

# Functional Assessment of Children with Severe Disabilities

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Name: \_\_\_\_\_ School: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_ Tester: \_\_\_\_\_

### Medical/Health Background

What is the child's primary disability?

What is the child's secondary disabilities?

Are there any movements or positions child should or cannot do? Describe.

Is the child on medication?

If yes, describe type and purpose

Does the child have any allergies? Describe.

Does the child have a feeding tube?

Does the child have a shunt?

Does the child have scoliosis?

If yes, does the child have rods in his back?

Does the child have any dislocations?

If yes, where?

Does the child receive PT and/or OT?

If yes, how often and who is the PT/OT?

# Functional Position and Movement Analysis

## Lying on Back

<u>cannot move</u>	<u>nonfunctional movements</u>	<u>some functional movements (best L/R/M)</u>	<u>functional movement (best L/R/M)</u>
head			
left arm			
right arm			
left leg			
right leg			
grasp - left			
release - left			
grasp - right			
release - right			

## Lying on Stomach

<u>cannot move</u>	<u>nonfunctional movements</u>	<u>some functional movements (best L/R/M)</u>	<u>functional movement (best L/R/M)</u>
head			
left arm			
right arm			
left leg			
right leg			
grasp - left			
release - left			
grasp - right			
release - right			

## Lying on Stomach over Wedge

<u>cannot move</u>	<u>nonfunctional movements</u>	<u>some functional movements (best L/R/M)</u>	<u>functional movement (best L/R/M)</u>
head			
left arm			
right arm			
left leg			
right leg			
grasp - left			
release - left			
grasp - right			
release - right			

## Sitting in Wheelchair

<u>cannot move</u>	<u>nonfunctional movements</u>	<u>some functional movements (best L/R/M)</u>	<u>functional movement (best L/R/M)</u>
head			
left arm			
right arm			
left leg			
right leg			
grasp - left			
release - left			
grasp - right			
release - right			

## Standing in Stander

<u>cannot move</u>	<u>nonfunctional movements</u>	<u>some functional movements (best L/R/M)</u>	<u>functional movement (best L/R/M)</u>
head			
left arm			
right arm			
left leg			
right leg			
grasp - left			
release - left			
grasp - right			
release - right			

## Standing in Gait Trainer

<u>cannot move</u>	<u>nonfunctional movements</u>	<u>some functional movements (best L/R/M)</u>	<u>functional movement (best L/R/M)</u>
head			
left arm			
right arm			
left leg			
right leg			
grasp - left			
release - left			
grasp - right			
release - right			


1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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## Functional Mobility

## Independent Walking

walks independently, avoids obstacles, can change directions, can stop and start takes 10 or more independent, reciprocal steps takes 3-7 independent, reciprocal steps

## Gait Trainer

walks independently, avoids obstacles, can change directions, can stop and start takes 10 or more independent, reciprocal steps takes 5-10 independent, reciprocal steps takes 1-2 independent, reciprocal steps tries to move legs or moves legs with assistance

## Electric Wheelchair

moves chair independently, avoids obstacles,  
changes directions, stops and starts  
moves chair forward 20' or more independently  
moves chair forward 5-10' or more independently  
moves chair forward 1-5' or more independently  
places hands on control of chair independently  
places hand on controls of chair with assistance

# Manual Wheelchair

moves chair independently, avoids obstacles,  
changes directions, stops and starts  
moves chair forward 20' or more independently  
moves chair forward 5-10' or more independently  
moves chair forward 1-5' or more independently  
places hands on rims of chair independently  
places hand on rims of chair with assistance

Always	Usually	Sometimes	Never	Comments
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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# Functional Physical Fitness

	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
<u>Functional upper body strength</u> (e.g., throw things, hold things, carry things)	_____	_____	_____	_____
<u>Functional lower body strength</u> (e.g., kicking a ball, jumping, walking)	_____	_____	_____	_____
<u>Functional flexibility</u> (e.g., bend to pick up objects, ROM to perform simple activities requiring stretching, bending)	_____	_____	_____	_____
<u>Functional endurance</u> (e.g., does not get tired doing simple, repetitive activities in PE, does not need to sit and rest)	_____	_____	_____	_____
<u>Body composition</u> (e.g., general appearance – too heavy or too trim)	_____	_____	_____	_____
Comments regarding functional fitness: _____				

# Ball Skills

## Grasp/Release/Toss

\_\_\_ in gait trainer or stander \_\_\_ from wheelchair \_\_\_ lying on back \_\_\_ lying on stomach

	Always	Usually	Sometimes	Never	Comments
grasps then tosses object independently 2'	___	___	___	___	___
grasps then tosses object independently 1-2'	___	___	___	___	___
grasps then tosses object independently 5-10"	___	___	___	___	___
grasps then tosses object independently 1-3"	___	___	___	___	___
grasps, holds, and drops object away from body	___	___	___	___	___
grasps, holds, and drops object independently	___	___	___	___	___
grasps and holds object; inconsistent release	___	___	___	___	___
grasps and holds object; cannot release	___	___	___	___	___
grasp and holds object for 10-15 seconds	___	___	___	___	___
grasps and holds object for less than 10 seconds	___	___	___	___	___
grasps and holds object with assistance	___	___	___	___	___

