

# DIRECT OBSERVATION SCALE

## DIRECT OBSERVATION SCALE: VOCATIONAL SKILLS

\* Procure prior to testing: Computer or keyboard, recent newspaper, access to vending machine for packaged snack and beverage, money - \$5, \$1, 2 quarters, 2 dimes, 2 nickels, 2 pennies

### 1. SORTING

\*Cluster 1, 2, 3, 21

**Materials:** 5 washers, 5 bolts, 5 standard nuts, 5 green buttons, and sorting tray

**Procedure:** Place sorting tray on table in front of individual with 1 item from each group in a compartment of its own. Place the rest of the materials in a pile in front of the individual and direct individual to finish sorting. If individual does not begin or makes an error in sorting 1 of the first 4 items, demonstrate with 1 item from each group and then replace them in the pile.

**Scoring:**

*Passing* — Sorts all the remaining items with not more than 1 error.

*Emerging* — Sorts at least 4 items correctly but does not finish the task within 5 minutes or makes more than 1 mistake.

*Failing* — Sorts fewer than 4 items correctly in 5 minutes.

### 2. CORRECTING SORTING ERRORS

\*Cluster 1, 2, 3, 21

**Materials:** 5 washers, 5 bolts, 5 standard nuts, 5 green buttons, and sorting tray

**Procedure:** Place sorting tray on table in front of individual with 4 correctly sorted items and 1 incorrectly sorted item in each compartment. Indicate to individual to take out the one that is different. If individual does not begin task, or begins incorrectly, demonstrate by removing an incorrectly sorted item and then replace it.

**Scoring:**

*Passing* — Removes all incorrectly sorted items with no mistakes, either before or after demonstration.

*Emerging* — Removes 1, 2, or 3 incorrectly sorted items, either before or after demonstration.

*Failing* — Fails to remove any incorrectly sorted items.

### 3. MATCHING TO JIG

\*Cluster 1, 2, 3, 21

**Materials:** 5 washers, 5 bolts, 5 standard nuts, 3 wing nuts, sorting tray, 5 sandwich bags, empty plastic box for finished bags, and 5 jig cards with different picture patterns to follow (numbered on back to show order of administration)

**Procedure:** Place divided tray containing the 4 groups of hardware in front of the individual. Place bags and empty box next to the tray. Present jig cards, one at a time and in order, and direct individual to “find these and put them in the bag and put the bag in the box.” If individual does not begin or makes an error on the first card, demonstrate the task with the first card and then replace the card and objects.

**Scoring:**

*Passing* — Matches at least 4 jigs correctly within 5 minutes and places all filled bags in the empty box.

*Emerging* — Matches at least 2 jigs correctly but does fewer than 4 without errors or fails to put filled bags in the empty box.

*Failing* — Matches fewer than 2 jigs correctly in 5 minutes.

**4. MATCHING/SORTING COLORS**

**Materials:** 3x5 note cards of 4 different colors (6 of each — green, blue, yellow, red), 4 trays with one card of each color in bottom of tray

**Procedure:** Place the 24 cards, randomly mixed, in a pile in front of the individual and place the trays in a left-to-right fashion (one card in the bottom of each) across the table just beyond the pile of cards. Place one card of each color in each tray and tell the individual to place each color of card from the stack in its appropriate separate tray on the table, pointing to a tray for each color in a left-to-right fashion. If the individual does not respond, demonstrate by placing two cards in their correct trays. If the individual makes an error, pull the incorrectly sorted card from the tray and set it aside in a pile to the side of the mixed pile of cards. When the individual finishes sorting the mixed pile, direct him/her to sort the remaining pile of cards.

**Scoring:**

*Passing* — Matches/sorts all colors correctly before demonstration, with no more than two errors.

*Emerging* — Matches/sorts all colors, including “error pile,” with no more than 6 errors.

*Failing* — Makes more than 6 errors or does not comprehend what to do with additional cards.

**5. SORTING AND COLLATING**

**Materials:** 24 sheets of paper, 8 of which have the number 1 in the top right corner (in font of 32 points), 8 with the number 2 on them, 8 with the number 3 on them, and 8 large gem clips

**Procedure:** Place stack of pages on table in front of individual from left to right in ascending order with paper clips to the right. Demonstrate sorting by taking one each of pages 1, 2, and 3 and forming a separate stack for each number. Indicate to individual to sort the remaining pages. If individual does not begin or begins incorrectly, remove the top page from the pile and sort it appropriately. After sorting is complete, demonstrate collating by taking one page from each stack, combining pages in numerical order (1,2,3) and using a gem clip to bind the three pages together. Indicate to individual to complete task by combining the remaining pages in order and clipping the sets of three together (as demonstrated). If individual does not begin or begins incorrectly, repeat demonstration.

**Scoring:**

*Passing* — Sorts and collates pages with no more than one error (on each task) after initial demonstrations.

*Emerging* — Sorts pages and/or collates pages with 2 or 3 errors (on each task) after demonstration.

*Failing* — Does not sort pages or makes 4 or more errors, even after second demonstration.

## **6. USES ONE-TO-ONE CORRESPONDENCE TO COMPLETE 3-STEP TASK**

**Materials:** 20 pill bottles, 20 snap-on tops, 20 small plastic chips that fit in the bottles, empty box

**Procedure:** Place chips, bottles, tops, and empty box on the table in front of individual from individual's left to right. Indicate and demonstrate to the individual the sequence of putting a chip into a pill bottle, putting a lid on the bottle, and then placing the bottle in the empty box. If individual does not begin the task or makes an error, demonstrate again. If individual still does not begin or completes the task with errors, then guide individual manually through the task.

### **Scoring:**

*Passing* — Performs task without errors at least 10 times in 3 minutes after only verbal instructions and demonstrations.

*Emerging* — Performs task correctly at least 10 times in 3 minutes but makes more than 1 error, or performs task correctly but completes fewer than 10 sequences in 3 minutes, or needs manual guidance to complete the task successfully, or masters at least 2 parts of the task correctly.

*Failing* — Cannot master at least 2 parts of the task successfully after demonstration or manual guidance.

## **7. TRAVEL KIT ASSEMBLY**

**\*Cluster 7, 28, 29, 30, 31, 36, 41, 54**

**Materials:** 6 travel size soaps, shampoos, lotions, toothbrushes, and tubes of toothpaste plus six “decoy” items (powder); bins for each item and zip lock bags; a photograph of the assembled product (actual size), a photograph jig or outline/silhouette jig displaying all items to be packaged in the bag, and a basket or box for finished items

**Procedure:** Place the 7 sets of items in separate containers in front of the individual in a left to right sequence and the photograph of the assembled product to the right side of the individual. Place the decoy item in the middle of the other 6 items portrayed in the jigs and photograph. Tell the individual to make a pouch just like the one in the photograph. If the individual makes two or more errors in the first assembly, place the photograph jig in front of the individual, and the box for finished items to the right of the individual, with the photograph of the assembled product in front of the box. Indicate to the individual to match each item to the matching picture in the photograph. When he/she matches all items, then indicate to assemble the items as in the second photograph and put in the box.

### **Scoring:**

*Passing* — Assembles 5 sets (either before or after photograph jig presented) within 5 minutes with no more than 3 errors.

*Emerging* — Matches at least 2 items to the jig but does not complete the assembly within 5 minute time period.

*Failing* — Less than 2 items placed correctly.

