



Situational Assessment Tool

Student: _____ Person(s) completing form: _____ Date: _____

Directions: Indicate the response for each item in the appropriate category. 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, and people).

Characteristics Observed During Assessment	Home	School	Community
<i>Person(s) Completing Section</i>			
Strength: Lifting and Carrying	<ul style="list-style-type: none"> • Poor (<10 lbs.) • Fair (10-20 lbs.) • Average (30-40 lbs.) • Strong (>50 lbs.) 	<ul style="list-style-type: none"> • Poor (<10 lbs.) • Fair (10-20 lbs.) • Average (30-40 lbs.) • Strong (>50 lbs.) 	<ul style="list-style-type: none"> • Poor (<10 lbs.) • Fair (10-20 lbs.) • Average (30-40 lbs.) • Strong (>50 lbs.)
Endurance	<ul style="list-style-type: none"> • Works < 2 hours • Works 2 - 3 hours • Works 3 - 4 hours • Works > 4 hours 	<ul style="list-style-type: none"> • Works < 2 hours • Works 2 - 3 hours • Works 3 - 4 hours • Works > 4 hours 	<ul style="list-style-type: none"> • Works < 2 hours • Works 2 - 3 hours • Works 3 - 4 hours • Works > 4 hours
Orienting	<ul style="list-style-type: none"> • Small area only • One room • Several Rooms • Building-wide • Building and grounds 	<ul style="list-style-type: none"> • Small area only • One room • Several Rooms • Building-wide • Building and grounds 	<ul style="list-style-type: none"> • Small area only • One room • Several Rooms • Building-wide • Building and grounds
Physical Mobility	<ul style="list-style-type: none"> • Sit only • Stand in one area • Fair ambulation • Stairs/minor obstacles • Physical abilities 	<ul style="list-style-type: none"> • Sit only • Stand in one area • Fair ambulation • Stairs/minor obstacles • Physical abilities 	<ul style="list-style-type: none"> • Sit only • Stand in one area • Fair ambulation • Stairs/minor obstacles • Physical abilities

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Characteristics Observed During Assessment	Home	School	Community
Independent Work Rate (no prompts)	<ul style="list-style-type: none"> • Slow pace • Steady/average pace • Above average • Sometimes fast • Continual fast pace 	<ul style="list-style-type: none"> • Slow pace • Steady/average pace • Above average • Sometimes fast • Continual fast pace 	<ul style="list-style-type: none"> • Slow pace • Steady/average pace • Above average • Sometimes fast • Continual fast pace
Communication	<ul style="list-style-type: none"> • Uses augmentative device (specify) • Uses sounds/gestures • Uses key words/signs • Speaks clearly • Communicates clearly, intelligible to strangers 	<ul style="list-style-type: none"> • Uses augmentative device (specify) • Uses sounds/gestures • Uses key words/signs • Speaks clearly • Communicates clearly, intelligible to strangers 	<ul style="list-style-type: none"> • Uses augmentative device (specify) • Uses sounds/gestures • Uses key words/signs • Speaks clearly • Communicates clearly, intelligible to strangers
Social Interactions	<ul style="list-style-type: none"> • Rarely interacts appropriately • Polite, responds appropriately • Initiates social interactions infrequently • Initiates social interactions often 	<ul style="list-style-type: none"> • Rarely interacts appropriately • Polite, responds appropriately • Initiates social interactions infrequently • Initiates social interactions often 	<ul style="list-style-type: none"> • Rarely interacts appropriately • Polite, responds appropriately • Initiates social interactions infrequently • Initiates social interactions often
Attention to Task/Perseverance	<ul style="list-style-type: none"> • Frequent prompts required (Specify type of prompt) • Intermittent prompts/high supervision required • Intermittent prompts/low supervision required • Infrequent prompts/low supervision required • Independent, only needs periodic check ins 	<ul style="list-style-type: none"> • Frequent prompts required (Specify type of prompt) • Intermittent prompts/high supervision required • Intermittent prompts/low supervision required • Infrequent prompts/low supervision required • Independent, only needs periodic check ins 	<ul style="list-style-type: none"> • Frequent prompts required (Specify type of prompt) • Intermittent prompts/high supervision required • Intermittent prompts/low supervision required • Infrequent prompts/low supervision required • Independent, only needs periodic check ins
Independent sequencing of job duties	<ul style="list-style-type: none"> • Cannot perform tasks in sequence • Performs 2-3 tasks in sequence with visual/written supports • Performs 4-6 tasks in sequence with visual/written supports • Performs 2-3 tasks independently • Performs 4-6 tasks independently 	<ul style="list-style-type: none"> • Cannot perform tasks in sequence • Performs 2-3 tasks in sequence with visual/written supports • Performs 4-6 tasks in sequence with visual/written supports • Performs 2-3 tasks independently • Performs 4-6 tasks independently 	<ul style="list-style-type: none"> • Cannot perform tasks in sequence • Performs 2-3 tasks in sequence with visual/written supports • Performs 4-6 tasks in sequence with visual/written supports • Performs 2-3 tasks independently • Performs 4-6 tasks independently

