

# Item Descriptions for Modified Form for Students With Autism or Other Significant Support Needs

## Functional Communication Skills Needed in Various Adult Settings

1. Has skills to communicate. Regardless of communication mode, he/she can communicate basic information related to his/her needs, preferences, desires, and fears or participate in simple social exchanges.  
He/she can ask questions for information, respond to questions, or participate in conversations.
2. Has listening skills to understand when others communicate. He/she can understand or interpret what others communicate through spoken language, as well as associated personal feelings expressed through facial expressions, tone of voice, volume, or gestures.
3. Has reading skills. He/she has the skills after leaving school to read materials at home, at work, or at postsecondary educational settings or training programs. When reading all or part of some material is a problem, he/she can find another other way of getting the information, by using a personal reader or audio or graphic renderings of the material.
4. Has writing skills. He/she has the skills after leaving school to write various things at home, work, or at school or training programs. Writing may involve creating material using a computer keyboard and speech-recognition software, text-editing systems, or Braille. Written materials could range from grocery lists to postsecondary writing projects or assignments.

## Social/Interpersonal Relationships

5. Gets along with family members. "Getting along" refers to having mostly good interactions with parents, siblings, or other close relatives. These interactions are positive at best and neutral at worst. When there are disagreements, the issues can be worked out without involving negative or aggressive behaviors.
6. Gets along with others outside of family. He/she gets along with friends, classmates, co-workers, supervisors in various social or work interactions and can work problems out when they arise.
7. Acts appropriately in various social situations. He/she can say and do what is socially and culturally appropriate in various situations outside the home. Examples include participating in conversations and behaving according to established rules and customs in various settings, such as libraries, places of worship, restrooms, public eating venues, parks, malls, etc.
8. Figures out how to act appropriately in new social situations. He/she can recognize and figure out social cues related to what is going on in a new situation, whether at home, school, work, or in public places; for example, if he/she has never attended a funeral or wedding, observing others' behavior and acting similarly.
9. Knows how to handle problems with other people in public. He/she uses strategies for dealing with heated arguments, teasing, bullying, or threatening behavior in public situations—for example, knowing some things to say to ease the tension or ways of getting away from the problem situation. He/she also knows when it is important to ask for help from a person in charge.
10. Understands other person's expressions or feelings. He/she recognizes another person's emotional states, such as joy, sadness, anger, fear, or grief. He/she interprets emotional states from the person's facial expressions, body posture, tears or crying, and sounds or words from the person.
11. Responds appropriately to other person's expressions or feelings. He/she knows ways to respond appropriately to another person as a result of the person's emotional state.
12. Makes friends in various settings. He/she knows the difference between a friend and an acquaintance and chooses among classmates, co-workers, or others as to which ones he/she would like as a friend. He/she initiates social interactions or knows how to encourage shared time together. He/she understands that friendships depend on trust, kindness, loyalty, and sharing.
13. Maintains friendships over time. He/she values friends over time by spending time with them in shared interest activities, sharing thoughts and feelings, and being generous with kind acts and caring.
14. Understands when being taken advantage of. He/she understands the concepts of fairness versus cheating and understands when someone is being unfair to him or her or is cheating. He/she uses self-advocacy to deal with this or finds someone who can assist in stopping the other person's behavior.

