

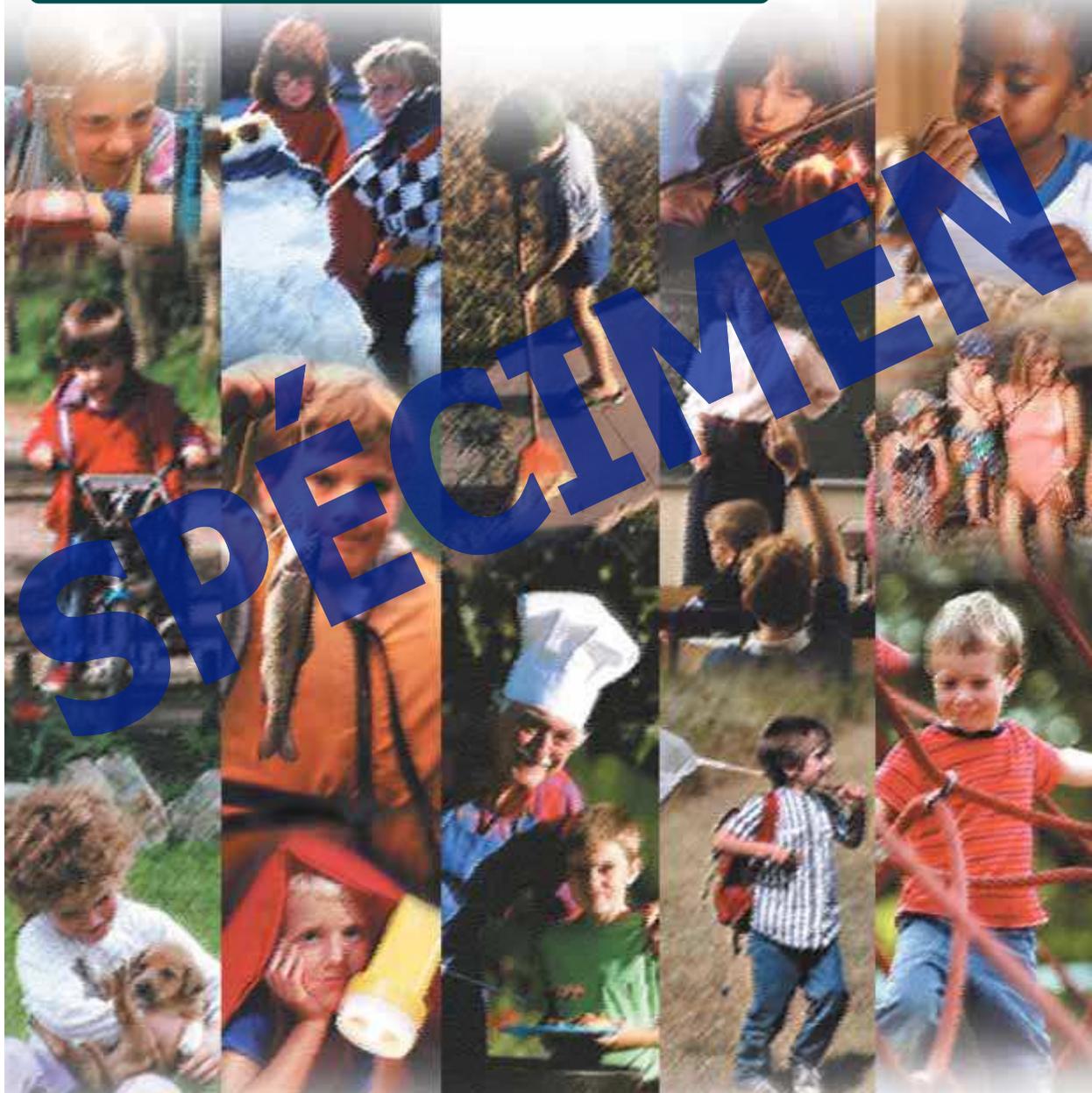
Assessment of Life Habits

90 items

(LIFE-H for Children 5-13, 4.0)

User guide

CHILDREN FROM 5 TO 13 YEARS OF AGE



Developped by

Patrick Fougeyrollas
Luc Noreau
Céline Lepage

In collaboration with

Lucie Boissière
Roger Picard
Ginette St Michel

Yves Boisvert
Yves Lachapelle
Normand Boucher

French to English translation : Francis Charrier
Revised by : Patrick Fougeyrollas, Normand Boucher and Donna Anderson
Layout and design : Chantal Cloutier

Edition June 2003 – Revised January 2014

INDCP

525, boul. Wilfrid-Hamel Est, F-117.4
Québec (Québec)
Canada, G1M 2S8

Email : ripph@irdpq.qc.ca
Website : www.ripph.qc.ca

© INDCP, 2002 – All rights reserved

Legal deposit, 2016
Bibliothèque nationale du Québec
National Library of Canada
ISBN : 978-2-922213-53-9

Table of contents

General information about this user's guide	4
General information on the LIFE-H	5
General information on life habits	6
General information on life habits content description	7
General information on rating examples and personal characteristics	8
The Human Development Model and Disability Creation Process (HDM-DCP 2): The Reference Model.....	9
What is social participation?	10
Who can answer this questionnaire?.....	11
General information	15
Steps and format of the questionnaire.....	17
Is this life habit part of the child's life?	19
Types of assistance used	20
Degrees of human assistance	21
Levels of difficulty.....	22
Levels of satisfaction	23
Examples of the accomplishment of some life habits	25
Identification of the child and the respondent	29
Questionnaire	31
Comments	46
Life habits content description and rating examples	47

General information about this user's guide

- **User's guide objective**

This user's guide has been developed to facilitate the use of the Assessment of Life Habits (LIFE-H) by children with disabilities, relatives or significant others and professionals.

- **User's guide content**

This user's guide contains twelve sections, each corresponding to a life habit category. Each section provides:

- A) A brief life habits content description with, if needed, precisions that show how life habits might be accomplished by a child without disabilities;
- B) Rating examples of the level of accomplishment of life habits by a child with disabilities.

- **Using this user's guide**

The user's guide must be used in addition to the LIFE-H information record form. It does not offer a developmental scale nor a performance scale of children who experience disabilities during their regular activities and social roles.

The information contained in this user's guide comes from clinical and personal experiences. They are provided as a guide only.

SPECIMEN

General information on the LIFE-H

- **LIFE-H presentation**

The LIFE-H is a questionnaire that is used to collect information on all life habits that people carry out in their environment (home, workplace or school, neighbourhood) to ensure their survival and development in society throughout their lifetime. Anyone, regardless of age, cultural context, impairments or disabilities, can respond to the LIFE-H.

The LIFE-H does not replace in any way the disciplinary tools used by psychologists, psycho-educators, physiotherapists, occupational therapists, social workers, etc. as they primarily aim to measure the capabilities of individuals.

- **LIFE-H applications**

The LIFE-H can be useful for any organization or person interested in the social participation of people with disabilities, whether in the domains of individual intervention, policy or program evaluation, disability rights advocacy, research, etc. It allows to:

- ✓ Produce social participation profiles;
- ✓ Identify which life habits are disrupted or not;
- ✓ Take note of the level of satisfaction of the person or the respondent.

The LIFE-H proves to be particularly useful when developing individualized interventions or service plans.

- **LIFE-H versions**

The LIFE-H is currently available for the following three population groups:

- ✓ Children from birth to 4 years of age
- ✓ Children from 5 to 13 years of age
- ✓ Teenagers, adults and seniors

General information on life habits

- **Life habit definition**

Life habits are *regular activities* (nutrition, communication, mobility, etc.) or *social roles* (work, education, etc.). They ensure a person’s survival and well-being in society throughout his/her lifetime.

Life habits differ from capabilities in that they are the result of the interaction between the person and his/her environment, and not only “the potential [...] to accomplish mental or physical activities”¹.

The LIFE-H is the sole social participation assessment tool considering both regular activities and social roles of persons with disabilities.

- **Life habits categories**

The LIFE-H contains twelve life habits categories, six for regular activities and six for social roles.

Regular activities	Social roles
Communication	Responsibilities
Mobility	Interpersonal relationships
Nutrition	Community and spiritual life
Physical fitness and psychological well-being	Education
Personal care and health	Work
Housing	Recreation

- **Factors influencing the accomplishment of life habits**

The level of accomplishment and how someone carries out regular activities and social roles varies from one child to another. Identity factors (age, sex, sociocultural affiliation, etc.), motor activity, sense and perception, language, psychological, cognitive and behavior capabilities, as well as existing social and physical environmental factors in his/her living environment influence social participation opportunities and possibilities available to children with disabilities.

¹ FOUGEYROLLAS, P., BERGERON, H., CLOUTIER, R., CÔTÉ, J., & ST MICHEL, G. (1998). *Quebec Classification: Disability Creation Process*. Québec : International network on the Disability Creation Process.

General information on life habits content description

- **Life habit contents description**

The LIFE-H gathers information about the usual way a child carries out his/her life habits. This means you should only consider activities that are part of the child's reality and globally assess the level of difficulty, the types of assistance used, as well as their general level of satisfaction level.

The representation of life habits content may vary from one person to another. A list of related activities is suggested for each life habit, and this to facilitate the understanding and the use of the LIFE-H.

This User's guide will ensure better consideration of the common experiences and diverse realities experienced by children with disabilities.

- **Accomplishment and assessment of life habits**

Users of this User's guide may add life habits content description and rating examples information for each of the life habits based upon their personal experiences and knowledge.

The accomplishment of a life habit by a child includes several activities. However, it may happen that someone does not carry out all the activities included in a life habit because of their living environment or their personal characteristics (personal or family choices, identity, organic systems and capabilities)

The LIFE-H does not aim to evaluate the accomplishment of individual activities comprised in each of the life habits of a child.

- **Points of references on assessing life habits level of accomplishment**

This User's guide contains examples of the accomplishment of life habits so to facilitate the assessment of children with disabilities' accomplishment of life habits.

General information on rating examples and personal characteristics

- **Life habits rating examples in relation to children with disabilities with different personal characteristics**

Rating examples show possible answers to levels of accomplishment and types of assistance used questions by children with different personal characteristics carrying out their life habits.