## **8. SIMPLE AND SOPHISTICATED ALPHABETIZING**

**Materials:** 2 sets of word cards, 5 cards in each set. Set 1: *book, stove, well, apple, hot*  
Set 2: *shoe, small, store, school, same*

**Procedure:** Place cards in Set 1 in front of individual in the following order from individual's left to right: *book, stove, well, apple, hot*. Indicate to put the cards in alphabetical order from individual's left to right. If individual does not begin, or begins incorrectly, demonstrate by putting *apple* and *book* in the correct order and then replace them. If individual continues to have difficulties, further demonstrate task by putting all 5 cards in correct order. If individual is able to alphabetize Set 1, present Set 2 in the following order from individual's left to right: *shoe, small, store, school, same*. Allow no demonstrations on Set 2. If individual is unable to do Set 1 after both demonstrations, discontinue and do not go on to Set 2.

**Scoring:**

*Passing* — Alphabetizes both sets of cards before or after demonstrations with no errors.

*Emerging* — Is able to alphabetize at least 1 set of cards with 2 or fewer errors, either before or after the demonstration.

*Failing* — Makes 3 or more errors in each set of cards.

### **9. MEASURING WITH RULER**

**Materials:** 12-inch ruler, one pencil (no point and 7" long), one 3x5" note card (with 5" side highlighted), one metal rod (4" long), one 4x6" note card (4 side highlighted), one 5" pencil, one 7" metal rod, 3 labeled containers (7 inches, 5 inches, 4 inches)

**Procedure:** Place items in front of individual and indicate to individual to measure each item and place it in the appropriately labeled container. If individual does not begin or begins incorrectly, demonstrate with the pencil and indicate to continue.

**Scoring:**

*Passing* — Is able to measure each item and sort by length with no more than one error before or after demonstration.

*Emerging* — Sorts by length with 1-3 errors.

*Failing* — Makes 4 or more errors or does not measure with ruler.

### **10. FILING BY NUMBER**

**Materials:** File box with 10 tab dividers (each marked with a 5-digit number on the tab), and 20 index cards (2 of each of the ten 5-digit numbers, in a 36-point font)

**Procedure:** Present the 20 cards in random order to the individual along with the file box (dividers in box). Indicate to the individual to sort the numbered cards behind the dividers. If the individual does not begin or begins incorrectly, demonstrate by pointing to the number on the card, matching and pointing to the corresponding divider, and placing the card behind the correct divider. If the individual makes 3 or more errors, pull out 5 dividers, place them in a left-to-right fashion on the table, and separate out the 10 cards with the corresponding numbers. Indicate to the individual to sort the numbered cards onto the appropriate dividers on the tabletop.

**Scoring:**

*Passing* — Files all cards into the box either before or after demonstration with no more than 2 errors.

*Emerging* — Files cards in box with more than 2 errors or correctly sorts 10 cards onto 5 dividers on table.

*Failing* — Cannot file correctly to dividers on table.

## 11. MEASURING WITH CUPS AND SPOONS

**Materials:** Measuring cups (1 cup with blue tab, ¼ cup with green tab), measuring spoons (1 tsp. with yellow tab, ½ tsp. with red tab), labeled containers of rice, lentils, salt, and pepper, one large container for mixed ingredients, one list of written directions for mixing the ingredients, one set of photograph directions

**Procedures:** Spread cups, spoons, and containers in front of individual along with the set of written directions. Indicate to the individual to follow the list and combine the ingredients. If the individual makes 2 errors or does not know how to proceed, present the color-coded directions and indicate to the individual to follow the list.

### **Scoring:**

*Passing* — Completes either the written list or the photograph directions with no more than 1 error (on either structure).

*Emerging* — Completes task with either structure with no more than 2 errors.

*Failing* — Cannot complete mixing or makes 3 or more errors.

## 12. TYPING

**Materials:** Computer or keyboard (**procure before testing**), pencil, and paper

**Procedure:** Indicate to individual to type first and last name. If individual does not begin task or begins incorrectly, demonstrate by typing individual's name. If individual successfully types name, print "You are working well" on paper, hand it to individual, and indicate to type it. If individual does not begin or begins incorrectly, demonstrate by typing the first word.

### **Scoring:**

*Passing* — Types name and sentence immediately or after one demonstration with fewer than 3 errors in under 1 minute total typing time.

*Emerging* — Types name and sentence with 3 to 6 errors or takes from 1 to 3 minutes total typing time.

*Failing* — Does not type name and sentence, or makes more than 6 errors, or takes more than 3 minutes total typing time.

## DIRECT OBSERVATION SCALE: VOCATIONAL BEHAVIOR

### 13. ASSEMBLY LINE

#### **\*Cluster 13-18:**

Also see Items #14 — Works Continuously at Task, #15 — Distracted by Office Noise, #16 — Works without Supervision, #17 — Productivity, and #18 — Works Neatly and Systematically

**Materials:** 16 sets of 3 gem-clipped 8 1/2x11 pages, 16 large clasp envelopes

**Procedure:** Place the envelopes on the table in front of the individual. Place a file tray on the individual's right. The examiner sits next to the individual on his left and begins to place one set of pages in front of the individual. Indicate to the individual to put one stapled set into each envelope and put it into the tray. If the individual does not begin or incorrectly attempts a combination, demonstrate the task up to three times. Then proceed without further demonstration. Place one set of pages in front of the individual at a rate of one set every 15 seconds. After placing the first 8 sets, increase the speed to one set every

10 seconds. Note how many completed envelopes the individual has completed when the examiner places the last envelope in front of him/her.

**Scoring:**

*Passing* — Successfully completes at least 13 sets, speeds up when the examiner does or waits for next at a rate that is reasonably approximate to the examiner's rate so that there are no more than 3 sets left after the examiner places the last set.

*Emerging* — Is able to perform the task but completes only between 6-12 sets.

*Failing* — Completes less than 6 sets successfully.

#### **14. WORKS CONTINUOUSLY AT TASK**

**\*Cluster 13-18**

**Materials:** 30 sets of gem-clipped pages, 30 envelopes

**Procedure:** Demonstrate putting one set of pages in an envelope. Then have the individual do the task, offering demonstration and assistance if needed. The examiner is allowed to demonstrate the combination a total of 3 separate times. Once the individual has assembled 3 sets consecutively without assistance, indicate to the individual to continue alone. Begin timing and offer assistance, directing individual's attention to the task by pointing, only if the individual pauses for over 10 seconds.

**Scoring:**

*Passing* — Works continuously for 5 minutes with no pauses longer than 10 seconds.

*Emerging* — Works continuously for 5 minutes with only 1 or 2 pauses of more than 10 seconds.

*Failing* — Has 3 or more pauses of more than 10 seconds or never performs the task.

#### **15. DISTRACTED BY OFFICE NOISE**

**\*Cluster 13-18**

**Materials:** Telephone in room, intercom, or radio

**Procedure:** Arrange for an interruption after the individual completes 10 sets of pages in envelopes. While the individual is working, have a telephone call come to the examiner or have someone call the examiner over the intercom. If these options are not available, turn on the radio. Note distraction and whether the individual is able to refocus on the work and reestablish the same rate of performance.

**Scoring:**

*Passing* — Remains intent on the task and is not distracted or is distracted but returns to work at comparable rate after one reminder.

*Emerging* — Becomes mildly distracted (rate slows) and/or needs several reminders to return to work.

*Failing* — Becomes extremely distracted and is unable to return to task without consistent reminders.

#### **16. WORKS WITHOUT SUPERVISION**

**\*Cluster 13-18**

**Materials:** See Item #14 — Works Continuously at Task

**Procedure:** While individual is engaged in putting pages in envelopes, the examiner assures that there are at least 20 sets remaining to be completed. The examiner indicates that the individual should continue working when the examiner leaves the room. The

examiner then leaves the room for 2 minutes. He or she observes from an observation window or from a point out of the individual's direct line of vision. Observe how long the individual continues to work without supervision (2 minute maximum).

