



School Function Assessment RECORD FORM

Student Information

Name: Erin Date of Assessment: Yr 97 Mo 10 Day 14
 Gender: Male ☐ Female ☒ Date of Birth: 85 / 1 / 9
 School: Lincoln Elementary Grade: 6 Age at Assessment: 12.9
 Primary Classroom Teacher: M. Garcia
 Student rated relative to peers in: ☒ Regular Education Program ☐ Special Education Program

Respondent Information

Name: Maria Garcia Relationship to Student: Classroom Teacher
 Name: Debra Williams Relationship to Student: Teacher's Aide
 Name: _____ Relationship to Student: _____
 SFA Coordinator: Terry Carter

Student Information

Language(s) used by student English

Primary means of communication (if more than one means is used, number according to frequency: 1=most frequent, 2, 3, etc.)

	Receptive	Expressive
verbal	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 1
written/pictorial	<input type="checkbox"/>	<input type="checkbox"/>
sign/fingerspell	<input type="checkbox"/>	<input type="checkbox"/>
gesture/body movements	<input type="checkbox"/>	<input type="checkbox"/>
communication board	<input type="checkbox"/>	<input type="checkbox"/>
computer/electronic	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2

Primary means of mobility (if more than one means is used, number according to frequency of use: 1=most frequent, 2, 3, etc.)

☐ walks on own ☐ crutches, cane, or walker
☐ wheelchair (manual) ☒ wheelchair (electric)
☐ other (specify) _____

Primary method used for written work (if more than one means is used, number according to frequency: 1=most frequent, 2, 3, etc.)

☐ writing by hand ☒ computer
☐ dictation ☐ Braille writer
☐ other (specify) _____

Primary means of transportation to/from school

☐ regular school bus ☒ adapted vehicle
☐ car ☐ walk
☐ other (specify) _____

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Student Information *(continued)*

Conditions that may affect student performance: (check all that apply and describe briefly)

- ☐ Mental retardation
- ☐ Specific learning disability
- ☒ Speech or language impairment
 - ☐ Limitations in receptive communication
 - ☒ Limitations in expressive communication
- ☐ Autism
- ☐ Emotional disturbance or serious behavioral difficulties
- ☐ Attention disorder (ADD, ADHD)
- ☐ Visual impairment
- ☐ Hearing impairment
- ☐ Deafness
- ☐ Deaf/Blindness
- ☐ Other sensory impairments
- ☐ Movement impairments
 - Lower limbs: ☒ both ☐ single
 - Upper limbs: ☒ both ☐ single
- ☐ Multiple disabilities
- ☐ Traumatic brain injury
- ☐ Other neurological disorder
- ☐ Other health conditions (e.g., cardiac disorder, asthma)

Cerebral Palsy

School Information

Is the student currently performing academically at or near grade level?

- ☒ Yes ☐ No (describe areas of strength and limitations)

School type:

- ☒ public elementary ☐ private special day
- ☐ public special needs alternative ☐ independent
- ☐ public special needs collaborative ☐ private special residential
- ☐ other (describe): ☐ hospital

Classroom setting:

The student receives most of his/her ACADEMIC instruction in the following setting:

- ☒ regular classroom
- ☐ special education classroom

The student receives the following services: (check all that apply)

- ☐ regular education
- ☐ special education
- ☒ adult aide ☒ in-class ☒ other activities
- ☐ academic support ☐ in-class ☐ pullout
- ☐ occupational therapy ☐ in-class ☐ pullout
- ☐ physical therapy ☐ in-class ☐ pullout
- ☐ speech therapy ☐ in-class ☐ pullout
- ☐ medical assistance ☐ in-class ☐ pullout
- ☐ other (describe):

School layout:

Complete this section if the student's functional performance is likely to be affected by features of the physical environment (e.g., if student has a mobility, endurance, or visual impairment).

Approximate size of school:

- ☐ fewer than 10 classrooms
- ☒ more than 25 classrooms
- ☐ 10-25 classrooms

Physical features of school:

- ☐ school is on one level only—no stairs or steps
- ☒ all areas within the school are wheelchair accessible via elevators or ramps
- ☒ all outside areas are wheelchair accessible (e.g., field, playground)
- ☐ most areas within the school are wheelchair accessible via elevators or ramps
- ☐ pathways between major areas have guides, landmarks, signs
- ☐ Braille signage
- ☐ Other features of the school that may be relevant for the student being assessed:

PART I Participation

Directions: Read the description of each setting provided below. Then refer to the rating criteria for Part I provided in the *Rating Scale Guide* to determine the rating that best describes the student's current level of participation in each setting. Circle the appropriate rating next to each setting below. Rate six activity settings: either regular or special education classroom (depending on where the student receives most of his or her academic instruction) and all of the remaining five settings. Each rating should reflect the extent to which the student actively participates in all relevant activities of the setting, in the same context as his or her peers, and should consider all aspects of the tasks and activities involved (physical, cognitive, social, etc.). Sum the six ratings to obtain the total raw score and record the score in the box labeled Participation Raw Score.

Rate ONE of the following settings.

Regular Classroom: (Defined as the classroom setting in which most students are typically educated.) Includes tasks and activities associated with the classroom environment, such as moving around the classroom, handling tools and materials, setup/cleanup routines, completing independent and group assignments, following directions and rules, and maintaining appropriate social behavior. Do not consider academic functioning in determining the rating.	1 2 3 4 5 6
Special Education Classroom: (Defined as a setting separate from that in which most students are typically educated.) Includes tasks and activities associated with the classroom environment, such as moving around the classroom, handling tools and materials, setup/cleanup routines, completing independent and group assignments, following directions and rules, and maintaining appropriate social behavior according to the norms of that particular Special Education Classroom. Do not consider academic functioning in determining the rating.	1 2 3 4 5 6

Rate ALL of the following settings.

