

Assessing and Monitoring Progress of Functional Skills (AMPFS)—Volume I

UNIT 1—Self-Care Skills						
Goal A. The student will be functionally independent in toileting, provided there are no physical, developmental, or behavioral reasons for not being trained.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	When requiring supervision or assistance, indicates in an acceptable manner the need to go to the bathroom.					<input type="checkbox"/>
2	When independent in toileting, closes the bathroom and/or stall door for privacy.					<input type="checkbox"/>
3	Removes, lowers, unfastens, and/or opens relevant clothing before toileting.					<input type="checkbox"/>
4	When appropriate, and physically able, either raises the toilet seat for voiding or uses a urinal.					<input type="checkbox"/>
5	Sits on the toilet seat for eliminating or for voiding.					<input type="checkbox"/>
6	Wipes appropriately after voiding or eliminating.					<input type="checkbox"/>
7	Flushes the toilet after wiping, or flushes the urinal after voiding.					<input type="checkbox"/>
8	Dresses and/or arranges clothing after toileting.					<input type="checkbox"/>
9	Washes and dries hands after toileting.					<input type="checkbox"/>
10	Locates and uses a bathroom or public restroom independently and safely, if physically able.					<input type="checkbox"/>
Comments:					Goal mastery date	
Goal B. The student will be functionally independent in drinking and eating skills in a manner that allows for optimal performance in diverse settings.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Drinks from a bottle or cup.					<input type="checkbox"/>
2	Drinks through a straw.					<input type="checkbox"/>

3	Drinks from a glass (plastic glass for safety).					<input type="checkbox"/>
4	Drinks from a container.					<input type="checkbox"/>
5	Drinks from a water fountain/water cooler.					<input type="checkbox"/>
6	Eats with a spoon in an appropriate manner.					<input type="checkbox"/>
7	Eats with a fork in an appropriate manner.					<input type="checkbox"/>
8	Uses a knife appropriately during eating activities.					<input type="checkbox"/>
9	Uses a napkin appropriately.					<input type="checkbox"/>
10	Eats in a safe and socially acceptable manner.					<input type="checkbox"/>
Comments:					Goal mastery date	
Goal C. The student will be functionally independent in dressing and undressing skills, provided there are no physical reasons, in a manner that allows for optimal performance in diverse situations.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Puts on and removes clothing with no fasteners.					<input type="checkbox"/>
2	Puts on and removes clothing with zippers.					<input type="checkbox"/>
3	Puts on and removes clothing with snaps.					<input type="checkbox"/>
4	Puts on and removes clothing with buttons.					<input type="checkbox"/>
5	Puts on and removes clothing with hooks and eyes.					<input type="checkbox"/>
6	Puts on and removes clothing with Velcro fasteners.					<input type="checkbox"/>
7	Adjusts clothing when necessary.					<input type="checkbox"/>
8	Chooses clothing appropriate for the weather.					<input type="checkbox"/>

UNIT 1—Self-Care Skills <i>(Continued)</i>						
9	Chooses clothing appropriate to the time of day, situation, and occasion.					<input type="checkbox"/>
Comments:					Goal mastery date	
Goal D. The student will be functionally independent in personal cleanliness and grooming in a manner that allows for optimal performance in diverse situations.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Controls drooling when physically able.					<input type="checkbox"/>
2	Controls the water flow or adjusts the water temperature for washing hands and face.					<input type="checkbox"/>
3	Washes and dries hands and face.					<input type="checkbox"/>
4	Washes underarms and uses a deodorant.					<input type="checkbox"/>
5	Brushes and flosses teeth and rinses mouth.					<input type="checkbox"/>
6	Cleans and cares for nails.					<input type="checkbox"/>
7	Wipes and blows nose.					<input type="checkbox"/>
8	Takes a sponge bath.					<input type="checkbox"/>
9	Bathes in a tub.					<input type="checkbox"/>
10	Takes a shower.					<input type="checkbox"/>
11	Washes and dries hair.					<input type="checkbox"/>
12	Combs, sets, and/or styles hair or has it done professionally.					<input type="checkbox"/>
13	Shaves face or body hair when appropriate.					<input type="checkbox"/>
14	Uses facial blemish treatments when needed.					<input type="checkbox"/>

15	Applies makeup when appropriate.					<input type="checkbox"/>
16	Uses and cares for eyeglasses, hearing aids, and prosthetic devices when appropriate.					<input type="checkbox"/>
17	Cares for herself during menstruation.					<input type="checkbox"/>
Comments:						Goal mastery date

Material Copyrighted by PRO-ED, Inc.

