

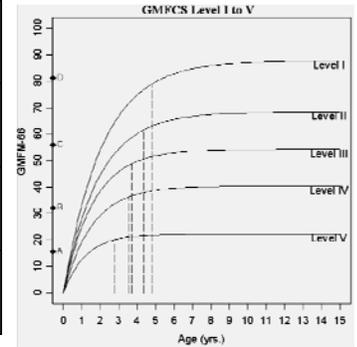
GMFCS

The GMFCS ranges from Levels I to V. For the purpose of the *PT School Function Evaluation*, a GMFCS Level of 0 (zero) can be utilized when student being evaluated has no gross motor functional limitation and whose balance, coordination and speed are within the range typically expected of his/her peers (i.e. has normal mobility). Note that in contrast, a student rated GMFCS Level I walks without limitation, but balance, speed and coordination is limited. (For example, a student rated with a GMFCS Level I is able to go up and down the stairs without use of handrails, but is slower than his peers, and has problems with balance and coordination when participating in physical activities or sports.) GMFCS Level 0 may be used for any student being evaluated *except* for those diagnosed with cerebral palsy.

BETWEEN 4TH AND 6TH BIRTHDAY

GMFCS	SITTING	SIT to STAND	INDOOR MOBILITY	STAIRS	COMMUNITY MOBILITY
I	- independent, without support; balance, speed and coordination are limited; emerging ability to run and jump				
II	- independent	- pushes off/pulls on stable surface	- independent - unable to run or jump	- uses handrail	- independent on short distances/level surfaces
III	- require pelvic/trunk support to use hands	- pushes off/pulls on stable surface	- hand-held mobility device on level surfaces	- with adult assistance	- transported for long distances or uneven terrain
IV	- adaptive seating	- with assistance of adult or stable surface	- at best, with walker and adult supervision - powered wheelchair	- unable	- transported in the community - powered wheelchair
V	- adaptive seating - restricted voluntary movement; unable to maintain antigravity head/trunk control		- transported in manual wheelchair - for some: powered wheelchair with extensive adaptations		

Motor Growth Curves for children with CP



BETWEEN 6TH & 12TH BIRTHDAY

GMFCS	INDOOR MOBILITY	STAIRS	COMMUNITY MOBILITY	OTHER GROSS MOTOR ACTIVITIES
I	- independent, without support			- runs/jumps but speed, balance & coordination are limited - may participate in physical activities/sports
II	- independent - or with hand-held mobility device	- with handrails - or physical assistance if no handrail	- handheld mobility device or physical assistance or wheeled mobility when traveling long distances - difficulty with long distances, on uneven terrain, inclines, crowded areas, confined spaces or when carrying objects	- at best, minimal ability to run & jump - may require adaptations to participate in physical activities/sports
III	- hand-held mobility device in most indoor settings - sit to stand, floor to stand require physical assistance or support surface	- with rails & supervision or physical assistance	- wheeled mobility for long distances	- may require seatbelt when seated - physical activities/sports with adaptations (manual or powered wheelchair)
IV	- physical assistance - or powered mobility - at home: floor mobility, may walk short distances with assistance - when positioned, may use body-supported walker	- unable	- powered wheelchair - or transported on manual wheelchair	- needs adaptive seating - needs physical assistance for transfers
V	- transported in manual wheelchair - for some: powered wheelchair with extensive adaptations - at home: floor mobility or carried by adult			- restricted voluntary movement - unable to maintain antigravity head/trunk control - transfers with complete assistance

BETWEEN 12TH & 18TH BIRTHDAY

GMFCS	INDOOR MOBILITY	STAIRS	COMMUNITY MOBILITY	OTHER GROSS MOTOR ACTIVITIES
I	- independent, without support			- runs/jumps but speed, balance & coordination are limited - may participate in physical activities/sports
II	- independent - or may use hand-held mobility device	- with handrails - or physical assistance if no handrail	- environmental factors & personal choice influence mobility choices - handheld mobility device - wheeled mobility for long distances	- may require adaptations to participate in physical activities/sports
III	- hand-held mobility device - or self-propel using manual or powered wheelchair	- with rails & supervision or physical assistance	- environmental factors & personal choice influence mobility choices - self-mobility using manual or powered wheelchair - transported on manual wheelchair	- may require seatbelt when seated - sit-to-stand, floor-to-stand with physical assistance - physical activities/sports with adaptations (including manual or powered wheelchair)
IV	- powered mobility - may walk short distances with assistance - when positioned, may use body-supported walker	- unable	- powered wheelchair - or transported on manual wheelchair	- needs adaptive seating - needs 1-2 persons for transfers - may support weight with legs during transfers
V	- transported in manual wheelchair - for some: powered wheelchair with extensive adaptations			- restricted voluntary movement - unable to maintain antigravity head/trunk control - 1-2 persons or mechanical lift for transfers

SFA

Rating	Student Meaningfully Participates*	Portion of Tasks the Student Participates in	Amount of Adult Assistance Needed**	Adaptations Needed***
1	No	None	Total	Yes
2	Yes	Some (<50%)	Significant	Yes
3	Yes	Most (≥50%)	Constant (≥50%)	Yes
4	Yes	Most (≥50%)	Intermittent (<50%)	Yes
5	Yes	Most (≥50%)	Independent	Yes
6	Yes	All	Independent	No

When deciding between 2 adjacent ratings, see highlighted boxes.

