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| **SELF-MANAGEMENT**  The items in this section review the learner’s tendencies to engage in disruptive behaviors and some of the factors that may be related to them. Many disruptive behaviors occur when a learner either wants something to happen in an exact manner, does not want to do something, or access to a desired item has been denied. Some learners have atypical reactions to certain noises, smells, textures, etc. that result in making adjustments. One of the main issues addressed is flexibility. | **GROOMING**  Cleaning, bathing, oral hygiene skills, the application of lotions and cosmetics, and other common grooming behaviors are assessed in this section. Skill levels are evaluated, from the very beginning process of learning to care for self through skills that help the learner match the standards demonstrated by adolescents and young adults. |
| **BASIC COMMUNICATION**  This section reviews several areas of communication including the learner’s ability to understand what is being said, to follow directions to perform routine tasks in various settings, and to demonstrate a wide variety of critical expressive language skills. A learner must have skills to effectively request things, label items and to talk about everyday life experiences. | **BATHING**  All aspects of being able to independently bathe in a tub or a shower are assessed in this section. The learner’s ability to prepare water for a bath and fully operate a shower, shampoo hair, dry off, clean the tub, and manage all necessary products while bathing are included in this section. |
| **DRESSING**  This section reviews the learner’s ability to get dressed, manage a variety of fasteners and select clothing that is appropriate for a variety of weather conditions and social situations. It is important for learners to be responsible for selecting their own clothing to anticipate adjustments that will be required due to changes when on outings and trips. Additionally, acquiring skills to make choices about clothing, fit, style and comfort is important. | **HEALTH, SAFETY AND FIRST AID**  Common and essential preventative behaviors such as stranger awareness, knowing where to seek help, who to avoid in social situations, and who can help when in trouble are critical survival skills. Basic medical procedures and first aid skills for everyday incidences are also assessed. Of particular importance are items related to water safety, avoiding injuries caused by contact with hot surfaces, and responding to fires and poison prevention. |
| **TOILETING**  The skills reviewed in this section include learning how to use the toilet both at home and in public restrooms. Beyond actually using the toilet, recognizing restroom signs, cleaning and preparing the seat, flushing, stall and urinal choices and common social situations while in restrooms are assessed. | **NIGHTTIME ROUTINES**  When sleep and nighttime routines are consistently followed, learners are better able to manage socially behaviorally in the community. The entire process of preparing to go to bed, sleeping and the wake up routine are covered in this section. |

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