

# Assessment of Life Habits

(LIFE-H for children 5-13, 1.0)

Adapted for children 5 to 13 years  
**Children Short Form**



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# SPECIMEN

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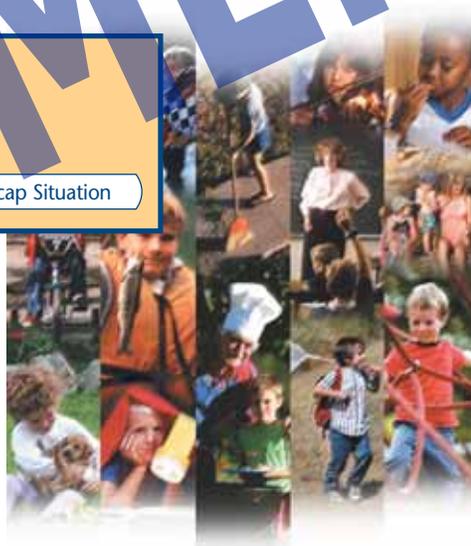
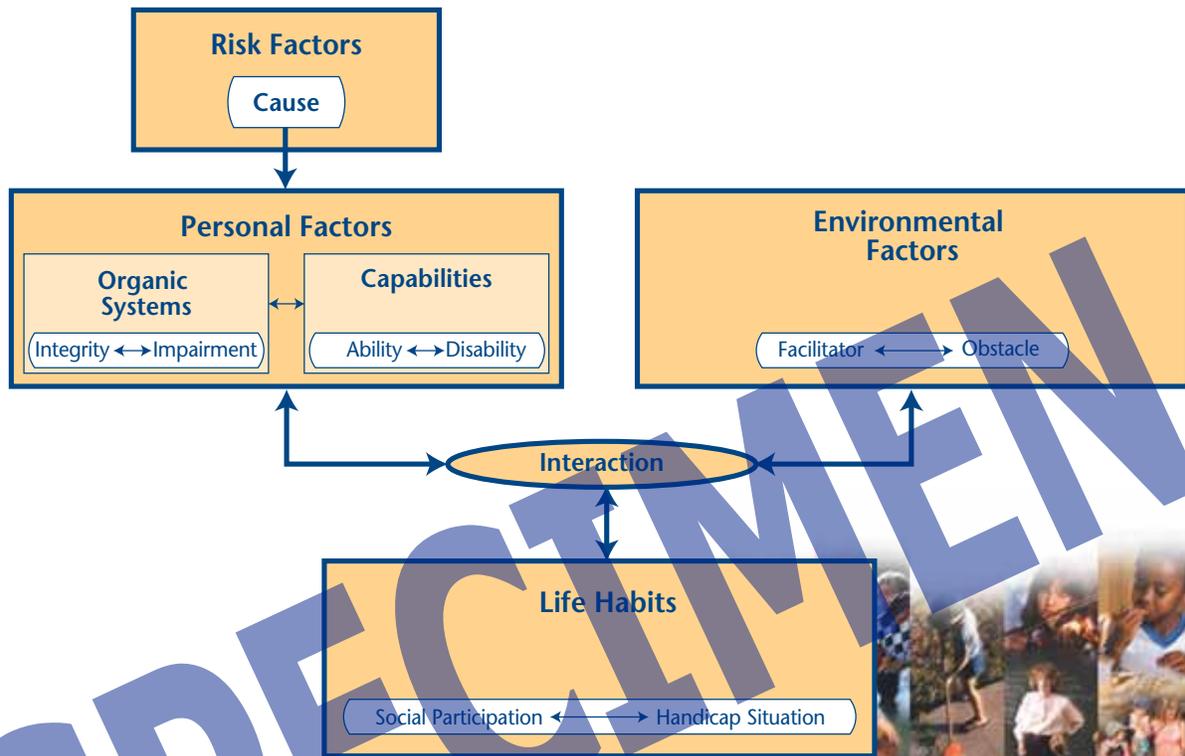
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**SPECIMEN**

# 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 or 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 handicaps on the person.

# Instructions for Respondents

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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 young person in his or her environment (home, school, and neighborhood). It was designed for persons between the ages of 5 and 13.

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

You are asked to indicate how the young person 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 young person accomplishes the life habits.**

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## 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 young person'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 young person's life habits, your level of satisfaction as the respondent (parent, professional, or the young person).

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 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	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 young person 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 young person 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 young person 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 young person 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 young person 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., taking part in extra-curricular activities, going to the movies, etc.), it cannot be accomplished by someone else.

