

**CHILDHOOD DISABILITY DETERMINATION
ANALYSIS OF FUNCTIONAL AREAS
PRESCHOOLER (age 3-5)**

Child's Name: _____

SSN: _____ D.O.B. _____

Relationship to the child (teacher, therapist, pediatrician, counselor): _____

Length of relationship: _____

Diagnosed Impairment (s): _____

This analysis requests an evaluation of the severity of a child's functional limitation in six broad areas of functioning. This information is used to determine whether the child's limitations are functionally equivalent to the impairments listed in the Social Security regulations.

Please complete the following questions and feel free to comment where applicable. For questions 1-6, please mark the appropriate level of limitation for each area of functioning. When making this determination, the child's level of functioning should be considered in relation to children the same age who do not have impairments. The definitions of each level of limitation are as follows:

None:	No interference with functioning in that area and child functions in an age-appropriate manner
Moderate:	More than slight interference, but less than a marked restriction
Marked:	Serious interference with the child's ability to function independently, appropriately, and effectively in an age appropriate manner
Extreme:	Very serious limitation in functioning to no meaningful functioning in that area (reserved for only the worst limitations)

The examples given are intended only to provide an illustration of typical functioning in that area, *particular to the child's age group*. They are taken directly from the Social Security Administration's policy interpretation rulings.

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Please continue to refer back to the definitions of each level of limitation (on previous page) when considering your responses.

1. Acquiring and Using Information

The child’s ability to think, acquire and use information, visual and verbal reasoning, problem solving, and idea development. This includes perceptual, sensorimotor, language and memory processes necessary to learn.

Examples of Typical Functioning: Develops readiness skills needed for learning to read (for example, listening to stories, rhyming words, or matching letters); develops readiness skills needed for learning to do math (for example, counting, sorting, or building with blocks); develops readiness skills needed for learning to write (for example, coloring, painting, copying shapes, or using scissors); uses words to ask questions, give answers, describe things, provide explanations, and tell stories; follows several unrelated directions (for example, “Put your toy in the box and get your coat on.”); begins to understand the order of daily routines (for example, breakfast before lunch); begins to understand and remember own accomplishments; and begins to understand increasingly complex concepts (for example, “time” as in yesterday, today, and tomorrow).

None	Moderate	Marked	Extreme
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2. Attending and Completing Tasks

The child’s level of alertness, ability to work at an appropriate pace, allay impulses, and initiate, sustain and change focus. This includes the capacity to focus on certain stimuli and ignore others.

Examples of Typical Functioning: Pays attention when spoken to directly; sustains attention to play and learning activities; concentrates on activities like putting puzzles together or completing art projects; focuses long enough to complete many activities independently (for example, getting dressed, eating); takes turns and changes activities when told by a caregiver or teacher that it is time to do something else; and plays contentedly and independently without constant supervision.

None	Moderate	Marked	Extreme
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3. *Interacting and Relating with Others*

All aspects of social interaction and relationships with groups and individuals, as well as the speech and language skills necessary to communicate effectively. This includes the ability to respond to emotional and behavioral cues and form intimate relationships.

Examples of Typical Functioning: Socializes with children and adults; Begins to prefer and develops friendships with playmates the same age; relates to caregivers with increasing independence; uses words instead of actions to express self; is better able to share, show affection, and offer help; understands and obeys simple rules most of the time, and sometimes asks permission; chooses own friends and plays cooperatively without continual adult supervision; initiates and participates in conversations with familiar and unfamiliar listeners, using increasingly complex vocabulary and grammar; and speaks clearly enough to be understood by familiar and unfamiliar listeners most of the time.

None	Moderate	Marked	Extreme
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4. *Caring for yourself*

The child’s ability to care for one’s physical needs and maintain a healthy emotional state. This includes the ability to care for one’s own health and safety and to cooperate with others to meet one’s needs. Incorporate the concept that the child should be developing an increasing sense of independence and competence.

Examples of Typical Functioning: Tries to do things that he is not fully able to do (for example, climbing on chair to reach something up high); agrees easily and early in this age range to do what caregiver wants, but gradually wants to do many things her own way or not at all; develops more confidence in abilities (for example, wants to use toilet, feed self independently); and begins to understand how to control behaviors that are potentially dangerous (for example, crossing street without an adult).

None	Moderate	Marked	Extreme
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5. *Moving about and manipulating objects*

The child's ability to perform physical functions like sitting, standing, balancing, shifting weight, bending, crawling, running, and transferring. This includes the ability to hold, carry and manipulate objects, as well as the capacity to plan, remember and execute movements. Consider the child's coordination, dexterity and integration of sensory input.

Examples of Typical Functioning: Walks and runs with ease; climbs stairs and playground equipment with little supervision; plays more independently (for example, rides a tricycle, swings self); completes puzzles easily, strings beads, and builds with assortment of blocks; uses crayons, markers, and small game pieces with increasing control; cuts with scissors independently; manipulates buttons and other fasteners.

None	Moderate	Marked	Extreme
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6. *Health and Physical Well Being*

The cumulative effects of physical and/or mental impairments. This includes the effects of chronic illness, including shortness of breath, reduced stamina, pain and poor growth. Consider the impact of therapies, medications and exacerbations. (A marked limitation requires episodes of illness or exacerbations that occur an average of 3 times a year, lasting 2 weeks or more, or the equivalent.)

Examples of Limitations: Weakness; dizziness; agitation; lethargy; psychomotor retardation; seizure or convulsive activity; recurrent infections; changes in weight; insomnia; need for frequent treatment or therapy; need for intensive medical care to maintain level of health; or unacceptable side effects of medication (stomach cramps, dizziness, headaches, daytime drowsiness).

None	Moderate	Marked	Extreme
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1. What age-appropriate activities is the child able to perform? _____

2. What age-appropriate activities is the child unable to perform? _____

3. Which of the child's activities are restricted compared to other children the same age who do not have impairments? _____

4. Where does the child have difficulty with activities - at home, in childcare, at school or in the community? _____

5. Does the child have difficulty independently initiating, sustaining or completing the activities? _____

6. What kind of help does the child need to do his or her activities, how much help, and how often is it needed? _____

Signature

Date

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