Playground/Recess: Free time spent in the classroom, gym, or on the playground (excluding structured P.E. classes) including both physical and social-emotional aspects of participation. Includes playing games involving physical activity, using playground equipment, following rules, and playing cooperatively with peers. If the student has recess in a place separate from all or most peers, the student's participation should be rated as "1—Participation extremely limited."	1 2 3 4 5 6
Transportation: Getting to and from school under all conditions (such as weather or traffic) using one or more methods (e.g., bus, car, van, walking). Includes moving in and out of vehicles, entering and exiting the school building, and maintaining appropriate social behavior both while on vehicles as well as transitioning into and out of the building. (Note: <i>Traveling within the school is addressed in Transitions setting.</i>)	1 2 3 4 5 6
Bathroom/Toileting: Toileting tasks performed in a bathroom environment, including managing clothing, using a catheter or diapers, flushing the toilet, taking care of personal hygiene (e.g., washing hands), and the physical acts of getting to/from the bathroom and on/off the toilet. If the student never uses the bathroom, the student's participation should be rated as "1—Participation extremely limited."	1 2 3 4 5 6
Transitions: Moving from one area or room of the school to another, including lining up, moving in crowded corridors or aisles, negotiating doorways, following directions and rules, and maintaining appropriate social behavior. (Note: <i>Transitioning from activity to activity within the classroom is addressed in the Classroom setting.</i>)	1 2 3 4 5 6
Mealtime/Snack Time: Tasks and activities associated with eating at school, whether eating occurs in the cafeteria or classroom, such as obtaining or organizing lunch or snack, eating and cleaning up, and maintaining appropriate social appearance and behavior while eating. If the student is tube fed, rate the extent of his or her participation in the regular mealtime/snack time environment. If the student eats or is fed in a place separate from peers, the student's participation should be rated as "1—Participation extremely limited."	1 2 3 4 5 6
Respondent's Initials <i>DW</i>	Participation Raw Score (sum of six ratings) 16

Reminder: Refer to *Rating Scale Guide* for rating definitions and examples.

Ratings Key for Settings

1: Participation extremely limited 2: Participation in a few activities 3: Participation in all aspects with constant supervision
 4: Participation in all aspects with occasional assistance 5: Modified full participation 6: Full participation

PART II Task Supports

Directions: Read the description of each task provided below. Then refer to the rating criteria for Part II provided in the *Rating Scale Guide* to determine the rating that best describes the student's needs for additional help or for modifications to perform school-related functional tasks. Circle the appropriate rating next to each task. Sum the ratings within each scale to obtain the total raw score. Record the total raw score for each scale in the appropriate box.

Physical Tasks	ASSISTANCE	ADAPTATIONS
Travel: moving on all different types of indoor and outdoor surfaces; moving around obstacles, through congested or narrow spaces, or in a line; moving all distances required in school, including to and from transportation or playground; keeping pace with peers in all school situations, including evacuating the building as necessary.	1 (2) 3 4	(1) 2 3 4
Maintaining and Changing Positions: moving self to and from positions, (including chair or wheelchair, standing, floor, and toilet); maintaining stable seated position on floor or toilet; maintaining functional position in seat for 1/2 hour of class instruction or seat work; boarding and disembarking from all vehicles.	1 (2) 3 4	(1) 2 3 4
Recreational Movement: playing games involving physical activity, including throwing and catching during ball games; playing kickball; running, jumping, and climbing; and playing on both low and high playground equipment.	1 2 (3) 4	(1) 2 3 4
Manipulation With Movement: transporting materials or belongings within and to and from classroom and in mealtime setting; carrying fragile objects or containers with spillable contents; picking up and setting down large and small objects; retrieving objects from table, storage space, or floor; opening and closing all types of doors.	(1) 2 3 4	1 (2) 3 4
Using Materials: using all classroom tools effectively, including pencils, erasers, markers, scissors, stapler, tape, and glue; opening, closing, and turning pages in books; folding and securing papers; using art materials; and manipulating small game pieces.	(1) 2 3 4	(1) 2 3 4
Setup and Cleanup: retrieving, gathering, and putting away materials in classroom and lunchroom; opening food or classroom containers; setting up equipment or materials; disposing of waste; wiping up or tidying table top or desk.	(1) 2 3 4	(1) 2 3 4
Eating and Drinking: using all needed utensils; eating and drinking a typical meal, including drinking from a cup without spilling; using a napkin to wipe face and hands; completing mealtime/snack time tasks in the time allowed; drinking from student-accessible water fountain.	(1) 2 3 4	1 (2) 3 4
Hygiene: toileting control; completing toileting tasks including wiping, flushing, or managing equipment; washing and drying hands; completing tasks within typical time limits; managing nose care; covering mouth when coughing or sneezing.	(1) 2 3 4	(1) 2 3 4
Clothing Management: putting on and taking off clothing as required for indoor and outdoor use, including fasteners (e.g., small buttons and zippers) and shoes; managing clothing for toileting purposes.	(1) 2 3 4	(1) 2 3 4
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">DW</div> <div>Respondent's Initials</div> </div>	Physical Tasks	<div style="display: flex; justify-content: space-around;"> <div>13</div> <div>11</div> </div>

Assistance
Raw Score Adaptations
Raw Score

Complete any of the following three tasks that are applicable to this student in this school. Record raw scores in the optional tasks section of the Summary Score Form. Do not add these scores to the total raw scores on this page.