**Scoring:**

*Passing* — Works continuously without supervision, with no pauses longer than 10 seconds, for an additional two minutes.

*Emerging* — Works more slowly and less continuously without supervision than when supervisor was directing activities.

*Failing* — Works less than 30 seconds without supervision.

## **17. PRODUCTIVITY**

**\*Cluster 13-18**

**Materials:** Same as Item #14 — Works Continuously at Task

**Procedure:** While individual is engaged in Item #14 — Works Continuously at Task and Item #16 — Works Without Supervision, observe the individual's performance. Count the number of completed sets after administering both tasks (a 5-minute period).

**Scoring:**

*Passing* — Completes at least 25 sets during the 5-minute period.

*Emerging* — Completes 15-25 sets during the 5-minute period.

*Failing* — Completes fewer than 15 sets in the 5-minute period.

## **18. WORKS NEATLY AND SYSTEMATICALLY**

**\*Cluster 13-18**

**Materials:** None

**Procedure:** Note individual's behavior while performing tasks during test session. Pay special attention to predominant mode of working.

**Scoring:**

*Passing* — Is generally neat and systematic in approach to a task, putting materials in proper place and using them in systematic fashion.

*Emerging* — Puts most but not all materials away and/or needs occasional guidance in organizing materials for a task.

*Failing* — Generally leaves materials out of place and/or needs constant guidance in organizing materials for a task.

## **19. RESPONSE TO ENVIRONMENT**

**Materials:** None

**Procedure:** Observe individual throughout testing session, noting reactions to physical surroundings (e.g., test room and materials, lights, windows, mirrors, and noises and voices inside and outside of the testing room). Behaviors to be observed include bizarre responses to stimuli, hyper-responsiveness, and overreaction or under-reaction to stimuli.

**Scoring:**

*Passing* — Shows awareness of, and responds appropriately to, surroundings (e.g., looks out window or into mirror, uses test materials appropriately, turns head toward or comments about noises).

*Emerging* — Shows mildly inappropriate responses to surroundings (e.g., uses materials in repetitive or unusual fashion, occasionally stares at lights, occasionally shows no response to sound).

*Failing* — Shows extremely inappropriate responses to surroundings (e.g., extreme hyper-responsiveness to visual stimuli, sounds, textures, etc.; engages in repetitive or ritualistic behaviors that are hard to interpret, such as tapping or spinning all materials; shows no response to sound of voice).

## **20. HANDLES TRANSITIONS**

**Materials:** None

**Procedure:** Note individual's behavior throughout the evaluation and especially during transitions from one activity to the next.

**Scoring:**

*Passing* — Handles transitions without signs of anxiety or frustration.

*Emerging* — Tolerates transitions but shows some signs of anxiety or difficulty in returning to work.

*Failing* — Shows considerable anxiety and upset during transition times or is unable to return to work after a transition for a long period of time.

## **21. ASKS FOR HELP WHEN NEEDED**

**\*Cluster 1, 2, 3, 21**

**Materials:** 5 jig cards, 5 standard nuts, 5 bolts, 5 washers, 3 wing nuts, sandwich bags, divided sorting tray, empty box for finished bags

**Procedure:** Place divided tray containing the nuts, washers, and wing nuts in front of individual. Remove bolts and put them out of individual's sight. Present jig cards one at a time, in order, and direct individual to "find these, put them in a bag, and put the bag in the box." If individual indicates a need for a bolt, give out a bolt and allow the task to continue.

**Scoring:**

*Passing* — Clearly asks for bolts each of the 3 times they are needed.

*Emerging* — Indicates a need for bolts only once or twice, or requests bolts in an indirect or unclear manner, or shows some signs of being confused without requesting bolts.

*Failing* — Does not ask for bolts when needed; completes task without bolts or fails to complete task.

## **22. RESPONSE TO CORRECTIONS**

**Materials:** None

**Procedure:** When the individual performs a task incorrectly, the examiner should dismantle the error and replace materials in their original containers (take the assembly apart, erase the incorrect written response, etc.). The examiner should then demonstrate to and/or direct the individual in the correct procedure. Note also the response of the individual to interruption and to calling the individual's name. Observe the individual's responses throughout testing.

**Scoring:**

*Passing* — Consistently attends to the demonstration or direction and attempts to perform the task without overt signs of agitation or ignoring the examiner.

*Emerging* — Attempts to perform the task after correction but gives only partial attention to correction or shows signs of agitation. Shows some signs of anxiety or difficulty returning to work after an interruption.



*Failing* — Ignores the direction or demonstration or shows significant signs of agitation when corrected or interrupted.

### **23. TOLERATES INTERRUPTIONS**

**Materials:** None

**Procedure:** Note individual's behavior throughout the evaluation. Intentionally interrupt individual when involved in a task by calling the person's name and asking a question or asking individual to hand you something.

**Scoring:**

*Passing* — Tolerates interruptions without signs of anxiety or frustration and returns to work quickly.

*Emerging* — Tolerates interruptions but shows some signs of anxiety and/or difficulty returning to work.

*Failing* — Shows considerable anxiety and upset during interruptions and/or is unable to return to task for long period of time after interruption.

### **24. STAMINA — PERFORMANCE OVER LENGTH OF TEST**

**Materials:** None

**Procedure:** Throughout testing, observe the individual for signs of fatigue or agitation. Refer to Item #36 — Follows Schedule, and add breaks or preferred activities as needed to sustain the individual's performance.

**Scoring:**

*Passing* — Works for 1½ hours in testing session with only 1 or 2 breaks and shows no significant signs of agitation and fatigue or loss of quality in performance.

*Emerging* — Works at least 1 hour but needs several breaks and preferred activities and shows some signs of fatigue or loss of quality.

*Failing* — Works less than 1 hour and shows major signs of fatigue, frustration, and loss of quality.

## **DIRECT OBSERVATION SCALE: INDEPENDENT FUNCTIONING**

### **25. TELLING TIME**

**Materials:** Toy clock with readable face and movable hands

**Procedure:** Set clock at 3:00 and ask individual to tell you what time it is. If response is correct, continue the same process with 11:00, 7:30, 2:30, and 5:20. If individual does not respond or responds incorrectly to the first item, reset the clock to 12:00 and then ask individual to set the clock to 3:00. If individual still does not respond or responds incorrectly, demonstrate and then ask again. Then continue with the other trials (11:00, 7:30, 2:30, and 5:20) in the same manner.

**Scoring:**

*Passing* — Tells correct time or sets clock correctly for all 5 trials.

*Emerging* — Tells time or sets clock correctly for 2, 3, or 4 trials.

*Failing* — Tells time or sets clock correctly for no more than 1 trial.

### **26. RECOGNITION OF MONEY**

**Materials:** \$5 bill, \$1 bill, quarter, dime, nickel

**Procedure:** Lay money on the table in the following order from individual's left to right: \$1 bill, nickel, \$5 bill, quarter, dime. Ask individual to point to each one in turn in the following order: dime, \$1, nickel, \$5, quarter. If individual fails to start or points incorrectly, demonstrate the first one (dime).

**Scoring:**

*Passing* — Points correctly to all 5 items.

*Emerging* — Points correctly to 2, 3, or 4 items.

*Failing* — Points correctly to no more than 1 item.

