

# THE A B I L I T I E S INDEX

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The ABILITIES Index provides a profile of a child's abilities across 9 major areas. Individuals completing the Index should be familiar with the child and may base their ratings on knowledge of the child, as well as assessment results or available records.

Ratings in each area are made on a scale of 1 to 6, with 1 indicating normal ability, 2 (suspected) indicating some questions about the child's ability, and 6 indicating extreme or profound lack of ability. In making each rating, think about the child compared to other children the same age. Guidelines follow to assist you in making each rating. You may use the space on the back of this form to provide additional information about ratings.

<p><b>A</b>udition (Hearing)</p> <p>Think about the child's ability to hear in everyday activities. Score hearing for each ear separately. A score of 6 (Profound loss) means that the child has no hearing. Rate the child's hearing without a hearing aid. If the child uses a hearing aid, indicate this on the back of the form.</p>	<p><b>B</b>ehavior &amp; Social Skills</p> <p>Two ratings are made in this area, one for social skills and one for inappropriate or unusual behavior. Social skills refer to the child's ability to relate to others in a meaningful manner. Inappropriate &amp; unusual behavior may include fighting, hitting, screaming, rocking, hand flapping, biting self, etc..</p>	<p><b>I</b>ntellectual Function (Thinking &amp; Reasoning)</p> <p>This rating reflects the child's abilities to think and reason. Think about the way the child solves problems and plays with toys and compare this to other children of the same age.</p>
<p><b>L</b>imbs (Use of Hands, Arms &amp; Legs)</p> <p>Think about the child's ability to use his or her hands, arms, and legs in daily activities. Score left and right limbs separately. A score of 6 (Profound difficulty) means that the child has no use of a limb.</p>	<p><b>I</b>ntentional Communication (Understanding &amp; Communicating with others)</p> <p>Two ratings are made, one for the child's ability to understand others and one for the child's ability to communicate with others. This rating includes attempts to communicate in ways other than talking (signs, gestures, picture boards). Think about the child's ability to understand and communicate with others and compare this to other children of the same age.</p>	<p><b>T</b>onicity (Muscle Tone)</p> <p>Think about the child's muscle tone. Normal means that the child's muscles are neither tight nor loose. If the child's muscle tone is not in the normal range, place an "X" in each box that indicates the degree of tightness or looseness or both. Two ratings should be made since, in some children, tightness or looseness can vary in different parts of the body or from one time to the next.</p>
<p><b>I</b>ntegrity of Physical Health (Overall Health)</p> <p>Think about the child's general health. Normal means the usual health problems &amp; illnesses typical for a child this age. If there is a health problem, ratings should be made indicating the degree to which health problems limit activities. Ongoing health problems may include seizures, diabetes, muscular dystrophy, cancer, etc.</p>	<p><b>E</b>yes (Vision)</p> <p>Think about the child's ability to see in everyday activities. Score both the left &amp; right eye. A score of 6 (Profound loss) means that the child has no vision. Rate the child's vision without glasses. If the child uses glasses, indicate this on the back of the form.</p>	<p><b>S</b>tructural Status (Shape, Body Form &amp; Structure)</p> <p>This rating reflects the form and structure of the child's body. Normal means that there are no differences associated with form, shape, or structure of the body parts. Differences in form include conditions like cleft palate or club foot; differences in structure include conditions like curved spine and arm or leg deformity. Ratings should indicate how much these differences interfere with how the child moves, plays, or looks.</p>

# The ABILITIES Index

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Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

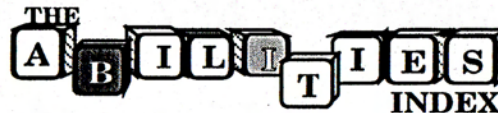
Child's Program: \_\_\_\_\_

Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**INSTRUCTIONS:** In each column, place an X in the space that best describes the child. Please note that multiple Xs should be recorded under A (Audition), B (Behavior), L (Limbs), I (Intentional Communication), T (Tonicity), & E (Eyes).

	A		B		I	L						I		T		I	E		S	
	Audition (Hearing)		Behavior & Social Skills		Intellectual Functioning	Limbs (Use of hands, arms, & legs)						Intentional Communication		Tonicity (Muscle Tone)		Integrity of Physical Health	Eyes (Vision)		Structural Status	
	Left Ear	Right Ear	Social Skills	Inappropriate Behavior	Thinking & Reasoning	Left Hand	Left Arm	Left Leg	Right Hand	Right Arm	Right Leg	Under- standing others	Comm- unicating with others	Degree of tightness	Degree of looseness	Overall Health	Left Eye	Right Eye	Shape, Body Form & Structure	
1	Normal		All behaviors typical & appropriate for age		Normal for age							Normal for age verbal & non-verbal (includes signs, gestures or symbol systems)			Normal	General good health		Normal	Normal	
2	Suspected hearing loss		Suspected disability	Suspected inappropriate behaviors	Suspected disability							Suspected disability			Suspected	Suspected health problems		Suspected vision loss	Suspected difference or interference	
3	Mild hearing loss		Mild disability	Mildly inappropriate behaviors	Mild disability							Mild disability			Mild	Minor ongoing health problems		Mild vision loss	Mild difference or interference	
4	Moderate hearing loss		Moderate disability	Moderately inappropriate behaviors	Moderate disability							Moderate disability			Moderate	Ongoing but medically- controlled health problems		Moderate vision loss	Moderate difference or interference	
5	Severe hearing loss		Severe disability	Severely inappropriate behaviors	Severe disability							Severe disability			Severe	Ongoing poorly- controlled health problems		Severe vision loss	Severe difference or interference	
6	Profound hearing loss		Extreme disability	Extremely inappropriate behaviors	Profound disability							Profound disability			Totally tight	Totally loose	Extreme health problems, near total restriction of activities		Profound vision loss	Extreme difference or interference

You may use this space to clarify ratings or provide additional information.



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