

Assessment of Life Habits

96 items

(LIFE-H 4.0)

User guide

TEENAGERS, ADULTS AND SENIORS



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General information about this user's guide

- **User's guide objective**

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

- **User's guide content**

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

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

- **Using this user's guide**

The user's guide must be used in addition to the LIFE-H information record form. It does not offer a developmental scale nor a performance scale of teenagers, adults or seniors who experience disabilities during their daily activities.

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

General information on the LIFE~H

- **LIFE-H presentation**

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

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

- **LIFE-H applications**

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

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

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

- **LIFE-H versions**

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

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

General information on life habits

- **Life habit definition**

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

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

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

- **Life habits categories**

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

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

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

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

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

General information on life habits content description

- **Life habit content description**

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

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

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

- **Accomplishment and assessment of life habits**

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

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

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

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

This User's guide contains examples of the accomplishment of life habits so to facilitate the assessment of teenagers, adults and seniors with disabilities' accomplishment of life habits.

General information on rating examples and personal characteristics

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

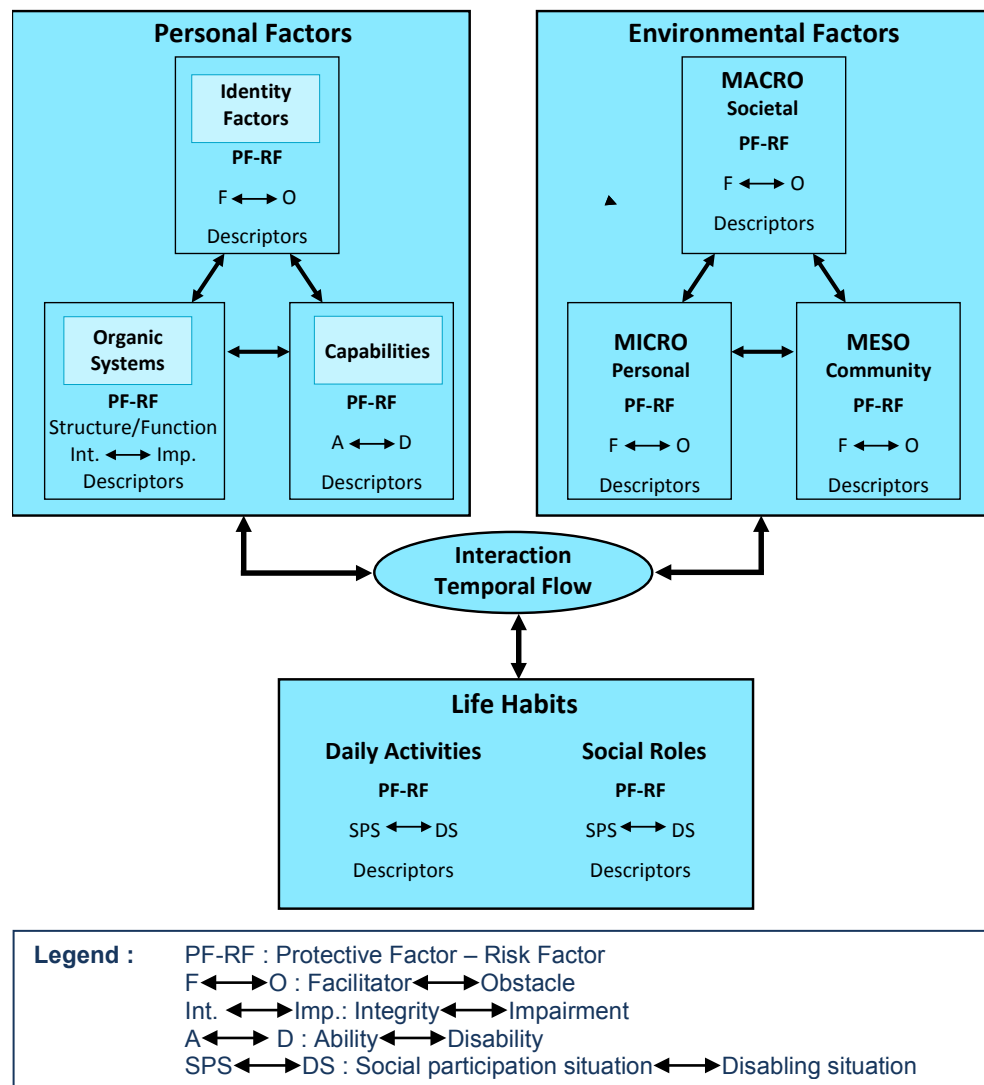
Rating examples show possible answers to levels of accomplishment and types of assistance used questions by persons with different personal characteristics carrying out their life habits.

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

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

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

The Human Development Model and Disability Creation Process (HDM-DCP 2) (Fougeyrollas, 2010)



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

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

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

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

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

What is social participation?

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

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

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

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

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

- identity factors;
- organic systems;
- capabilities.

Who can answer this questionnaire?

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

The LIFE-H was designed to be completed by the person him/herself. Respondents may also be parents, significant others or professionals wishing to use the LIFE-H to collect information on the social participation of the concerned person.

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

- 1) independently by the person, a parent or a significant other;
- 2) by the person with the assistance of a parent, a significant other or a professional;
- 3) by a professional.

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

Who can answer this questionnaire? (continued)

Method 1 : Criteria for a person, a parent or a significant other to answer it independently

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

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

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

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

Who can answer this questionnaire? (continued)

Method 2 : Administration by the person with the assistance of a parent, a significant other or a professional

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

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

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

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

Who can answer this questionnaire? (continued)

Method 3 : Administration by a professional as respondent:

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

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

Instructions for respondents:

General information

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

Generally speaking, this questionnaire is intended to gather information on a group of life habits that people accomplish in their environments (home, work, school and neighborhood).

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

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

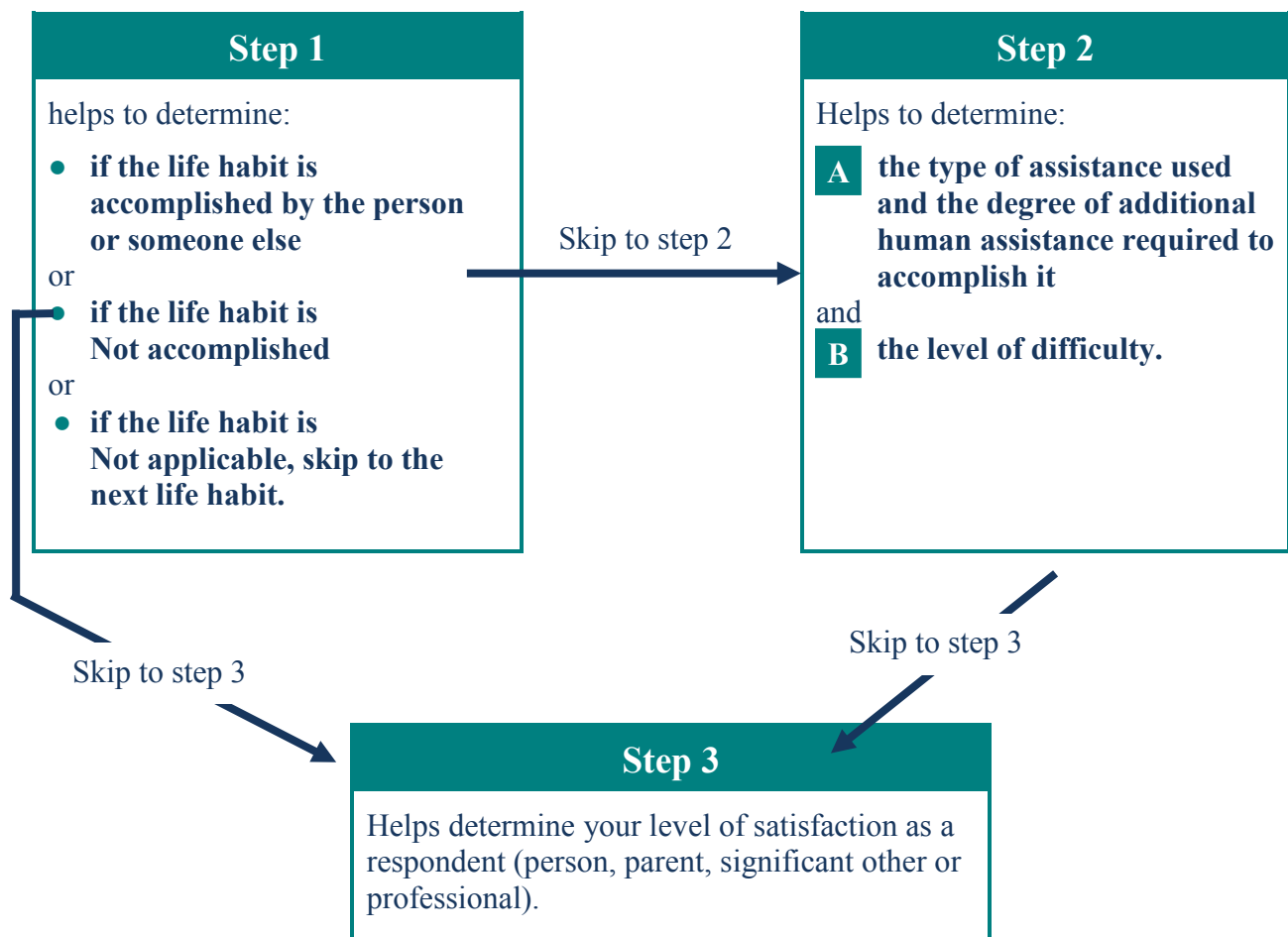
You are asked to indicate how the person generally accomplishes each life habit in day to day living. **This is the most common way for the person to do it.**

Note to respondents

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

Steps and format of the questionnaire

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



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

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

Instructions for respondents:

Is this life habit part of the person's life?

