Active Learning Assessment

Developed by Kate Hurst,
Texas School for the Blind & Visually Impaired
Outreach Programs

This powerpoint covers the following topics:
Participants will be able to:
1. Share basic information about Active Learning with someone else
2. Identify the role of play in learning

It will take approximately 45-60 minutes to present.
What is the Functional Scheme assessment?
Have you tried to use the Functional Scheme assessment tool and felt unsure of how to score it?
Do you want to know how to use this tool effectively?
During this session you will learn all the ins and outs of using the Functional Scheme assessment.
This presentation utilizes content on Active Learning Space, a collaborative website developed by Penrickton Center for Blind Children, Perkins School for the Blind and Texas School for the Blind & Visually Impaired.
In this presentation you will learn:

1. What the Functional Scheme is and what Dr. Nielsen designed it for
2. How to score the Functional Scheme initially
3. How to update the Functional Scheme to track progress
4. How to use the Assessment of Levels of Function to develop a profile of student functioning
Section 1
What is the Functional Scheme?
If possible, have several copies of the Functional Scheme available for participants to review.

The Functional Scheme is a skill assessment, learning program, and re-assessment tool developed by Dr. Nielsen. It was designed to meet the needs of children and adults with multiple special needs functioning at a developmental level under 48 months.
The Functional Scheme helps to determine where an individual is currently functioning. Areas of assessment are broken down into development steps. Once you determine a person's current functional level, appropriate individualized programming can be developed utilizing the best materials, perceptualizing aides, and phase of educational treatment.
What is the Functional Scheme?

The Functional Scheme is also an important tool for tracking progress and regression in student performance and to help assess the effectiveness of the current learning program.
What is the Functional Scheme?

The full assessment appears to be quite long (264 pages), though you will only work through a small portion of these pages at each assessment or reassessment.
A single copy of the Functional Scheme is typically used to assess an individual throughout much of their school career since progress for children with significant multiple disabilities is often very slow.
What is the Functional Scheme?

Functional Scheme assesses 20 fields:
1. Gross Movement
2. Fine Movement
3. Mouth Movement
4. Visual Perception
5. Auditory Perception
6. Haptic-tactile Perception
7. Smell and Taste
8. Object Perception
9. Spatial Perception
10. Emotional Perception
11. Social Perception
12. Language (non-verbal)
13. Language (verbal)
14. Language (comprehension)
15. Developmentally Impeding Functions
16. Play and Activities
17. Toileting Skills
18. Undressing & Dressing Skills
19. Personal Hygiene
20. Eating Skills
What is the Functional Scheme?

Levels in 3 Month Increments
- 0-3 months
- 3-6 months
- 6-9 months
- 9-12 months
- 12-15 months
- 15-18 months

Levels in 6 Month Increments
- 18-24 months
- 24-30 months
- 30-36 months
- 36-42 months
- 42-48 months

What is the Functional Scheme?
Levels in each Field are divided into 3 and 6 month increments roughly correlating with the Sensorimotor and Early Pre-operational stages of learning described by Jean Piaget.
At each level (0-3 months, 15-18 months) of a field you will see a list of skills or “functions”.
This list is followed by blanks where additional skills or functions can be added by your team.
These functions help you know what skills the student has and what skills still need to develop.

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This list is followed by blanks where additional skills or functions can be added by your team.
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Developmentally Impeding Functions P. 213

Movement patterns or behaviors that can interfere with learning or are self-injurious or self-stimulatory.

These may provide information about
- preferred sensory channels
- inappropriate materials or activities
- emotional state
This section shows behaviors that can interfere with learning.

Many are considered self-stimulation (eye-poking, biting, rocking), and though they serve the function of helping the child self-regulate, can become habits.

They frequently develop out of lack of appropriate stimulation.

Often these behaviors can help us know what sensory channels or “pathways to learning” work best for the learner.
Some fields have included skills or behaviors that are not based on a specific developmental level and are listed in the final page(s) of that field. For example, “sits up with hunched back”.

These are titled, irrespective of level of development, and appear in these fields:

- Gross Movement
- Visual Perception
- Auditory Perception
- Language
- Social Perception
- Emotional Perception
- Eating Skills
What is the Functional Scheme?

This information:
• Contributes to the “big picture” of who the child is
• Provides additional information that might be important or helpful
• Often these behaviors can help us know what sensory channels or “Pathways to Learning” work best for the learner.

