.	2= follows directions to go to at least 3 in-class areas 1= follows directions to go to at least 1 in-class area
KC 16	0 1 2 0 1 2 0 1 2 0 1 2	Learner will receptively identify at least 6 shapes.	2= labels at least 6 shapes 1= labels at least 3 shapes
KC 17	0 1 2 0 1 2 0 1 2 0 1 2	Expressively identifies shapes	2= labels at least 6 shapes 1= labels at least 3 shapes
KC 19	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will expressively label at least 6 colors.	4= labels at least 8 colors 3= at least 6 colors 2= at least 4 colors 1= labels at least 2 colors

Task	Score	Task Objective	Criteria
KC 21	0 1 2 0 1 2 0 1 2 0 1 2	Learner will follow directions involving at least 10 non-color adjectives (big, old, heavy, empty, smooth, flat).	2= follows directions involving any of at least 10 non-color adjectives 1= follows directions involving any of at least 5 non-color adjectives
KC 22	0 1 2 0 1 2 0 1 2 0 1 2	Learner will follow directions involving at least 6 prepositions (beside, behind, over, above).	2= follows directions involving any of at least 6 prepositions, 1= follows directions involving any of at least 3 prepositions
KC 23	0 1 2 0 1 2 0 1 2 0 1 2	Learner will state the time of day activities occur for at least 6 activities including at least 2 in the morning and 2 in the evening/night.	2= states the time of day activities occur for at least 6 activities including at least 2 in the morning and 2 in the evening/night 1= states the time of day activities occur for at least 2 activities including at least 1 in the morning and 1 in the evening/night
KC 25	0 1 2 0 1 2 0 1 2 0 1 2	States days of the week in order	2= states all days of the week in order 1= names 3 days of the week in any order
KC 26	0 1 2 0 1 2 0 1 2 0 1 2	Learner will state the current day of the week and identify the previous day and the day that will follow.	2= states current day of week and names the day that came before and after that day 1= states current day of week
KC 31	0 1 2 0 1 2 0 1 2 0 1 2	Learner will identify which days of the week are weekdays or weekend days.	2= states days that are considered "weekdays" and those that are "weekend days," 1= states days that learner goes to school and those that learner stays home
KC 32	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will identify basic information on a calendar.	4= describes the days of the week, days vs. dates, yesterday, today, tomorrow, next week 3= identifies today's date, yesterday, and tomorrow on calendar 2= identifies today's date on calendar 1= requires only verbal prompts to find today's date
KC 37	0 1 2 0 1 2 0 1 2 0 1 2	Learner will label at least 5 pictures of different weather conditions.	2= labels pictures of at least 4 different weather conditions 1= labels pictures of at least 2 weather conditions
KC 38	0 1 2 0 1 2 0 1 2 0 1 2	Learner will describe current weather.	2= accurately reports at least 2 current conditions 1= accurately reports at least 1 current condition
KC 39	0 1 2 0 1 2 0 1 2 0 1 2	Learner will state the seasons in order and state the current season	2= states the seasons in order and states the current season 1= states the names of 2 seasons
KC 40	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will state 4 different articles of clothing appropriate for 4 different weather conditions/ seasons.	4= states 3 different articles of clothing appropriate for 4 different weather conditions/seasons 3= states 2 different articles of clothing appropriate for 3 different weather conditions/seasons 2= states 2 different articles of clothing appropriate for 2 different weather conditions/seasons 1= states 1 article of clothing appropriate for 1 weather condition/season



📖 Functional Living Skills Programming

What are functional living skills?

- Are required by the individuals in their current environments and will require in future environments
- Are essential for individuals to function as independently as possible in the world
- Are programmed and taught with respect to the personal choice of the Individual
- Focus on the transfer and generalization of knowledge and skills to everyday life situations

Building student programming

For each chosen skill it is helpful to have...

- **Program Objective** - How will we teach the skill? (Materials, Instructions, Prompts, Mastery Criterion...)
- **Target List** - What exactly will we teach the student? (Various targets that make up the skill)
- **Data Sheets** - How will we know that the student has mastered the skill? (Measure student's progress)