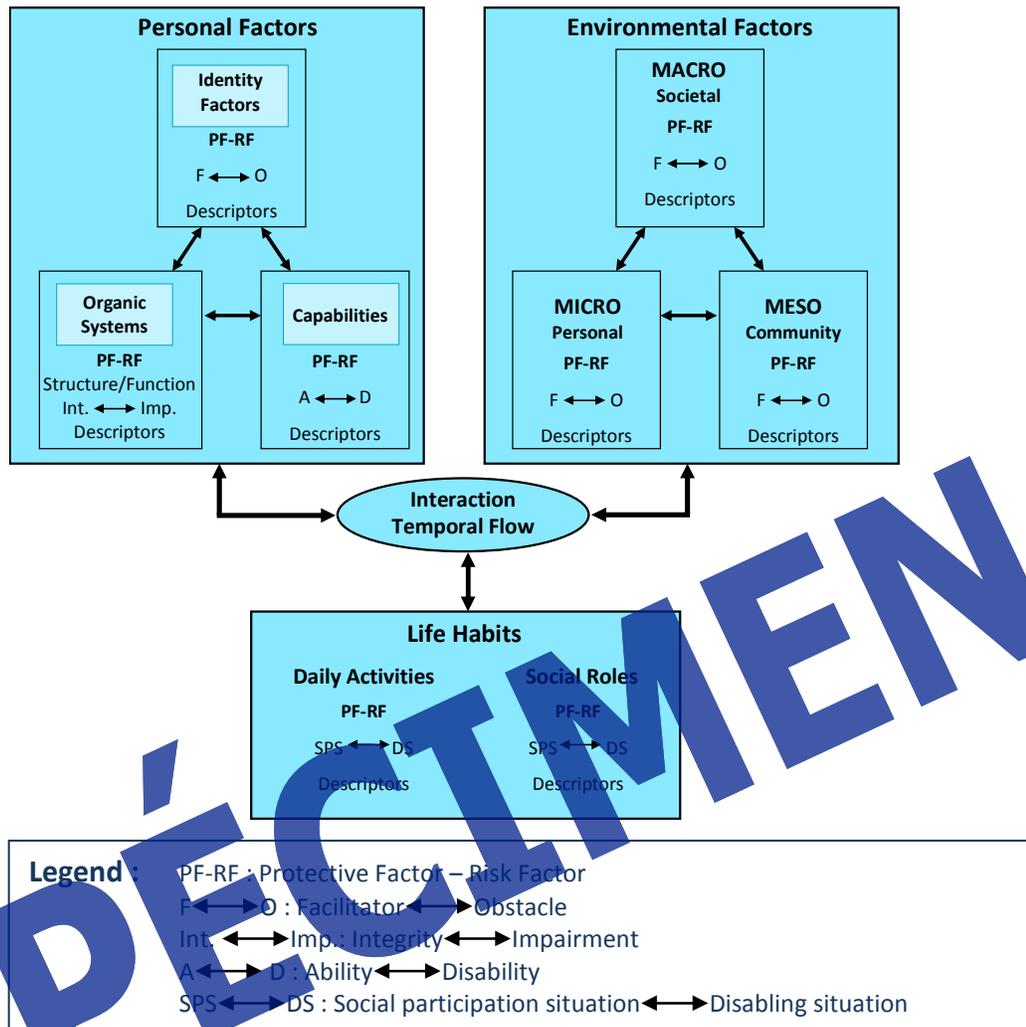
The interpretation and understanding of LIFE-H questions and answer choices may vary from one person to another. A number of rating examples are provided for each life habit so to ensure the validity of collected information on the accomplishment of children with disabilities' regular activities and social roles. These rating examples will facilitate LIFE-H understanding and utilization.

The child or his/her respondent is free to respond to the questionnaire according to his/her own perception. There are no right or wrong answers.

This User's guide provides some answer elements that might be useful to LIFE-H users. However, certain situations might not be covered by this document.

The Human Development Model and Disability Creation Process (HDM-DCP 2)

(Fougeyrollas, 2010)



This model, known as the HDM-DCP 2, enables one to identify and explain the causes and consequences of disease, trauma, and disruptions to the development of a person.

The HDM-DCP 2 demonstrates that the accomplishment of life habits is not only the result of our identity, our choices, our organs' impairments, our abilities and disabilities, but also the characteristics of our living environment.

As such, life habit accomplishment may be influenced by the reinforcement of our abilities and compensation of our disabilities through rehabilitation, as well as by the reduction of obstacles due to prejudice, a lack of assistance or resources, or the absence of accessibility within the home or school.

Therefore, measuring the accomplishment of life habits involves identifying the result of the interaction between the person and his or her environment. We are thus talking about the quality of the person's social participation.

The HDM-DCP 2 is thus a positive model that does not place responsibility of disability on the person.

What is social participation?

According to the systemic conceptual framework of the Quebec Classification: Disability Creation Process, social participation consists in the accomplishment of life habits, that is to say a person's regular activities and social roles. Therefore, a life habit is a regular activity or a social role valued by the person or his/her sociocultural context according to personal characteristics (age, sex, sociocultural identity, etc.) which ensure ones survival and well-being in society throughout ones lifetime.

The quality of social participation is assessed on a continuum or scale from optimal social participation situation to complete disabling situation. It is therefore best to talk about quality of social participation. The quality of social participation is the result of the interaction between the characteristics of a person and the characteristics of his/her life context.

The quality of social participation is situational in essence and cannot be uniquely due to personal factors or environmental factors taken in isolation. The quality of social participation depends on the person's choices as well as the opportunities offered or valued by his/her life context. Three broad dimensions of environmental factors may influence the quality of social participation:

- personal micro-environment: home, significant others, work station, etc.;
- meso-environment of the community: neighborhood businesses, transportation services, attitudes and level of information of people you interact with during the accomplishment of your life habits in the community, universal design of infrastructure and physical items (buildings, urbanism, technologies) found in the community;
- societal macro-environment: laws, policies, services organization and partners' mission statements, policymakers' guidelines and priority definition process, health and social development budgets, the influence of disability rights movement, etc.

Three broad dimensions of personal factors may influence the quality of the social participation:

- identity factors;
- organic systems;
- capabilities.

Who can answer this questionnaire?

The Assessment of Life Habits (LIFE-H) is applicable to all children with disabilities, from any cultural background, and whether they have physical, sensory and intellectual disabilities, as well as mental health disorders. Hence, the LIFE-H is an universal assessment tool, because anybody, whether they have disabilities or not, are concerned by the same life habits, regardless of how they accomplish them.

Respondents can be children (from 10 years of chronological age), parents*, significant others or professionals wishing to use the LIFE-H to collect information on the social participation of the concerned child.

However, situations exist where LIFE-H **instructions and items complexity** restrain or prevent the completion of this questionnaire. This is why three administration methods are available:

- 1) independently by the child, from 10 years of chronological age, a parent or a significant other;
- 2) a- by the child with the assistance of a parent, a significant other or a professional;
b- by the parent or a significant other with the assistance of a professional;
- 3) by a professional.

Selecting the right administration method ensures the **validity of the information** collected on the quality of the concerned child's social participation.

* **The notion of “parent” includes any person responsible for the child.**

Who can answer this questionnaire? (continued)

Method 1: Criteria for a child, from 10 years of chronological age, a parent or a significant other to answer it independently

The following competencies are required for a respondent to answer this questionnaire independently:

- a) He/She can read without difficulty;
- b) He/She understands the semantic distinctions between “level of difficulty”, “types of assistance used”, “degree of additional human assistance” and “level of satisfaction”;
- c) He/She captures the abstract meaning of words such as “usually”, “use”, “maintain”, “assuming”, etc.;
- d) He/She understands the semantic distinctions between levels used in the assessment scale and can apply them to his/her own personal situation;
- e) He/She has a sufficient level of attention to:
 - ✓ Read each statement in full;
 - ✓ Answer all questions, without omitting any;
 - ✓ Check the appropriate box.
- f) He/She has a sufficient level of tolerance for mental effort to maintain his/her attention from the beginning to the end of the questionnaire or can recognize fatigue and postpone it for later;
- g) He/She has sufficient level of self-criticism and self-perception of his/her difficulties.

As **indicators of these skills**, we can refer to a child’s **meaningful behaviors**, such as how he/she completes written exams if he/she has been sent to school, how he/she deals with written documents (bills to pay, buying contracts, etc.), how he/she speaks about him/herself and seems to have a realistic perception of his/her own situation, etc.

The parent or the significant other needs to have a thorough knowledge of the child being evaluated and must be able to provide precise answers to the questions asked. The information collected should not be based upon on the personal opinion of what the child could or should do, **but on what he/she really accomplishes in his/her daily life.**

Who can answer this questionnaire? (continued)

Method 2: Administration:

- a) by the child, with the assistance of a parent, a significant other or a professional
- b) by a parent or a significant other with the assistance of a professional.

If the child's, parent's or significant other's competencies do not correspond to the criteria defined in Method 1, it is necessary to offer him/her assistance to **help understand the LIFE-H instructions and items**.

Here are some **examples of assistance** a parent, a significant other or a professional can provide, if needed:

- a) Explanation and repetition of instructions during LIFE-H administration;
- a) Reading and clarification of items;
- b) Adding significant examples for the child being evaluated considering his/her life context;
- c) Recording the answers on the questionnaire.

It is important the parent, the significant other or the professional restrains him/herself to only **facilitating the child's understanding of the LIFE-H instructions and items**. Information collected should always represent the views of the child, the parent or the significant other. The parent, significant other or professional should therefore **avoid influencing or commenting on answers**, to limit biased rephrasing.

Who can answer this questionnaire? (continued)

Method 3: Administration by a professional as respondent:

In the event the two first administration methods cannot be applied to the child, the parent or the significant other, or that the parent or the significant other does not know thoroughly the actual reality of the child, the professional may fully or partly answer the questionnaire.

The professional needs to have a thorough knowledge of the child being evaluated and must be able to provide precise answers to the questions asked. The information collected should not be based upon on the personal opinion of what the child could or should do, **but on what he/she does in his/her daily life.**

SPÉCIMEN

Instructions for respondents: General information

Please read these instructions very carefully. They will familiarize you with the questionnaire and allow you to complete it more easily.

Generally speaking, this questionnaire is intended to gather information on a group of life habits that people accomplish in their environments (home, school, work, and neighborhood...). It was designed for children between the ages of 5 and 13. However, this questionnaire may be used, if the situation is right, with teenagers and adults.

Life Habits are *social activities*. They comprise *regular activities* and *social roles* that ensure a child's survival and well-being in society throughout his/her lifetime. The accomplishment of life habits depends on the child's chronological age, expectations of the environment, and cultural factors.

