The Speech scale incorporates all disorders of the structure and/or function of speech production, for both adults and children. Examples include articulation delay/disorder; phonological delay/disorder; motor speech disorders (e.g. dysarthria) and speech disorders arising from aetiologies such as hearing loss or cleft palate. If an augmentative or alternative communication (AAC) device is used, the use of this should be rated under the Activity Limitation domain.

**IMPAIREDMENT of either Structure or Function (as appropriate to age):** Impairments are problems in body structure (anatomical) or function (physiological) as a deviation or loss.

0 **Profound speech impairment:** No speech, or undifferentiated vocalisations. No voluntary articulatory movements.

1 **Severe speech impairment:** Extremely restricted range of phonemes (e.g. only one sound class such as vowels). Limited or repetitive syllables only. Extremely limited strength, range and/or rate of oral movement or control due to weakness or co-ordination problems (e.g. cannot imitate mouth shapes).

2 **Moderate/severe speech impairment:** Restricted range of consonant sounds in repertoire. Distorted vowel sounds. Difficulties with sound sequencing evident. Can attempt target sounds but cannot combine them into words. Strength, range and/or rate of oral movement are markedly reduced.

3 **Moderate speech impairment:** Restricted range of phonemes in speech but used correctly. Multiple errors in speech sound system. Can combine target sounds correctly into syllables and words when cued, but is not yet spontaneous. Strength, range and/or rate of oral movement are moderately reduced: can control oral movement to imitate shapes and all sounds (inconsistently).

4 **Mild speech impairment:** 1–2 sound errors of place or manner (eg /k/→ /t/) which are common, but not appropriate for age, able to produce these with cues and sometimes spontaneously (but inconsistently). Mild imprecision in speech (e.g. slurring some words), may be affected by situation (e.g. talking quickly). Strength, range and/or rate of oral movement are mildly reduced: can control oral movement to imitate shapes and most sounds (inconsistently).

5 **No speech impairment:** Speech is appropriate for age/ culture/ developmental level (e.g. developmentally appropriate sound errors only). Full range of age-appropriate sounds able to be targeted. No demonstrable restrictions in strength, range and/or rate of oral movement.

**ACTIVITY LIMITATION (as appropriate to age):** Activity limitation results from difficulty in the performance of an activity. Activity is the execution of a task by the individual. Communication may involve the use of AAC devices.

0 **Profound limitation:** Unable to communicate message. Communication is never effective.

1 **Severe limitation:** Communication is occasionally effective in one type of situation only (eg with main communication partner).

2 **Moderate/severe limitation:** Communication is usually effective in more than one type of situation, with a familiar person. Person can usually convey basic needs and wants to main communication partners.

3 **Moderate limitation:** Communication is effective in many types of situations with familiar people, and may be effective with unfamiliar people. Person can effectively convey needs and wants to main communication partners, but not always with others.

4 **Mild limitation:** Communication is effective with familiar people and usually with non familiar people. Communication may be compromised by environment eg noisy background.

5 **No limitation:** Able to communicate message successfully to a wide range of people in a range of situations.
PARTICIPATION RESTRICTION (as appropriate to age): Participation restrictions are difficulties the individual may have in the manner or extent of involvement in their life situation. Clinicians should ask themselves: “given their problem, is this individual experiencing disadvantage?”

0  Unable to fulfil social, work, educational or family roles. No social integration. No involvement in decision-making. No control over environment. Unable to reach potential in any situation.

1  Severe difficulties in fulfilling social, work, educational or family roles. Very limited social integration. Very limited involvement in decision-making. Very little control over environment. Can only rarely reach potential with maximum assistance.

2  Moderately severe difficulty in fulfilling social, work, educational or family roles. Limited social integration. Limited involvement in decision-making. Control over environment in one setting only. Usually reaches potential with maximum assistance.

3  Moderate difficulties in fulfilling social, work, educational or family roles. Relies on moderate assistance for social integration. Limited involvement in decision-making. Control over environment in more than one setting. Always reaches potential with maximum assistance and sometimes reaches potential without assistance.

