

Activity Level	Time Awareness and Management	Environmental Awareness and Management	Interpersonal Awareness and Management
Level 1 <i>Initiating the Next Step</i>	Initiates next step on printed checklist	Finds items within reach	Reads simple <i>typed</i> words or numbers
	Activates message device for next step	Attends to task in distracting room	Follows basic verbal instructions
	States time when asked	Finds alarm and turns off	Responds to name when called
	Moves to next step when alarm sounds	Looks for checklist during session	Calms self after outburst
	Counts exercises or task repetitions	Follows instructions during transfers	Responds to question when asked
	Looks for clock/watch	Identifies task materials on tabletop	Reads handwritten words or numbers
	Knows day/date/year	Finds clipboard holding checklist	Slow processing verbal instructions
	Uses picture checklist	Carries clipboard to next task	Looks to family for help
	Completes one step tasks	Presses message button for next step	Inconsistent awareness of names
	Looks at clock, but doesn't act	Listens to message for next task	Flat affect
	Works at normal speed	Presses again to repeat message	Passive
	Perseverates during tasks	Pushes correct button to silence alarm	Distractible
	Impulsive	Locks brakes to transfer	Inhibits responses
		Unbuckles seat belt to transfer	
		Moves footrest before transfer	

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Level 2 <i>What Time is It?</i>	Interrupts task at correct time	Finds items within room	Reads simple written phrases
	Frequently checks clock during tasks	Transfers safely from wheelchair	Initiates greeting others
	Stays on task until completed	Keeps checklist within reach	Recalls names of <i>familiar</i> persons
	Checks time if alarm sounds	Scans area for obstacles in path	Controls emotions with cues
	Completes all <i>steps</i> in related <i>task</i>	Walks/propels safely	Looks at others when talking
	Reads checklist to view next task	Recalls locations within room	Slow comprehending written phrases
	Asks to know next task on checklist	Goes to locations when directed	Requires instructions from others
	Completes simple task without help	Takes timer or alarm to next task	Uses call button for assist
	Reads analog time	Recalls names of rooms	Easily distracted by others talking
	Reads digital time	Listens to message for next task	Uses phone if directed
	Listens to talking watch for time	Takes message device to next task	
	Operates talking watch	Presses device buttons in sequence	
	Counts reps while exercising		
	Counts items when performing tasks		
	Estimates time blocks		

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<i>Level 3 Moving Around the Room</i>	Resumes current task if interrupted	Navigates to multiple places in room	Follows simple written directions
	Identifies correct date on calendar	Carries checklist from task to task	Initiates new communication topic
	Monitors time throughout session	States current location when asked	Recalls names of <i>unfamiliar</i> persons
	Uses alarm to switch tasks on time	Returns to start point in same room	Responds with appropriate emotion
	Completes series of <i>related</i> tasks	States next destination when asked	Appropriately addresses others
	Records time after completing task	Recall items in cabinets, closets	Recalls therapist's name
	Initiates moving to next location	Uses simple floor plan to navigate	Needs reassurance to continue work
	Uses calendar	Reads signs in environment	Spontaneously uses phone
	Carries out basic ADL routines	Identifies places by name	Introduces friends/family
		Notices obstacles in path	Recalls tasks from previous sessions
			Says person's name before addressing

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<i>Level 4 Follow a Time Schedule</i>	Follows time schedule accurately	Navigates to rooms in same area	Initiates asking for help when needed
	Completes a series of unrelated tasks	Recalls items in adjacent rooms	Takes notes when told
	Aware of being off schedule	Recognizes/states when lost	Aware of errors, but doesn't correct
	Sets own alarm if needed	Returns to start from different room	States awareness of physical deficits
	Understands printed time schedule	Navigates by written/verbal directions	Initiates using phone to make call
	Needs form to write schedule	Often uses trial & error to find way	Accurate on manual calculations
	Understands time schedule rules	Can only navigate a sequenced route	Needs extra time to complete basic ADL
	Checks schedule during session	Finds way back to entrance	Operates calculator for simple math
	Difficulty shifting between tasks	Finds way between therapy sessions	Addresses people by name
	Difficulty finishing tasks on time	Knocks before entering rooms	Dependent on other's guidance
	Recalls any unfinished tasks on list	Crosses off completed tasks	Able to vary from established plan
	Can proceed only if following list	Recalls directions without notes	Builds items from diagrams
		Arranges items alphabetically	
		Arranges items numerically	
		Puts items away when done	
		Spreads out task materials for clarity	

