

6.15 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 +	
												<input checked="" type="checkbox"/> Indicates that the item on the functional screen should be checked. <input type="checkbox"/> Indicates that the item on the functional screen should NOT be checked.
												<p>A norm/criterion referenced assessment in cognition within the last <i>three months</i>. (A substantial functional impairment is defined by results that indicate a delay of 25% or greater or 1.5 standard deviations 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/criterion referenced assessment in cognition within the last <i>six months</i>. (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/criterion referenced assessment in cognition within the last <i>year</i>. (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/criterion referenced assessment in cognition within the last <i>three years</i>. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 standard deviations 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> <input checked="" type="checkbox"/> No matter what is offered (food, diaper change, hugs, and snuggles) the child is not soothed. <input checked="" type="checkbox"/> Cries throughout the day and night without any predictable pattern. <input type="checkbox"/> Is a “colicky” or “fussy” baby but can be soothed with some effort to meet needs. <input type="checkbox"/> Is fussy for a fairly predictable period of almost every day.
												<p>Does not show an interest in people or objects.</p> <input checked="" type="checkbox"/> Does not turn head or move eyes to visually explore surroundings. <input checked="" type="checkbox"/> Does not look at objects for at least 3 seconds. <input checked="" type="checkbox"/> Does not explore objects in a variety of ways (visually, orally etc.).
												<p>Does not seek objects that were hidden.</p> <p><i>This is a common milestone of typical development called object permanence. Intended to determine if a child understands that an object still exists even if it disappears from sight.</i></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. <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>Cannot intentionally bang, shake, or drop toys.</p> <input checked="" type="checkbox"/> Grasps toys but does not “play” with toys. <input checked="" type="checkbox"/> Drops toys by accident but not with intention. <input type="checkbox"/> Engages in these activities only as self-stimulation.
												<p>Cannot imitate gestures or activities (e.g., wave bye-bye, clap hands, make faces).</p> <input checked="" type="checkbox"/> Does not imitate these activities following a demonstration. <input type="checkbox"/> Engages in these activities only as self-stimulation.
												<p>Does not know any body parts on self or others.</p> <input checked="" type="checkbox"/> Does not respond or consistently responds incorrectly to “Where’s your nose?” or other similar questions. <input type="checkbox"/> When asked about a body part, the child shows you on a doll, in pictures, on themselves, or on you. <input type="checkbox"/> Only knows one body part.

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												<input checked="" type="checkbox"/> Indicates that the item on the functional screen should be checked. <input type="checkbox"/> Indicates that the item on the functional screen should NOT be checked.
												Does not place objects in containers during play. <input checked="" type="checkbox"/> Places objects in containers seemingly by accident while playing. <input checked="" type="checkbox"/> Only bangs objects together for repetition/self-stimulation. <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. <input type="checkbox"/> Does not have the physical ability to place objects in a container due to physical limitations.
												Does not connect a familiar action with an expected outcome (e.g., starting the water means a bath or shower). <input checked="" type="checkbox"/> Does not know that they are about to go outside when someone brings them a coat. <input checked="" type="checkbox"/> Cannot sequence related actions in play involving multiple steps (e.g., pretend making food, serve it, then clean up dishes).
												Does not know at least three body parts. <input checked="" type="checkbox"/> Knows the “Head, Shoulder, Knees and Toes” song but cannot identify body parts at any other time. <input type="checkbox"/> Only knows three parts of the face.
												Cannot match any basic shapes. <i>Examples: putting a round lid on a pot, putting a square lid on Tupperware.</i> <input checked="" type="checkbox"/> Given a wooden puzzle with three pieces, a square, circle, and a triangle, the child cannot place any piece correctly. <input type="checkbox"/> Child with quadriplegia can match shapes by sight. <input type="checkbox"/> Given a wooden puzzle with three pieces, a square, circle, and a triangle, the child can place one piece correctly consistently.
												Cannot identify objects in pictures by naming or pointing. <input checked="" type="checkbox"/> Does not interact while reading a book with an adult. <input checked="" type="checkbox"/> Does not point to picture when asked “where is the...?”
												Cannot match three shapes or three colors. This question is intended to capture children’s understanding of sorting and putting like objects together. <i>Examples for shapes: sorting blocks, using a shape sorter, matching animal crackers, sorting pictures or stickers of shapes.</i> <i>Examples for colors: sorting socks, mittens, M&Ms, crayons, vitamins.</i>
												Cannot rote count to 10 without mistakes. Rote counting is counting numbers sequentially from memory. <input checked="" type="checkbox"/> Counts to 10 but usually misses a couple of numbers along the way. <input type="checkbox"/> Counts to 10 consistently but doesn’t know the value of the numbers.

