

MIDDLE SCHOOL AND HIGH SCHOOL
ORGANIZATIONAL AND INDEPENDENT WORK SKILLS/MOTOR SKILLS CHECKLIST

Student's Name: _____ Grade: _____
 School: _____ Setting: _____
 Date: _____ Completed by: _____

Curriculum: regular modified _____
 alternative _____
 Reg. Ed. Setting _____ Spec. Ed. Setting _____
 Inclusion Setting _____

A=Always R=Rarely
 O=Often N=Never
 S=Sometimes

Indicate N/O (Not Observed) if you have not had the opportunity to observe the behavior in your setting.

ORGANIZATION SKILLS	A	O	S	R	N	Comments/Adaptations
Follows daily class schedule						
Uses and follows assignment book or planner						
Organizes and studies course materials						
Arrives to class/new activity with needed materials and supplies						
Shifts from one classroom activity/setting to another within the allowed time						
Does work during classtime						
Completes homework/turns in on time						
Work Skills	A	O	S	R	N	Comments/Adaptations
Understands assignment expectations						
Listens and works without distractions						
Begins and completes work/tests within time allowed						
Turns in work on time						
Completes multi-step, long-term projects						
Obtains and completes makeup assignments when absent						
Uses independent time appropriately						
Participates actively in class discussions, group activities, projects						
Advocates for self to clarify classroom requirements or meet personal needs						
MOTOR						Comments/Adaptations
Moves through school environment in a safe and timely manner (including emergency evacuations)						
Utilizes all school environments (i.e., lunch room, locker room, stage)						
Participates in physical education class						
Meets personal needs (eating, dressing, toileting) within the daily schedule						
Produces written work (notes and assignments) that is legible and completed within time lines, without fatigue						
Physically manages school materials and belongings in a timely manner						
Organizes school materials, folders, locker						
Operates standard computer and mouse						

Always: Performance in skill area meets or exceeds class expectations; Student is independent; **Often:** Student needs occasional prompting, mostly independent; **Sometimes:** Student needs prompting about 1/2 the time; **Rarely:** Student needs frequent prompting, mostly dependent; **Never:** Student totally dependent

• PLEASE COMPLETE BOTH SIDES OF FORM •

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Do you have any concerns regarding this student's behavior? yes no

Do you have any concerns regarding this student's attendance? yes no

Does this student get along socially with peers? yes no

Does this student's disability impact peer acceptance? yes no

What *strengths* does this student have?

Accommodations/strategies that you routinely make for this student:

- | | |
|--|---|
| <ul style="list-style-type: none"> extra time for assignment completion scribing by staff for written responses copies of notes alternative keyboard (larger/smaller) repeated & simplified directions visual work samples redirect attention to task slantboard | <ul style="list-style-type: none"> paraprofessional support assignments modified portable word processor modified tests other _____ other _____ other _____ other _____ |
|--|---|

What other issues or concerns do you have for this student?