

DIAGNOSTIC PROFILE	
Name of learner:	Date of birth:
Disability:	
<p>Ensure relevant documents accompany this form. This form should be filled in by health professionals in the DBST, special schools, hospitals, primary health care clinics and/or private practice to provide a clearer understanding of the extent of the functional limitations experienced by children who are disabled or ill. It must be understood that in itself it provides no indication of the education support that will be needed by learners and may not serve as a recommendation for educational placement or indication of level of support needs. Note to ILST/ DBST: Learner with one or more moderate or severe impairments should be reviewed for Level 4 or Level 5 support needs.</p>	

A. Health Professional Report (To be completed by health professional)			
1. Medical records	Viewed	<input type="checkbox"/>	Attached
Is the impairment temporary or permanent?	Temp	<input type="checkbox"/>	Perm.

Summary of functional limitations experienced by learner (as outlined in the Department of Health Guidelines for Disabled People at hospital Level).

2. Areas of impairment and activity limitation			
NA= not applicable	Mild impairment/ activity limitation	Moderate impairment/ activity limitation (Level 4 within SIAS framework)	Severe impairment/ activity limitation (level 5 within SIAS framework)
2.1 Mobility			
2.2 Self-care			
2.3 Communication			
2.4 Vision			
2.5 Hearing			
2.6 Mental- psychiatric diagnosis			
2.7 Cognition			
2.8 Health care needs			
Further Comments			
Date:	Name of Health Professional:		

B. Criteria for selection

- Score Activity Limitations by entering a rating for each sub-section of the Activity Domains according to severity. If a 'moderate' or 'severe' limitation is noted, move on to the next section.
- Choose which Activity Domains need to be included for each Applicant; not all will apply.
- Capture the global score for each domain in the table on the first page of this form.
- The developmental age of the child is taken into account when scoring – generally assess in relation to the norm.

NB: All questions assume that the applicant is not using any assistive devices or does not have any help from another person (with some exceptions e.g. a wheelchair). Indicate under **Further comments** on the first page, whether the learner has an assistive device and whether it is in good operating order (this must be taken into account when filling in SNA Section 3a and b.

See <http://www.who.int/classifications/icf/site/checklist/icf-checklist.pdf>

Use the above guidelines when scoring each section below:

Activity limitations:

- 1 = None or mild
- 2 = Moderate
- 3 = Severe

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Mobility	Can the child move his/her body, arms and legs freely and move around inside and outside of the home?			
Transfer	No difficulty, or may need help occasionally	Can move, but must be assisted, is slow, or gets very tired	Unable to move alone	
Moving from one body position to another	No difficulty, or may need help occasionally	Can move, but must be assisted, or slow	Unable to move alone	
Getting in and out of bed and/or chair (moving from one surface to another)	Moves around without any difficulty; or slow, but manages without discomfort	Manages if holding onto something stable, or assisted	Unable to manage alone	
Walking/wheel-chair	Moves around without any difficulty; & manages without discomfort	10 to 200 meters, with a stop for rest and some discomfort	Unable to move around alone, or very restricted e.g. < than 10 meters; very slow	
Stairs, or lift (if using wheelchair)	No difficulty, or manages given time	Manages, but is slow and must stop to rest or be helped.	Unable to climb steps or use a lift	

Activity domain	None or Mild limitation	Moderate Impairment/activity limitation	Severe Impairment/activity limitation	Score
Self care	Can the child manage his/her own self care activities e.g. eating, getting dressed etc?			
Dressing: Upper body	Manages most; may ask for help with buttons or zip fastenings. Can undress	Needs help with underwear, fastenings and tie; or tries but not always successful	Attempts to put on shirt or jersey but does not usually manage.	
Lower Body	May need help with shoes and socks/stockings	Manages pull-on and loose clothing; needs help with fastenings, shoes and belt	Cannot put on underwear or other items properly. Kicks off shoes.	
Washing	Manages in reasonable time; or occasional help	Manages partly but not hair or feet	Assist with washing face and upper body; or cannot do this alone	
Feeding	Eats and drinks without help	Can eat and drink but needs help with cutting food and uses a special cup	Can eat only with hands or drink from a straw; or unable to manage	
Use the toilet	Manages independently; needs occasional help	Requires help with handling paper and/or sanitary aids	Cannot do personal hygiene associated with toileting	
Bowel and Bladder Control	No problem or might lapse occasionally	Loses control occasionally; bowel control; no bladder control or vice-versa; uses aids; social embarrassment	Needs to be reminded regularly; or incontinent	