## **27. MONEY CALCULATIONS**

**Materials:** \$5 bill, \$1 bill, 2 quarters, dime, nickel, 2 pennies (**procure before testing**)

**Procedure:** Lay money on the table in the following order: 2 quarters, nickel, \$1 bill, 2 pennies, dime, \$5 bill. Then ask individual to give you 10¢, 25¢, 12¢, \$1.50, \$5.10. If individual fails to start or gives you the first amount incorrectly, demonstrate the first one (10¢).

**Scoring:**

*Passing* — Gets 4 or 5 of the amounts correct.

*Emerging* — Gets at least 1 of the amounts correct or knows value of coins (e.g., dime = 10¢), but cannot add value of two coins together.

*Failing* — Gets none of the amounts correct.

## **28. SURVIVAL SIGNS**

**\*Cluster 7, 28, 29, 30, 31, 36, 41, 54**

**Materials:** Common survival signs with picture symbol on one side and written word on other: STOP, MEN, CROSSWALK, DON'T WALK, WOMEN

**Procedure:** Place all 5 signs on table in front of individual symbol-side up in this order: CROSSWALK, STOP, MEN, DON'T WALK, WOMEN. Indicate to individual to point to the sign that answers each question:

1. Point to the sign that says MEN.
2. Point to the sign that says CROSSWALK.
3. Point to the sign that says STOP.
4. Point to the sign that says WOMEN.
5. Point to the sign that says DON'T WALK.

Then flip the pictures over to the written words and repeat the directions.

**Scoring:**

*Passing* — Identifies at least 4 signs correctly either with written or picture cues.

*Emerging* — Identifies at least 2 signs correctly either with written or picture cues.

*Failing* — Is unable to identify more than 1 sign correctly.

## **29. HAND WASHING**

**\*Cluster 7, 28, 29, 30, 31, 36, 41, 54**

**Materials:** Bathroom sink, soap, towel

**Procedure:** Indicate to individual to wash and dry hands. (This item can be administered before use of vending machine and eating snack.)

**Scoring:**

*Passing* — Turns on water, wets hands, applies soap to both hands, works soap over all areas of both hands, completely rinses soap from hands, turns off water, and dries hands completely with towel.

*Emerging* — Completes part of hand washing independently but needs help with other parts and/or needs verbal reminders to undertake task.

*Failing* — Needs help with most or all aspects of hand washing

### **30. USE OF VENDING MACHINES**

**\*Cluster 7, 28, 29, 30, 31, 36, 41, 54**

**Materials:** 4 quarters, 2 dimes, 2 nickels

**Procedure:** Direct individual to vending machine and give 2 quarters, 2 dimes, and 2 nickels. Indicate that individual may purchase choice of items (e.g., one drink and one snack item). If individual does not begin or fails to complete purchase (e.g., puts in some but not enough money to buy selected item), prompt as needed in order to complete task. Closely observe individual's behavior, particularly the ability to select the item desired and whether leftover change is removed from the machine.

**Scoring:**

*Passing* — Makes purchase independently. Selects items, puts enough coins in slot, removes change and item.

*Emerging* — Performs some aspects of purchase independently but needs assistance with other aspects (e.g., inserts some money but not enough to complete purchase; makes purchase but fails to remove change).

*Failing* — Is unable to perform any aspects of purchase independently, even after prompts.

### **31. APPROPRIATE EATING HABITS**

**\*Cluster 7, 28, 29, 30, 31, 36, 41, 54**

**Materials:** Packaged snack, beverage in container (**Procure during testing**)

**Procedure:** If able to open snack and beverage, encourage individual to begin eating them. If individual cannot open one or both, open them and encourage individual to begin eating. Then observe the individual's eating habits.

**Scoring:**

*Passing* — Exhibits generally good table habits including chewing with mouth closed, eating at an appropriate speed, and eating tidily.

*Emerging* — Uses some good table habits (eats with mouth closed, at appropriate speed, and/or tidily) but does not do all of them consistently.

*Failing* — Does not eat with mouth closed, at an appropriate speed, or tidily.

### **32. USE OF MONEY**

**\*Cluster 32, 59**

See also Item # 59 — Making Simple Purchases

**Materials:** \$5 bill, \$1 bill, 2 quarters, dime, nickel, 2 pennies; paperback book; comic book; inexpensive food item (candy bar); pencil; price tags or signs for these items as follows:

paperback book:	\$3.50
comic book:	3.50
gel pen:	.97

post-it notes	.55
stickers:	.25

**Procedure:** Place all money on table in front of individual. Display items and prices where individual can see them easily. Tell individual to pretend to be going into a store and use the money to buy these items. When individual requests an item, state its price and indicate to hand you the necessary money to buy that item. Ask individual whether any change is due. After purchase is completed, return money to individual for use for three other purchases. If individual does not begin, or begins but fails to complete task, prompt or cue as necessary in order to complete the purchase of 1 item.

**Scoring:**

*Passing* — Makes 4 purchases independently. Uses appropriate amount of money and is aware of whether change is due.

*Emerging* — Makes 1, 2, or 3 purchases independently, or performs some aspects independently but needs help with other aspects in order to complete purchase (e.g., hands you some but not enough money to pay for item and corrects self after cues or prompts; pays for item correctly but is unaware of whether change is due).

*Failing* — Does not complete any purchase independently even after cues or prompts.

**33. DELIVERS MESSAGES**

**Materials:** Paper and pencil

**Procedure:** At some point during the session, indicate to individual that you need another pen, pencil, or pad of paper. Ask individual to go to the secretary and get you another one. (If individual is nonverbal, write this message on paper, read it to individual, and ask individual to take it to the secretary.) Be certain that individual knows how to get to secretary's office.

**Scoring:**

*Passing* — Is able to travel independently to and from secretary's office, is not distracted by surroundings, and does not dawdle.

*Emerging* — Needs further assistance with directions, or travels independently but dawdles, or is distracted while traveling.

*Failing* — Is unable to travel to and from secretary's office.

**34. USE OF CALENDAR**

**Materials:** December calendar with holiday clearly marked

**Procedure:** Place the calendar in front of individual. Ask the following questions. (Have nonverbal individual point to the answers.)

1. Can you name the days of the week?
2. What day of the week is December 10 on?
3. Do you go to school/work on \_\_\_\_\_? (Name a date that falls on a Tuesday.)
4. Do you go to school/work on \_\_\_\_\_? (Name a date that falls on a Sunday.)
5. When is Christmas?
6. How many days do you go to school/work each week?

**Scoring:**

*Passing* — Answers at least 4 questions correctly.

*Emerging* — Answers 2 or 3 questions correctly without assistance.

*Failing* — Is unable to answer more than 1 question correctly.

### **35. CHECK WRITING/RECORDING**

**Materials:** 3 photocopied checks (completed), a check register sheet with a balance indicated for the first entry, pencil, highlighter, and calculator

**Procedure:** Present the individual with the completed checks, register sheet, pencil, and calculator. Point to the present balance at the top of the register sheet and direct the individual to use the calculator to subtract each check from the balance on the right side of the sheet. If the individual is unable to proceed, use the highlighter to focus the individual's attention on any confusing feature of the task (highlight the balance and/or the check amount and/or the place where the subtracted balance will be written). Prompt by pointing to highlight cues and verbally identifying the confusing element simultaneously (ex.: This is where the balance goes.) If the individual is still unable to proceed, complete the first check subtraction and encourage him/her to try with the second check.

**Scoring:**

*Passing* — Can complete all subtractions with or without highlighting cues and prompts.

*Emerging* — Completes at least one element of the task (uses calculator correctly, puts subtracted amount in correct box, etc.).

*Failing* — Cannot complete any portion of the calculation or record amount.

