

ADAPT Domain Areas Assessment

Student Information

Student Name _____ Parent/Guardian _____

School/Agency _____ Primary Disability _____

Grade _____ Birthdate _____ Age _____ Sex _____

Evaluator Name _____ Title _____

Dates of Evaluation: Beginning _____ Middle _____ End _____

Administration Instructions

- Complete one assessment per student.
- Follow the prompt level key to assess each area/domain of the assessment.
- Use different colors to mark beginning, middle, and end of the year scoring.
- Only one box should be checked **per line** for **each color**.
- Total the number of each box at the bottom of each section.
- When scoring, compare students to a typical aged peer **without a disability**.

Prompt Level Key

Code	Prompt Level	Example
F	Refusal, unable to perform skills, requires full physical prompting	Hand over hand; Task is finished with assistance of adult
P	Requires partial physical prompting	Touching to initiate response; Student able to complete task after initial contact.
M	Performs the skill with adult modeling	Step by step adult modeling
V	Performs the skill with limited verbal or visual prompting	1-2 of the following prompts: verbal, visual, written, picture support
I	Independent	Entire task completed with no assistance AFTER initial directions are given .

Projected Outcomes		
0% - 40%	41% - 75%	76% - 100%
Possible Transition Plans/Goals/Projection		
Respite *Day Habilitation Program *Customized Employment	Volunteer Jobs *Day Habilitation Program *Sheltered Workshop Group Home Living	*GVRA Vocational Rehabilitation *Supported Employment *Supported Independent Living Competitive Employment

*There are fees associated with these types of programs. Families may consider waivers to assist with funding.

Scoring Example					
Housekeeping	F	P	M	V	I
1. Cleans/Wipes Surface					XX
2. Identifies/Communicate basic cleaning items and functions (Mop, Broom, Vacuum, Cleaner, Etc)					XX
3. Take out trash.				X	XX
4. Wash/Dry Dishes			X		XX
5. Makes bed.				XX	X
6. Uses a broom and Dust Pan to Sweep			X	X	X
7. Operate a vacuum		XX		X	
8. Identifies when to clean (Vacuum floor, sees 'mess', cleans spill, etc.)		X	XX		
9. Identifies/Communicate basic cleaning products and uses (Glass cleaner, floor cleaner, bathroom cleaner, furniture cleaner)	X	X	X		
10. Identifies recyclable items	X	X	X		
11. Develop a house cleaning routine	XX	X			
12. Explains warning signs/labels on cleaning supplies	XXX				
Beginning of Year	Total	4	2	2	2
Middle of Year	Total	2	3	1	2
End of Year	Total	1	1	3	6

Domestic					
Cooking/M meal Preparation	F	P	M	V	I
1. Makes choices, regarding food options independently. (i.e. Sandwich or Chicken Nuggets?)					
2. Identifies basic kitchen utensils/textiles (Spatula, Pot holder, Silverware, Can opener).					
3. Uses basic utensils appropriately.					
4. Prepare a simple snack without the requirement of an appliance (Sandwich, Crackers, Etc)					
5. Follows 3 (or fewer) step picture recipe.					
6. Communicates the functions of basic kitchen tools, appliances. (Stove, Can Opener, Oven, Microwave, Refrigerator, and toaster)					
7. Communicates and demonstrates the functions of kitchen textiles (Pot holders, Dish cloths, etc.)					
8. Can identify what appliance is needed to cook a given snack/meal (Ex: Popcorn=Microwave, Bagel=Toast)					
9. Prepare a simple snack/meal using microwave/toaster oven.					
10. Follows 3-5 step recipe using picture symbols/adapted text.					
11. Will follow a 5+ step recipe. (Text, Picture Support)					
12. Plans balanced meals.					
13. Determine if food can be eaten, based on the expiration date.					
14. Understand the concept of and prevent 'cross contamination'.					
Beginning of Year	Total				
Middle of Year	Total				
End of Year	Total				

