

## Developmental Needs Module (2)

**Question to Consider for this Module:** *At what developmental level is the individual functioning?*

*Please rate the highest level from the past 30 days*

<b>COGNITIVE</b> - This item identifies the individual's intellectual or cognitive capacity.	
<p><b>Questions to Consider</b></p> <ul style="list-style-type: none"> <li>→ Has the individual been tested for or diagnosed with a learning disability?</li> <li>→ Does the individual have an intellectual disability or delay?</li> </ul>	<p><b>Ratings &amp; Definitions</b></p> <p><b>0</b> Individual's intellectual functioning appears to be in normal range. There is no reason to believe that the individual has any problems with intellectual functioning.</p> <p><b>1</b> Individual has low IQ (70 to 85) or has identified learning challenges.</p> <p><b>2</b> Individual has mild mental retardation. IQ is between 55 and 70.</p> <p><b>3</b> Individual has moderate to profound mental retardation. IQ is less than 55.</p>
<b>DEVELOPMENTAL</b> - This item rates the level of developmental delay/disorders that are present.	
<p><b>Questions to Consider</b></p> <ul style="list-style-type: none"> <li>→ Is the individual progressing developmentally in a way similar to peers of the same age?</li> <li>→ Has the individual been diagnosed with a developmental disorder?</li> </ul>	<p><b>Ratings &amp; Definitions</b></p> <p><b>0</b> Individual's development appears within normal range. There is no reason to believe that the individual has any developmental problems.</p> <p><b>1</b> Evidence of a mild developmental delay is apparent.</p> <p><b>2</b> Evidence of a pervasive developmental disorder including Autism, Tourette's, Down's Syndrome or other significant developmental delay is apparent.</p> <p><b>3</b> Severe developmental disorder is evident.</p>
<b>COMMUNICATION</b> - This item identifies the individual's capacity for expressive and receptive communication.	
<p><b>Questions to Consider</b></p> <ul style="list-style-type: none"> <li>→ Is the individual able to understand others' communications?</li> <li>→ Is the individual able to communicate to others?</li> </ul>	<p><b>Ratings &amp; Definitions</b></p> <p><b>0</b> Individual's receptive and expressive communication appears developmentally appropriate. There is no reason to believe that the individual has any problems communicating.</p> <p><b>1</b> Individual has receptive communication skills, but limited expressive communication skills.</p> <p><b>2</b> Individual has both limited receptive and expressive communication skills.</p> <p><b>3</b> Individual is unable to communicate.</p>
<b>SELF-CARE/DAILY LIVING SKILLS</b> - This item rates the individual's ability to participate in self-care activities, including eating, bathing, dressing and toileting.	
<p><b>Questions to Consider</b></p> <ul style="list-style-type: none"> <li>→ What supports and assistance does the individual need to complete daily living skills?</li> </ul>	<p><b>Ratings &amp; Definitions</b></p> <p><b>0</b> Individual's self-care and daily living skills appear developmentally appropriate. There is no reason to believe that the individual has any problems performing daily living skills.</p> <p><b>1</b> Individual requires verbal prompting on self-care tasks or daily living skills.</p> <p><b>2</b> Individual requires assistance (physical prompting) on self-care tasks or attendant care on one self-care task (e.g. eating, bathing, dressing, and toileting).</p> <p><b>3</b> Individual requires attendant care on more than one of the self-care tasks—eating, bathing, dressing, and toileting.</p>