

# How does it work?

The assessment uses both a criterion-based observation and interview-based process to measure knowledge, skills and behaviors. Interviews will include obvious areas such as personal care and hygiene, but will also be used across all skill assessment categories. Observations will be purposeful and will occur in multiple settings including recreation/leisure, employment, education and home.

## 1. ASSESSMENT AND OBSERVATION PLANNING TOOL

It is essential that the assessment and observation planning tool in this booklet is completed prior to doing any observations. It is recommended that this section be completed either over the phone or through email.

## 2. SCHEDULING THE OBSERVATIONS

When administering this assessment, it is helpful to complete all of the observations first. When scheduling the observations with the individual with ASD, the family and the education or work site, it is important that the person completing the observations is familiar with the skills he or she will be observing. It is also important to schedule them during an activity that enables the observer to collect accurate information about the individual. For example, when conducting the leisure/recreation observation, try to ensure that it is an activity that allows for social interaction with the individual's peer group and involves the person using transportation into the community. Before conducting the observation at the person's place of employment, be sure to communicate with the individual's job coach and/or supervisor about the observation and ask if there is a good place for you to conduct the observation so that you are out of the way of other employees.

## 3. CONDUCTING THE OBSERVATIONS

It is essential when conducting the observation section that enough time is allotted to observe all of the categories. Items that focus on social interaction such as peer relationships should be scored only after sufficient time has passed in order to obtain an accurate rating. It is recommended that the observations last at least an hour and a half. When completing the observation section, please be careful not to disrupt ongoing routines and activities. Be sure to complete all three observations before scheduling the interview process.

## 4. CONDUCTING THE INTERVIEW

Interview times will need to be arranged with the individual, primary caregivers and a member of either the school or the employment site (job coach or supervisor). The interview session should be completed in a relaxed environment that is familiar and comfortable for the individual, ideally his or her home environment. There are 78 interview questions grouped into eight categories. The number of questions asked will depend on which of the three levels the individual is in. For example, under the category of self-determination, individuals in Level 1 will complete questions 11-17, while individuals in Levels 2 and 3 will complete questions 11-18.

## 5. SCORING THE ASSESSMENT

When scoring items on the assessment, it is critical to stay mindful of both of the scoring scales. The first scale rates the level of independence with which the individual is able to perform the skills. The second scale rates the individual on the number of environments where he or she performs the skills. When scoring an item, always start with number 1 and continue up the scale until you find the score that corresponds to the individual's level of performance.

**Ratings are assigned in the following manner:**

**A rating of 1** is given when the individual does not perform the skill at all.

**A rating of 2** is given when the individual requires physical prompting to perform the skill. *An example of this would be hand over hand or full physical prompting.*

**A rating of 3** is given when the individual performs the skill but requires extensive prompting. *Extensive prompting is defined as the use of three or more different types of prompts, modeling, pictorial, verbal or written.*

**A rating of 4** is given when the individual is able to perform the skill but requires limited prompting. *Limited prompting is defined as the use of one or two of the following types of prompts: gestural, verbal, pictorial and/or written.*

**A rating of 5** is given when the individual is able to perform the skill with no prompts required. He or she may still need to have supervision but is performing the skill independently.

**When scoring the Environmental Scale, start with a rating of 1 and continue upward until you obtain the correct score for the individual.**

**A rating of 1** is given when the individual does not perform the skill, therefore is not completing it in any environment.

**A rating of 2** is given when the individual is performing the skill in one or two familiar environments.

**A rating of 3** is given when the individual is performing the skill in three or more environments. The environments should include unfamiliar environments.