Laundry					
1. Distinguishes if clothes are dirty or clean.					
2. Identifies washer from dryer.					
3. Demonstrates sequence of laundry (i.e. Washer first, dryer second)					
4. Transfers clothes from washer to dryer.					
5. Sorts darks from lights					
6. Places clothing items on hanger.					
7. Folds clothes					
8. Determines size of load (S,M,L)					
9. Determines temp. of load					
10. Determines the appropriate setting to operate washer					
11. Determines the appropriate setting to operate dryer					
12. Measures out appropriate amount of detergent.					
13. Reads labels on clothing for washing instructions/recommendations.					
14. Uses an iron correctly. (Temperature, ironing board, material setting, adding water, etc.)					
Beginning of Year	Total				
Middle of Year	Total				
End of Year	Total				

Domestic					
Housekeeping	F	P	M	V	I
1. Cleans/wipes Surface					
2. Identifies/communicates basic cleaning items and functions (Mop, Broom, Vacuum, Cleaner, Etc)					
3. Takes out trash.					
4. Washes/dries dishes					
5. Makes bed.					
6. Uses a broom and dust pan to sweep					
7. Operates a vacuum					
8. Identifies when to clean (Vacuum floor, sees 'mess', cleans spill, etc.)					
9. Identifies/communicates basic cleaning products and uses (glass cleaner, floor cleaner, bathroom cleaner, furniture cleaner)					
10. Identifies recyclable items					
11. Develops a house cleaning routine					
12. Explains warning signs/labels on cleaning supplies					
Beginning of Year	Total				
Middle of Year	Total				
End of Year	Total				

Dressing/ Grooming					
1. Communicates need to use the restroom.					
2. Toilets independently. (Completes all steps)					
3. Washes/dries hands					
4. Brushes teeth					
5. Communicates various items of basic clothing and body part on which it's worn.					
6. Dresses self when clothes are provided.					
7. Determines (and communicates) the need to wipe face/mouth					
8. Differentiates between dirty and clean clothes					
9. Determines appropriate clothing for weather.					
10. Determines appropriate clothing for destination					
11. Maintains appearance.					
12. Communicates the need for personal hygiene products.					
13. Explains appropriate attire of various destinations/events: job interview, casual wear, athletic, etc.					
Beginning of Year	Total				
Middle of Year	Total				
End of Year	Total				

Domestic					
Calendar/ Scheduling	F	P	M	V	I
1. Follows a visual schedule.					
2. Identifies days of the week.					
3. Identifies months.					
4. Communicates the date.					
5. Identifies the days in order.					
6. Identifies the months in order.					
7. Locates events on calendar.					
8. Identifies time to the hour.					
9. Identifies time to the half hour.					
10. Identifies time to the quarter hour.					
11. Identifies time to the minute.					
12. Distinguishes between AM/PM					
13. Manages time to follow a schedule.					
14. Uses a calendar to arrange scheduled events.					
Beginning of Year	Total				
Middle of Year	Total				
End of Year	Total				

Vocational					
	F	P	M	V	I
1. Communicates basic needs/wants with supervisor (ex. finish, more, help)					
2. Maintains self-control while at an employment setting					
3. Attends to a task for 5-10 minutes.					
4. Uses work related materials appropriately (tools, materials, technology, etc.)					
5. Notifies supervisor when work is complete.					
6. Follows simplified 1-2 step instructions from a supervisor					
7. Returns work related items/workspace to its ready status (clean or put back in place) once completed					
8. Works without disrupting the work environment.					
9. Responds to change in workplace without disruption.					
10. Attends to a task for 15-30 minutes.					
11. Corrects work, when needed.					
12. Follows 3-5 step instructions.					
13. Works independently without disrupting the work environment					
14. Begins job tasks when student arrives to job site					
15. Manages time according to job task					
16. Demonstrates workplace safety					
17. Attends to a job for at least 60 minutes.					
18. Researches job interests					
19. Evaluates job requirements (skills needed, transportation, strengths/weaknesses, etc.)					
20. Completes job applications process					
21. Researches job opportunities that meet abilities					
Beginning of Year	Total				
Middle of Year	Total				
End of Year	Total				

Recreation and Leisure					
	F	P	M	V	I
1. Identifies recreational activities and the basic equipment used for each					
2. Engages in leisure activities at school.					
3. Engages in indoor/outdoor leisure activities					
4. Responds to basic social engagements during rec/leisure time. (i.e. "Your turn", "Who's next?", "Great Job".)					
5. Turns on electronics for recreational purposes.					
6. Engages (verbally/nonverbally) in leisure activities at school with friends or others					
7. Identifies multiple recreational activities of choice					
8. Operates electronic devices for recreational purposes.					
9. Demonstrates the role of a spectator/audience.					
10. Accepts the outcome without anger or boasting when given the opportunity to observe or participate in an activity					
11. Employs proper etiquette and follows game rules					
12. Maintains topic of conversation during leisure activities.					
13. Initiates activity and interactions with peers.					
Beginning of Year	Total				
Middle of Year	Total				
End of Year	Total				