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Characteristics Observed During Assessment	Home	School	Community
Initiative/Motivation	<ul style="list-style-type: none"> Always seeks work Sometimes volunteers Waits for directions Avoids next task 	<ul style="list-style-type: none"> Always seeks work Sometimes volunteers Waits for directions Avoids next task 	<ul style="list-style-type: none"> Always seeks work Sometimes volunteers Waits for directions Avoids next task
Adapting to Change	<ul style="list-style-type: none"> Adapts to change Adapts to change with some difficulty Adapts to change with great difficulty Rigid Routine 	<ul style="list-style-type: none"> Adapts to change Adapts to change with some difficulty Adapts to change with great difficulty Rigid Routine 	<ul style="list-style-type: none"> Adapts to change Adapts to change with some difficulty Adapts to change with great difficulty Rigid Routine
Work Ethic	<ul style="list-style-type: none"> Eager to work Indifferent about work Works with reservation Negative about work 	<ul style="list-style-type: none"> Eager to work Indifferent about work Works with reservation Negative about work 	<ul style="list-style-type: none"> Eager to work Indifferent about work Works with reservation Negative about work
Level of Support	<ul style="list-style-type: none"> Independent Independent with visual/written supports only Requires: (list all that apply) Visual Written Verbal Gesture Model Touch 	<ul style="list-style-type: none"> Independent Independent with visual/written supports only Requires: (list all that apply) Visual Written Verbal Gesture Model Touch 	<ul style="list-style-type: none"> Independent Independent with visual/written supports only Requires: (list all that apply) Visual Written Verbal Gesture Model Touch
Discrimination Skills	<ul style="list-style-type: none"> Cannot distinguish between work supplies Distinguishes between work supplies with an external cue Distinguished between work supplies independently 	<ul style="list-style-type: none"> Cannot distinguish between work supplies Distinguishes between work supplies with an external cue Distinguished between work supplies independently 	<ul style="list-style-type: none"> Cannot distinguish between work supplies Distinguishes between work supplies with an external cue Distinguished between work supplies independently
Time Awareness	<ul style="list-style-type: none"> Unaware of time and clock function Identifies breaks/lunch Uses timer on hand held device to transition to new activity Can tell time to the hour Can tell time in hours/minutes 	<ul style="list-style-type: none"> Unaware of time and clock function Identifies breaks/lunch Uses timer on hand held device to transition to new activity Can tell time to the hour Can tell time in hours/minutes 	<ul style="list-style-type: none"> Unaware of time and clock function Identifies breaks/lunch Uses timer on hand held device to transition to new activity Can tell time to the hour Can tell time in hours/minutes