### Not applicable

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

- 1) Never having done it or needed to do it (e.g., using public transit),
- 2) Age or gender (e.g., using menstrual hygiene products),
- 3) The young person's environment (e.g., using a balcony or patio if the family does not have one), or
- 4) A personal, family, or socio-cultural choice (e.g., artistic activities, music, painting, dance, 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 young person accomplishes the life habit. Here are definitions of each type of assistance:

### No assistance

The young person 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 young person can take the assistive device with him/her.**

### Adaptation

Any modification to the young person'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 young person cannot take physical adaptations with him/her.**

### Additional human assistance

This is assistance required because of the young person'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 young person in the accomplishment of life habits, including parents\*\*, friends, staff members, etc. This includes physical assistance, supervision, verbal instruction, encouragement, etc. If the young person requires no assistance over and above the assistance required by a person 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 young person 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 young person.

# Examples of the Accomplishment of Some Life Habits

## Taking part in meal preparation

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

If it is difficult for the young person to take part in preparing meals, check the **With difficulty** box.

If the young person 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 young person, check the **Accomplished by a proxy** box.

If the young person cannot take part in meal preparation because of disabilities that are too severe or obstacles that are too great, check the **Not accomplished** box.

If the young person is not in the habit of taking part in meal preparation by choice and not because of disability or obstacles, then the life habit is not part of the young person's daily activities and you should check the **Not applicable** box.

If the young person does not need assistance to accomplish this life habit, check the **No assistance** box. It is possible that the young person requires no assistance even if the **With difficulty** box has been checked. If the young person has to use adapted utensils to take part in meal preparation, check the **Assistive device** box.

If the young person uses special devices (tongs, orthotics, lid-opener, etc.) for taking part in meal preparation, check the **Assistive device** box.

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

	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
If the young person easily accomplishes this life habit, check the <b>No difficulty</b> box.	<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"/>
If it is difficult for the young person to take part in preparing meals, check the <b>With difficulty</b> box.	<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"/>
If the young person 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 young person, check the <b>Accomplished by a proxy</b> box.	<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"/>
If the young person cannot take part in meal preparation because of disabilities that are too severe or obstacles that are too great, check the <b>Not accomplished</b> box.	<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"/>
If the young person is not in the habit of taking part in meal preparation by choice and not because of disability or obstacles, then the life habit is not part of the young person's daily activities and you should check the <b>Not applicable</b> box.	<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"/>
If the young person does not need assistance to accomplish this life habit, check the <b>No assistance</b> box. It is possible that the young person requires no assistance even if the <b>With difficulty</b> box has been checked. If the young person has to use adapted utensils to take part in meal preparation, check the <b>Assistive device</b> box.	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the young person uses special devices (tongs, orthotics, lid-opener, etc.) for taking part in meal preparation, check the <b>Assistive device</b> box.	<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"/>				
If the young person needs more time to accomplish this life habit, check the box <b>Adaptation</b> .	<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"/>					

# Examples of the Accomplishment of Some Life Habits (continued)

## Taking part in meal preparation (continued)

If the young person needs someone else's assistance to take part in meal preparation because of his or her disability or because the kitchen has not been adapted, check the **Additional human assistance** box. If the young person needs assistance for this life habit only because of his or her age, do not check the **Additional human assistance** box.

## Getting to, entering and moving about in local recreational facilities\*

If the young person uses an access ramp for this life habit, mark the **Adaptation** box.

## Using a telephone (at home or in familiar surroundings)

If the young person uses an auditory device to use the phone, check the **Assistive device** 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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"/>
<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"/>	<input type="radio"/>

### \* Note

If the young person uses a wheelchair and would like to go to a recreational facility that is not wheelchair accessible (no ramp or elevator (lift), 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 going to recreational facilities is not required (no interest, no need, etc.), check the **Not applicable** box.

# Examples of the Accomplishment of Some Life Habits (continued)

## Using a computer

If the young person uses a visual aid (telescopic system, reading support, larger pointer, character enlargement software, etc.), check the **Assistive device** box. If the young person needs more time to accomplish this activity, check the **Adaptation** box. If the young person needs verbal instructions or encouragement not required by a person without disabilities of the same age, check the **Additional human assistance** box.

## Communicating in writing (writing words, sentences, a short text, etc.)

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

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 young person's survival.

Examples are given in parentheses for all life habits (p. 9 to 11). However, the examples are not exhaustive. Moreover, there is no need to accomplish all the life habits, only those that are relevant for the young person.

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

# Level of Satisfaction

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## Question 2

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

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

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

Presently, this tool does not include an integration modality to implement the satisfaction level into the normalised results of the accomplishment of life habits.

