



## Infused Skills Checklist Report Form\*

### Ages 0 – Grade 12

### (Supported Independence, Participation)

Student: \_\_\_\_\_ District: \_\_\_\_\_

Dates Administered

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

+	Generalized – student does this frequently with minimal support in at least 3 different contexts
-	Emerging - student does this infrequently and/or only with support and/or in less than 3 contexts
	Student unable to perform

LEVEL I	**TSBVI Evals Curriculum – Section 3			Page**		1	2	3	4	5	6	7
Social Competence	Social communicative interactions	Communicative functions	1240	C-1 request								
				C-2 reject								
		Interactions	1240	C-3 perform own part								
		Topics	1241	C-4 adult interaction								
Emotional Development	Personal Relationships		1247	E-1 bond with caregiver								
				E-2 interact differentially								
		Self control	1247	E-3 calming activity								
		Participation	1248	E-4 adult guidance								
				E-5 interact with object								
		Self concept	1248-49	E-6 preferences								
				E-7 possessions								
Organization	Senses and Motor Skills	Spatial orientation	1254	S-1 examine/explore								
				S-2 orient self								
				S-3 reach to next item								
		Mobility	1254-55	S-4 dropped object								
				S-5 self protect/ hand trail								
				S-6 landmarks								



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<b>LEVEL I (Cont'd)</b>		**TSBVI Evals Curriculum – Section 3		Page**		1	2	3	4	5	6	7
	Basic Concepts	Time		1259	B-1 anticipate next step							
					B-2 anticipate activity with cue							
		Classification		1259	B-3 relate 2 objects							
		Problem solving		1260	B-4 explore objects							
					B-5 open containers							
					B-6 simple appliances							
	Representation/cognition	Representational forms		1265	R-1 respond to signal							
					R-2 use signal							
		Vocabulary		1265	R-3 5 actions to objects							
				1266	R-4 recognize location							

<b>LEVEL II</b>		**TSBVI Evals Curriculum – Section 3		Page**		1	2	3	4	5	6	7
Social Competence	Social communicative interactions	Communicative functions		1242	C-5 label/ comment							
				1242	C-6 request information							
		Interactions		1242	C-7 imitate							
				1242	C-8 start interactions							
				1243	C-9 end interactions							
				1243	C-10 interact with peers							
		Topics		1243	C-11 communicate in activity							
				1243	C-12 respond to questions							
	Emotional Development	Personal Relationships		1250	E-8 seek adult in moderating							
					E-9 contact/ praise							
		Self control		1250	E-10 anger/ frustration							
					E-11 wait							



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LEVEL II (Cont'd)	**TSBVI Evals Curriculum – Section 3		Page**		1	2	3	4	5	6	7
Social Competence		Participation	1251	E-12 perform own part							
			1251	E-13 participate in change							
				E-14 seek out activity							
				E-15 indicate choices							
Organization	Senses and Motor Skills	Spatial orientation	1256	S-7 devices							
				S-8 systematic search							
		Mobility	1256	S-9 independent within room							
				S-10 familiar routes							
	Basic Concepts	Time	1261	B-7 anticipate without cue							
				B-8 anticipate unique activity							
				B-9 time words							
		Classification	1261	B-10 collect items							
			1262	B-11 match							
		Problem solving	1262	B-12 combine 2 actions							
				B-13 trial and error							
		Quantitative	1262	B-14 1:1 correspondence							
				B-15 nest objects							
				B-16 "one more"							
	Representation/cognition	Representational forms	1267	R-5 alternate objects/ same activity							
				R-6 pictures/ symbols							
				R-7 non-present objects/ events							
		Vocabulary	1267	R-8 5 object words							
				R-9 5 action words							
				R-10 5 place words							
				R-11 5 people words							
		Imitation	1268	R-12 imitate coactively							
				R-13 imitate with increased distance							



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LEVEL III	**TSBVI Evals Curriculum – Section 3		Page**		1	2	3	4	5	6	7
Social Competence	Social communicative interactions	Communicative functions	1244	C-13 report							
				C-14 give instruction							
				C-15 describe							
				C-16 affirm/ deny							
	Interactions	1245	C-17 communicates past events								
			C-18 initiate interaction								
			C-19 comprehension breakdowns								
			C-20 expressive breakdowns								
			1246	C-21 converse with peers							
			C-22 interact without support								
Topics	1246	C-23 communicate about activities									
		C-24 add new information									
		C-25 ask questions									
		Emotional Development		1252	E-16 social rules						
		Personal Relationships	E-17 empathy/ give praise								
Self control	1252		E-18 consequences								
		E-19 delayed gratification									
		E-20 transitional objects									
		E-21 anger/ frustration									
Participation	1253	E-22 complete routines									
		E-23 novelty									
		Self concept	1253	E-24 monitor own responses							
E-25 identify emotions											
E-26 preferred activities											



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LEVEL III (Cont'd)	**TSBVI Evals Curriculum – Section 3		Page**		1	2	3	4	5	6	7
Organization	Senses and Motor Skills	Spatial orientation	1257	S-11 adjust fine motor							
				S-12 organized search							
				S-13 spatial vocabulary							
		Mobility	1258	S-14 unfamiliar routes							
				S-15 re-orient with landmarks							
				S-16 street travel							
	Basic Concepts	Time	1263	B-17 sequence regular events							
				B-18 sequence 5 steps							
				B-19 time words							
		Classification	1263	B-20 sort by class							
				B-21 organize/ categorize							
			1264	B-22 explain preferences							
		Problem solving	1264	B-23 understanding concepts							
				B-24 follows directions							
	Representation/cognition	Representational forms	1269	R-14 draw pictures							
				R-15 combine 2-3 words							
				R-16 graphic language							
				R-17 non-present object/ events							
				R-18 multiple sentences							
		Vocabulary	1269	R-19 20 object words							
				R-20 10 action words							
				R-21 8 location words							
				R-22 5 attribute words							

\*For anyone interested in looking at the assessment, it is in: *Communication: A Resource Guide for Teachers of Students with Visual and Multiple Impairments*, Susan Hagood (TSBVI). This book is available from the Texas School for the Blind and Visually Impaired. [www.tsbvi.edu](http://www.tsbvi.edu). The *Infused Skills Assessment* was developed by Linda Hagood and Susan Hauser (TSBVI). This report format was developed by Valerie Harbolovic, L.P.T. East Williamson County Co-op, Taylor, Texas, and then modified by Region 10 ESC. In addition, this information can be found in the TSBVI EVALs book.