

To: Parent, Guardian, or Teacher
Re: Franklin Learning Institute – Program Skills Checklist

Thank you for agreeing to complete the following checklist for the named student who is seeking admission to the Franklin Learning Institute. Before beginning this task, please take a moment to become acquainted with Franklin Academy and the Franklin Learning Institute.

Franklin Academy (www.fa-ct.org) is the only accredited college preparatory boarding school in the country with the mission of serving students in grades 9 – 12 with Nonverbal Learning Differences and Asperger's Syndrome, providing them with the academic and social skills to become life-long learners, to pursue college and career goals, and to enjoy fulfilling lives.

Now, we are using our considerable expertise and creativity to extend Franklin's mission to young adults of college age, offering an extraordinary opportunity for high school graduates with NLD and Aspergers to earn college credit while improving social and independent living skills.

The Franklin Learning Institute is a one-to-three year program modeled after Franklin Academy's successful college preparatory program. We are collaborating with Middlesex Community College (www.mxcc.commnet.edu), drawing upon significant resources to provide older students with the necessary support to pursue college and career goals. Living in a supportive community that provides a foundation for learning, college-age students work closely with Franklin Learning Institute staff to design and implement a personalized program that focuses on important academic, social, and independent living goals. In addition to having the option to earn an associate degree or certificate from Middlesex Community College, students also participate in leadership training, exercise programs, and social and life skill workshops.

The input that you provide on the attached Skills Checklist will help us to determine whether this applicant is appropriate for the Franklin Learning Institute. Upon completion of this checklist, please mail it to the Office of Admissions, Franklin Learning Institute, 106 River Road, East Haddam, CT 06423. You can also fax the completed document to the Admissions Office at 860-873-9345.

Sincerely,

Cynthia Pope
Director of Admissions

**FLI Program Skills Checklist
(Parent, Guardian, or Teacher Form)**

Name of Student: _____

Date: _____

Name of Evaluator and Relationship to Student: _____

Directions: Please rate each below item using the provided rating scale (0-3).

Rating Scale:

0	1	2	3
Never	Rarely	Often	Almost Always
This is a serious problem that needs correcting.	Student needs significant help with this skill.	Student can perform skill but needs help	Student can perform skill and needs no help.

Rating

Item

	Student can use an organizational system to anticipate, plan for, and meet assignment deadlines, classes, and appointments.
	Student maintains a system that allows easy access to learning supplies such as books, notebooks, pens/pencils, and calculators.
	Student attends all classes unless excused.
	Student arrives on time and prepared for all classes.
	Student can record assignments, accurately writing down all pertinent information necessary to complete the assignment.
	Student appropriately seeks out help to understand and/or complete an assignment.
	Student puts forth a good effort and completes assignments to the best of his/her ability.
	Student completes assignments on time.
	Student maintains appropriate communication with teachers or tutors beyond an immediate emergency such as needing an extension.
	Student communicates well with others.
	Student recognizes that others have valid viewpoints and opinions.
	Student can listen to other viewpoints and ask clarifying questions during conversations.
	Student maintains good personal hygiene in all areas with no support.
	Student maintains clothing and personal belongings in a way so that they are orderly and easily accessible.

	Student has a sense of weekly, monthly, and yearly schedules and obligations.
	Student can work with others to set and accomplish mutual goals.
	Student can follow the leadership of another person when appropriate.
	Student can take on leadership roles effectively.
	Student is a good role model for other students.
	Student can live with a roommate.
	Student can recognize and label his/her own emotions and states of mind.
	Student can appropriately express feelings and ideas in all areas of life.
	Student can recognize connections between thoughts, feelings, and behaviors.
	Student can change behavior when given corrective feedback by others.
	Student can manage his/her anxiety when having difficulty.
	Student effectively uses a variety of strategies for coping and solving problems.
	Student knows how and where to find help for a variety of problems.
	Student effectively resolves conflicts with others.
	Student can recognize when assistance or intervention is needed.
	Student can appropriately assess and prioritize the level of the problem.
	Student can help other people resolve their problems and conflicts without being intrusive.
	Student appropriately asks for help – the right person, at the right time, and in a reasonable manner.

0	1	2	3
Never	Rarely	Often	Almost Always