# Identification of the Young Person

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

- The young person
- A parent
- A professional (name and discipline)

7 The level of satisfaction is that of

- The young person
- 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 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
<b>Nutrition</b>														
Selecting appropriate food for snacks and meals, according to taste or particular needs (quantity, type of food, 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"/>
Taking part in meal preparation (including using certain kitchen appliances)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating meals (including using dishes and utensils, standard table manners, 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"/>
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"/>
<b>Fitness</b>														
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"/>
Sleeping (comfort, duration, soundness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging in physical activities to maintain or improve physical health or fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging in quiet activities that are relaxing or require attention (listening to music or a story, memory 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"/>
<b>Personal Care</b>														
Attending to personal hygiene (washing, toothbrushing, hair combing, taking a bath or shower, 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 the toilet at home (including flushing method or device)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 toilet elsewhere than at home (including flushing method or device)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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
Dressing and undressing the upper half of body (including fastening buttons and zippers and choosing clothes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dressing and undressing the lower half of body (including fastening buttons, zippers, and laces and choosing clothes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Putting on, removing and maintaining assistive devices (orthotics, hearing aid, contact lenses, glasses, 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"/>
Taking part in personal health care (first aid, following treatment instructions, medications, 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 services provided by a medical clinic, hospital, rehabilitation center, or community clinic (CLSC, CCAC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Communication</b>														
Communicating with an adult at home or in the community (expressing needs, having a conversation, 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"/>
Communicating with a young person at home or in the community (expressing needs, having a conversation, 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"/>
Communicating with a group of people at home or in the community (expressing ideas, having a conversation, 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"/>
Communicating in writing (writing words, sentences, a short text, 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"/>
Reading and understanding written information (words, books, pictographs, written instructions, signs, 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 a telephone at 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"/>	<input type="radio"/>
Using a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 a television, a video recorder, a sound system, a Discman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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

**Housing**

Taking part in housekeeping tasks (light cleaning, making bed, tidying up, etc.)	<input type="radio"/>	5.2.1	<input type="checkbox"/>												
Taking part in maintaining the grounds (lawn care, snow removal, etc.)	<input type="radio"/>	5.2.2	<input type="checkbox"/>												
Entering and exiting the home	<input type="radio"/>	5.3.1	<input type="checkbox"/>												
Moving around within the home	<input type="radio"/>	5.3.2	<input type="checkbox"/>												
Using the furniture and equipment at home (table, storage space, lighting, outdoor play equipment, etc.)	<input type="radio"/>	5.3.3	<input type="checkbox"/>												
Moving around outside the home (backyard, grounds)	<input type="radio"/>	5.3.4	<input type="checkbox"/>												

**Mobility**

Moving around on streets and sidewalks (including crossing streets)	<input type="radio"/>	6.1.1	<input type="checkbox"/>												
Moving around on slippery or uneven surfaces (snow, ice, grass, gravel, etc.)	<input type="radio"/>	6.1.2	<input type="checkbox"/>												
Riding a bicycle (as means of transportation, for leisure, etc.)	<input type="radio"/>	6.2.1	<input type="checkbox"/>												
Being a passenger in a vehicle (automobile, bus, taxi, etc.) (adapted transportation is considered an adaptation)	<input type="radio"/>	6.2.2	<input type="checkbox"/>												

**Responsibilities**

Recognizing the value of coins and bills and using them correctly	<input type="radio"/>	7.1.1	<input type="checkbox"/>												
Managing pocket money (savings, small purchases, etc.)	<input type="radio"/>	7.1.2	<input type="checkbox"/>												
Using a bank card and an automatic teller machine (ATM)	<input type="radio"/>	7.1.3	<input type="checkbox"/>												
Shopping, running errands (choosing and paying for merchandise, access to stores, etc.)	<input type="radio"/>	7.1.4	<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
Respecting other people's property and rights (personal effects, rules of conduct, 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"/>
Taking charge of himself/herself, standing up for rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping out at home (doing a service for parents or other family members, 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"/>
<b>Interpersonal Relationships</b>														
Maintaining a loving relationship with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining a loving relationship with other members of the immediate family (sisters, brothers, 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"/>
Maintaining a loving or social relationship 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"/>
Being involved or participating in sexual awakening activities (information, discussions, physical contact 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"/>
Maintaining friendly or social ties with other young people (school, recreational activities, 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"/>
Maintaining social ties with adults (teachers, instructors, 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"/>
<b>Community Life</b>														
Participating in the activities of community groups, student associations, etc. (scouts, class committees, various organizations, 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 religious or spiritual 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"/>
<b>Education</b>														
Getting to school, entering and moving around in the school and schoolyard (including carrying a schoolbag)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking part in learning activities at school (workshops, classes, assignments, exams, 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"/>