Regular activities	Social roles
Communication	Responsibilities
Mobility	Interpersonal Relationships
Nutrition	Community and spiritual life
Physical Fitness and psychological well-being	Education
Personal care and health	Work
Housing	Recreation

You are asked to indicate how the child generally accomplishes each life habit in day to day living. **This is the most common way for the child to do it.**

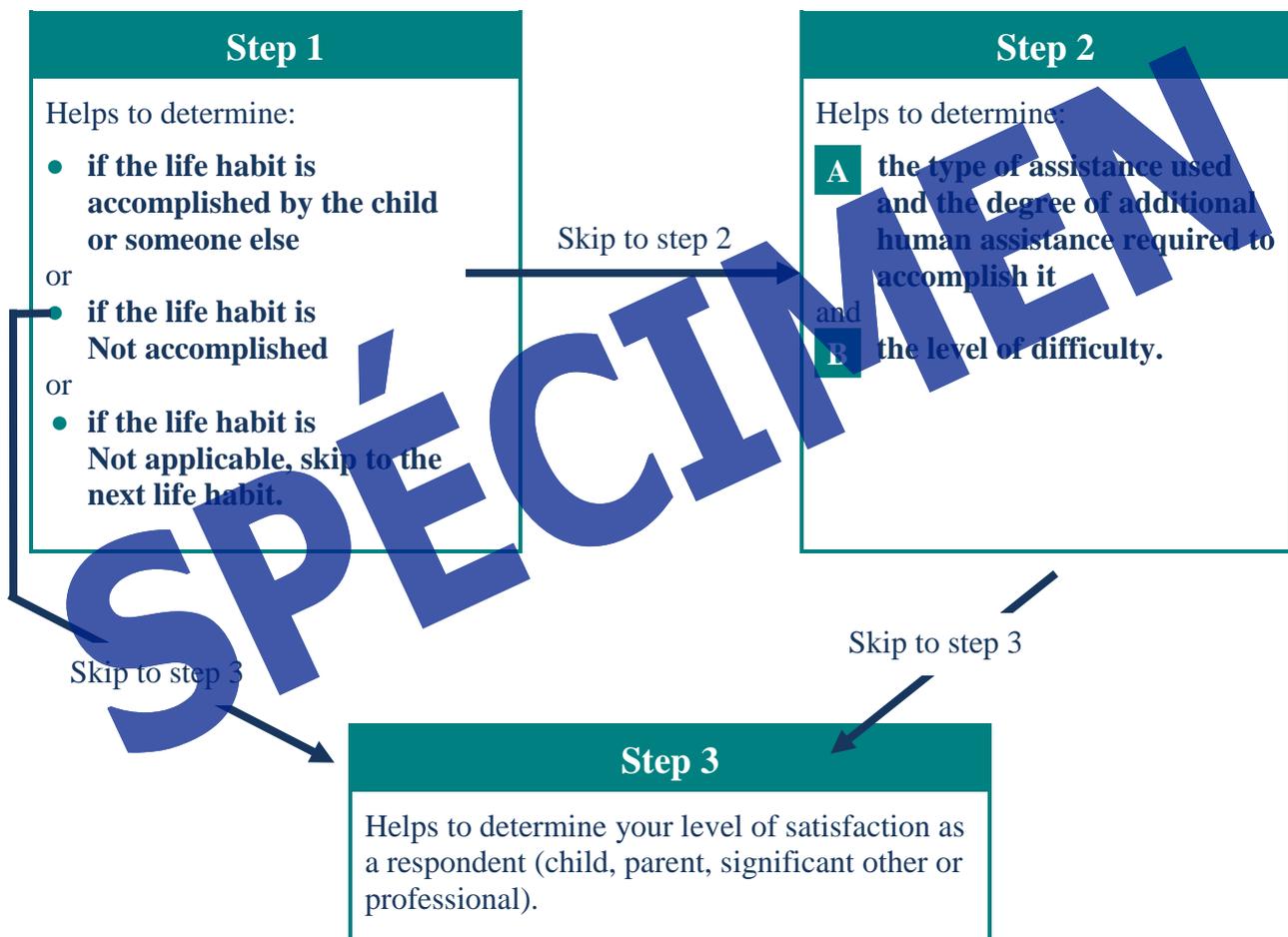
Note to respondents

Please respond freely to this questionnaire, according to your own perceptions; there are no right or wrong answers. If you are not comfortable responding to some of the more personal items, feel free to skip them.

SPÉCIMEN

Steps and format of the questionnaire

For each of the following life habits, please follow these three steps:



Here's the format of the grid found at the top of each page of the questionnaire

<p>Follow the next three steps (Check the appropriate boxes)</p> <p>N.B. : Keep in mind that answers should reflect the child's usual way of carrying out life habits.</p>	Step 1			Step 2			Step 3						
	This life habit is:			A Types of assistance used (Check 1 or more, as required)			B Level of difficulty		Level of satisfaction				
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Additional human assistance* (Check only 1)		Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied ☺	Satisfied ☺	Dissatisfied ☹	Very dissatisfied ☹
				Adaptation**	No assistance	Light	Significant	Complete					

SPÉCIMEN

Instructions for respondents: Is this life habit part of the child's life?

Step 1

For each of the following life habits, indicate if it is accomplished, not accomplished or not applicable.

Accomplished

The life habit is accomplished by the child or someone else. The life habits are part of the child's reality, and this, even if it is accomplished by the parent, a significant other or a professional, because:

- 1) The disabilities are too severe, or
- 2) The obstacles are too great.

Not accomplished

This life habit is not accomplished because:

- 1) The disabilities are too severe;
- 2) The obstacles are too great;
- 3) There is a lack of assistance.

If the child lives in a residential setting which, by its way of functioning or its personnel, prevent him/her from accomplishing, with or without support, his/her life habits by him/herself, those activities will be considered "not accomplished".

Not applicable

The "not applicable" category should only be used if the life habit in question is not part of the child's life. Make sure your answer cannot be explained by the severity of the child's disabilities, excessive barriers in the environment or a lack of assistance.

This life habit is not part of the child's daily activities because of:

- 1) Never having done it (using public transit);
- 2) Age or gender (using menstrual hygiene products);
- 3) The inexistence of the environmental factor requires to accomplish the life habit;
- 4) A personal, family, or socio-cultural choice (artistic activities, music, painting, dance...).

Instructions for respondents: Types of assistance used

Step 2-A

For each of the following life habits, indicate the types of assistance used.

You may check more than one box (types of assistance used), if they all correspond to the way the child accomplishes the life habit. Here are definitions of each type of assistance.

Assistive device

Any (nonhuman) support used to assist in the accomplishment of life habits such as a wheelchair, a visual aid, a hearing aid, a bath seat, medication, pictograms cards, or other accessories. Generally speaking, **the child can take the assistive device with him/her**. The **Assistive device** box should only be checked if the accomplishment of the life habit by the child requires its use. Mobility and communication related assistive devices should only be considered for the *Mobility* and *Communication* specific sections of the questionnaire. Those assistive devices should be excluded from other life habits categories. The “assistive device” box should only be checked if it fulfills a specific need for the accomplishment of the life habit.

Adaptation

Any modification to the child’s environment or task to facilitate the accomplishment of the life habit such as an access ramp, a wider doorway, lighting modifications, adaptation of the task, architectural accommodation, modification of the life habit or **the time allotted to accomplish it (having more time to complete it)**. Generally speaking, **the child cannot take physical adaptations with him/her**.

Additional human assistance

This is defined as any person who assists in the accomplishment of the child’s life habits, including family members, significant others, professionals, etc. This includes physical assistance, supervision, verbal cues, encouragement. This additional human assistance is required because of the child’s disabilities or obstacles in the environment and is in addition to the usually required assistance used by youth of the same age without disabilities.

If the child requires no assistance over and above the assistance required by a child of the same age without disabilities, check the **No assistance** box.

Instructions for respondents: Degrees of human assistance

The child accomplishes the life habit by him/herself or with the assistance usually required by a person of the same age without disabilities.

No additional human assistance

Light additional human assistance:

Overall and usually, the child:

- accomplishes the life habit with a verbal or physical assistance (including supervision) for a small portion of it.
- accomplishes most of the life habit but requires occasional supervision (recall of the instructions required to initiate task or adjust him/herself during its accomplishment).

Significant additional human assistance:

Overall and usually, the child involves him/herself in the accomplishment of the life habit, but physical or verbal assistance (including supervision) is required for the major part or for most of the life habit (more than 50%).

Complete additional human assistance:

The child cannot actively participate in the accomplishment of the life habit which is entirely carried out with human assistance because:

- 1) The disabilities are too severe, or
- 2) The obstacles are too great.

Instructions for respondents: Levels of difficulty

Step 2-B

For each of the following life habits, indicate the level of difficulty encountered when accomplishing the life habit.

For this sub-question, please check **only one level of difficulty** for each life habit in the grid. The following descriptions explain how each level of accomplishment is defined

Without or with a little difficulty

The child accomplishes the life habit easily or with little difficulty even if it requires an adaptation, an assistive device, or additional human assistance, as applicable.

With some difficulty

The child accomplishes the life habit with difficulty (with some discomfort and effort...), even if it requires an assistive device, an adaptation, or additional human assistance, as applicable.

With a lot of difficulty

The child accomplishes the life habit with a lot of difficulty (with a lot of discomfort and efforts...), even if it requires an assistive device, an adaptation, or additional human assistance, as applicable.

If the answer given is “it depends” or “50/50” and the respondent hesitates between two levels of difficulty, you should choose the level with the highest degree of difficulty.

SPÉCIMEN

Instructions for respondents: Levels of satisfaction

Step 3

For each of the following life habits, choose one of the following options:

- your perception of the child's level of satisfaction when accomplishing his/her life habits;**
- the level of your own personal satisfaction concerning the accomplishment of the child's life habits**

Each life habits satisfaction level is only an indicator; mainly, to decide the relevance of an intervention in the context of the accomplishment of a life habit.

The level of satisfaction must be assessed for each life habit.

Two options are available to you:

- Indicate your perception of the level of satisfaction of the child accomplishing his/her life habits. Your answers should be based on your daily reality and life experience.
- Indicate the level of your own personal satisfaction concerning the child's accomplishment of the life habits. It is important to record on "Identification of the Child and the Respondent" form which of the two previous options has been chosen.

SPÉCIMEN

For certain life habits, **Not accomplished** or **Not applicable** boxes should not be checked (e.g., falling asleep, sleeping and waking) because these life habits are essential for the child's survival.

When the life habit is accomplished by the child, you need to check the types of assistance used, the level of difficulty, and the level of satisfaction appropriate boxes.

For each life habit (*pages 25 to 45*), the contents of the parenthesis is considered to be illustrative and not exhaustive.

Moreover, there is no obligation for a child to accomplish all the life habits contained in the questionnaire. You should only focus on what is relevant for the child.

Examples of the accomplishment of some life habits

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2						Step 3					
	This life habit is:			A			B			Level of satisfaction					
				Types of assistance used (Check 1 or more, as required)						Level of difficulty					
N.B. : Keep in mind that answers should reflect the child's usual way of carrying out life habits.	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Adaptation**	Additional human assistance* (Check only 1)			Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied 😊😊	Satisfied 😊	Dissatisfied 😞	Very dissatisfied 😞
						No assistance	Light	Significant							

Taking part in the preparation of simple meals (sandwich, salad, snack...)