4  Mild difficulties in fulfilling social, work, educational or family roles. Needs little assistance for social integration and decision-making. Control over environment in more than one setting. Reaches potential with little assistance.

5  No difficulties in fulfilling social, work, educational or family roles. No assistance required for social integration or decision-making. Control over environment in all settings. Reaches potential with no assistance.

DISTRESS/WELLBEING (as appropriate to age): The level of concern experienced by the individual. Concern may be evidenced by anger, frustration, apathy, depression etc.

0  High and consistent levels of distress or concern.

1  Severe concern, becomes distressed or concerned easily. Requires constant reassurance. Loses emotional control easily.

2  Moderately severe concern. Frequent emotional encouragement and reassurance required.

3  Moderate concern. May be able to manage emotions at times, although may require some encouragement.

4  Mild concern. Able to manage emotions in most situations. Occasional emotional support or encouragement needed.

5  Able to cope with most situations. Accepts and understands own limitations.
The Language scale incorporates receptive, expressive, reading and writing disorders/delays, for both adults and children. Examples include acquired and developmental language disorders, and disorders of language arising from aetiologies such as hearing loss. If an augmentative or alternative communication device is used (external), rate the use of this under the Activity Limitation domain. You may rate expressive and receptive language separately for the Impairment and Activity Limitation domains (i.e. make two ratings of these domains- one relating to expressive language, and one to receptive language).

**IMPAIRMENT of either Structure or Function (as appropriate to age):** Impairments are problems in body structure (anatomical) or function (physiological) as a deviation or loss.

0 **Profound language impairment:** Total absence of meaningful: Auditory or gestural comprehension/verbal output/processing of written language/ written output.

1 **Severe language impairment:** Exhibits infrequently or inconsistently: Key word comprehension (auditory, written or gestural)/ Ability to form elements of written, verbal or gestural output (e.g. meaningful vocalising).

2 **Moderate/severe language impairment:** Exhibits frequently and consistently: Key word comprehension (auditory, written or gestural), may be increased with assistance or cues/ Ability to form elements of written, verbal or gestural output (e.g. meaningful words).

3 **Moderate language impairment:** Exhibits inconsistent: Comprehension of simple spoken, gestural or written language- shows difficulties with understanding complex or abstract sentences/ Able to form meaningful written language with assistance/ Expressive language output is appropriate to context, but reduced in length and complexity of sentences.

4 **Mild language impairment:** Exhibits consistent: Comprehension of simple spoken or signed conversation/ Able to form and understand written language with assistance (e.g. cues to attend)/ Mild expressive language difficulties (e.g. problems with grammatical structure).

5 **No language impairment:** Consistently understands spoken or signed and written language (including complex, as appropriate to age or developmental level), consistent verbal and written language output.

**ACTIVITY LIMITATION (as appropriate to age):** Activity limitation results from difficulty in the performance of an activity. Activity is the execution of a task by the individual. Communication may involve the use of AAC devices.

0 **Profound limitation:** Unable to initiate or respond to verbal and/or non verbal communication.

1 **Severe limitation:** Communication severely compromised- may attempt to communicate but is rarely able to make needs or wants known. Cannot follow simple directions unless structured with maximum cues.

2 **Moderate/severe limitation:** Communication moderately compromised- is able to make basic needs and wants known consistently with familiar communication partners. Can follow simple directions with some cues.

3 **Moderate limitation:** Communication is mostly effective, can communicate and understand concrete ideas, and can infrequently communicate and understand abstract ideas. Can follow simple and some complex directions (may require repetition).

4 **Mild limitation:** Communication is effective most of the time, occasionally demonstrates difficulty in expressing or understanding ideas. Can usually follow complex directions, able to use strategies spontaneously to overcome difficulties.

5 **No limitation:** Communicates effectively in all situations with a range of communication partners (as appropriate to age, gender, culture).
PARTICIPATION RESTRICTION (as appropriate to age): Participation restrictions are difficulties the individual may have in the manner or extent of involvement in their life situation. Clinicians should ask themselves: “given their problem, is this individual experiencing disadvantage?”

0 Unable to fulfil social, work, educational or family roles. No social integration. No involvement in decision-making. No control over environment. Unable to reach potential in any situation.

