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

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



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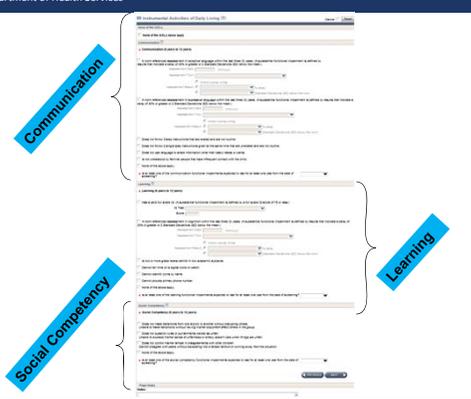
Module 6, Part II: (ADLs) IADLs

6.7 Communication and Learning Assessments

6.16 Communication
6.17 Learning
6.18 Social Competency
6.19 Meal Preparation
6.20 Money Management
6.21 Duration of Needs

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6.7 Communication and Learning Assessments

A norm referenced assessment in receptive language within the last three (3) years. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)

Assessment Date:

Assessment Tool:

Assessment Result: Within normal limits % delay Standard Deviations (SD) below the norm

A norm referenced assessment in expressive language within the last three (3) years. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)

Assessment Date:

Assessment Tool:

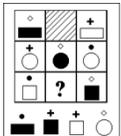
Assessment Result: Within normal limits % delay Standard Deviations (SD) below the norm

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6.7 Communication and Learning Assessments, Continued

- Valid results.
- Interpreting test results.
 - Percent delay
 - Standard deviations
- Results indicate child is within normal limits.

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6.16 Communication

Communication (9 years to 12 years)

A norm referenced assessment in receptive language within the last three (3) years. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)

Assessment Date:

Assessment Tool:

Assessment Result: Within normal limits % delay Standard Deviations (SD) below the norm

A norm referenced assessment in expressive language within the last three (3) years. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)

Assessment Date:

Assessment Tool:

Assessment Result: Within normal limits % delay Standard Deviations (SD) below the norm

Does not follow 3-step instructions that are related and are not routine.

Does not follow 2 single step instructions given at the same time that are unrelated and are not routine.

Does not use language to share information other than basic needs or wants.

Is not understood by familiar people that have infrequent contact with the child.

None of the above apply.

Is at least one of the communication functional impairments expected to last for at least one year from the date of screening?

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6.16 Communication, Continued



- Hearing impairments
 - If question can be modified, then modify it.
 - If question cannot be modified, then answer as best you can.
- Non-verbal: use of communication devices
 - Consider primary mode of communication

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6.16 Communication, Continued

Hearing impaired examples:

- Does not startle, jump or blink to sudden, loud, unexpected sounds
 - If severely hard of hearing, then check the box.
 - No alternatives.
- Does not respond to simple requests (e.g., no, stop, come here, give me, look)
 - If communicates by sign language, then ask if child responds to signed requests.

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6.16 Communication, Continued

- Assessment must be Standardized, Norm Referenced, Receptive and Expressive
www.dhs.wisconsin.gov/ltcare/FunctionalScreen/cltsfs/assesstools.pdf
- Clinical Evaluation of Language Fundamentals (CELF) [5–21] or Preschool (CELF-P) [3–6.11]
- Comprehensive Assessment of Spoken Language (CASL) [3–21]

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6.16 Communication, Continued

Not standardized, norm-referenced tools of language development

www.dhs.wisconsin.gov/ltcare/FunctionalScreen/cltfs/communication.pdf

- Communication assessments that do not measure expressive or receptive communication
- Tools that measure something other than expressive and receptive language but contain subcategories regarding communication skills

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6.16 Communication Table

- Receptive examples:
 - Does not react to changes in tone of voice
 - Does not follow two single step instructions given at the same time that are unrelated and are not routine
- Expressive examples:
 - Does not use at least 50 words
 - Is not understood by familiar people who have infrequent contact with the child
 - Does not use language to share information other than basic needs or wants (*unable to give directions, describe feelings, or provide details*)

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6.16 Communication, Continued

Options change by age:

- **18 months–3 years old:** does not use more than 10 meaningful words or word approximations
- **4–6 years old:** does not use at least 50 words
- **2–6 years old:** does not follow two-step instructions that are related and are not routine
- **6 years old and up:** does not follow three-step instructions that are related and are not routine

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 **6.16 Communication, Continued**

Activities to try during a home visit to determine if the child understands any preposition (e.g., in, on, under) in unfamiliar single-step instructions

- Examples of actions to ask a child:
 - Put the block under the chair.
 - Put the toy car on the TV.
 - Put the toy in your shoe.
- Example for children who are non-ambulatory: Using two pictures, one of a ball on a table and the other of a ball under the table, have the child point to or look at the one requested.

