

**CHILDHOOD DISABILITY DETERMINATION
ANALYSIS OF FUNCTIONAL AREAS
ADOLESCENT (age 12-17)**

Child's Name: _____

SSN: _____ D.O.B. _____

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

Length of relationship: _____

Diagnosed Impairment (s): _____

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:

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

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 perceptual, sensorimotor, language and memory processes necessary to learn.

Examples of Typical Functioning: Continues to demonstrate learning in academic assignments (for example, in composition, during classroom discussion, and by school laboratory experiments); applies learning in daily situations without assistance (for example, going to the store, getting a book from the library, or using public transportation); comprehends and expresses simple and complex ideas using increasingly complex language in academic and daily living situations; learns to apply knowledge in practical ways that will help in employment (for example, carrying out instructions, completing a job application, or being interviewed by a potential employer); plans ahead for future activities; and begins realistic occupational planning.

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: Pays attention to increasingly longer presentations and discussions; maintains concentration while reading textbooks; plans and completes long-range academic projects independently; organizes materials and manages time in order to complete school assignments; and maintains attention on tasks for extended periods of time, and is not unduly distracted by or distracting to peers in a school or work setting.

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: Initiates and develops friendships with children of the same age; relates appropriately to children of all ages and adults, both individually and in groups; increasingly able to resolve conflicts between self and family members, peers, and others outside of family; recognizes that there are different social rules for dealing with other children than with adults (for example, behaving casually with friends, but more formally with people in authority); describes feelings, seeks information, relates events, and tells stories in all kinds of environments (for example, at home or in school) and with all kinds of people (for example, parents, siblings, friends, or classmates); develops increasing desire for privacy; and focuses less attention on parents and more on relationships with peers.

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: Discovers appropriate ways to express good and bad feelings (for example, keeps a diary, exercises); feels more independent from others and becomes increasingly independent in all daily activities; sometimes feels confused about how she feels about herself; notices significant changes in his body's development, which can result in some anxiety or worry about self and body (may sometimes cause anger and frustration); begins to think about future plans (for example, work); maintains personal hygiene adequately (for example, bathing, brushing teeth, wearing clean clothing appropriate for weather and context); and takes medications as prescribed.

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: Uses motor skills to move easily and freely at home, at school, and in the community; participates in a full range of individual and group physical fitness activities; shows mature skills in activities requiring eye-hand coordination; and possesses the fine motor skills to write efficiently or type on a keyboard.

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).

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

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

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

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

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

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

Signature

Date

**Created by the Children's Disability Project, Greater Boston Legal Services
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