1 Severe difficulties in fulfilling social, work, educational or family roles. Very limited social integration. Very limited involvement in decision-making. Very little control over environment. Can only rarely reach potential with maximum assistance.

2 Moderately severe difficulty in fulfilling social, work, educational or family roles. Limited social integration. Limited involvement in decision-making. Control over environment in one setting only. Usually reaches potential with maximum assistance.

3 Moderate difficulties in fulfilling social, work, educational or family roles. Relies on moderate assistance for social integration. Limited involvement in decision-making. Control over environment in more than one setting. Always reaches potential with maximum assistance and sometimes reaches potential without assistance.

4 Mild difficulties in fulfilling social, work, educational or family roles. Needs little assistance for social integration and decision-making. Control over environment in more than one setting. Reaches potential with little assistance.

5 No difficulties in fulfilling social, work, educational or family roles. No assistance required for social integration or decision-making. Control over environment in all settings. Reaches potential with no assistance.

DISTRESS/WELLBEING (as appropriate to age): The level of concern experienced by the individual. Concern may be evidenced by anger, frustration, apathy, depression etc.

0 High and consistent levels of distress or concern.

1 Severe concern, becomes distressed or concerned easily. Requires constant reassurance. Loses emotional control easily.

2 Moderately severe concern. Frequent emotional encouragement and reassurance required.

3 Moderate concern. May be able to manage emotions at times, although may require some encouragement.

4 Mild concern. Able to manage emotions in most situations. Occasional emotional support or encouragement needed.

5 Able to cope with most situations. Accepts and understands own limitations.
The Voice scale incorporates all disorders of the vocal structure and/or function (phonation) in both adults and children. Examples include hyperfunctional voice use disorders, voice problems related to neurological disorders, and laryngectomy. If an augmentative or alternative communication device is used, rate the use of this under the Activity limitation domain. See Chapter 4 of the AusTOMs for Speech Pathology manual for information about rating clients with laryngectomy.

**IMPAIRMENT of either Structure or Function (as appropriate to age):** Impairments are problems in body structure (anatomical) or function (physiological) as a deviation or loss.

0 Profound voice impairment: No voice (no phonation).

1 Severe voice impairment: Inconsistent phonation all of the time. No control over voice.

2 Moderate/severe voice impairment: Phonation is inconsistent most of the time, but with severe disturbance to quality (e.g. in terms of pitch/volume/resonance). Poor control over voice.

3 Moderate voice impairment: Consistent phonation most of the time. Moderate disturbance in voice quality (e.g. in terms of pitch/volume/resonance). Moderate control over voice.

4 Mild voice impairment: Consistent phonation all of the time. Occasional disturbance in voice quality (e.g. in terms of pitch/volume/resonance). Good control of voice.

5 No voice impairment: Consistent phonation with appropriate voice quality (e.g. in terms of pitch/volume/resonance). No difficulty in control.

**ACTIVITY LIMITATION (as appropriate to age):** Activity limitation results from difficulty in the performance of an activity. Activity is the execution of a task by the individual. *May use artificial larynx, voice prosthesis, or other AAC.*

0 Profound limitation: Unable to communicate message. Communication is never effective. Voice cannot be used for regular activities (e.g. singing, public speaking).

1 Severe limitation: Communication is occasionally effective in one type of situation only (e.g. with main communication partner). Voice cannot be used for regular activities (e.g. singing, public speaking).

2 Moderate/severe limitation: Communication is usually effective in more than one type of situation, with a familiar person. Person can usually convey basic needs and wants to main communication partners. Voice is severely restricted (e.g. by quality or fatigue) in regular activities (e.g. singing, public speaking).

3 Moderate limitation: Communication is effective in many types of situations with familiar people, and may be effective with unfamiliar people. Person can effectively convey needs and wants to main communication partners, but not always with others. Voice is moderately restricted (e.g. by quality or fatigue) in regular activities (e.g. singing, public speaking).

4 Mild limitation: Communication is effective with familiar people and usually with non familiar people. Communication may be compromised by environment eg noisy background. Voice is only mildly restricted (e.g. by quality or fatigue) in regular activities (e.g. singing, public speaking).