Activity domain	None or Mild limitation	Moderate Impairment/activity limitation	Severe Impairment/activity limitation	Score
Communication	Can the child understand what people are saying to him/her) and is he/she able to express himself/herself in a way that others understand?			
Understanding “Can the child understand what other people are saying in his/her family or with friends and neighbours”?	Understands everything that is said or misses just a few meanings	Able to understand basic, simple sentences	Unable to understand any meaningful language- please see appendix for detail	
Producing language “Can he/she make him/herself understood by others who know him/her as well as strangers”?	Person is generally intelligible at the level of articulation, grammar and meaning.	Able to produce basic, simple sentences	Difficulty due to severe disturbance or no voluntary control of speech muscles (dysarthria) or Has no voice due to structural impairment (e.g. laryngectomy, tracheotomy, tracheostoma)	
Initiating and maintaining a conversation “Can you have a meaningful conversation with others who know you or with strangers”?	Can hold a meaningful conversation	Can initiate and maintain a conversation about familiar subjects with some assistance from listener; Frequent failure to convey idea	Fragmentary expression with great need for inference, questioning and guessing by listener; Can engage only with alternative, augmentative communication	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Vision	This domain must be assessed through a vision test + observation + asking of questions			
Classification of Visual impairment after maximum correction 6/24 – 6/36 = moderate 6/60 – 3/60 in the better eye =severe < 3/60 in the better eye, after maximum correction = blind				
Visual acuity e.g. ability to identify objects and shapes at close range and distance; thread a needle “Can you see well enough to recognise people and objects?”	Some difficulty that is resolved with use of Spectacles;	Recognises familiar person across a street; Can see to read and write (incl. learning these skills); Can manage to get around in a low lit area	Cannot recognise any object at arm’s length; familiar person across the street; Unable to read or write; Cannot get around other than in familiar places	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Hearing	This domain must be assessed through an auditory test + observation + asking of questions. “How well can you hear when you are alone, with one person, and a group?”			
Decibel loss >31dB persons under the age of 15 = Moderate >41dB persons 15 years and older = Moderate >61 dB at 0,5; 1; 2 and 4KHz in the better ear = Severe				
Sound recognition e.g. words; nature; warning sounds “Can you hear any noise nearby? If so, what is it?”	Hears sounds and can usually identify them correctly	Cannot always localise sounds or hear warnings e.g. alarm ringing; traffic	Severe difficulty or complete inability to hear warning sounds	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Hearing (continued)	This domain must be assessed through an auditory test + observation + asking of questions. "How well can you hear when you are alone, with one person, and a group?"			
Following a conversation in noise e.g. subject and general content of conversation with more than one person, and at varying distances "Are you able to hear and understand when people speak to you?"	Follows conversation with one person and more than one if speech is clear even if there is some noise	Some difficulty in oral communication because of impairment especially if there is some noise and/or in a group; uses lip-reading	Conversation very limited or not possible except with one other person in a quiet room with good lighting; relies heavily on lip-reading	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Mental-psychiatric status	This domain must be assessed by a psychologist or psychiatrist, considering Psychological, social, and occupational functioning on a hypothetical continuum of mental health-illness. Do not include impairment in functioning due to physical (or environmental) limitations.			
Interpersonal interactions and relationships	Absent or minimal symptoms (e.g. mild anxiety before an exam), good functioning in all areas, interested and involved in a wide range of activities, socially	Moderate difficulty in social, occupational, or schooling functioning (e.g. few friends, conflicts with peers or co-workers).	e.g. suicidal ideation, severe obsessional rituals, frequent shoplifting OR any serious impairment in social, occupational, or schooling functioning, no friends, unable to pay attention to work	