15. Expresses personal interests. He/she can communicate personal interests through words, actions, or choices regarding preferences for spending free time or focusing on interests at home, school or training, or in the community.
16. Advocates for personal needs. He/she speaks up for self-interests and needs to satisfy and maintain his/her preferences, interests, or goals. At times this might be done independently, but it also includes obtaining help for needed supports and/or accommodations.
17. Is aware of tasks or situations where help is needed. He/she is aware of task demands at home, school, or in the community that will require help. This awareness stems from acquired information about scheduled tasks or from experience in the past with those tasks.
18. Knows what he/she wants after high school. He/she has researched and/or explored alternatives in employment and residential living and made a decision about desired employment and living situation.
19. Understands own strengths and challenges. He/she is aware of and understands own strengths and limitations or challenges for life after the high school years. He/she can describe those strengths and challenges as they relate to home, employment, and community living in explaining the impact of those strengths and challenges.
20. Makes own personal decisions. He/she makes personal decisions related to clothes, grooming, health, fitness, management of his/her own money, choice of friends, recreation and leisure, music, and cell phone and/or computer use.
21. Sets goals based on preferences, interests, or strengths. He/she sets goals based on strengths, preferences, and interests. These goals may be written and encouraged by parents/guardians and the high school and appear in his/her IEP or they may not. If not, the goals reflect what he/she think about for the future and what he/she wants out of life after high school.
22. Sets goals based on personal needs. He/she sets goals based on personal needs. These goals may be written and encouraged by parents/guardians and the high school and appear in his/her IEP or they may not. If not, the goals reflect what he/she thinks about for the future and what he/she wants out of life after high school related to supports and accommodations.
23. Knows basic legal rights. He/she knows his/her basic rights as a citizen as well as his/her rights as a person with a disability. Basic rights as a citizen include freedom of speech, freedom of religion, and voting when age establishes eligibility. Disability rights include equal opportunity in the areas of getting an appropriate education and applying for a job, for housing, and for reasonable accommodations at school, at work, or in the community.

### Personal Behavior

24. Uses meaningful eye contact. He/she makes appropriate eye contact during interpersonal social conversations, during educational or training information sessions, or during explanations from a law officer or authority figure as to a violation of the law or infraction of a school or workplace rule.
25. Uses appropriate repetitive body and limb movements. He/she uses appropriate body and limb movement for walking, running, dancing, swimming, or other physical activities. He/she does not move head, shoulders, arms, hands, or fingers in a repetitive or distracting manner when not engaged in a typical physical activity with others.
26. Respects others' privacy and property. He/she respects others' privacy by not violating personal space; not following another person around, even from a distance; refraining from touching somebody without permission, and refraining from joining a small group without an invitation. He/she respects others' property by not touching or taking an object belonging to someone else, asking for permission to borrow or use something that belongs to someone else, carefully handling or treating any property that has been lent or permitted for use, and not trespassing on private property.
27. Accepts responsibility for own actions. He/she knows how to accept responsibility for his/her own actions, whether the actions were unintentional or intentional. He/she knows how to apologize and offer to pay for a broken object in a home, at school, or in the community. He/she also knows how to admit a purposeful act and take any punishment or consequence for the act.
28. Controls impulsive behavior. He/she manages or controls impulsive behaviors that may be challenging in various public and private settings. He/she controls these behaviors by using strategies such as breathing techniques, changing the environment to relieve stress, listening to calming music, or yoga techniques.

29. Controls emotional behaviors. He/she manages or controls emotional behaviors that may be challenging in various public and private settings. He/she controls these behaviors by using strategies including such as breathing techniques, changing the environment to relieve stress, listening to calming music, or yoga techniques.
30. Manages behaviors related to intense interests appropriately. He/she understands that while intense personal interests are acceptable, constantly talking to other people about those interests might not be acceptable. He/she manages to watch for cues in others to show whether there is any genuine interest and then uses strategies to maintain appropriate attention to his/her interests.
31. Controls aggressive behavior. He/she manages/controls aggressive behaviors that may be challenges at home, school or training settings, or in the community. He/she uses strategies to accomplish this control, such as using words to express anger, breathing techniques, changing environment to relieve stress, listening to calming music, yoga techniques, etc.
32. Controls self-injurious behavior. He/she manages/controls self-injurious behaviors that may be challenges at home, school or training settings, or in the community. He/she uses strategies to accomplish this control, such as breathing techniques, changing environment to relieve stress, listening to calming music, yoga techniques, etc.

### Self-Care

33. Uses appropriate eating skills. He/she demonstrates appropriate eating skills, including independent use of utensils to handle food, chewing with mouth closed, swallowing, and use of a napkin.
34. Uses appropriate toileting skills. He/she attends to hygiene independently, uses toilet tissue appropriately, flushes appropriately, handles toilet parts appropriately, and washes and dries hands thoroughly.
35. Performs appropriate personal hygiene and grooming. He/she demonstrates independent personal body care for hygiene and appearance, including bathing or showering, care of fingernails and toenails, and shampooing and styling hair.
36. Dresses appropriately for situation and weather. He/she demonstrates independent and appropriate choices for clothing in various settings (home, work, school, shopping) and special situations or events such as funerals, weddings, or religious gatherings. He/she chooses clothing appropriately for current weather conditions or forecasts.