5 No limitation: Able to communicate message successfully to a wide range of people in a range of situations. Voice can be used for all regular activities (e.g. singing, public speaking) with no restrictions (e.g. by quality or fatigue).
**PARTICIPATION RESTRICTION (as appropriate to age):** Participation restrictions are difficulties the individual may have in the manner or extent of involvement in their life situation. Clinicians should ask themselves: “given their problem, is this individual experiencing disadvantage?”

- **0** Unable to fulfil social, work, educational or family roles. No social integration. No involvement in decision-making. No control over environment. Unable to reach potential in any situation.
- **1** Severe difficulties in fulfilling social, work, educational or family roles. Very limited social integration. Very limited involvement in decision-making. Very little control over environment. Can only rarely reach potential with maximum assistance.
- **2** Moderately severe difficulty in fulfilling social, work, educational or family roles. Limited social integration. Limited involvement in decision-making. Control over environment in one setting only. Usually reaches potential with maximum assistance.
- **3** Moderate difficulties in fulfilling social, work, educational or family roles. Relies on moderate assistance for social integration. Limited involvement in decision-making. Control over environment in more than one setting. Always reaches potential with maximum assistance and sometimes reaches potential without assistance.
- **4** Mild difficulties in fulfilling social, work, educational or family roles. Needs little assistance for social integration and decision-making. Control over environment in more than one setting. Reaches potential with little assistance.
- **5** No difficulties in fulfilling social, work, educational or family roles. No assistance required for social integration or decision-making. Control over environment in all settings. Reaches potential with no assistance.

**DISTRESS/WELLBEING (as appropriate to age):** The level of concern experienced by the individual. Concern may be evidenced by anger, frustration, apathy, depression etc.

- **0** High and consistent levels of distress or concern.
- **1** Severe concern, becomes distressed or concerned easily. Requires constant reassurance. Loses emotional control easily.
- **2** Moderately severe concern. Frequent emotional encouragement and reassurance required.
- **3** Moderate concern. May be able to manage emotions at times, although may require some encouragement.
- **4** Mild concern. Able to manage emotions in most situations. Occasional emotional support or encouragement needed.
- **5** Able to cope with most situations. Accepts and understands own limitations.
Fluency

The Fluency scale incorporates all disorders of fluency (i.e. rate, effort, and/or continuity of speech) for both adults and children. Such disorders include stuttering, and disorders of fluency arising from an aetiology, such as Parkinson’s disease. If an augmentative or alternative communication device is used, rate the use of this under the Activity Limitation domain.

**IMPAIRMENT of either Structure or Function (as appropriate to age):** Impairments are problems in body structure (anatomical) or function (physiological) as a deviation or loss.

0 **Profound fluency impairment:** Blocking and/or other dysfluency always present.

1 **Severe fluency impairment:** Able to produce some speech - single words only. More than 20% syllables stuttered. Secondary behaviours evident (e.g. grimacing, increased tension).

2 **Moderate/severe fluency impairment:** Able to produce speech but the flow is greatly interrupted by dysfluencies. More than 10% syllables stuttered. Secondary behaviours are usually evident.

3 **Moderate fluency impairment:** Disruptions to fluency are evident, moderate interruption to the flow of speech. 5–9% syllables stuttered. Few secondary behaviours, secondary behaviours are not usually evident.

4 **Mild fluency impairment:** Disruptions to fluency may not be extremely evident, the flow of speech is mildly interrupted. Approximately 2-4% syllables stuttered. No secondary behaviours are evident.

5 **No fluency impairment:** Fluent speech. No disruption to fluency evident to an untrained listener.

**ACTIVITY LIMITATION (as appropriate to age):** Activity limitation results from difficulty in the performance of an activity. Activity is the execution of a task by the individual. Communication may involve the use of AAC devices.

0 **Profound limitation:** Unable to initiate or produce speech. Unable to communicate to others through speech.

1 **Severe limitation:** Significant difficulty initiating or producing speech. Ability to communicate message is severely compromised, unable to control dysfluency.