### **36. FOLLOWS SCHEDULE**

**\*Cluster 7, 28, 29, 30, 31, 36, 41, 54**

**Materials:** Paper and pencil for writing out a schedule, or picture cards for next scheduled activities (i.e., Survival Signs, Wash Hands, Vending Machine, Snack, Card Game, Travel Kit Assembly) along with top-to-bottom picture schedule with pocket

**Procedure:** At the point during testing when a break from work activities is indicated, present the individual with either a written schedule or a picture schedule illustrating the sequence of activities as follows: Survival Signs, Wash Hands, Vending Machine, Snack, Card Game, Travel Kit Assembly. As the individual finishes a task, prompt him to check the schedule to find the next activity. If presented with a written schedule, prompt him to cross the next item off the written schedule and retrieve the activity from the table on his left. If presented with a picture schedule, prompt him to take the top card, retrieve or complete the activity represented on the card, and place the card in the pocket at the bottom of the schedule. After prompting the first transition, observe the individual's use of the schedule. Does the individual use the cards or written instructions to predict the next event? Prompt him/her as necessary.

**Scoring:**

*Passing* — After the initial prompt with the first activity on the schedule, he/she uses the schedule independently and shows recognition of the sequence of activities and of when to check the schedule.

*Emerging* — The individual requires repeated prompts to use the schedule but shows some understanding of the sequence of activities.

*Failing* — The individual does not use the schedule without constant prompts and does not show recognition of what comes next.

## **DIRECT OBSERVATION SCALE: LEISURE SKILLS**

### **37. SOLITARY ACTIVITIES**

**\*Cluster 37, 38, 44, 51**

**Materials:** Newspaper, 2 magazines (1 sports, 1 teen), 1 retail clothing catalog, one word search puzzle book, deck of playing cards, pencil, paper, markers, map, radio or tape player and tape, large box or basket (Refer to Item #38 — Puts Away Materials at End of Break)

**Procedures:** Place all of the materials in a large box or basket to the side of the individual. Let the individual know that you will be busy for a few minutes and indicate that he/she is free to use these materials while you work. Then refrain from interaction and allow the individual to decide how to spend the next 3 minutes. Observe the individual's use of materials and other actions.

**Scoring:**

*Passing* — Engages in one or more activities for 3 minutes with a gap of no longer than 10 seconds.

*Emerging* — Engages in an activity for one minute but does not change activities or has a gap of at least 10 seconds during which the individual is not engaged.

*Failing* — Uses materials for less than one minute or not at all.

### **38. PUTS AWAY MATERIALS AT END OF BREAK**

**\*Cluster 37, 38, 44, 51**

**Materials:** Digital timer, direction card with picture cues—"Timer rings, put in box"

**Procedures:** After presenting all materials in Item #37, set the timer for 3 minutes and put the written direction beside the timer. Indicate to the individual the direction and state, "When the timer rings, put all the materials back in the box." If the individual does not begin putting away materials within 20 seconds after the timer rings, point to the card.

**Scoring:**

*Passing* — Independently puts all materials back in box either when the timer rings, when the examiner points to the card, or when examiner prompts verbally.

*Emerging* — Responds by putting up at least one item independently.

*Failing* — Makes no attempt to put away items even after prompt.

### **39. MAGNETIC DART BOARD**

**\*Cluster 39, 40**

**Materials:** Dart board with magnetic-tipped darts

**Procedure:** Throw darts at the dart board several times. Then offer darts to individual, indicating to do the same. If individual does not begin or begins incorrectly, repeat demonstration.

**Scoring:**

*Passing* — Throws at least 3 darts at the board after demonstration and without additional encouragement.

*Emerging* — Needs additional encouragement to throw darts at the board.

*Failing* — Does not throw any darts at the board.

## **40. RECORDS SCORE IN DART BOARD GAME**

**\*Cluster 39, 40**

**Materials:** Same as in Item #39, paper, and pencil

**Procedures:** After the individual has taken one turn throwing 3 darts at the board, pull off each dart and count the score as you pull. Write both the individual's and your name on the paper and put the total under the individual's name. Then you take a turn and write the total under your name. Invite the individual to take another turn, then indicate to him/her to total his score. Provide a separate piece of paper for totaling score if appropriate. Continue two more turns.

### **Scoring:**

*Passing* — After the demonstration, individual correctly identifies each score, adds them (with or without paper), and notes the score on the score sheet with no more than 2 prompts.

*Emerging* — Independently completes one element of scoring (recognizes score of one dart, adds two scores, or writes down score on sheet [after examiner assists adding]).

*Failing* — Is unable to complete even one element of scoring.

## **41. SIMPLE CARD GAME**

**\*Cluster 7, 28, 29, 30, 31, 36, 41, 54**

**Materials:** 10 playing cards with numbers Ace-5 on pairs of cards

**Procedures:** Deal out 5 cards to self and individual such that each person has one of each number. Indicate that you want to play a number matching game and turn one of your cards face up on the table. Indicate to the individual to find the same number in his hand and play the matching card. Continue until all cards are gone. Then repeat the same game.

### **Scoring:**

*Passing* — Takes turns and matches numbers with no more than 2 errors in either of these elements of play.

*Emerging* — Makes 3 errors or less on one element of play.

*Failing* — Makes more than 3 errors on both elements of play.

## **42. SHOOTS BASKETS**

**\*Cluster 42, 43**

**Materials:** Foam rubber ball, basket on wall or back of door

**Procedure:** After playing catch for a few minutes, toss the ball several times at the basket hanging on the wall. Then give the ball to individual with instructions to do the same thing. If individual fails to respond or begins doing something else, repeat the demonstration once and indicate to do the same. After individual has performed task 1 time, indicate to repeat the procedure 2 more times.

### **Scoring:**

*Passing* — Throws the ball at the basket at least 3 times after demonstration and without additional encouragement.

*Emerging* — Takes the ball and plays with it but needs additional encouragement or throws ball at basket fewer than three times.

*Failing* — Does nothing with the ball other than hold it.

### **43. USES COUNTERS TO RECOGNIZE WHEN LEISURE ACTIVITY IS FINISHED**

**\*Cluster 42, 43**

**Materials:** 6 chip counters in cup and container with slot in top

**Procedure:** Administer this item only if individual receives *Passing* score on Item #42 — Shoots Baskets. Once the individual shows the ability to shoot baskets, present him/her with the 6 chips and the container with the slot in top. Indicate to the individual to place a chip in container after he makes a basket. Prompt the individual one time through the sequence of placing the chip in the container after he hits a basket. Prompt him/her through the second basket if necessary. Then observe the individual's ability to follow the visual system.

**Scoring:**

*Passing* — Requires prompting through no more than 2 baskets, independently places a chip in the container after each completed shot, and demonstrates understanding that the task is finished when all chips are in the container.

*Emerging* — Completes at least one element of the task independently (places a chip in the container after making a shot, recognizes when task is finished, does not place a chip in the container when he misses a shot).

*Failing* — Does not recognize any connection between making shots and chips and does not recognize when task is finished.

### **44. READS MAGAZINE OR CATALOGUE**

**\*Cluster 37, 38, 44, 51**

**Materials:** Magazine, store catalogue

**Procedure:** Place magazine and store catalogue on table and let individual know you will be busy for a few minutes. Indicate that magazine and catalogue are for individual to look at. Refrain from further interaction and allow individual to decide how to spend the following 3 minutes. Observe individual's use of the reading materials and other actions. (This item can be scored as part of Item # 29 — Solitary Activities, or administered separately.)

**Scoring:**

*Passing* — Engages in reading (or browsing through) one or both of the magazines for at least 2 minutes without any gaps of longer than 10 seconds.

*Emerging* — Occupies self with magazines for at least 1 minute.