## Kicking \_\_\_ in gait trainer or stander \_\_\_ from wheelchair \_\_\_ lying on back \_\_\_ lying on stomach

	Always	Usually	Sometimes	Never	Comments
kicks ball forward 5-10'	___	___	___	___	___
kicks ball forward 3-5'	___	___	___	___	___
kicks ball forward 1-2'	___	___	___	___	___
puts foot next to ball and pushes ball forward	___	___	___	___	___
puts foot next to ball and touches ball	___	___	___	___	___
needs assistance to put foot on ball	___	___	___	___	___



## Sensory Processes and Sensitivity

### Visual Abilities

- \_\_\_\_\_ Excellent: vision is primary mode for information
- \_\_\_\_\_ Good but minimal deficits; vision is primary mode for information
- \_\_\_\_\_ Fair but moderate deficit; vision is used but misses some information
- \_\_\_\_\_ Poor with moderate deficit, residual vision is used but minimally
- \_\_\_\_\_ Severe deficit; vision is not used at all

### Visual Sensitivity

- \_\_\_\_\_ Enjoys visual stimulation
- \_\_\_\_\_ Mildly sensitive to visual stimulation
- \_\_\_\_\_ Severely sensitive to visual stimulation

### Hearing Abilities

- \_\_\_\_\_ Excellent: hearing is used for information
- \_\_\_\_\_ Good but minimal deficits; hearing is used mode for information
- \_\_\_\_\_ Fair but moderate deficit; hearing is used but misses some information
- \_\_\_\_\_ Poor with moderate deficit, residual hearing is used but minimally
- \_\_\_\_\_ Severe deficit; hearing is not used at all

### Hearing Sensitivity

- \_\_\_\_\_ Enjoys auditory stimulation
- \_\_\_\_\_ Mildly sensitive to auditory stimulation
- \_\_\_\_\_ Severely sensitive to auditory stimulation

### Kinesthetic Abilities

- \_\_\_\_\_ Excellent: sense of touch; can tell if he/she is being touched
- \_\_\_\_\_ Good but minimal deficits; hearing is used mode for information
- \_\_\_\_\_ Fair but moderate deficit; hearing is used but misses some information
- \_\_\_\_\_ Poor with moderate deficit, residual hearing is used but minimally
- \_\_\_\_\_ Severe deficit; hearing is not used at all

### Kinesthetic Sensitivity

- \_\_\_\_\_ Enjoys being touched
- \_\_\_\_\_ Mildly sensitive to touch
- \_\_\_\_\_ Severely sensitive to touch

# Communication

## Receptive Language

- understands all types of verbal commands
- understands simple verbal commands
- understands one word verbal commands
- written words
- picture symbols
- real pictures
- environmental cues (e.g., foot prints)
- gestures
- demonstrations
- physical assistance

[illegible]

## Expressive Language

- understands all types of verbal commands
- understands simple verbal commands
- understands one word verbal commands
- written words
- picture symbols
- real pictures
- environmental cues (e.g., foot prints)
- gestures
- demonstrations
- physical assistance

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# Play Behaviors and Awareness of Others

## Play Behaviors (with others)

Cooperative play with others  
 Associative (interactive) play with others  
 Parallel play with others  
 Exploratory or sensory play  
 Autistic or unoccupied play

## Play Behaviors (with objects)

Shares objects with others; plays appropriately  
 Parallel play with objects; plays appropriately  
 Plays alone, appropriate exploratory/sensory play  
 Plays alone, inappropriate use of objects

## Awareness of Others

Is aware of peers and seeks out peers  
 Is aware of peers; will play with peers if asked  
 Is aware of peers; prefers to play alone  
 Wants to be alone; resists playing with peers

## Other Behaviors

Enjoys following directions; tries his/her best  
 Will follow directions; usually gives good effort  
 Needs extra cues/incentives to follow directions  
 but will follow directions 50% of time  
 Needs extra cues/incentives to follow directions  
 but will follow directions 25% of time  
 Does not follow directions even with incentives  
 May run wander or run away when given directions  
 May become aggressive when given directions

	Always	Usually	Sometimes	Never	Comments
Cooperative play with others					
Associative (interactive) play with others					
Parallel play with others					
Exploratory or sensory play					
Autistic or unoccupied play					
Shares objects with others; plays appropriately					
Parallel play with objects; plays appropriately					
Plays alone, appropriate exploratory/sensory play					
Plays alone, inappropriate use of objects					
Is aware of peers and seeks out peers					
Is aware of peers; will play with peers if asked					
Is aware of peers; prefers to play alone					
Wants to be alone; resists playing with peers					
Enjoys following directions; tries his/her best					
Will follow directions; usually gives good effort					
Needs extra cues/incentives to follow directions but will follow directions 50% of time					
Needs extra cues/incentives to follow directions but will follow directions 25% of time					
Does not follow directions even with incentives					
May run wander or run away when given directions					
May become aggressive when given directions					