Up/Down Stairs: moving up and down a full flight of stairs (at least 12 steps); carrying objects up and down stairs; maintaining regular speed on stairs.	(1) 2 3 4	(1) 2 3 4
Written Work: producing written work (letters, words, and numbers) of acceptable quality; organizing items on lines, in columns, or on a page; copying from a textbook or blackboard; sustaining physical effort on written tasks; maintaining speed to keep up with peers.	1 2 3 4	1 2 3 4
Computer and Equipment Use: operating switches; using keyboard or mouse to carry out basic functions; inserting or removing tapes or diskettes; completing work on computer in a timely fashion.	1 2 (3) 4	(1) 2 3 4

Reminder: Refer to the *Rating Scale Guide* for rating definitions and examples.

PART II Task Supports (continued)

Cognitive/Behavioral Tasks	ASSISTANCE	ADAPTATIONS
Functional Communication: communicating all types of information to peers and adults clearly and appropriately, including expressing basic needs, choices, and needs for assistance; identifying objects and their locations; giving complex directions; communicating messages to and from others.	1 2 3 4	1 2 3 4
Memory and Understanding: understanding and remembering directions, locations, routines, and use of classroom materials; following a series of three or more related instructions.	1 2 3 4	1 2 3 4
Following Social Conventions: recognizing when permission is required and appropriately asking in the classroom, during mealtime, and in social contexts; using acceptable eating manners; respecting others' privacy, property, and social and physical boundaries; observing conventions regarding unintentional mistakes, using appropriate language.	1 2 3 4	1 2 3 4
Compliance With Adult Directives and School Rules: cooperating with adult directives in all contexts; observing rules regarding talking, moving about, restricted areas or materials, and organization of own belongings; following classroom, mealtime, and playground routines; cooperating when asked to help.	1 2 3 4	1 2 3 4
Task Behavior/Completion: maintaining attention to and concentration on individual and group tasks; demonstrating independent work habits; communicating when information or assistance is needed; modifying approach to tasks or materials as appropriate; responding constructively to feedback or to failure.	1 2 3 4	1 2 3 4
Positive Interaction: initiating and participating in interactions (both social and task oriented) with peers; working cooperatively with others, including sharing materials, negotiating and compromising; observing conversational norms, modulating tone and volume of voice, taking turns, and listening to others.	1 2 3 4	1 2 3 4
Behavior Regulation: accepting changes in routine; refraining from provoking others; resolving conflicts either independently or with adult assistance, as appropriate; maintaining control around large groups of students; handling frustration; refraining from self-stimulatory behavior.	1 2 3 4	1 2 3 4
Personal Care Awareness: monitoring and maintaining appropriate appearance; wiping/cleaning face, nose, and hands as needed; cleaning self and rearranging clothing after toileting.	1 2 3 4	1 2 3 4
Safety: demonstrating appropriate caution in vehicles, around traffic areas, or while using or being near equipment (including computers, VCRs, adaptive equipment), electrical outlets, and sharp objects; regulating eating to avoid choking, refraining from putting inedible materials in mouth; avoiding dangerous situations on playground; reporting accidents; responding to established emergency signal.	1 2 3 4	1 2 3 4
DW Respondent's Initials	19	12
Cognitive/Behavioral Tasks	Assistance Raw Score	Adaptations Raw Score

Ratings Key for Assistance

1: Extensive Assistance 2: Moderate Assistance 3: Minimal Assistance 4: No Assistance

Ratings Key for Adaptations

1: Extensive Adaptations 2: Moderate Adaptations 3: Minimal Adaptations 4: No Adaptations

PART III Activity Performance Physical Tasks

Directions: Read the description of each functional activity provided below. Then refer to the rating criteria for Part III provided in the *Rating Scale Guide* to determine the rating that best describes the student's functional performance of each activity. Sum the ratings within each scale to obtain the total raw score. Record the total raw score for each scale in the appropriate box.

Travel	
1. Moves on flat surfaces, including sidewalks, linoleum, blacktop, etc.	1 2 3 4
2. Moves across classroom.	1 2 3 4
3. Moves through doorways or narrow openings.	1 2 3 4
4. Moves moderate distances (e.g., length of three classrooms).	1 2 3 4
5. Moves to adjacent classroom.	1 2 3 4
6. Moves to any location/area within building (one level only—no stairs).	1 2 3 4
7. Moves in aisles.	1 2 3 4
8. Moves up and down inclines and ramps.	1 2 3 4
9. Moves around room freely with no or infrequent bumping into obstacles.	1 2 3 4
10. Keeps pace with peers for short distances (e.g., 20 or 30 feet).	1 2 3 4
11. Enters room and takes seat/place without bumping into obstacles or people.	1 2 3 4
12. Moves on uneven surfaces (e.g., lawns, gravel, doorsteps).	1 2 3 4
13. Moves in a line with classmates.	1 2 3 4
14. Maneuvers around ruts, holes, and other dangerous surfaces.	1 2 3 4
15. Moves through congested areas (e.g., crowded hallways) without bumping into people or objects.	1 2 3 4
16. Exits building to designated area (in the event of evacuation) within time frame required by school.	1 2 3 4
17. Keeps up an appropriate pace (e.g., keeps up with peers) and adapts pace to setting when needed.	1 2 3 4
18. Moves around areas surrounding the school, including crossing traffic areas (e.g., parking lot, school driveway, playground, field).	1 2 3 4
19. Moves on slippery surfaces (e.g., wet or newly polished floor, icy pathways).	1 2 3 4
DW Respondent's Initials	Travel Raw Score 60