Step 1

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

Accomplished

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

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

Not accomplished

This life habit is not accomplished because:

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

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

Not applicable

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

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

- 1) Never having done it (flown in a plane, planned a move, used public transport);
- 2) Age or gender (planning a budget for a teenager);
- 3) The inexistence of the environmental factor required to accomplish the life habit;
- 4) A personal, family, or socio-cultural choice (taking a course if the person is not in school, taking part in artistic activities: music, painting, dance...).

Instructions for respondents:

Types of assistance used

Step 2-A

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

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

Assistive device

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

Adaptation

Any modification to the 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, architectural accommodation, modification of the life habit, or **the time allotted to accomplish it (having more time to complete it)**. Generally speaking, **the person cannot take physical adaptations with him/her**.

Human assistance

This is defined as any person who assists in the accomplishment of the life habits of the person, including family members, friends, professionals, etc. This includes physical assistance or supervision, verbal cues, encouragement, etc. This assistance must be necessary given **the person’s disabilities or environmental obstacles**.

Instructions for respondents:

Degrees of human assistance

No human assistance

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

Light human assistance

Overall and usually, the person:

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

Significant human assistance

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

Complete human assistance

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

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

Instructions for respondents:

Levels of difficulty

Step 2-B

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

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

Without or with a little difficulty

The 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 some difficulty

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

With a lot of difficulty

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

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

Instructions for respondents:

Levels of satisfaction

Step 3

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

- ☒ **your perception of the level of satisfaction of the concerned person when accomplishing his/her life habits;**
- ☒ **the level of your own personal satisfaction concerning the accomplishment of your life habits.**

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

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

Two options are available to you:

- Indicate your perception of the level of satisfaction of the person when accomplishing his/her life habits. Your answers should be based on your daily reality and life experience.
- Indicate the level of your own personal satisfaction concerning the accomplishment of your life habits. It is important to record record your choice on the respondent identification page.

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

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

For each life habit (*pages 31 to 45*), the contents of the parenthesis is considered to be illustrative and not exhaustive.

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

Examples of the accomplishment of some life habits

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

Preparing simple meals (sandwich, salad, snack...)

If the person participates in or accomplishes this life habit, check the Accomplished box. You should also check the types of assistance used the level of difficulty and the level of satisfaction boxes.	✓					✓				✓				✓			
If the person cannot “prepare simple meals”, because of disabilities that are too severe or obstacles that are too great, check the Not accomplished box and the appropriate level of satisfaction box.		✓													✓		
If the person is not usually responsible for “preparing simple meals” by personal choice (and not because of disabilities or obstacles) this life habit is not part of their daily activities and the Not applicable box should be checked.			✓														
If the person uses special devices (tongs, orthotics, lid-opener, etc.) to “prepare simple meals” check the Accomplished box, the Assistive device box, as well as the appropriate level of difficulty and the level of satisfaction boxes.	✓			✓							✓			✓			
If the person requires more time to accomplish this life habit, check the Accomplished box, the Adaptation box, as well as the level of difficulty and the level of satisfaction boxes.	✓			✓	✓					✓				✓			

Examples of the accomplishment of some life habits (continued)

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

Preparing simple meals (sandwich, salad, snack...) *continued...*

If the person generally accomplishes this life habit alone, check the Accomplished box, the No assistance box, as well as the appropriate level of difficulty and the level of satisfaction boxes.	✓					✓				✓			✓	
If the person is helped by someone else either because of their disability or because the kitchen is not adapted for preparing a meal, check the Accomplished box, as well as the level of Human assistance , the appropriate level of difficulty and the level of satisfaction boxes.	✓							✓		✓			✓	
If the person easily accomplishes his life habit, check the Accomplished box, the Without or with a little difficulty box, as well as the types of assistance used, the appropriate level of difficulty and the level of satisfaction boxes.	✓					✓				✓			✓	
If it is difficult for the person to “prepare simple meals” such as a sandwich, a salad or a snack, check the Accomplished box, the With some difficulty box, as well as the types of assistance used, the appropriate level of difficulty and the level of satisfaction boxes.	✓					✓				✓			✓	

Examples of the accomplishment of some life habits (continued)

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

Preparing simple meals (sandwich, salad, snack...) continued...

There may be situations when you checked the **No assistance** box, even if the level of difficulty **With some difficulty** box was previously checked. You should also check the **Accomplished** box and the appropriate level of satisfaction box.

✓					✓					✓					✓		
---	--	--	--	--	---	--	--	--	--	---	--	--	--	--	---	--	--

Taking care of personal hygiene (washing hands, brushing teeth, taking a bath or shower...)

If the person uses a shower seat to accomplish this life habit, check the **Accomplished** box and **Assistive device** box. If the person requires help to accomplish this life habit, check the appropriate level of **Human assistance** box. Similarly, if the person's bathroom is adapted, check the **Adaptation** box, as well as the level of difficulty and the level of satisfaction boxes.

✓			✓	✓		✓				✓					✓		
---	--	--	---	---	--	---	--	--	--	---	--	--	--	--	---	--	--

Moving about in local recreational facilities

If the person moves around in a wheelchair and wishes to gain access to a recreational building but cannot (no access ramp or elevator...), check the **Not accomplished** box. This signifies that the life habit is not accomplished due to large obstacles or a lack of assistance. You should also check the level of satisfaction appropriate box.

	✓																✓
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	---

Examples of the accomplishment of some life habits (continued)

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

Moving about in local recreational facilities *continued...*

If the person uses an access ramp to accomplish these life habits, check the **Accomplished** box, the **Adaptation** box, as well as the level of difficulty and the level of satisfaction boxes.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Using a telephone at home or at work

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

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Using a radio, a television, a computer, a sound system...

If the person uses a visual aid (telescopic system, copyholder, enlarged pointer, font enlargement software...), check the **Accomplished** box and the **Assistive device** box. If the person requires more time to accomplish the task, check the **Adaptation** box. If the person needs verbal cues or encouragement to accomplish this life habit, which others of the same age perform alone, check the level of **Human assistance** appropriate box. You should also check the level of difficulty and the level of satisfaction boxes.

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

Written communication (writing a letter, a message, greeting card...)

If the person takes more time to accomplish this life habit, check the Accomplished box, Adaptation box, as well as the level of difficulty and the level of satisfaction boxes.	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				
--	-------------------------------------	--	--	-------------------------------------	--	--	--	--	-------------------------------------	--	--	-------------------------------------	--	--	--	--

Identification of the person and the respondent

1 Name: _____	DD MM YYYY 2 Date of birth: / /
----------------------	---

3 Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	4 Check the current grade level of the person: <div style="text-align: right;">Secondary <input type="checkbox"/> Not applicable <input type="checkbox"/> Post-secondary <input type="checkbox"/></div>
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5 Check the current employment status of the person: <div style="display: flex; justify-content: space-between;"><div>Regular full-time <input type="checkbox"/> Temporary full-time <input type="checkbox"/></div><div>Regular part-time <input type="checkbox"/> Temporary part-time <input type="checkbox"/></div><div>Unemployed <input type="checkbox"/> Not applicable <input type="checkbox"/></div></div>	
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6 Date of evaluation: / /	DD MM YYYY
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7 The respondent is: <div style="margin-top: 10px;"><input type="checkbox"/> the person answering it independently</div> <div style="margin-top: 10px;"><input type="checkbox"/> the person with the assistance of a parent, a significant other or a professional (father <input type="checkbox"/> mother <input type="checkbox"/> or other _____)</div> <div style="margin-top: 10px;"><input type="checkbox"/> a parent or a significant other (father <input type="checkbox"/> mother <input type="checkbox"/> or other _____)</div> <div style="margin-top: 10px;"><input type="checkbox"/> a parent or a significant other with the assistance of a professional (father <input type="checkbox"/> mother <input type="checkbox"/> or other _____)</div> <div style="margin-top: 10px;"><input type="checkbox"/> a professional (name and discipline) _____</div> <div style="margin-top: 10px;">If the person is not present, please explain why: _____ _____</div>	
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8 The level of satisfaction of the person is: <div style="margin-top: 10px;"><input type="checkbox"/> the person's satisfaction</div> <div style="margin-top: 10px;"><input type="checkbox"/> the person's satisfaction perceived by a parent, a significant other or a professional</div>	
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9 Other pertinent information: _____ _____ _____ _____	
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LIFE HABIT ACCOMPLISHMENT SCALE

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

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

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Questionnaire

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

* **Human assistance** represents any additional human assistance (physical assistance, supervision, reminder of instructions, encouragement, etc.) provided for the accomplishment of the person's life habits, because of "his/her disabilities" or "obstacles existing in his/her environment". The **No assistance** box should be checked if the person does not need human assistance.