Program Objective	Target List	Data Sheets																	
<p>Task Name: Writes name on work - <i>AFLS</i></p> <p>Objective: Learner will write first and last name on class work or assignments - <i>AFLS / IEP Objective</i></p> <p>Materials: writing utensil, class work, reinforcer</p> <p>Instructions: Short & simple (i.e., write your name here)</p> <p>Prompts: provided before they are given work. Reduce as skill is learned. (i.e., visual cue on desk or gestural point to page)</p> <p>Mastery: Writes first and last name neatly on the top of an assignment - <i>AFLS</i> (Consecutively over a specified number of days)</p>	<p>Includes various steps required in performing the task...</p> <ol style="list-style-type: none"> 1) Accepts class work 2) Picks up pencil 3) Writes first name 4) Writes last name 	<p>Can be modified to suit needs of student or team. For example, these targets can be incorporated into personalized schedule, if student has one.</p> <table border="1"> <thead> <tr> <th>Target</th> <th>Date:</th> <th>Date:</th> </tr> </thead> <tbody> <tr> <td rowspan="3">First name</td> <td>I</td> <td>I</td> </tr> <tr> <td>P</td> <td>P</td> </tr> <tr> <td>-</td> <td>-</td> </tr> <tr> <td rowspan="3">Last name</td> <td>I</td> <td>I</td> </tr> <tr> <td>P</td> <td>P</td> </tr> <tr> <td>-</td> <td>-</td> </tr> </tbody> </table> <p><i>I Independent P Prompted - Didn't do</i></p>	Target	Date:	Date:	First name	I	I	P	P	-	-	Last name	I	I	P	P	-	-
Target	Date:	Date:																	
First name	I	I																	
	P	P																	
	-	-																	
Last name	I	I																	
	P	P																	
	-	-																	

General Rules for Programming

- Work on a few skills to fluency at a time and add new skills/targets as the student master previous ones
- Skills will need to be practiced often to see progress
- Use the data to let you know when they are ready to move on
- Focus on maintenance (long-term retention) and generalization (various environments/situations) for each of the skills taught.



AFLS: Assessment of Functional Living Skills

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Purpose of AFLS

The AFLS system provides its users with the ability to create meaningful programs that guide any individual towards successful skills acquisition. While they are intended for individuals with diverse needs, these protocols can be effectively utilized with all populations, regardless of their personal situation. This screener tool can assess baselines while also guide the development of a student's IEP and programming.

Overview

- Assess functional, practical, and essential skills for an individual to achieve the highest level of independence
- Consists of a guide and six assessment protocols
- Each protocol can be a stand alone assessment
- Protocols can be mixed and matched to create an individualized assessment for a student
- All six can be combined to provide a comprehensive functional living skills assessment



AFLS: Assessment of Functional Living Skills

Name: _____

Date: _____

Procedures

- Scan & Score:** Review each skill, task by task. Circle the number that best represents the level of performance specified in the criteria.
 - Absolutely CAN do = highest possible score
 - Absolutely CAN'T do = lowest possible score
 - Level of performance is not known = leave section blank
 - Exact score is unknown = circle a range of scores
- Determine:** Precisely determine the learning abilities for the remainder of skills. This may involve observations and formal assessments.
 - Interview** staff and ask if student can perform skill
 - Observe** the student in the target context and see if they perform the skill
 - Set up **test trial(s)** with the student to directly assess the skill
- Review & Identify:** Review the repertoire and identify skills that could be assessed by observation with an "O" beside it and mark those that would need a formal assessment with an "A." Identify top three skills that relate to the top three stretches listed in the learner's profile. Determine two ways to assess each skill.
- Transfer Scores:** Take the scores from each protocol and record on the student's Skills Tracking System. Write down your name and date. Select a colour to represent an assessment period.
- Programming:** For each skill we are explicitly teaching, we will likely need a program objective (task name/objective, materials, instructions, prompts), target list, and some form of data collection. More details can be found on the back page.

