

Situational Assessment

Customer: _____ Person Completing Form: _____ Date: _____

Directions: Indicate the response for each item in the appropriate category based on information gathered from the customer's parent, teacher, and observations during the situational assessments. For each item describe the behavior, characteristics, or activity. When applicable, include the frequency of its occurrence and the environment where it occurs (antecedent, consequences, location, people).

| ITEMS LOCATED ON THE CUSTOMER EMPLOYMENT SCREENING FORM | SITUATIONAL ASSESSMENT I | SITUATIONAL ASSESSMENT II | SITUATIONAL ASSESSMENT III | OTHER | PARENT OR GUARDIAN |
|---|-----------------------------|------------------------------|-------------------------------|-------|-----------------------|
| <i>Strength: Lifting and Carrying</i> # Poor (<10 lbs.) # Fair (10-20 lbs.) # Average (30-40 lbs.) # Strong (>50 lbs.) | | | | | |
| <i>Endurance</i> # Works < 2 hours # Works 2-3 hours # Works 3-4 hours # Works < 4 hours | | | | | |
| <i>Orienting</i> # Small area only # One room # Several rooms # Building-wide # Building and grounds | | | | | |
| <i>Physical Mobility</i> # Sit/stand in one area # Fair ambulation # Stairs/minor obstacles # Physical abilities | | | | | |

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| <p><i>Independent Work Rate (no prompts)</i></p> <ul style="list-style-type: none"> # Slow pace # Steady/average pace # Above average # Sometimes fast # Continual fast pace | | | | | |
| <p><i>Appearance</i></p> <ul style="list-style-type: none"> # Unkempt/poor hygiene # Unkempt/clean # Neat/clean but clothing un-matched # Neat/clean and clothing matched | | | | | |
| <p><i>Communication</i></p> <ul style="list-style-type: none"> # Uses sounds/gestures # Uses key words/signs # Speaks unclearly # Communicates clearly, intelligible to strangers | | | | | |
| <p><i>Social Interactions</i></p> <ul style="list-style-type: none"> # Rarely interacts # Appropriately # Polite, responses appropriate # Initiates social interactions infrequently # Initiates social interactions | | | | | |
| <p><i>Attention to Task/Perseverance</i></p> <ul style="list-style-type: none"> # Frequent prompts required # Intermittent prompts/high supervision # Intermittent prompts/low supervision # Infrequent prompts/low supervision | | | | | |

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| <p><i>Independent sequencing of job duties</i></p> <ul style="list-style-type: none"> # Cannot perform tasks in sequence # Performs 2-3 tasks in sequence # Performs 4-6 tasks in sequence # Performs 7 or more tasks in sequence | | | | | |
| <p><i>Initiative/Motivation</i></p> <ul style="list-style-type: none"> # Always seeks work # Sometimes volunteers # Waits for directions # Avoids next task | | | | | |
| <p><i>Adapting to Change</i></p> <ul style="list-style-type: none"> # Adapts to change # Adapts to change with some difficulty # Adapts to change with great difficulty # Rigid routine | | | | | |
| <p><i>Reinforcement Needs</i></p> <ul style="list-style-type: none"> # Frequent required # Daily # Weekly # Paycheck sufficient | | | | | |
| <p><i>Level of Support</i></p> <ul style="list-style-type: none"> # Very supportive of work # Supportive of work with reservation # Indifferent about work # Negative about work | | | | | |

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| <p><i>Discrimination Skills</i></p> <ul style="list-style-type: none"> # Cannot distinguish between work supplies # Distinguishes between work supplies with an external cue # Distinguishes between work supplies | | | | | |
| <p><i>Time Awareness</i></p> <ul style="list-style-type: none"> # Unaware of time and clock function # Identifies breaks/lunch # Can tell time to the hour # Can tell time in hours/minutes | | | | | |
| <p><i>Functional Reading</i></p> <ul style="list-style-type: none"> # None # Sight words/symbols # Simple reading # Fluent reading | | | | | |
| <p><i>Functional Math</i></p> <ul style="list-style-type: none"> # None # Simple counting # Simple addition/subtraction # Computational skills | | | | | |
| <p><i>Independent Street Crossing</i></p> <ul style="list-style-type: none"> # None # 2-lane street (with or w/o light) # 4-lane street (with or w/o light) | | | | | |
| <p><i>Handling Criticism/Stress</i></p> <ul style="list-style-type: none"> # Resistive/argumentative # Withdraws into silence # Accepts criticism/does not change | | | | | |

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| <i>Acts/Speaks Aggressively</i> # Hourly # Daily # Weekly # Monthly # Never | | | | | |
| <i>Travel Skills</i> # Requires bus training # Uses bus independently (with or w/o transfers) # Able to make own travel arrangements | | | | | |
| <i>Work Experience</i> # Employment site # Job tasks performed # Dates, hours, wages | | | | | |
| <i>Physical Limitations</i> # Impairment # Medications # Medical restrictions | | | | | |
| <i>Responding to Survival Words</i> # Street signs # Restrooms # Danger, stop | | | | | |
| <i>Hurtful to Self/Others</i> # Banging head, pulling hair # Biting, scratching # Hitting, pinching | | | | | |
| <i>Destructive to Property</i> # breaks, burns, tears things | | | | | |

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| <p><i>Disruptive Behavior that Interferes with Activities of Others</i></p> <ul style="list-style-type: none"> # Yelling, screaming # Clinging # Laughing/crying for no reason # Interrupting | | | | | |
| <p><i>Usual or Repetitive Behavior/habits</i></p> <ul style="list-style-type: none"> # Pacing # Rocking # Twirling fingers # Twitching | | | | | |
| <p><i>Behavior that is Socially Offensive to Others</i></p> <ul style="list-style-type: none"> # Talking too loud # Burping, picking nose # touching, hugging | | | | | |
| <p><i>Withdrawal or Inattentive Behavior</i></p> <ul style="list-style-type: none"> # Keeping away from people # Expresses unusual fears # Shows little interest in activities | | | | | |
| <p><i>Uncooperative or Noncompliant Behavior</i></p> <ul style="list-style-type: none"> # Refusing to attend school/work # Refusing to follow rules/requests # Acting defiant/pouting | | | | | |
| <p><i>Leisure Skills/Interests</i></p> | | | | | |
| <p><i>Chores or Responsibilities</i></p> | | | | | |

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| <i>Activities, Foods, and Items that are Reinforcing</i> | | | | | |
| <i>Money Skills</i> # Discriminates between coins # Makes minor purchases # Makes major purchases # Amount of spending # Money given to customer # Willingness of family to give customer money from paycheck | | | | | |
| <i>Asking for Assistance</i> # Peers # Co-workers # Acquaintances # Persons in authority | | | | | |
| <i>Other:</i> | | | | | |

From: Moon, M.S., Inge, K.J., Wehman, P., Brooke, V., & Barcus, M. (1990). Helping persons with severe disabilities get and keep employment: Supported employment issues and outcomes. Baltimore: Paul H. Brookes.