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2									Step 3				
	This life habit is:			A Types of assistance used (Check 1 or more, as required)						B Level of difficulty			Level of satisfaction				
	Accomplished (by the person or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Adaptation**	Human assistance* (Check only 1)				Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied 	Satisfied 	Dissatisfied 	Very dissatisfied 	
						No assistance	Light	Significant	Complete								
N.B. : Keep in mind that answers should reflect the person's usual way of carrying out life habits.																	
Communication (continued...)																	1
Using a radio, a television, a computer, internet, a DVD system or a 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1.9
Comments																	

Mobility																	2
Entering and exiting your 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"/>	<input type="radio"/>	<input type="radio"/>	2.1
Moving around in your 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"/>	<input type="radio"/>	<input type="radio"/>	2.2
Moving around the grounds of your home (yard, driveway...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.3
Getting around on the street and on the 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.4
Crossing the street at an intersection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.5
Getting around on a slippery or uneven surface (snow, ice, grass, gravel...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.6
Going to your main place of occupation (work, school, day centre, volunteering...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.7

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

Follow the next three steps (Check the appropriate boxes) N.B. : Keep in mind that answers should reflect the person's usual way of carrying out life habits.	Step 1			Step 2									Step 3				
	This life habit is:			A						B			Level of satisfaction				
				Types of assistance used (Check 1 or more, as required)						Level of difficulty							
	Accomplished (by the person or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Adaptation**	No assistance	Light	Significant	Complete	Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied 	Satisfied 	Dissatisfied 	Very dissatisfied 	
Mobility (continued...)																	2
Entering and moving around in your main place of occupation (work, school, day center volunteering...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.8
Moving around in recreation sites in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.9
Entering and moving around in shops and service providers premises (restaurant, grocery, medical clinics...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.10
Moving around with a bicycle (as a means of transportation, for leisure...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.11
Using a motorized vehicle as driver (car, motorcycle, moped...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.12
Using means of transportation as a passenger (car, public transportation, taxi...) Note: adapted transportation is considered an adaptation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.13
Comments																	

* **Human assistance** represents any additional human assistance (physical assistance, supervision, reminder of instructions, encouragement, etc.) given for the accomplishment of the person's life habits, because of "his/her disabilities" or "obstacles existing in his/her environment". The **No assistance** box should be checked if the person does not use additional human assistance.

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2									Step 3					
	This life habit is:			A						B			Level of satisfaction					
				Types of assistance used (Check 1 or more, as required)						Level of difficulty								
				Assistive device**	Adaptation**	Human assistance* (Check only 1)				Without or with a little difficulty	With some difficulty	With a lot of difficulty						
Accomplished (by the person or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	No assistance			Light	Significant	Complete	Very satisfied				Satisfied	Dissatisfied	Very dissatisfied			
Nutrition (from this section and on, you should not consider mobility and communication related assistive devices when answering the following questions)																		3
Planning food purchases (making the grocery list)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.1
Selecting food for your meals, according to your taste and your personal needs (quantity, freshness, type of food, personal diet, grocery shopping...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.2
Preparing simple meals (sandwich, salad, snack...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.3
Preparing full meals such as an entree, a main course or a dessert (including making a recipe and using electric kitchen appliances...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.4
Eating a meal (including the use of dishes and utensils, respecting polite table manners according to the context...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.5
Eating at a restaurant (table service, ordering, paying the bill...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.6
Using a vending machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.7
Comments																		

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

Follow the next three steps (Check the appropriate boxes) N.B. : Keep in mind that answers should reflect the person's usual way of carrying out life habits.	Step 1			Step 2									Step 3				
	This life habit is:			A Types of assistance used (Check 1 or more, as required)						B Level of difficulty			Level of satisfaction				
	Accomplished (by the person or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Adaptation**	No assistance	Light	Significant	Complete	Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied 	Satisfied 	Dissatisfied 	Very dissatisfied 	
						Human assistance* (Check only 1)											
Personal care and health																	5
Taking care of your personal hygiene (washing hands, brushing teeth, taking a bath or shower...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5.1
Using sanitary facilities in your home (including sink, toilet and any other material required for elimination...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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
Using sanitary facilities other than those in your home (including sink, toilet and any other material required for elimination...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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
Dressing and undressing (choosing and putting clothes on including buttons, zippers, shoelaces, jewelry...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5.4
Changing clothes when they are soiled or dirty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5.5
Putting on, taking off and maintaining your orthoses, prostheses, contact lenses, eyeglasses, hearing aid...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5.6
Taking care of your health (applying a Band-Aids, taking your medicine, renewing your prescriptions, following therapeutic instructions, asking for help...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5.7

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

Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2									Step 3				
	This life habit is:			A						B			Level of satisfaction				
				Types of assistance used (Check 1 or more, as required)						Level of difficulty							
				Assistive device**		Human assistance* (Check only 1)											
	Accomplished (by the person or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)			No assistance	Light	Significant	Complete	Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied 	Satisfied 	Dissatisfied 	Very dissatisfied 	
Personal care and health (continued...)																	5
Using health care services (a medical clinic, a hospital or a rehabilitation centre, a dental clinic...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.8
Comments																	

Housing																6	
Choosing a home that suits your needs (house, apartment, residence...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.1
Organizing your home according to your tastes and needs (including adapting your home, decoration, choice of furniture...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.2
Maintaining the inside of your home where you live (housework, cleaning, doing minor repairs...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.3
Maintaining the outside of your home (grass, snow, leaves, garden...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.4

<p>Follow the next three steps (Check the appropriate boxes)</p> <p>N.B. : Keep in mind that answers should reflect the person's usual way of carrying out life habits.</p>	Step 1			Step 2									Step 3				
	This life habit is:			A						B			Level of satisfaction				
				Types of assistance used (Check 1 or more, as required)						Level of difficulty							
	Accomplished (by the person or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Adaptation**	No assistance	Light	Significant	Complete	Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied 	Satisfied 	Dissatisfied 	Very dissatisfied 	
Housing (continued...)																	6
Emptying waste-baskets and taking out the garbage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.5
Major household cleaning tasks (windows, walls...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.6
Washing, ironing, folding and putting away clean laundry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.7
Using the furniture and equipment in your home (desk, storage, heating...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.8
Comments																	

Responsibilities																	7
Making purchases (choosing goods, paying, making purchases by phone or internet, or within shops...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.1
Using debit and credit cards or automatic teller machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.2

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

Follow the next three steps (Check the appropriate boxes) N.B. : Keep in mind that answers should reflect the person's usual way of carrying out life habits.	Step 1			Step 2									Step 3				
	This life habit is:			A						B			Level of satisfaction				
				Types of assistance used (Check 1 or more, as required)						Level of difficulty							
				Assistive device**		Adaptation**		Human assistance* (Check only 1)									
			Accomplished (by the person or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	No assistance	Light	Significant	Complete	Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	
Responsibilities (continued...)																	7
Plan your budget and meet your financial obligations (balance your expenses and savings, paying bills...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.3
Respecting other people's rights and property, voting, following laws and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.4
Ensuring that your rights are respected (taking one's place, advocating, expressing your opinion...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.5
Providing care and supporting members of your family including your spouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.6
Accepting assistance from members of your family, a significant other or your spouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.7
Ensuring the education of your children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.8
Take care of pets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.9
Comments																	

* **Human assistance** represents any additional human assistance (physical assistance, supervision, reminder of instructions, encouragement, etc.) given for the accomplishment of the person's life habits, because of "his/her disabilities" or "obstacles existing in his/her environment". The **No assistance** box should be checked if the person does not use additional human assistance.

Follow the next three steps (Check the appropriate boxes) N.B. : Keep in mind that answers should reflect the person's usual way of carrying out life habits.	Step 1			Step 2									Step 3				
	This life habit is:			A						B			Level of satisfaction				
				Types of assistance used (Check 1 or more, as required)						Level of difficulty							
	Accomplished (by the person or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Adaptation**	Human assistance* (Check only 1)				Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied 	Satisfied 	Dissatisfied 	Very dissatisfied 	
Interpersonal Relationships																	8
Maintaining an emotional relationship with your partner (intimacy, encouragement, moral support...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.1
Maintaining an emotional relationship with your family other than your spouse (intimacy, encouragement, moral support...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.2
Maintaining friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.3
Maintaining social ties with those around you (neighbors, work, school, leisure...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.4
Managing conflicts with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.5
Having a sexual relationship with another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.6
Using one or more prevention methods (contraception, protection against sexually transmitted diseases...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.7
Comments																	

Follow the next three steps (Check the appropriate boxes) N.B. : Keep in mind that answers should reflect the person's usual way of carrying out life habits.	Step 1			Step 2									Step 3				
	This life habit is:			A Types of assistance used (Check 1 or more, as required)						B Level of difficulty			Level of satisfaction				
	Accomplished (by the person or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Adaptation**	Human assistance* (Check only 1)				Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied 	Satisfied 	Dissatisfied 	Very dissatisfied 	
						No assistance	Light	Significant	Complete								
Community and spiritual life																	
Participating as a member of student associations (school council, class council, extra-curricular committee...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
Participating as a member of sporting or recreation associations (hockey club...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.1
Participating as a member of artistic or cultural associations or groups (theater, dance, cinema...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.2
Participating in the activities of an organization that promotes rights (human rights, ecology, unions...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.3
Participating in the activities of a political party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.4
Participating in social group activities (Lion's club, seniors club...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.5
Participating in self-help group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.7