Assessment of Functional Living Skills Tracking System

School Skills


AA 55	AA 54	AA 53	AA 52	AA 51	AA 50	AA 49	AA 48	AA 47	AA 46	AA 45	AA 44	AA 43	AA 42	AA 41	AA 40	AA 39	AA 38	AA 37	AA 36	AA 35	AA 34	AA 33	AA 32	AA 31	AA 30	AA 29	AA 28	AA 27	AA 26	AA 25	AA 24	AA 23	AA 22	AA 21	AA 20	AA 19	AA 18	AA 17	AA 16	AA 15	AA 14	AA 13	AA 12	AA 11	AA 10	AA 9	AA 8	AA 7	AA 6	AA 5	AA 4	AA 3	AA 2	AA 1
CA 51	CA 50	CA 49	CA 48	CA 47	CA 46	CA 45	CA 44	CA 43	CA 42	CA 41	CA 40	CA 39	CA 38	CA 37	CA 36	CA 35	CA 34	CA 33	CA 32	CA 31	CA 30	CA 29	CA 28	CA 27	CA 26	CA 25	CA 24	CA 23	CA 22	CA 21	CA 20	CA 19	CA 18	CA 17	CA 16	CA 15	CA 14	CA 13	CA 12	CA 11	CA 10	CA 9	CA 8	CA 7	CA 6	CA 5	CA 4	CA 3	CA 2	CA 1				
KC 51	KC 50	KC 49	KC 48	KC 47	KC 46	KC 45	KC 44	KC 43	KC 42	KC 41	KC 40	KC 39	KC 38	KC 37	KC 36	KC 35	KC 34	KC 33	KC 32	KC 31	KC 30	KC 29	KC 28	KC 27	KC 26	KC 25	KC 24	KC 23	KC 22	KC 21	KC 20	KC 19	KC 18	KC 17	KC 16	KC 15	KC 14	KC 13	KC 12	KC 11	KC 10	KC 9	KC 8	KC 7	KC 6	KC 5	KC 4	KC 3	KC 2	KC 1				
TN 38	TN 37	TN 36	TN 35	TN 34	TN 33	TN 32	TN 31	TN 30	TN 29	TN 28	TN 27	TN 26	TN 25	TN 24	TN 23	TN 22	TN 21	TN 20	TN 19	TN 18	TN 17	TN 16	TN 15	TN 14	TN 13	TN 12	TN 11	TN 10	TN 9	TN 8	TN 7	TN 6	TN 5	TN 4	TN 3	TN 2	TN 1																	
SS 35	SS 34	SS 33	SS 32	SS 31	SS 30	SS 29	SS 28	SS 27	SS 26	SS 25	SS 24	SS 23	SS 22	SS 21	SS 20	SS 19	SS 18	SS 17	SS 16	SS 15	SS 14	SS 13	SS 12	SS 11	SS 10	SS 9	SS 8	SS 7	SS 6	SS 5	SS 4	SS 3	SS 2	SS 1																				
RE 54	RE 53	RE 52	RE 51	RE 50	RE 49	RE 48	RE 47	RE 46	RE 45	RE 44	RE 43	RE 42	RE 41	RE 40	RE 39	RE 38	RE 37	RE 36	RE 35	RE 34	RE 33	RE 32	RE 31	RE 30	RE 29	RE 28	RE 27	RE 26	RE 25	RE 24	RE 23	RE 22	RE 21	RE 20	RE 19	RE 18	RE 17	RE 16	RE 15	RE 14	RE 13	RE 12	RE 11	RE 10	RE 9	RE 8	RE 7	RE 6	RE 5	RE 4	RE 3	RE 2	RE 1	
MS 34	MS 33	MS 32	MS 31	MS 30	MS 29	MS 28	MS 27	MS 26	MS 25	MS 24	MS 23	MS 22	MS 21	MS 20	MS 19	MS 18	MS 17	MS 16	MS 15	MS 14	MS 13	MS 12	MS 11	MS 10	MS 9	MS 8	MS 7	MS 6	MS 5	MS 4	MS 3	MS 2	MS 1																					
CM 18	CM 17	CM 16	CM 15	CM 14	CM 13	CM 12	CM 11	CM 10	CM 9	CM 8	CM 7	CM 6	CM 5	CM 4	CM 3	CM 2	CM 1																																					

Learner: _____

Assessor: _____

Date: _____

Color Code: _____



Assessment Protocol Example

TASK	SCORE	TASK OBJECTIVE	CRITERIA
AA2	0 1 2 0 1 2 0 1 2 0 1 2	Learner will write first and last name on class work or assignments	2 = Writes first and last name neatly on the top of an assignment, 1 = writes first name on top of assignment

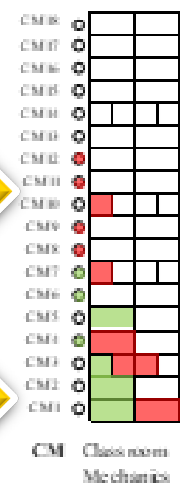
If unsure, go conservative and score lower. Allow time to work on mastering the skill

Use the wording from task objectives to write IEP objectives

Use the criterion to determine

Each row on a column represents a specific skill

Each column represents a section of the protocol



AFLS: Core Academics

Name:

Date:

