

## **Attachment 3**

### **Functional Motor Assessment Scale**

## The FMAS

### 1. Head control

Starting position: lying on prone

Situation: on a mat

- Able to turn head from left to right
- Able to lift up the head at a 90 degree angle and to stabilize it symmetrically, or to lay head in neck
- Able to hold head up at a 45 degree angle for a longer period of time
- Is able to hold up head for a few seconds
- Is NOT able to hold up head for a few seconds

- Not able to judge because,.....

### 2. Rolling over

Starting position: lying on the back

Situation: on a mat

- Rolls from back to prone over his/her side and rolls *back* from prone to back
- Rolls from back to prone over his/her side but cannot roll back
- Rolls from back onto his/her side and rolls *back* to the back
- Rolls from side onto the back
- Cannot roll from side onto the back

- Not able to judge because,.....

### 3. Ly to sit

Starting position: lying on the back

Situation: on a mat

- Sits from lying position without using arms
- Sits from lying position with using arms
- Sits from lying position with the help of a caregiver
- Is NOT able to get up from the lying position, but is raising the head
- Is NOT able to get up from the lying position and is NOT raising the head

- Not able to judge because,.....

### 4. Crawling

Starting position: lying on the ground on the prone

Situation: on a mat

*Alternate* = alternating hands and alternating knees  
Bunny hopping = hands simultaneously and knees simultaneously

- Crawls on hand and feet/ knees (alternate)
- Crawls on hand an knees (bunny hopping / shoving)
- Creeps on prone over the ground
- Moves through rolling over, minimal 2 times the body spindle, axle?
- Is NOT able to move on the above ways

- Not able to judge because,.....

### **5. Sitting on a chair**

Starting position: sitting on a chair

Situation: on a mat

- Able to sit on a stool
- Able to sit on a chair with only a back support
- Able to sit on a chair with back support and arm support
- Able to sit in a wheelchair with feet support
- Is NOT able to sit on the above ways

- Not able to judge because,.....

### **6. Sitting on the ground**

Starting position: sitting on a mat

Situation: sitting on a mat

- Able to sit loose on the ground without support of hands
- Able to sit loose on the ground and is supporting with hands
- Able to sit on the ground with the back leaning against the wall
- Able to sit with the back leaning against the wall supported by hand
- Is NOT able to sit on the above ways

- Not able to judge, because,.....

### **7. Standing**

Starting position: sitting on the ground

Situation: next to a wall bars where the child can pull himself up and support himself

- Able to get into a standing position, without support
- Able to get into a standing position, with support
- Able to pull himself up to a standing position
- Not able to pull himself up to a standing position, is standing with support
- Can't pull himself up to a standing position, is NOT able to stand

- Not able to judge, because,.....

### **8. Walking**

Starting position: standing

Situation: child is walking 10 meters, the distance is shown by pawns

- Walks without support 10 meters
- Walks with crutches/ tripod 10 meters
- Walks with walker 10 meters
- Walks less than 10 meters
- Is NOT able to move on the above ways

- Not able to judge, because,.....

### **9. Riding in a wheelchair**

Starting position: standing/ sitting in a wheelchair

Situation: 400 meters has been put off with pawns in a hall

- Is NOT riding in a wheelchair
- Riding a hand controllable wheelchair, makes turn at a pawn
- Riding a hand controllable wheelchair, cannot make turn
- Riding an electric wheelchair
- Is in a push wagon

- Not able to judge, because,.....

### **10. Walking special**

Starting position: standing

Situation: in a hall with pawns

- Child is able to walk backwards around the pawns
- Child is able to walk 3 meters backwards
- Child is able to walk around the pawns
- Child is able to walk around the pawns with support
- Child is not able to do the above skills

- Not able to judge, because,.....

### **11. Jumping**

Starting position: standing

Situation: in a hall

- Jumps up and down with the left- and the right leg
- Jumps up and down with one leg
- Jumps up and down with both legs, without help
- Jumps up and down with help/ support
- Child is not able to do the above activities

- Not able to judge, because,.....

