Learner's name:	Date of assessment:

Self-Regulation – Pre-Requisite Skills				
Interaction Readiness: does the learner demonstrate appropriate listening behavior when spoken to? Does the learner demonstrate an appropriate facial expression during an interaction? Does the learner utilize an appropriate vocal tone when speaking? Does the learner use polite and/or appropriate word choice when speaking with someone else?	0	1	2	3
Appropriate Waiting: does the learner readily demonstrate appropriate behavior (i.e., does not attempt to leave, does not engage in disruptive behavior, etc.) in anticipation of the delivery of a desired item, activity, or of another person's attention or response, in at least 80% of opportunities? Does the learner readily respond appropriately to a variety of language cues which indicate he/she must wait?	0	1	2	3
Adjusting to Change: does the learner readily demonstrate appropriate behavior (i.e., does not engage in disruptive behavior, does not attempt to leave, etc.) in scenarios during which he/she experiences an unexpected change, in at least 80% of opportunities?	0	1	2	3

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Self-Regulation – Beginning Skills				
Attends to Own Behavior: does the learner readily discriminate between scenarios where he/she should attend to what others are doing and where he/she should not? Does the learner readily avoid telling others what to do when he/she is not in a position to do so?	0	1	2	3
Reading Body Language: does the learner readily look to another's face, gestures, or other bodily cues during interactions? Does the learner readily identify changes in another's face, gestures, or other bodily cues? Does the learner demonstrate the ability to explain changes in another's facial expression, gestures, or other bodily cues? Does the learner provide an appropriate response to changes he/she observes in another's face, gestures, or other bodily cues?	0	1	2	3
Understanding Feelings: does the learner readily identify bodily cues that occur when experiencing different emotions or feelings (i.e., blushing, the feeling of butterflies in the stomach, tightness in muscles, sweating, etc.)? Does the learner demonstrate the ability to decide what occurred to cause him/her to feel the way he/she does? Does the learner readily assign a name to the way he/she feels?	0	1	2	3

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Expressing Feelings: does the learner readily identify bodily cues that occur when experiencing different emotions or feelings (i.e., blushing, the feeling of butterflies in the stomach, tightness in muscles, sweating, etc.)? Does the learner demonstrate the ability to decide what occurred to cause him/her to feel the way he/she does? Does the learner readily assign a name to the way he/she feels? Does the learner identify different ways to express his/her feelings and choose one that is appropriate? Does the learner appropriately express his/her feelings or emotions?	0	1	2	3
Using Self-Control: does the learner readily identify bodily cues that occur when experiencing different emotions or feelings (i.e., blushing, the feeling of butterflies in the stomach, tightness in muscles, sweating, etc.)? Does the learner demonstrate the ability to decide what occurred to cause him/her to feel the way he/she does? Does the learner identify different ways he/she might regulate his/her behavior in the moment? Does the learner choose an appropriate response and engage in appropriate corresponding behavior?	0	1	2	3

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Dealing with Anger: does the learner readily prevent himself/herself from engaging in problem behavior (i.e., demonstrating aggression toward self, others, or objects, running away from situation, etc.) when angry? Does the learner engage in de-escalation behavior (i.e., taking a deep breath, squeezing his/her hands together, massaging palms of hands with thumbs, etc.) to assist himself/herself in regulating his/her behavior? Does the learner identify what has occurred to cause him/her to become angry? Does the learner identify options he/she has to address his/her anger? Does the learner choose an appropriate response and engage in appropriate corresponding behavior?	0	1	2	3
Problem Solving: does the learner readily prevent himself/herself from engaging in problem behavior (i.e., demonstrating aggression toward self, others, or objects, running away from situation, etc.) when presented with a potential problem? Does the learner readily identify what has caused the problem he/she is facing? Does the learner readily identify possible solutions to the problem at hand, as well as consequences which could follow? Does the learner identify an appropriate solution to solve his/her problem, and engage in an appropriate response?	0	1	2	3

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Expressing Affection: does the learner readily identify whether he/she experiences positive feelings about another person? Does the learner readily identify whether the other person would like to know about his/her feelings? Does the learner identify appropriate ways to share his/her feelings? Does the learner identify an appropriate time and place to express his/her feelings? Does the learner express his/her feelings in an appropriate way?	0	1	2	3
Trying When Work is Hard: does the learner readily make an attempt to complete the task presented? Does the learner request for assistance in completing the task if he/she does not know how to complete it or if he/she has difficulty with a portion of the task? Does the learner request for a break while attempting the task? Does the learner return to the task and readily engage in it, either following someone else's assistance and/or after completing a short break?	0	1	2	3
Making Mistakes: does the learner readily prevent himself/herself from engaging in problem behavior (i.e., demonstrating aggression toward self, others, or objects, running away from situation, etc.) after making a mistake? Does the learner readily identify options he/she has in addressing his/her mistake? Does the learner engage in an appropriate response to correct his/her mistake?	0	1	2	3