Maintaining and Changing Positions	
1. Maintains adequate posture for at least 1/2 hour during classroom instruction.	1 2 3 4
2. Sits with stability on floor.	1 2 3 4
3. Moves on/off most or all chairs (or wheelchairs).	1 2 3 4
4. Moves from chair/wheelchair to floor.	1 2 3 4
5. Sits with stability on toilet.	1 2 3 4
6. Raises self from chair/wheelchair to standing position.	1 2 3 4
7. Maintains adequate posture to complete seat work and throughout all required classroom activities.	1 2 3 4
8. Moves from floor to chair or wheelchair.	1 2 3 4
9. Moves on and off toilet.	1 2 3 4
10. Raises self from floor to standing position.	1 2 3 4
11. Boards and disembarks from at least one type of vehicle.	1 2 3 4
12. Boards and disembarks from all types of vehicles (e.g., car, bus, van).	1 2 3 4
DW Respondent's Initials	Maintaining and Changing Positions Raw Score 25

Recreational Movement	
1. Plays on at least one type of moveable play equipment (e.g., swing, seesaw).	1 2 3 4
2. Throws and catches a large (playground) ball.	1 2 3 4
3. Plays on low, stable play equipment (e.g., low climbing structure).	1 2 3 4
4. Catches a large, bouncing ball (playground ball).	1 2 3 4
5. Runs at least 20 feet in a straight line without falling.	1 2 3 4
6. Runs without falling, making changes in direction and speed.	1 2 3 4
7. Can do two or more of the following: running, hopping, skipping, or jumping.	1 2 3 4
8. Throws and catches a small ball (e.g., baseball).	1 2 3 4
9. Plays one or more games involving kicking (e.g., kickball).	1 2 3 4
10. Plays two or more games involving hitting a target (e.g., basketball, dodgeball, baseball).	1 2 3 4
11. Plays on high, stable play equipment (e.g., monkey bars, jungle gyms, high-climbing structure).	1 2 3 4
MG Respondent's Initials	Recreational Movement Raw Score 12

Reminder: Refer to the *Rating Scale Guide* for rating definitions and examples.

PART III Activity Performance

Physical Tasks (continued)

Manipulation With Movement

1. Carries objects small enough to be held in one hand.	1 (2) 3 4
2. Picks up materials from desk or table (e.g., food, art supplies).	1 (2) 3 4
3. Opens doors that have minimal or no resistance.	(1) 2 3 4
4. Places items in empty spot on crowded surface (e.g., tray, table).	1 (2) 3 4
5. Opens and closes doors that require only pushing.	(1) 2 3 4
6. Moves objects along the floor (e.g., pushes chair into place).	(1) 2 3 4
7. Opens and closes doors that require manipulation (e.g., doorknob, handle).	(1) 2 3 4
8. Places spillable/breakable substances on table without spillage (e.g., tray, glass of juice, fragile item).	(1) 2 3 4
9. Retrieves small items from floor (e.g., pencil, paper).	(1) 2 3 4
10. Carries objects large enough to require two hands.	(1) 2 3 4
11. Opens and closes all types of doors necessary for movement within and around school. ...	(1) 2 3 4
12. Moves through narrow spaces while carrying object (e.g., cafeteria line, between desks). ...	1 2 (3) 4
13. Carries tray (or other such item) containing more than one item on top without spilling or dropping (may use wheelchair lap tray). ...	1 2 (3) 4
14. Moves through line (e.g., serving line, distribution of materials) gathering needed items within an acceptable time frame.	(1) 2 3 4
15. Safely carries fragile objects or liquids in open containers.	(1) 2 3 4
16. Opens doors that have maximum resistance. ...	(1) 2 3 4
DW Respondent's Initials Manipulation With Movement Raw Score	23

Using Materials

1. Opens and closes book.	1 (2) 3 4
2. Manipulates toys of average size (e.g., trucks, dolls).	1 (2) 3 4
3. Turns pages in large book singly.	1 (2) 3 4
4. Paints with brush.	1 (2) 3 4
5. Uses writing utensils (e.g., pencils, pens, markers, crayons) to draw/write on paper. ...	1 (2) 3 4
6. Turns pages in small book singly.	1 (2) 3 4
7. Manipulates small game pieces or toys.	1 (2) 3 4
8. Takes off and replaces caps on pens and markers.	(1) 2 3 4
9. Spreads paste or glue on paper and places another paper on top to stick.	1 (2) 3 4
10. Separates a single sheet of paper for use.	1 (2) 3 4
11. Molds and shapes clay, etc.	1 (2) 3 4
12. Inserts paper into folder pocket.	(1) 2 3 4
13. Folds paper with a definite crease.	(1) 2 3 4
14. Cuts with scissors along a line.	(1) 2 3 4
15. Uses a stapler to fasten two or more sheets of paper.	(1) 2 3 4
16. Constructs using several media (e.g., paper, wood, fabric, leather, cord, yarn).	1 (2) 3 4
17. Cuts off and applies tape.	(1) 2 3 4
18. Performs card game tasks.	(1) 2 3 4
19. Erases pencil marks without tearing the paper.	(1) 2 3 4
20. Cuts out simple shapes.	(1) 2 3 4
21. Sharpens pencil with pencil sharpener.	(1) 2 3 4
22. Uses all art materials comparably to peers. ...	(1) 2 3 4
23. Assembles several sheets of paper together with edges lined up (e.g., to stack or collate). ...	(1) 2 3 4
24. Folds and constructs out of paper and cardboard.	(1) 2 3 4
25. Secures paper with paper clip.	(1) 2 3 4
MG Respondent's Initials Using Materials Raw Score	36

Ratings Key for Activity Performance

1: Does not perform 2: Partial performance 3: Inconsistent performance 4: Consistent performance

PART III Activity Performance

Physical Tasks (continued)

