|  |  |  |
| --- | --- | --- |
| School-Age to Adult Redetermination Only | | |
| Individuals Name  Click or tap here to enter text. | | **Assessor Name**  Click or tap here to enter text. |
| Prime Number: | | **Assessment Date:** Click or tap to enter a date. |
| Oregon Administrative Rule 411-320-0020 and 411-320-0080 requirement of obvious impairments | | |
| Adaptive Required for Adult Eligibility | | Previous adaptive by a licensed clinical or school psychologist on file |
| Observations by Case Managers or ES | **OR** | Adaptive Assessment (ABAS, VABS, etc.) |

**Areas of Impairment (mark all that apply)**

**Self-Care:**

Bathing & Grooming  Mobility  Feeding  Toileting  Medication Management  Health care & treatment access  General Hygiene

**Description of Specific Needs:**

Click or tap here to enter text.

**Communication:**

Expressive  Receptive  Speech  Understanding Others  Can Communicate Needs Clearly

**Description of Specific Needs:**

Click or tap here to enter text.

**Learning:** Needs support in

Information Repeated  1-2 Step Directions  Touch Cues  Unable to Demonstrate Learning Ability  Writing  Understand Arithmetic

**Description of Specific Needs:**

Click or tap here to enter text.

**Mobility:**

No Mobility  Requires Full Wheelchair Assist and Transfers  Upper Body Restrictions  Lower Body Restrictions

**Description of Specific Needs:**

Click or tap here to enter text.

**Self-Direction:**

Leaving Supervised Areas  Intrusive of Others Space  Ability to Plan/Use Public Transportation  Shopping Appropriately

**Description of Specific Needs:**

Click or tap here to enter text.

**Capacity For Independent Living:**

Assistance with Home Chores  Vision  Hearing  Susceptibility to Victimization  Judgement and Decision Making  Other

**Description of Specific Needs:**

Click or tap here to enter text.

**Home or School Living:** Assistance with

Housework  Meal Prep  Laundry  Money Management  Activities Outside Home  Telephone  Day Program

**Description of Specific Needs:**

Click or tap here to enter text.

**Social Skills:** Understanding/Appropriateness

Social Boundaries  Social Cues  Following Rules/Laws  Emotions  Fairness/Honesty  Aggression  Withdrawal  Intrusiveness

**Description of Specific Needs:**

Click or tap here to enter text.

**Leisure:** Participating or going to

Community Activities  Events  Independent Activities  Leisure Activities

**Description of Specific Needs:**

Click or tap here to enter text.

**Community Use:**

Travel/Transportation  Using Services  Community Safety  Shopping  Appropriate Public Behavior  Social Activities/Events

**Description of Specific Needs:**

Click or tap here to enter text.

|  |
| --- |
| Informal Adaptive Assessment Instructions |

**General Rule Requirements:**

**Adaptive:** An adaptive may be administered by graduate level professional with training/experience administering and interpreting I/DD tests.

**Observations:** An observation of impairments recorded in progress notes by a case manager or eligibility specialist with at least 2 years of I/DD experience must occur.

**Example Descriptions:**

**Self-Care:** Ashwin can’t perform any self-care activities without help from others due to cerebral palsy and intellectual disability, relies on others for personal hygiene needs, medication management, support with eating.

**Communication:** Moana is mostly non-verbal but can make some sounds to communicate, but family is not always sure what they are trying to say. They do not know sign language; most communication is eye movement.

**Learning:** Javier is considered untestable, doesn’t respond to many questions, or move independently. They are surrounded by people who are willing to hold and position them and participates in home activities.

**Mobility:** Dima is unable to walk, crawl or roll over without assistance and needs a special chair to remain upright. A custom wheelchair is on order.

**Self-Direction:** Rio relies on others to make decisions for wellbeing and safety. They may try to use public transportation but get lost and is vulnerable to victimization due to desire to make others happy.

**Independent Living:** Tokala will always need to live with someone who can provide help with personal needs, mobility, communication, and all areas of independent living. They cannot be left alone due to safety, inability to communicate or respond to emergencies.

**Home/School:** John doesn’t understand money management, has never bought anything independently, and will give all his money away. He has Supplemental Security Income (SSI) and a Representative Payee who handles his money. He loves video games but will play all day and forget to eat or bathe.

**Social Skills:** Isabella does not understand social boundaries, she hugs people she doesn’t know and gives money away to strangers. She misunderstands social situations and can get angry in response. This makes her vulnerable to exploitation in the community.

**Leisure:** Samir loves baseball but needs somebody to take them to games, help pay for things they want, and not buy hotdogs for everyone in the stands.

**Community Use:** Sheniqua likes to attend a community activity on Sunday and Saturday Markets, but can’t navigate transportation, needs help transferring in/out of vehicles, and support to participate in activities.