### Employment

37. Names or identifies through graphic images) the jobs he/she likes the most. He/she responds reliably to the question, "What kind of job(s) do you like the most or would like to do after leaving high school?" Naming of one or more specific jobs or indicating on graphic representations of jobs is consistent over a period of months. The job or jobs named or indicated do not have to be evaluated by others for appropriateness as the competency is to name jobs of interest and appeal.
38. Knows the requirements of the jobs he/she likes. He/she has learned and can relate the primary requirements of the job(s) he/she names as jobs of interest. The requirements typically include education, training, experience, specific skills, and sometimes physical or mental traits.
39. Knows how his/her strengths match jobs liked most. He/she names or communicates his/her strengths in relation to basic job requirements of the job(s) that are of interest for pursuing.
40. Has work attitudes necessary for keeping a job. He/she has demonstrated at home, at school, in job training, or through work experience that he/she has the critical work attitudes needed for keeping a job (e.g., eagerness to be at work, willing to ask for help or report problems, responding appropriately to criticism or corrections, showing pride in work place and completed work, etc.)
41. Has the general skills needed (e.g., being on time, etc.) for keeping a job. He/she has demonstrated at home, at school, in job training, or through work experience that he/she has the general job skills needed for keeping a job (e.g., good attendance, punctuality, getting along with co-workers, following directions, completing tasks accurately, acceptable work rate, and asking for help when needed).
42. Follows specific rules, routines, and safety requirements. He/she has demonstrated at home, at school, in job training, or through work experience that he/she follows specific rules and routines of work place activities, abides by health and safety rules, and honors company policies related to company property.
43. Has the specific knowledge and skills for getting an entry-level job. He/she has completed satisfactorily a job-training program, part-time work experience, or a career-technical program and is considered ready for entry-level employment without further education or training.

44. Knows how to get a job. He/she knows different strategies for looking for job openings, learning how and when to apply, and knows how to complete a job application form and participate in an interview successfully.

**Postsecondary Education/Training (If college or a career-technical school is not needed for a job the student wants or the student does not plan to go to college or a career-technical school, select NA (“not appropriate” for the items in this section.)**

45. Knows about postsecondary programs designed for students with special needs. He/she names one or more postsecondary programs designed for students with special needs in the local community or area. He/she is aware of differences in programs available for special needs and makes decisions about these alternatives.
46. Has skills to get around on campus or training center. He/she has travel skills for getting to sites in his community that provide postsecondary education/training programs and knows how to locate and get to specific buildings from a map.
47. Attends class/training regularly and on time. His/her experience in high school and/or a postschool 18–21 program resulted in skills and attitudes supporting regular attendance and punctuality.
48. Displays appropriate in-class behaviors typically expected of students. His/her experience in high school and/or a postschool 18–21 program resulted in skills and attitudes supporting consistent and appropriate in-class behaviors typically expected of postsecondary young adults. He/she maintains emotional and behavioral control in interacting with instructors and peers.
49. Completes course-related requirements/tasks. His/her experience in high school and/or a postschool 18–21 program resulted in skills and attitudes supporting completion and turning in course-related assignments, including completing quizzes, tests, projects, papers, or group assignments.
50. Works successfully with other students or trainees in group work. His/her experience in high school and/or a postschool 18–21 program resulted in skills and attitudes supporting group discussions, group projects, and group training assignments. He/she interacts successfully with other students or trainees.
51. Uses the assistive technology needed to be successful in class. He/she has basic computer skills for researching topics, word processing, email messaging, and accessing college or career-technical school communication systems (e.g., Blackboard) as well as any special assistive device for communicating or mobility functioning that support successful efforts in classes.
52. Develops natural support systems with other students. His/her experience in high school and/or a postschool 18–21 program resulted in skills and attitudes supporting the development and maintaining of natural support systems with other students.
53. Uses self-advocacy skills. He/she uses self-advocacy skills in developing support systems within the college or career-technical school, including obtaining support services (e.g., interpreters, Braille materials, audio/video recordings of books and lectures, course accommodations, etc.). He/she also uses self-advocacy for support from residence hall counselors, campus health services, mental health services, private tutors, etc.