UNIT 2—Gross Motor Skills						
Goal A. The student will acquire those basic gross motor skills that will facilitate the subsequent development of ambulation.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Lifts and turns head in prone.					<input type="checkbox"/>
2	Steadies head.					<input type="checkbox"/>
3	Rolls to either side from prone to supine.					<input type="checkbox"/>
4	Pulls self to a sitting position.					<input type="checkbox"/>
5	Sits without support.					<input type="checkbox"/>
6	Extends legs.					<input type="checkbox"/>
7	Supports self on one arm.					<input type="checkbox"/>
8	Crawls and creeps.					<input type="checkbox"/>
9	Pulls self to a standing position.					<input type="checkbox"/>
10	Stands with or without support.					<input type="checkbox"/>
11	Cruises from object to object.					<input type="checkbox"/>
Comments:					Goal mastery date	
Goal B. The student who requires assistive devices as an aid to ambulation will be able to use such assistive devices as canes, crutches, walkers, and wheelchairs to a degree that will allow him or her to function optimally.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Uses a walker.					<input type="checkbox"/>
2	Uses crutches.					<input type="checkbox"/>

3	Uses a cane.					<input type="checkbox"/>
4	Opens, closes, and uses a wheelchair.					<input type="checkbox"/>
Comments:					Goal mastery date	
Goal C. The student will be able to move or walk, with or without assistive devices, to a degree that will allow him or her to function optimally in diverse settings.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Walks or moves in a wheelchair on flat surfaces, including sidewalks.					<input type="checkbox"/>
2	Walks or moves in a wheelchair over thresholds and up and down curbs.					<input type="checkbox"/>
3	Walks or moves in a wheelchair through doorways.					<input type="checkbox"/>
4	Walks or moves in a wheelchair in a line.					<input type="checkbox"/>
5	Avoids ruts, holes, and other uneven surfaces.					<input type="checkbox"/>
6	Walks or moves in a wheelchair up and down hills, inclines, and ramps.					<input type="checkbox"/>
7	Walks or moves in a wheelchair in aisles and around stationary objects and other obstacles.					<input type="checkbox"/>
8	Walks or moves in a wheelchair safely into and out of home and public restrooms.					<input type="checkbox"/>
9	Turns corners when walking or using a wheelchair and/or assistive device.					<input type="checkbox"/>
10	Follows routing and detour symbols when walking or using a wheelchair.					<input type="checkbox"/>
11	Crosses streets when walking or using a wheelchair.					<input type="checkbox"/>
12	Walks or moves in a wheelchair into and out of home and public restrooms.					<input type="checkbox"/>
13	Steps or moves in a wheelchair into and out of elevators.					<input type="checkbox"/>
14	Gets into and out of cars or transfers into and out of cars from a wheelchair.					<input type="checkbox"/>

UNIT 2—Gross Motor Skills <i>(Continued)</i>						
15	Walks up and down stairways.					<input type="checkbox"/>
16	Steps on and off buses, trains, planes, and other public transportation vehicles.					<input type="checkbox"/>
Comments:					Goal mastery date	
Goal D. The student will acquire those gross motor skills that are an integral part of recreation and leisure activities.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Pulls a wagon or pull toy.					<input type="checkbox"/>
2	Throws balls, beanbags, Frisbees, and other recreational equipment.					<input type="checkbox"/>
3	Hits appropriate recreational equipment.					<input type="checkbox"/>
4	Catches objects used during recreation.					<input type="checkbox"/>
5	Balances his or her body as he or she participates in recreational activities.					<input type="checkbox"/>
6	Marches.					<input type="checkbox"/>
7	Runs.					<input type="checkbox"/>
8	Gallops.					<input type="checkbox"/>
9	Slides.					<input type="checkbox"/>
10	Hops.					<input type="checkbox"/>
11	Jumps.					<input type="checkbox"/>
12	Skips.					<input type="checkbox"/>
13	Dances.					<input type="checkbox"/>