*Failing* — Does not appropriately occupy self with magazines (without tearing or otherwise defacing) for at least 1 minute.

### **45. HIGHER LEVEL CARD GAME**

**Materials:** Full deck of playing cards or deck of UNO cards

**Procedures:** Shuffle and deal 8 cards to self and individual. Indicate that you are going to play the number-matching game (like UNO). Indicate that when you do not have the same number, you must pick a card from the “face down” pile. Prompt as necessary and allow game to continue for 3 minutes.

**Scoring:**

*Passing* — Independently takes turns, matches cards, and pulls one card from the “face



down” pile when he/she does not have a match, with no more than 2 errors in each element of the game.

*Emerging* — Makes no more than 2 errors on one element of the game.

*Failing* — Makes more than 2 errors on all 3 elements of the game

#### **46. REQUESTS LEISURE ACTIVITY AND RESPONDS TO WORK SYSTEM**

**Materials:** Break card or object that represents a preferred activity, finished basket

**Procedure:** When the individual shows signs of fatigue with an activity, indicate verbally and by pointing to a break card or object that represents a preferred activity that you can add a break if he/she is getting tired. Ask him/her if he would like a break. Place the break card or preferred object on the table to the right of the individual and just above the basket or box into which finished work is placed. Then observe the individual for improvements in performance and attention to task. (Does he/she show same level of fatigue or stress with the activity? Does individual recognize that a break is coming next? Does he/she complete activity despite signs of fatigue?) If the individual shows continued frustration, indicate by pointing to the card or object and the activity and saying, “Finish work, then break.”

**Scoring:**

*Passing* — Communicates desire for a break and responds to work system by completing activity despite signs of fatigue.

*Emerging* — Either communicates desire for break or shows some attempt to complete activity as set up on work system.

*Failing* — Refuses to finish activity even when presented with pointing/verbal direction to finish work, then break as presented on work system.

#### **47. PLANS A COMMUNITY RECREATION ACTIVITY**

**\*Cluster 47, 48**

**Materials:** \*Page from newspaper with movie advertisements (obtain prior to testing), pencil, paper

**Procedures:** Present the newspaper and indicate that your friend, Tommy, wants to see a specific movie and you need to find where that movie will be shown. Ask the individual to find the movie that Tommy wants to see. (“Tommy and I want to go see \_\_\_\_\_. Please find the theatre where it is shown.”) Then provide some limitation on when you can see the movie (ex.: “I have to go after 5 p.m.” or “I have to be home before 11 p.m.”) and ask what times it will be shown.

**Scoring:**

*Passing* — Finds the correct theatre, identifies it for the examiner (verbally, in writing, or points) and identifies times that the examiner can go (verbally, in writing, or points).

*Emerging* — Identifies one of two elements independently.

*Failing* — Is unable to identify either element without prompting from the examiner.

#### **48. PLANS AMOUNT OF MONEY NEEDED FOR COMMUNITY RECREATION ACTIVITY**

**\*Cluster 47, 48**

**Materials:** Calculator, “money for movie” card filled in with costs for each item, paper, and pencil

**Procedure:** If the individual successfully completes Item #47 — Plans a Community Recreation Activity, present the card and calculator to the individual. Point to each line on the card and indicate the cost of each item. (You will need to write the amounts for each item on the card before presentation.) Tell the individual that you need to know the total cost of a ticket, medium popcorn, and medium soft drink and indicate to the individual to use the calculator to determine the amount. If the individual is unable to proceed, point to the items on card (movie, popcorn, soft drink), the amount of each and the line for the “total.” Indicate to the individual to continue. Prompt the individual as necessary.

**Scoring:**

*Passing* — Correctly uses the card to add the 3 items on the calculator and indicates to the examiner the total amount, either with or without prompting.

*Emerging* — Is able to complete at least one element of the task when prompted.

*Failing* — Cannot complete even one element of the task when prompted.

**DIRECT OBSERVATION SCALE:  
FUNCTIONAL COMMUNICATION**

**49. COMPREHENDS VERBAL INSTRUCTIONS OR GESTURES**

**Materials:** 2 pencils, box, sheet of paper, slip-on eraser

**Procedure:** Spread the pencils, box, paper, and eraser on the table from individual's left to right. Say the instructions listed below, one at a time, to the individual. After each instruction, wait to see whether individual carries out the task. If individual makes no response or an incorrect response, repeat the verbal instructions, adding gestures and emphasizing the key underlined words. After each trial, return materials to their original positions.

1. Give me the box.
2. Put the pencils on the paper.
3. Knock on the door.
4. Put the pencils in the box, then give me the box.
5. Put the paper in the box: then put the box on the floor.
6. Put the paper in the box, put the pencils on top of the paper, then give me the box.
7. Put the eraser on the pencil, put the pencil in the box, then put the box on the floor.

**Scoring:**

*Passing* — Carries out at least 5 verbal instructions without additional gestures or repetitions.

*Emerging* — Carries out 2 or 3 verbal instructions without additional gestures or repetitions or carries out 2 or more with gestures or repetitions.

*Failing* — Carries out 1 or none of the instructions with or without gestures and repetitions.

**50. RESPONDS TO QUESTIONS ABOUT PRESENT STATE**

**Materials:** None

**Procedure:** At appropriate times during the session ask the following questions:

1. "Do you want some water?" (during break)
2. "Are you finished?" (after a task has been completed)
3. "Do you need to use the bathroom?" (in the middle of the session)
4. "Do you like these activities?" (after a series of tasks)

**Scoring:**

*Passing* — Gives appropriate and apparently accurate response either verbally or nonverbally to all 4 questions.

*Emerging* — Answers 2 or 3 questions appropriately and accurately.

*Failing* — Answers 1 question or none appropriately and accurately.

**51. DELAYED INSTRUCTIONS**

**\*Cluster 37, 38, 44, 51**

**Materials:** Same as Item #38 — Puts away Materials at End of Break: Digital timer, direction card with picture cues— "Timer rings, put in box"

**Procedures:** After presenting all materials in Item #37 — Solitary Activities, set the timer for 3 minutes and put the written direction beside the timer. Indicate to the individual the direction and state, "When the timer rings, put all the materials back in the box." If the individual does not begin putting away materials within 20 seconds after the timer rings, point to the card.

**Scoring:**

*Passing* — Independently puts materials back in box when timer rings.

*Emerging* — Responds to examiner prompt after 20 seconds by putting up at least one item independently.

*Failing* — Makes no attempt to put away items even after prompt.

**52. FOLLOWS PICTURE INSTRUCTIONS**

**Materials:** Refer to Items #7 — Travel Kit Assembly and #11 Measuring with Cups and Spoons

**Procedure:** On at least one of the above items, present picture instructions for a task as a second trial of the task. Determine whether the individual is able to complete the steps of the task independently as a result of the picture directions.

**Scoring:**

*Passing* — Is able to follow at least one complete picture list without prompt in the second trial of the task.

*Emerging* — Partially follows the picture instructions but needs prompts to complete all steps successfully.

*Failing* — Is unable to use the picture directions to know what to do in a task.

**53. EMERGENCY INFORMATION**

**Materials:** Pencil and paper

**Procedures:** Ask the individual to tell you his/her name, address, and phone number. If the individual responds correctly, ask him/her to tell you the name, address, and phone number of a person to contact in case of emergency. If the individual is unable to respond verbally, ask him or her to write it down.

**Scoring:**

*Passing* — Can provide all of the above information, either verbally or in writing.

*Emerging* — Can provide information only about themselves either verbally, in writing, or by showing an identification card.