If the child participates in or accomplishes this life habit, check the Accomplished box. You should also check the types of assistance used, the level of difficulty and the level of satisfaction boxes.	✓								✓						
If the child cannot "participate in the preparation of simple meals", because of disabilities that are too severe or obstacles that are too great, check the Not accomplished box and the level of satisfaction box.		✓													✓
If the child does not "participate in the preparation of simple meals" by personal or family choice (and not because of disability or obstacles) this life habit is not part of the child's daily activities and the Not applicable box should be checked.			✓												
If the child required adapted utensils or special devices (tongs, orthotics, lid-opener...) for taking part in the preparation of simple meals, check the Accomplished box, the Assistive device box and the level of satisfaction box.	✓			✓		✓			✓			✓			
If the child needs more time to accomplish this life habit, check the Accomplished box, the Adaptation box and the level of satisfaction box.	✓				✓	✓			✓						✓

Examples of the accomplishment of some life habits (continued)

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2						Step 3					
	This life habit is:			A			B			Level of satisfaction					
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Types of assistance used (Check 1 or more, as required)			Level of difficulty			Level of satisfaction					
N.B. : Keep in mind that answers should reflect the child's usual way of carrying out life habits.				Assistive device**	Adaptation**	Additional human assistance* (Check only 1)			Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
				No assistance	Light	Significant	Complete	Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	

Taking part in the preparation of simple meals (sandwich, salad, snack...) *continued...*

If the child generally accomplishes this life habit alone, check the Accomplished box, as well as the No assistance and the level of satisfaction boxes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the child is helped by someone else because of their disability or because the kitchen is not adapted for preparing a meal, check the Accomplished box, as well as the Additional human assistance , the appropriate level of difficulty and the level of satisfaction boxes. If the child does not need more assistance than someone else his/her age, do not check the Additional human assistance box.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the child easily accomplishes this life habit, check the Accomplished box, the Without or with a little difficulty box, as well as the types of assistance used and the appropriate level of satisfaction boxes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If it is difficult for the child to take part in the preparation of simple meals, check the Accomplished box, the With some difficulty box, as well as the types of assistance used and the appropriate level of satisfaction boxes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples of the accomplishment of some life habits (continued)

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2						Step 3				
	This life habit is:			A Types of assistance used (Check 1 or more, as required)			B Level of difficulty			Level of satisfaction				
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Adaptation**	Additional human assistance* (Check only 1)			Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied ☺	Satisfied ☺	Dissatisfied ☹

N.B. : Keep in mind that answers should reflect the child's usual way of carrying out life habits.

Using a telephone at home

If the child uses an hearing aid to make the call, check the **Accomplished** box, the **Assistive device** box, as well as the appropriate level of difficulty and level of satisfaction boxes.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
-------------------------------------	--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------

Using a radio, a television, a computer, a sound system...

If the child uses a visual aid (telescopic system, copyholder, enlarged pointer, font enlargement software, etc.), check the **Accomplished** box and the **Assistive device** box. If the child requires more time to accomplish the task, check the **Adaptation** box. If the child needs more verbal cues or encouragement than someone else his/her age without disabilities, check the **Additional human assistance** box. You should also check the appropriate level of difficulty and the level of satisfaction boxes.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
-------------------------------------	--------------------------	--------------------------	-------------------------------------	-------------------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------

Communicating in writing (a message, greeting card...)

If the child takes more time to accomplish this life habit, check the **Accomplished** box, the **Adaptation** box, as well as the appropriate level of difficulty and level of satisfaction boxes.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
-------------------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------

Identification of the child and the respondent

1 Name :

2 Date of birth : DD MM YYYY
/ /

3 Gender : Female Male

4 Date of evaluation : DD MM YYYY
/ /

5 The respondent is :

- the child answering it independently
- the child with the assistance of a parent, a significant other or a professional (father mother or other _____)
- a parent or a significant other answering it independently (father mother or other _____)
- a parent or a significant other with the assistance of a professional (father mother or other _____)
- a professional (name and discipline) _____

If the child is not present, please explain why:

6 The level of satisfaction of the child is:

- the child's satisfaction
- the child's satisfaction perceived by a parent, a significant other or a professional

7 Other pertinent information :

LIFE HABIT ACCOMPLISHMENT SCALE

	Additional human assistance				Assistive device	Adaptation
	No assistance	Light	Significant	Complete		
Without or with a little difficulty	0	2	4	7	3	5
With some difficulty	2	3	6	9	3	5
With a lot of difficulty	5	6	7	10	3	5
Not accomplished	20					

This table is provided for information purposes only. The LIFE-H scores are to be calculated with the help of a calculator available from the INDCP:

ripph@irdpq.qc.ca • www.ripph.qc.ca

SPECIMEN

Questionnaire

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2						Step 3				
	This life habit is:			A			B			Level of satisfaction				
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Types of assistance used (Check 1 or more, as required)			Level of difficulty			Level of satisfaction				
Assistive device**				Adaptation**	Additional human assistance* (Check only 1)	Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied		
N.B. : Keep in mind that answers should reflect the child's usual way of carrying out life habits.			No assistance	Light	Significant	Complete				☺	☺	☹	☹	
Communication														
Communicating with an adult at home or within the community (making his/her needs known, expressing his/her ideas...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Communicating with a child at home or within the community (making his/her needs known, expressing his/her ideas...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1
Communicating with a group of people at home or within the community (making his/her needs known, expressing his/her ideas...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2
Maintaining a conversation at home or within the community (giving his/her opinion, discussing, arguing...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3
Communicating through writing (message, greeting card...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4
Communicating by internet (Email, CHAT, Webcam...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5
Reading and understanding written information (newspapers, books, letters, road signs, instructions...) Note: If you are reading with glasses, check the Assistive device box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.6
Using a telephone at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.7
Using a public telephone or a cellphone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.8
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.9

* **Additional human assistance** represents any additional human assistance (physical assistance, supervision, reminder of instructions, encouragement, etc.) with regard to the accomplishment of the child's life habits, in addition of the assistance that is required by someone else of the same age without disabilities, because of "his/her disabilities" or "obstacles existing in his/her environment". The **No assistance** box should be checked if the child does not need additional human assistance.

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2						Step 3				
	This life habit is:			A			B			Level of satisfaction				
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Types of assistance used (Check 1 or more, as required)			Level of difficulty			Level of satisfaction				
Assistive device**				Adaptation**	Additional human assistance* (Check only 1)	Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied		
N.B. : Keep in mind that answers should reflect the child's usual way of carrying out life habits.			No assistance	Light	Significant	Complete				☺	☺	☹	☹	
Mobility (continued...)														2
Going on foot or using school transportation as a mean of transportation to get to school. Note: adapted transportation is considered an adaptation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.7
Entering and moving around in the school and schoolyard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.8
Moving around in recreation sites in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.9
Entering and moving around in shops and service providers premises (restaurant, grocery, medical clinics...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.10
Moving around with a bicycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.11
Being a passenger in a vehicle (getting in and out, fastening seat belt...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.12
Using means of transportation as a passenger (car, public transportation, taxi...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.13
Commentaires														

* **Additional human assistance** represents any additional human assistance (physical assistance, supervision, reminder of instructions, encouragement, etc.) with regard to the accomplishment of the child's life habits, in addition of the assistance that is required by someone else of the same age without disabilities, because of "his/her disabilities" or "obstacles existing in his/her environment". The **No assistance** box should be checked if the child does not need additional human assistance.

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2						Step 3				
	This life habit is:			A			B			Level of satisfaction				
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Types of assistance used (Check 1 or more, as required)			Level of difficulty			Level of satisfaction				
Assistive device**				Adaptation**	Additional human assistance* (Check only 1)	Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied		
Nutrition (from this section and on, you should not consider mobility and communication related assistive devices when answering the following questions)													3	
Selecting appropriate food for snacks and meals, according to his/her taste or his/her particular needs (quantity, freshness, type of food, personal diet...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.1
Taking part in the preparation of a simple meal (sandwich, salad, snack...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.2
Taking part in the preparation of a full meal, such as an entree, a main course or a dessert (including making a recipe and using electric kitchen appliances...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.3
Eating a meal (including the use of dishes and utensils, respecting instructions or polite table manners according to family or community customs...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.4
Eating at a restaurant (table service, ordering, fast food...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.5
Using a vending machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.6
Commentaires														

** Assistive device and Adaptation boxes should only be checked when the accomplishment of the life habit by the child requires it. Mobility and communication related assistive devices should only be considered for the *Mobility* and *Communication* specific sections of the questionnaire.

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2						Step 3					
	This life habit is:			A			B			Level of satisfaction					
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Types of assistance used (Check 1 or more, as required)						Level of difficulty					
Assistive device**				Adaptation**	Additional human assistance* (Check only 1)				Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied		Dissatisfied	
	No assistance	Light	Significant		Complete	Very satisfied	Satisfied	Dissatisfied				Very dissatisfied			
Personal care and health													5		
Taking care of his/her personal hygiene (washing hands, brushing teeth, taking a bath or shower...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.1
Getting a haircut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.2
Using sanitary facilities in his/her home (including sink, toilet, and any other material required for elimination...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.3
Using sanitary facilities other than his/her home (including sink, toilet, and any other material required for elimination...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.4
Dressing and undressing (choosing and putting clothes on including buttons, zippers, shoelaces...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.5
Changing clothes when they are soiled or dirty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.6
Putting on, taking off his/her orthoses, prostheses, contact lenses, eyeglasses, hearing aid...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.7
Participating in the maintenance of his/her orthoses, prostheses, contact lenses, eyeglasses, hearing aid...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.8
Participating in health care (applying a Band-Aids, taking his/her medicine, asking for help...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.9

** **Assistive device** and **Adaptation** boxes should only be checked when the accomplishment of the life habit by the child requires it. Mobility and communication related assistive devices should only be considered for the *Mobility* and *Communication* specific sections of the questionnaire.

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2						Step 3				
	This life habit is:			A			B			Level of satisfaction				
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Types of assistance used (Check 1 or more, as required)			Level of difficulty			Level of satisfaction				
Assistive device**				Adaptation**	Additional human assistance* (Check only 1)	Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied		
N.B. : Keep in mind that answers should reflect the child's usual way of carrying out life habits.				No assistance	Light	Significant	Complete				☺	☺	☹	☹
Personal care and health (continued...)														
Using health care services (a medical clinic, a hospital or rehabilitation centre, a dental clinic...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
														5
														5.10
Commentaires														
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>														
Housing														
Taking part in organizing out his/her room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in housework (making his/her bed, putting away his/her toys and personal effects, sweeping, cleaning up damage...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in outside home maintenance (grass, snow, leaves, garden...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking part in emptying waste-baskets and taking out the garbage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* **Additional human assistance** represents any additional human assistance (physical assistance, supervision, reminder of instructions, encouragement, etc.) with regard to the accomplishment of the child's life habits, in addition of the assistance that is required by someone else of the same age without disabilities, because of "his/her disabilities" or "obstacles existing in his/her environment". The **No assistance** box should be checked if the child does not need additional human assistance.