2 **Moderate/severe limitation:** Difficulties initiating or producing speech impact on the amount of speech produced. Can communicate message but severely disrupted flow. Able to control dysfluency at times (e.g. when cued or in some situations), for example when reading but not in everyday speech.

3 **Moderate limitation:** Moderate difficulty producing speech. Can communicate effectively in most situations. Can control dysfluency most of the time. Dysfluency distracts from the message.

4 **Mild limitation:** Mild difficulties producing speech. Able to control dysfluency. Able to communicate message in most situations, although message may be slowed or limited by dysfluency.

5 **No limitation:** Consistent appropriate speech and communication of message.
PARTICIPATION RESTRICTION (as appropriate to age): Participation restrictions are difficulties the individual may have in the manner or extent of involvement in their life situation. Clinicians should ask themselves: “given their problem, is this individual experiencing disadvantage?”

0  Unable to fulfil social, work, educational or family roles. No social integration. No involvement in decision-making. No control over environment. Unable to reach potential in any situation.

1  Severe difficulties in fulfilling social, work, educational or family roles. Very limited social integration. Very limited involvement in decision-making. Very little control over environment. Can only rarely reach potential with maximum assistance.

2  Moderately severe difficulty in fulfilling social, work, educational or family roles. Limited social integration. Limited involvement in decision-making. Control over environment in one setting only. Usually reaches potential with maximum assistance.

3  Moderate difficulties in fulfilling social, work, educational or family roles. Relies on moderate assistance for social integration. Limited involvement in decision-making. Control over environment in more than one setting. Always reaches potential with maximum assistance and sometimes reaches potential without assistance.

4  Mild difficulties in fulfilling social, work, educational or family roles. Needs little assistance for social integration and decision-making. Control over environment in more than one setting. Reaches potential with little assistance.

5  No difficulties in fulfilling social, work, educational or family roles. No assistance required for social integration or decision-making. Control over environment in all settings. Reaches potential with no assistance.

DISTRESS/WELLBEING (as appropriate to age): The level of concern experienced by the individual. Concern may be evidenced by anger, frustration, apathy, depression etc.

0  High and consistent levels of distress or concern.

1  Severe concern, becomes distressed or concerned easily. Requires constant reassurance. Loses emotional control easily.

2  Moderately severe concern. Frequent emotional encouragement and reassurance required.

3  Moderate concern. May be able to manage emotions at times, although may require some encouragement.

4  Mild concern. Able to manage emotions in most situations. Occasional emotional support or encouragement needed.

5  Able to cope with most situations. Accepts and understands own limitations.
Swallowing

The Swallowing scale incorporates all disorders of the structure and/or function of the swallowing mechanism, and/or feeding in both adults and children. Issues of safety and alternative feeding may be rated under the Activity Limitation domain.

**IMPAIRMENT of either Structure or Function (as appropriate to age):** Impairments are problems in body structure (anatomical) or function (physiological) as a deviation or loss.

0 **Profound swallowing or feeding impairment:** No swallow or suck initiated. Difficulty in opening mouth. No functional movement of oral and/or pharyngeal structures or musculature.

1 **Severe swallowing or feeding impairment:** Swallow or suck initiated but is inconsistent/very delayed/severely disordered. Severe oral and/or pharyngeal impairment with no control of bolus.

2 **Moderate/severe swallowing or feeding impairment:** Swallow or suck is initiated but may be inconsistent/delayed/disordered. Moderate oral and/or pharyngeal impairment with poor control of bolus (e.g. pharyngeal leakage and/or spillage).

3 **Moderate swallowing or feeding impairment:** Swallow or suck is initiated consistently but delayed/abnormal. Moderate oral and/or pharyngeal impairment with limited bolus control (e.g. pooling, residue post swallow; buccal pocketing).

4 **Mild swallowing or feeding impairment:** Swallow or suck is initiated consistently with appropriate timing and coordination. Mild oral and/or pharyngeal impairment with mild difficulties in bolus control (e.g. mild pooling).

5 **No swallowing/feeding impairment:** Swallowing or suck is initiated consistently with appropriate timing and co-ordination and full control of bolus.

