

**AGE-SPECIFIC ADL / IADL ANSWER CHOICES  
FOR CHILDREN'S LONG-TERM SUPPORT PROGRAMS  
AGE: 12 – 18 Months**

**ACTIVITIES OF DAILY LIVING (ADL)**

**Bathing**

- Needs adaptive equipment.
- Becomes agitated requiring alternative bathing methods.
- None of the above apply.

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

- Yes
- No

**Dressing**

- Has physical characteristics that make dressing very difficult—such as contractures, extreme hypotonia or extreme hypertonia.
- None of the above apply.

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

- Yes
- No

**Eating**

- Requires more than one hour per feeding.
- Receives tube feedings or TPN.
- Requires more than three hours per day for feeding or eating.
- None of the above apply.

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

- Yes
- No

**Mobility**

- Unable to pull to stand.
- Unable to sit alone.
- Requires a stander or someone to support the child's weight in a standing position.
- Unable to crawl or creep.
- None of the above apply.

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

- Yes
- No

**NOTES:**

**INSTRUMENTAL ACTIVITIES OF DAILY LIVING (IADL)****Communication**

- A norm referenced assessment in receptive language within the last six (6) months. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)

Date of Assessment: \_\_\_\_\_ (mm/yyyy)

Assessment Tool: \_\_\_\_\_  
(See list of "Norm-Referenced Assessment Tools for Communication and Learning")

- Assessment Result:  Within normal limits  
 Less than 30% delay  
 Greater than or equal to 30% delay  
 Less than 2 Standard Deviations (SD) below the norm  
 Greater than or equal to 2 Standard Deviations (SD) below the norm

- A norm referenced assessment in expressive language within the last six (6) months. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)

Date of Assessment: \_\_\_\_\_ (mm/yyyy)

Assessment Tool: \_\_\_\_\_  
(See list of "Norm-Referenced Assessment Tools for Communication and Learning")

- Assessment Result:  Within normal limits  
 Less than 30% delay  
 Greater than or equal to 30% delay  
 Less than 2 Standard Deviations (SD) below the norm  
 Greater than or equal to 2 Standard Deviations (SD) below the norm

- Does not react to changes in tone of voice.  
 Does not respond to simple requests (e.g., no, stop, come here, give me, look).  
 Does not express him/herself through vocal, visual or gesture exchange.  
 Does not jabber or babble as if they are trying to say something.  
 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?

- Yes  
 No

**Learning**

- A norm referenced assessment in cognition within the last six (6) months. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)

Date of Assessment: \_\_\_\_\_ (mm/yyyy)

Assessment Tool: \_\_\_\_\_  
(See list of "Norm-Referenced Assessment Tools for Communication and Learning")

- Assessment Result:  Within normal limits  
 Less than 30% delay  
 Greater than or equal to 30% delay  
 Less than 2 Standard Deviations (SD) below the norm  
 Greater than or equal to 2 Standard Deviations (SD) below the norm

- Does not seek objects that were hidden.  
 Cannot intentionally bang, shake or drop toys.  
 Cannot imitate gestures or activities (e.g., wave bye-bye, clap hands, make faces).  
 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?

- Yes  
 No

**Social Competency**

- Does not demonstrate separation anxiety.  
*Does not become upset or cry when primary caregivers / parents leave.*
- Does not show an interest in what others around them are doing.  
*Ignores other people in his / her immediate environment.*
- Does not want to play near or be with immediate family members.  
*Prefers to be alone rather than near those s/he trusts.*
- 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?

- Yes
- No