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Contributes to the “big picture” of who the child is

Provides additional information that might be important or helpful

Often these behaviors can help us know what sensory channels or “Pathways to Learning” work best for the learner.
You may want to divide your participants into small groups first and have them discuss these questions and report to the larger group. OR you may want to discuss this as a large group, depending on how familiar your group is with Active Learning and the Functional Scheme or if you are doing a flipped learning approach.

Do you understand the various parts of the Functional Scheme?
Do you have questions or concerns?
Do you think you would be able to complete a Functional Scheme?
Section 2
How to Complete the Functional Scheme
Completing the Functional Scheme can seem daunting. That is why we recommend that you utilize a team approach when completing it. As with many developmental checklists we recommend completing this assessment as a team. Include all team members and the parent or caregiver for the best description of the child’s present levels of functioning.
How to Complete the Functional Scheme

Divide and Conquer

Some teams find it useful to have pairs of team members work together initially on specific “fields” (e.g. Gross Movement) of the assessment.

Their results are shared with all other team members to reach consensus about the child’s functional level in each field of assessment.

This is done much more easily if your team decides to “Divide and Conquer” by sharing responsibility for completing the initial assessment and on-going re-assessment.

Some teams find it useful to have pairs of team members work together initially on specific “fields” (e.g. Gross Movement) of the assessment.

Their results are shared with all other team members to reach consensus about the child’s functional level in each field of assessment.
How to Complete the Functional Scheme

It Takes a Team!

For the most part, children who will benefit from an Active Learning approach are served by a multitude of individuals in any given year. Usually the team includes a classroom teacher, para-professionals, physical, occupational or speech/language therapists, a teacher of students with visual impairments, teacher of the deaf and hard of hearing, orientation and mobility specialists, family members, and administrators. Each of these individuals has a role and possesses expertise crucial to the success of the student. Therefore all the players need to be a part of assessment, implementation, documentation, and re-evaluation steps.

When completing the Functional Scheme assessment approach is to decide and complete:

1. Some teams find it useful to have pairs of team members work together initially on specific “fields” (e.g., Gross Movement) of the assessment.
2. Their results are shared with all other team members to reach consensus about the child’s functional level in each field of assessment.
3. Then the entire assessment is reviewed with the parents or caregivers to determine if the child functions differently in the home environment.

Below is a chart showing possible “lead pairs” for completing the various fields of the Functional Scheme:

Key to Lead Abbreviations:
- CDMS (orientation and mobility specialist)
- OT (occupational therapist)
- PT (physical therapist)
- SLT (speech and language pathologist or therapist)
- SDBH (teacher of the deaf and hard of hearing)
A child may function very differently at home than in the school environment. Don’t discount what parents report as “not possible”. The child is most likely at their best at home in familiar surroundings with familiar people.

Before finalizing results, the entire assessment is reviewed with the parents or caregivers and the team reaches consensus on the scoring.
The completion of the Social Perception and Emotional Perception fields are very important when working with the student. They guide us on the “educational treatment” or which of the Five Phases (offering, imitation, interaction, sharing the work, and consequences) to use with a student when we interact with them.

These can be the most challenging fields to complete.
You may want to start out with some of the other fields until you get more comfortable with the document.
Input from the parents is really critical for the completion of the Social and Emotional fields.
If the parents cannot be accessed for this information, do the best you can to complete these sections.
Step 1 in completing the assessment is the Milestones page found at the beginning of each field or area of development, e.g. Gross Movement, Visual Perception. Each field begins with a list of “Milestones”.

When completing the assessment you **fill out the Milestone pages first** by checking “yes” or “no” beside the skill or function shown.

Use an “X” or the date to mark the column.
How to Complete the Functional Scheme

Once you have completed the Milestone page begin your assessment at the level where you last scored “Yes”.

<table>
<thead>
<tr>
<th>Level</th>
<th>Milestones</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 months</td>
<td>Grasps reflexively</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Uses the ulnar grip (see F O11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-6 months</td>
<td>Puts hands together</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Grasps and keeps objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-9 months</td>
<td>Picks up small objects using index finger and thumb</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Explores the characteristics of objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-12 months</td>
<td>Uses pincer grip</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Turns over objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-15 months</td>
<td>Uses palmar grip with elbow lifted up</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Claps hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-18 months</td>
<td>Tries to use a piece of paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once you have completed the Milestone page begin your assessment at the level where you last scored “Yes”.
Ask your participants at what level would they start the Fine Movements assessment.