### **12. Biking (this item is left out)**

Starting position: sitting on a bike

Situation: child is biking 200 meters, the distance is shown with pawns

- Bikes on a two-wheeler
- Bikes on a two-wheeler with adjustments
- Bikes on a three-wheeler
- Bikes on a three-wheeler with adjustments
- Is NOT biking on the above way

- Not able to judge, because,.....

## **Attachment 4**

### **Level of Intervention**



**Attachment 5**

**Pediatric Evaluation of Disability Inventory**

# Pediatric Evaluation of Disability Inventory

VERSION 1.0

Stephen M. Haley, Ph.D., P.T., Wendy J. Coster, Ph.D., OTR/L, Larry H. Ludlow, Ph.D.,  
Jane T. Haltiwanger, M.A., Ed.M., Peter J. Andrellos, Ph.D.

© 1992 New England Medical Center and PEDI Research Group. Reproduction of this form without prior written permission is prohibited.

## SCORE FORM

### ABOUT THE CHILD

ID#

Name   
 Sex M  F  Ethnic group or race   
 Age Year Month Day  
 Interview Date     
 Birth Date     
 Chronological age   
 Diagnosis (if any)   
 ICD-9 code(s)  primary  additional

### ABOUT THE RESPONDENT (Parent or Guardian)

Name   
 Sex M  F   
 Relationship to child   
 Type of work (be specific)   
 Years of education

### ABOUT THE INTERVIEWER

Name   
 Position   
 Facility

### CURRENT STATUS OF CHILD

hospital inpatient  lives at home  
 acute care  lives in residential facility  
 rehabilitation  
 other (specify)   
 School or other facility   
 Grade placement

### ABOUT THE ASSESSMENT

Referred by   
 Reason for the assessment   
  
  
 Notes

### GENERAL DIRECTIONS

Below are the general guidelines for scoring. All the items have specific descriptions. Consult the Manual for individual item scoring criteria.

**PART I Functional Skills:**  
 197 discrete items of functional skills  
 Self-care, Mobility, Social Function  
 0 = unable, or limited in capability, to perform item in most situations  
 1 = capable of performing item in most situations, or item has been previously mastered and functional skills have progressed beyond this level

**PART II Caregiver Assistance:**  
 20 complex functional activities  
 Self-care, Mobility, Social Function  
 5 = Independent  
 4 = Supervise/Prompt/Monitor  
 3 = Minimal Assistance  
 2 = Moderate Assistance  
 1 = Maximal Assistance  
 0 = Total Assistance

**PART III Modifications:**  
 20 complex functional activities.  
 Self-care, Mobility, Social Function  
 N = No Modifications  
 C = Child-oriented (non-specialized) Modifications  
 R = Rehabilitation Equipment  
 E = Extensive Modifications

PLEASE BE SURE YOU HAVE ANSWERED ALL ITEMS.



PEDI Research Group, c/o Stephen M. Haley, Department of Rehabilitation Medicine, New England Medical Center Hospital, #750 Washington St, Boston, MA 02111-1901 • Phone (617) 956-5031, Fax (617) 956-5353



## Part I: Functional Skills

### SELF-CARE DOMAIN

Place a check corresponding to each item:  
Item scores: 0 = unable; 1 = capable

#### A. Food Textures

- |                                       |   |   |
|---------------------------------------|---|---|
| 1. Eats pureed/blended/strained foods | 0 | 1 |
| 2. Eats ground/lumpy/foods            | 0 | 1 |
| 3. Eats cut up/chunky/diced foods     | 0 | 1 |
| 4. Eats all textures of table food    | 0 | 1 |

#### B. Use of Utensils

- |   |   |   |
|---|---|---|
| 5. Finger feeds                               | 0 | 1 |
| 6. Scoops with a spoon and brings to mouth    | 0 | 1 |
| 7. Uses a spoon well                          | 0 | 1 |
| 8. Uses a fork well                           | 0 | 1 |
| 9. Uses knife to butter bread, cut soft foods | 0 | 1 |