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Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2									Step 3					
	This life habit is:			A Types of assistance used (Check 1 or more, as required)						B Level of difficulty			Level of satisfaction					
	Accomplished (by the person or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Adaptation**	Human assistance* (Check only 1)				Without or with a little difficulty	With some difficulty	With a lot of difficulty						
						No assistance	Light	Significant	Complete				Very satisfied	Satisfied	Dissatisfied	Very dissatisfied		
Community and spiritual life (continued...)																		9
Participating in religious or spiritual activities (at home, at church or other places of worship, rituals...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9.8
Comments																		

Education															10	
(If you are not studying, check here <input type="checkbox"/> and go the “Work” life habits category)																
Participating in school learning or professional training activities (courses, schoolwork, exams...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10.1
Taking specialized courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10.2
Working on team projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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
Using school services and infrastructures (cafeteria, premises, gymnasium, tutoring services...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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

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Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2									Step 3				
	This life habit is:			A						B			Level of satisfaction				
				Types of assistance used (Check 1 or more, as required)						Level of difficulty							
				Assistive device**		Adaptation**		Human assistance* (Check only 1)									
N.B. : Keep in mind that answers should reflect the person's usual way of carrying out life habits.	Accomplished (by the person or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)														
Education (continued...)																	
(If you are not studying, check here <input type="checkbox"/> and go the "Work" life habits category)																	
Doing homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
Participating in activities organized by the school (extra-curricular, special days...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.6
Comments																	

Work																	
Choosing a trade or profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
Seeking a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.1
Performing paid work activities Note : If you do not actually work but would like to, check Not accomplished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.2
Attending a day-center as a principal occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.4

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Follow the next three steps (Check the appropriate boxes)	Step 1			Step 2									Step 3					
	This life habit is:			A Types of assistance used (Check 1 or more, as required)						B Level of difficulty			Level of satisfaction					
	Accomplished (by the person or someone else)	Not accomplished (Skip to step 3)	Not applicable (Skip to the next life habit)	Assistive device**	Adaptation**	Human assistance* (Check only 1)				Without or with a little difficulty	With some difficulty	With a lot of difficulty	Very satisfied 	Satisfied 	Dissatisfied 	Very dissatisfied 		
						No assistance	Light	Significant	Complete									
Work (continued...)																		11
Performing unpaid internship activities in a work setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.5	
Carrying out volunteer activities as a secondary occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.6	
Carrying out family or domestic tasks as your main occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.7	
Using services offered in your principal place of occupation (cafeteria, personnel services, staff room...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.8	
Comments																		

Recreation																	12
Choosing your physical and recreational sporting activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12.1
Practicing sporting and recreational activities or (going for a walkgoing for a walk, sports and games...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12.2

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

* **Human assistance** represents any additional human assistance (physical assistance, supervision, reminder of instructions, encouragement, etc.) given for the accomplishment of the person's life habits, because of "his/her disabilities" or "obstacles existing in his/her environment". The **No assistance** box should be checked if the person does not use additional human assistance.

Life habits content description and rating examples

1. COMMUNICATION

1.1 Communicating with another person at home or within the community

Life habit content description:

Including making his/her needs known, expressing his/her ideas... with parents, siblings, friends, professors and other educational personal, people from the workplace, businesses' employees and others having regular contacts with the teenager, adult or senior.

Rating examples:

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

If the person needs occasional physical or verbal assistance from someone else to make oneself understood, such as deciphering words or gestures used (light human assistance).

If a person needs more time to make oneself understood (adaptation).

If a person uses a hand gesture when asking to be followed instead of verbally asking (without or with a little difficulty).

If the person expresses all his/her needs known in one unique way (ex. screaming, taking someone by the hand) (With some difficulty).

1.2 Communicating with a group of people at home or within the community

Life habit content description:

Including making his/her needs known, expressing his/her ideas, having exchanges on a same subject including word, sign, expression or gesture-based interactions...

The person engages in exchanges with others on varied topics (accomplishments, activities, tastes, interests...), as well as on the same subject according to age requirements and setting.

Rating examples:

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

If the person needs to use visual supports or a communication board (assistive device).

If the person has to guess or ask questions to understand (without or with a little difficulty).

If a parent or a significant other has to interpret or intervene during interactions with a group of people at home or within the community (human assistance).

If the person needs more time than others to communicate with a group of people at home or within the community (adaptation).

1.3 Maintaining a conversation at home or within the community

Life habit content description:

Including giving his/her opinion, discussing, arguing... in groups of between 4 and 10 persons.

Excluding situations where the person is imitating behaviors of others participating in a conversation, indicating that these are not integrated but simply reproduced via imitation. (With some difficulty).

Rating examples:

If the conversational partner has to draw the attention of the person by telling his/her name (With some difficulty, human assistance – adaptation if provided as an instruction).

If the interlocutor needs to raise the tone of his/her voice, speak more slowly or focus on keywords (adaptation).

If the interlocutor needs to repeat information more often than usually necessary (With some difficulty and significant human assistance).

1.4 Communicating through writing

Life habit content description:

Including writing a letter, a message, a greeting card, according to age requirements.

Rating examples:

If the person uses an adapted pencil or a computer (assistive device).

If the person requires support when composing a message (human assistance).

If the person needs more time than others to communicate through writing (adaptation).

1.5 Communicating by Internet

Life habit content description:

Including aspects related to the use of emails, CHAT, Webcam and social media exchanges.

Rating examples:

If the person needs more time than others to connect and browse the Internet (adaptation).

If the person requires support or supervision when communicating by Internet in the accomplishment of a task (human assistance).

If the person uses visual supports in order to facilitate his/her participation in exchanges on CHAT and social media (adaptation).

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

1.6 Reading and understanding written information

Life habit content description:

Including receiving and understanding instructions as well as reading written signs, newspapers, books, letters, pictograms, written instructions, publicity, signs...

Rating examples:

If the person needs support to understand information that is provided to him/her (human assistance).

If the person needs more time than others to read and understand written information (adaptation).

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

If the person uses Braille writing system (adaptation).

Note : If you read with glasses, check the “Assistive device” box

1.7 Using a telephone at home or work

Life habit content description:

Including turning the phone on, composing a phone number, talking with the person and turning the phone off.

Rating examples:

If the person needs a photo/image of the person to know to whom he/she speaks to recognize him/her (adaptation).

If the person requires support from another person to help determine what to say and how to say it (human assistance).

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

1.8 Using a public telephone or a cellphone

Life habit content description:

Including turning the phone on, composing a phone number, talking with the person and turning the phone off.

Rating examples:

If the person needs phone numbers to be pre-programmed into the cellphone (adaptation).

If the person requires the support of a telephone operator to make calls from a public telephone (human assistance).

If the person requires the support of a significant other to help interpret spoken messages, as well as determine what to say and how to say it (human assistance).

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

Life habit content description:

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

Rating examples:

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

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

If the person requires more time than others when using a radio, a television, a computer, internet, a DVD system or a sound system (adaptation).

If the person requires support when using the computer, television, sound system... (human assistance).

2. MOBILITY

2.1 Entering and exiting your home

Life habit content description:

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

Rating examples:

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

If the person requires the support from another person to enter and exit the home (human assistance).

If the person uses a wheelchair (assistive device).

If the home is equipped with an access ramp (adaptation).

2.2 Moving around in your home

Life habit content description:

Including moving from one room to another, from one floor to another, opening and closing interior doors, orientating yourself, going up and down stairs in your home.

Rating examples:

If the person requires supervision or assistance because of motor, sensory disabilities or behavioral difficulties (With some difficulty and human assistance).

If the person requires the use of double height handrails when going up and down stairs because he/she has shorter legs (ex.: persons with trisomy 21) (adaptation).

2.3 Moving around the grounds of your home

Life habit content description:

Including the balcony, the yard, the lawn, moving from the street to the entrance area of your home, in the summer and the winter, orienting yourself...

Moving around the grounds of your home can be done with assistance or supervision or without supervision if the environment is safe.

Rating examples:

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

If the person uses a wheelchair (assistive device).

If the person requires an access ramp (adaptation).

2.4 Getting around on the street and on the sidewalk

Life habit content description:

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

Rating examples:

If the person is too unpredictable, unsafe and needs sustained attention (with some difficulty and human assistance).

If the person gets tired too quickly and has to be transported in a wheelchair (with some difficulty, assistive device, human assistance).

2.5 Crossing the street at an intersection

Life habit content description:

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

Rating examples:

If the person is too unpredictable and needs sustained attention (with some difficulty and human assistance).

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

2.6 Getting around on a slippery surface or uneven surfaces

Life habit content description:

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

Rating examples:

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

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

2.7 Going to your principal place of occupation

Life habit content description:

Including the place of work, of education, of internship, the volunteer centre...

Rating examples:

If the person needs a book of pictograms (assistive device).

If the person requires several reminders move towards his/her place of occupation because he/she stops frequently to talk to whomever he/she meets (with some difficulty and light human assistance).

2.8 Entering and moving around in your principal place of occupation

Life habit content description:

Including the place of work, of education, of internship, the volunteer centre...

Rating examples:

If the person requires mural indications signs to move around in his/her principal place of occupation (adaptation).

If the person needs an audible signal to remind him/her of pauses and lunch breaks as well as the end of his/her work shift (without human assistance and with an assistive device).