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Deciding on Something to Do: does the learner readily identify when he/she is feeling disinterested in or displeased with what he/she is currently doing? Does the learner identify activities he/she has previously enjoyed? Does the learner identify which activities would be appropriate for him/her to engage in within the moment? Does the learner engage in his/her chosen activity?	0	1	2	3
Rewarding Yourself: does the learner identify when he/she has engaged in some behavior that should be rewarded? Does the learner identify what he/she could say to himself/herself to reward himself/herself? Does the learner identify what he/she could do to reward himself/herself? Does the learner engage in corresponding behavior to reward himself/herself?	0	1	2	3
Self-Regulation – Advanced Skills				
Reading Another Person's Feelings: does the learner attend toward the other person? Does the learner look for non-verbal cues the other person's body language may be communicating? Does the learner demonstrate appropriate listening behavior? Does the learner identify the feeling the other person is communicating? Does the learner identify ways in which he/she can demonstrate his/her understanding of the other person's feelings? Does the learner engage in corresponding behavior to show he/she understands what the other person is feeling?	0	1	2	3

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Dealing with Someone Else's Anger: does the learner engage in appropriate listening behavior? Does the learner engage in behavior which shows the other person he/she understands his/her anger? Does the learner identify ways in which he/she can respond to the other person's anger? Does the learner engage in corresponding behavior to respond appropriately to the other person's anger?	0	1	2	3
Dealing with Embarrassment: does the learner readily identify bodily cues that occur when experiencing feelings of embarrassment (i.e., flushing of the face, sweating, the feeling of butterflies in the stomach and/or clenching of the stomach, etc.)? Does the learner identify what has happened to make him/her feel embarrassed? Does the learner identify ways in which he/she can feel less embarrassed? Does the learner engage in corresponding behavior to respond appropriately to feeling embarrassed?	0	1	2	3
Dealing with Fear: does the learner readily identify when he/she is feeling afraid? Does the learner identify which variables in his/her situation make him/her feel afraid? Does the learner identify if his/her fear is appropriate, given the context of his/her situation? Does the learner identify ways in which he/she can feel less afraid? Does the learner engage in corresponding behavior to respond appropriately to his/her fear?	0	1	2	3

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Modesty: does the learner readily demonstrate an understanding of the concept of modesty? Does the learner identify advantages of behaving modestly? Does the learner identify both scenarios which call for modest behavior as well as examples of modest behavior? Does the learner engage in behavior to demonstrate modesty when presented with such scenarios?	0	1	2	3
Trying Something New: does the learner readily identify when he/she feels nervous or afraid to try something new? Does the learner identify ways he/she can ease his/her stress or anxiety around trying something new? Does the learner readily attempt to engage in something new, after using techniques to reduce his/her anxiety or fear?	0	1	2	3
Making a Decision: does the learner identify what the presenting problem is in a given scenario? Does the learner identify possible solutions to the presenting problem? Does the learner seek out additional information specific to potential solutions, to aide him/her in choosing the best solution? Does the learner consider the outcomes to each possible solution he/she has identified? Does the learner decide which solution will be best in the given scenario?	0	1	2	3
Prioritizing Problems: does the learner identify the things in his/her life which are causing him/her stress or anxiety? Does the learner identify which problems are most important? Does the learner attend to problems which are more important first, and address less important problems at a later time?	0	1	2	3

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Setting a Goal: does the learner identify a milestone he/she wishes to reach? Does the learner seek out additional information specific to attaining his/her goal? Does the learner identify steps he/she must take in order to reach his/her goal? Does the learner engage in behavior which corresponds with the first step in obtaining his/her goal?	0	1	2	3
Deciding on Your Abilities: does the learner identify skills he/she possesses? Does the learner identify appropriate context for use of his/her skills? Does the learner identify experiences he/she has had previously, when using his/her skills? Does the learner solicit feedback from other people regarding his/her skills? Does the learner evaluate the information he/she has identified and/or collected about his/her skills prior to using them in context?	0	1	2	3

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Skills to teach compiled from the following sources:

Baker, J. (2005). *Preparing for life: the complete guide for transitioning to adulthood for those with autism and Asperger's Syndrome*. Arlington, TX: Future Horizons, Inc.

Coucouvanis, J. (2005). *Super skills: a social skills group program for children with Asperger syndrome, high-functioning autism and related challenges.* Shawnee Mission, KS: Autism Asperger Publishing Company.

Goldstein, A. P., & McGinnis, E. (1997). *Skillstreaming the adolescent, revised edition: new strategies and perspectives for teaching prosocial skills*. Champaign, IL: Research Press.