Task	Score	Task Objective	Criteria
CA 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will expressively label all 26 upper and lower case letters.	4= labels all 26 upper and lower case letters 3= labels a total of at least 15 upper or lower case letters 2= labels at least a total of 10 upper or lower case letters 1= labels at least a total of 5 upper or lower case letters
CA 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will receptively identify the sounds of at least 20 letters.	4= labels all 26 upper and lower case letters 3= labels a total of at least 15 upper or lower case letters 2= labels at least a total of 10 upper or lower case letters 1= labels at least a total of 5 upper or lower case letters
CA 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will expressively identify the sounds of at least 20 letters.	4= identifies the sounds of at least 20 letters 3= identifies the sounds of at least 10 letters 2= identifies the sounds of at least 5 letters 1= identifies the sounds of at least 2 letters
CA 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will read at least 100 words.	4= reads at least 100 words, 3= at least 50 Words 2= at least 10 words 1= reads at least 5 words
CA 7	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will demonstrate word attack skills.	4= sounds out consonants, vowels, blends, and complete syllables 3=sounds out consonants, vowels, and some blends 2=sounds out consonants and vowels 1=sounds out consonants
CA 8	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will read any sentence containing combinations of known words.	4= reads any sentence containing combinations of known words 3= reads 10 four to six word sentences of known words 2= reads 5 four to six word sentences of known words 1= reads 2 four to six word sentences of known words
CA 12	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will write all upper and lower case letters accurately within lines.	4= neatly writes all upper and lower case letters accurately within lines 3= neatly writes at least 20 upper or lower case letters 2= copies with rough approximation at least 10 letters 1= traces at least 10 letters

Task	Score	Task Objective	Criteria
CA 14	0 1 2 0 1 2 0 1 2 0 1 2	Learner will spell own name both vocally and in written or typed form.	2= spells own name both vocally and in written or typed form 1= spells own name either vocally or in written or typed form
CA 15	0 1 2 0 1 2 0 1 2 0 1 2	Learner will copy lists.	2= copies written lists of more than 10 words with each word with at least 5 letters 1= copies written lists of up to 5 words with at least 3 letters
CA 17	0 1 2 0 1 2 0 1 2 0 1 2	Learner will spell at least 25 words.	4= spells at least 25 words 3= at least 10 words 2= at least 5 words 1= spells at least 2 words
CA 18	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will write a complete sentence with proper word order and punctuation.	4= writes at least 20 complete sentences that contain at least 6 words and include a noun, verb and complete thought, and are in correct word order and correctly punctuated 3= writes at least 10 complete sentences that contain at least 4 words and include a noun, verb and complete thought, and are in correct word order and correctly punctuated 2= writes at least 10 complete sentences that contain at least 4 words and include a noun, verb and complete thought, and are in correct word order 1= when provided with only verbal prompts, writes at least 5 complete sentences that contain at least 4 words and include a noun, verb and complete thought, and are in correct word order
CA 26	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will expressively identify numbers up to 100.	4= identifies numbers to 100 3= identifies numbers to 30 2= identifies numbers to 20 1= identifies numbers to 10
CA 28	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will count out a specified number (up to 30) of items from a larger set of items.	4= counts any amount up to 30 3= counts any amount up to 20 2= counts any amount up to 10, 1= counts any amount up to 5
CA 39	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will receptively identify the values of at least 4 coins.	2= identifies at least 4 coins by value 1= identifies at least 2 coins by value
CA 42	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Receptively identifies dollar bills.	4= receptively identifies at least 4 bills 3= identifies 3 bills 2= identifies 2 bills 1= receptively identifies 1 bill



