

6.17 Learning

0-6 mos	6-12 mos	12-18 mos	18-24 mos	24-36 mos	36 mos-4 yrs	4-6 yrs	6-9 yrs	9-12 yrs	12-14 yrs	14-18 yrs	18 yrs +	
												<p><input checked="" type="checkbox"/> Indicates that the item on the functional screen should be checked.</p> <p><input type="checkbox"/> Indicates that the item on the functional screen should NOT be checked.</p>
												<p>A norm referenced assessment in cognition within the last <u>3 months</u>. (A substantial functional impairment is defined by results that indicate a delay of 25% or greater or 1.5 Standard Deviations (SD) below the mean.)</p> <p><i>See note above regarding specific assessment tools that are accepted for this question. See ‘6.7 Communication and Learning Assessments’ for further instruction.</i></p>
												<p>A norm referenced assessment in cognition within the last <u>6 months</u>. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)</p> <p><i>See note above regarding specific assessment tools that are accepted for this question. See ‘6.7 Communication and Learning Assessments’ for further instruction.</i></p>
												<p>A norm referenced assessment in cognition within the last <u>year</u>. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)</p> <p><i>See note above regarding specific assessment tools that are accepted for this question. See ‘6.7 Communication and Learning Assessments’ for further instruction.</i></p>
												<p>A norm referenced assessment in cognition within the last <u>three (3) years</u>. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)</p> <p><i>See note above regarding specific assessment tools that are accepted for this question. See ‘6.7 Communication and Learning Assessments’ for further instruction.</i></p>
												<p>Has a valid full scale IQ. (A substantial functional impairment is defined by a full scale IQ score of 75 or less.)</p> <p><i>Consider most recent valid Full Scale IQ score if child has had more than one test done. It doesn’t matter how old the test is as IQ tests are often not repeated throughout childhood. See ‘6.7 Communication and Learning Assessments’ for further instruction.</i></p>

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												<p>Is not soothed when needs are met.</p> <p><input checked="" type="checkbox"/> No matter what is offered (food, diaper change, hugs and snuggles) the child is not soothed.</p> <p><input checked="" type="checkbox"/> Cries throughout the day and night without any predictable pattern.</p> <p><input type="checkbox"/> Is a “colicky” or “fussy” baby, but can be soothed with some effort to meet needs.</p> <p><input type="checkbox"/> Is fussy for a fairly predictable period of almost every day.</p>
												<p>Does not show an interest in people or objects.</p>
												<p>Does not seek objects that were hidden.</p> <p><i>This is a common milestone of typical development called <u>object permanence</u>. Intended to determine if a child understands that an object still exists even if it disappears from sight.</i></p> <p><input checked="" type="checkbox"/> Once an object disappears from sight, the child does not show any indication that they understand that the object itself still exists.</p> <p><input type="checkbox"/> Follows an object with an eye gaze as it is put it under a blanket and then continues to look at the blanket. This is important to consider for children with physical limitations.</p>
												<p>Cannot intentionally bang, shake or drop toys.</p> <p><input checked="" type="checkbox"/> Grasps toys but does not “play” with toys.</p> <p><input type="checkbox"/> Drops toys by accident but not with intention.</p> <p><input type="checkbox"/> Engages in these activities <u>only</u> as self stimulation.</p>
												<p>Cannot imitate gestures or activities (e.g., wave bye-bye, clap hands, make faces).</p> <p><input checked="" type="checkbox"/> Does not imitate these activities following a demonstration.</p> <p><input type="checkbox"/> Engages in these activities <u>only</u> as self stimulation.</p>

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												<p>Does not know any body parts on self or others.</p> <p><input checked="" type="checkbox"/> Does not respond to “Where’s your nose?” or other similar questions.</p> <p><input type="checkbox"/> When asked about a body part the child shows you on a doll, in pictures, on themselves or on you?</p> <p><input type="checkbox"/> Only knows one body part.</p>
												<p>Does not place objects in containers during play.</p> <p><input type="checkbox"/> Places objects in containers seemingly by accident while playing.</p> <p><input type="checkbox"/> Will not place objects in containers based on the direction of others but will do it on their own at other times.</p> <p><input type="checkbox"/> Does not have the physical ability to place objects in a container due to physical limitations.</p>
												<p>Does not connect a familiar action with an expected outcome (e.g., starting the water means a bath or shower).</p> <p><input checked="" type="checkbox"/> Does not know that they are about to go outside when someone brings them a coat.</p>
												<p>Does not know at least 3 body parts.</p> <p><input checked="" type="checkbox"/> Knows the “Head, Shoulder, Knees & Toes” song but cannot identify body parts at any other time.</p> <p><input type="checkbox"/> Only knows 3 parts of the face.</p>
												<p>Cannot match any basic shapes.</p> <p><i>Examples: putting a round lid on a pot, putting a square lid on Tupperware.</i></p> <p><input checked="" type="checkbox"/> Given a wooden puzzle with three pieces, a square, circle and a triangle, the child cannot place any piece correctly.</p> <p><input type="checkbox"/> Child with quadriplegia can match shapes by sight.</p> <p><input type="checkbox"/> Given a wooden puzzle with three pieces, a square, circle and a triangle, the child can place one piece correctly consistently.</p>