#### C. Use of Drinking Containers

- |  |   |   |
|--|---|---|
| 10. Holds bottle or spout cup              | 0 | 1 |
| 11. Lifts cup to drink, but may tip        | 0 | 1 |
| 12. Lifts open cup securely with two hands | 0 | 1 |
| 13. Lifts open cup securely with one hand  | 0 | 1 |
| 14. Pours liquid from carton or pitcher    | 0 | 1 |

#### D. Toothbrushing

- |   |   |   |
|---|---|---|
| 15. Opens mouth for teeth to be brushed   | 0 | 1 |
| 16. Holds toothbrush                      | 0 | 1 |
| 17. Brushes teeth; but not a thorough job | 0 | 1 |
| 18. Thoroughly brushes teeth              | 0 | 1 |
| 19. Prepares toothbrush with toothpaste   | 0 | 1 |

#### E. Hairbrushing

- |   |   |   |
|---|---|---|
| 20. Holds head in position while hair is combed | 0 | 1 |
| 21. Brings brush or comb to hair                | 0 | 1 |
| 22. Brushes or combs hair                       | 0 | 1 |
| 23. Manages and tangles and parts hair          | 0 | 1 |

#### F. Nose Care

- |   |   |   |
|---|---|---|
| 24. Allows nose to be wiped                 | 0 | 1 |
| 25. Blows nose into held tissue             | 0 | 1 |
| 26. Wipes nose using tissue on request      | 0 | 1 |
| 27. Wipes nose using tissue without request | 0 | 1 |
| 28. Blows and wipes nose without request    | 0 | 1 |

#### G. Handwashing

- |  |   |   |
|--|---|---|
| 29. Holds hands out to be washed         | 0 | 1 |
| 30. Rubs hands together to clean         | 0 | 1 |
| 31. Turns water on and off, obtains soap | 0 | 1 |
| 32. Washes hands thoroughly              | 0 | 1 |
| 33. Dries hands thoroughly               | 0 | 1 |

#### H. Washing Body & Face

- |  |   |   |
|--|---|---|
| 34. Tries to wash parts of body                | 0 | 1 |
| 35. Washes body thoroughly, not including face | 0 | 1 |

36. Obtains soap (and soaps washcloth, if used)	0	1
37. Dries body thoroughly	0	1
38. Washes and dries face thoroughly	0	1
<b>I. Pullover/ front-Opening Garments</b>		
39. Assists, such as pushing arms through shirt	0	1
40. Removes T-shirt, dress or sweater (pullover garment without fasteners)	0	1
41. Puts on t-shirt, dress or sweater	0	1
42. Puts on and removes front-opening shirt, not including fasteners	0	1
43. Puts on and removes front-opening shirt, Including fasteners	0	1
<b>J. Fasteners</b>		
44. Tries to assist with fasteners	0	1
45. Zips and unzips, doesn't separate or hook zipper	0	1
46. Snaps and unsnaps	0	1
47. Buttons and unbuttons	0	1
48. Zips and unzips, separates and hooks zipper	0	1
<b>K. Pants</b>		
49. Assists, such as pushing legs through pants	0	1
50. Removes pants with elastic waist	0	1
51. Puts on pants with elastic waist	0	1
52. Removes pants, including unfastening	0	1
53. Puts on pants, including unfastening	0	1
<b>L. Shoes/ Socks</b>		
54. Removes socks and unfastened shoes	0	1
55. Puts on unfastened shoes	0	1
56. Puts on socks	0	1
57. Puts shoes on correct feet; manages velcro fasteners	0	1
58. Ties shoelaces	0	1
<b>M. Toileting Tasks (clothes, toilet management; and wiping only)</b>		
59. Assists with clothing management	0	1
60. Tries to wipe self after toileting	0	1
61. Manages toilet seat, gets toilet paper and flushes toilet	0	1
62. Manages clothes before and after toileting	0	1
63. Wipes self thoroughly after bowel movements	0	1
<b>N. Management of Bladder (Score = 1 if child had previously mastered skill)</b>		
64. Indicates when wet in diapers or training pants	0	1
65. Occasionally indicates need to urinate (daytime)	0	1
66. Consistently indicates need to urinate with time to get to toilet (daytime)	0	1
67. Takes self into bathroom to urinate (daytime)	0	1
68. Consistently stays dry day and night	0	1