AFLS: Social Skills

Task	Score	Task Objective	Criteria
SS 9	0 1 2 0 1 2 0 1 2 0 1 2	Learner will remain in designated recreational area for up to 20 minutes without requiring continuous surveillance.	2= remains in designated recreational area for up to 20 minutes 1= stays in designated area with only verbal prompts
SS 11	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will respect personal space of others.	4= maintains a distance of at least 12 inches with everyone, 3= maintains at least 12 inches with strangers but requires verbal prompts occasionally to maintain personal space with friends and family 2=requires verbal prompts to maintain personal space with others 1= requires minimal physical guidance to maintain personal space with others
SS 12	0 1 2 0 1 2 0 1 2 0 1 2	Learner will routinely take turns with peers without requiring adult intervention when using a variety of playground equipment.	2= routinely takes turns with peers without requiring adult intervention when using a variety of playground equipment 1=requires only verbal prompts to share playground equipment
SS 15	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will play with peers for at least half of the recess period at least 3 days per week.	4=plays with peers at least half of a recess period at least 3 days per week 3=plays with peers at recess for at least half of a recess period at least 2 days a week 2=plays with peers at recess for 10 minutes 1=plays with peers at recess for 5 minutes
SS 18	0 1 2 0 1 2 0 1 2 0 1 2	Learner will identify when individuals in a conversation are interested or bored with the topic.	2= identifies boredom and interest in facial expressions and body language 1=requires verbal prompts to accurately read body language and facial expressions
SS 20	0 1 2 0 1 2 0 1 2 0 1 2	Learner will ask permission to join a peer's activity.	4= initiates (a total of) at least 5 conversations per day with 3 or more peers 3= initiates at least 3 conversations per day with either of 2 peers 2= initiates conversation with a single peer at least once per day, 1=initiates conversation with a peer with only verbal prompts
SS 21	0 1 2 0 1 2 0 1 2 0 1 2	Learner will invite peers to join activities.	2= consistently invites peers to join an ongoing activity 1= invites others to join the ongoing activity with only verbal prompts
SS 22	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will initiate (a total of) at least 5 conversations per day with any of 3 or more peers.	4= initiates (a total of) at least 5 conversations per day with any of 3 or more peers 3= initiates at least 3 conversations per day with either of 2 peers 2= initiates conversation with a single peer at least once per day, 1=initiates conversation with a peer with only verbal prompts
SS 24	0 1 2 0 1 2 0 1 2 0 1 2	Learner will report significant problems to teacher.	2= regularly reports significant problems to teacher 1= when asked, answers teacher's questions about incidents that were not reported by the student

AFLS: Routines & Expectations

Task	Score	Task Objective	Criteria
RE 6	0 1 2 0 1 2 0 1 2 0 1 2	Learner will obtain materials from own desk.	2= obtains materials from own desk, cubbies, and shelves upon request 1= retrieves requested items from own desk, cubbies, and shelves with only verbal prompts
RE 9	0 1 2 0 1 2 0 1 2 0 1 2	Learner will follow instructions given to the class involving routine classroom activities.	2=consistently follows instructions given to the class for routine activities 1=only requires an occasional additional verbal prompt to follow routine classroom instructions
RE 14	0 1 2 0 1 2 0 1 2 0 1 2	Learner will follow instructions given by at least 3 adults other than teacher or main paraprofessional.	2= consistently follows instructions given by at least 3 other adults 1= consistently follows instructions given by at least 1 other adult
RE 15	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will transition between in-class activities in a timely manner.	4= follows classroom schedule for entire day 3= follows classroom schedule with only occasional verbal prompts 2= follows picture schedule for transitions, 1= requires only verbal prompts to follow picture schedule
RE 16	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will raise hand to answer questions or request help.	4= consistently raises hand to request help and to answer questions 3= consistently raises hand to request help or to answer questions 2= raises hand to ask for help and to answer questions with only verbal prompts 1= raises hand to ask for help with only imitative or verbal prompts
RE 22	0 1 2 0 1 2 0 1 2 0 1 2	Learner will walk in line to any destination on the school campus.	2= walks appropriately and stays in the line while maintaining appropriate distance from other learners when walking to any destination on the school campus 1= requires only verbal prompts to walk appropriately and stay in the line and maintain appropriate distance from other learners when walking on campus
RE 23	0 1 2 0 1 2 0 1 2 0 1 2	Learner will keep hands to self throughout the school day.	2= keeps hands to self throughout the school day 1= requires no more than 1 verbal prompt to keep hands to self during a school day
RE 35	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Learner will tolerate loud and chaotic gymnasium activities for up to 30 minutes.	4= tolerates loud and chaotic gym up to 30 min. 3= tolerates relatively quiet, but active gym activities for 20 min 2= tolerates relatively quiet, but active gym activities for 10 min 1= tolerates relatively quiet, but active gym activities for 5 min
RE 44	0 1 2 0 1 2 0 1 2 0 1 2	Learner will walk appropriately by self to at least 4 locations on campus without an escort.	2= walks appropriately by self to at least 4 locations on campus without an escort 1= walks appropriately and directly to destinations on campus with only distant visual monitoring
RE 46	0 1 2 0 1 2 0 1 2 0 1 2	When in class, learner will ask for restroom or hall pass as needed.	2= requests restroom or hall pass as needed 1= requires verbal prompts to request a restroom or hall pass
RE 47	0 1 2 0 1 2 0 1 2 0 1 2	Learner will place all personal belongings in an appropriate location.	2= consistently places all personal belongings brought from home to school in appropriate location, 1= place clothing or other items brought from home in correct location with only verbal prompts