**ACTIVITY LIMITATION (as appropriate to age):** Activity limitation results from difficulty in the performance of an activity. Activity is the execution of a task by the individual.

0 **Profound limitation:** Unable to manage own secretions (if tracheostomy is in situ, it is cuffed). Unable to safely manage any oral intake. Requires full alternative (e.g. PEG, NGT) nutrition.

1 **Severe limitation:** Can sometimes manage own secretions with prompts (if cuffed tracheostomy is in situ, may be deflated). May sometimes safely take small practice amounts of modified consistencies. Requires mainly alternative (e.g. PEG, NGT) or supplementary nutrition.

2 **Moderate/severe limitation:** Can manage own secretions safely and independently (if tracheostomy is in situ, it may be uncuffed). Safe on a limited range of consistencies, requires strategies and full supervision to manage oral intake. Some alternative/ supplementary feeding (e.g. NGT) required.

3 **Moderate limitation:** Can manage a diet of modified consistencies. Some supervision/strategies may be required. No alternative or supplementary feeding required.

4 **Mild limitation:** Can manage most consistencies, may require some restrictions in range of consistencies. Independent using strategies, with no supervision required. May eat/drink slowly.

5 **No limitation:** Can manage a full diet in a timely manner and independently (as appropriate to age).
PARTICIPATION RESTRICTION (as appropriate to age): Participation restrictions are difficulties the individual may have in the manner or extent of involvement in their life situation. Clinicians should ask themselves: "given their problem, is this individual experiencing disadvantage?"

0  Unable to fulfil social, work, educational or family roles. No social integration. No involvement in decision-making. No control over environment. Unable to reach potential in any situation.

1  Severe difficulties in fulfilling social, work, educational or family roles. Very limited social integration. Very limited involvement in decision-making. Very little control over environment. Can only rarely reach potential with maximum assistance.

2  Moderately severe difficulty in fulfilling social, work, educational or family roles. Limited social integration. Limited involvement in decision-making. Control over environment in one setting only. Usually reaches potential with maximum assistance and sometimes reaches potential without assistance.

3  Moderate difficulties in fulfilling social, work, educational or family roles. Relies on moderate assistance for social integration. Limited involvement in decision-making. Control over environment in more than one setting. Always reaches potential with maximum assistance and sometimes reaches potential without assistance.

4  Mild difficulties in fulfilling social, work, educational or family roles. Needs little assistance for social integration and decision-making. Control over environment in more than one setting. Reaches potential with little assistance.

5  No difficulties in fulfilling social, work, educational or family roles. No assistance required for social integration or decision-making. Control over environment in all settings. Reaches potential with no assistance.

DISTRESS/WELLBEING (as appropriate to age): The level of concern experienced by the individual. Concern may be evidenced by anger, frustration, apathy, depression etc.

0  High and consistent levels of distress or concern.

1  Severe concern, becomes distressed or concerned easily. Requires constant reassurance. Loses emotional control easily.

2  Moderately severe concern. Frequent emotional encouragement and reassurance required.

3  Moderate concern. May be able to manage emotions at times, although may require some encouragement.

4  Mild concern. Able to manage emotions in most situations. Occasional emotional support or encouragement needed.

5  Able to cope with most situations. Accepts and understands own limitations.
The Cognitive-Communication scale incorporates all aspects of cognition that impact on communication, for both adults and children. Examples include patients with acquired brain injury, acquired neurological disorders (resulting in cognitive deficits, e.g. dementia), and developmental disorders of cognition. If an augmentative or alternative communication device is used, rate the use of this under the Activity Limitation domain.

**IMPAIRMENT of either Structure or Function (as appropriate to age):** Impairments are problems in body structure (anatomical) or function (physiological) as a deviation or loss.