<b>O. Management of Bowel</b> (Score = 1 if child had previously mastered skill)		
69. Indicate need to be changed	0	1
70. Occasionally indicates need to use toilet (daytime)	0	1
71. Consistently indicates need to use toilet with time to get to toilet (daytime)	0	1
72. Distinguishes between need for urination and bowel movements	0	1
73. Takes self into bathroom for bowel movements, has no bowel accidents.	0	1
<b>Self-Care Domain Sum</b>		_____

---

Please be sure you have answered all items

**Comments**

**MOBILITY DOMAIN**place a check corresponding to each item:  
Item scores: 0 = unable; 1 = capable**A. Toilet Transfers**

1. Sits if supported by equipment or caregiver	0	1
2. Sits unsupported on toilet or potty chair	0	1
3. Gets on and off low toilet or potty	0	1
4. Gets on and off adult adult-sized toilet	0	1
5. Get on and off toilet, not needing own arms	0	1

**B. Chair/ Wheelchair Transfers**

6. Sits if supported by equipment or caregiver	0	1
7. Sits unsupported on chair or bench	0	1
8. Gets on and off low chair or furniture	0	1
9. Gets in and out of adult-sized chair/wheelchair	0	1
10. Gets in and out of chair, not needing own arms	0	1

**C. Car Transfers**

11. Moves in car, scoots on seat or gets in and out of car seat	0	1
12. Gets in and out of car with little assistance or instruction	0	1
13. Gets in and out of car with no assistance or instruction	0	1
14. Manages seat belt or chair restraint	0	1
15. Gets in and out of car and closes car door	0	1

**D. Bed Mobility/Transfers**

16. Raises to sitting position in bed or crib	0	1
17. Comes to sit at edge of bed; lies down from sitting at edge of bed	0	1
18. Gets in and out of own bed	0	1
19. Gets in an out of own bed, not needing own arms	0	1

**E. Tub Transfers**

20. Sits if supported by equipment or caregiver in a tub or sink	0	1
21. Sits unsupported and moves in tub	0	1
22. Climbs or scoots in an out of tub	0	1
23. Sits down and stands up from inside tub	0	1
24. Steps/transfers into and out of an adult-sized tub	0	1

**F. Indoor Locomotion Methods Score = 1 if mastered**

25. Rolls, scoots, crawls, or creeps on floor	0	1
26. Walks, but holds onto furniture, walls, caregivers or uses devices for support	0	1
27. Walks without support	0	1

**G. Indoor Locomotion: Distance/Speed Score = 1 if mastered**

28. Moves within a room but with difficulty ( falls; slow for age)	0	1
29. Moves within a room with no difficulty	0	1
30. Moves between rooms but with difficulty ( falls; slow for age)	0	1
31. Moves between rooms with no difficulty	0	1

32. Moves indoors 50 feet; opens and closes inside and outside doors 0 1

**H. Indoor Locomotion: Pulls/Carries Objects**

33. Changes physical location purposefully 0 1  
 34. Moves objects along floor 0 1  
 35. Carries objects small enough to be held in one hand 0 1  
 36. Carries objects large enough to require two hands 0 1  
 37. Carries fragile or spillable objects 0 1

**I. Outdoor Locomotion: Methods**

38. Walks, but holds onto objects caregiver, or devices for support 0 1  
 39. Walks without support 0 1

**J. Outdoor Locomotion: Distance/ Speed (Score = 1 if Mastered)**

40. Moves 10 – 50 feet (1 - 5 car lengths) 0 1  
 41. Moves 50 – 100 feet (5 – 10 car lengths) 0 1  
 42. Moves 100 – 150 feet (35 – 50 yards) 0 1  
 43. Moves 150 feet and longer, but with difficulty (stumbles; slow for age) 0 1  
 44. Moves 150 feet and longer with no difficulty 0 1