Setup and Cleanup

1. Picks up and holds small objects with hand.	1 (2) 3 4
2. Puts objects/materials into large containers (e.g., desk, bookshelves, cubbies).	(1) 2 3 4
3. Disposes of trash in trash receptacle.	1 (2) 3 4
4. Opens bag without fastener (e.g., paper bag).	1 (2) 3 4
5. Removes materials/food from large containers (e.g., boxes, bookshelves, bins).	(1) 2 3 4
6. Puts objects/materials into small containers (e.g., jars).	(1) 2 3 4
7. Uses sponge or cloth to wipe dirt/spills from flat surfaces (e.g., desk/table).	1 (2) 3 4
8. Removes materials or food from small containers (e.g., jars, cartons).	(1) 2 3 4
9. Takes out and puts away book in desk.	(1) 2 3 4
10. Stacks materials (e.g., on desk or cafeteria tray).	(1) 2 3 4
11. Obtains personal items from own bag or pocket and gives to another (e.g., homework, money for lunch).	(1) 2 3 4
12. Collects objects/materials (e.g., from others to clean up).	(1) 2 3 4
13. Removes pull-off lids from containers.	1 (2) 3 4
14. Passes out objects or materials.	(1) 2 3 4
15. Opens cartons (e.g., milk carton).	(1) 2 3 4
16. Opens sealed bags (e.g., potato chips).	(1) 2 3 4

MG Respondent's Initials

Setup and Cleanup
Raw Score

2/

Eating and Drinking

If student is exclusively tube fed, score "1" on all items and proceed to next section.

1. Eats regular lunchtime/snacktime foods without choking.	1 2 3 (4)
2. Drinks from a cup or glass.	1 (2) 3 4
3. Picks up and puts down utensils.	(1) 2 3 4
4. Carries finger foods to mouth and bites off small pieces.	1 (2) 3 4
5. Brings food from plate/container to mouth using fork or spoon.	(1) 2 3 4
6. Drinks without spilling from at least one type of container (e.g., cup, glass, carton, etc.).	1 (2) 3 4
7. Scoops food or liquids with spoon.	(1) 2 3 4
8. Eats and drinks without dribbling or drooling.	1 (2) 3 4
9. Eats within allotted time.	(1) 2 3 4
10. Scoops food with fork.	(1) 2 3 4
11. Uses napkin to wipe face.	(1) 2 3 4
12. Spears food with fork.	(1) 2 3 4
13. Uses napkin to wipe hands.	(1) 2 3 4
14. Drinks from student-accessible water fountain.	(1) 2 3 4

DW Respondent's Initials

Eating and Drinking
Raw Score

2/

Hygiene

• Rate actual physical performance; cognitive and behavioral issues are addressed elsewhere.

• Toileting items may refer to toilet, catheter, or diaper use.

1. Dries hands (using any method).	1 (2) 3 4
2. Washes hands.	1 (2) 3 4
3. Turns water faucet on/off.	(1) 2 3 4
4. Obtains paper towel from dispenser or towel from rack.	(1) 2 3 4
5. Pushes handle to flush toilet.	(1) 2 3 4
6. Obtains soap from any type of dispenser, or holds and applies bar soap.	(1) 2 3 4
7. Wipes nose.	(1) 2 3 4
8. Cares for toileting needs in timely fashion to avoid wetting (e.g., goes to bathroom or changes diaper on time).	1 2 (3) 4
9. Cares for toileting needs in timely fashion to avoid soiling (e.g., goes to bathroom or changes diaper on time).	1 (2) 3 4
10. Obtains toilet paper from roll or dispenser.	(1) 2 3 4
11. Blows nose.	1 (2) 3 4
12. Raises or lowers toilet lid or seat if needed.	(1) 2 3 4
13. Closes and secures bathroom stall or door.	(1) 2 3 4
14. Wipes or cleans self after toileting (consider any cleaning except washing hands).	(1) 2 3 4
15. Covers mouth/nose with hand or tissue when coughing or sneezing.	(1) 2 3 4

DW Respondent's Initials

Hygiene
Raw Score

2/

Reminder: Refer to the Rating Scale Guide for rating definitions and examples.

PART III Activity Performance

Physical Tasks (continued)

Clothing Management

1. Removes hat.	1 (2) 3 4
2. Removes front-opening garment top (e.g., sweater, coat).	1 (2) 3 4
3. Puts on hat.	(1) 2 3 4
4. Puts on front-opening garment top (e.g., sweater, coat).	(1) 2 3 4
5. Lowers garment bottoms from waist to knees and pulls up from knees to waist (e.g., for toileting).	(1) 2 3 4
6. Zips and unzips, not including separating and hooking zipper.	(1) 2 3 4
7. Removes pullover garment top (e.g., sweatshirt, sweater).	(1) 2 3 4
8. Removes shoes/boots.	(1) 2 3 4
9. Hangs clothing on hook or hanger.	(1) 2 3 4
10. Puts on pullover garment top (e.g., sweater). ..	(1) 2 3 4
11. Puts on and removes socks.	(1) 2 3 4
12. Puts shoes/boots on (do not consider tying or closures).	(1) 2 3 4
13. Secures shoes by tying or using velcro.	(1) 2 3 4
14. Separates and hooks zippers.	(1) 2 3 4
15. Buttons a row of buttons with one-to-one correspondence.	(1) 2 3 4
16. Fastens a belt buckle.	(1) 2 3 4
17. Buttons small buttons (less than one inch). ..	(1) 2 3 4
DW Respondent's Initials	Clothing Management Raw Score 19

Written Work

Complete this scale only if the student regularly uses paper/pencil for classroom work.