2.9 Moving around in recreation sites in the community

Life habit content description:

Including moving around at the pool, community centre, day centre, volunteer centre, parks, cinema...

Rating examples:

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

2.10 Entering and moving around in shops and service providers premises

Life habit content description:

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

Rating examples:

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

If the person requires the use of modified materials or equipment to enter and move around in shops and service providers premises (adaptation).

If a relative or a significant other has to sign or intervene (human assistance).

2.11 Moving around with a bicycle

Life habit content description:

Including bicycling for transportation and recreation.

Rating examples:

If the bicycle or locomotion vehicle has been adapted, for example, equipped with special brakes (assistive device).

2.12 Using a motorized vehicle as a driver

Life habit content description:

Including automobile, motorcycle, moped, pick-up, minivan...

Rating examples:

If the person requires his/her vehicle to be adapted (installation of a wheelchair lift, manual braking and accelerating controls, rotating car seats easing transfers, power door-opening mechanism...) (adaptation).

2.13 Using means of transportation as a passenger

Life habit content description:

Including using a car (opening and closing car doors, getting in, sitting, fastening and unfastening your seat belt, going out of the car...), public transport, school bus, taxicab, train, plane, boat (ferry), intercity bus.

Rating examples:

If the person uses adapted transportation (adaptation).

If the person requires a special strap that is impossible to unfasten by him/herself (adaptation).

If the person requires an attendant on the bus (human assistance).

Note: Adapted transportation is considered an *adaptation*.

3. NUTRITION

3.1 Planning food purchases

Life habit content description:

Including quantity, freshness, and type of food, making the grocery list.

Rating examples:

If the person needs the assistance of someone else when planning food purchases (human assistance).

If a person expresses severe reservations (color and texture of food) or has a small food repertoire (with a lot of difficulty).

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

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

3.2 Selecting food for your meals, according to your taste and your personal needs

Life habit content description:

Including quantity, freshness, type of food, personal diet, grocery shopping...

Rating examples:

If the person needs the assistance of someone else (human assistance).

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

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

If a person expresses severe reservations (color and texture of food) or has a small food repertoire (with a lot of difficulty).

3.3 Preparing simple meals

Life habit content description:

Including pouring yourself a glass of juice or milk, getting a cookie or cereal, making toast, toasting a bagel, making muffins, a sandwich, a salad...

Rating examples:

If the person needs a visual representation of time (ex: on a piece of cardboard) to tell him/her the time of the next meal (adaptation).

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

If another person must prepare the ingredients so that the person only has to pour them into a bowl (human assistance).

If the person cannot prepare simple meals because of disabilities too severe or obstacles too great (not accomplished).

If by choice the person does not want to prepare simple meals (not because of disabilities too severe or obstacles too great). This life habit is still considered to be a part of his/her life (complete human assistance).

3.4 Preparing full meals such as an entree, a main course or a dessert

Life habit content description:

Including the making of recipes and using of electric kitchen appliances...

Rating examples:

If the person requires that recipe-related tasks to be detailed into subtasks (adaptation).

If another person must prepare the ingredients so that the person only has to pour them into a bowl (significant human assistance).

If the refrigerator door must be locked (adaptation).

If the person cannot prepare full meals because of disabilities too severe or obstacles too great (complete human assistance).

If by choice the person does not wish to prepare full meals (not because of disabilities too severe or obstacles too great) (complete human assistance). Even if he/she does not accomplish this life habit it is still part of his/her life.

3.5 Eating a meal

Life habit content description:

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

Rating examples:

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

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

If the person requires the use of a timer to tell him/her how long he/she needs to stay seated at the table (assistive device).

3.6 Eating at a restaurant

Life habit content description:

Including table service, ordering, choosing food and beverages, using currency or a debit/credit cards to pay the bill...

Rating examples:

If the person needs more time than others to choose food and beverages (ordering) or pay the bill (adaptation).

If someone else has to separate foods so they're not touching (adaptation).

If someone else needs to repeat instructions frequently (significant human assistance).

If the person requires the use of a timer to tell him/her how long he/she needs to stay seated at the table (assistive device).

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

3.7 Using a vending machine

Life habit content description:

Including choosing food and beverages, using currency and/or a debit/credit cards to pay...

Rating examples:

If the person needs more time than others to choose and pay (adaptation).

If someone else has to help him/her choose or pay (human assistance).

If someone else needs to repeat instructions frequently (significant human assistance).

4. PHYSICAL FITNESS AND PSYCHOLOGICAL WELL-BEING

4.1 Getting in and out of bed

Life habit content description:

Including motor and behavioral aspects.

Rating examples:

If the persons requires an adapted bed (adaptation).

If the person requires a heavy blanket (adaptation).

If the person wakes up many times each night, suffers from insomnia and needs to be reassured (significant human assistance).

4.2 Falling to sleep, sleeping and waking up

Life habit content description:

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

Rating examples:

If the person takes a medication (assistive device).

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

If the person has to sleep with someone else because of particular problems (with a lot of difficulty and significant human assistance).

If the person requires a sensory diet, a massage or relaxation exercises (adaptation and significant human assistance).

4.3 Participating in physical activities to maintain or improve your physical fitness

Life habit content description:

Including interior physical activities: swimming, going for a walk, individual or group physical exercises, gymnastics... or exterior physical activities: hockey, soccer, skiing, snow sliding, water slide... including warming up, stretching, posture.

Rating examples:

If, despite his/her age, the person still needs someone else to practice physical activities with to maintain or improve his/her physical fitness and does not exercise alone (significant human assistance).

If by choice the person does not practice physical activities to maintain or improve his/her physical fitness (not applicable).

4.4 Carrying out activities to ensure your psychological well-being

Life habit contents description:

Including listening to music, yoga, meditation, watching or reading a book, watching a television show...

Rating examples:

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

If by choice the person does not carry out activities ensuring his/her psychological well-being because of obstacles too great related to his/her disabilities (not accomplished).

4.5 Carrying out activities that require attention or concentration

Life habit contents description:

Including making puzzles, playing strategy, free association, chess, memory or electronic games; reading for the purpose of relaxation or concentration.

Rating examples:

If the person requires visual landmarks to make a puzzle (colour of the pieces already on the table) or to remind him/her of the rules of a game (adaptation).

If the person reads compulsively (day and night...) and requires the intervention of a parent or a significant other to stop (significant human assistance).

5. PERSONAL CARE AND HEALTH

5.1 Taking care of personal hygiene

Life habit content description:

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

Rating examples:

If the person uses a shower bench to accomplish this life habit (without or with a little difficulty and assistive device).

If the person receives assistance from someone else who does the major part of this life habit for him/her (complete human assistance).

If the bathroom is adapted with a larger or smaller bath (adaptation).

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

If the person requires more time than others to take care of his/her hygiene (adaptation).

If the person uses an electric toothbrush to compensate for motor disabilities (assistive device).

5.2 Using sanitary facilities in your home

Life habit content description:

Including undressing and dressing when going to the bathroom, wiping yourself, using the sink, the toilet or any other materials required for elimination...

Rating examples:

If the person requires support or visual landmarks to proceed step by step (adaptation).

If the person requires supervision (light human assistance).

If the person stops the water flow with a handle under the sink (adaptation).

If the person needs reminders to prevent incontinence (significant human assistance).

If the person requires more time than others (adaptation).

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

5.3 Using sanitary facilities other than your home

Life habit content description:

Including undressing and dressing when going to the bathroom, wiping yourself, using the sink, the toilet or any other materials required for elimination...

Rating examples:

If the person requires more time than others (adaptation).

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

5.4 Dressing and undressing

Life habit content description:

Including indoor and outdoor clothing, shoes, buttons, zippers, shoelaces, jewelry, accessibility to clothing storage (wardrobe, hooks at school, lockers).

Excluding dressing and undressing required for elimination.

Rating examples:

If the person uses diapers for urinary incontinence (assistive device).

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

If the person uses a sequence of visual landmarks or pictograms (assistive device).

If the person requires more time (adaptation).

5.5 Changing clothes when they are soiled or dirty

Life habit content description:

Including undressing, putting soiled clothes in the designated place for washing, choosing a change of clothes and getting dressed.

Excluding dressing and undressing required for elimination.

Rating examples:

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

If the person requires more reminders than others to change his/her soiled or dirty clothes (human assistance).