**K. Outdoor Locomotion: Surfaces**

45. Level surfaces (smooth sidewalks, driveways) 0 1  
 46. Slightly uneven surfaces (cracked pavement) 0 1  
 47. Rough, uneven surfaces (lawns, gravel driveway) 0 1  
 48. Up and down incline or ramps (1-2 inches rise per foot) 0 1  
 49. Up and down curbs 0 1

**L. Upstairs (Score = 1 if child has previously mastered skill)**

50. Scoots or crawls up partial flight (1 – 11 steps) 0 1  
 51. Scoots or crawls up full flight (12 – 15 steps) 0 1  
 52. Walks up partial flight 0 1  
 53. Walks up full flight, but with difficulty (slow for age) 0 1  
 54. Walks up entire flight with no difficulty 0 1

**M. Downstairs (Score = 1 if child has previously mastered skill)**

55. Scoots or crawls down partial flight (1 – 11 steps) 0 1  
 56. Scoots or crawls down full flight, but with difficulty (slow for age) 0 1  
 57. Walks down partial flight 0 1  
 58. Walks down full flight, but with difficulty (slow for age) 0 1  
 59. Walks down full flight with no difficulty 0 1

Mobility Domain Sum \_\_\_\_\_

## Comments

### SOCIAL FUNCTION DOMAIN

Place a check corresponding to each  
Item: Item scores: 0 = unable;  
1 = capable

#### A. Comprehension of Word Meanings

- |   |   |   |
|---|---|---|
| 1. Orients to sound   | 0 | 1 |
| 2. Responds to "no"; recognizes own name or that of familiar people                           | 0 | 1 |
| 3. Understands 10 words   | 0 | 1 |
| 4. Understands when you talk about relationships among people and/ or things that are visible | 0 | 1 |
| 5. Understands when you talk about time and sequence of events                                | 0 | 1 |

#### B. Comprehension of Sentence Complexity

- |   |   |   |
|---|---|---|
| 6. Understands short sentences about familiar objects and people                        | 0 | 1 |
| 7. Understands 1 - step commands with words that describe people or things              | 0 | 1 |
| 8. Understands directions that describe where something is                              | 0 | 1 |
| 9. Understands 2 - step commands, using if/ then, before/ after, first/ second, etc.    | 0 | 1 |
| 10. Understands two sentences that are about the same subject but have a different form | 0 | 1 |

#### C. Functional Use of Communication

- |   |   |   |
|---|---|---|
| 11. Names things  | 0 | 1 |
| 12. Uses specific words or gestures to direct or request action by another person | 0 | 1 |
| 13. Seeks information by asking questions   | 0 | 1 |
| 14. Describes an object or action   | 0 | 1 |
| 15. Tells about own feelings or thoughts  | 0 | 1 |

#### D. Complexity of Expressive Communication

- |  |   |   |
|--|---|---|
| 16. Uses gestures with clear meaning                     | 0 | 1 |
| 17. Uses single word with meaning                        | 0 | 1 |
| 18. Uses two words together with meaning                 | 0 | 1 |
| 19. Uses 4-5 word sentences                              | 0 | 1 |
| 20. Connects two or more thoughts to tell a simple story | 0 | 1 |

#### E. Problem-resolution

- |   |   |   |
|---|---|---|
| 21. Tries to show you the problem or communicate what is needed to help the problem   | 0 | 1 |
| 22. If upset because of a problem, child must be helped immediately or behavior deteriorates                                | 0 | 1 |
| 23. If upset because of a problem, child can seek help and wait if it is delayed a short time                               | 0 | 1 |
| 24. In ordinary situations, child can describe the problem and his/her feelings with some detail (usually does not act out) | 0 | 1 |
| 25. Faced with an ordinary problem, child can join  | 0 | 1 |

adult in working out a solution

**F. Social Interactive Play (Adults)**

26. Shows awareness and interest in others	0	1
27. Initiates a familiar play routine	0	1
28. Takes turn in simple play when cued for turn	0	1
29. Attempts to imitate adult's previous action during a play activity	0	1
30. During play child may suggest new or different steps, or respond to adult suggestion with another idea	0	1