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2						Step 3					
	This life habit is:			A			B			Level of satisfaction					
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Types of assistance used (Check 1 or more, as required)						Level of difficulty			Level of satisfaction		
			Assistive device**	Adaptation**	Additional human assistance* (Check only 1)				Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
			No assistance	Light	Significant	Complete	Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied		

N.B. : Keep in mind that answers should reflect the child's usual way of carrying out life habits.

Housing (continued...)

Observing safety rules at home (outdoor games, staying in the yard, swimming pool, alarm system...)	<input type="checkbox"/>	6												
Using the furniture and equipment in his/her home (table and chairs, storage space, opening and closing lights and doors, outdoor games...)	<input type="checkbox"/>	6.5												
	<input type="checkbox"/>	6.6												

Commentaires

SPÉCIMEN

Responsibilities

Shopping, running errands (choosing goods, paying, accessing shops...)	<input type="checkbox"/>	7												
Managing pocket money (savings, small purchases...)	<input type="checkbox"/>	7.1												
	<input type="checkbox"/>	7.2												

** **Assistive device** and **Adaptation** boxes should only be checked when the accomplishment of the life habit by the child requires it. Mobility and communication related assistive devices should only be considered for the *Mobility* and *Communication* specific sections of the questionnaire.

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2				Step 3								
	This life habit is:			A Types of assistance used (Check 1 or more, as required)				B Level of difficulty			Level of satisfaction					
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Adaptation**	Additional human assistance* (Check only 1)			Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	
						No assistance	Light	Significant				Complete	☺	☺	☹	☹
Interpersonal Relationships																
Maintaining an emotional relationship with his/her parents (expressing his/her emotions and feelings, hugs, joy, anger...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Maintaining an emotional relationship with his/her brothers and sisters (expressing his/her emotions and feelings, hugs, joy, anger...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.1
Maintaining an emotional relationship with his/her other relatives (expressing his/her emotions and feelings, hugs, joy, anger...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.2
Maintaining friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.3
Maintaining social ties with adults around him/her (teachers, instructors...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.4
Maintaining social ties with other children (school, recreational activities, neighbours...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.5
Managing conflicts with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.7

** **Assistive device** and **Adaptation** boxes should only be checked when the accomplishment of the life habit by the child requires it. Mobility and communication related assistive devices should only be considered for the *Mobility* and *Communication* specific sections of the questionnaire.

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2						Step 3			
	This life habit is:			A			B			Level of satisfaction			
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Types of assistance used (Check 1 or more, as required)						Level of difficulty			Level of satisfaction
N.B. : Keep in mind that answers should reflect the child's usual way of carrying out life habits.				Assistive device**			Additional human assistance* (Check only 1)			Without or with a little difficulty			☺
				Adaptation**						With some difficulty			☺
				No assistance						With a lot of difficulty			☹
				Light									☹
			Significant									☹	
			Complete									☹	
												☹	

Interpersonal Relationships (continued...)

Being involved or participating in sexual awakening activities (information, discussions, body exploration...)	<input type="checkbox"/>	8												
														8.8

Commentaires

SPÉCIMEN

Community and spiritual life

Participating as a member of student associations (school council, class council, extracurricular committee...)	<input type="checkbox"/>	9													
Participating as a member of sporting or recreation associations (scouts, club...)	<input type="checkbox"/>	9.1													
Participating in self-help and interest groups activities (human rights, ecology...)	<input type="checkbox"/>	9.2													
															9.3

* **Additional human assistance** represents any additional human assistance (physical assistance, supervision, reminder of instructions, encouragement, etc.) with regard to the accomplishment of the child's life habits, in addition of the assistance that is required by someone else of the same age without disabilities, because of "his/her disabilities" or "obstacles existing in his/her environment". The **No assistance** box should be checked if the child does not need additional human assistance.

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2						Step 3																					
	This life habit is:			A			B			Level of satisfaction																					
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Types of assistance used (Check 1 or more, as required)						Level of difficulty			Level of satisfaction																		
			Assistive device**	Adaptation**	Additional human assistance* (Check only 1)				Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied ☺ ☺	Satisfied ☺	Dissatisfied ☹	Very dissatisfied ☹ ☹																
Community and spiritual life (continued...)																															
Participating in religious or spiritual activities (at home, at church or other places of worship, rituals...)																															
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%;"><input type="checkbox"/></td> </tr> </table>																<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																
Commentaires																															
<div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-30deg); opacity: 0.5; font-size: 100px; pointer-events: none;">SPÉCIMEN</div>																															
Education																															
Participating in preschool activities (kindergarten...)																															
Participating in school learning activities (school workshops, taking a course, completing practical exercises and exams)																															
Taking specialized classes (physical education, music...)																															
Working on team projects																															

** **Assistive device** and **Adaptation** boxes should only be checked when the accomplishment of the life habit by the child requires it. Mobility and communication related assistive devices should only be considered for the *Mobility* and *Communication* specific sections of the questionnaire.

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2				Step 3						
	This life habit is:			A Types of assistance used (Check 1 or more, as required)				B Level of difficulty			Level of satisfaction			
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Adaptation**	Additional human assistance* (Check only 1)		Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied ☺	Satisfied ☺	Dissatisfied ☹	Very dissatisfied ☹
Education (continued...)														
Using school services and infrastructure (daycare, cafeteria, schoolyard, gymnasium...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
Doing homework (doing his/her homeworks...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.5
Participating in activities organized by the school (extracurricular, outings, special days...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.7
Commentaires														
<div style="font-size: 4em; opacity: 0.5; transform: rotate(-15deg); position: absolute; top: 50%; left: 50%; pointer-events: none;">SPÉCIMEN</div>														
Work														
Performing small-scale paid work other than those accomplished at home (babysitting, delivering newspapers, mowing lawns...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
Seeking a small job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.2

* **Additional human assistance** represents any additional human assistance (physical assistance, supervision, reminder of instructions, encouragement, etc.) with regard to the accomplishment of the child’s life habits, in addition of the assistance that is required by someone else of the same age without disabilities, because of “his/her disabilities” or “obstacles existing in his/her environment”. The **No assistance** box should be checked if the child does not need additional human assistance.

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2						Step 3				
	This life habit is:			A			B			Level of satisfaction				
	Accomplished (by the child or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Types of assistance used (Check 1 or more, as required)			Level of difficulty							
			Assistive device**	Adaptation**	Additional human assistance* (Check only 1)			Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied ☺	Satisfied ☺	Dissatisfied ☹	Very dissatisfied ☹
N.B. : Keep in mind that answers should reflect the child's usual way of carrying out life habits.														

Work (continued...)

Performing small-scale unpaid work other than those accomplished at home (helping neighbours, rendering services volunteering...)

<input type="checkbox"/>														
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

11

11.3

Commentaires

SPÉCIMEN

Recreation

Choosing his/her physical, recreational and sporting activities

Practicing indoor sports or physical activities (swimming, skating, inline skating, hockey...)

Practicing outdoor sports or physical activities (swimming, skating, inline skating, hockey...)

Playing indoor individual or group games (card games, electronic games...)

<input type="checkbox"/>														
<input type="checkbox"/>														
<input type="checkbox"/>														
<input type="checkbox"/>														

12

12.1

12.2

12.3

12.4

** **Assistive device** and **Adaptation** boxes should only be checked when the accomplishment of the life habit by the child requires it. Mobility and communication related assistive devices should only be considered for the *Mobility* and *Communication* specific sections of the questionnaire.

Comments

Use the following lines to write your general comments on:

- a)** the types of assistance used,
- b)** the level of difficulty,
- c)** the level of satisfaction,
- d)** or for general comments pertaining to any other aspect of this questionnaire.

SPÉCIMEN

Life habits content description and rating examples

1. COMMUNICATION

1.1 Communicating with an adult at home or in the community

Life habit contents description:

Including making his/her needs known, expressing his/her ideas or views verbally (agreement-disagreement) in real life situations. At first, the child is being helped by an adult to express him/herself as clearly as possible, according to age and setting social norms.

Rating examples:

If the child uses objects, images, pictures or a communication board to make oneself understood (assistive device).

If the child requires more support from a parent than someone else his/her age without disabilities to make oneself understood, such as interpreting words or gestures used to communicate (additional human assistance).

If the child uses a hand gesture when asking to be followed instead of verbally asking (with a certain difficulty, adaptation).

1.2 Communicating with a child at home or in the community

Life habit contents description:

Including making his/her needs known, expressing his/her ideas or views verbally (agreement-disagreement) in real life situations. At first, the child is being helped by an adult to express him/herself as clearly as possible, according to age and setting social norms.

Rating examples:

If the child uses objects, images, pictures or a communication board to make oneself understood (assistive device).

If the child requires more support from a parent than someone else his/her age without disabilities to make oneself understood, such as interpreting words or gestures used to communicate (additional human assistance).

If the child uses a hand gesture when asking to be followed instead of verbally asking (with some difficulty).

1.3 Communicating with a group of people at home or in the community

Life habit contents description:

Including making his/her needs known, expressing his/her ideas or views verbally (agreement-disagreement) in real life situations. At first, the child is being helped by an adult to express him/herself as clearly as possible, according to age and setting social norms.

Rating examples:

If the child uses objects, images, pictures or a communication board to make oneself understood (assistive device).

If the child requires more support from a parent than someone else his/her age without disabilities to make oneself understood, such as interpreting words or gestures used to communicate (additional human assistance).

1.4 Maintaining a conversation at home or within the community

Life habit contents description:

Including exchanging ideas with others while taking into account their views, discussing, arguing ... according to age and setting social norms.

Rating examples:

If the child needs more time to clarify his/her thoughts (adaptation).

If the conversational partner needs to ask questions to fully understand or if a parent or a significant other has to interpret the words of the child (additional human assistance).

If the conversational partner needs to call the child back to the subject of discussion (with a certain difficulty, additional human assistance).

If the child expresses him/herself using objects (with a certain difficulty and adaptation).

1.5 Communicating through writing

Life habit contents description:

Including communicating his/her needs and ideas by using words, phrases or a written text, writing a message or a greeting card, according to age and setting social norms.

Rating examples:

If the child uses an adapted pencil to address fine motor difficulties (assistive device).

If the child needs to use labelled words on a keyring (assistive device).