### How to Complete the Functional Scheme

#### Fine Movements

<table>
<thead>
<tr>
<th>Level</th>
<th>Milestones</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 months</td>
<td>Grasps reflexively&lt;br&gt;Uses the ulnar grip (see F 01)&lt;br&gt;Grasps and keeps objects</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3-6 months</td>
<td>Puts hands together&lt;br&gt;Grasps and keeps objects</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6-9 months</td>
<td>Picks up small objects using index finger and thumb&lt;br&gt;Explores the characteristics of objects</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9-12 months</td>
<td>Uses pincher grip&lt;br&gt;Turns over objects</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12-15 months</td>
<td>Uses palmer grip with elbow lifted-up&lt;br&gt;Claps hands</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>15-18 months</td>
<td>Tears up a piece of paper&lt;br&gt;Puts objects into a bowl or a cardboard box</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-24 months</td>
<td>Collects several objects in one hand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24-30 months</td>
<td>Unscrews small lids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-36 months</td>
<td>Buttons 1-2 buttons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36-42 months</td>
<td>Removes objects from pocket (in clothes) by hand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42-48 months</td>
<td>Folds a piece of paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to Complete the Functional Scheme

The Fine Movement assessment would **begin at the 3-6 month level**. This saves the assessor some time.

<table>
<thead>
<tr>
<th>Level</th>
<th>Milestones</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 months</td>
<td>Grasps reflexively</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Uses the ulnar grip (see F 011)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-6 months</td>
<td>Puts hands together</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Grasps and keeps objects</td>
<td></td>
<td></td>
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<tr>
<td>6-9 months</td>
<td>Picks up small objects using index finger and thumb</td>
<td></td>
<td></td>
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<td></td>
<td>Explores the characteristics of objects</td>
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<td>Uses palmer grip with elbow lifted-up</td>
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<td></td>
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<td></td>
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<tr>
<td>24 - 30 months</td>
<td>Unscrews small lids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 - 36 months</td>
<td>Buttons 1-2 buttons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36 - 42 months</td>
<td>Removes objects from pocket (in clothes) by hand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42 - 48 months</td>
<td>Folds a piece of paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is the correct answer.
When scoring the initial assessment you will only use “yes”, “no”, and “don’t know” boxes.

Here are the definitions for each possible response.

“Yes” means:
Child exhibits the skill without any prompts
In multiple environments
With a variety of people
With automaticity

If these criteria are not met in full do not mark yes.
How to Complete the Functional Scheme

Scoring

“No” means:

• Occasionally exhibits the skill, usually under ideal circumstances related to an environment, with a specific person, and/or with prompts

• Usually only exhibits the skill with a specific person, a specific environment or activity, or with prompts

“No” means:
Occasionally exhibits the skill, usually under ideal circumstances related to an environment, with a specific person, and/or with prompts
Usually only exhibits the skill with a specific person, a specific environment or activity, or with prompts
How to Complete the Functional Scheme

Scoring
“Don’t know” means:
This function can’t be observed or information can’t be obtained from another source like the parents or therapist.

You can do several things to try to get this information:
• Consult the parents or caregivers
• Set up activities to observe the child playing independently to see if the skill is observed
• Reference reports that may indicate that a skill is present
Frequently it occurs that the child you are assessing is new to you. There may be very little that you know about the child and the child may be reluctant to interact with you. What do you do?

1. I know I can ask the parent/caregiver if the child has ever demonstrated that skill.
2. Maybe I’ll ask the person who spends the most time in school with that student if they know.
3. I suppose I could set up some environments and activities that might elicit that skill.
4. I could also watch for that skill during independent play and update the assessment if I see it.
5. Now that I think of it, I could do all of those things!
When you complete the assessment for the very first time, you only use these three columns.

Mark the date of the assessment (e.g. 9/14) and the initials of the assessor (e.g. KB) in the checklist box.
If you score each “level” (e.g. 3-6 months) of the field and get mostly “Yes” answers you go up to the next level (e.g. 6-9 months).
If you get mostly “No” answers you go down to the next level (e.g. 0-3 months).
How to Complete the Functional Scheme

There are 4 other columns shown in the assessment:
1. Was able to
2. Learning has begun
3. Performed in favorable conditions
4. Performs spontaneously

These are only used in the re-assessment phase.
“Was able to” refers to skills that were present at one time and now have disappeared. It is recommended not to use this column when marking the Functional Scheme the first time you use it. However, “was able to” can help document the loss of skills which can be very important. This may occur, for example, when the student is experiencing certain progressive medical conditions, is being over- or under-medicated, or is experiencing emotional or behavioral challenges.

