

Bethlehem Central School District Preschool (4 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"/> Demonstrates caution and appropriate behavior in parking lots, near roads, near bodies of water, sharp objects, near hot objects or liquids) <input type="checkbox"/> Leary of strangers <input type="checkbox"/> Can generally regulate emotions <input type="checkbox"/> Can attend to task for up to 3 minutes 				
Personal Responsibility and Hygiene <ul style="list-style-type: none"> <input type="checkbox"/> Undresses self <input type="checkbox"/> Dresses self with minimal help <input type="checkbox"/> Puts on shoes independently (not tie) <input type="checkbox"/> Tries to unbutton buttons <input type="checkbox"/> Puts on jacket independently (may not be able to zip or button) <input type="checkbox"/> Washes and dries hands independently <input type="checkbox"/> Brushes own teeth with help <input type="checkbox"/> Toilet trained – independently uses toilet <input type="checkbox"/> Has an increasing desire to be independent <input type="checkbox"/> Begins to take responsibility for own belongings, can do this independently as part of a routine (puts on jacket before going outside, gets backpack at end of the day, gets lunchbox at lunch time) 				
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 problem solve before use of physical means (hitting, grabbing) 				
Eating <ul style="list-style-type: none"> <input type="checkbox"/> Sits at the table independently <input type="checkbox"/> Feeds self with fork and spoon <input type="checkbox"/> Feeds self with minimal spilling <input type="checkbox"/> Pours from a small pitcher independently <input type="checkbox"/> Takes appropriate sized bites 				

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<ul style="list-style-type: none"> <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"/> Rotary chewing should be emerging or established 				
<p>Routines and Transitioning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to follow a daily routine with relative ease and occasional prompting <input type="checkbox"/> Knows basic daily routine <input type="checkbox"/> Transitions from preferred to less preferred activities with some prompting <input type="checkbox"/> Able to cope with change in routine with minimal prompts <input type="checkbox"/> Transitions to different activities without perseverating <input type="checkbox"/> Engages in a variety of activities and with a variety of objects willingly <input type="checkbox"/> Understanding of authority, generally follows instructions 				