

Developmental Needs Module (4)

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

Please rate the highest level from the past 30 days.

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