Activity domain	None or Mild limitation	Moderate Impairment/activity limitation	Severe Impairment/activity limitation	Score
Mental-psychiatric status (continued)	This domain must be assessed by a psychologist or psychiatrist, considering Psychological, social, and occupational functioning on a hypothetical continuum of mental health-illness. Do not include impairment in functioning due to physical (or environmental) limitations.			
Basic interpersonal interactions	Some mild symptoms (e.g. depressed mood and mild insomnia) OR some difficulty in social, occupational, or school functioning (e.g. occasional truancy, or theft within the household), but generally functioning pretty well, has some meaningful interpersonal relationships.	Moderate symptoms (e.g. depressed mood and mild insomnia) OR moderate difficulty in social, occupational, or school functioning (e.g. regular truancy, or theft within the household), has some trouble to enter into meaningful interpersonal relationships.	Behaviour is considerably influenced by delusions or hallucinations OR serious impairment in communication or judgement (e.g. sometimes incoherent, acts grossly inappropriately, suicidal preoccupation) OR inability to function in almost	
Family relationships	Effective, generally satisfied with life, no more than everyday problems or concerns (e.g. an occasional argument with family members).	Has regular friction and conflict with family. Struggle to sort out problems in the family and becomes moody and withdrawn.	Some impairment in reality testing or communication (e.g. speech is at times illogical, obscure, or irrelevant) OR major impairment in several areas, such as work or school family relations, judgement, thinking, or mood (e.g. depressed avoids friends, neglects family, and is unable to work, child frequently beats younger children, is defiant at home and is failing at school)	

Activity domain	None or Mild limitation	Moderate Impairment/activity limitation	Severe Impairment/activity limitation	Score
Mental-psychiatric status (continued)	This domain must be assessed by a psychologist or psychiatrist, considering Psychological, social, and occupational functioning on a hypothetical continuum of mental health-illness. Do not include impairment in functioning due to physical (or environmental) limitations.			
Handling stress and other psychological demands	If symptoms are present, they are transient and expectable reactions to psychosocial stressors (e.g. difficulty concentrating after family argument) no more than slight impairment in social, occupational, or school functioning (e.g. temporarily falling behind school work.)	Symptoms appear more often (e.g. withdrawn and/or anxious when faced with stressful situations), moderate impairment in social, occupational or school functioning (e.g. regularly falling behind with work)	Some danger of hurting self or others (e.g. suicide attempts without clear expectation of death, frequently violent, manic excitement) OR occasionally fails to maintain minimal personal hygiene (e.g. smears faeces) OR gross impairment in communication (e.g. largely incoherent or mute).	

Activity domain	None or Mild limitation	Moderate Impairment/activity limitation	Severe Impairment/activity limitation	Score
Cognition	This domain is assessed with practical examples. Each provides a way of scoring to facilitate a decision about severity. DBST staff could assist with further verification.			
Problem solving e.g. simple task that needs solution or explanation "Listen to this puzzle and see if you can think of a way to solve it".	Able to solve the problem; or, had the right idea; score between 8 and 10	Didn't get the answer, even with one prompt, but went about solving the puzzle in a systematic way; score between 5 and 7.	Unable to solve the problem, even with two prompts; score between 0 and 4	

Activity domain	None or Mild limitation	Moderate Impairment/activity limitation	Severe Impairment/activity limitation	Score
Cognition (continued)	This domain is assessed with practical examples. Each provides a way of scoring to facilitate a decision about severity. DBST staff could assist with further verification.			
Memory e.g. short and long-term recall of events and personal details. “How many objects that you saw in the picture card can you remember?”	Fairly good recall: 12/15	Moderate recall: 9/15 One prompt	Poor recall: Less than 7 Two prompts	

Activity domain	None or Mild limitation	Moderate Impairment/activity limitation	Severe Impairment/activity limitation	Score
Health care needs	This domain needs to be assessed by a medical practitioner			
Chronic illness	Does not affect school attendance and participation	Occasional absence from school, needs frequent rest periods	Frequent absence due to hospitalisation or illness	
Medication needed	Can be administered by educator	Should be administered by health practitioner	Requires medical practitioner or senior nurse	
Surgery undergone	Educator can support by reducing work load	Should be monitored by health practitioner	Should frequently be monitored by medical practitioner or senior nurse	
Surgery still to be undergone	Does not affect school attendance and participation	Occasional absence from school, needs frequent rest periods	Frequent absence due to hospitalisation or illness	
Allergies	Can be monitored by ordinary educator	Should be monitored by health practitioner	Intervention may be required from medical practitioner or senior nurse	
Other medical conditions				