

1. LEARNING AND APPLYING KNOWLEDGE

Involves learning and applying the knowledge that is learned. This includes sensory experiences (e.g. watching, touching, listening), foundation learning (e.g. copying, rehearsing, learning to write) and applying knowledge (e.g. solving problems and making decisions).

SCORING - YOU ARE ABLE TO USE 'HALF POINTS'

Impairment of either Structure or Function (as appropriate to age):

Impairments are problems in body structure (anatomical) or function (physiological or psychological) as a significant deviation or loss. Impairments may be mental (cognitive/perceptual), or sensory.

A variety of impairments (attention, concentration, processing, and memory) may impact on ability to learn and apply knowledge. Considering all the impairments an individual may have, assess the level of severity of these. Base your assessment on typical presentation of the individual's impairment/s in an appropriate environment.

0 The most severe presentation of impairment/s. E.g. no voluntary response to stimuli, does not recognize people, unable to learn. Frequent inappropriate responses.

1 Severe presentation of impairment/s. E.g. limited and/or inappropriate response to stimuli. Some awareness of their surroundings and environment but responses are erratic or momentary or severely delayed. May recognize familiar people in certain contexts. Attempts to learn simple things with maximum assistance. Occasionally responds to simple commands.

2 Moderate/ severe presentation of impairment/s. E.g. inconsistent response related to type of stimulus. Can attend but is highly distractible and unable to focus on a particular task. Memory is moderately to severely impaired, and is unable to retain new information. May perform previously learned task with structure but is unable to retain new information. Recognises familiar people and tasks in most contexts. Occasionally responds appropriately.

3 Moderate presentation of impairment/s. E.g. is frequently able to respond appropriately, but responses are robot-like. Appears oriented to setting but insight, judgement and problem solving are often poor. Memory is variable but able to learn more complex tasks with repetition and structured context. Frequently able to respond appropriately.

4 Mild presentation of impairment/s. E.g. Able to recall and integrate past and recent events; shows carry over for new learning and needs no supervision when activities are learned but has high level difficulties for example, abstract reasoning, tolerance for stress, or judgement in unusual circumstances. Alert and able to learn but requires occasional structured context. Responds appropriately in most situations.

5 No impairment/s of structure or function. All structures /or functions intact. Able to learn, and respond appropriately.

Activity Limitation (as appropriate to age):

Activity limitation results from difficulty in the performance of an activity. Activity is the execution of a task by an individual. Assess what the individual actually does.

Assess the individual's ability to learn and apply knowledge. Assess what the client actually does.

0 Does not learn and apply knowledge. No ability to engage in purposeful sensory experiences, learn or apply knowledge. Total dependence in all activities.

1 Severe difficulty in learning and applying knowledge. Maximum assistance required from another person to learn and apply knowledge. Able to demonstrate some engagement in purposeful sensory experiences by responding to sight, sound, touch, taste or smell. Unable to apply sensory experiences to undertake a structured activity.

2 Moderate/severe difficulty in learning and applying knowledge. Able to apply learning to a simple, familiar or structured activity, often not at a developmentally appropriate level and with constant verbal prompting and direction. Does not transfer learnt steps of activity to another activity by self.

3 Moderate difficulty in learning and applying knowledge. Able to initiate and conduct learning and applying knowledge for familiar tasks in a structured environment with verbal prompting, supervision, and/or set-up. May need assistance for unfamiliar tasks or for transferring learnt tasks to another activity.

4 Mild difficulty in learning and applying knowledge. Consistently able to perform routine tasks of learning and applying knowledge but lacking in quality (proficiency) or requires extra time. Needs very minimal assistance (structure and direction) for new learning or in unfamiliar situations.

5 No difficulty in learning and applying knowledge.

Participation Restriction (as appropriate to age):

Participation restrictions are difficulties the individual may have in the manner or extent of involvement in their life situation. Clinicians should ask themselves: "given their problem, is this individual experiencing disadvantage?"

0 Unable to fulfill social, work, educational or family roles. No social integration. No involvement in decision-making. No control over environment. Unable to reach potential in any situation.

1 Severe difficulties in fulfilling social, work, educational or family roles. Very limited social integration. Very limited involvement in decision-making. Very little control over environment. Can only rarely reach potential with maximum assistance.

2 Moderately severe difficulties in fulfilling social, work, educational or family roles. Limited social integration. Limited involvement in decision-making. Control over environment in one setting only. Usually reaches potential with maximum assistance.

3 Moderate difficulties in fulfilling social, work, educational or family roles. Relies on moderate assistance for social integration. Limited involvement in decision-making. Control over environment in more than one setting. Always reaches potential with maximum assistance and sometimes reaches potential without assistance.

4 Mild difficulties in fulfilling social, work, educational or family roles. Needs little assistance for social integration and decision-making. Control over environment in more than one setting. Reaches potential with little assistance.

5 No difficulties in fulfilling social, work, educational or family roles. No assistance required for social integration or decision-making. Control over environment in all settings. Reaches potential with no assistance.

Wellbeing/Distress (as appropriate to age):

The level of concern experienced by the individual. Concern may be evidenced by anger, frustration, apathy, depression etc.

0 High and consistent levels of distress or concern.

1 Severe concern, becomes distressed or concerned easily. Requires constant reassurance. Loses emotional control easily.

2 Moderately severe concern. Frequent emotional encouragement and reassurance required.

3 Moderate concern. May be able to manage emotions at times, although may require some encouragement.

4 Mild concern. Able to manage emotions in most situations. Occasional emotional support or encouragement needed.

5 Able to cope with most situations. Accepts and understands own limitations.

Without training reliability cannot be assumed