1.6 Communicating by internet

Life habit contents description:

Including aspects related to the use of emails, CHAT, Webcam ... according to age and setting social norms

Rating examples:

If the person needs to prepared answers to communicate by internet (adaptation).

If the keyboard has to be adapted by hiding certain keys or by writing letters in lowercase (adaptation).

1.7 Reading and understanding written information

Life habit contents description:

Including learning words, phrases and written texts, reading magazines, books, letters, written signs, according to age and setting social norms

Rating examples:

If the child requires a bioptic telescopic lens system or glasses to read and understand written information (assistive device).

If the child uses Braille writing system (adaptation).

If the child takes words at face value, thereby changing the sense of the text (with a certain difficulty).

If the child only reads the headlines and look at the pictures (with a lot of difficulty).

1.8 Using a telephone at home

Life habit contents description:

Including turning the phone on, composing a phone number, talking with the person and turning the phone off, according to age and setting social norms.

Rating examples:

If the child uses a hearing aid on the phone (assistive device).

If the child uses a personalized phonebook or a communication notebook (assistive device).

If the phone has to be modified so the phone number of the person is associated with his/her photo/image (adaptation).

If the parent has to make the child learns in advance what to say and how to say it (additional human assistance).

1.9 Using a public telephone or a cellphone

Life habit contents description:

Including turning the phone on, composing a phone number, talking with the person and turning the phone off, according to age and setting social norms.

Rating examples:

If the child uses a hearing aid on the phone (assistive device).

If the mobile phone had to be adapted (assistive device).

If the child is too young to use a public phone (not applicable).

If the child shows no interest in communicating in general (with a lot of difficulty).

1.10 Using a radio, television, computer, internet, DVD system or sound system...

Life habit contents description:

Including turning the device on and off, putting on the tape, CD or DVD, making things appear on the screen, using certain keyboard keys, choosing websites, using a computer mouse, using computer software ...

Rating examples:

If the child requires written or visual instructions to operate a device. (adaptation).

If the computer keyboard had to be adapted (having fewer keys) (adaptation).

If the child needs a touch screen or a vocal user interface (adaptation).

If the child requires more time than some else his/her age others when using a radio, a television, a computer, internet, a DVD system or a sound system (adaptation).

If the child requires more support from a parent than someone else his/her age without disabilities when using the computer, television, sound system ... (additional human assistance).

2. MOBILITY

2.1 Entering and exiting his/her home

Life habit content description:

Including stairs and exterior steps, opening and closing the outer door and using a key.

Rating examples:

If the child uses a wheelchair (assistive device).

If the door threshold has been modified (adaptation).

If the doors must be locked at all times (adaptation).

2.2 Moving around in his/her home

Life habit contents description:

Including moving from one room to another, from one floor to another, opening and closing assistive device doors, orientating yourself, going up and down stairs in his/her home.

Rating examples:

If the child uses a wheelchair (assistive device).

If the child requires an elevator to move around in his/her home (adaptation).

If the child requires more supervision or support than someone else his/her age without disabilities, because of motor, sensory disabilities or behavioral difficulties (with a certain difficulty, additional human assistance).

If the child requires the use of an adjustable height ramp when going up and down stairs (adaptation).

2.3 Moving around the grounds of his/her home

Life habit contents description:

Including the balcony, the courtyard, the lawn, moving from the street to the entrance area of his/her home, in the summer and the winter, orienting him/herself...

Rating examples:

If the child uses a wheelchair (assistive device).

The child requires an access ramp (adaptation).

If the child has the tendency to run away, therefore necessitating the safeguarding of the surroundings (adaptation).

2.4 Getting around on the street and on the sidewalk

Life habit contents description:

Including walking on the sidewalks, getting around on the street when there is no sidewalk...

Rating examples:

If for security reasons the child requires more supervision than someone else his/her age without disabilities (additional human assistance).

If the child is getting around on the street with the help of a plan drawn on paper (assistive device).

2.5 Crossing the street at an intersection

Life habit contents description:

Including crossing the street at an intersection with or without traffic lights.

Rating examples:

If the child often requires to practice safety rules (additional human assistance).

If the child requires the use of a GPS tracker to follow a predetermined route (assistive device).

If the child is too unpredictable and needs sustained attention (with a certain difficulty and additional human assistance).

If the child has to cross the street at an intersection with audible pedestrian signals and needs the assistance of someone else because of his/her restricted field of vision (adaptation and additional human assistance).

2.6 Getting around on a slippery surface or uneven surfaces

Life habit contents description:

Including snowy surfaces, ice, grass, gravel, sand, uneven surfaces.

Rating examples:

If the person needs studs under his/her boots when getting around on a slippery surface or uneven surfaces (assistive device).

If the entrance area of his/her home and the sidewalk have to be completely cleared of snow and ice in the winter (adaptation).

2.7 Going on foot or using school transportation as a mean of transportation to get to school

Life habit contents description:

Including carrying his/her bag.

Rating examples:

If the child requires visual landmarks to guide his/her journey (assistive device).

If the child uses adapted transportation or an adapted car (adaptation).

If the child needs to listen to a portable music player to occupy his/her attention (assistive device).

If the child requires to be seated in a particular place on the school bus (adaptation).

If the child uses crutches or a wheelchair (assistive device).

2.8 Entering and moving around in the school and schoolyard

Life habit contents description:

Including carrying his/her bag.

Rating examples:

If a friend is carrying his/her bag (additional human assistance).

If for security reasons the child gets out of school before everyone else (adaptation).

If the child goes to the library instead of going out at recess because there are too many children running riot at the same time (adaptation or not accomplished).

If the child needs a friend to pick him/her up when the school bell is ringing (additional human assistance).

2.9 Moving around in recreation sites in the community

Life habit contents description:

Including moving around at the pool, arena, library, recreation centre, parks, cinema...

Rating examples:

If the child requires a notebook indicating the color of the door sign (assistive device).

If the child requires supervision or increased monitoring (additional human assistance).

2.10 Entering and moving around in shops and service providers premises

Life habit contents description :

Including going to and moving around in restaurants, grocery and convenient stores, drugstores, medical clinics, shopping centers...

Rating examples:

If the child requires more support from a parent than someone else his/her age without disabilities to not run in the hallways (additional human assistance).

If the parent has to limit the number of shopping destinations because of the physical capabilities of the child or provide him/her several breaks throughout the day when shopping (adaptation).

If the parent has to go the mall at times when people are fewer out shopping (adaptation).

If the child requires supervision or increased monitoring by someone else (additional human assistance).

If a family member or a significant other has to interpret or intervene (additional human assistance).

2.11 Moving around with a bicycle

Life habit contents description:

Including bicycling for transportation and recreation.

Rating examples:

If the child needs an adapted bicycle (assistive device).

If the child requires more time to cover a distance (adaptation).

If the child requires assistance to mount and dismount from a bicycle (additional human assistance).

2.12 Being a passenger in a vehicle

Life habit contents description:

Including opening and closing car doors, getting in, sitting, fastening and unfastening his/her seatbelt, going out of the car...

Rating examples:

If the child needs adapted harness straps (adaptation).

2.13 Using means of transportation as passenger

Life habit contents description:

Including public transport, taxicab, train, airplane...

Rating examples:

If the child requires more support from a parent than someone else his/her age without disabilities (additional human assistance).

If the child has to be paired with another of his/her comrade (additional human assistance).

If the child uses adapted transportation (adaptation).

3. NUTRITION

3.1 Selecting appropriate food for snacks and meals, according to taste or particular needs

Life habit contents description:

Including quantity, freshness, type of food, according to personal diet...

Rating examples:

If the child expresses severe reservations (color and texture of food) (with a certain difficulty).

If the parent or a significant other has to intervene in the choice of food so to get past food rigidity and increase food diversity (additional human assistance).

If the child expresses his/her tastes using pictograms (assistive device).

If a board has been attached to a cabinet with pictures indicating choices and possible quantities (adaptation).

3.2 Taking part in the preparation of a simple meal

Life habit contents description:

Including pouring him/herself a glass of juice or milk, getting a cookie or cereal, making toast, a sandwich...

Rating examples:

If the child requires that breakfast-related tasks are dissected into subtasks (adaptation).

If the child uses visual sequences recorded in a notebook to prepare a sandwich (assistive device).

3.3 Taking part in the preparation of a full meal, such as an entree, a main course or a dessert

Life habit contents description:

Including participating in setting and clearing the table, making of recipes, using of electric kitchen appliances...

Rating examples:

If the child requires that recipe-related tasks are dissected into subtasks (adaptation).

If the child uses visual sequences recorded in a notebook to make a recipe (assistive device).

If the child's behavior is unsafe (with a certain difficulty).

3.4 Eating a meal

Life habit contents description:

Including the use of dishes and utensils, respecting instructions and table manners according to the context, in all living environments.

Rating examples:

If the child requires adaptive utensils (assistive device).

If the food has to be pureed or the child needs more time than someone else his/her age without disabilities to eat his/her meal (adaptation).

If the child requires the presence of someone else to repeat instructions frequently (additional human assistance).

If the child cannot sit still for a reasonable amount of time (with some difficulty).

3.5 Eating at a restaurant

Life habit contents description:

Including table service, choosing and ordering food from a menu...

Rating examples:

If the child requires someone else to carry his/her tray because of disabilities too severe or obstacles too great (additional human assistance).

If he person needs more time than someone else his/her age without disabilities to choose food and beverages (ordering) (adaptation).

If the child requires the presence of someone else to repeat instructions frequently (significant additional human assistance)

If the child cannot sit still for a reasonable amount of time (with some difficulty).

3.6 Using a vending machine

Life habit contents description:

Including choosing food and beverages, using currency to pay...

Rating examples:

If the child needs someone else to tell him/her which buttons to push (additional human assistance).

4. PHYSICAL FITNESS AND PSYCHOLOGICAL WELL-BEING

4.1 Getting in and out of bed

Life habit contents description:

Including motor and behavioral aspects.

Rating examples:

If the child requires an adapted bed or a heavy blanket (adaptation).

If the child refuses to go to bed (with a lot of difficulty).

4.2 Going to sleep, sleep and waking up

Life habit contents description:

Including comfort, duration, continuity, quality of sleep and changes of position in bed.

Rating examples:

If the child necessarily requires a teddy bear (assistive device).

If the child takes a medication (assistive device).

If the child requires a greater number of hours of sleep during the day (adaptation).

If the child needs to be reassured by a parent several times during the night (additional human assistance).

4.3 Participating in physical activities

Life habit contents description:

Including going for a walk, swimming, individual or group physical exercises...

Those activities may also be considered as leisure activities.

Rating examples:

If the child requires activities to be dissected into subtasks because of quick fatigue (adaptation).

If the child requires more support from a parent or an adult than someone else his/her age without disabilities (additional human assistance).

