

Bethlehem Central School District Preschool (3 year old) Adaptive Skills Rubric

	1 Rarely Demonstrates Requires direct instruction, a high level of cueing, modeling, and/or hand-over-hand support.	2 Developing skill with support: Needs direct instruction and a moderate level of cueing to generalize to other school settings	3 Skill is inconsistent or emerging with some increased independence Still requires presets or coaching to generalize.	4 Consistently Demonstrates Skill is comparable to general population
Self-Regulation/Mindfulness/Safety Awareness <ul style="list-style-type: none"> <input type="checkbox"/> Avoids situations that are dangerous (moving cars, hot stoves) <input type="checkbox"/> Leary of strangers <input type="checkbox"/> May need reminders about safety and rules 				
Personal Responsibility and Hygiene <ul style="list-style-type: none"> <input type="checkbox"/> Undresses self independently <input type="checkbox"/> Dresses self with help <input type="checkbox"/> Puts on shoes independently (not tie) <input type="checkbox"/> Needs help with zippers and buttons <input type="checkbox"/> Puts on jacket with some assistance (not zip) <input type="checkbox"/> Washes and dries hands independently <input type="checkbox"/> May be toilet trained or has some interest/ awareness in toileting (no aversion to it) <input type="checkbox"/> Continues to need reminders to care for personal belongings 				
Self-Advocacy <ul style="list-style-type: none"> <input type="checkbox"/> Seeks adult assistance when needed <input type="checkbox"/> Asks for basic wants and needs <input type="checkbox"/> Begins to use verbal problem solving with peers <input type="checkbox"/> Generally uses language to attempt to problem solve before use of physical means (grabbing, hitting) 				
Eating <ul style="list-style-type: none"> <input type="checkbox"/> Sits at the table independently with prompts to remain seated <input type="checkbox"/> Feeds self with spoon (with spilling) <input type="checkbox"/> Takes appropriate sized bites <input type="checkbox"/> Regulates amount of food with minimal assistance <input type="checkbox"/> Drinks from an open cup without spilling <input type="checkbox"/> Eats a variety of tastes, textures, and temperatures <input type="checkbox"/> Controls salivary secretions - drooling is minimal <input type="checkbox"/> Uses a combination of vertical and rotary chewing 				

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<ul style="list-style-type: none"> <input type="checkbox"/> Clears spoon with lips <input type="checkbox"/> Maintains labial seal while eating (keeps food in mouth) <input type="checkbox"/> Coordinates breathing and swallowing for all food textures 				
<p>Routines and Transitioning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to follow a daily routine with prompting <input type="checkbox"/> Knows key parts of daily routine (e.g. brushes teeth before bed, washes hands after using the toilet, sit at table for meals) <input type="checkbox"/> Transitions from preferred to less preferred activities with prompting or redirection <input type="checkbox"/> Objects to major changes in routine <input type="checkbox"/> Demonstrates understanding of authority, generally follows instructions 				