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<i>Level 5 Beyond the Room</i>	Completes tasks at normal speed	Navigates on same floor of building	Solves simple word problems
	Attends to time while navigating	Keeps track of personal belongings	Communicates ideas clearly
	Writes schedule from dictation	Keeps task materials separated	Clarifies instructions before starting
	Crosses off tasks when finished	Aware of safety during complex ADL	Denies or argues about performance
	Completes <i>complex</i> multi-step tasks	Uses floor plan/map to navigate	Uses phone/computer to get info
	Schedules time critical tasks first	Stops, scans area before proceeding	Asks others when confused
	Attempts to estimate time for tasks	Lost when moving between floors	Confabulates to deny problems
	Reads entire schedule before starting	Attends to floor number in elevator	Needs reassurance to make choices
	Looks for clock when without watch	Attends to landmarks	Asks random people for help
	Does easier tasks 1st to get more done	Notices when backtracking	Keeps notes organized
	Combines tasks along route	Looks up from map when walking	Writes notes legibly
	Able to vary from checklist	Turns off stove when cooking	Separates answers from scratch work
		Lays out parts prior to assembly	Keeps most relevant paper on top
		Keeps assembly parts separated	
		Turns map to stay oriented	
		Checks map often to stay oriented	

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<i>Level 6 Organize the Therapy Hour</i>	Creates a time schedule for session	Navigates multi-level building	Finds appropriate people to ask for help
	Estimates time needed for each task	Oriented using map	Spontaneously initiates taking notes
	Aware of elapsed time during tasks	Keeps workspace organized	Uses highlighter on written instructions
	Arranges tasks according to time limits	Avoids back tracking between places	Recognizes/corrects errors
	Numbers tasks prior to starting	Uses signs to navigate	Follows complex instructions
	Outlines plan before starting	Reads/looks at signs along the way	Asks for help appropriately
	Numbers tasks to stay in sequence	Follows route back to start	Lists info in chart format
	Plans route according to time limits	Makes notes for finding his way	Writes notes from phone call
	Avoids repeating steps of tasks	Labels parts during disassembly	Carries out all steps of familiar tasks
	Combines tasks to save time	Stacks papers neatly while working	

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Level 7 <i>Out the Door</i>	Schedules interleaving tasks	Navigates in familiar community	Enters appointments in planner
	Prioritizes tasks by time	Uses map to find unfamiliar places	Includes key info when taking notes
	Manages overlapping tasks	Aware of safety hazards on outing	Anticipates consequences of actions
	Revises time schedule as needed	Plans most efficient route at start	Evaluates own behavior
	Adjusts work speed to time limits	Uses landmarks to navigate	Accepts criticism of performance
	Aware of elapsed time on outing	Recognizes alternative routes	Recruits others if necessary
	Adheres to time limits	Oriented moving between buildings	Modifies behavior as needed
	Juggles multiple tasks	Walks on sidewalk	Asks before proceeding when lost
	Completes all tasks during outing	Safe crossing streets	Frequently refers to notes on outing
	Completes outing in allotted time	Looks for crosswalks	Attends to details in instructions
	Keeps daily planner handy	Obeys crossing signals	Asks before starting unfamiliar projects
	Adheres to daily planner	Looks for street signs	Reads entire assignment before starting
		Paces self to conserve energy	Carries out <i>familiar</i> complex projects
			Consults family before making appts

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Level 8 <i>Planning/ Multi-Tasking Activities</i>	Creates time schedule for project	Navigates in unfamiliar community	Generates goals for self-improvement
	Multi-tasks to optimize time	Plans entire outing before starting	Finds alternative solutions to problems
	Uses daily/weekly planner effectively	Gathers all materials before starting	Uses compensation for deficits
	Estimates time needed for project	Identifies shortcuts during outing	Modifies behavior to match situation
	Completes project in time	Revises route if necessary	Spontaneously engages others
	Adjusts time as required	Uses GPS if necessary	Establishes plan for attaining goals
	Adheres to time limits	Revises plan for outing as needed	Finds details in articles, paragraphs
	Monitors progress on multiple tasks	Finds safest place to cross streets	Makes lists to organize information
	Schedules future appointments	Analyzes traffic patterns	Highlights key points of instructions
			Able to plan <i>unfamiliar</i> projects