

FUNCTIONAL ASSESSMENT

Name- Age

Date –

Assessment done by-

SECTION I EMERGING SKILLS

- **IMITATION**

Passing – five or more in each

Emerging 3-4 in each

Failing – less than three

S.No	Item	SCORE	COMMENTS
1.	one step using objects		
2.	two step using Objects		
3.	Motor Imitation-I step		
4.	Motor imitation – 2 steps		
5.	Vocal Imitation Words and phrases-pass Phonemes- emerging		
6.	Pretend activities		

7.	Nursery rhymes actions		
8.	Textual		
9.	Imitation on one on one		
10.	Imitation in group		

• **ATTENDING SKILLS**

Score as mentioned in each item

S.No	Item	SCORE	COMMENTS
1.	Makes eye contact in response to name		
2.	Makes eye contact in response to name from a distance.		
3.	Sitting behavior Passing- sits with intermittent reinforcement for 30 minutes Emerging- sits with intermittent reinforcement for less than 30 minutes(20 minute at least) Failing – unable to sit without frequent reinforcement for less than 20 minutes		
4.	Does the child follow instructions in a group? Passing –in a group of five		

	Emerging- in a group of less than five Failing – needs individual instruction even in group.		
5.	Does the child use appropriate strategies to get attention like raising his hand Passing- always Emerging –sometimes Failing- Rarely or Never		

3. MOTOR SKILLS

Passing- does Independently

With prompts-Emerging

Not yet started- Failing

GROSS

S.No	Item	SCORE	COMMENTS
1.	Stands		
2.	Walks Up to five feet		
3.	Jumps		
4.	Rides a tricycle/ Bicycle		
5.	Throws a ball at a target		

FINE MOTOR AND EHC

S.No	Item	SCORE	COMMENTS
1.	Reaches for and grasps objects		
2.	Picks up small objects using thumb and fingers only		
3.	Uses a spoon to stir sugar/salt to mix a drink		

4.	Strings three one-inch beads or spools on to a string		
5.	Screws and unscrews a jar or bottle lid		
6.	Uses clips		
7.	Uses a spoon to self feed		
8.	Passes shapes through sorters		
9.	Scoops a large spoon in sand		
10.	Holds a pencil to do prewriting activities Joining dots to form vertical and horizontal lines and coloring within boundary-passing		

COGNITIVE SKILLS

- Visual performance

Scoring

Passing- an array of up to eight

Emerging- an array of 3 to 7

Failing- less than 3

s.no	Item	Score	COMMENTS
1.	Matching objects		
2.	Matching Pictures		
3.	Matching – objects to pictures (colored pictures)		
4.	Matching objects to pictures (black and white)		
5.	Matching non identical objects		
6.	Matching color		
7.	Matching shapes		

8.	Matching patterns (line drawings)		
9.	Alternate Sequencing(ABABABA Pattern) with objects Pass- five activities- / color/number/ letters/shapes/ items like spoon-cup-spoon- cup Emerging – more than two activities		
10.	Sequencing pictures (ABABABA Pattern) Pass- five activities- / colour/number/ letters/shapes/ items like spoon-cup-spoon- cup Emerging – more than two activities		

• Concepts

S.No	Item	SCORE	COMMENTS
1.	Size – big /small, long/short, fat/thin Passing- all concepts Emerging- any one or two Failing –none		
2.	Quantity – full/empty /less/more		
3.	Colors- at least seven colors for passing Less than 7-emerging None- failing		
4.	Shapes Passing all basic shapes		

	Emerging- up to three shapes Failing – less than three		
5.	Same and different Passing- both Emerging- any one Failing- none		

• **Spatial concepts**

Passing- both

Emerging- any one

Failing- none

S.No	Item	SCORE	COMMENTS
1.	In and out		
2.	Up and down		
3.	On and Under		
4.	Front and back		
5.	In between P- independently with pictures E – needs prompts F- cannot identify or tell		

