

## The National Strategies

### Primary and Secondary Inclusion Development Programme

## Skills and behaviour checklist

### Note:

This checklist is an aide-mémoire to indicate the many areas where information needs to be gathered on a pupil on the autism spectrum of any age or intellectual ability. It gives ideas on the skills you might assess. You can add to this if you want, to suit the pupil(s) with whom you are working.

Name of the pupil: \_\_\_\_\_

Gender: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Date on which the form was completed: \_\_\_\_\_

Completed by: \_\_\_\_\_ Relationship to the pupil: \_\_\_\_\_

*Tick the items or parts of items which pupils can do.*

*You can add further comments if you wish.*

	Self-care skills	Tick if pupil can do this
<b>A</b>	<b><i>Dressing and undressing skills</i></b>	
1	Recognises own clothes	
2	Can undo easy buttons/zips	
3	Can do up easy buttons/zips	
4	Can put on pants/vest/shirt/trousers/skirt	
5	Can put on socks/shoes	
6	Dresses appropriately according to the weather	
<b>B</b>	<b><i>Eating and drinking skills and diet</i></b>	
1	Eats mushy food only	
2	Uses a spoon effectively	
3	Uses a fork	
4	Uses a knife to push food on fork/to cut food	
5	Drinks hot/cold drinks: likes...../dislikes.....	

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6	Eats a wide/medium/limited/very limited range of foods: ( <i>please comment</i> )	
<b>C</b>	<b><i>Toileting skills</i></b>	
1	Wears nappies during the day	
2	Uses the toilet when taken	
3	Indicates when needs the toilet	
4	Goes to the toilet independently and meets all needs	
5	Tasks with which pupil needs help in toileting are:	
<b>D</b>	<b><i>Washing/showering skills</i></b>	
1	Can wash/dry hands without help	
2	Can recognise the need to wash hands	
3	Will use the shower after PE without any problems	
<b>E</b>	<b><i>Independence skills</i></b>	
1	Can cross the road safely, without help	
2	Can go to a shop and buy items without help	
3	Can use public transport without help	
<b>F</b>	<b><i>Speech, language and communication</i></b>	
1	Makes sounds only; it is difficult to understand the meaning	
2	Makes meaningful sounds	
3	Makes word-like sounds	
4	Says single words which are communicative	
5	Speaks in two-word phrases which are communicative (e.g. 'want biscuit')	
6	Can speak in phrases which are copied or created by self	
7	Can speak in sentences which are copied or created by self	

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8	Give three examples of the instructions the pupil can understand when you only use words, and in a situation which is not a regular event (e.g. 'Get your coat'; 'Go to the office and ask the secretary for the list of items we need for the school trip')	
<b>G</b>	<b><i>Sensory sensitivity</i></b>	
1	Seems sensitive to sound/sight/touch/smell/taste <b>NO/YES</b> Please specify:	
<b>H</b>	<b><i>Sociability</i></b>	
1	Withdrawn	
2	Socially interested	
3	Actively avoids others	
4	Seems formal or rather indifferent to others	

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<b>Academic skills</b>		
<b>I</b>	<b><i>Drawing and writing skills</i></b>	
1	Can write over/copy name	
2	Can write own name from memory	
3	Can write other words from memory without help	
4	Can use a pencil or pen without difficulty	
5	Can use a computer to word-process work	
6	Can write a descriptive account when asked 'Write a story about...'	
7	Can give written answers to questions	
8	Can write a creative story when asked 'Imagine you are...'	
9	Spelling age is: _____ years	
10	Can write .....number of lines in a 20-minute task	
<b>J</b>	<b><i>Reading skills</i></b>	
1	Knows which way to hold a book	
2	Can find a particular book when asked	
3	Can point out words when asked	
4	Can point to pictures when asked	
5	Has a favourite story which is:	
6	Can point out letters when asked	
7	Can read own name	
8	Can say the letter sounds	
9	Can read the words of a story	
10	Reading accuracy age is: _____ Reading comprehension age is: _____	
<b>K</b>	<b><i>Number skills</i></b>	
1	Can say out loud the numbers from 1 to 10 in order	
2	Can count out objects up to 2/5/10/20	
3	Can name the number symbols from 1–5/5–10/11 onwards	
4	Can match the number symbol to the number of objects up to 5/10/15/20+	

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5	Can do addition/subtraction/division/multiplication up to totals of 10/100/1000	
<b>L</b> <b>Computer work</b>		
1	Can switch computer on/use the mouse/type numbers/words/create animations	
2	Enjoys playing the following types of games on the computer:	
<b>M</b> <b>Free time activities</b>		
1	Activities enjoyed in free-choice time <b>alone</b> are:	
2	Activities enjoyed with an adult are:	
3	Activities enjoyed with another child are:	
<b>Behaviours which may be a problem to others</b>		
<b>N</b> <b>Possible behaviours</b>		
1	Insists on the same route/particular item (e.g. cup, chair)/conditions (e.g. lights on)/familiar routines being adhered to: <b>NO/YES</b> (please specify)	
2	Shouts out the answer/hits others/screams/swears/destroys property: <b>NO/YES</b> (please specify)	
3	Spinning: spins self or objects/watches spinning objects	
4	Flapping: flaps hands or objects	
5	Rocking body	

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6	Other, please specify:
7	Behaviour at school, as compared to home is: less difficult/similar/more difficult
8	General level of activity at school is: very active/reasonably active/passive
O	<b><i>What is <u>your</u> biggest problem in teaching this pupil?</i></b>
P	<b><i>What would the pupil say was <u>their</u> biggest problem?</i></b>
Q	<b><i>Areas in which the pupil is most interested are:</i></b>
R	<b><i>Areas in which the pupil is most skilled are:</i></b>

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<b>S</b>	<i>The pupil's most appealing features are:</i>
<b>T</b>	<i>Activities or items which can be used as incentives or motivators are:</i>
<b>U</b>	<i>Any other comments:</i>