

## **Assessments of Function and Participation for Related Service Providers**

***(This list was created for training conversations and is intended to offer suggestions for assessments of student participation and function. It is not an exhaustive list.)***

A comprehensive evaluation exists within a district's multilevel system of support (MLSS) and represents a collaborative effort between families, general educators, related services, and special educators to understand a student's needs. The content of each eligible student's IEP must be based on recent and relevant information about the educational effects of the student's disability and resulting (educational) disability-related needs, including information provided by the student's parent and current information about the student's progress.

This document is not intended to give specific directions about what assessments should be used on an evaluation. IEP decisions are based on the review of existing and any information the team needs to make an informed decision on the student's academic and functional needs. This data can be gathered from a range of skilled observations to the findings from formal norm-referenced assessments.

Remember, there can be no "criteria" for related service support. The IEP Team determines the need for related services when considering how to best support the student's ability to achieve their IEP goals in the least restrictive environment. The data an OT provider or PT provider collects should inform the team about barriers to access and engagement in areas of academic and functional activities. This may be done through a variety of observations and functional performance checklists. The norm-referenced standardized scores frequently do not connect to actual functional task performance. In many cases, norm-referenced assessments can't be administered with fidelity to the protocol for many of our students. State and federal special education regulations require any evaluation (initial or reevaluation) to be significantly comprehensive to identify all of a student's educational needs, whether or not commonly linked to the student's special education disability category. IDEA [34 CFR 300.304 \(c\)\(6\)](#)

### **Participation-based Assessment Tools *(provided as resource only and not an exhaustive list)***

- [Top 9 Functional Balance Tests for School-based PTs](#) (SeekFreaks)
- [6-Minute Walk Test](#) (6MWT) – an endurance test that measures the distance walked in 6 minutes. Some version also requires measuring heart rate at the end of the test.

- [30-second Walk Test](#) (30sWT): A simple test to measure amount of distance walked in 30 seconds
- [50-foot Walk Test](#): Provides 2 measures; the amount of time it take students to walk 50 ft., and the maximum amount of time to walk 50 ft. that is acceptable to teachers
- [Autism Classification System of Functional Communication: Social Communication](#)
- [Canadian Occupational Performance Measure](#) (COPM)
- [Child Occupational Self-assessment](#) (COSA)
- [Child and Adolescent Scale of Participation](#)
- [Dynamic Gait Index](#) (DGI): Evaluates the ability to walk while performing different tasks and/or responding to different gait demands
- [Ecological Assessment](#)
- Ecological Approach: Anaby ([Handouts](#))
- Ecological Approach: Recommended practices to organize and deliver school-based services for children with disabilities: A scoping review. 27 September 2018  
<https://doi.org/10.1111/cch.12621>
- [Functional Mobility Scale \(FMS\)](#): Quantifies the use of assistive devices for 3 distances using a 6-point ordinal scale; the 3 distances represents mobility at home (5 meters), in school (50 meters), and in the community (500 meters)
- [Gross Motor Function Classification System - Expanded & Revised](#)
- [Manual Ability Classification System for children with cerebral palsy 1-18 years](#)
- [Miller Function and Participation Scales](#)
- [The Mini-MACS](#)
- [Pediatric Evaluation of Disabilities Inventory](#) (PEDI-CAT)
- Scale for the Assessment of Teachers' Impressions of Routines and Engagement [SATIRE.doc](#) ([jhu.edu](#))
- [School Function Assessment](#)
- [School Participation Questionnaire: Manual and Forms](#)
- [Strengths and Difficulties Questionnaire](#)
- [The Participation and Environment Measure for Children and Youth](#) (PEM-CY): the first tool of this type that measures participation and environmental factors at the same time
- [Timed Up and Down Stairs](#) (TUDS): Measures the time it takes to ascend 1 flight of stairs, turn around in the landing, and descend the same flight of stairs

- [Timed Up and Go](#) (TUG): Measures the time it takes to get up from a seat, walk 3 meters, turn around and walk back to sit down
- [Timed Floor to Stand](#) (TFTS): Measures the time it takes to get up from the floor, walk 3 meters, turn around and walk back to sit down in the same spot on the floor
- [Young Children's Participation and Environment Measure](#)
- [Indicator 7 Child Outcomes Recommended Assessment Tools, March 2017](#)