*Failing* — Can provide none or only one piece of this information.

#### **54. COMMUNICATES NEEDS**

**\*Cluster 7, 28, 29, 30, 31, 36, 41, 54**

**Materials:** Packaged snack, beverage in container

**Procedure:** After administering Item #30 — Use of Vending Machine and Item # 31 — Appropriate Eating Habits, take the packaged snack and beverage and put them out of the individual's general visual field, asking individual to tell you at any time during the session when more is desired. If the individual communicates a desire to finish the snack immediately, allow him/her to do so. If individual makes no requests, give one reminder near the end of the session about telling you when more is desired.

**Scoring:**

*Passing* — During testing session, clearly and consistently communicates desire for more snack or beverage or, if individual chooses to finish the snack at one time, clearly communicates another need, such as going to the toilet, wanting more materials, or having finished a task.

*Emerging* — Indicates desire for more snack, beverage, or some other need, but does not always do so clearly or consistently.

*Failing* — Rarely if ever communicates any needs during direct testing session.

#### **55. DISPLAYS POSITIVE AFFECT**

**Materials:** None

**Procedure:** Observe individual during the session when individual appears to be relatively content and satisfied.

**Scoring:**

*Passing* — Displays positive affect in a relatively appropriate manner in situations that are generally enjoyable to most people.

*Emerging* — Displays some positive affect at times or does so inappropriately or in situations others do not usually define as enjoyable.

*Failing* — Does not display appropriate affect in a manner that is clear to other people.

#### **56. UNDERSTANDS PROHIBITIONS**

**Materials:** None

**Procedure:** When individual engages in inappropriate behavior during the testing session, say firmly, “NO.” If individual does not engage in any inappropriate behavior, say “NO” when an error is made.

**Scoring:**

*Passing* — Immediately stops the preceding activity.

*Emerging* — Responds to command with a change in activity but behavior does not intensify nor is it totally inhibited.

*Failing* — Behavior either intensifies or does not noticeably change.

#### **57. SPONTANEOUS COMMUNICATION**

**Materials:** None

**Procedure:** Observe individual's spontaneous communication throughout the test session.

**Scoring:**

*Passing* — Initiates and engages in communication with the examiner. Communication is conversational in that it both relates directly to the testing session and goes beyond it (e.g., individual mentions some aspect of own life or talks about test items in an imaginative way). Individual's communication is coherent and meaningful, with little or no evidence of echolalia, rote phrases, or jargon.

*Emerging* — Responds to spontaneous communication but does not initiate it, or initiates spontaneous communication that is difficult to understand or contains rote phrases, jargon, or echolalic speech.

*Failing* — Does not initiate or participate in spontaneous communication.

## 58. WRITTEN INSTRUCTIONS

**Materials:** 2 pencils, box, foam or lightweight ball, cards with written instructions

**Procedure:** Spread the pencils, box, and ball on the table in front of the individual. Present the cards to the individual, one at a time and in the order below. Ask individual to read card and do what it says on the card. If individual fails to begin or begins incorrectly, point to the underlined words on the card and demonstrate the first instruction.

1. Put pencils in box.
2. Give me the ball.
3. Put box on floor.
4. Knock on door.
5. Give me the pencils.

**Scoring:**

*Passing* — Reads and carries out at least 4 directions either before or after demonstration.

*Emerging* — Reads and carries out 2 or 3 directions successfully or needs assistance (pointing to underlined words) in order to carry out instructions.

*Failing* — Is unable to carry out more than 1 direction successfully, even with assistance.

## 59. MAKING SIMPLE PURCHASES

**\*Cluster 32, 59**

**Materials:** \$5 bill, \$1 bill, 2 quarters, dime, nickel, 2 pennies; paperback book, comic book, gel pen, post-it note pad, stickers, price tags or signs for these items as follows:

paperback book:	\$3.50
comic book:	3.50
gel pen:	.97
post-it notes	.55
stickers:	.25

**Procedure:** Place money on table in front of individual. Display items and prices where individual can see them easily. Tell individual to pretend to be going into a store and to use the money to buy these items. When individual requests an item, state its price and indicate to hand you the necessary money to buy that item. Ask individual whether change is due. After purchase has been completed, return money to individual for use for

other purchases. If individual does not begin or begins but fails to complete task, prompt or cue as necessary to complete the purchase of 1 item.

**Scoring:**

*Passing* — Clearly identifies and requests items. Exhibits social courtesies (such as saying thank you), looks at examiner, hands money to examiner.

*Emerging* — Indicates desired item but does not transact purchase with examiner (e.g., puts money on table and takes item without involving examiner) or indicates desired item in vague or unclear manner (e.g., speech or sign unclear; vague gestures).

*Failing* — Does not communicate desired item or does not engage in purchase, even after cues or prompts.

## **60. PHONE MESSAGE**

**Materials:** 2 telephones, message pad, pen

**Procedure:** Show the individual the phone and message pad. Indicate how to take a message by writing in the name of the caller, checking the “please call” window, and writing the phone number. Leave the example with the individual. Call the individual on the phone and give the following message: “Hi, this is (state your name), please leave a message for Jane Jones that \_\_\_\_\_ (state your name) called. Please ask her to return my call at 555-1300. Thank you.” Give the message slowly to accommodate the individual and repeat if necessary, spelling names.

**Scoring:**

*Passing* — Completes all information on message sheet correctly: name of caller, name of person called, check “please call” window, and phone number in correct spaces (as per example).

*Emerging* — Correctly writes at least one piece of information on the message sheet, even in the wrong place.

*Failing* — Is unable to complete any aspect of the message.

## **DIRECT OBSERVATION SCALE: INTERPERSONAL BEHAVIOR**

### **61. RESPONDS TO NAME**

**Materials:** None

**Procedure:** At some point early in the testing session, call individual's name when individual is not looking at you. Closely observe response.

**Scoring:**

*Passing* — Responds appropriately to hearing own name. Responds verbally, looks at examiner, or shows other appropriate sign of awareness of own name.

*Emerging* — Reacts to hearing own name (e.g., looks around, fidgets, makes a sound, etc.) but response is not addressed directly to examiner.

*Failing* — Gives no indication of awareness of hearing own name.

### **62. APPROPRIATE INITIAL GREETING**

**Materials:** None

**Procedure:** Note individual's behavior toward you on first meeting before the evaluation.

**Scoring:**

*Passing* — Greets examiner appropriately by maintaining eye contact, shaking hands, and

not exhibiting any unusual behaviors.

*Emerging* — Acknowledges presence of examiner but some aspects of greeting (type of eye contact, manner of shaking hands, or other behaviors) are unusual, or requires prompt to return greeting.

*Failing* — Does not acknowledge presence of examiner with any form of eye contact or greeting.

### **63. RESPONDS TO EXAMINER'S PRESENCE**

**Materials:** None

**Procedure:** Throughout testing, pause and note the individual's behavior toward you. Note the individual's emotional reaction to questioning. Note if questions lead to any agitation, confusion, or avoidance.

**Scoring:**

*Passing* — Shows awareness of and responds appropriately to examiner's presence (e.g., looks at examiner when working together, turns toward examiner's voice, notices examiner's gestures and movements). Consistently responds to questions without agitation, confusion or avoidance reaction.

*Emerging* — On more than 1 occasion seems unaware of or unresponsive to examiner's presence. Demonstrates mild level of confusion or tension in response to questions of the examiner.

*Failing* — Is frequently (at least 3 times) or mostly unaware of or unresponsive to examiner's presence. Repeated questions lead to avoidance of examiner or significant level of agitation.

