

Life Skills Inventory

Child's name:		DOB:	
Address:		Rater:	
City:		Date:	
Phone:			

Directions: Check all that apply; add comments as needed.

SELF-HELP SKILLS

Toileting

<input type="checkbox"/>	Requires Catheter
<input type="checkbox"/>	No toilet training, stays in diapers
<input type="checkbox"/>	Indicates when diaper is wet or soiled
<input type="checkbox"/>	Uses toilet on fixed schedule at school
<input type="checkbox"/>	Indicates need, but requires assistance
<input type="checkbox"/>	Uses toilet independently with some reminders and occasional accidents during the day.
<input type="checkbox"/>	Independently uses toilet on own initiative

Eating

<input type="checkbox"/>	Feeding with NG-tube or G-tube
<input type="checkbox"/>	Swallows soft food when fed with spoon
<input type="checkbox"/>	Chews and swallows soft and semi-soft foods when spoon-fed
<input type="checkbox"/>	Eats finger foods
<input type="checkbox"/>	Scoops food with spoon with some spilling
<input type="checkbox"/>	Uses fork and spoon, but messy
<input type="checkbox"/>	Independent feeding skills with fork and spoon

Drinking

<input type="checkbox"/>	Drinks from bottle or cup with nipple when held for him/her.
<input type="checkbox"/>	Independently grasps and holds bottle or cup with nipple
<input type="checkbox"/>	Holds cup or glass with assistance
<input type="checkbox"/>	Holds cup or glass independently, but with some spilling and occasional accidents
<input type="checkbox"/>	Drinks from cup or glass independently
<input type="checkbox"/>	
<input type="checkbox"/>	

Bathing

<input type="checkbox"/>	Totally dependent on caretaker for personal hygiene
<input type="checkbox"/>	Washes face and hands; dries with a towel
<input type="checkbox"/>	Can bathe independently if water is drawn by caretaker

Dressing

	Resists caretaker's efforts to dress/undress
	Passively allows caretaker to dress/undress
	Actively assists caretaker to dress/undress
	Can remove some clothing (specify)
	Dresses without help except for typing, buttoning, etc.
	Undresses independently
	Buttons his/her own clothing
	Zips/unzips his own clothing
	Combs/brushes hair
	Dresses independently

Social

	Usually ignores adults and children at school
	Makes eye contact
	Recognizes family members
	Recognizes people other than family
	Observes others but makes little effort to get their attention or interact with them
	Approaches other but does not try to interact
	Tries to get attention from others
	Parallel play with other children
	Some appropriate interaction with others, verbal or nonverbal
	Takes turns in play
	Interacts with others in group games/activities
	Behavior is socially appropriate most or all of the time
	Behavior is sometimes/frequently disruptive/destructive/aggressive (Circle which)
	Self-destructive or self-injurious behaviors: (specify)

COMMUNICATION

Receptive Language

	Responds to auditory stimulation
	Responds to voice of primary caregiver
	Tends to ignore most people other than primary caregiver or immediate family
	Responds more to tone of voice than to content
	Some receptive language
	Good understanding of spoken language

Expressive Language

	Some effort at vocalization
	No speech-like sounds
	Jabbers (baby sounds) but not understandable
	Imitates some sounds/words
	Uses nonverbal communications (e.g. gestures, signing)
	Speech is difficult to understand
	Demonstrates a small expressive vocabulary
	Speaks in short phrases/sentences
	Can conduct understandable conversation

ACADEMIC
Task Related Skills

	Cannot understand/follow simple directions
	Tries, but unable to follow instructions
	Can follow simple, one-step directions
	Will pay attention to activities for as long as _____ minutes
	Jumps from one activity to the other
	Needs constant encouragement to finish a task
	Becomes easily frustrated/discouraged
	Can follow through with distant or minimal supervision

Reading

	No visual discrimination skills demonstrated
	Beginning to discriminate visual stimuli according to size/color/shape (circle all that apply)
	Some visual recognition skills for dimensions such as size/color/shape(circle all that apply)
	Emerging letter recognition
	Some letter identification skills
	Reads some sight words; working on "survival" reading skills
	Reading comprehension at first or second grade level

Math

	No counting or number skills
	Rote counting skills to three
	Working on comparison words such as more, less, bigger
	Counts objects to ten
	Reads numbers to ten
	Emerging number concepts
	Simple addition and subtraction using manipulatives
	Simple addition and subtraction with paper and pencil
	Performs division and multiplication
	Tells time to quarter hour

Written language

	Holds pencil or crayon
	Marks on paper when provided
	Copies circle or cross
	Copies Triangle or square
	Colors or marks within lines
	Traces around objects
	Copies letters
	Writes name
	Writes letters from dictation
	Copies words
	Writes words from dictation
	Writes simple sentences (With misspelling but comprehensible)
	Working on basic rules of punctuation
	Writes paragraph with three or more sentences.

Motor Skills

Gross Motor

	Limited head/body control
	Scoots or crawls on floor
	Uses wheelchair for ambulation
	Walks with assistance support
	Walk upstairs without help
	Rides tricycle
	Fully ambulatory
	Walks downstairs without help
	Throws a ball

Fine Motor

	Grasps with thumb and finger
	Limited control of hands and upper extremities
	Emerging sensorimotor skills
	Transfers object form one hand to another
	Marks with pencil or crayon
	Opens door by turning knob
	Cuts with scissors