**6. CALCULATING THE SCORE**

After you have attained a final score for each of the individual items for each domain, you will total the scores across all items within a domain and place that score in the box over the total possible score for that domain. Calculate the total possible score by dividing the score the individual achieved by the total possible. See below for an example:

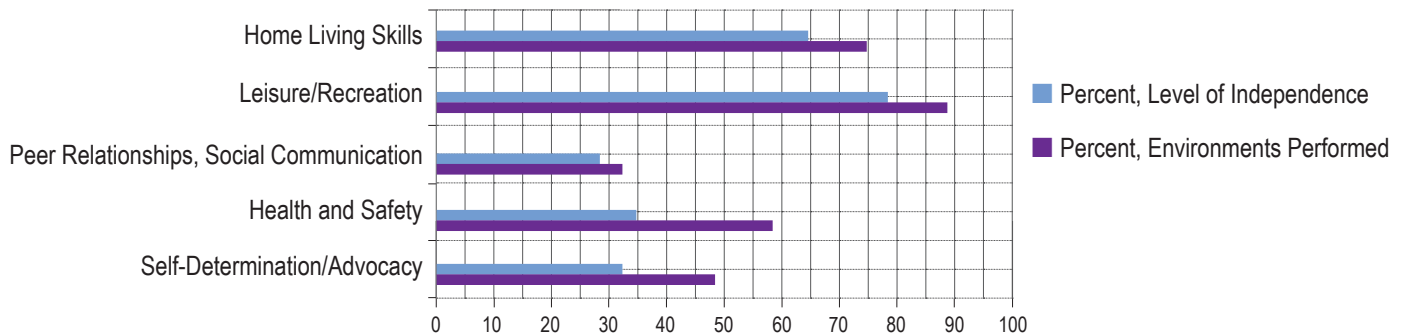
LIFE SEEKER						
7. Demonstrates problem solving.	1	2	3	4	5	1 2 3
8. Demonstrates the ability to request help.	1	2	3	4	5	1 2 3
9. Indicates support needs.	1	2	3	4	5	1 2 3
<b>TOTAL SCORE FOR SELF-DETERMINATION / ADVOCACY</b>	Total <u>7</u> out of 15 = <u>46</u> %					Total <u>6</u> out of 9 = <u>66</u> %

Transfer the percentage for each domain and each observation and the interview for Level of Independence and Environments Performed to “Section I: 1. Percentage” at the back of the assessment.

Assessment	Career	Self-Determination	Health and Safety	Peer Relationships	Community Participation	Transportation	Leisure/Recreation	Home Living Skills
Home Observation: Percent, Level of Independence		47%	58%	32%			88%	75%
Home Observation: Percent, Environment Performed		33%	35%	27%			79%	66%

Once you have completed this transfer, you may use the graphs in “Section I: 2. Visual Representation of the Results” to develop a visual representation of the focus person’s observed and described skill levels. You may draw the bars using marker or input the scores to the Excel spread sheet to have the graph self-populate. See example below:

**A. Home Observation** Check the Level of Assessment that was administered:  Life Aware  Life Explorer  Life Seeker



The purpose of this graph is to provide the team with a visual representation of the focus person’s relative strengths related to each of the domains across the observations and interview. This should allow the team to discuss the focus person’s strengths and needs with greater understanding.

## 7. CONVENING A TEAM MEETING (SECTION II)

Once you have completed Section I, you will then convene a team meeting to discuss the results and formulate plans and goals for the focus person’s Individualized Plan. This tool was designed with the sections of the Individualized Education Program in mind, however, the questions addressed in Section II: Part 1 (Team Analysis, Consideration and Discussion) and Part 2 (Bridging the Gap from Analysis to Planning and Goal Setting) are applicable to any individualized planning process, including an Individualized Plan for Employment or an Individualized Plan for Community or Home Independence. If it is difficult to convene a team meeting to discuss these questions in person, the administrator of the tool may contact team members separately to gather thoughts on the questions and issues presented in Section II.

## 8. CREATE YOUR PLAN!

Upon completion of Section II, the team will be prepared to develop an individualized plan to assist the focus person in achieving greater independence across all of the skill sets included in the tool. Armed with knowledge of the individual’s strengths, challenges, skills and interests, you and your team are ready to set him or her on the path to adulthood. Remember – there is no right transition plan for everyone and each transition plan is always a work in progress. Goals are set in order to move forward and with a proper plan, the individual will reach new heights.