

# Activity Assessment Questionnaire

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**INSTRUCTIONS:** Answer the following questions that relate to the student for a specific activity. The more positive responses to the questions the more appropriate the selected activity will be.

Activity: \_\_\_\_\_

Number of "Yes" Responses: \_\_\_\_\_

## Appropriate

\_\_\_ Does the activity selected reflect those of age appropriate nondisabled peers?

\_\_\_ Do opportunities for travel exist within the activity?

\_\_\_ Does the activity focus on the student's strengths?

\_\_\_ Are the travel situations and expectations found within the activity similar to the student's peer group?

\_\_\_ Is the student going where peers typically go and do?

## Functional

\_\_\_ Is the student learning skills, including travel skills that increase independence?

\_\_\_ Is the student able to complete a task or activity, without someone else providing assistance?

\_\_\_ Would learning certain skills allow the student to travel safely and efficiently?

## Generalize

\_\_\_ Is the student learning skills, including travel skills, where and when the skills are needed?

\_\_\_ Is there an expectation the student will generalize these skills to other environments or activities?

\_\_\_ Could the student use these skills across more environments or activities?

## Social Relationships

\_\_\_ Have social relationships been considered when selecting the location and activity?

\_\_\_ Does the student have both the opportunity and the means to interact with nondisabled peers?

\_\_\_ Will the activity provide greater opportunities to be included with nondisabled peers?

## **The Future**

\_\_\_ Is the activity likely to be used in future years or during transitions between elementary school to middle school, middle school to high school, or high school to postschool?

\_\_\_ Is this an activity with the same types of travel opportunities that are likely to occur when the student leaves school or their current living situation?

\_\_\_ Will natural supports be available? (Complete after Phase 8)

## **Parent, Guardian, and Student Input**

\_\_\_ Has the family had an opportunity to share their priorities?

\_\_\_ Has the student had an opportunity to share his or her preferences?

\_\_\_ Is there an increased probability the student will make choices, develop skills, or actively participate in the home if his or her priorities are recognized?