Pre academic and Academic

Numbers: This is purely the educators decision

S.No	Item	SCORE	COMMENTS
1.	Recognition of numerals		
2.	Counts Passing- “counts out specific out of many Emerging- counts by rote Failing-cannot count		

3.	Ordering of numbers Passing- after, before, middle Emerging- only one or two of the above Failing- none of the above		
4.	Ordinals Passing- knows Emerging less than fifth Failing- needs prompts or does not know		
5.	Greater and less numbers Passing- does upto two digits Emerging- single digits Failing- cannot do		

Reading

S.No	Item	SCORE	COMMENTS
1.	Sight reads logos of familiar items Passing - at least ten Emerging - less than ten Failing - less than three		
2.	Identify alphabet Passing- both cases Emerging- any one Failing- none		
3.	Can read familiar cvc words Passing- at least four sounds like at/ en/ up/it/words Emerging- only 1 to three Failing- none		
4.	Can blend consonant-consonant (cr/sn/pl) Passing- reads well		

	Emerging- still learning Failing- cannot blend		
5.	Reads dolch words high frequency words		
6.	Reads with meaning Passing- always Emerging- a few single words Failing- none		
7.			
8.			
9.			
10.			

• Writing

Passing- independently

Emerging- prompts needed

Failing- cannot do it

S.No	Item	SCORE	COMMENTS
1.	Grasps chalk, pencil or crayon		
2.	Retains grip for 60 seconds		
3.	Scribbles with chalk, pencil or Crayon with tripod grip		
4.	Colours within lines		
5.	Copies with a pencil, a vertical, a horizontal or a diagonal line		
6.	Writes letters		
7.	Writes words		
8.	Writes sentences		
9.	Spacing while writing		

	Passing- as expected Emerging- needs reminders to do it Failing- not yet		
10.	Speed of writing Passing- as expected Emerging- needs reminders to do it Failing- not ready		

SECTION II BEHAVIORAL DESCRIPTION

I. RECEPTIVE LANGUAGE

S.No	Item	SCORE	COMMENTS
1.	Responding to name		
2.	Instructions – Passing- Follows up to ten one step instructions- Emerging -Follows up to five one step instructions – like touch, point, give, arms up, give high five etc Failing -Less than five		
3.	Passing- Follows two step unrelated instructions Emerging- follows up to seven two step related instructions Failing- less than the above.		
4.	Follows an instruction to go to a person Passing – in another part of the house/school Emerging- does within a room Failing- needs prompts		

5.	Follow an instruction to give an item to a person or place an item on an object. Passing – in another part of the house/school Emerging- does within a room Failing- needs prompts		
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2. EXPRESSIVE LANGUAGE SKILLS

S.No	Item	SCORE	COMMENTS
1.	Uses words or phrases Passing - three word phrases Emerging- single words and two word phrases F- no words spoken		
2.	For items within sight Words, signs, PECS AT LEAST SEVEN- PASSING 2 to 6 – Emerging Less than 2 –Failing		
3.	Does the child use sentences Passing-At least ten communicative sentences Emerging-Less than ten but more than three- e Failing-Less than three -		
4.	Ask for items , people, information out of sight Passing- All of the above Emerging- at least one of the above		

	Failing- none		
5.	Answers what , who and where		
6.	Answers when, how, why		
7.	Describes in 3-4 sentences		
8.	Narrates events in logical sequence		
9.	Tells story in a sequence		
10.	You may add grammar		

3. IDENTIFICATION/ LABELLING

S.No	Item	SCORE	COMMENTS
1.	Common or familiar objects like cup, glass spoon, comb, etc. Passing- at least thirty Emerging- Between 10 and thirty Failing- less than 10		
2.	Picture identification Same as above		
3.	identification of body parts independently-p with prompts- e not at all -f		
4.	Identification of common animals, fruits and vegetables – at least 10-passing 4 to 9-emerging less than three- failing		
5.	Identification of familiar people independently-p with prompts- e not at all -f		

