School Function Assessment

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Purpose/Application:
- To measure a student’s performance of functional (non-academic) tasks that support his/her participation in the academic and social aspects of an elementary school program (grades K-6).
- Designed to facilitate collaborative program planning for students with a variety of disabilities.
- Items have been written in specific, measurable, behavioral terms that can be used directly in the students IEP.

Description:
- Judgment based questionnaire completed by one or more school professionals who know the student well and have observed his typical performance on specified tasks
- Comprised of 3 parts:
  - Part I - Participation – used to examine the students level of participation in 6 major school activity settings (regular classroom or special Ed classroom, playground, recess, transportation to and from school, bathroom and toileting activities, transitions to and from class and mealtime or snack time.
  - Part II - Task Supports – used to examine the supports currently provided to the student when he/she performs school related functional tasks that are required to participate effectively in an educational program. Two types of supports are examined. Assistance (adult help) and Adaptations (modifications to the environment or program, specialized equipment or adapted materials)
  - Part III – Activity Performance – used to examine the student’s performance of specific school related functional activities. Each scale includes a comprehensive set of activities that share a common functional demand such as, moving around the classroom, using school materials, interacting with others, following school rules, and communicating needs.

- Based on current models of Functioning (ICF)
- Reflect current functional requirements of elementary school environment
- Trans-disciplinary focus and language
Criterion referenced scales designed to measure meaningful functional change

User Qualifications:

- Individuals who are familiar with the student’s typical performance, observed in a variety of separate occasions, have a working knowledge of the type and level of support typically provided to the students same age peers and their typical range of performance in the functional area being assessed.

Materials:

- User’s Manual
- Rating Scale Guide (contains directions to respondents for completing SFA as well as definitions of the ratings for each scale
- Record Form

Time Required:

- Can vary depending on respondent experience with SFA, if there is one respondent or several
- New users – 1.5 hours- 2 hours

Respondents:

- Can be one or several

Screening Tool

- Parts I - Participation and II – Task Supports can be used as a screening tool if serious time constraints exist.

Scale Definitions:

Part I- Participation:

Activity Settings

- Regular Classroom – defined as the setting in which most students re typically educated
- Special Education Classroom – Defined as a setting separate from that in which most students are typically educated
- Playground /Recess – Free time spent in the classroom, gym or on the playground
- Transportation – Getting to and from school under all conditions (weather/traffic etc)
- Bathroom/Toileting – Toileting tasks performed in the bathroom.
- Transitions – Moving from area to area or room to room, including lining up, moving in crowded corridors, negotiating hallways, following directions
- Mealtime/Snack time – Tasks and activities associated with eating at school.

Part II – Task Supports:

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<tr>
<th>Physical Tasks and Cognitive/Behavioral Tasks</th>
<th>Assistance and/or Supports</th>
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**Physical Tasks Definitions:**
- **Travel** - moving on different types of indoor and outdoor surfaces, around obstacles, through narrow hallways, in a line etc
- **Maintaining and Changing Positions** - moving self to and from positions including chair, wheelchair, toilet
- **Recreational Movement** – playing games involving physical activity
- **Manipulation with Movement** – transporting materials or belongings within and to and from classrooms, using containers
- **Using Materials** – using all classroom materials (pencils/erasers/markers, scissors/turning pages, using art materials)
- **Set-Up and Cleanup** – retrieving, gathering and putting away materials
- **Eating and drinking** - using all utensils, eating and drinking, using napkin, etc
- **Hygiene** – Toileting control and all associated tasks
- **Clothing Management** – putting on and taking off clothes

**Cognitive /Behavioral Task Definitions:**
- **Functional Communication** – communicating all types of information to peers and adults
- **Memory and Understanding** - understanding and remembering directions, locations, routines and use of classroom materials
- **Following Social Conventions** – recognizing when permission is required, appropriately asking directions, manners, respecting privacy etc
- **Compliance with Adult Directives and School Rules**
- **Task Behavior/Completion** – maintaining attention to and concentration on individual and group tasks.
- **Positive Interaction** – initiating and participating in interactions with peers, working cooperatively
- **Behavior Regulation** – accepting changes in routines, refrain from provoking others, handling frustrations
- **Personal Care Awareness** - monitoring and maintaining appropriate appearance
- **Safety** – demonstrating appropriate caution in vehicles, around traffic, or while near equipment.
Assistance: How many activities the student requires help with (hands on- cueing- monitoring- structures intervention)

Adaptations: How many activities in a task are performed using adaptations/modification

Part III - Activity Performance:

Used to examine the students ability to initiate and complete specific functional activities. Activities are presented in 21 separate scales.

Scoring:
- Each item is rated on record form
- Raw score totals are summed
- Criterion Scores are determined using table in Appendix B
- Standard Error of Measurement (SEM) scores are obtained for each Criterion Score
- Cut Off Scores are provided and can be used to evaluate students performance
- Functional Profile can be created using a graphic display of student’s performance. This will highlight his/her needs for task supports or assistance.

Interpretation:

Basic Level: Provides information indicating students limitations in function, need for support relative to same age peers. Can be used to answer questions regarding whether the student’s performance in a particular area is outside the range seen typically in same age peers. (Using Criterion cut off scores)

Advanced Level: Provides information to plan intervention, to obtain an in-depth understanding of the students functioning. Must apply clinical expertise. The SFA was designed to support a TOP DOWN problem Solving approach to student assessment. It considers students current level of participation in the functionally related educational activities expected of same age peers.

1. If the student’s participation is limited in one or more areas – What is the area of greatest concern?
2. What is the nature of the limitations?
3. What actors are associated with them?
4. Are there contexts in which difficulties are anticipated in the future?
5. How could contextual factors be altered in order to increase participation?