1. Works from left to right.	1 2 3 4
2. Identifies appropriate starting and stopping point on paper or worksheet.	1 2 3 4
3. Writes on lines on paper or within designated space on worksheet.	1 2 3 4
4. Writes numbers and letters of appropriate size. ...	1 2 3 4
5. Produces words and numbers of acceptable quality.	1 2 3 4
6. Keeps place on worksheet with multiple items; does not omit items.	1 2 3 4
7. Copies material accurately/legibly from a nearby source (e.g., from textbook).	1 2 3 4
8. Leaves appropriate spaces between words. ...	1 2 3 4
9. Aligns numbers and words as required (e.g., number problems, lists).	1 2 3 4
10. Organizes written items on a page (e.g., spaces math problems on paper; moves to next line when appropriate).	1 2 3 4
11. Copies material accurately/legibly from a distance (e.g., from blackboard).	1 2 3 4
12. Produces written work at necessary speed to keep up with peers.	1 2 3 4
Respondent's Initials does not	Written Work Raw Score

Up/Down Stairs

Complete this scale only if the student must routinely use stairs in school.

1. Moves up and down single step (e.g., curb). ..	1 2 3 4
2. Walks/moves up/down a short flight of stairs (4-5 steps).	1 2 3 4
3. Walks/moves down a flight of stairs (at least 12 steps).	1 2 3 4
4. Walks/moves up a flight of stairs (at least 12 steps).	1 2 3 4
5. Walks/moves up and down a flight of stairs (at least 12 steps) with regular speed.	1 2 3 4
6. Walks/moves up and down stairs at regular speed when carrying an object.	1 2 3 4
Respondent's Initials	Up/Down Stairs Raw Score

uses elevator

Computer and Equipment Use

Complete this scale only if the student routinely uses a computer.

1. Operates equipment using a simple switch (e.g., computer/tape recorder).	1 2 (3) 4
2. Works for 1/2 hour at computer without fatigue.	1 2 (3) 4
3. Locates and hits one to two keys in sequence to carry out computer functions.	(1) 2 3 4
4. Locates and hits three or more keys in sequence to carry out computer functions. ...	(1) 2 3 4
5. Uses a mouse to carry out computer functions. ...	1 2 (3) 4
6. Inserts and removes diskettes from computer or tape from tape recorder.	(1) 2 3 4
7. Produces a complete sentence on computer in acceptable time.	1 2 (3) 4
8. Produces classroom work using computer at speed to keep pace with peers.	1 2 (3) 4
MG Respondent's Initials	Computer and Equipment Use Raw Score 18

Ratings Key for Activity Performance

1: Does not perform 2: Partial performance 3: Inconsistent performance 4: Consistent performance

PART III Activity Performance Cognitive/Behavioral Tasks

Functional Communication

Consider any established mode of communication (e.g., verbal, sign, computer, writing, communication board). Ratings should be based on interpretability by others who are knowledgeable of the mode used.

1. Communicates yes/no, acceptance/refusal, or choice between 2 or more items.	1 2 3 4
2. Communicates "hungry" or "thirsty."	1 2 3 4
3. Communicates "sick," "hurt," or "help."	1 2 3 4
4. Communicates need for help with a functional (nonacademic) task (e.g., toileting, opening a container).	1 2 3 4
5. Communicates first and last name.	1 2 3 4
6. Communicates where something is located in classroom or school.	1 2 3 4
7. Communicates short messages to another person.	1 2 3 4
8. Communicates inquiries/requests for information.	1 2 3 4
9. Communicates short messages from one person to another (e.g., teacher to principal). . .	1 2 3 4
10. Communicates basic safety information.	1 2 3 4
11. Describes an object well enough to enable correct identification.	1 2 3 4
12. Communicates where he/she would go or what he/she would do if lost (e.g., on school trips).	1 2 3 4
13. Communicates complex (3 step) directions to others.	1 2 3 4
MG Respondent's Initials Functional Communication Raw Score	40

Memory and Understanding

1. Demonstrates understanding of basic one-step directions or instructions (e.g., come here, stop, go ahead, get book).	1 2 3 4
2. Demonstrates memory for use of tools and materials as taught (e.g., classroom tools, adapted equipment, specialized items).	1 2 3 4
3. Demonstrates memory of routines/structures from day to day.	1 2 3 4
4. Demonstrates memory for where materials belong.	1 2 3 4
5. Demonstrates memory for directions to/from other areas in/around the school (e.g., does not get lost).	1 2 3 4
6. Demonstrates understanding of instructions/directions involving prepositions or spatial concepts (e.g., in the box, under the chair).	1 2 3 4
7. Demonstrates understanding of two-step directions or instructions.	1 2 3 4
8. Demonstrates memory of game/activity rules (e.g., board games).	1 2 3 4
9. Demonstrates understanding of (follows) directions/instructions involving conditional, temporal or sequential concepts (e.g., if/then, after, later, first/second).	1 2 3 4
10. Demonstrates ability to follow a series of three or more related instructions (e.g., put things away, get your coat, and line up).	1 2 3 4
MG Respondent's Initials Memory and Understanding Raw Score	37

Reminder: Refer to the *Rating Scale Guide* for rating definitions and examples.