14	Climbs.					<input type="checkbox"/>
15	Rides Big Wheels, tricycles, and bicycles.					<input type="checkbox"/>
Comments:						Goal mastery date

Material Copyrighted by PRO-ED, Inc.

UNIT 3—Fine Motor Skills						
Goal A. The student will acquire those initial manipulative skills that will facilitate the development of more advanced fine motor skills and the functional use of the upper extremities.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Touches and holds objects, toys, and playthings.					<input type="checkbox"/>
2	Reaches for and grasps objects.					<input type="checkbox"/>
3	Releases small objects, toys, and playthings.					<input type="checkbox"/>
4	Picks up objects, materials, and playthings.					<input type="checkbox"/>
5	Passes objects, materials, and playthings.					<input type="checkbox"/>
6	Places objects, materials, and playthings into appropriate forms					<input type="checkbox"/>
Comments:					Goal mastery date	
Goal B. The student will undress and dress using those fine motor skills that will allow him or her to function as optimally as possible.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Opens and closes zippers.					<input type="checkbox"/>
2	Opens and closes Velcro.					<input type="checkbox"/>
3	Buttons and unbuttons clothing.					<input type="checkbox"/>
4	Opens and closes snaps.					<input type="checkbox"/>
5	Hooks and unhooks hooks and eyes.					<input type="checkbox"/>
6	Laces and ties a bowknot.					<input type="checkbox"/>
Comments:					Goal mastery date	

Goal C. The student will engage in leisure-time activities involving the use of the upper extremities and will do so using those fine motor skills that will allow him or her to function optimally.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Holds, picks up, and plays with small toys and playthings such as noisemakers, clothespins, pot covers, and boxes.					<input type="checkbox"/>
2	Passes small toys and playthings to a peer or significant adult.					<input type="checkbox"/>
3	Builds with blocks and other playthings.					<input type="checkbox"/>
4	Sifts, shapes, pours, and builds with sand.					<input type="checkbox"/>
5	Fills containers, pours, and otherwise engages in play with water.					<input type="checkbox"/>
6	Strings beads, spools, and other playthings.					<input type="checkbox"/>
7	Finger paints.					<input type="checkbox"/>
8	Fits pieces of puzzles, pegs, and other playthings into their corresponding forms.					<input type="checkbox"/>
9	Pastes paper and objects onto paper.					<input type="checkbox"/>
10	Colors with crayons on paper or in a coloring book.					<input type="checkbox"/>
11	Molds and shapes clay, Play-Doh, and plasticene and makes objects with these materials.					<input type="checkbox"/>
12	Bends and shapes pipe cleaners.					<input type="checkbox"/>
13	Weaves using simple forms.					<input type="checkbox"/>
14	Folds and constructs out of paper and cardboard.					<input type="checkbox"/>
15	Spins wheels and dials and also throws dice in table games.					<input type="checkbox"/>
16	Cuts with scissors.					<input type="checkbox"/>
17	Shuffles, deals, and performs other tasks involved in playing simple card games.					<input type="checkbox"/>

