

A	B		B	B
	Behavior & Social Skills Rate Both		Social Descriptors	Behavior Descriptors
	Social Skills	Inappropriate Behavior		
0	normal	normal	Having a group of skills (verbal& non-verbal or gestures) that allow interaction and communication with others which results in sharing a common space successfully	Behaving "normal" is conforming ones behavior to the norms of the school/Community
1	Suspected disability	Suspected inappropriate behaviors		
2	Mild disability	Mildly inappropriate behaviors	Has the ability to relate to persons in the school environment; however occasionally makes social mistakes The student can learn new social behavior through direct instruction, as well as correct social errors when redirected	Occasional incidences (1 or less a week) of <i>self injurious</i> behavior biting/hitting/slapping that results in tissue damage Occasional incidences (1 or less a week) of aggressive behavior towards staff and peers resulting in someone getting bit, kicked, slapped, punched, spit on. Behavior usually in response to something in the environment, and results in tissue damage. (documentation must exist)
3	Moderate disability	Moderately inappropriate behaviors	Attempts to interact with teachers and peers are unsuccessful Difficulty functioning in a large group resulting in being removed more than twice per day from a group setting Has difficulty understanding social rules and modifying behavior Does Respond to Prompting, but has difficulty self correcting behavior in absence of environmental prompts	2 -3 times per week incidences of a. <i>Self injurious</i> behavior (biting, hitting, or slapping) no tissue damage b. Aggressive behavior towards staff and peers resulting in someone getting bitten, kicked, slapped, punched, spit on, hit with objects/things thrown with minor tissue damage (no breaking of skin or bones) c. <i>Knocking over</i> furniture or equipment, etc (does not destroy) d. Documented incidences of extreme manic (violent) or e. Depressive episodes that cause intense and uncontrollable behaviors affecting the student's ability to participate in the educational process.
4	Severe disability	Severely inappropriate behaviors	Unaware of social rules without direct & repeated teaching Can't self correct behavior Must be verbally/physically prompted to modify behavior Social interaction difficulties affect performance in all areas Or Multiple (3 or more) mental health diagnoses restricts the students ability to relate to only selected adults and/or peers and results in either resistance or rejection of the instruction provided.	<i>Daily incidences (at least 4 or more documented incidences per day)</i> a. <i>Self injurious</i> behavior (biting, hitting, or slapping) with tissue damage b. Aggressive behavior towards staff and peers resulting in someone getting bitten, kicked, slapped, punched, spit on, hit with objects/things thrown with tissue damages (breaking of skin, torn muscles) c. <i>Knocking over, breaking, furniture/equipment</i> (environment can be quickly restored) d. Documented incidences of extreme manic (violent) or e. Depressive episodes that cause intense and uncontrollable behaviors affecting the student's ability to participate in the educational process.
5	Extreme disability	Extremely inappropriate behaviors	No spontaneous interaction Totally unaware of people-isolated from peers No meaningful response to other's attempt to interact Or Documented evidence of delusions or hallucinations which prevents student from relating on a consistent basis Or Multiple (3 or more) mental health diagnoses restricts the students ability to relate to 1 or 2 adults and/or peers resulting in <i>either resistance or rejection of the instruction provided.</i>	<i>Hourly incidences (at least 2 or more documented incidences)</i> a. <i>Self injurious</i> behavior (biting, hitting, or slapping) with tissue damage/and/or prolonged or permanent disfigurement b. Aggressive behavior towards staff and peers resulting in someone getting bitten, kicked, slapped, punched, spit on, hit with objects/things thrown resulting in tissue damage. c. <i>Destroying</i> furniture/equipment/anything they can get a hold of. d. Documented incidences of extreme manic (violent) or e. Depressive episodes that cause intense and uncontrollable behaviors affecting the student's ability to participate in the educational process. More than ¼ of the day is spent dealing with behavior and not academics

	I	Rubric
	Intentional Communication Rate Both	
	Communicating with others	
0	Normal	<p>Language Skills are normal</p> <p>Fluency of Speech does not draw attention to student</p> <p>Voice production is not unusual</p> <p>Speech contains no phoneme errors</p>
1	Suspected disability	
2	Mild disability	<p>Language deficiencies are evident</p> <p>Language may not always convey intended meaning</p> <p>Consistent or inconsistent mild variance in voice production</p> <p>Speech is intelligible but contains obvious phoneme errors</p>
3	Moderate disability	<p>Language deficiencies usually interfere with communication</p> <p>Communication may be dependent on others to interpret</p> <p>Intelligibility of speech is difficult</p> <p>Difficulty using verbal skills to demonstrate learning</p>
4	Severe disability	<p>Limited functional language skills make communication difficult</p> <p>Communication may be limited to single words</p> <p>Communication may be limited to request & protest only</p> <p>Speech is usually unintelligible to most listeners</p>
5	Profound disability	<p>Communication restricted to physical means of communication</p> <p>No functional communication</p>

	I	Rubric
	Intentional Communication Rate Both	
	Understanding others	
0	Normal	The Student can understanding directions and benefit from verbal instructions
1	Suspected disability	
2	Mild disability	Slow to process auditory information-but does not impair learning May Need repetition and simplification of language Is able to benefit from the instruction provided with modifications
3	Moderate disability	Delay in responding to spoken language-Relies on Visual Information May give inappropriate or inconsistent responses to auditory input Needs support to follow oral sequence of instruction - does impair learning Needs support to follow oral sequence of directions - does impair learning
4	Severe disability	Limited Understanding of Verbally Presented Information Unable to follow oral sequence of instruction Unable to follow oral sequence of directions
5	Profound disability	No response to Verbal Instructions or Direction No Comprehension of the communicative attempts of others