5.6 Putting on, taking off and maintaining your orthoses, prostheses, contact lenses, eyeglasses, hearing aid...
<p>Life habit content description:</p> <p>Including putting on, taking off, maintaining your orthoses, prostheses, contact lenses, eyeglasses and/or hearing aids.</p> <p>Rating examples:</p> <p>If the person needs additional assistance or more reminders than others (human assistance).</p> <p>If the person requires the task to be dissected into subtasks (adaptation).</p>
5.7 Taking care of your health
<p>Life habit content description:</p> <p>Including recognizing and reporting injuries or discomfort, accepting to take medication or vitamins, renewing your prescriptions, following therapeutic instructions, applying a Band-Aid, taking your temperature, accepting a diet, exercising at home and wearing specialized equipment.</p> <p>Rating examples:</p> <p>If the person needs additional assistance or more reminders than others related to the taking of his/her medications, compliance to drug prescriptions, changing Band-Aids, renewing drug prescriptions... (human assistance).</p> <p>If the treatment to be applied has to be dissected into subtasks (adaptation).</p> <p>If a significant person intervenes (human assistance) by using, for example, pictograms showing him/her what to do (assistive device).</p> <p>If the person denies health care or therapeutic instructions and overly resists them (with a lot of difficulty).</p>
5.8 Using health care services
<p>Life habit content description:</p> <p>Including medical clinics, hospitals or rehabilitation center, dental clinics...</p> <p>Rating examples:</p> <p>If a relative, a friend or a significant other prepares the person to see the doctor or the dentist (human assistance) by using, for example, pictograms or social scenarios (assistive device).</p> <p>If the person has reservations or refuses to be examined by the doctor (with some difficulty).</p> <p>If the person only wants to see the doctor accompanied by a relative or a significant other (with some difficulty).</p>

6. HOUSING

6.1 Choosing a home that suits your needs

Life habit content description:

Including choosing the type of home according to your needs and means (house, condominium, apartment, group or nursing home...), choosing the city, the neighborhood or the location to live in, taking steps to rent or buy, applying for a mortgage, signing a lease or going to the notary...

Rating examples:

If the person returns home following hospitalization and a rehabilitation episode (not applicable).

If the person has difficulty understanding and choosing between the different types of residences without the assistance of a relative or someone else (with some difficulty and significant human assistance).

If the person does not understand at all the different types of residences and that the choice must be made by a relative or a significant other (complete human assistance).

6.2 Organizing your home according to your tastes and needs

Life habit content description:

Including adapting your home, decoration, choice of furniture, interior designing...

Rating examples:

If the home has to be adapted to be accessible and usable (adaptation).

If the person does not know what to choose as furniture and decoration without the assistance of a relative or a significant other (with a lot of difficulty and significant human assistance).

If the person does not have sufficient financial resources (not accomplished if someone else arranged the home in his/her place).

6.3 Maintaining the inside of your home where you live

Life habit content description:

Including housework, laundry cleaning up the messes, sweeping or vacuuming, washing the floors, doing minor repairs...

Rating examples:

If it is necessary to remind the person that the tasks has yet to be done and which are completed (With some difficulty).

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

If a relative or a significant other intervenes to encourage the person to complete his/her tasks (With some difficulty and significant human assistance).

6.4 Maintaining the outside of your home

Life habit content description:

Including picking up litter on the ground and throwing it away, cleaning up messes, using the lawnmower, raking leaves, removing snow with a shovel or snowblower, putting salt on icy surface, maintaining the garden, applying fertilizer and insecticide...

Rating examples:

If it is necessary to remind the person which tasks have to be done and which are completed (with some difficulty).

If the person uses a series of images in a notebook illustrating the beginning and the end of outside maintenance tasks to be done (assistive device).

If a relative or a significant other intervenes constantly to encourage the person to complete his/her tasks (with a lot of difficulty and significant human assistance).

6.5 Emptying waste-baskets and taking out the garbage

Life habit content description:

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

Rating examples:

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

If the person is putting trash in the garbage can, emptying it and taking it out (without or with a little difficulty, without human assistance).

6.6 Performing major household cleaning tasks

Life habit content description:

Including washing windows, walls, ceilings, woodwork...

Rating examples:

If the person has to be reminded which tasks have to be done or completed (with some difficulty).

If the person uses images illustrating the beginning and the end of tasks to be done (adaptation).

If a relative or a significant other often intervenes to encourage the person to complete his/her task (with some difficulty and significant human assistance).

6.7 Washing, ironing, folding and putting away clean laundry

Life habit content description:

Including washing (by hand or washing machine), drying out (clothesline or dryer), folding and putting away clean laundry.

Rating examples:

If the person has to be reminded to put away clean and dry laundry (light human assistance).

If someone else has to wash or put away clean laundry because the person does not want or is unable to do it. (human assistance).

If pictograms are used to remind the person the different steps involved in washing, drying, and putting away clean laundry (adaptation and/or assistive device depending on the types of pictograms or drawings used).

6.8 Using furniture and home equipment where you live

Life habit content description:

Including opening and closing lights and windows, using the heating system, using the storage space (closet, wardrobe), furniture (chair, armchair, table, tap), equipment outside the home (patio furniture, pool, playground set, safety equipment, alarm system...).

If the person requires supervision from a relative or a significant other (human assistance), if adapted or ergonomic chair (assistive device).

Rating examples:

If the room doors must be locked (adaptation).

If the person never turns off the tap (with a lot of difficulty).

7. RESPONSIBILITIES

7.1 Making purchases

Life habit content description:

Including choosing goods, paying, making purchases by phone or internet, convenient store, shopping centers, club...

Rating examples:

If the person requires the support of a relative, a significant other or a business employee to choose his goods (without or with a little difficulty and light human assistance).

If all purchases are made entirely by a relative, a significant other or a business employee (complete human assistance).

7.2 Using debit and credit cards or automatic teller machines

Life habit content description:

Including at the bank, at the supermarket, at the shopping center... according to age requirements and setting.

Rating examples:

If the person requires the support of a relative, a significant other or a business employee to use his/her debit or credit card when purchasing goods (without or with a little difficulty and light human assistance).

7.3 Planning your budget and meeting your financial obligations

Life habit content description:

Planning and making a budget, managing your expenses, paying your bills, saving money, according to age and milieu habits requirement.

Rating examples:

If the person gets a relative, a significant other or a friend to make his/her budget in his/her place (complete human assistance).

If the person is always paying his/her bills with the support of a relative, a significant other or a friend (with a lot of difficulty and significant human assistance).

7.4 Respecting other people's rights and property, voting, following laws and regulations

Life habit content description:

According to age milieu habits and social rules requirements (ex.: respecting laws and regulations, exercising his/her right to vote, respecting other people's rights and property...).

Rating examples:

If the person requires a relative, a friend or another significant person to tell him/her what to say and how to say it (with some difficulty and with significant human assistance).

If a person requires a relative, a friend or a significant other to interpret or intervene in his/her place (with a lot of difficulty, significant or complete human assistance).

If the person needs to be accompanied to vote at an adapted polling station (with a lot of difficulty, significant human assistance and adaptation).

7.5 Ensuring that your rights are respected

Life habit content description:

Including taking one's place, asserting oneself, expressing your opinion, denouncing the failure to respect your rights... according to age, (ex. : protesting, defending your point of view, your place or your turn...), setting and social norms and requirements.

Rating examples:

If the person needs to be accompanied by a relative, a friend or another significant person to tell him/her what to say and how to say it (with some difficulty and light human assistance).

If a person needs a relative, a friend or another significant person to interpret or intervene in his/her place (with a lot of difficulty, significant human assistance or complete human assistance).

7.6 Providing care and supporting members of your family including your spouse

Life habit content description:

Including creating and maintaining social links... according to age, setting norms and requirements.

Rating examples:

If his/her spouse offers the person to make household chores under his/her responsibility in his/her place because he/she has difficulty accomplishing them (complete human assistance).

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

If your teenager must occasionally be guided so to deal with conflicts with his/her classmates because of physical appearance or disabilities (without or with a little difficulty and light human assistance).

If the person needs support to accompany a family member at school, at home or during leisure activities (human assistance).

If the person has no spouse or family (not applicable).

7.7 Accepting assistance from members of your family, a significant other or your spouse

Life habit content description:

Including getting help to open a container or carrying heavy objects... according to age, setting norms and requirements.

Rating examples:

If the spouse offers the person to make household chores under his/her responsibility in his/her place because he/she has difficulty accomplishing them (significant or complete human assistance).

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

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

If his/her father drives him/her to work every morning (significant human assistance).

7.8 Ensuring the education of your children

Life habit content description:

Including the acquisition of appropriate social behaviors, showing them how to do household chores, cooking and meeting their need for security... according to age and the setting social norms and requirements

Rating examples:

If the person independently provides, without human assistance, the education of his/her children (without or with a little difficulty).

If the person requires considerable assistance to provide education to his/her children but refuses any assistance (with a lot of difficulty).

If one of his/her children is going through a difficult situation at school because of his/her physical appearance or disabilities and the person provides support by discussing it and proposing solutions (without or with a little difficulty).

If the person needs support to find out how to help his/her child who is going through a difficult situation at school (significant human assistance).

If the person does not have children (not applicable).

7.9 Take care of pets

Life habit content description:

Including walking, feeding, giving affection and playing with a dog... according to setting and social norms and requirements

Rating examples:

If the person regularly walks his/her pet by him/herself (no assistance).

If the person regularly asks a relative or a family member to buy pet food and give it to the animal (significant human assistance).

If the person needs to be accompanied by a family member or a relative during his/her visits to the veterinary clinic or when walking the pet... (significant human assistance).

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

If the person would like to have a pet but cannot because of strong allergic reactions (not accomplished).

8. INTERPERSONAL RELATIONSHIPS

8.1 Maintaining an emotional relationship with your partner

Life habit content description:

Including establishing and maintaining an affective relationships with your spouse, that is the expression of emotions and feelings such as joy, anger, as well as developing intimacy, encouraging and supporting your spouse...

Rating examples:

If the person needs reinforcement and encouragement to express his/her emotions and feelings to his/her spouse (with a lot of difficulty and significant human assistance).

If the person needs to be accompanied to learn how to support his/her spouse when going through difficult situations (significant human assistance).

