Adaptive vs Behavior vs Employability Cheatsheet

Purpose of this document: The purpose of this document is to provide a starting place to determine what type of goal a student might need in regards to adaptive, employability or social emotional behavior. Remember a few things as you use this document. 1) It is a **guide** and not an exhaustive list of services, concerns or questions to **consider** 2) Students **may** have goal areas in 1, 2, or all three of these areas 3) Always consider the **needs of the child above anything** else to determine which goal area will best meet their needs.

Remember: A comprehensive assessment must be completed using RIOT/SCIL to meet the needs of the learner.

Type of Goal	Adaptive Behavior	Employability	Social Emotional Behavior
Definition	Everyday living skills (e.g., dressing, eating, toileting), work skills, or school functioning skills (e.g., meeting timelines, organization of materials, engagement and persistence) that a child learns in the process of adapting to his or her surroundings.	Employability involves skills which are needed to be effective in any job market or work place such as attendance, on time arrival, meeting deadlines, working with others, ethical use of technology, professionalism, effective communication, critical thinking, problem solving, task initiation, self-advocacy	Awareness of self, identification, and expression of emotions, self-regulation, and interaction with others. This includes behaviors that are challenging behaviors (externally) and behaviors that occur within the student (internally).
Considerations when developing a goal	• Is the student missing skills that prevent them from completing typical everyday tasks such as starting a task, sustaining attention, organization, pushing through difficult tasks, that are significantly unique from their same aged peers? • Can the goal area be addressed with just accommodations and SDI? • If debating between adaptive and employability, consider the age and lagging skills of the student to help determine which aligns more with the current need.	• Is the student missing skills that could potentially lead to them not being able to become employed or stay employed? • Is the student able to advocate for their needs? • Will this student potentially need work experience? • Does the student need support or practice of work skills before seeking employment? • If debating between adaptive and employability, consider the age and lagging skills of the student to help determine which aligns more with the current need.	• Does the student demonstrate challenging behaviors? Is the student causing harm to self or others? • Is the student missing skills that could potentially lead to the behavior(s) of concern? • Can a function of behavior be determined? • Has the student been through CICO or other tier 2 or 3 interventions at the school level? • Does the student have a significant number of office referrals? • Is there a pattern to their behavior? • Does this student need preventative, response and and reinforcement strategies?

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Type of Goal	Adaptive Behavior	Employability	Social Emotional Behavior

Potential Services to consider	• Potential SDI around
	  ○ everyday living skills
	  ○ work skills
	  ○ school functioning skills
	• Potential Accommodations
	  ○ Checklists
	  ○ Schedules
	  ○ organization
		• Potential SDI around
		  ○ problem solving
		  ○ critical thinking
		  ○ attendance/time management
		  ○ setting deadlines
		  ○ goal setting
		  ○ task initiation
		  ○ Self-advocacy
		  ○ effective communication
		  ○ Social skills
		  ○ Other soft skills for the job site
		• Potential Accommodations
		  ○ Checklists
		  ○ social stories
		  ○ visual cue cards
		  ○ Job coach support
		• Potential services
		  ○ Work experience
		  ○ Paid or unpaid
		  ○ In building placement
		  ○ Community placement
			• Potential SDI around
			  ○ social skills
			  ○ Social and Emotional Skills (self-awareness, self-management, social awareness, responsible decision making, and relationship skills
			  ○ Executive Functioning skills contributing to behavioral concerns (response inhibition, emotional control, flexibility/cognitive flexibility, sustained attention, task initiation, planning/organization, task initiation, time management, goal directed persistence, and metacognition)
			  ○ reducing and replacing challenging behaviors
			• Potential Accommodations
			  ○ preventative strategies to prevent challenging behavior that might include checklists, social stories, visual supports
			  ○ Response strategies when challenging behavior occurs
			  ○ safety plan (if necessary)
			  ○ reinforcing strategies

Additional Resources:

Secondary Transition Decision Making Guide-Working

I3 Guidelines for FBA/BIP

Adaptive Behavior VS Challenging Behavior Guidelines

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