UNIT 3—Fine Motor Skills <i>(Continued)</i>						
18	Sketches and draws simple objects with crayons, colored pencils, charcoal, and/or colored chalk.					<input type="checkbox"/>
19	Draws and paints with a brush and paints.					<input type="checkbox"/>
20	Sews and makes simple clothing out of fabric.					<input type="checkbox"/>
21	Constructs using one medium, such as wood or other natural materials.					<input type="checkbox"/>
22	Constructs using several media, including paper, wood, fabric, leather, cord, yarn, and natural materials (shells, grass, rice, beans, and macaroni).					<input type="checkbox"/>
23	Embroiders, crochets, knits, and does needlepoint and macramé.					<input type="checkbox"/>
Comments:					Goal mastery date	
Goal D. The student will acquire those fine motor skills that will enable him or her to use his or her upper extremities optimally in vocational/work activities.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Picks up and holds simple tools.					<input type="checkbox"/>
2	Assembles parts of an object to make the whole object.					<input type="checkbox"/>
3	Assembles parts of an object to make a section of the object.					<input type="checkbox"/>
4	Disassembles small units of two or more parts.					<input type="checkbox"/>
5	Separates continuous rolls of paper, plastic sheeting, cloth, and bagging material into measured parts.					<input type="checkbox"/>
6	Sorts by type of object.					<input type="checkbox"/>
7	Sorts by size of object.					<input type="checkbox"/>
8	Sorts by shape of object.					<input type="checkbox"/>
9	Sorts by color of object.					<input type="checkbox"/>

10	Inserts literature into envelopes for mailing.					<input type="checkbox"/>
11	Inserts objects into corresponding forms.					<input type="checkbox"/>
12	Inserts objects into envelopes.					<input type="checkbox"/>
13	Inserts objects into boxes.					<input type="checkbox"/>
14	Inserts and packs assorted objects into a package.					<input type="checkbox"/>
15	Wraps objects in paper and inserts them into containers.					<input type="checkbox"/>
16	Seals clasp-type envelopes.					<input type="checkbox"/>
17	Seals packages and cartons using tape.					<input type="checkbox"/>
18	Wraps and ties packages of various shapes and sizes.					<input type="checkbox"/>
19	Pastes and sticks labels on containers.					<input type="checkbox"/>
20	Sorts small objects using tweezers.					<input type="checkbox"/>
21	Uses a stapler.					<input type="checkbox"/>
22	Uses scissors.					<input type="checkbox"/>
23	Uses stencils.					<input type="checkbox"/>
24	Uses a hammer.					<input type="checkbox"/>
25	Uses a screwdriver.					<input type="checkbox"/>
26	Uses pliers.					<input type="checkbox"/>
27	Uses a standard and an adjustable wrench.					<input type="checkbox"/>
28	Uses hand and electric drills.					<input type="checkbox"/>
29	Uses a soldering iron, pencil, or gun.					<input type="checkbox"/>
30	Uses sandpaper.					<input type="checkbox"/>

UNIT 3—Fine Motor Skills <i>(Continued)</i>						
31	Paints and stains wood.					<input type="checkbox"/>
32	Inspects objects by manipulating and using them.					<input type="checkbox"/>
33	Maintains grounds.					<input type="checkbox"/>
Comments:						Goal mastery date

Material Copyrighted by PRO-ED, Inc.

UNIT 4—Household Management and Living Skills						
Goal A. The student will be functionally independent in planning meals and in purchasing, storing, and preparing food in a manner that allows him or her to perform optimally.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Plans nutritious meals and snacks.					<input type="checkbox"/>
2	Purchases the food needed for nutritious meals and snacks.					<input type="checkbox"/>
3	After shopping, stores food in appropriate places before eating or cooking.					<input type="checkbox"/>
4	Opens and closes food packages without the use of tools.					<input type="checkbox"/>
5	Opens food packages using various can and bottle openers.					<input type="checkbox"/>
6	Throws out food that is spoiled or contaminated.					<input type="checkbox"/>
7	Effectively and safely uses kitchen utensils.					<input type="checkbox"/>
8	Prepares simple, nutritious snacks or parts of meals that require no heating or cooking.					<input type="checkbox"/>
9	Effectively and safely operates major appliances, including a stove, microwave oven, and dishwasher.					<input type="checkbox"/>
10	Effectively and safely operates simple appliances used in cooking.					<input type="checkbox"/>
11	Prepares simple, nutritious snacks or parts of meals requiring heating or minimal cooking.					<input type="checkbox"/>
12	Prepares simple, nutritious meals using cooking utensils and appliances.					<input type="checkbox"/>
13	Sets the table for serving informal meals.					<input type="checkbox"/>
14	Washes, dries, and stores kitchen equipment, dishes, glasses, and silverware.					<input type="checkbox"/>
15	Stores unused and/or leftover food in appropriate wrappings, containers, and places.					<input type="checkbox"/>
Comments:						Goal mastery date