**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		
Taking specialized classes (physical education, music, 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"/>	10.3	<input type="checkbox"/>
Using school facilities (cafeteria, schoolyard, gymnasium, daycare, 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"/>	10.4	<input type="checkbox"/>
Doing homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10.5	<input type="checkbox"/>
Taking part in school activities (extra-curricular, outings, field days, 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"/>	10.6	<input type="checkbox"/>
<b>Work</b>																
Performing small paid or unpaid jobs (babysitting, delivering newspapers, mowing lawns 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"/>	11.3.1	<input type="checkbox"/>
<b>Recreation</b>																
Taking part in sports or recreational activities (sports and games, outdoor recreation, 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"/>	12.1.1	<input type="checkbox"/>
Playing individual or group games indoors or outdoors (card games, ball games, video 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"/>	12.1.2	<input type="checkbox"/>
Attending sporting events (hockey, baseball, 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"/>	12.1.3	<input type="checkbox"/>
Taking part in artistic, cultural, or craft activities (music, dance, arts and crafts, 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"/>	12.2.1	<input type="checkbox"/>
Attending artistic or cultural events (concerts, movies, theater, 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"/>	12.2.2	<input type="checkbox"/>
Taking part in tourist activities (traveling, visiting natural or historic sites, 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"/>	12.2.3	<input type="checkbox"/>
Getting to, entering, and moving around in local recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12.2.4	<input type="checkbox"/>
Using local recreational facilities (library, municipal recreation center, 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"/>	12.2.5	<input type="checkbox"/>

# Comments

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

- 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	Human assistance
4	No difficulty	Assistive device (or adaptation) and human assistance
3	With difficulty	Human assistance
2	With difficulty	Assistive device (or adaptation) and human assistance
1	Accomplished by a proxy	
0	Not accomplished	
N/A	Not applicable	

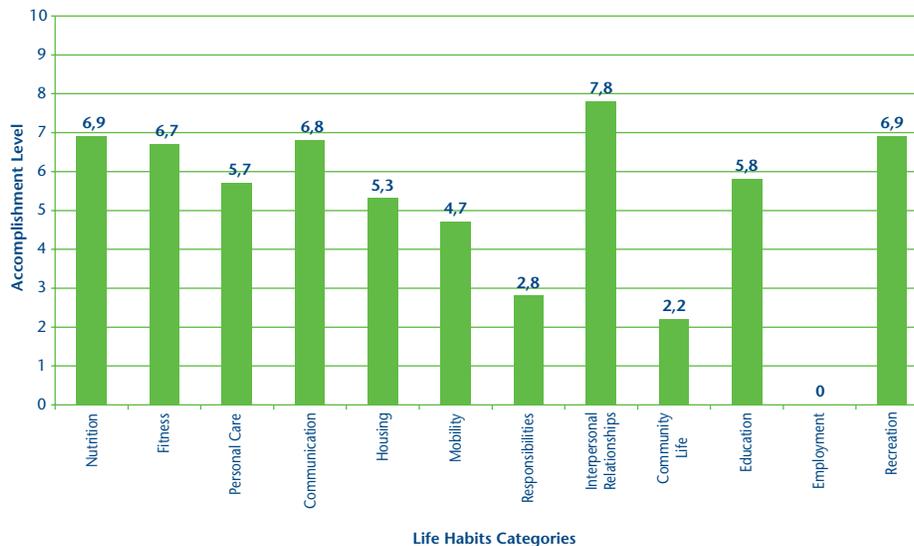
**Formula: Calculation of the Accomplishment Level (Weighted Score)**  

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

**Example: Calculation of the Accomplishment Level**  
 (LIFE-H Adapted for children 5 to 13 years, Children Short Form 1.0)

Score Calculation			Example		
Categories	Number of Applicable Life Habits	Score (range)	Number of Applicable Life Habits	Raw Score	Weighted Score (0-10)
Nutrition	4	0-36	4	25	6,9
Fitness	4	0-36	4	24	6,7
Personal Care	8	0-72	8	41	5,7
Communication	8	0-72	8	49	6,8
Housing	6	0-54	5	24	5,3
Mobility	4	0-36	4	17	4,7
Responsibilities	7	0-63	6	15	2,8
Interpersonal Relationships	6	0-54	5	35	7,8
Community Life	2	0-18	1	2	2,2
Education	6	0-54	5	26	5,8
Employment	1	0-9	0	0	0
Recreation	8	0-72	6	37	6,9
<b>Total</b>	<b>64</b>	<b>0-576</b>	<b>56</b>	<b>295</b>	<b>5,9/10</b>

**Life Habits Category Accomplishment Level**



**SPECIMEN**