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												<input checked="" type="checkbox"/> Indicates that the item on the functional screen should be checked. <input type="checkbox"/> Indicates that the item on the functional screen should NOT be checked.
												<p>Cannot maintain an attention span of at least three minutes for an enjoyable activity (not including self-stimulating behavior). <i>Enjoyable Activity can include; playing a game with a friend, engaging in a project such as Lego building or a craft, watching a movie or show, etc.</i></p> <input type="checkbox"/> Child's enjoyable activity includes hyper-focused or obsessive behaviors.
												<p>Cannot accurately identify at least seven colors. <i>Examples of questions: "Show me blue," or "Which picture is yellow?"</i></p>
												<p>Cannot accurately identify at least five shapes. <i>Examples of questions: "Show me square," "Where is the circle?" or "Point to the triangle."</i></p>
												<p>Cannot count three objects. This question is intended to capture children who do not understand that numbers have meaning. <i>Example: "Give me three blocks."</i></p> <input checked="" type="checkbox"/> Can only repeat counting when done by another person or TV show. <input checked="" type="checkbox"/> Can count to three or even higher but does not know that numbers represent a certain quantity of things.
												<p>Cannot group objects by category. <i>Examples: dogs and cats are animals, cars and trucks are vehicles, bananas and apples are fruit.</i></p> <input checked="" type="checkbox"/> Unable to match items based on function or physical characteristics.
												<p>Does not know common opposites (e.g., tall-short, more-less, hard-soft). <i>Other examples include in-out, rough-smooth, hot-cold, tall-short.</i></p>
												<p>Does not understand sequencing of events. <i>Examples: hear a story and put pictures in order (1. running water, 2. washing, 3. drying), (1. mixing cake, 2. baking cake, 3. eating cake), (1. planting a seed, 2. watering, 3. growing plant).</i></p> <input checked="" type="checkbox"/> Can recite the alphabet or other memorized rote sequences but cannot sequence pictures from a story. <input checked="" type="checkbox"/> Does not understand sequence of reading a book from left to right, top to bottom. <input checked="" type="checkbox"/> Is not able to predict what happens next in a story.
												<p>Cannot name 10 colors. <i>Colors include red, green, blue, yellow, orange, purple, violet, brown, white, black, grey, pink, silver, gold, turquoise, navy, teal, fuchsia, maroon.</i></p> <input type="checkbox"/> Correctly answers "what color is this?" for 10 different examples.
												<p>Does not recognize their first and last name. <input checked="" type="checkbox"/> Does not recognize first/last name verbally or in writing. </p>

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												<input type="checkbox"/> Responds properly when asked, "Will Pat Smith please stand up?" or "Will Pat Jones please raise your hand?" <input type="checkbox"/> Knows their own first and last name but cannot say them.
												Is two or more grade levels behind in two academic subjects. <input checked="" type="checkbox"/> Parent report only, no documentation.
												Cannot tell time on a digital clock or watch. <i>Can be either on a digital or analog clock or watch.</i> <input checked="" type="checkbox"/> Recites digits but does not understand the concept of time. <input type="checkbox"/> Able to read time but cannot relate time to their daily schedule.
												Cannot identify coins by name. <i>By name means penny, nickel, dime, quarter.</i> <input checked="" type="checkbox"/> Able to identify some but not all. <input type="checkbox"/> Able to identify names of coins but not their value.
												Cannot tell a story with a beginning, middle, and end.
												Cannot provide primary address <i>Includes house number, street, and city.</i> <input type="checkbox"/> Does not have address memorized but can provide it in written form. <input type="checkbox"/> Is not able to use resources (e.g., phone contacts, contact card) to obtain address/phone number.
												Cannot make change for a dollar. <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> <input checked="" type="checkbox"/> Doesn't understand that four quarters equals one dollar. <input checked="" type="checkbox"/> Has no concept that money has value. <input checked="" type="checkbox"/> Able to identify some coin names but not all. <input type="checkbox"/> Cannot figure out how much change they should receive from a dollar for a purchase that cost \$.53. <input type="checkbox"/> Knows that 10 dimes equal one dollar. <input type="checkbox"/> Able to identify names of coins but not their value.
												Requires supervision due to inability to problem solve routine issues. <i>Example: if child missed their ride (bus, parent forgot to pick up after school), would the child know what to do?</i> <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. <input checked="" type="checkbox"/> Is not able to identify appropriate procedures when presented with an emergency (real or simulated).

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												<input checked="" type="checkbox"/> Indicates that the item on the functional screen should be checked. <input type="checkbox"/> Indicates that the item on the functional screen should NOT be checked.
												<input type="checkbox"/> The reason the child needs supervision is due to impulsivity or potential to participate in mischievous acts.
												Does not use time to follow a schedule. <input checked="" type="checkbox"/> Cannot understand the passage of time. <input checked="" type="checkbox"/> Does not relate time to activities throughout the day. <input checked="" type="checkbox"/> Can recite the time, but time has no meaning to them. <input type="checkbox"/> Does not make good use of their time or procrastinates.
												Is three or more grade levels behind in two academic subjects. <input checked="" type="checkbox"/> Parent report only, no documentation.