Social Skills					
	F	P	M	V	I
1. Responds to greetings and departures.					
2. Responds to questions from others.					
3. Engages in basic conversational exchange (3-4 turns)					
4. Initiates greetings and conversations with others.					
5. Stays on topic during conversations.					
6. Engages in appropriate non-verbal social behavior (personal space, eye-contact, tone of voice, etc.)					
7. Appropriately joins a group activity or discussion					
8. Interrupts appropriately					
9. Has conversations about a wide range of topics					
10. Keeps a conversation going by sharing information and asking the other person questions					
11. When listening, asks appropriately for repetition and clarification					
12. When speaking, clarifies message when listener misunderstands					
13. Listens to what others say and uses this information during conversations					
14. Terminates conversations based on cues from conversational partner					
15. Understands the uses of humor appropriately					
Beginning of Year	Total				
Middle of Year	Total				
End of Year	Total				

Community					
	F	P	M	V	I
1. Maintains personal space In the community					
2. Communicates needs and/or wants to appropriate person					
3. Stays with a group.					
4. Physically navigates community setting safely (shopping cart, wheelchair, walker)					
5. Identifies and applies community signs. (Restrooms, Exit, Employees Only, etc.)					
6. Uses prepared list to shop for needed items					
7. Locates available cashier.					
8. Differentiates appropriate behavior between familiar and unfamiliar people.					
9. Can communicate, verbally or non-verbally, personal information.					
10. Distinguishes between a \$1 bill and \$5 bill					
11. Makes food selections from a menu. (Visual or text menu)					
12. Pays for items, and waits for change.					
13. Locates an employee (community member) for help.					
14. Distinguishes bills up to \$20.00					
15. Creates a shopping list when provided a recipe of 5+ ingredients.					
16. Calculates a combination of bills and coins					
17. Pays with appropriate combination of currency to cover purchase price.					
18. Make purchases within a budget					
19. Uses comparison shopping to determine best purchasing option.					
20. Shops for clothing items by occasion and size					
21. Uses a map to locate and navigate specific locations within community setting.					
22. Estimates purchase price including calculating taxes					
Beginning of Year	Total				
Middle of Year	Total				
End of Year	Total				

Self Advocacy					
	F	P	M	V	I
1. Makes choices when provided 1-2 items or ideas.					
2. Communicates preferences.					
3. Communicates dislikes.					
4. Communicates need for help.					
5. Communicates feelings and emotions.					
6. Communicate effectively to unfamiliar people.					
7. Identifies interests and hobbies.					
8. Identifies strengths.					
9. Identifies areas for improvement.					
10. Identifies possible ways to resolve a conflict.					
11. Actively participates in IEP meeting.					
12. Identifies goals on current IEP.					
13. Identifies and explains self as a person with a disability.					
14. Selects realistic goals (i.e. IEP/Transition Plan)					
15. Can communicate accommodations/ modifications needed.					
16. Checks progress toward meeting goal.					
17. Lists and discusses rights under the law (FAPE, IDEA, LRE).					
18. Lists and discusses support services needed.					
Beginning of Year	Total				
Middle of Year	Total				
End of Year	Total				

Behavior						
	Comments	F	P	M	V	I
1. Refrains from self-injurious behavior.						
2. Refrains from physical aggression, attempted aggressive, or threatening behavior.						
3. Refrains from disruptive behavior.						
4. Stays with the group/designated workspace OR notifies supervisor before leaving the area						
5. Distinguishes appropriate boundaries for physical contact.						
6. Does not need immediate rewards/reinforcement to demonstrate appropriate behavior						
7. Complies with directions for a known task.						
8. Responds appropriately to redirection or criticism						
9. Refrains from socially inappropriate stemming.						
10. Maintains appropriate behavior in the absence of supervision						
11. Accepts changes in established routine						
12. Adjusts behavior to expectations of different situations						
Beginning of Year	Total					
Middle of Year	Total					
End of Year	Total					