TLC Student Performance Asessment
Revised 10/15/10
R.W. DuCharme, Ph.D.

Student: Rater:
Date: Setting:

Level of Support Required - **See key below**

Behavior	QTR	Rating N/A 0 1 2 3 4 5	Level of Support
ATTENDING			
1. Sits in chair for specific time	1		
	2		
	3		
	4		
2. Follows teacher direction the first time (without prompts).	1		
	2		
	3		
	4		
3. Able to orient to task	1		
	2		
	3		
	4		
4. Scans information from text	1		
	2		
	3		
	4		
5. Discerns task expectations from material presented	1		
	2		
	3		
	4		

Standard Scoring		**Support:**
0 = no behavior observed (O out of 10 times)	3 = 41-60% of the time (5-6 out of 10 times)	Intensive = IS
1 = 1-20% of the time (1-2 out of 10 times)	4 = 61-80% of the time (7-8 out of 10 times)	Moderate = M
2 = 21-40% of the time (3-4 out of 10 times)	5 = 81-100% of the time (9-10 out of 10 times)	Independent = I

Level of Support Required - **See key below**

QTR	N/A	0	1	2	3	4	5	

6. Demonstrates necessary visual-spatial capabilities

QTR	N/A	0	1	2	3	4	5	
1								
2								
3								
4								

7. Focuses attention on relevant stimuli

QTR	N/A	0	1	2	3	4	5	
1								
2								
3								
4								

8. Controls attention to apprehend and start task

QTR	N/A	0	1	2	3	4	5	
1								
2								
3								
4								

9. Shifts attention to next appropriate task

QTR	N/A	0	1	2	3	4	5	
1								
2								
3								
4								

10. Repeats the task, when appropriate

QTR	N/A	0	1	2	3	4	5	
1								
2								
3								
4								

11. Ignores irrelevant, tangential stimuli and attend to relevant stimuli

QTR	N/A	0	1	2	3	4	5	
1								
2								
3								
4								

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	QTR	N/A	0	1	2	3	4	5	Level of Support Required - **See key below**
12. Perform multistep operations to complete the task	1								
	2								
	3								
	4								

RESPONDING BEHAVIORS

	QTR	N/A	0	1	2	3	4	5	
1. Verbal skill to communicate answers	1								
	2								
	3								
	4								
2. Pragmatic language skills at a level to comprehend social judgment typical for peer & adult interactions	1								
	2								
	3								
	4								
3. Visual-motor skills required for the task.	1								
	2								
	3								
	4								
4. Writing skill at level of response required	1								
	2								
	3								
	4								
5a. Comprehension level of verbal material	1								
	2								
	3								
	4								

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	QTR	N/A	0	1	2	3	4	5	Level of Support Required - **See key below**
5b. Comprehension level of written material	1								
	2								
	3								
	4								
6. Executive function skill to perform classroom tasks, (e.g., organization, planning, sequencing).	1								
	2								
	3								
	4								
7a. Reading level: decoding skill required by text.	1								
	2								
	3								
	4								
7b. Reading level: comprehension skill required by the text.	1								
	2								
	3								
	4								
8. Perseverance level: reliably demonstrates level of perseverance required by task.	1								
	2								
	3								
	4								
9. Sequences and comprehends material at different levels.	1								
	2								
	3								
	4								

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	QTR	N/A	0	1	2	3	4	5	Level of Support Required - **See key below**

10. Memory skills: demonstrates sufficient memory skills to acquire and retain information; recall and apply strategies.

QTR	N/A	0	1	2	3	4	5	Support
1								
2								
3								
4								

REINFORCEMENT BEHAVIORS:

1. Provides contingent social reinforcement (e.g.. Praise)

QTR	N/A	0	1	2	3	4	5	Support
1								
2								
3								
4								

2. Comprehends and respond to negative reinforcement

QTR	N/A	0	1	2	3	4	5	Support
1								
2								
3								
4								

3. Receives positive reinforcement.

QTR	N/A	0	1	2	3	4	5	Support
1								
2								
3								
4								

4. Uses negative reinforcement (e.g. threatens to resist. If you do "x" I'll do "y". Assert my limits, values or contingencies.