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												Cannot identify objects in pictures by naming or pointing.
												<p>Cannot match 3 shapes or 3 colors.</p> <p><i>Examples for shapes: sorting blocks, using a shape sorter, matching animal crackers, sorting pictures or stickers of shapes.</i></p> <p><i>Examples for colors: sorting socks, mittens, M&Ms, crayons, vitamins.</i></p>
												<p>Cannot rote count to 10 without mistakes.</p> <p><input checked="" type="checkbox"/> Counts to ten but usually misses a couple of numbers along the way.</p> <p><input type="checkbox"/> Counts to ten consistently but doesn't know the value of the numbers.</p>
												Cannot maintain an attention span of at least three minutes for an enjoyable activity (not including self-stimulating behavior).
												<p>Cannot accurately identify at least 7 colors.</p> <p><i>Colors include: red, green, blue, yellow, orange, purple/violet, brown, white, black, grey, pink, silver, gold, turquoise, navy, teal, fuchsia, maroon.</i></p> <p><i>Examples of questions: Show me blue or Which picture is yellow?</i></p>
												<p>Cannot accurately identify at least 5 shapes.</p> <p><i>Shapes include: circle, square, triangle, rectangle, oval, heart, diamond, star, moon/crescent, cone, sphere, cube, cylinder, hexagon, trapezoid, parallelogram, pentagon, arrow, pyramid</i></p> <p><i>Examples of questions: Show me square, Where is the circle? or Point to the triangle.</i></p>
												<p>Cannot count 3 objects.</p> <p><i>Example: give me 3 blocks.</i></p> <p><input checked="" type="checkbox"/> Can only repeat counting when done by another person or TV show.</p> <p><input checked="" type="checkbox"/> Can count to three or even higher but does not know that numbers represent a certain quantity or things.</p>

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												<p>Cannot group objects by category.</p> <p><i>Examples: dogs and cats are animals, cars and trucks are vehicles, bananas and apples are fruit.</i></p>
												<p>Does not know common opposites (e.g., tall-short, more-less, hard-soft).</p> <p><i>Other examples include: in-out, rough-smooth, hot-cold, tall-short.</i></p>
												<p>Does not understand sequencing of events.</p> <p><i>Examples: hear a story and put pictures in order [running water – washing – drying] [mixing cake – baking cake – eating cake] [planting a seed – watering – growing plant].</i></p> <p><input checked="" type="checkbox"/> Can recite the alphabet or other memorized rote sequences but cannot sequence pictures from a story.</p>
												<p>Cannot name 10 colors.</p> <p><i>Colors include: red, green, blue, yellow, orange, purple/violet, brown, white, black, grey, pink, silver, gold, turquoise, navy, teal, fuchsia, maroon.</i></p> <p><input type="checkbox"/> Correctly answers “what color is this?” for ten different examples?</p>
												<p>Does not recognize their first and last name.</p> <p><input type="checkbox"/> Respond properly when asked “Will Pat Smith please stand up” or “Will Pat Jones please raise your hand?”</p> <p><input type="checkbox"/> Knows their own first and last name but cannot say them.</p>
												<p>Is two or more grade levels behind in two academic subjects.</p> <p><input checked="" type="checkbox"/> Parent report only, no documentation.</p>
												<p>Cannot tell time on a digital clock or watch.</p> <p><i>Can be either on a digital or analog clock or watch.</i></p> <p><input checked="" type="checkbox"/> Recites digits like an eye chart but does not really read the time.</p> <p><input type="checkbox"/> Able to read time but cannot relate time to their daily schedule.</p>

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												<p>Cannot identify coins by name.</p> <p><i>By name means penny, nickel, dime, quarter.</i></p> <p><input checked="" type="checkbox"/> Able to identify some but not all.</p> <p><input type="checkbox"/> Able to identify names of coins but not their value.</p>
												<p>Cannot provide primary phone number.</p> <p><input type="checkbox"/> Phone number is not memorized but child can provide it when asked by pulling out a piece of paper where it is written.</p>
												<p>Cannot provide primary address.</p> <p><i>Includes house number, street and city.</i></p> <p><input type="checkbox"/> Does not have address memorized but can provide it in written form.</p>
												<p>Cannot make change from a dollar.</p> <p><i>This question is trying to determine if a child understands that there is a relationship between coins and dollars. It is not intended to measure advanced math skills of actually determining change from a purchase in a store. It is intended to see if a child knows that certain coins in combination equal a dollar.</i></p> <p><input checked="" type="checkbox"/> Doesn't understand that four quarters equals one dollar.</p> <p><input checked="" type="checkbox"/> Has no concept that money has value.</p> <p><input type="checkbox"/> Cannot figure out how much change they should receive from a dollar for a purchase that cost \$.53.</p> <p><input type="checkbox"/> Knows that 10 dimes equals one dollar.</p>

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												<p>Requires supervision due to inability to problem solve routine issues.</p> <p><i>Example: if child missed their ride (bus, parent forgot to pick up after school) would the child know what to do?</i></p> <p><input checked="" type="checkbox"/> Cannot be left at home for long periods of time because the child will not know what to do if someone comes to the door or calls on the phone.</p> <p><input type="checkbox"/> The reason the child needs supervision is due to impulsivity or potential to participate in mischievous acts.</p>
												<p>Does not use time to follow a schedule.</p> <p><input checked="" type="checkbox"/> Cannot understand the passage of time.</p> <p><input checked="" type="checkbox"/> Does not relate time to activities throughout the day.</p> <p><input checked="" type="checkbox"/> Can recite the time but time has no meaning to them.</p> <p><input type="checkbox"/> Does not make good use of their time or procrastinates.</p>
												<p>Is three or more grade levels behind in two academic subjects.</p> <p><input checked="" type="checkbox"/> Parent report only, no documentation.</p>