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 **6.16 Communication, Continued**

Activities to try during a home visit to determine if child can follow three-step instructions that are related and are not routine

- Ask if the child can: Pick up your toy (1), take it to your room (2) and put it in your toy box (3).
- Example for children who are non-ambulatory, ask if the child can: Tell me your name (1), your address (2) and your birth date (3).
- Example for children who are non-ambulatory and non-verbal, ask if the child can: Point to your eyes (1), your nose (2) and your mouth (3).

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 **6.17 Learning**

- Measurement of cognitive development
- Compromising impairments
 - Visual impairment
 - Hearing impairment
 - Physical impairment
- Emerging skills



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6.17 Learning, Continued

Learning ?

- Learning (4 years to 6 years)

Has a valid full scale IQ. (A substantial functional impairment is defined by a full scale IQ score of 75 or less.)

IQ Test
Score:

A norm referenced assessment in cognition within the last year. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)

Assessment Date: (mm/yyyy)

Assessment Tool:

Assessment Result: Within normal limits In delay Standard Deviations (SD) below the norm

Cannot accurately identify at least 7 colors.

Cannot accurately identify at least 5 shapes.

Cannot count 3 objects.

Cannot group objects by category.

None of the above apply.

Is at least one of the learning functional impairments expected to last for at least one year from the date of screening?

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6.17 Learning, Continued



- Assessment must be Standardized, Norm Referenced, Cognition
www.dhs.wisconsin.gov/lcicare/FunctionalScreen/cltsfs/assesstools.pdf
- Battelle Developmental Inventory [Birth-8]
- Bayley Scales of Infant Development [1 month-42 months]
- Cognitive Abilities Scale (CAS) [3 months-3]
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6.17 Learning, Continued

Not standardized, norm-referenced tools of cognitive development
www.dhs.wisconsin.gov/LTCare/FunctionalScreen/cltsfs/mod6.htm#learning

- Not norm-referenced or not standardized
- Achievement tests that do not test cognitive ability
- Measurement of something other than cognitive ability
- Diagnostic tests
- No "brief" testing accepted

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6.17 Learning Table

Changes by age cohort

- **3–4 years old:** Cannot rote count to 10 without mistakes
- **4–6 years old:** Cannot count three objects

- **9–14 year olds:** Is two or more grade levels behind in two academic subjects
- **14 year olds and up:** Is three or more grade levels behind in two academic subjects

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6.17 Learning, Continued

Change in skill development:

- **9–12 year olds:** Cannot tell time on a digital clock or watch
- **12 year olds and up:** Does not use time to follow a schedule

- **6–9 year olds:** Does not recognize his or her first and last name
- **9–12 year olds:** Cannot provide primary phone number
- **12–14 year olds:** Cannot provide primary address

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6.17 Learning, Continued

Use the instructions:

- Examples of when to check, when not to check
- Definitions of the options on the screen

Cannot group objects by category: Dogs and cats are animals. Cars and trucks are vehicles.

- Ideas of how to assess the child’s abilities

Does not understand sequencing of events: Can he or she put pictures in order.

- Running water, washing dishes, drying dishes
- Mixing cake, baking cake, eating cake

- Link available on the CLTS FS

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6.18 Social Competency



Social Competency (9 years to 12 years)

- Does not make transitions from one activity to another without disrupting others. Unable to make transitions without having his/her discomfort affect others in the group.
- Does not question rules or punishments viewed as unfair. Unable to express his/her sense of unfairness or simply doesn't care when things are unfair.
- Does not control his/her temper in disagreements with other children. Cannot disagree with peers without escalating into a temper tantrum or running away from the situation.
- None of the above apply.

Is at least one of the social competency functional impairments expected to last for at least one year from the date of screening?

- Relationships
- Skill continues to develop in childhood
- Compare to typically developing peers

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6.19 Meal Preparation

- 18 years and older
- Needs help making simple meals for self



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6.20 Money Management

- 18 years and older
- Needs help managing money



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6.21 Duration of Needs

- Expected to last a year or longer.
 - Watch out for temporary needs for extra assistance, especially if typically developing before:
 - Recovering from surgery, accident or illness.
 - Experiencing chemotherapy.
- When the expected duration is not clear, the screener should check “Yes” unless offered evidence to the contrary. Most limitations last a year or longer.

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6.21 Duration of Needs, Continued

- Any item checked in a category
 - If a child has three items checked and only one is expected to last, then still answer “Yes.”
- Change in age cohort
 - Example: If a child has one item checked for the 4–6 age group that is not expected to last, but he or she is 5 years and 9 months old and you will check items for the 6–9 age group, then answer “Yes.”

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