QTR	N/A	0	1	2	3	4	5	Support
1								
2								
3								
4								

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Level of Support Required - **See key below**

	QTR	N/A	0	1	2	3	4	5	

5. Demonstrates internal hierarchy of self-reinforcement.

Premack Principle; what does a child do when they have free time? From concrete to social; self to other

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

6. Responds to vicarious reinforcement, e.g. learning from another person's experience.

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

7. Demonstrates motivation sufficient to delay gratification

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

INITIATING BEHAVIORS

1. Directs self to comply with routines.

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

2. Follows directions computer driven.

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

Standard Scoring

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2 = 21-40% of the time (3-4 out of 10 times)   5 = 81-100% of the time (9-10 out of 10 times)

Support:

Intensive = IS

Moderate = M

Independent = I

	QTR	N/A	0	1	2	3	4	5	Level of Support Required - **See key below**

3. Follows directions teacher given.

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

4. Starts task in conformity with directions

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

5. Uses cue initiated task directions (icon, etc.).

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

COMPLYING BEHAVIORS

1. Accepts correction
   P = Peers
   T = Teacher

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

2. Accepts public correction

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

3. Self corrects according to classroom, residential, or workplace standards.

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

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		Level of Support Required - **See key below**

| | QTR | N/A | 0 | 1 | 2 | 3 | 4 | 5 | |

COMPLETING BEHAVIORS

1. Performs to standard method

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

2. Works independently

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

3. Returns completed work to teacher

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

TRANSITION BEHAVIORS

1. Demonstrates independent steps between tasks

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

2. Uses prompts to shift task from one to another

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

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| | | Level of Support Required - **See key below** |

COOPERATING BEHAVIORS

	QTR	N/A	0	1	2	3	4	5	Level of Support Required - **See key below**
1. Takes turns in discussion	1								
	2								
	3								
	4								
2. Waits for others to finish speaking	1								
	2								
	3								
	4								
3. Avoids arguing	1								
	2								
	3								
	4								
4. Maintains appropriate volume	1								
	2								
	3								
	4								
5. Shares equipment	1								
	2								
	3								
	4								
6. Avoids ridicule	1								
	2								
	3								
	4								

Standard Scoring

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2 = 21-40% of the time (3-4 out of 10 times)   5 = 81-100% of the time (9-10 out of 10 times)

Support:

Intensive = IS

Moderate = M

Independent = I

	QTR	N/A	0	1	2	3	4	5	Level of Support Required - **See key below**

7. Maintains eye contact

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

8. Asks permission before exiting the room.

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

ADAPTING BEHAVIORS

1. Identifies routines that vary day-to-day

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

2. Follows and adjusts routines to changed context

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

COOPERATING WITH MED. ADMIN.

1. Follows prescription

QTR	N/A	0	1	2	3	4	5	Level of Support
1								
2								
3								
4								

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	QTR	N/A	0	1	2	3	4	5	Level of Support Required - **See key below**

2. Self-manages

	QTR	N/A	0	1	2	3	4	5	
	1								
	2								
	3								
	4								

DEPENDENCE ON STRUCTURE

Functions well with low level of structure.

	QTR	N/A	0	1	2	3	4	5	
	1								
	2								
	3								
	4								

COMPLETING HOMEWORK

	QTR	N/A	0	1	2	3	4	5	
	1								
	2								
	3								
	4								

ATTENDANCE AT SCHOOL

	QTR	N/A	0	1	2	3	4	5	
	1								
	2								
	3								
	4								

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Support:

Intensive = IS

Moderate = M

Independent = I

COMPETING CLINICAL BEHAVIORS

(Reverse Scored)	QTR	N/A	5	4	3	2	1	Level of Support Required - **See key below**
1. Perseveration on non-related task	1							
	2							
	3							
	4							
2. Obsessive thoughts	1							
	2							
	3							
	4							
3. Inability to shift topic from personal view	1							
	2							
	3							
	4							
4. Threatens	1							
	2							
	3							
	4							
5. Dichotomize thinking - win vs. lose orientation	1							
	2							
	3							
	4							

Reverse Scoring

5 = 0-20% of the time (1-2 out of 10 times)   2 = 61-80% of the time (7-8 out of 10 times)

4 = 21-40% of the time (3-4 out of 10 times)   1 = 81-100% of the time (9-10 out of 10 times)

3 = 41-60% of the time (5-6 out of 10 times)

Support:

Intensive = IS

Moderate = M

Independent = I

COMPETING CLINICAL BEHAVIORS

(Reverse Scored)	QTR	N/A	5	4	3	2	1	Level of Support Required - **See key below**

6. Confabulation

1								
2								
3								
4								

7. Affirms false data

1								
2								
3								
4								

8. Resists accountability

1								
2								
3								
4								

9. Steals

1								
2								
3								
4								

10. Sexually inappropriate comments.

1								
2								
3								
4								

Reverse Scoring		**Support:**
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COMPETING CLINICAL BEHAVIORS

		QTR	N/A	5	4	3	2	1	Level of Support Required - **See key below**

(Reverse Scored)

11. Violates personal boundaries	1						
	2						
	3						
	4						

12. Distorts information	1						
	2						
	3						
	4						

Reverse Scoring

5 = 0-20% of the time (1-2 out of 10 times)   2 = 61-80% of the time (7-8 out of 10 times)

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