If the person does not have a spouse (not applicable).

8.2 Maintaining an emotional relationship with your family other than your spouse

Life habit content description:

Including maintaining affective relationships with siblings, foster family or substitute family parents, that is the expression of emotions and feelings such as joy, anger, moral support...

Rating examples:

If the person requires to exaggerate his/her emotions to be well understood by family members other than the spouse (with some difficulty).

If the person must express his/her feelings using signs, images or pictograms (assistive device).

8.3 Maintaining friendships

Life habit content description:

Including establishing and maintaining relationships, according to age, setting norms and requirements.

Rating examples:

If the person does not establish relationships with others him/herself and needs help to do so (with some difficulty and significant human assistance).

If the person requires to be accompanied by a relative or a significant other when visiting friends (without or with a little difficulty and light human assistance).

If the person needs visual supports to give or receive a gift (assistive device).

If the person cannot stay in a room for a long time with others at a friend's house (with some difficulty).

8.4 Maintaining social ties with those around you

Life habit content description:

Including establishing and maintaining relationships with neighbors, work, study or leisure colleagues...

Rating examples:

If the person needs a relative or a significant other to help him/her express his/her ideas to the neighbors (light human assistance).

If the person requires close supervision during social activities (with some difficulty and significant human assistance).

8.5 Managing conflicts with others

Life habit content description:

Including resolving disputes with family members, neighbors, work or study colleagues...

Rating examples:

If the person can resolve conflicts or disputes while keeping contact with those involved in the dispute (without or with a little difficulty and no assistance).

If the person needs a relative or a significant other to accompany him/her, interpret or intervene in the conflict resolution (with some difficulty and light human assistance).

If the person does not establish contacts by him/herself and asks a relative or significant other to resolve conflicts in this/her place (with a lot of difficulty and complete human assistance).

8.6 Having a sexual relationship with another

Life habit content description:

According to age, setting and social norms, including behaviors and questions related to sexual relationships.

Rating examples:

If by choice, the person does not have sexual relationships (not applicable).

If the person does not have sexual relationships because of disabilities too severe or obstacles too great or a lack of assistance (not accomplished).

If the person engages in sexual relationships with assistive devices (assistive device).

If the person requires the place where he/she has or wants to have sexual relationships to be set up in a particular way (adaptation).

If the person needs human assistance to have sexual relationships (human assistance).

8.7 Using one or more prevention methods

Life habit content description:

Including contraception and protection against sexually transmitted diseases, according to age, setting and social norms and requirements

Rating examples:

If by choice, or because he/she does not need it, the person does not use contraception or sexually transmissible infections method(s) (not applicable).

If the person does not use contraception or sexually transmissible infections method(s) because of disabilities too severe or obstacles too great or a lack of assistance (not accomplished).

9. COMMUNITY AND SPIRITUAL LIFE

9.1 Participating as a member of student associations

Life habit content description:

Including serving on the governing board, the student council, in a committee... according to age, setting norms and requirements.

Rating examples:

If by choice, the person does not participate in student association' activities (not applicable).

If the person needs assistive devices, such as a magnifying glass to increase the font size in documents (assistive device).

If the person needs someone to accompany him/her to explain in his/her words points discussed in the meetings (significant human assistance).

9.2 Participating as a member of sporting or recreation associations

Life habit content description:

Including serving on a board of administration, participating in the organization of a hockey or soccer tournament... according to age, sporting or recreation associations setting norms and requirements...

Rating examples:

If the person does not participate as a member of sporting or recreation associations because of disabilities too severe or obstacles too great or a lack of assistance (not accomplished).

If the person requires the sporting or recreation associations premises to be modified so he/she can participate in it as a member (adaptation).

If the person requires human assistance, such as sign language interpreter services, to participate in sporting or recreation associations activities (light or significant human assistance).

9.3 Participating as a member of artistic or cultural associations or groups

Life habit content description:

Including serving on a board of administration, committees, participating in the organization of cultural or artistic events (play, dance show, cinema...), according to age and artistic or cultural associations or groups social norms or requirements.

Rating examples:

If by choice the person does not participate as a member of artistic or cultural associations or groups (not applicable).

If the person requires material support to participate as a member of artistic or cultural associations or groups (assistive device).

9.4 Participating in the activities of an organization that promotes rights

Life habit content description:

Including participating in advocacy and disability rights organizations, environmental groups, unions, refugee organizations... according to age and organizations that promote rights social norms and requirements ...

Rating examples:

If the person participates in a user's committee activities and requires the presence of an adult to explain to him/her the nature of decisions to make (significant human assistance).

If by choice, the person does not participate in organizations that promote rights (not applicable).

9.5 Participating in political party activities

Life habit content description:

Including participating in assemblies, congresses, committee meetings, adopting political orientations and programmes... according to age and political parties norms and requirements...

Rating examples:

If the person works as a receptionist during the elections and accomplishes his/her tasks independently (no assistance).

If by choice the person chooses not to participate in political party activities (not applicable).

9.6 Participating in social group activities

Life habit content description:

Including participating in assemblies, fundraising, various activities and lunches, gala, committees... according to age and the social group's norms and requirements.

Rating examples:

If the person raises funds for a foundation while being paired with a volunteer (light human assistance).

If by choice, the person does not participate in social group activities (not applicable).

9.7 Participating in self-help group activities

Life habit content description:

Including participating in self-help group activities: meetings, assemblies, self-help meetings, according to age and self-help groups norms and requirements.

Rating examples:

If the person requires special equipment to follow meetings (adaptation).

If by choice, the person does not participate in self-help group activities (not applicable).

9.8 Participating in religious or spiritual activities

Life habit content description:

Including religious or spiritual activities at home, at church or other places of worship, rituals... (baptism, wedding...), according to age and religious or spiritual places of worships norms and requirements.

Rating examples:

If the ceremony in must be explained to the person in advance (adaptation).

If the person needs an illustrated booklet to be brought home to prepare him/herself to participate in a ceremony (assistive device).

If by choice, the person does not participate in religious or spiritual activities (not applicable).

10. EDUCATION

10.1 Participating in school learning or professional training activities

Life habit content description:

Including directed and non-directed, individual or group (workshops, individual work, courses, exams...) training activities, exchanges with students from other classes or educational institutions, according to age and school or professional education norms and requirements.

Rating examples:

If the person needs significant support from remedial or specialized education professionals (significant human assistance).

If the person requires more time than others to participate in school learning or professional training activities (adaptation).

If the person is exempt from participating in school learning or professional training activities because of disabilities too severe or obstacles too great (not accomplished).

If the person needs an oral or sign language interpreter to understand class lectures and translate his/her answers to the teacher's questions (with a lot of difficulty and significant human assistance).

If the persons needs adapted school supplies or equipment (adaptation).

If the person does an exam orally instead of in writing (adaptation).

If the person requires a reduced number of tests to be carried out (adaptation).

10.2 Taking specialized courses

Life habit content description:

Including physical education, music courses...

Rating examples:

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

If the person needs visual supports to hang his/her clothes or put pictures on his/her locker (adaptation).

If the person requires more time than others to complete an exam (adaptation).

10.3 Working on team projects

Life habit content description:

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

Rating examples:

If the person requires that someone helps prepare him/her in advance of a change in schedule agreed upon in a team (significant human assistance).

If the person is exempt from team projects because of disabilities too severe or obstacles too great (not accomplished).

If the person requires documents in alternative formats and/or adapted or modified educational materials (adaptation).

If the person requires the support of a specialized education professional to reformulate or guide the accomplishment of a task (significant human assistance).

10.4 Using school services and infrastructures

Life habit contents description:

Including seminars, the services of an academic or guidance advisor, using the educational institution website, the cafeteria... according to age and setting norms and requirements.

Rating examples :

If the person requires that someone helps prepare him/her in advance of a change in schedule agreed upon in a team (significant human assistance).

If the person needs a strong remedial or special education support (with a certain or with a lot of difficulty and with significant human assistance).

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

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

If the person needs more supervision when using school services and infrastructures (light human assistance).

10.5 Doing homework

Life habit contents description:

Including coursework, coursework planning and scheduling, respecting timetables... according to age and setting norms and requirements.

Rating examples:

The person requires that someone helps prepare him/her in advance of a change in schedule agreed upon in a team (significant human assistance).

If the person needs a strong remedial or special education support (with a certain or with a lot of difficulty and with significant human assistance).

If the person has to write his/her coursework deadlines on a calendar on the wall of his/her bedroom (adaptation).

If the person is exempt from doing homework because of disabilities too severe or obstacles too great (not accomplished).

10.6 Participating in activities organized by the school

Life habit contents description:

Including school outings, extra-curricular or special activities... according to age and setting norms and requirements.

Rating examples:

If the person requires that someone prepares him/her in advance of a change in schedule that was agreed upon by the school (significant human assistance).

If the person needs more time than others to participate in extra-curricular or special activities (adaptation).

If the person is exempt of participating in school outings or other activities because of disabilities too severe or obstacles too great (not accomplished).

11. WORK

11.1 Choosing a trade or profession

Life habit content description:

Including choosing a trade, a profession... according to age and setting norms and requirements.

Rating examples:

If the person uses adapted materials or equipment, psychometric tests or interviewing procedures... (adaptation).

If the person requires the presence of a relative or a significant other to choose a trade or a profession (significant human assistance).