4.4 Carrying out activities to relax

Life habit contents description:

Including listening to music, reading a book or a comic book, relaxing...

Rating examples:

If the child requires relaxing activities to be scheduled in advance (adaptation).

If the child needs to be taught about signs of tiredness (adaptation).

If the child is unable to stop reading, watching television or playing online video games (with a lot of difficulty).

4.5 Carrying out activities that require attention or concentration

Life habit contents description:

Including board games, free association, memory or electronic games...

Rating examples:

If the child needs the rules of the game to be modified (adaptation).

If the child requires a timer to tell him/her when to stop playing (assistive device).

If the child takes medication to remain alert and focused (assistive device).

If the child requires more support from a parent than someone else his/her age without disabilities to maintain his/her attention (additional human assistance).

5. PERSONAL CARE AND HEALTH

5.1 Taking care of personal hygiene

Life habit contents description:

Including entering and exiting the bath or the shower, washing and drying his/her body and/or hands and/or face and/or hair, combing or brushing his/her hair, shaving, waxing, using deodorant, blowing his/her nose, cleaning and cutting your nails, putting on makeup, preparing him/herself and his/her personal belongings, as well as planning and organizing of those tasks.

Rating examples:

If the child requires more reminders, supervision or increased monitoring from a parent than someone else his/her age without disabilities (additional human assistance).

If the person requires visual landmarks to proceed step by step (assistive device).

If the child requires more time than someone else his/her age without disabilities to take care of his/her personal hygiene (adaptation).

If the child refuses toothbrushing (with a certain difficulty).

5.2 Getting a haircut

Life habit contents description:

Including by a parent or a hairdresser, hair washing.

Rating examples:

If the child requires his/her hair to be cut while sleeping (adaptation).

If the child needs to go to a hairdresser where televisions are displayed to keep him/her distracted (adaptation).

If the child requires being prepared in advance and has to be explained what will happen at the hairdresser (adaptation).

5.3 Using sanitary facilities in your home

Life habit contents description:

Including undressing and dressing when going to the bathroom, using toilet paper, diapers, sanitary towels, using the sink, the toilet...

Rating examples:

If the child requires more supervision or increased monitoring than someone else his/her age without disabilities (additional human assistance).

If the child requires reminders to prevent incontinence (additional human assistance).

If the child must wear adapted or modified clothing (adaptation).

5.4 Using sanitary facilities other than your home

Life habit contents description:

Including undressing and dressing when going to the bathroom, using toilet paper, diapers, sanitary towels, using the sink, the toilet...

Rating examples:

If the child requires more support from a parent than someone else his/her age without disabilities (additional human assistance).

If the child must wear adapted or modified clothing (adaptation).

5.5 Dressing and undressing

Life habit contents description:

Including indoor and outdoor clothing, buttons or zippers, shoelaces, jewelry...

Rating examples:

If the person requires adapted velcro clothes or larger fasteners (adaptation).

If the person requires more time to dress and undress than someone else his/her age without disabilities (adaptation).

5.6 Changing clothes when they are soiled or dirty

Life habit contents description:

Including undressing, choosing a change of clothes and getting dressed.

Rating examples:

If the child refuses to change his/her soiled or dirty clothes because he/she does not acknowledge them as dirty (with a lot of difficulty).

If the child requires more reminders than someone else his/her age without disabilities to change his/her soiled or dirty clothes (additional human assistance).

5.7 Putting on, taking off your orthoses, prostheses, contact lenses, eyeglasses, hearing aid ...

Life habit contents description:

Including putting them on, keeping them on, handling them safely...

Rating examples:

If the child requires more time than someone else his/her age without disabilities to put on his/her hearing aid (additional human assistance).

If the child needs to wear a helmet to not take off his/her hearing aid (adaptation).

If the child requires to be trained to take off and putting away his/her eyeglasses in a specific place (adaptation).

5.8 Participating in the maintenance of your orthoses, prostheses, contact lenses, eyeglasses, hearing aid...

Life habit contents description:

Including handling them with care, choosing the right cleansing fluid...

Rating examples:

If the child needs a reinforcement table to maintain his/her eyeglasses (adaptation).

5.9 Participating in health care

Life habit contents description:

Including recognizing and reporting health problems (injury, acne, allergy, stress...), participating in treating his/her health problems (applying a Band-Aid, taking his/her medication...), following therapeutic instructions (diet, exercises at home...).

Rating examples:

If the child denies health care or therapeutic instructions and overly resists them (with a lot of difficulty).

If the child requires more support or reminders than someone else his/her age without disabilities to take his/her medication (additional human assistance).

5.10 Using health care services

Life habit contents description:

Including medical clinics, hospitals or rehabilitation center, dental clinics...

Rating examples:

If the child refuses to be examined by the doctor and overly resists him/her (with a lot of difficulty).

If a parent, a friend or a significant other has to prepare the child to go to the doctor or dentist (additional human assistance) by using pictograms or social scenarios (assistive device).

6. HOUSING

6.1 Taking part in laying out the room

Life habit contents description:

Including choice of furniture and accessories.

Rating examples:

If the child requires items to be pre-selected by a parent or a significant other (adaptation).

If the child is not asked to take part in the laying out his/her room (not applicable).

6.2 Participating in housework

Life habit contents description:

Including making his/her bed, putting his/her toys and personal belongings at its designated place, sweeping, cleaning his/her messes... according to family habits requirements.

Rating examples:

If the child is not asked to participate in housework (not applicable).

If the child requires housework tasks to be scheduled in his/her week plan (adaptation).

If the child requires encouragement to participate in housework (additional human assistance).

If the child require storage spaces to be identified with pictograms (adaptation).

If the person uses a board attached to a cabinet with pictures indicating the beginning and the end of housework tasks to be done (adaptation).

6.3 Participating in outside home maintenance

Life habit contents description:

Including using the lawnmower, removing snow with a shovel, raking leaves... according to family habits requirements.

Rating examples:

If the child is not asked to participate in outside home maintenance (not applicable).

If the child requires tasks to be previously defined for him/her to participate in outside home maintenance (adaptation).

If the child needs being valued or encouraged to complete his/her outside home maintenance tasks (additional human assistance).

6.4 Taking part in emptying waste-baskets and taking out the garbage

Life habit contents description:

Including putting trash in the garbage can, emptying and taking out the garbage, recycling and composting on collection days...

Rating examples:

If the child requires to be trained to take part in emptying waste-baskets and taking out the garbage (additional human assistance).

If the child has to be reminded that his/her task is incomplete and that he/she has to complete it (with some difficulty and with light or significant human assistance, depending on the circumstances).

If the child is putting trash in the garbage can, emptying it and taking it out (without or with a little difficulty, no assistance).

6.5 Observing safety rules at home

Life habit contents description:

Including outdoor play modules, respecting the limits of the yard, putting on or off the alarm system...

Rating examples:

If the child requires training using social scenarios (adaptation).

If the child requires alarm system sound recognition exercises (role-playing games) because he/she cannot support its noise (adaptation).

6.6 Using furniture and household equipment

Life habit contents description:

Including tables and chairs, using storage spaces, opening and closing lights and windows, using outdoor play modules...

Rating examples:

If the child uses an adapted chair (assistive device).

If the room doors must be locked (adaptation).

If the child opens and closes the lights non-stop (without or with a little difficulty).

7. RESPONSIBILITIES

7.1 Shopping, running errands

Life habit contents description:

Including choosing goods, paying...

Rating examples:

If the child uses safe or secure payment in which the wallet is organized by bill value order (adaptation).

If the child uses a pictorial list of purchases to do (assistive device).

If the child requires shopping practicing at home before running errands in shops (adaptation).

If the child requires more support than someone else his/her age without disabilities (additional human assistance).

7.2 Managing pocket money

Life habit contents description:

Including saving money, making small expenses... according to age and family habits requirements.

Rating examples:

If the child does not have pocket money (not accomplished).

If the child does not wish to have or does not know what is pocket money (not applicable).

7.3 Respecting other people's rights and property

Life habit contents description:

Including other people's personal belongings, rules of life, regulations... according to age, family habits and social rules requirements.

Rating examples:

If the child requires his/her brother's room to be locked (adaptation).

If the child requires rules to be reminded more often than someone else his/her age without disabilities (additional human assistance).

7.4 Standing up own property and rights

Life habit contents description:

Including taking one's place, expressing his/her opinion... according to age and family habits requirements.

Rating examples:

If the child has to be directly asked by a parent to give his/her opinion (additional human assistance).

If the child requires to be shown how to express his/her anger (or any other feeling) when objects are being displaced in his/her room (additional human assistance).

7.5 Taking charge of himself or herself

Life habit contents description:

Including staying alone for short periods of time.

Rating examples:

If the child is too young to take charge of him/herself (not applicable).

If the child is able to stay alone for a short period of time but his/her parents refuse to let him/her (not accomplished).

7.6 Helping out parents or other family members

Life habit contents description:

Including rendering services...

Rating examples:

If the child has to be reminded to render services because he/she does not him/herself think about it (additional human assistance).

7.7 Accepting parents' or significant other's help

Life habit contents description:

Including accepting assistance or service rendered by his/her family, according to family habits.

Rating examples:

If the child requires social scenarios to be used to tell him/her it is ok to receive assistance and to make it known when he/she does not understand how to make his/her homework (adaptation).

If the child refuses assistance when needed (with a lot of difficulty).

If the person is going through a difficult situation at school because of his/her physical appearance, disabilities... and his/her brother gives support by discussing it (without or with a lot of difficulty and a little additional human assistance).

7.8 Taking care of pets

Life habit contents description:

Including walking, feeding, giving affection and playing with a dog... according to age and milieu habits requirements.

Rating examples:

If the child needs to be taught how to behave with a pet (adaptation).

If the child requires a bigger pet so it does not suffer from his/her bad treatment (adaptation).

If the child does not have a pet (not applicable).

8. INTERPERSONAL RELATIONSHIPS

8.1 Maintaining an emotional relationship with parents

Life habit contents description:

Including foster or substitute parents, the expression of emotions and feelings such as joy or anger, giving hugs...

Rating examples:

If the child requires more support than someone else his/her age without disabilities to express his/her anger (additional human assistance).

If the child uses visual supports to express his/her emotions and feelings (emotions thermometer, pictograms representing various emotions...) (assistive device).

If the parent has to use symbolic gestures (animated hands) to help the child identifying his/her emotions or feelings (adaptation and with a lot of difficulty).

8.2 Maintaining an emotional relationship with brothers and sisters

Life habit contents description:

Including substitute family, the expression of emotions and feelings such as joy or anger, giving hugs...

Rating examples:

If the child requires more support from a parent than someone else his/her age without disabilities to express his/her emotions and feelings (additional human assistance).

If the child's brother or sister participates in a support group to help him/her understand how the child expresses his/her emotions and feelings (with a lot of difficulty).

8.3 Maintaining an emotional relationship with other relatives

Life habit contents description:

Including the expression of emotions and feelings such as joy or anger, giving hugs ...

Rating examples:

If the child requires more support from a parent than someone else his/her age without disabilities to express his/her emotions and feelings (additional human assistance).

If the child requires his/her parent to explain to his/her relatives what are his/her intentions are (with some difficulty).

8.4 Maintaining friendships

Life habit contents description:

Including establishing and maintaining relationships.

Rating examples:

If the child requires more support from a parent than someone else his/her age without disabilities to establish or maintain relationships (additional human assistance).

If an adult has to teach the child how to behave with his/her friends (social circles) (additional human assistance and adaptation).

If the parent has to supervise the child's relationships with his/her friends (additional human assistance).

8.5 Maintaining social ties with adults around the child

Life habit contents description:

Including teachers, monitors... as well as any other significant adult figure.

Rating examples:

If an adult has to teach the child how to behave with surrounding adults (social circles) (additional human assistance and adaptation).

8.6 Maintaining social ties with other children

Life habit contents description:

Including at school, during leisure activities, with neighbors... according to age, family habits and social rules requirements.

Rating examples:

If the child requires more support than someone else his/her age to use the rules of politeness (saying Hi!, Sorry!, Thank you!, Please!) (additional human assistance and with a certain difficulty).

If the child requires to be taught social rules to know how to behave in social situations (social scenarios) (adaptation and assistive device).

8.7 Managing conflicts with others

Life habit contents description:

Including at school, during leisure activities, with neighbors... according to age, family habits and social rules requirements.

Rating examples:

If the child requires more support from a parent than someone else his/her age without disabilities when losing at a game (visual supports) (assistive device and additional human assistance).

If the child has to use his/her calming card for him/her to know how to react when something goes wrong (assistive device).

8.8 Being involved or participating in sexual awakening activities

Life habit contents description:

Including information, discussions, body exploration activities... according to age and milieu values.

Rating examples:

If the parent has to find illustrated books to better explain sexuality to the child (adaptation).

If the adult has to use a diagram to explain the human body to the child (adaptation).

If the child has to be monitored when accomplishing body exploration activities (additional human assistance).

If the parent uses visual supports to teach the child what to do and not to do (assistive device).

9. COMMUNITY AND SPIRITUAL LIFE

9.1 Participating as a member of student associations

Life habit contents description:

Including serving on the school or class council, after school committees...

Rating examples:

If the child has no interest whatsoever in participating as a member of such associations (not applicable).

9.2 Participating as a member of recreation associations

Life habit contents description:

Including scouts, clubs, interest groups...

Rating examples:

If the child has no interest whatsoever in participating in such associations (not applicable).

9.3 Participating in self-help and interest groups activities

Life habit contents description:

Including human rights groups or environmental organizations...

Rating examples:

If the child has no interest whatsoever in participating in such associations (not applicable).

9.4 Participating in religious or spiritual activities

Life habit contents description:

Including religious or spiritual activities at home, at church or other places of worship, rituals... according to age and milieu habits.

Rating examples:

If the child has no interest whatsoever in participating in such activities (not applicable).

If the child participates to religious-related activities while his/her parents are attending a religious ceremony (adaptation).

If the child has to read social scenarios before attending a religious ceremony (adaptation and additional human assistance).

10. EDUCATION

10.1 Participating in preschool activities

Life habit contents description:

Including childcare services, kindergarden, day nursery...

Rating examples:

If the child participated in a kindergarden special class (adaptation).

If the child requires individualized support to participate in preschool activities (adaptation and with a certain difficulty).

If the child requires the day nursery to offer adapted games to his/her level of development (adaptation).

If the child requires to join a group of younger students to participate in preschool studies (adaptation).

10.2 Participating in school learning activities

Life habit contents description:

Including workshops, courses, practical works, note-taking, exams, using an agenda, teamworks.

Rating examples:

If the child significant support from remedial or specialized education professionals (significant additional human assistance).

If the child requires the school curriculum to be completely adapted to his/her needs (adaptation).

If the child requires more time than someone else his/her age without disabilities to complete an exam or needs to use a quiet room (adaptation).

If the child uses an illustrated schedule placed on his/her school desk (adaptation).

10.3 Taking specialized classes

Life habit contents description:

Including physical education, music courses...

Rating examples:

If the child requires differentiated teaching to take part in specialized courses (adaptation).

If the child wears ear shells because of his/her auditory hypersensitivity (assistive device).

If the teacher has to never asks the child to be the first to perform an exercise in front of the class (adaptation).

If the child is authorized to play an easier instrument (adaptation).

10.4 Participating in team work

Life habit contents description:

Including planning the team's projects, participating in meetings, dividing tasks between team members...

Rating examples:

If the child requires an adult to determine which will be his/her role according to his/her abilities (adaptation).

If the child has to be taught how to accept others' ideas (additional human assistance).

If the child has to participate in a smaller than the rest of his/her comrades (adaptation).

10.5 Using school infrastructure and services

Life habit contents description:

Including the cafeteria, school playground, gymnasium, childcare services, lockers...

Rating examples:

If the child needs lowered shelf and hooks in his/her locker (adaptation).

If the child requires a friend to carry his/her tray in the cafeteria (additional human assistance).

If the child select his/her menu order by using pictograms (assistive device).

If the child requires supervision in order to respect playground rules and games (additional human assistance).

10.6 Doing homework

Life habit contents description:

Including doing his/her homework...

Rating examples:

If the child needs more help with his/her homework or extra lessons than someone else his/her age without disabilities (additional human assistance).

If the child requires more time than someone else his/her age without disabilities to do his/her homework (adaptation).

If the child needs a time schedule telling him/her when to accomplish his/her homework (adaptation).

If the child requires temporal landmarks when doing his/her homework to prevent him/her wasting time (time timer) (adaptation or assistive device).

If an adult has to place relaxing activities or games between periods of time dedicated to homework (adaptation).

10.7 Taking part in school activities

Life habit contents description:

Including school outings, extra-curricular or special activities...

Rating examples:

If the child is exempt of participating in school activities because of disabilities too severe (not accomplished).

If the child requires that someone prepares him/her in advance about school outings (adaptation).

11. WORK

11.1 Performing small-scale paid work other than those accomplished at home

Life habit contents description:

Including babysitting, delivering newspapers, moving lawns...

Rating examples:

If the child requires more time than someone else his/her without disabilities to perform small-scale paid work (additional human assistance).

If the child needs to be accompanied by a parent while performing small-scale paid work (with some difficulty).

11.2 Seeking a small job

Life habit contents description:

Including making representation in person or by phone.

Rating examples:

If the child does not have any interest whatsoever seeking a small job (not applicable).

11.3 Performing small-scale unpaid work other than those accomplished at home

Life habit contents description:

Including mowing lawns, watering indoor or outdoor plants, taking the garbage to the street, doing voluntary work ...

Rating examples:

If the child requires those tasks to be planned in his/her schedule (adaptation).

If a parent needs to cue the child about accomplishing his/her tasks by initiating them (additional human assistance).

12. RECREATION

12.1 Choosing your physical, recreational and sporting activities

Life habit contents description:

Including swimming, skating, inline skating, hockey, gymnastics...

Rating examples:

If the child requires visual supports to make a decision (assistive device).

If the child has to participate in various activities before making a decision (adaptation).

12.2 Practicing sports or physical activities indoors

Life habit contents description:

Including swimming, skating, inline skating, hockeying, gymnastics ...

Rating examples:

If the child requires sporting or physical activities rules to be modified (adaptation).

If the child needs to practice sports or physical activities into smaller or disability recreational groups (adaptation).

If the child requires devices to help him/her maintain his/her balance (assistive device).

12.3 Practicing sports or physical activities outdoors

Life habit contents description:

Including swimming, ice or inline skating, inline skating, hockeying, skiing, snowshoeing, sliding...

Rating examples:

If the child requires sporting or physical activities rules to be modified (adaptation).

If the child needs to practice sports or physical activities into smaller or disability recreational groups (adaptation).

If the child requires devices to help him/her maintain his/her balance (assistive device).

12.4 Playing individual or group indoor games

Life habit contents description:

Including card and electronic games, Lego blocks, board games...

Rating examples:

If individual or group indoor games rules have to be modified (adaptation).

If the board game has to be modified (adaptation).

If the child usually plays games designed for younger children (adaptation).

12.5 Practicing artistic, cultural or craft activities

Life habit contents description:

Including music, dancing, crafting, painting, theater...

Rating examples:

If instructions have to be modified (adaptation).

If the child needs to take one-on-one (adaptation).

If the child gets to learn a role with lesser lines (adaptation).

If the child needs more time practicing than someone else his/her age without disabilities (adaptation).

If the child needs to participate in small adapted groups (less or more organized) (adaptation).

12.6 Attending sporting events

Life habit contents description:

Including attending hockey, soccer, football...

Rating examples:

If the child use specially designed facilities (adaptation).

If the child requires to be given a candy bag to help him/her being more patient or staying calm (adaptation).

If the child has to wear hearing protection (assistive device).

12.7 Attending artistic or cultural events

Life habit contents description:

Including attending shows, going to the theater, the movies...

Rating examples:

If the child use specially designed facilities (adaptation).

If a parent has to choose the time at which the child will attend the artistic or cultural events as well as the place where he/she will be seated in the room (adaptation).

12.8 Taking part in tourist activities

Life habit contents description:

Including traveling,, visiting natural or historical sites, museums...

Rating examples:

If the child use specially designed facilities (adaptation).

If the child needs to be prepared in advance before taking part in touristic activities (adaptation).

If the parent has to avoid crowed places (adaptation).

If the parent has to adjust his/her planning to consider the child's attention capabilities or fatigue (adaptation).

If the parent has to provide the child visual aids in advance to make him/her interested in the coming touristic activities (assistive device).

If the parent makes the child interested in touristic activities with the help of a road map (adaptation).

12.9 Taking part in outdoor activities

Life habit contents description:

Including hiking, camping, summer camps...

Rating examples:

If the child use specially designed facilities (adaptation).

If the parent has to adjust the hiking activity in order to consider the child's physical capabilities (without additional human assistance).

If the child requires more supervision than someone else his/her without disabilities (significant human assistance).

If the child participates in specialized summer camps (adaptation).

12.10 Using recreational facilities in your neighborhood

Life habit contents description:

Including using the library, the local recreation center...

Rating examples:

If the child needs specially designed facilities (adaptation).

If the child requires more support than someone else his/her age without disabilities to respect the silence (additional human assistance).

If the child requires the use of a device reminding him/her the steps he/she has to follow to choose and to borrow a book (assistive device).