**G. Peer Interactions: (Child of similar age)**

31. Notices presence of other children, may vocalize and gesture toward peers	0	1
32. Interacts with other children in simple and brief episodes	0	1
33. Tries to work out simple plans for a play activity with another child	0	1
34. Plans and carries out cooperative activity with other children; play is sustained and complex	0	1
35. Plays activities or games that have rules	0	1

**H. Play with Objects**

36. Manipulates toys, objects or body with intent	0	1
37. Uses real or substituted objects in simple pretend sequences	0	1
38. Puts together materials to make something	0	1
39. Makes up extended pretend play routines involving things the child knows about	0	1
40. Makes up elaborate pretend sequences from imagination	0	1

**I. Self-Information**

41. Can state first name	0	1
42. Can state first and last name	0	1
43. Provides names and descriptive information about family members	0	1
44. Can state full home address; if in hospital, name of hospital and room number	0	1
45. Can direct an adult to help child return home or back to the hospital room	0	1

**J. Time Orientation**

46. Has a general awareness of time of mealtimes and routines during the day	0	1
47. Has some awareness of sequence of familiar events in a week	0	1
48. Has very simple time concepts	0	1
49. Associates a specific time with actions/events	0	1
50. Regularly checks clock or asks for the time in order to keep track of schedule	0	1

**K. Household Chores**

51. Beginning to help care for own belongings if	0	1
--	---	---

given constant direction and guidance		
52. Beginning to help with simple households chores if given constant direction and guidance	0	1
53. Occasionally initiates simple routines to care for own belongings; may require physical help or reminders to complete	0	1
54. Occasionally initiates simple households chores; may require physical help or reminders to complete	0	1
55. Consistently initiates and carries out at least one household task involving several steps and decisions; may require physical help.	0	1
<b>L. Self-Protection</b>		
56. Shows appropriate caution around stairs	0	1
57. Shows appropriate caution around hot or sharp objects	0	1
58. When crossing the street with an adult present, child does not need prompting about safety rules	0	1
59. Knows not to accept rides, food or money from strangers	0	1
60. Crosses busy street safely without an adult	0	1
<b>M. Community Function</b>		
61. Child may play safely at home without being watched constantly	0	1
62. Goes about familiar environment outside of home with only periodic monitoring for safety	0	1
63. Follows guidelines/ expectations of school and community setting.	0	1
64. Explores and functions in familiar community settings without supervision	0	1
65. Makes transaction in neighborhood store without assistance.	0	1

**Social Function Domain Sum** \_\_\_\_\_

---

Please be sure you have answered all items

**Comments**



## Parts II and III: Caregiver Assistance and Modification

Circle the appropriate score for Caregiver Assistance and Modification for each item.

### SELF-CARE DOMAIN

- A. **Eating:** eating and drinking regular meal; do not include cutting steak opening containers or serving food from serving dishes
- B. **Grooming:** brushing teeth, brushing teeth, brushing or combing hair and caring for nose
- C. **Bathing:** washing and drying face and hands, taking a bath or shower; do not include getting in and out of a tub or shower, water preparation, or washing back or hair
- D. **Dressing Upper Body:** all indoor clothes, not including back fasteners; include help putting on or taking off splint or artificial limb; do not include getting clothes from closet or drawers
- E. **Dressing Lower Body:** all indoor clothes, include putting on or taking off brace or artificial limb; do not include getting clothes from closet or drawers
- F. **Toileting:** clothes, toilet management or external device use, and hygiene; do not include toilet transfers, monitoring schedule, or cleaning up after accidents
- G. **Bladder Management:** control of bladder day and night, clean-up after accidents, monitoring schedule
- H. **Bowel Management:** control of bowel day and night, clean-up after accidents, monitoring schedule