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Characteristics Observed During Assessment	Home	School	Community
Functional Reading	<ul style="list-style-type: none"> • None • Sight words/symbols • Simple Reading • Fluent Reading 	<ul style="list-style-type: none"> • None • Sight words/symbols • Simple Reading • Fluent Reading 	<ul style="list-style-type: none"> • None • Sight words/symbols • Simple Reading • Fluent Reading
Functional Math <ul style="list-style-type: none"> • None • Simple counting • Simple addition/subtraction • Able to use calculator for computation skills • Independent computation skills 	<ul style="list-style-type: none"> • None • Simple counting • Simple addition/subtraction • Able to use calculator for computation skills • Independent computation skills 	<ul style="list-style-type: none"> • None • Simple counting • Simple addition/subtraction • Able to use calculator for computation skills • Independent computation skills 	<ul style="list-style-type: none"> • None • Simple counting • Simple addition/subtraction • Able to use calculator for computation skills • Independent computation skills
Independent Street Crossing	<ul style="list-style-type: none"> • None • 2 lane street (with or w/o light) • 4 lane street (with or w/o light) • Not observed 	<ul style="list-style-type: none"> • None • 2 lane street (with or w/o light) • 4 lane street (with or w/o light) • Not observed 	<ul style="list-style-type: none"> • None • 2 lane street (with or w/o light) • 4 lane street (with or w/o light) • Not observed
Acts/speaks Aggressively	<ul style="list-style-type: none"> • Frequently • Rarely • Never 	<ul style="list-style-type: none"> • Frequently • Rarely • Never 	<ul style="list-style-type: none"> • Frequently • Rarely • Never
Responds to Survival Words	<ul style="list-style-type: none"> • Street signs • Restrooms • Danger • Stop • Exit • Caution • Hot • None at all 	<ul style="list-style-type: none"> • Street signs • Restrooms • Danger • Stop • Exit • Caution • Hot • None at all 	<ul style="list-style-type: none"> • Street signs • Restrooms • Danger • Stop • Exit • Caution • Hot • None at all
Hurtful to Self/Others <ul style="list-style-type: none"> • Bangs head/pulls hair • Bites, scratches • Hits, pinches 	<ul style="list-style-type: none"> • Bangs head/pulls hair • Bites, scratches • Hits, pinches • Pokes eyes • Not harmful to others 	<ul style="list-style-type: none"> • Bangs head/pulls hair • Bites, scratches • Hits, pinches • Pokes eyes • Not harmful to others 	<ul style="list-style-type: none"> • Bangs head/pulls hair • Bites, scratches • Hits, pinches • Pokes eyes • Not harmful to others
Destructive to Property	<ul style="list-style-type: none"> • Breaks, throws, tears things • Kicks walls • None 	<ul style="list-style-type: none"> • Breaks, throws, tears things • Kicks walls • None 	<ul style="list-style-type: none"> • Breaks, throws, tears things • Kicks walls • None

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Characteristics Observed During Assessment	Home	School	Community
Destructive Behavior that Interferes with Activities of Others	<ul style="list-style-type: none"> • Yelling, screaming • Clinging • Laughing/crying for no reason • Interrupting • Scripting • None 	<ul style="list-style-type: none"> • Yelling, screaming • Clinging • Laughing/crying for no reason • Interrupting • Scripting • None 	<ul style="list-style-type: none"> • Yelling, screaming • Clinging • Laughing/crying for no reason • Interrupting • Scripting • None
Repetitive Behavior/habits <ul style="list-style-type: none"> • Pacing • Rocking • Twirling fingers • Twitching • None 	<ul style="list-style-type: none"> • Pacing • Rocking • Twirling fingers • Twitching • None 	<ul style="list-style-type: none"> • Pacing • Rocking • Twirling fingers • Twitching • None 	<ul style="list-style-type: none"> • Pacing • Rocking • Twirling fingers • Twitching • None
Behavior that is socially Offensive to Others	<ul style="list-style-type: none"> • Talking too loud • Burping, picking nose, touching, hugging • None 	<ul style="list-style-type: none"> • Talking too loud • Burping, picking nose, touching, hugging • None 	<ul style="list-style-type: none"> • Talking too loud • Burping, picking nose, touching, hugging • None
Withdrawal or Inattentive Behavior <ul style="list-style-type: none"> • Keeping away from people • Express unusual fears • Shows little interest in activities • None 	<ul style="list-style-type: none"> • Keeping away from people • Express unusual fears • Shows little interest in activities • None 	<ul style="list-style-type: none"> • Keeping away from people • Express unusual fears • Shows little interest in activities • None 	<ul style="list-style-type: none"> • Keeping away from people • Express unusual fears • Shows little interest in activities • None
Uncooperative or Noncompliant Behavior <ul style="list-style-type: none"> • Refusing to attend school/work • Refusing to follow rules/requests • Acting defiant/pouting • None 	<ul style="list-style-type: none"> • Refusing to attend school/work • Refusing to follow rules/requests • Acting defiant/pouting • None 	<ul style="list-style-type: none"> • Refusing to attend school/work • Refusing to follow rules/requests • Acting defiant/pouting • None 	<ul style="list-style-type: none"> • Refusing to attend school/work • Refusing to follow rules/requests • Acting defiant/pouting • None
Additional Observations:			

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Comment on the following:

Chores or responsibilities at home.

Activities, foods, or items that are reinforcing.

Triggers that lead to certain behaviors.

Leisure skills or interests.

Reviewed by:

Transition Coordinator: _____

Date: _____

Special Education Case Manager: _____

Date: _____

BCBA: _____

Date: _____

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