If the person uses a sequence of visual information or pictograms (assistive device).

If by choice the person does not want to choose a trade or profession (not applicable).

11.2 Seeking a job

Life habit content description:

Including preparing and sending a resume to employers by mail or email, making representations in person or by phone, participating in a job interview and passing a selection test... according to age and setting norms and requirements.

Rating examples:

If the person requires adapted materials or equipment, psychometric tests or interviewing procedures... (adaptation).

If the person requires a relative or a significant other to interpret or provide job search support (light to significant human assistance).

If the person requires the help of sequence of visual information or pictograms when searching for a job (assistive device).

If by choice the person does not want to seek a job (not applicable).

11.3 Performing paid work activities

Life habit content description:

Including performing tasks and duties for which the person was hired, interacting with work colleagues, interacting with supervisors, teamwork, defending your rights and point of view, for example asking for a salary raise, assistive devices and adaptations... according to age and setting norms and requirements.

Rating examples:

If the person uses adapted materials or equipment or workstation... (adaptation).

If the person requires a significant other to interpret, intervene or accompany him/her (light to significant human assistance).

If the person requires the help of sequence of visual information or pictograms when performing paid work activities (assistive device).

If the person needs more time than others to accomplish his/her tasks (adaptation).

If the person does not work because of obstacles too great which cannot be compensated by human assistance, assistive devices or adaptation (not accomplished).

11.4 Attending a day-center as a principal occupation

Life habit content description:

Including choosing a day-center and activities, according to age and setting norms and requirements.

Rating examples:

If the person requires the use of adapted materials or equipment, adapted premises, the installation of audible or visual alarms... (adaptation).

If a relative or a significant other has to interpret or accompany the person in his/her day-center activities (light to significant human assistance).

If the person needs to use sequence of visual information or pictograms to better integrate into the day center (assistive device).

If by choice, the person does not attend a day-centre (not applicable).

If the person does not attend a day-center because of obstacle too great which cannot be compensated by human assistance, assistive devices or adaptation (not accomplished).

11.5 Performing unpaid internship activities in a work setting

Life habit content description:

Including choosing the place and accomplishing the unpaid internship activities, according to age and setting norms and requirements.

Rating examples:

If the person uses adapted materials or equipment or workstation (adaptation).

If a relative or a significant other has to interpret or accompany the person in his/her unpaid internship activities (light to significant human assistance).

If the persons uses a sequence of visual information or pictograms when performing unpaid internship activities in a work setting (assistive device).

If the person requires more time than others or adapted equipment when performing unpaid internship activities in a work setting (adaptation).

If by choice the person does not perform unpaid internship activities in a work setting (not applicable).

11.6 Carrying out volunteer activities as a secondary occupation

Life habit content description:

Including volunteering, doing community work, according to age and setting norms and requirements.

Rating examples:

If the person uses adapted materials or equipment or requires the adaptation of the organization's premises (adaptation).

If the person requires someone else to interpret, intervene or accompany him/her when carrying out volunteer activities (light to significant human assistance).

If the person uses a sequence of visual information or pictograms when carrying out volunteer activities (assistive device).

If the person requires more time than others to carry out volunteer activities (adaptation).

If the person does not carry out volunteer activities because of obstacle too great which cannot be compensated by human assistance, assistive devices or adaptation (not accomplished).

11.7 Carrying out family or domestic tasks as your main occupation

Life habit contents description:

Including caring for children, doing housework, cooking... according to age and setting norms and requirements.

Rating examples:

If the person requires his/her home to be adapted (adaptation).

If the person requires a relative or a significant other to interpret, intervene or accompany him/her when carrying out family or domestic tasks (light to significant human assistance).

If the person uses a sequence of visual information or pictograms when carrying out family or domestic tasks (assistive device).

If the person needs more time than others or needs adapted materials or equipment to carry out family or domestic tasks (adaptation).

11.8 Using services offered in your main place of occupation

Life habit content description:

Including the cafeteria, services for staff, restroom, using an employee assistance program... according to age and setting norms and requirements.

Rating examples:

If the person requires equipment or services offered in his/her main place of occupation to be adapted (adaptation).

If the person requires a relative or someone else to interpret, intervene or accompany him/her when using services offered in his/her main place of occupation (light to significant human assistance).

If the person requires the help of sequence of visual information or pictograms when using services offered in his/her main place of occupation (assistive device).

If the person needs more time than others or uses adapted materials or equipment (adaptation).

If the person does not use service offered in his/her main place of occupation because of obstacle too great which cannot be compensated by human assistance, assistive devices or adaptation (not accomplished).

12. RECREATION

12.1 Choosing your physical and recreational sporting activities

Life habit content description:

Including swimming, skating, inline skating, hockeying, gymnastics... according to age and setting norms and requirements.

Rating examples:

If the person requires to be oriented towards new physical or recreational sporting activities (light human assistance, with some difficulty).

If the person has to participate in an activity before making a decision (adaptation).

If the person requires a relative or a significant other to interpret, or intervene to help him/her choose physical and recreational sporting activities (light to significant human assistance) (with a certain or with a lot of difficulty).

12.2 Practicing sporting and recreational activities (going for a walk, sports, games)

Life habit contents description:

Including swimming, skating, inline skating, hockeying, gymnastics, going for a walk... according to age and setting norms and requirements

Rating examples:

If the person prepares his/her training or sport bag by him/herself (no assistance).

If the person requires sporting or recreational equipment or rules to be modified (adaptation).

If the person requires that an orthosis or prothesis be provided when practicing sporting and recreational activities (assistive device).

If by choice the person does not practice sport and recreational activities (not applicable).

12.3 Practicing artistic, cultural or craft activities

Life habit content description:

Including music, painting, crafting... according to age and milieu habits requirements.

Rating examples:

If the person requires a relative or someone else to interpret or intervene when practicing artistic, cultural or craft activities (light or significant human assistance).

If the person uses a sequence of visual information or pictograms when practicing artistic, cultural or craft activities (assistive device).

If the person needs more time than others to complete artistic, cultural or craft activities (adaptation).

If the person uses adapted materials or equipment (assistive device).

If the person uses specially designed facilities for practicing artistic, cultural or craft activities (adaptation).

If the person does not practice artistic, cultural or craft activities because of disabilities too severe or obstacles too great (not accomplished).

12.4 Attending a sporting event

Life habit content description:

Including attending hockey, soccer, football, curling, lawn bowls... according to age and setting norms and requirements.

Rating examples:

If the person requires a relative or someone else to interpret or accompany him/her to attend sporting events (light or significant human assistance).

If the person uses a sequence of visual information or pictograms when attending a sporting event (assistive device).

If a person needs more time than others to attend a sporting event (adaptation).

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

If the person uses specially designed facilities (adaptation).

If the person does not attend to sporting events because of obstacles too great, such as crowd noise, lack of facilities accessibility... (not accomplished).

12.5 Attending artistic or cultural events

Life habit content description:

Including attending shows, going to the theater, the movies, the circus... according to age and setting norms and requirements.

Rating examples:

If the person requires a relative or someone else to interpret or accompany him/her so he/she can attend an artistic or cultural event (light or significant human assistance).

If the person uses a sequence of visual information or pictograms when attending artistic or cultural events (assistive device).

If the person uses adapted materials or equipment (assistive device).

If the person uses specially designed facilities (adaptation).

If by choice the person does not attend artistic or cultural events (not applicable).

12.6 Sightseeing

Life habit content description:

Including choosing his/her sightseeing activities (trips, visiting natural or historic sites, wine tour...), according to age and setting norms and requirements.

Rating examples:

If the person requires a relative or someone else to interpret or accompany him/her when sightseeing (light or significant human assistance).

If the person requires to be prepared in advance before going sightseeing (human assistance).

If the person has to avoid crowded places (adaptation).

If the person uses adapted materials or equipment (assistive device).

If the person uses specially designed facilities (adaptation).

If the person does not do sightseeing activities because of disabilities too severe or obstacles too great (not accomplished).

12.7 Practicing outdoor recreational activities

Life habit contents description:

Including hiking, camping, hunting, fishing... according to age and setting norms and requirements.

Rating examples:

If the person requires a relative or another significant person to interpret or accompany him/her when practicing outdoor recreational activities (light or significant human assistance).

If the person uses a sequence of visual information or pictograms when practicing outdoor recreational activities (assistive device).

If the person needs more time than others when practicing outdoor recreational activities (adaptation).

If the person uses adapted materials or equipment (assistive device).

If the person uses specially designed facilities (adaptation).

If by choice the person does not practice outdoor recreational activities (not applicable).

12.8 Using recreational facilities in your neighborhood

Life habit content description:

Including choosing his/her activities in recreational facilities (borrowing books, CD, DVD at the library, dancing courses or craft workshops at the recreation center...), according to age and setting norms and requirements.

Rating examples:

If the person requires a relative or another significant other to interpret or accompany him/her when using recreational facilities in his/her neighborhood (light or significant human assistance).

If the person requires the use of a device reminding him/her of the steps to be followed to choose and borrow a book (assistive device).

If the person needs more time than others or uses adapted materials or equipment when using recreational facilities in his/her neighborhood (adaptation).

If the person does not use recreational facilities in his/her neighborhood because of obstacles too great which cannot be compensated by human assistance, assistive devices or adaptation (not accomplished).