*Meaningfully participate - student performs relevant activities, or helpful portions, in a manner that does not need to be redone by another person

**Assistance - includes hands-on help, verbal cuing, prompts, supervision, guidance and monitoring provided by an adult that is *beyond what is typically given to same age/grade peers*

***Adaptations - modifications of equipment, environment, activity, task, or program; not including orthotics, glasses or FM units
Reference: SFA User's Manual (1998). W. Coster, et. al.

Service Delivery Methods & Types of Interventions

Service Delivery Method		Intervention	Includes
Consultative	Developing and monitoring strategies to be carried out by classroom/school staff and/or caregiver	Remediation	Improving student's deficits in body structure & function, or gross motor skills
Integrated	Developing and providing "hands-on" intervention that <i>occurs during actual school activities</i>	Compensation	Implementing environmental adaptation or task modification
Direct	Developing and providing "hands-on" intervention that <i>does not occur during actual school activities</i>	Teaching student to seek assistance	Developing self-determination. Promoting interdependence. Building social support.

Self-Determination

DO's for Students	DO's for PTs	Age	Self-Determination Skill
Think about my wants & needs	Teach self-inventory of strengths & weaknesses. Provide opportunities for choices & decisions.	2-5	Choice-making
Own my IEP goals	Set goals that are meaningful to student. Allow participation in IEP meeting.	6-8	Problem-solving Goal setting/attainment with adult help Self-regulation
Treatment plan with my PT	Include student's interests and input. Provide a variety of activities to choose from.	9-11	Goal setting/attainment with less adult help Decision-making with adult help Self-advocacy Better self-awareness & self-knowledge Better perception of control and efficacy
Advocate for myself	Train student to communicate his/her needs. Treat in group & allow student to lead.	≥12	Decision-making All elements are coming together
Learn from my actions	Allow student to record & analyze progress. Allow mistakes. Praise successes. Model problem-solving by thinking out loud.		

Resources For Children & Youth With Disabilities

	RESOURCES	WEBSITE/PHONE
GENERAL	Travel Training Program	schools.nyc.gov/Offices/District75/Departments/TravelTraining/default.htm
	Center for Assistive Technology (CAT)	schools.nyc.gov/Offices/Health/Assistive+Technology.htm
	Resources for Children with Special Needs (RCSN)	www.resourcesnydatabase.org/
	Mayor's Office for People with Disabilities	City Programs www.nyc.gov/html/mopd/html/programs/programs.shtml Independent Living www.nyc.gov/html/mopd/html/resources/living.shtml
	City Access New York (CANY)	cityaccessny.org/programs.php
	YAI Network Services	www.yai.org/services/
ACTIVITIES	Youthhood – online activities	www.youthhood.org
	Go City Kids Database	gocitykids.com
	NYC Department of Parks & Recreation	www.nycgovparks.org/sub_about/accessibility/
	New York Public Library	www.nypl.org
	ACCESS New York	www.nyc.gov/html/mopd/downloads/pdf/access_ny_review_2006.pdf
	NYC Parking Permits for People with Disabilities	www.nyc.gov/html/dot/html/permits/nyc-pppd.shtml
	Department of Youth and Community Development Partnership for After school education	http://www.nyc.gov/html/dycd/html/home/home.shtml 1-212-571-2664
WORK	Vocational and Educational Services for Individuals with Disabilities (VESID)	www.vesid.nysed.gov/
	Section 55-A of the NYS Civil Service Law	www.nyc.gov/html/dcas/html/resources/55a.shtml
	Summer Youth Employment Program (SYEP)	nyc.gov/html/dycd/html/jobs/summer_youth_employment.shtml
LEGAL/MEDICAL/ HOUSING	LawHelp.org/NY	www.lawhelp.org/ny
	Health Information Tool for Empowerment	www.hitesite.org
	Mental Health and Social Services for NYC Youth	schools.nyc.gov/NR/ronlyres/F03BECC6-6F55-49B6-AB81-5E2CD43FD66F/50825/MentalHealthResources.pdf
	Association of Children's Prosthetic-Orthotic Clinics	www.acpoc.org/
	Low cost or free health care	1-212-788-3339
	SSI Office – Planning for Medicaid	1-800-772-1213
	Section 8 Housing	1-212-306-3000
	HPD Housing – city owned, low rent housing	1-212-863-5610