6.	identification actions on pictures- at least fifteen -passing 2 to 14-emerging Less than 2 –failing		
7.	Associative matching – bat-ball, sock – shoe, etc At least ten –p Less than three-f		
8.	Identification of objects by function – eg what do you eat with? – spoon, what do you play with? – ball, etc At least ten – p Less than three-f		
9.	Identification by category – eg When shown pictures of a shirt, a ball and a carrot and asked “Show me a vegetable” the child will touch carrot At least ten categories- passing Less than four- failing		
10.	Identification by features Passing- at least five Something that says bowwow, meo, quack Something that is red, green, yellow		

4. SOCIAL COMMUNICATION

S.No	Item	SCORE	COMMENTS
1.	Makes eye contact with familiar people Easily- p		

	With repetitive calling-e Not at all -f		
2.	greet people SPONTANEOUSLY Easily- p With prompts-e Not at all -f		
3.	Waits for turn Easily- p Within a small group-e Not at all -f		
4.	Understands others use of body language. p- always sometimes- e never- f		
5.	Can initiate an interaction p- always sometimes- e never- f		

DESCRIPTION

Peer interactions

1. Prefers to be alone
2. Prefers to be with older children
3. Prefers to be with younger ones
4. Can imitate peer group
5. Follows games played by the peer group
6. General behavior when with other children at home, school, park etc

5 .CHALLENGING BEHAVIORS

1. Does the child have any behavior that results in: -
2. Difficulty in his learning
3. Unsafe situation for him or the others
4. Disrupting the peace of mind of the family or others in the immediate environment

5. What does the child do?
6. How many times in a day or in how many days does it occur?
7. Are there any triggers?
8. How long has the behavior been there?

6. UNUSUAL MANNERISMS

1. Does the child show any behaviors like: -
2. Hand flapping
3. Rocking
4. Swaying body sideways
5. Twisting or playing with own fingers
6. Pacing in a room for extended periods of time
7. Walking or running in circles
8. Placing hands over or fingers in the ears
9. Playing with saliva
10. Any other action or activity that is intense in terms of the interest of the child

7. ATTENTION AND USE OF SENSORY MODALITIES

1. Attention in a group situation
2. Attention during individual session
3. Distractibility

8. INTERESTS AND PREFERENCES

SECTION III DAILY LIVING SKILLS

Passing- independent
Emerging- with prompts
Failing- cannot do

1. EATING

S.No	Item	SCORE	COMMENTS
1.	Differentiates between edibles and in edibles		
2.	Chews food		
3.	Swallows water		
4.	Eats a variety of food		
5.	Tears roti		
6.	Mixed dal and rice or dips roti in dal		

7.	Holds a spoon and eats		
8.	Eats neatly		
9.	Eats appropriate amounts		
10.	Eats at the required pace		
11.	Sensory issues involved		
12.	Can serve self with required helpings		
13.	Eats at public places		
14.	Selects and orders meals		
15.	Eats unsupervised with the family		

2. TOILET TRAINING

1.	Can stay dry for an hour		
2.	Evacuates in the pot		
3.	Indicates toilet need		
4.	Can choose the correct toilet		
5.	Washing after toilet		
6.	Indicates toilet needs for urination		
7.	Indicates toilet needs for defecating		
8.	Undress/ dress toileting		
9.	Knows privacy during toileting		
10.	Sensory issues		

3. Other ADLS

1.	Brushing		
2.	Bathing		
3.	Combing		
4.	Dressing		
5.	Hand washing		

6.	Using deodorant/ powder		
7.	Nail cutting		
8.	Face washing		
9.	Cleans nose with tissue		
10.	Cleans heels/ elbows etc		

Summary EMERGING SKILLS

Skill area	Passing %	Emerging %	Failing%
Imitation			
Visual performance			
Gross motor skills			
Fine motor skills			
Numbers			
Money			
Time			
Reading			
Writing			

BEHAVIORAL DESCRIPTION

Skill area	Passing %	Emerging %	Failing%
Receptive Language			
Expressive language			
Identification and labeling			
Social communication			

ACTIVITIES OF DAILY LIVING

Skill area	Passing %	Emerging %	Failing%
Eating			
Toileting			
Other ADLS			