**Consumer Assessment Form**

Consumer:

Staff Member:

Date:

Directions:

Fill in each category based on information gathered from the sources listed across the top of the chart. For each item, describe the behavior, characteristic, or activity. When applicable, include the frequency of its occurrence, the environment where it occurs (antecedent, consequences, location, people), and other comments.

All information should be based on the norm for that environment. For example, behavior that may be fine for a landscaping job may not be okay for an office job, and vice versa.

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|  | Consumer Input | Parent, Family, Friend Input | Staff Input  Residential & Other | Situational Assessment I | Situational Assessment II | Situational Assessment III |
|  |  |  |  | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Hour Begun: \_\_\_\_\_\_\_\_\_  Hour Ended: \_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Hour Begun: \_\_\_\_\_\_\_\_\_  Hour Ended: \_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Hour Begun: \_\_\_\_\_\_\_\_\_  Hour Ended: \_\_\_\_\_\_\_\_\_ |
| Strength: lifting & carrying  • Strong (+ 50 lbs.)  • Average (30 to 40 lbs.)  • Fair (10-20 lbs.)  • Poor (Less than 10 lbs.) |  |  |  |  |  |  |
| Endurance  • Work more than 4 hours  • Work 3 to 4 hours  • Work 2 to 3 hours  • Work less than 2 hours  • Needs frequent breaks |  |  |  |  |  |  |
| Orienting  • Building and grounds  • Building wide  • Several rooms  • Small area only |  |  |  |  |  |  |

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| Independent Work Rate (without prompts)  • Continual fast pace  • Above average/sometimes fast  • Steady/average pace  • Slow pace |  |  |  |  |  |  |
| Appearance  • Neat/clean and clothing matched to environment  • Neat/clean but clothing unmatched  • Unkempt but clean  • Unkempt and poor hygiene |  |  |  |  |  |  |
| Communication  • Communicates clearly, intelligible to strangers  • Speaks unclearly  • Uses sounds/gestures  • Unable to communicate verbally |  |  |  |  |  |  |
| Social Interaction  • Initiates conversation  • Comfortable making verbal requests of others  • Responds appropriately  • Speaks in an acceptable tone of voice  • Quiet & reserved  • Outgoing, but appropriate  • Stays focused on topic  • Polite and courteous  • Speaks about appropriate topics  • Interacts appropriately during conversation  • Talks excessively  • Inappropriately outgoing  • Speaks about inappropriate topics |  |  |  |  |  |  |

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| Attention to Task/Perseverance  • Independently stays focused on tasks  • Infrequent prompts/low supervision  • Frequent prompts/moderate supervision  • Constant prompts/high level of supervision |  |  |  |  |  |  |
| Independent Sequencing of Job Duties  • Performs 7 or more tasks in sequence  • Performs 4 to 6 tasks in sequence  • Performs 2 to 3 tasks in sequence  • Cannot perform more than 1 task at a time |  |  |  |  |  |  |
| Initiative/Motivation  • Always seeks work  • Sometimes volunteers  • Waits for directions  • Avoids next task |  |  |  |  |  |  |
| Adapting to Change  • Adapts to change readily  • Adapts to change with some difficulty  • Adapts to change with great difficulty  • Rigid routine required |  |  |  |  |  |  |
| Reinforcement Needs  • Paycheck sufficient  • Needs other reinforcement weekly  • Daily  • Several times per day |  |  |  |  |  |  |

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| Attitude About Working  • Very positive toward work  • Positive toward work with reservations  • Indifferent about work  • Negative about work |  |  |  |  |  |  |
| Discrimination Skills  • Distinguishes between work supplies  • Distinguishes between work supplies with external cue  • Cannot distinguish between work supplies |  |  |  |  |  |  |
| Time Awareness  • Can tell time in hours/minutes  • Can tell time to the hour  • Identifies breaks/lunch, end of day  • Unaware of time and clock function |  |  |  |  |  |  |
| Functional Reading  • Fluent reading  • Simple reading  • Sight words/symbols  • None |  |  |  |  |  |  |
| Functional Math  • Computational skills  • Simple addition/subtraction  • Simple counting  • None |  |  |  |  |  |  |

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| Handling Feedback  • Responds positively to feedback  • Somewhat resistant but responds appropriately  • Withdraws into silence  • Resistant to/argumentative with feedback |  |  |  |  |  |  |
| Taking Directions  • Takes direction well  • Periodically resistant to taking direction  • Frequently resistant to taking direction |  |  |  |  |  |  |
| Cooperation  • Usually cooperative  • Refuses to attend school/work  • Refuses to follow rules/requests |  |  |  |  |  |  |
| Willing to Ask for Assistance from:  • Peers  • Co-workers  • Acquaintances  • Persons in authority |  |  |  |  |  |  |
| Physical Mobility  • Moves at least at a moderate to average pace  • Difficulty with stairs/minor obstacles  • Ambulatory but moves at slower pace  • Needs to sit/stand in one area |  |  |  |  |  |  |

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| Acts/Speaks Aggressively  • Never  • Monthly  • Weekly  • Daily  • Hourly |  |  |  |  |  |  |
| Withdrawal or Inattentive Behavior  • Keeps away from people  • Expresses unusual fears  • Shows little interest in activities |  |  |  |  |  |  |
| Behavior that Interferes with Activities of Others  • Yelling, screaming  • Clinging  • Laughing/crying for no apparent reason  • Interrupting |  |  |  |  |  |  |
| Unusual or Repetitive Behaviors/Habits  • Pacing  • Rocking  • Twirling fingers  • Twitching |  |  |  |  |  |  |
| Inappropriate Social Behavior  • Excessive touching and hugging  • Burping  • Excessive swearing  • Other inappropriate behavior |  |  |  |  |  |  |
| Injurious to Self/Others  • Banging head  • Pulling hair  • Biting  • Scratching  • Hitting  • Punching |  |  |  |  |  |  |

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| Responding to Signs, Etc.  • Restrooms  • Danger  • Stop  • Alarms |  |  |  |  |  |  |
| Money Skills  • Can independently handle money  • Can handle limited amount of funds  • Needs assistance with purchases |  |  |  |  |  |  |
| Independent Street Crossing  • 4-lane street (with or without lights)  • 2-lane street (with or without lights)  • Unable to cross streets alone |  |  |  |  |  |  |
| Travel Skills  • Can make own travel arrangements  • Can use mass transit independently  • Could benefit from travel training  • Unable to travel train |  |  |  |  |  |  |
| Physical Limitations  • Medical restrictions  • Medications  • Physical disability |  |  |  |  |  |  |
| Activities, Foods and Items that are Reinforcing |  |  |  |  |  |  |

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|  | Consumer Input | Parent, Family, and Friend Input | Staff Input  Residential & Other | Other  Input |
| Leisure Skills/Interests |  |  |  |  |
| Chores & Non-Work Responsibilities |  |  |  |  |
| Work Experiences  • Employment site  • Job tasks performed  • Dates  • Hours  • Wages |  |  |  |  |
| Schedule Preferences  • Monday-Friday only  • Weekends/holidays okay  • Morning start  • Afternoon start  • Evening start  • Full-time  • Part-time |  |  |  |  |

Summary of Consumer Likes, Dislikes, Preferences, and Other Pertinent Information: