

Assessment of Life Habits

(LIFE-H for Children 0-4)

For children from birth to 4 years of age



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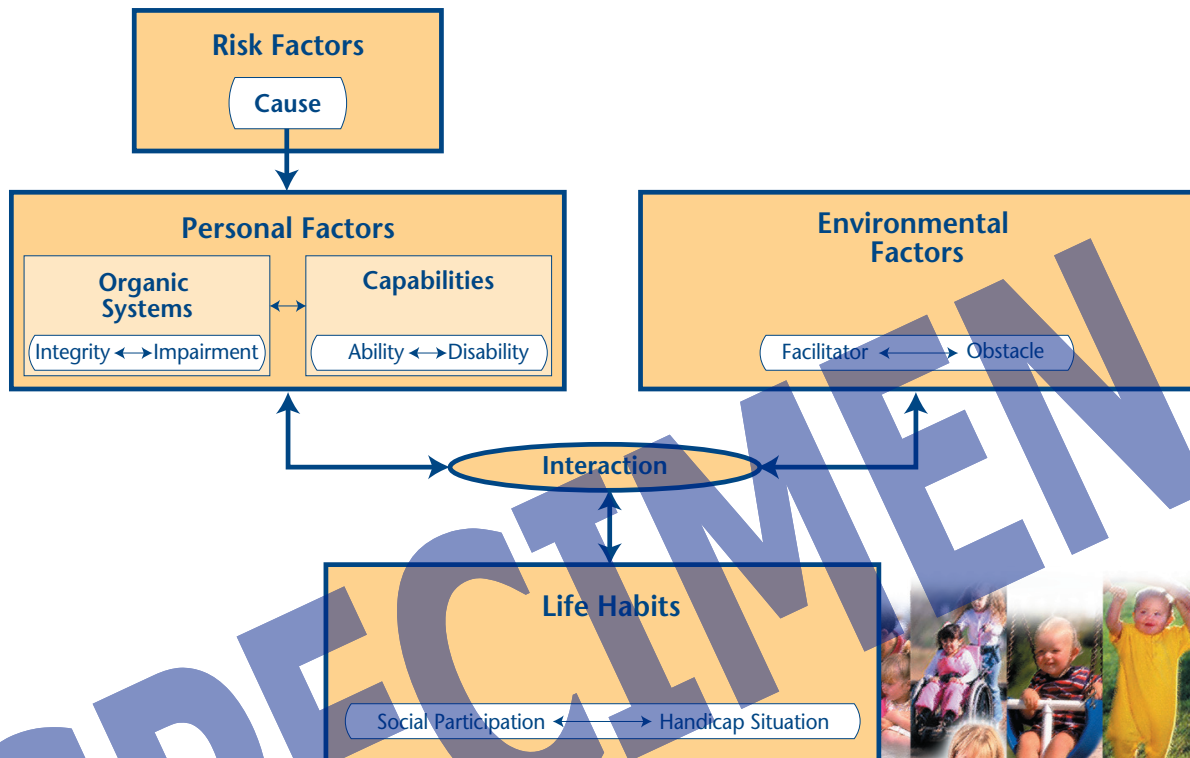
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The Disability Creation Process: The Reference Model



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

The DCP demonstrates that the accomplishment of life habits is not only the result of our identity, our choices, impairments to our organs, 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 capabilities 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/her environment. We are thus talking about the quality of the person's social participation or the intensity of the handicap situations experienced by that person.

The DCP is thus a positive model that does not place responsibility for the accomplishment of life habits on the person.



Instructions for Respondents

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 are characteristic of a child in his/her environment (home, school, and neighborhood). It was designed for children between the ages of 0 and 4.

Life Habits are *regular activities* (eating meals, communicating with others, moving around) and *social roles* (going to a daycare centre, engaging in social relationships, participating in recreational activities) that allow the child to survive and achieve his/her potential in society throughout his/her life. The accomplishment of life habits depends on the child's age, expectations of his/her environment, and cultural factors.

You are asked to indicate how the child generally accomplishes each life habit in day to day living, giving an average level of accomplishment. **The purpose of this questionnaire is to determine the way in which the child accomplishes the life habits.**

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 over them.

Questions and Format of the Questionnaire

There are two (2) questions for each life habit.

Question 1

will determine for each of the child's life habits,

A The level of accomplishment,
and

B The type of assistance required to
accomplish it.

Please note that the answers to sub-
questions (**A** & **B**) are interrelated.

Question 2

will determine, for each of the child's life
habits, your level of satisfaction as the
respondent (parent or professional).

This is the rating scale you will find at the top
of each page of the questionnaire.

**Answer the following two questions.
(Check the appropriate boxes.)**

1 For each of the following life habits, indicate
A. How the child usually accomplishes it,
and
B. The type of assistance required to accomplish it.

2 For each of the following life habits, indicate
your level of satisfaction with the way the
child accomplishes it.

* This refers to human assistance in addition to the assistance
a child of the same age usually requires.

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

Question 1		Question 2
A Level of Accomplishment (Check only 1)	B Type of Assistance (Check 1 or more, as required)	Level of Satisfaction (Check only 1)
No difficulty	No assistance	Very dissatisfied
With difficulty	Assistive device	Dissatisfied
Accomplished by a proxy	Adaptation	More or less satisfied
Not accomplished	Additional human assistance*	Satisfied
Not applicable		Very satisfied

Levels of Accomplishment

Question 1 A

For each of the following life habits, indicate the way the child usually accomplishes it.

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

No difficulty

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

With difficulty

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

Accomplished by a proxy

The child cannot actively participate in the completion of the life habit due to disabilities that are too severe or obstacles that are too great. Since this habit is **essential** in the majority of cases (washing, dressing, moving around, etc.), it is **entirely accomplished by another person**.

Not accomplished

The child cannot accomplish the life habit because

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

As this is a **non-essential** life habit in the majority of cases (e.g., participating in activities at an early childhood education centre or daycare centre), it cannot be accomplished by someone else.

Not applicable

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

- 1) Never having done it or needed to do it (e.g., participating in using a telephone),
- 2) Age or gender (e.g., moving around in the neighbourhood),
- 3) The child's environment (e.g., moving from one floor to another in the home if the home does not have one), or
- 4) A personal, family, or socio-cultural choice (e.g., practicing individual physical activities, etc.).

* Definitions of these terms can be found on the following page.

Type of Assistance Required

Question 1 B

For each of the following life habits, indicate which type of assistance is required.

You may check more than one box (under **Type of Assistance**) if they all correspond to the way the child accomplishes the life habit. Here are definitions of each type of assistance:

No assistance

The child accomplishes the life habit by himself/herself without an assistive device, adaptation, or human assistance. In this situation, no other box should be checked.

Assistive device*

Any (nonhuman) support used to assist in the accomplishment of life habits such as a wheelchair, visual aid, hearing aid, bath seat, medication, or other accessories. Generally speaking, **the child can take the assistive device with him/her**.

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, 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 assistance required because of the child's disabilities or obstacles in the environment and is in addition to the assistance required because of the person's age. It is defined as any individual who assists the child in the accomplishment of life habits, including parents**, friends, staff members, etc. This includes physical assistance, supervision, verbal instruction, encouragement, etc. If the child requires no assistance over and above the assistance required by a child of the same age without disabilities, do not check the **Additional human assistance** box.

* Note 1

The **Assistive device** box should only be checked if the accomplishment of the life habit by the child requires its use (e.g., a wheelchair for moving around, a hearing aid for communicating).

** Note 2

The term "parents" includes all people who are legally responsible for the child.

Examples of the Accomplishment of Some Life Habits

Participating in dressing and undressing

If the child easily accomplishes this life habit, check the **No difficulty** box.

If it is difficult for the child to participate in dressing and undressing, check the **With difficulty** box.

If the child does not actively participate in this life habit because of disabilities that are too severe or obstacles that are too great and another person does it for the child, check the **Accomplished by a proxy** box.

If the child does not need assistance to accomplish this life habit, check the **No assistance** box. It is possible that the child requires no assistance even if the **With difficulty** box has been checked. If the clothes have to be adapted (velcro) to accomplish this life habit, check the **Assistive device** box.

If the life habit must be divided into stages, check the **Adaptation** box.

If the child is helped by someone else because of his/her disability in order to “participate in dressing and undressing,” check the **Additional human assistance** box. If the child needs help to accomplish this task solely due to his/her young age, do not check **Additional human assistance**.

No difficulty	With difficulty	Accomplished by a proxy	Not accomplished	Not applicable	No assistance	Assistive device	Adaptation	Additional human assistance*	Very dissatisfied	Dissatisfied	More or less satisfied	Satisfied	Very satisfied
✓													
	✓												
		✓											
					✓								
	✓												
						✓							
							✓						
								✓					

Examples of the Accomplishment of Some Life Habits (continued)

Participating in preparing a snack, breakfast, a simple recipe, or other

If the child easily accomplishes this life habit, check the **No difficulty** box.

If it is difficult for the child to participate in preparing a snack, breakfast, a simple recipe or other, check the **With difficulty** box.

If the child cannot participate in preparing a snack, breakfast, a simple recipe or other because of disabilities that are too severe or obstacles that are too great, check the **Not accomplished** box.

If the child is not in the habit of participating in preparing a snack, breakfast, a simple recipe or other by choice and not because of disability or obstacles, then the life habit is not part of child's daily activities and you should check the **Not applicable** box.

If the child does not need assistance to accomplish this life habit, check the **No assistance** box. It is possible that the child requires no assistance even if the **With difficulty** box has been checked. If the child has to use adapted utensils to participate in preparing a snack, breakfast, a simple recipe or other, check the **Assistive device** box.

If the child needs more time to accomplish this life habit, check the **Adaptation** box.

No difficulty	With difficulty	Accomplished by a proxy	Not accomplished	Not applicable	No assistance	Assistive device	Adaptation	Additional human assistance*	Very dissatisfied	Dissatisfied	More or less satisfied	Satisfied	Very satisfied
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples of the Accomplishment of Some Life Habits (continued)

Getting to, entering and moving around an early childhood education centre or daycare centre (including the play yard)*

If the young person uses an access ramp to accomplish this activity, check the **Adaptation** box.

No difficulty	With difficulty	Accomplished by a proxy	Not accomplished	Not applicable	No assistance	Assistive device	Adaptation	Additional human assistance*	Very dissatisfied	Dissatisfied	More or less satisfied	Satisfied	Very satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For certain life habits, the **Accomplished by a proxy**, **Not accomplished**, and **Not applicable** boxes cannot be checked (e.g., sleeping) because they are essential for the child's survival.

Examples are given in parentheses for all life habits (p. 14 to 18). However, the examples are not exhaustive. Moreover, there is no need to accomplish all the life habits, only those that are relevant for the child.

* Note

If the child uses a wheelchair and would like to attend an early childhood education program or daycare centre that is not wheelchair accessible (no ramp or elevator, etc.), check the **Not accomplished** box. This means that the life habit is not accomplished because of obstacles that are too great or because of a lack of assistance. However, if attending an early childhood education program or daycare centre is not required (needs, etc.), check the **Not applicable** box.

Level of Satisfaction

Question 2

For each of the following life habits, indicate your level of satisfaction with the way the child accomplishes it.

This second question relates to your personal evaluation of the child's level of accomplishment of life habits. Please answer freely based on your daily life and personal experience. If the respondent is the child himself or herself, the question relates to the child's own evaluation of his/her level of accomplishment of life habits.

The **More or less satisfied** level of satisfaction means that in certain situations or on certain days you are satisfied and on others you are dissatisfied with the level of accomplishment.

The level of satisfaction for each life habit is recorded as an indicator, notably for determining the appropriateness of interventions modifying the accomplishment of a life habit.

Currently, the tool does not include a way to integrate satisfaction levels with standardized results respecting life habit accomplishment.

Identification of the child

1 Name

2 Date of birth DD MM YYYY
/ /

3 Gender ☐ Female ☐ Male

4 Date of evaluation DD MM YYYY
/ /

5 How the questionnaire was completed

- ☐ Self-administered
- ☐ Interview

6 The respondent is

- ☐ A parent
- ☐ A professional (name and discipline)

7 The level of satisfaction is that of

- ☐ The parent
- ☐ The professional

Questionnaire

**Answer the following two questions.
(Check the appropriate boxes.)**

- 1** For each of the following life habits, indicate
A. How the child usually accomplishes it,
and
B. The type of assistance required to accomplish it.
- 2** For each of the following life habits, indicate
your level of satisfaction with the way the
child accomplishes it.

* This refers to human assistance in addition to the assistance
a child of the same age usually requires.

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

	Question 1						Question 2								
	A Level of Accomplishment (Check only 1)			B Type of Assistance (Check 1 or more, as required)			Level of Satisfaction (Check only 1)								
	No difficulty	With difficulty	Accomplished by a proxy	Not accomplished	Not applicable	No assistance	Assistive device	Adaptation	Additional human assistance*	Very dissatisfied	Dissatisfied	More or less satisfied	Satisfied	Very satisfied	
Nutrition															
Diet															
Participating in selecting appropriate foods for snacks or meals according to taste (quantity and type of food)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1.1.1 <input type="checkbox"/>
Meal preparation															
Participating in preparing a snack, breakfast, a simple recipe, or other related tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1.2.1 <input type="checkbox"/>
Using a refrigerator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1.2.2 <input type="checkbox"/>
Eating meals															
Using standard table manners according to the context (respecting instructions, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1.3.1 <input type="checkbox"/>
Drinking with a bottle, glass or cup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1.3.2 <input type="checkbox"/>
Eating with utensils or hands (according to the type of food)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1.3.3 <input type="checkbox"/>
Eating out at a restaurant (table service and fast food)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1.3.4 <input type="checkbox"/>
Fitness															
Rest															
Getting in and out of bed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.1.1 <input type="checkbox"/>
Going to sleep and sleeping properly (comfort, duration, soundness, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.1.2 <input type="checkbox"/>
Mental well-being															
Engaging in quiet activities that are relaxing or require attention or concentration (listening to music or a story, looking at a book)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.2.1 <input type="checkbox"/>

**Answer the following two questions.
(Check the appropriate boxes.)**

1 For each of the following life habits, indicate
A. How the child usually accomplishes it,
and
B. The type of assistance required to accomplish it.

2 For each of the following life habits, indicate
your level of satisfaction with the way the
child accomplishes it.

* This refers to human assistance in addition to the assistance
a child of the same age usually requires.

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

	Question 1								Question 2					
	A Level of Accomplishment (Check only 1)				B Type of Assistance (Check 1 or more, as required)				Level of Satisfaction (Check only 1)					
	No difficulty	With difficulty	Accomplished by a proxy	Not accomplished	Not applicable	No assistance	Assistive device	Adaptation	Additional human assistance*	Very dissatisfied	Dissatisfied	More or less satisfied	Satisfied	Very satisfied
Participating in a conversation with a child or small group of children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4.1.5 <input type="text"/>
Participating in a conversation with an unfamiliar adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4.1.6 <input type="text"/>
Written communication														
Receiving and understanding written information (pictures, pictographs, signs, words)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4.2.1 <input type="text"/>
Telecommunication														
Participating in using a telephone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4.3.1 <input type="text"/>
Participating in using a television, radio, computer, video or sound system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4.3.2 <input type="text"/>
Housing														
Housekeeping														
Participating in organizing personal items and carrying out other simple tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5.2.1 <input type="text"/>
Using furniture and other home equipment														
Entering and exiting the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5.3.1 <input type="text"/>
Moving around on one floor of the home, including using furniture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5.3.2 <input type="text"/>
Moving from one floor to another in the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5.3.3 <input type="text"/>
Moving around outside the home (backyard, grounds) in all seasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5.3.4 <input type="text"/>
Using equipment outside the home (pool, play equipment, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5.3.5 <input type="text"/>
Mobility														
Short-distance movement														
Moving around in the neighbourhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6.1.1 <input type="text"/>
Moving around on the street and sidewalk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6.1.2 <input type="text"/>
Transportation														
Being a passenger in a vehicle (auto, bus, taxi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6.2.1 <input type="text"/>

**Answer the following two questions.
(Check the appropriate boxes.)**

1 For each of the following life habits, indicate
A. How the young person usually accomplishes it,
and
B. The type of assistance required to accomplish it.

2 For each of the following life habits, indicate
your level of satisfaction with the way the
young person accomplishes it.

* This refers to human assistance in addition to the assistance
a young person of the same age usually requires.

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

		Question 1						Question 2								
		A Level of Accomplishment (Check only 1)			B Type of Assistance (Check 1 or more, as required)			Level of Satisfaction (Check only 1)								
		No difficulty	With difficulty	Accomplished by a proxy	Not accomplished	Not applicable	No assistance	Assistive device	Adaptation	Additional human assistance*	Very dissatisfied	Dissatisfied	More or less satisfied	Satisfied	Very satisfied	
Responsibilities																
Civic responsibilities																
Respecting rules of conduct, regulations, safety rules, his/her own property and that of others		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7.2.1 <input type="checkbox"/>
Taking charge of him/herself, standing up for his/her rights, expressing his/her wishes and needs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7.2.2 <input type="checkbox"/>
Family responsibilities																
Accepting help from parents and siblings		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7.3.1 <input type="checkbox"/>
Participating in taking care of pets		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7.3.2 <input type="checkbox"/>
Accompanying parents on shopping trips		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7.3.3 <input type="checkbox"/>
Interpersonal Relationships																
Close relationships																
Maintaining loving relationships with immediate family		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8.1.1 <input type="checkbox"/>
Maintaining loving relationships with other relatives (grandparents, cousins, etc.)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8.1.2 <input type="checkbox"/>
Creating and maintaining social ties with friends		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8.1.3 <input type="checkbox"/>
Participating in activities related to sexual awakening (questions, exploring the body, etc.)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8.1.4 <input type="checkbox"/>
Social relationships																
Participating in social activities with family or extended family		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8.2.1 <input type="checkbox"/>
Community Life																
Spiritual life and religious practices																
Participating in religious activities		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9.2.1 <input type="checkbox"/>

**Answer the following two questions.
(Check the appropriate boxes.)**

1 For each of the following life habits, indicate
A. How the young person usually accomplishes it,
and
B. The type of assistance required to accomplish it.

2 For each of the following life habits, indicate
your level of satisfaction with the way the
young person accomplishes it.

* This refers to human assistance in addition to the assistance
a young person of the same age usually requires.

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

	Question 1						Question 2							
	A Level of Accomplishment (Check only 1)			B Type of Assistance (Check 1 or more, as required)			Level of Satisfaction (Check only 1)							
	No difficulty	With difficulty	Accomplished by a proxy	Not accomplished	Not applicable	No assistance	Assistive device	Adaptation	Additional human assistance*	Very dissatisfied	Dissatisfied	More or less satisfied	Satisfied	Very satisfied
Education														
Preschool education														
Getting to, entering, and moving around an early childhood education centre or daycare centre (including the play yard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in activities at an early childhood education centre or daycare centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the facilities at an early childhood education centre or daycare centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in special activities organized by an early childhood education centre or daycare centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreation														
Sports and games														
Playing individual games indoors or outdoors (rattle, doll play, sandbox, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing group games indoors or outdoors (card games, ball games, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicing individual physical activities or sports indoors or outdoors (swimming, biking, skiing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicing group physical activities or sports indoors or outdoors (soccer, hockey, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in outdoor activities (camping, hiking, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using local sports and recreation facilities (pool, gym, arena, playground, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts and culture														
Practicing artistic activities (music, arts and crafts, dance, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going to a movie, attending a show	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using local recreational facilities (library, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in trips or tourist activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Use the following lines for general comments or remarks related specifically to one or more of the following topics regarding the child:

- a) The level of accomplishment
- b) The type of assistance required
- c) The level of satisfaction

or for general comments pertaining to any other aspect of this questionnaire.

SPECIMEN

Summary of Results

SPECIMEN

Life Habits Accomplishment Scale

Score	Difficulty Level	Assistance Type
9	No difficulty	No assistance
8	No difficulty	Assistive device (or adaptation)
7	With difficulty	No assistance
6	With difficulty	Assistive device (or adaptation)
5	No difficulty	Additional human assistance
4	No difficulty	Assistive device (or adaptation) and additional human assistance
3	With difficulty	Additional human assistance
2	With difficulty	Assistive device (or adaptation) and additional human assistance
1	Accomplished by a proxy	
0	Not accomplished	
N/A	Not applicable	

Formula: Calculation of the Accomplishment Level (Weighted Score)

$$(\sum \text{Scores} \times 10) \div (\text{Number of Applicable Life Habits} \times 9)$$

Example: Calculation of the Accomplishment Level (LIFE-H For children from birth to 4 years of age)

Score Calculation			Example		
Categories	Number of Applicable Life Habits	Score (range)	Number of Applicable Life Habits	Raw Score	Weighted Score (0-10)
Nutrition	7	0-63	4	21	5,8
Fitness	3	0-27	3	19	7
Personal Care	8	0-72	6	17	3,1
Communication	9	0-81	8	42	5,8
Housing	6	0-54	5	26	5,8
Mobility	3	0-27	3	10	3,7
Responsibilities	5	0-45	3	8	3
Interpersonal Relationships	5	0-45	4	22	6,1
Community Life	1	0-9	0	0	0
Education	4	0-36	2	7	3,9
Recreation	10	0-90	5	16	3,6
Total	61	0-549	43	188	4,9/10

Life Habits Category Accomplishment Level

