

Wisconsin Department of Health Services

Children's Long-Term Support
Functional Screen (CLTS FS) Online Course

**Module 6, Part I:
Activities of Daily Living (ADL)
and Instrumental Activities of Daily Living (IADL)**



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Module 6 – Part I: ADLs (IADLs)

- 6.1 Overview of ADLs and IADLs
- 6.2 ADL and IADL Requires Substantial Impairment and Frequent Assistance
- 6.3 Child Functions within Normal Limits
- 6.4 Needs versus Safety and Fluctuating Needs
- 6.5 Step by Step Cueing versus Reminders and Encouragement
- 6.6 Corroborating Activities of Daily Living Between Home and Other Environments
- 6.7 Communication and Learning Assessments
- 6.8 Age Specific ADL and IADL Answer Choices
- 6.9 to 6.15 Bathing, Grooming, Dressing, Eating, Toileting, Mobility and Transfers

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6.1 Overview of ADLs and IADLs

- Accuracy
 - Match current functional eligibility rules with clinical judgment.
- Brevity
 - Unnecessary information is left out.
- Objectivity and Inter-Rater Reliability
 - Reduce subjectivity as much as possible.
- Inclusive
 - Able to describe needs of various types of children
 - Does not describe all children's needs

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6.2 Requires Substantial Impairment and Frequent Assistance

- Substantial Functional Impairments
 - Hands-on adult assistance
 - Necessary to complete a task
- FREQUENCY of Assistance
 - Regular
 - Some of the time versus most of the time
 - In the past six months
 - Not determined by a single question, observation or report

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6.2 Requires Substantial Impairment and Frequent Assistance, Continued

- Example of Grooming for children ages 6–9:
Unable to wash hands or face
- Ask the parent, “How is ___ with washing his or her hands and face?” Parent says:
 - “He needs help about half the time.”
 - Check the box.
 - “She can do that most of the time.”
 - Don't check the box.
 - “He washes his hands but not his face.”
 - Check the box.

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6.2 Requires Substantial Impairment and Frequent Assistance, Continued

- Example of Bathing for children ages 9–12:
Needs physical help with bathing tasks
- Ask the parent, “Tell me how ___ does taking a bath.”
Parent says:
 - “We still bathe her most of the time.”
 - Check the box.
 - “He does most of it on his own, but we help now and then.”
 - Don't check the box.

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6.3 Child Functions Within Normal Limits

- Must be determined first
- None of the Above Apply
- Example:
 - Child with physical disabilities and normal intelligence
 - Child with mental health issues who has normal communication skills
 - Any child who is independent in any skills

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6.4 Needs Versus Safety and Fluctuating Needs

- Distinguish a child's needs from parents' preferences.
- Use physical assistance to get the task done.



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6.5 Step-by-Step Cueing Versus Reminders and Encouragement

- Physical, continuous presence of another person
- Requires verbal instruction
- **Not** reminders or encouragement



The diagram titled "HAND WASHING STEPS" shows six numbered steps: 1. Wet hands, 2. Soap (20 seconds), 3. Scrub backs of hands, wrists, between fingers, under fingernails, 4. Rinse, 5. Towel dry, 6. Turn off tap with elbow. A "START" arrow points to the beginning of step 1.

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6.6 Corroborating Activities of Daily Living (ADLs) Between Home and Other Environments

- ADLs (except bathing) and Instrumental Activities of Daily Living (IADLs)
- Home, early childhood, day care, school, grandparent's home, friend's house, community settings, etc.
- Older children can self report
- Family dynamics
- Most of the time

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6.7 Communication and Learning Assessments

To be discussed in
Module 6, Part II: (ADLs) IADLs

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6.9 Bathing, Continued

- Disability neutral
 - Lacks an understanding of risk and must be supervised for safety (6 years and up)
- Combative (3 years and up) or non-compliant (12 years and up): bathing and grooming options:
 - Is combative during bathing (e.g., flails, takes two caregivers to accomplish task)
 - Exhibits non-compliant behavior that is extreme to point that child does not perform tasks for five or more consecutive days

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6.10 Grooming



- Brushing teeth, washing hands and face.
- Due to variations in hair care by culture, length of hair, etc., hair care is not considered for the purposes of this screen.
- Grooming does not include flossing or shaving.

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6.10 Grooming Table

- Questions change with age:
 - Unable to wash hands (4-6 years)
 - Unable to wash hands or face (6-9 years)
- Step-by-step cueing

Age	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22+
Indicator 1: Unable to wash hands								
Indicator 2: Unable to wash hands or face								
Indicator 3: Step-by-step cueing								

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6.14 Mobility

The child's ability to move between locations in his or her living environment. This includes home and school. Mobility includes walking, crawling or wheeling oneself around at home or at school.



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6.14 Mobility Table

6.14 Mobility
The ability to move between locations in the individual's living environment. For children, this includes home and school. Mobility includes walking, crawling, or wheeling oneself around at home or at school. For functional eligibility purposes, mobility does not include transporting oneself between buildings or covering long distances outdoors.

Age	18-24 months	25-36 months	37-48 months	49-60 months	61-72 months	73-84 months	85-96 months	97-108 months	109-120 months
☐ Indicates that the item on the functional screen should be checked.									
☒ Indicates that the item on the functional screen should NOT be checked.									
☐ Not applicable for purposes of this screen. This option does not appear on the functional screen because young children are expected to require assistance in this category.									
Unable to maintain a sitting position when placed.									
☒ Systems or props are used and the child will cannot support their own trunk.									
☒ Pillows or props are used and the child is able to maintain a sitting position.									
Unable to move self by rolling, crawling, or creeping.									
☒ Cannot move self.									
☒ Can do one but not the others.									

- Physical help
 - Does not walk or needs physical help to walk
- Progression of skill
 - Unable to maintain a sitting position when placed (6-12 months)
 - Unable to sit alone (12-18 months)

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6.15 Transfers

- The child's physical ability to move between surfaces (e.g., from bed or chair to wheelchair, walker or standing position)
- Excludes transfers into bathtub or shower, or on and off the toilet, because those needs are captured in the bathing and toileting ADLs



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6.15 Transfers Table

6.15 Transfers
The physical ability to move between surfaces, e.g., from bed chair to wheelchair, walker or standing position. This excludes transfers into bathtubs or showers or on and off the toilet, because these are captured in bathing and toileting ADLs. This does not include transfers across a car or other vehicle.

Age Group	18-24 mos	25-36 mos	37-48 mos	49-60 mos	61-72 mos	73-84 mos	85-96 mos	97-108 mos	109-120 mos
Needs to be transferred									
Needs physical help with transfers									
Uses a mechanical lift									

Indicates that the item on the functional screen should be checked.
 Indicates that the item on the functional screen should NOT be checked.
 Not applicable for purposes of this screen. This option does not appear on the functional screen because young children are expected to require assistance in this category.
 Needs to be transferred.
 Needs physical help with transfers.
 Uses a mechanical lift.
 Uses a mechanical lift with or without assistance.

Basic Questions:

- Needs to be transferred (24–36 months)
- 3 years and up:
 - Needs physical help with transfers
 - Uses a mechanical lift

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**End of Module 6, Part I:
ADLs (IADLs)**

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