UNIT 4—Household Management and Living Skills <i>(Continued)</i>						
Goal B. The student will be functionally independent in purchasing and maintaining his or her clothes in a manner that allows him or her to perform optimally.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Purchases needed clothes.					<input type="checkbox"/>
2	Cleans his or her clothes, linens, and towels.					<input type="checkbox"/>
3	Sews and mends his or her clothes.					<input type="checkbox"/>
4	Sends his or her clothes to an appropriate person or place for cleaning, major repairs, and/or alterations.					<input type="checkbox"/>
5	Stores clothes after purchasing or cleaning.					<input type="checkbox"/>
6	Packs clothes for trips and outings.					<input type="checkbox"/>
Comments:					Goal mastery date	
Goal C. The student will be functionally independent in caring for his or her living quarters, appliances, and furnishings in a manner that allows him or her to perform optimally.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Purchases appropriate equipment and materials necessary for the maintenance of his or her living quarters.					<input type="checkbox"/>
2	Appropriately uses the appliances needed to keep his or her living quarters clean.					<input type="checkbox"/>
3	Uses cleaning materials appropriately.					<input type="checkbox"/>
4	Stores small appliances and cleaning materials in appropriate places.					<input type="checkbox"/>
5	Follows a schedule for general housecleaning.					<input type="checkbox"/>
6	Appropriately uses furniture and household accessories.					<input type="checkbox"/>

7	Makes his or her own bed.					<input type="checkbox"/>
8	Makes minor household repairs.					<input type="checkbox"/>
9	Seeks appropriate help for repairs to household appliances and accessories when necessary.					<input type="checkbox"/>
Comments:						Goal mastery date
Goal D. The student will operate simple appliances, objects, conveniences, and home accessories.						
Objective number	Behavior	Not Evident	Emerging	With Assistance	Independent	Teaching priority
1	Plugs in and unplugs appliances.					<input type="checkbox"/>
2	Uses light switches and switches that turn appliances and conveniences on and off.					<input type="checkbox"/>
3	Locks and unlocks catches, locks, and chains on doors.					<input type="checkbox"/>
4	Picks up and dials a regular and a push-button phone and engages in a telephone conversation.					<input type="checkbox"/>
5	Raises, lowers, and adjusts Venetian blinds and window shades.					<input type="checkbox"/>
6	Opens and closes cabinets, cupboards, drawers, and doors.					<input type="checkbox"/>
7	Uses cooking utensils, including pots, pans, and kettles.					<input type="checkbox"/>
8	Operates small and large electrical appliances.					<input type="checkbox"/>
9	Uses bathroom facilities and accessories.					<input type="checkbox"/>
10	Uses grooming accessories and appliances.					<input type="checkbox"/>
11	Winds and sets clocks.					<input type="checkbox"/>
12	Operates recreational appliances for entertainment and information, including video games, televisions, radios, stereos, computers, CD players, and DVD/VCR recorders and tapes/disks.					<input type="checkbox"/>

UNIT 4—Household Management and Living Skills <i>(Continued)</i>						
13	Adjusts thermostats.					<input type="checkbox"/>
14	Operates cleaning equipment and appliances.					<input type="checkbox"/>
15	Uses coin-operated machines and equipment.					<input type="checkbox"/>
16	Operates ticket machines found in bakeries, supermarkets, and stores.					<input type="checkbox"/>
17	Uses self-service elevators.					<input type="checkbox"/>
18	Uses personal aids.					<input type="checkbox"/>
19	Puts on and adjusts watches and/or jewelry, as appropriate.					<input type="checkbox"/>
Comments:					Goal mastery date	

Material Copyrighted by PRO-ED, Inc.