PART III Activity Performance Cognitive/Behavioral Tasks (continued)

Following Social Conventions

1. Eats only own food and drink unless has permission of others.	1 2 3 4
2. Displays appropriate behavior regarding issues of sexuality (e.g., refrains from explicit sexual talk/acts, private body parts display). . .	1 2 3 4
3. Smiles, nods or says "you're welcome" when told "thank you."	1 2 3 4
4. Maintains appropriate social/physical boundaries by keeping hands to self, sitting/standing at appropriate distance.	1 2 3 4
5. Uses good manners, including saying "please," "thank you," and "sorry" when appropriate.	1 2 3 4
6. Obtains items that are out of reach appropriately (e.g., asks/points rather than reaching over).	1 2 3 4
7. Observes social conventions regarding appropriate topics and language (e.g., unappetizing topics while eating; bathroom talk).	1 2 3 4
8. Asks permission in contexts where it is expected (e.g., leaving the room, using some one else's possessions).	1 2 3 4
9. Respects others' privacy.	1 2 3 4
10. Apologizes for unintentional mistakes (e.g., bumping into another person).	1 2 3 4
11. Demonstrates recognition of how and when to communicate about private matters (e.g., toileting accident).	1 2 3 4
12. Observes social conventions regarding asking questions or making statements that are embarrassing or hurtful of others.	1 2 3 4
DW Respondent's Initials Following Social Conventions Raw Score	39

Compliance With Adult Directives and School Rules

1. Proceeds as directed when told "yes" or "begin."	1 2 3 4
2. Cooperates with non-routine commands and directions given by teacher or other responsible adult.	1 2 3 4
3. Cooperates when asked to help with cleanup and other classroom chores.	1 2 3 4
4. Observes rules regarding allowed versus restricted objects in classroom.	1 2 3 4
5. Observes rules concerning allowed versus off-limits or restricted areas.	1 2 3 4
6. Stops activity immediately when told to do so. . .	1 2 3 4
7. Observes rules governing movement around the classroom (e.g., lining up, changing seat). . .	1 2 3 4
8. Shows care in use and handling of others' property.	1 2 3 4
9. Observes rules governing bathroom use (e.g., using appropriate amount of toilet paper, disposing of waste appropriately).	1 2 3 4
10. Observes rules governing movement around the school (e.g., running, walking in line). . .	1 2 3 4
11. Observes rules regarding talking.	1 2 3 4
12. Cleans assigned area and puts things away at appropriate time.	1 2 3 4
13. Follows time limits set by adult.	1 2 3 4
14. Raises hand (or makes some other gesture) before asking a question or answering.	1 2 3 4
15. Keeps belongings organized in assigned space. . .	1 2 3 4
DW Respondent's Initials Compliance With Adult Directives and School Rules Raw Score	35

Ratings Key for Activity Performance

1: Does not perform 2: Partial performance 3: Inconsistent performance 4: Consistent performance

PART III Activity Performance **Cognitive/Behavioral Tasks (continued)**

Task Behavior/Completion		Positive Interaction	
1. Listens/attends for at least five minutes.	1 2 3 4	1. Responds appropriately to social interaction by adult.	1 2 3 4
2. Remains in designated play or work area without supervision for a specified time.	1 2 3 4	2. Responds appropriately to social interaction by peer.	1 2 3 4
3. Attends quietly to/stays focused on audio or visual presentation for at least 20 minutes. ...	1 2 3 4	3. Waits for turn in group activities.	1 2 3 4
4. Attends to directions/instructions given to a small group of students.	1 2 3 4	4. Works/plays in a group without disrupting the play or work of others.	1 2 3 4
5. Attends to a story or teacher-directed lesson for more than 15 minutes.	1 2 3 4	5. Demonstrates independence in social participation (i.e., does not cling to others). ..	1 2 3 4
6. Stays on task at own work or play for at least 15 minutes.	1 2 3 4	6. Listens/pays attention while others in group are speaking.	1 2 3 4
7. Listens/attends to an entire class activity, presentation, or lecture.	1 2 3 4	7. Shares materials without being reminded. ...	1 2 3 4
8. Maintains an acceptable level of performance while not working near others.	1 2 3 4	8. Asks permission to use objects or materials being used by another.	1 2 3 4
9. Makes some attempt to modify performance based on teacher's suggestions or constructive feedback.	1 2 3 4	9. Waits turn to speak.	1 2 3 4
10. Recovers after failure (i.e., does not give up or lose temper).	1 2 3 4	10. Initiates conversations appropriately.	1 2 3 4
11. Initiates work promptly after receiving directions.	1 2 3 4	11. Sustains conversations through several exchanges.	1 2 3 4
12. Identifies materials needed for a particular task. .	1 2 3 4	12. Offers to help another person.	1 2 3 4
13. Lets teacher know when task information or specific assistance is needed.	1 2 3 4	13. Modulates volume and tone of voice to suit context.	1 2 3 4
14. Finishes project that takes several days.	1 2 3 4	14. Makes positive comments to peers (e.g., on successful performance).	1 2 3 4
15. Asks for help when rules or directions are not clear.	1 2 3 4	15. Ends conversations appropriately.	1 2 3 4
16. Attempts to solve a problem on own before asking for help.	1 2 3 4	16. Negotiates joining an ongoing play or activity group.	1 2 3 4
17. Works productively on own work, even while seated in close proximity to others (i.e., ignores distractions).	1 2 3 4	17. Works cooperatively with other students on all aspects of a multiple step, goal-directed activity.	1 2 3 4
18. Makes appropriate modifications to task or materials to meet his/her needs (e.g., rearranges desktop to make more space; changes to more functional position; finds a different writing implement).	1 2 3 4	18. Initiates topics of interest to others.	1 2 3 4
19. Has good independent work habits and makes efficient use of class time.	1 2 3 4	19. Listens to others and contributes own views. ...	1 2 3 4
		20. Negotiates simple plans/decisions and compromises with others.	1 2 3 4
MG Respondent's Initials	Task Behavior/Completion Raw Score 54	MG Respondent's Initials	Positive Interaction Raw Score 58

Reminder: Refer to the Rating Scale Guide for rating definitions and examples.