It may also be indicative of inappropriate programming or lack of opportunities to practice skills.

It can also occur simply because that skill was a reflexive skill that has appropriately disappeared, such as a reflexive suck.
“Learning has begun”
If the student demonstrates the skill some of the time without a lot of prompting, mark it as “Learning has begun.”
“Performed in favorable conditions”

This means the student only demonstrates the skill when prompted, in only a few environments, or perhaps only with a single person.
“Performs spontaneously”

This response is very similar to “Yes”.
It can indicate that the skill has firmly become part of the learner’s “personality”.
Demonstrates skill naturally with no apparent effort.
How to Complete the Functional Scheme

Individual “level” sheets can be photocopied to:
• track weekly progress and for on-going re-assessment
• share with paraprofessionals as observation tools and for keeping data – make sure the paraprofessional understands what each scoring column means
• share with family members in regular reporting periods or weekly updates or maintained as an historical record

Some individuals like to use the “level” sheets to document progress. Blank forms can be photocopied to track weekly progress and for on-going re-assessment.

If you share with paraprofessionals as observation tools and for keeping data – make sure the paraprofessional understands what each scoring column means so that data is consistent.

You may also want to use these sheets to share with family members in regular reporting periods or weekly updates or maintained as an historical record.
### How to Complete the Functional Scheme

This is an example showing the initial assessment (in blue) and progress at the reassessment period (in yellow).

#### Gross Movement: Level: 0 – 3 months

<table>
<thead>
<tr>
<th>No.</th>
<th>Function</th>
<th>Yes No</th>
<th>Don't Know</th>
<th>Was able to</th>
<th>Learning has begun</th>
<th>Performs in favorable conditions</th>
<th>Performs spontaneously</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Supine: reaches head against mattress</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>002</td>
<td>Supine: moves legs and arms</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>003</td>
<td>Supine: moves upper and lower limbs up and down</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>004</td>
<td>Supine: raises head from supine position</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>005</td>
<td>Supine: turns head from side to side</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>006</td>
<td>Supine: raises head in passive position</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>007</td>
<td>Prone: moves arms and legs</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>008</td>
<td>Prone: moves legs</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>009</td>
<td>Prone: turns head to side</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>010</td>
<td>Prone: moves head to various positions</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>011</td>
<td>Prone: moves head to various degrees</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>012</td>
<td>Prone: moves left and right</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>013</td>
<td>Uses a Support Blanket</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
<tr>
<td>014</td>
<td>Uses a Support Blanket without head Support</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
<td>3 17 CC</td>
</tr>
</tbody>
</table>

**Showing Progress**

This is an example showing the initial assessment (in blue) and progress at the reassessment period (in yellow).
When is “No” counted as “Yes”?

There are certain functions that should disappear in the course of natural development. This is a positive occurrence even though it is marked as “no”.

An item that reflects a “reflex” might be marked as “no” but counted as “yes” when adding up scores because the child has outgrown that reflex. E.g., Mouth Movement Level 0-3 months, M004- *Sucks anything coming near the mouth*. This might not be seen if the child is at a higher developmental level.

You may want to highlight this function so you will be sure to count it as a “yes” answer for calculating the overall score in a field.
How to Complete the Functional Scheme

- Page 7 of the Functional Scheme contains the Assessment of the levels of function
- This is a summary page of all the fields
- All 20 fields are listed from top to bottom on the chart.

You may want to make copies of this page to share or have copies of the Functional Scheme available for participants to use.
How to complete the Functional Scheme

All 20 fields are listed from top to bottom on the chart.

All 20 fields are listed from top to bottom on the chart.
11 levels are listed across the top in 3 or 6 month increments reflecting the **sensorimotor** and early **preoperational** stages of development.

<table>
<thead>
<tr>
<th>Sensorimotor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 0-3 months</td>
</tr>
<tr>
<td>2. 3-6 months</td>
</tr>
<tr>
<td>3. 6-9 months</td>
</tr>
<tr>
<td>4. 9-12 months</td>
</tr>
<tr>
<td>5. 12-15 months</td>
</tr>
<tr>
<td>6. 15-18 months</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preoperational:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. 18-24 months</td>
</tr>
<tr>
<td>8. 24-30 months</td>
</tr>
<tr>
<td>9. 30-36 months</td>
</tr>
<tr>
<td>10. 36-42 months</td>
</tr>
<tr>
<td>11. 42-48 months</td>
</tr>
</tbody>
</table>
How to Complete the Functional Scheme

**Scoring**
Add up the number of “yes” responses at each level of a field

Figure a percentage for the number of “yes” responses from all items at each level you assess in each field.

