

**CHILDHOOD DISABILITY DETERMINATION**  
**ANALYSIS OF FUNCTIONAL AREAS**  
*INFANT (age 0-11 months)*

Child's Name: \_\_\_\_\_

SSN: \_\_\_\_\_ D.O.B. \_\_\_\_\_

Relationship to the child (teacher, therapist, pediatrician, counselor): \_\_\_\_\_

Length of relationship: \_\_\_\_\_

Diagnosed Impairment (s): \_\_\_\_\_

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This analysis requests an evaluation of the severity of a child's functional limitation in six broad areas of functioning. This information is used to determine whether the child's limitations are functionally equivalent to the impairments listed in the Social Security regulations.

Please complete the following questions and feel free to comment where applicable. For questions 1-6, please mark the appropriate level of limitation for each area of functioning. When making this determination, the child's level of functioning should be considered in relation to children the same age who do not have impairments. The definitions of each level of limitation are as follows:

<b>None:</b>	<b>No interference with functioning in that area and child functions in an age-appropriate manner</b>
<b>Moderate:</b>	<b>More than slight interference, but less than a marked restriction</b>
<b>Marked:</b>	<b>Serious interference with the child's ability to function independently, appropriately, and effectively in an age appropriate manner</b>
<b>Extreme:</b>	<b>Very serious limitation in functioning to no meaningful functioning in that area (reserved for only the worst limitations)</b>

The examples given are intended only to provide an illustration of typical functioning in that area, particular to the child's age group. They are taken directly from the Social Security

Administration's policy interpretation rulings.

***Please continue to refer back to the definitions of each level of limitation (on previous page) when considering your responses.***

*1. Acquiring and Using Information*

The child's ability to think, acquire and use information, visual and verbal reasoning, problem solving, and idea development. This includes the perceptual, sensorimotor, language and memory processes necessary to learn.

**Examples of Typical Functioning:** Shows interest in and explores the environment (for example, reaches for a toy); engages in random actions that eventually become purposeful (for example, shakes a rattle); begins to recognize and anticipate routine situations and events (for example, smiles at the sight of a stroller); begins to recognize and attach meaning to everyday sounds (for example, the telephone); begins to recognize and respond to familiar words (for example, own name, the name of a family member, or the word for a favorite toy or activity).

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None	Moderate	Marked	Extreme
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*2. Attending and Completing Tasks*

The child's level of alertness, ability to work at an appropriate pace, allay impulses, and initiate, sustain and change focus. This includes the capacity to focus on certain stimuli and ignore others.

**Examples of Typical Functioning:** Shows sensitivity to environment by responding to various stimuli (for example, light, touch, temperature, movement); stops activity when voices or other sounds are heard; begins to notice and gaze at various moving objects, including people and toys; listens to family conversations and plays with people and toys for progressively longer periods of time; wants to change activities frequently, but gradually expands interest in continuing an interaction or a game.

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None	Moderate	Marked	Extreme
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### 3. *Interacting and Relating with Others*

All aspects of social interaction and relationships with groups and individuals, as well as the speech and language skills necessary to communicate effectively. This includes the ability to respond to emotional and behavioral cues and form intimate relationships.

**Examples of Typical Functioning:** Begins to form intimate relationships (for example, by gradually responding visually and vocally to a caregiver, and by molding body to caregiver's when held); initiates early interactive games (for example, playing peek-a-boo or pat-a-cake); responds to a variety of emotions (for example, returning a caregiver's smile or crying when others are showing distress); begins to develop speech (beginning with vowels and consonants, first alone and then combined in babbling sounds).

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None	Moderate	Marked	Extreme
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### 4. *Caring for yourself*

The child's ability to care for one's physical needs and maintain a healthy emotional state. This includes the ability to care for one's own health and safety and to cooperate with others to meet one's needs. Incorporate the concept that the child should be developing an increasing sense of independence and competence.

**Examples of Typical Functioning:** Responds to body's signals (for example, hunger, discomfort, pain) by alerting caregiver to needs (for example, crying); consoles self until help comes (for example, sucking on a hand); begins to expand capacity for self-regulation to include rhythmic behaviors (for example, rocking); tries to do things for self, perhaps when still too young (for example, insisting on putting food in mouth, refusing caregiver's help).

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None	Moderate	Marked	Extreme
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5. *Moving about and manipulating objects*

The child's ability to perform physical functions like sitting, standing, balancing, shifting weight, bending, crawling, running, and transferring. This includes the ability to hold, carry and manipulate objects, as well as the capacity to plan, remember and execute movements. Consider the child's coordination, dexterity and integration of sensory input.

**Examples of Typical Functioning:** Explores immediate environment by moving body and using limbs; learns to hold head up, sit, crawl, and stand; tries to hold onto a stable object and stand actively for brief periods; begins to practice developing eye-hand control by reaching for objects or picking up small objects and dropping them into containers.

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None	Moderate	Marked	Extreme
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6. *Health and Physical Well Being*

The cumulative effects of physical and/or mental impairments. This includes the effects of chronic illness, including shortness of breath, reduced stamina, pain and poor growth. Consider the impact of therapies, medications and exacerbations. (A marked limitation requires episodes of illness or exacerbations that occur an average of 3 times a year, lasting 2 weeks or more, or the equivalent.)

**Examples of Limitations:** Weakness; dizziness; agitation; lethargy; psychomotor retardation; seizure or convulsive activity; recurrent infections; changes in weight; insomnia; need for frequent treatment or therapy; need for intensive medical care to maintain level of health; or unacceptable side effects of medication (stomach cramps, dizziness, headaches, daytime drowsiness).

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None	Moderate	Marked	Extreme
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1. What age-appropriate activities is the child able to perform? \_\_\_\_\_

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2. What age-appropriate activities is the child unable to perform? \_\_\_\_\_

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3. Which of the child's activities are restricted compared to other children the same age who do not have impairments? \_\_\_\_\_

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4. Where does the child have difficulty with activities - at home, in childcare, at school or in the community? \_\_\_\_\_

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5. Does the child have difficulty independently initiating, sustaining or completing the activities? \_\_\_\_\_

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6. What kind of help does the child need to do his or her activities, how much help, and how often is it needed? \_\_\_\_\_

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\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date