Self-Care Total s \_\_\_\_\_

### MOBILITY DOMAIN

- A. **Chair/Toilet Transfers:** child's wheelchair, adult-sized chair, adult-sized toilet
- B. **Car Transfers:** mobility within car/van, seat belt use, transfers, and opening and closing doors
- C. **Bed Mobility/Transfers:** getting in and out and changing positions in child's own bed
- D. **Tub Transfers:** getting in and out of adult-sized tub
- E. **Indoor Locomotion:** 50 feet (3-4 rooms); do not include opening doors or carrying objects
- F. **Outdoor Locomotion:** 150 feet (15 car lengths) on level surfaces; focus on physical ability to move outdoors (do not consider compliance or safety issues such as crossing streets)
- G. **Stairs:** climb and descend a full flight of stairs (12-15 steps)

Mobility Totals \_\_\_\_\_

### Caregiver Assistance Scale

Independent	Supervision	Minimal	Moderate	Maximal	Total
-------------	-------------	---------	----------	---------	-------

5	4	3	2	1	0
---	---	---	---	---	---

5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0

Self-Care Sum \_\_\_\_\_

5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0

Mobility Sum \_\_\_\_\_

**SOCIAL FUNCTION DOMAIN**

- A. **Functional Comprehension:** understanding of request and instructions
- B. **Functional Expression:** ability to provide information about own activities and make own needs known; include clarity of articulation
- C. **Joint Problem Solving:** include communication of problem and working with caregiver or other adult to find a solution; include only ordinary problems occurring during daily activities; (for example, lost toy; conflict over clothing choices.)
- D. **Peer Play:** ability to plan and carry out joint activities with a familiar peer
- E. **Safety:** caution in routine daily safely situations, including stairs, sharp or hot objects and traffic

5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0

Social Function Totals Social Function Sum \_\_\_\_\_

# Pediatric Evaluation of Disability Inventory

VERSION 1.0

Name _____	Test Date _____	Age _____
ID# _____	Respondent/Interviewer _____	

## SCORE SUMMARY

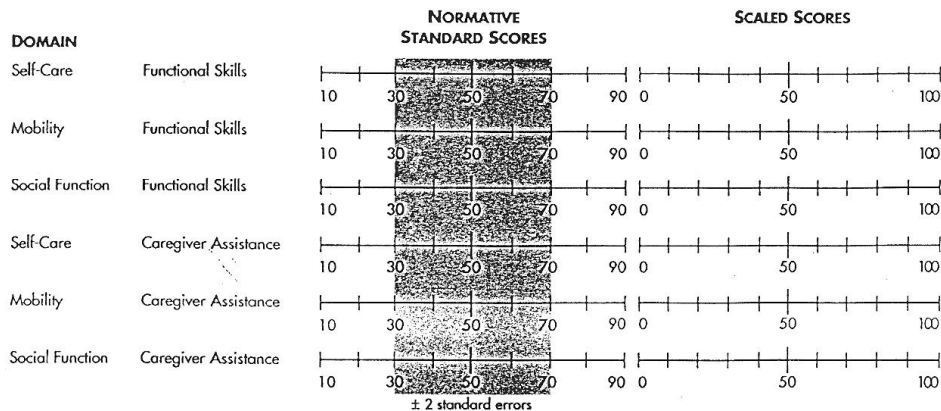
### Composite Scores

DOMAIN	RAW SCORE	NORMATIVE STANDARD SCORE	STANDARD ERROR	SCALED SCORE	STANDARD ERROR	FIT SCORE*
Self-Care	Functional Skills					
Mobility	Functional Skills					
Social Function	Functional Skills					
Self-Care	Caregiver Assistance					
Mobility	Caregiver Assistance					
Social Function	Caregiver Assistance					

\*Obtainable only through use of software program

MODIFICATION FREQUENCIES											
SELF-CARE (8 ITEMS)				MOBILITY (7 ITEMS)				SOCIAL FUNCTION (5 ITEMS)			
None	Child	Rehab	Extensive	None	Child	Rehab	Extensive	None	Child	Rehab	Extensive

### Score Profile



© 1992 New England Medical Center and PEDI Research Group. Reproduction of this form without prior written permission is prohibited.  
 PEDI Research Group: Stephen M. Haley, Ph.D., P.T., Wendy J. Coster, Ph.D., OTR/L, Larry H. Ludlow, Ph.D., Jane T. Holtzinger, M.A., Ed.M., Peter J. Andrellos, Ph.D.