**Home Living**

54. Knows how to do routine household tasks (e.g., cleaning, cooking, laundry, etc.). He/she can perform routine household tasks, such as cooking or preparing uncooked meals, storing fresh or leftover food, house or apartment cleaning, dishwashing, doing laundry, shopping for household items, disposing of garbage, and recycling materials.
55. Knows how to get help with daily living tasks when needed. He/she uses support systems to find persons to provide, support, or assist with daily living tasks when needed. He/she also can use reading and communication skills independently to find support persons for help when needed.
56. Knows how to use everyday technology (etc. cell phone, computer, etc.). He/she uses everyday technology related to home-living tasks or unexpected home-living problems (e.g., by doing internet searches for information and YouTube tutorials for simple home-living tasks or repairs).
57. Buys everyday items that he/she needs or wants. He/she manages his/her own money through skills in using credit cards or electronic banking. He/she is independent in buying his/her own personal belongings, gifts, or household supplies.

**Health and Safety**

58. Maintains healthy lifestyle (i.e., by attending to exercise, diet, nutrition). He/she maintains good health by eating nutritious foods, washing hands frequently, getting enough sleep, and exercising regularly.

59. Is emotionally and mentally healthy. He/she keeps emotions balanced and does not go to extremes. He/she maintains this balance by being aware of feelings (anger, frustration, fears, or depression), getting enough sleep, regular exercise, avoiding food or beverages that affect emotions, and taking medications that have been prescribed.

60. Takes care of physical health problems when they arise. He/she independently treats minor illnesses, accidents, or health problems, is careful in using over-the-counter medicines, and requests help from adult friends or professional health care workers when needed. He/she knows how to call 911 in emergencies and his/her doctor.
61. Takes care of emotional and mental health problems when they arise. He/she takes care of emotional or mental health problems by exercising, moving to calm and supportive environments, talking to a helpful and caring person, taking medications as directed, or using relaxation techniques. He/she knows when problems need the attention of a professional and has a name and number to call.
62. Displays appropriate sexual behavior. He/she makes good decisions about sexual behavior and knows who to call for questions or support with any problems.
63. Recognizes situations that are possibly harmful or dangerous. He/she recognize situations that could become harmful or dangerous, such as fires, earthquake tremors, flooding, crowds out of control, fumes from gas leaks, sounds from an intruder, or emergence of a shooter in public.
64. Knows what to do in situations that are harmful or dangerous. He/she knows how to call 911 or a responsible adult, knows where to go for a safe escape, and knows how to contact family or a responsible friend.

**Leisure and Recreation**

65. Identifies what he/she likes to do in free time. He/she knows the things that he/she likes to do and can name them.
66. Chooses what he/she wants to do in free time. Given a choice between or among alternative leisure activities, he/she decides between or among them without hesitation. He/she initiates plans to participate in selected leisure or recreational activity and makes an effort to make it happen.
67. Participates in various indoor activities (e.g., board games, watching videos, etc.). He/she spends time doing indoor activities of personal interest. He/she might have a favorite indoor activity, but does not limit himself/herself to only one.
68. Participates in various outdoor activities (e.g., walking, swimming, riding bike, etc.). He/she spends time doing outdoor activities of personal interest. He/she might have a favorite outdoor activity but does not limit himself/herself to only one.
69. Participates in entertainment activities away from home (e.g., movies, plays, bowling, etc.). He/she participates in entertainment activities away from home at least twice per month and varies these as costs and opportunities permit.

**Community Participation**

70. Uses community resources (e.g., library, parks, etc.). He/she obtains and uses a library card, attends local disability group meetings/social events, or participates in regular or special needs parks and recreation programs.
71. Attends/participates in community events (festivals, celebrations, etc.). He/she attends or participates in community events, such as parades, celebrations, festivals, band or choral concerts, holiday celebrations, or religious organization events.
72. Finds places in the neighborhood/community. He/she is comfortable navigating own neighborhood or community independently to go shopping, visit a friend or relative, or to use a community resource.
73. Possess pedestrian skills needed for navigating the neighborhood/community. He/she does not depend on transportation or using a mobility device to get to desired locations (within reasonable walking distance) in the neighborhood/community.
74. Uses local transportation when needed. He/she has the skills to call and use a taxi, wait at a bus stop and take a bus, or use any available assistive mobility transportation.