*(Remember you don’t keep going up to a higher level if you are getting mostly “no” responses.)*

**Example:**
4 functions in a field at 12-15 months
3 yes
1 no
3 divided by 4 = 75% for the field

15 functions in a field at 0-3 months
12 yes
3 no
12 divided by 15 = 80%

**Scoring**
Add up the number of “yes” responses at each level of a field

Figure a percentage for the number of “yes” responses from all items at each level you assess in each field.

*(Remember you don’t keep going up to a higher level if you are getting mostly “no” responses.)*

**Example:**
4 functions in a field at 12-15 months
3 yes
1 no
100 divided by 4 = 25 points each
Score of 75% for the field

15 functions in a field at 0-3 months
12 yes
3 no
100 divided by 15 = 6.6 points each
Score of 79%
A percentage score of about **80% or better** means this is the **level you should target in instruction**.

Skills may range over a number of levels in each field, e.g.
- 80% at 0-3 months
- 40% at 3-6 months
- 5% at 6-9 months

### How to Complete the Functional Scheme

<table>
<thead>
<tr>
<th></th>
<th>0-3 months</th>
<th>3-6 months</th>
<th>6-9 months</th>
<th>9-12 months</th>
<th>12-15 months</th>
<th>15-18 months</th>
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A percentage score of about **80% or better** means this is the **level you should target in instruction**.

Skills may range over a number of levels in each field, e.g.
- 80% at 0-3 months
- 40% at 3-6 months
- 5% at 6-9 months
In this example the areas highlighted in yellow reflect the level where you would target your instruction.

The learner is functioning primarily at a 0-3 month level with some higher skills scattered up to 15 months in some fields. 

The goal is to have more even development in all areas.

### How to Complete the Functional Scheme

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In this example the areas highlighted in yellow reflect the level where you would target your instruction.

The learner is functioning primarily at a 0-3 month level with some higher skills scattered up to 15 months in some fields.

Emotionally this child is at a birth-3 month level. Putting emphasis on social and emotional development might help to increase overall development as the child begins to feel safer and more competent in interacting with objects and others in his environment.

Most of the instruction is from 0-6 months, even though some areas are higher.

You may want to prioritize the fields where functioning falls below that level to help the child have a more even developmental profile. So in this example, provide more opportunities to practice mouth movement, visual perception, olfactory/gustatory perception, emotional and social perception, toileting and dressing and undressing skills.
How to Complete the Functional Scheme

When figuring percentages only count the “yes” and “positive no” answers. For reassessment – “performs spontaneously” is counted as a “yes”. Other column information (e.g. “learning has begun”, “performed in favorable conditions”) helps document progress, but is not calculated in scoring for the Assessment of Levels of Functioning or targeting programming level.
The Assessment of the Levels of Function gives you the student’s present level of performance related to pre-requisite or functional skills used to develop IEP.

This is where you target instruction.

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![Functional Scheme Table]

### How to Complete the Functional Scheme

The Assessment of the Levels of Function gives you the student’s present level of performance related to pre-requisite or functional skills used to develop IEP.

This is where you target instruction.
How to Complete the Functional Scheme

Since the Functional Scheme includes items specific to Active Learning equipment you may need to leave these items out until you can try them out with the student.
Check them as “Don’t Know”.
Consider borrowing the items from TSBVI Tech Loan Program for a short period of time.

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Check them as “Don’t Know”.
Consider borrowing the items from TSBVI Tech Loan Program for a short period of time.
These items can be borrowed for a period of several months to try out equipment your district may want to purchase for this child’s programming.
How to Complete the Functional Scheme

This is a “Danish” product and some terms are odd. For example, do you know what a “torch” is?

Do your best to try to figure out what Lilli means or check with someone who might know the answer.
Currently efforts are underway by educators in Denmark to update and modernize the Functional Scheme.
It will be translated into English and hopefully have an app to help scoring become an easier task.
Credits

This content was developed by Texas School for the Blind & Visually Impaired Outreach Program and may not be used without their express permission.

This content is based on the Active Learning Space website, collaboratively developed by Penrickton Center for Blind, Perkins School for the Blind and Texas School for the Blind and Visually Impaired. Special contributions of content and images of Active Learning instruction comes from Narbethong State Special School in Australia.

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