### **64. SMILES APPROPRIATELY**

**Materials:** None

**Procedure:** Throughout the session, note individual's affect, with particular attention to when individual smiles and laughs.

**Scoring:**

*Passing* — Smiles and laughs appropriately (e.g., in a commonly accepted way, at a time when examiner knows what individual is laughing about, and at something most people would understand and find amusing).

*Emerging* — Smiles and laughs in an appropriate way but not about something most people would understand and find amusing, or laughs in a manner that is mildly inappropriate.

*Failing* — Either laughs in a very inappropriate way or at things totally unrelated to anything the examiner can understand, or does not smile at all.

### **65. SELF-CONTROL**

**Materials:** None

**Procedure:** Observe individual's behavior throughout the session while working independently on tasks individual does well.

**Scoring:**

*Passing* — Works quietly and calmly. Rarely (no more than once) displays work habits that might disturb others (e.g., whistling or talking to self, clattering tools or materials excessively, shaking table with knees).

*Emerging* — Occasionally (up to 5 times) displays work habits that might be mildly disturbing to others.

*Failing* — Displays seriously disruptive work habits (e.g., constant loud talking to self, frequent dropping of materials, excessive shaking of table), or frequently (more than 5 times in a session) displays mildly disruptive behaviors.

## **66. POSITIVE INTERPERSONAL BEHAVIORS**

**Materials:** None

**Procedure:** Observe individual's interpersonal behavior throughout the testing session.

**Scoring:**

*Passing* — Interacts positively with the examiner (e.g., when greeted, says hello, smiles, or offers handshake; shows interest in examiner by asking questions and smiling when praised by examiner for work; responds to changes in examiner's voice or facial expressions).

*Emerging* — Shows inconsistent pattern of interpersonal behaviors, interacting positively sometimes but not at others.

*Failing* — Shows fewer than 2 positive interpersonal behaviors during the entire testing session.

## **67. NEGATIVE INTERPERSONAL BEHAVIORS**

**Materials:** None

**Procedure:** Observe individual's interpersonal behavior throughout testing. Negative behaviors to be noted include (1) aggressive or disruptive behavior (e.g., angry or defiant arguing or resistance to instructions that appears threatening or potentially dangerous; aggression toward objects or hitting the wall; aggression toward people, such as attempting to strike the examiner or to engage in self-injurious behavior); (2) excessively affectionate behavior (e.g., attempting to hold hands with examiner for long periods; hugging, kissing, or touching the examiner inappropriately; making verbal or nonverbal sexual advances); (3) negative personal habits (e.g., talking too loudly, standing too close to other people, excessive belching, coughing, or spitting).

**Scoring:**

*Passing* — Shows only very mild and infrequent (1 or 2 times during the session) negative interpersonal behaviors. Shows no aggressive, sexual, or disruptive behaviors.

*Emerging* — Shows mild negative behaviors 3 or more times during the session or shows a more severe aggressive, sexual, or disruptive behavior 1 time during the session.

*Failing* — Shows mildly negative behaviors more than 5 times during the session or shows severe aggressive, sexual, or disruptive behaviors 2 or more times during the session.

## **68. TRAVELS WITH EXAMINER**

**Materials:** None

**Procedure:** Observe individual's behavior while traveling with you to unfamiliar places.

**Scoring:**

*Passing* — Goes cooperatively with you to a place that is unfamiliar (walks next to you independently; does not show any avoidance behavior).

*Emerging* — Goes cooperatively with you but needs some guidance (e.g., having hand



held) or walks independently but shows mild avoidance behavior (e.g., hesitating initially or lagging behind while walking).

*Failing* — Is uncooperative when traveling to an unfamiliar place (e.g., refuses to accompany you; becomes visibly anxious or upset).

## **69. APPROPRIATE PHYSICAL INTERACTION**

**Materials:** None

**Procedure:** Observe individual's behaviors during physical contact (e.g., shaking hands, friendly gestures).

**Scoring:**

*Passing* — Reacts to physical contact appropriately by returning handshake, by smiling, or by not physically withdrawing.

*Emerging* — Reacts to physical contact in a manner that is mildly inappropriate (e.g., body tenses when touched; limp handshake).

*Failing* — Avoids or withdraws from physical contact or is excessively affectionate.

## **70. PLAYS COOPERATIVE GAME**

**Materials:** Refer to Items # 40 — Records Score in Dart Board Game, #41 — Simple Card Game, and #45 — Higher Level Card Game

**Procedure:** During administration of these and any other items where turn-taking occurs, note individual's awareness of examiner as a partner, noting his/her attention to turn-taking and sharing of materials during games

**Scoring:**

*Passing* — Clearly demonstrates an awareness of partner during game. Takes own turn and recognizes partner's turn (with or without demonstration) and interacts appropriately with partner.

*Emerging* — Demonstrates some awareness of partner during game but needs occasional reminders about partner's turn or responds to only some of partner's interactions.

*Failing* — Does not demonstrate any awareness of partner during game. Needs frequent reminders about partner's turn, or does not respond or responds inappropriately to partner's interaction.

## **71. CONVERSATION**

**Materials:** 6 topic cards (TV Programs, Home and Family, Games, Sports, School, Work), one blank card

**Procedures:** From the 6 topic cards, choose 3 that best fit the interests and lifestyle of the individual. Present the 3 cards on the table in front of the individual and indicate that you are going to have a conversation. Indicate that the individual can choose one topic for the conversation and that you will talk about this topic until a timer rings (3 minutes). If the individual shows a lack of interest in the topics, present the blank card and ask him/her what he prefers to talk about, and write that topic on the blank card. Indicate that after he/she talks about one of the three topics, then you will talk with him/her about the "preferred" topic.

Begin by asking a general question about the topic. (For instance, "What programs do you like to watch?" "Who lives at your house?" "What computer games do you play?")

During the conversation time, ask follow-up questions that are related to the interests expressed by the individual. Make at least 2 statements that provide an overture to the individual to build on the conversation. (Ex.: “I really like to watch \_\_\_\_\_ [TV show].” Then comment on some aspect of the show that is funny or related to the individual’s statement. OR “I have been in your class and really like \_\_\_\_\_[specific student]. He likes to \_\_\_\_\_.”) The examiner should look for response to overture, ability to build on comments of examiner (adjust to minor changes), response to questions, and questions by individual related to examiner comments.

**Scoring:**

*Passing:* Stays with the topic for three minutes, responding to questions, building on comments.

*Emerging:* Answers examiner questions briefly or is unable to sustain conversation for full time, becomes preoccupied by one aspect of subject and fails to respond to overtures and questions without repeated direction by the examiner.

*Failing:* Is unable to answer questions or avoids topic completely.

**72. USES VISUAL RULES**

**Materials:** Picture/written rule cards (Walk, Shake Hands, Quiet Voice, and Talk at Break)

**Procedure:** During testing, note any behaviors that may cause problems in public settings (running in halls, squeezing hands and/or inappropriate touch of any kind, loud vocalizations or talking, or persistent talking about a specific subject, etc.). At the beginning of an activity before the behavior can occur, present the appropriate rule card and verbally indicate what the individual should do. If, during the activity, the individual engages in a behavior inconsistent with the rule card, point to the rule card and repeat the rule. If the individual continues the behavior, immediately set up a work system to finish a concrete amount of an activity and follow the rule to receive a preferred activity (Point while saying, “Finish work, quiet voice, and get tape player”).

**Scoring:**

*Passing* — Corrects own behavior when examiner presents rule card or demonstrates no behaviors that would cause problems in public.

*Emerging* — Corrects own behavior after examiner presents rule card and work system in combination.

*Failing* — Persists in behavior despite visual rule and work system.