PART III Activity Performance Cognitive/Behavioral Tasks (continued)

Behavior Regulation

1. Displays appropriate restraint regarding self-stimulation (e.g., refrains from head banging, hand flapping).	1 2 3 4
2. Accepts unexpected changes in routine.	1 2 3 4
3. Refrains from provoking others.	1 2 3 4
4. Uses nonaggressive words and actions.	1 2 3 4
5. Maintains behavioral control in large groups of students (e.g., cafeteria, assemblies).	1 2 3 4
6. Hears constructive criticism without losing temper.	1 2 3 4
7. Uses words rather than physical actions to respond when provoked or angry at others.	1 2 3 4
8. Seeks adult assistance, if necessary, when experiencing peer conflict, especially conflicts involving violence.	1 2 3 4
9. Responds to/handles teasing in a constructive way.	1 2 3 4
10. Handles frustration when experiencing difficulties with school tasks/activities.	1 2 3 4
11. Shows common sense in words and actions around bullies, gangs, or strangers.	1 2 3 4
12. Resolves ordinary peer conflicts or problems adequately on his/her own without requesting teacher assistance.	1 2 3 4
MG Respondent's Initials	Behavior Regulation Raw Score 28

Safety

1. Keeps unsafe objects out of mouth.	1 2 3 4
2. Reports illness/injury to an adult.	1 2 3 4
3. Demonstrates caution around electrical outlets, light sockets, and equipment.	1 2 3 4
4. Demonstrates appropriate caution in situations where falling is possible (e.g., stairs, climbing on play equipment, tipping in chairs).	1 2 3 4
5. Demonstrates appropriate caution around hot things, including regulating water temperature.	1 2 3 4
6. Recognizes dangerous areas and situations and adjusts behavior accordingly (e.g., broken glass).	1 2 3 4
7. Responds to emergency signal by initiating established routine.	1 2 3 4
8. Identifies an accident or emergency situation and reports it to a teacher or adult.	1 2 3 4
9. Demonstrates some wariness around unknown individuals who have not been designated as "visitors" by a responsible adult (e.g., seems to understand potential harm).	1 2 3 4
10. Checks for safety before crossing a traffic area, even when accompanied by another person (e.g., looks/listens before moving into road).	1 2 3 4
DW Respondent's Initials	Safety Raw Score 14

Personal Care Awareness

- Rate items based on demonstrated awareness that action is needed.
- If student is physically unable to perform activity, rate "1," unless he/she initiates asking others to perform the needed action, in which case rate "2."

1. Wipes face/chin when needed.	1 2 3 4
2. Washes and dries hands after toileting.	1 2 3 4
3. Re-dresses self before exiting bathroom or stall.	1 2 3 4
4. Selects appropriate sex bathroom; checks to see if bathroom/stall is occupied before entering.	1 2 3 4
5. Blows/wipes nose.	1 2 3 4
6. Closes the bathroom/stall door for privacy.	1 2 3 4
7. Wipes self after toileting.	1 2 3 4
8. Rearranges clothing as needed (e.g., insures that pants zipper is up, skirt is down).	1 2 3 4
9. Covers mouth and nose with hand or tissue when coughing or sneezing.	1 2 3 4
10. Brushes, combs, or rearranges hair as needed.	1 2 3 4
DW Respondent's Initials	Personal Care Awareness Raw Score 14

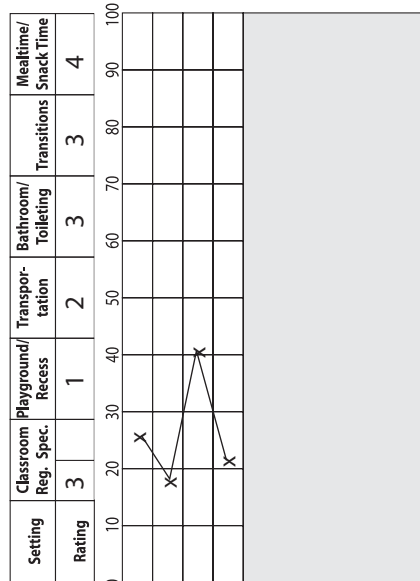
Ratings Key for Activity Performance

1: Does not perform 2: Partial performance 3: Inconsistent performance 4: Consistent performance

School Function Assessment Summary Score Form

Name: Erin Date: 10/14/97

Functional Profile



	Total Raw Score	Criterion Score	Standard Error	Criterion Cut-off Score K-3 (4-6)
Part I Participation				
Regular Classroom + 5 Settings	16	45	5	100
Special Education Classroom + 5 Settings				100
Part II Task Supports				
Physical Tasks—Assistance	13	26	6	100
Physical Tasks—Adaptations	11	18	9	100
Cognitive/Behavioral Tasks—Assistance	19	41	5	77
Cognitive/Behavioral Tasks—Adaptations	12	22	7	91
Up/Down Stairs—Assistance	1			100
Up/Down Stairs—Adaptations	1			100
Written Work—Assistance				
Written Work—Adaptations				
Computer and Equipment Use—Assistance	3			
Computer and Equipment Use—Adaptations	1			
Part III Activity Performance				
Travel	60	66	3	100
Maintaining and Changing Positions	25	47	4	100
Recreational Movement	12	8	11	83
Manipulation With Movement	23	34	4	93
Using Materials	36	31	3	83
Setup and Cleanup	21	27	5	87
Eating and Drinking	21	30	4	100
Hygiene	21	32	5	92
Clothing Management	19	15	7	93
Up/Down Stairs				100
Written Work				73
Computer and Equipment Use	18	52	4	65
Functional Communication	40	55	3	91
Memory and Understanding	37	79	7	79
Following Social Conventions	39	60	5	73
Compliance With Adult Directives and School Rules	35	48	3	76
Task Behavior/Completion	54	56	3	72
Positive Interaction	58	62	2	81
Behavior Regulation	28	45	4	74
Personal Care Awareness	14	28	6	92
Safety	14	24	6	91