- **0 Profound cognitive impairment:** Not responsive to any stimuli (e.g. comatose/vegetative).
- **1 Severe cognitive impairment:** Responds infrequently to stimuli (e.g. may recognise familiar faces); responses are severely delayed/unable to attend. No insight, not orientated, no short term memory or learning.
- **2 Moderate/severe cognitive impairment:** Responds to stimuli, responses are inconsistent and may be delayed. Can attend briefly but extremely distractible and cannot focus on task. Insight is minimal/flushuates. Oriented to self. Some ability to recall basic personal information. May demonstrate learning of routine tasks in context. Requires assistance to plan basic tasks.
- **3 Moderate cognitive impairment:** Consistently responds to stimuli, responses may be delayed. Demonstrates concrete thinking. Able to attend to a task for a short length of time, but distractible. Shows some insight in response to feedback. Oriented to self, place and time. Retaining personal information, some understanding of future events. Able to learn routine tasks. Able to plan basic tasks but needs maximal assistance to plan complex tasks.
- **4 Mild cognitive impairment:** Consistent responses to a range of stimuli, may show delays. Mild problems evident with attention that may be affected by environment. Demonstrates insight most of the time. Fully oriented. Able to recall and integrate past and recent events. Some ability to abstract. Complex processing difficulties evident. Able to plan within familiar contexts but needs cues to plan for novel events.
- **5 No cognitive impairment:** No evidence of difficulty with responses, memory, insight, attention, orientation or planning, as appropriate to age.

**ACTIVITY LIMITATION (as appropriate to age):** Activity limitation results from difficulty in the performance of an activity. Activity is the execution of a task by the individual. Communication may involve the use of AAC devices.

- **0 Profound limitation:** No response to stimuli. No communicative intent.
- **1 Severe limitation:** No initiation of communication. Needs maximal cueing to respond. Unable to learn new information or problem solve.
- **2 Moderate/severe limitation:** May initiate communication spontaneously but may not do so effectively. Requires cueing to respond/ responses are random or non-purposeful. Able to complete simple personal problem solving and routine concrete tasks with supervision and cues.
- **3 Moderate limitation:** Initiates communication and is able to make basic needs known. May respond spontaneously but inconsistently or inappropriately to environment. Able to learn communication strategies in context, and is beginning to use these independently. Able to solve concrete problems independently.
- **4 Mild limitation:** Communicates effectively in more than one type of setting. Responds appropriately to context, may have difficulty with complex questions/ conversation. Able to learn and problem solve complex tasks, however may require minimal prompts to begin, complete, or carry over within context of environment.
- **5 No limitation:** Cognitive-communication skills are functional in all contexts.
PARTICIPATION RESTRICTION (as appropriate to age): Participation restrictions are difficulties the individual may have in the manner or extent of involvement in their life situation. Clinicians should ask themselves: “given their problem, is this individual experiencing disadvantage?”

0  Unable to fulfil social, work, educational or family roles. No social integration. No involvement in decision-making. No control over environment. Unable to reach potential in any situation.

1  Severe difficulties in fulfilling social, work, educational or family roles. Very limited social integration. Very limited involvement in decision-making. Very little control over environment. Can only rarely reach potential with maximum assistance.

2  Moderately severe difficulty in fulfilling social, work, educational or family roles. Limited social integration. Limited involvement in decision-making. Control over environment in one setting only. Usually reaches potential with maximum assistance.

3  Moderate difficulties in fulfilling social, work, educational or family roles. Relies on moderate assistance for social integration. Limited involvement in decision-making. Control over environment in more than one setting. Always reaches potential with maximum assistance and sometimes reaches potential without assistance.

4  Mild difficulties in fulfilling social, work, educational or family roles. Needs little assistance for social integration and decision-making. Control over environment in more than one setting. Reaches potential with little assistance.

5  No difficulties in fulfilling social, work, educational or family roles. No assistance required for social integration or decision-making. Control over environment in all settings. Reaches potential with no assistance.

DISTRESS/WELLBEING (as appropriate to age): The level of concern experienced by the individual. Concern may be evidenced by anger, frustration, apathy, depression etc.

0  High and consistent levels of distress or concern.

1  Severe concern, becomes distressed or concerned easily. Requires constant reassurance. Loses emotional control easily.

2  Moderately severe concern. Frequent emotional encouragement and reassurance required.

3  Moderate concern. May be able to manage emotions at times, although may require some encouragement.

4  Mild concern. Able to manage emotions in most situations. Occasional emotional support or encouragement needed.

5  Able to cope with most situations. Accepts and understands own limitations.