


School Function Assessment

APPENDIX D RECORD FORM: CASE STUDY 1



School Function Assessment RECORD FORM

Student Information

Name: Erin Date of Assessment: Yr 97 / Mo 10 / Day 14
Gender: Male ☐ Female ☒ Date of Birth: 85 / 1 / 9
School: Lincoln Elementary Grade: G Age at Assessment: 12.9
Primary Classroom Teacher: M. Garcia
Student rated relative to peers in: ☒ Regular Education Program ☐ Special Education Program

Respondent Information

Name: Maria Garcia Relationship to Student: Classroom Teacher
Name: Debra Williams Relationship to Student: Teacher's Aide
Name: _____ Relationship to Student: _____
SFA Coordinator: Terry Carter

Student Information

Language(s) used by student: English

Primary means of communication (if more than one means is used, number according to frequency: 1=most frequent, 2, 3, etc.)

	Receptive	Expressive
verbal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
written/pictorial	<input type="checkbox"/>	<input type="checkbox"/>
signs/fingerspell	<input type="checkbox"/>	<input type="checkbox"/>
gesture/body movements	<input type="checkbox"/>	<input type="checkbox"/>
communication board	<input type="checkbox"/>	<input type="checkbox"/>
computer/electronic	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Primary means of mobility (if more than one means is used, number according to frequency of use: 1=most frequent, 2, 3, etc.)


<input type="checkbox"/> walks on own	<input type="checkbox"/> crutches, cane, or walker
<input type="checkbox"/> wheelchair (manual)	<input checked="" type="checkbox"/> wheelchair (electric)
<input type="checkbox"/> other (specify) _____	

Primary method used for written work (if more than one means is used, number according to frequency: 1=most frequent, 2, 3, etc.)

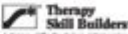
<input type="checkbox"/> writing by hand	<input checked="" type="checkbox"/> computer
<input type="checkbox"/> dictation	<input type="checkbox"/> Braille writer
<input type="checkbox"/> other (specify) _____	

Primary means of transportation to/from school

<input type="checkbox"/> regular school bus	<input checked="" type="checkbox"/> adapted vehicle
<input type="checkbox"/> car	<input type="checkbox"/> walk
<input type="checkbox"/> other (specify) _____	



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School Function Assessment is a vital tool used by educators and health professionals to evaluate the functional abilities of students, particularly those with disabilities or special needs. This assessment is designed to provide insights into the student's participation in school activities, their interactions with peers, and their ability to perform daily tasks within the educational environment. Understanding the intricacies of the School Function Assessment (SFA) is crucial for creating supportive educational programs that cater to the needs of each student.

What is the School Function Assessment (SFA)?

The School Function Assessment is a standardized assessment instrument that helps to identify a student's performance in school settings. It is specifically designed for students from kindergarten to

sixth grade and focuses on their functional performance in three key areas:

1. Participation: How well the student engages in school activities and interacts with peers.
2. Task Performance: The ability of the student to complete various school-related tasks.
3. Activity Performance: This includes the execution of specific activities that are part of the school curriculum.

The SFA is typically administered by occupational therapists, special educators, and other professionals who work closely with students. It provides valuable information that can help in developing Individualized Education Programs (IEPs) and in making decisions about necessary accommodations or modifications.

The Importance of the School Function Assessment

The SFA plays an essential role in the educational process for several reasons:

Identification of Needs

- The assessment helps identify specific areas where a student may require additional support.
- It can highlight discrepancies between a student's abilities and the demands of the school environment.

Development of Interventions

- Results from the SFA can guide the development of targeted interventions tailored to the student's unique needs.
- It aids in the formulation of IEP goals and objectives, ensuring that they are relevant and actionable.

Monitoring Progress

- The SFA serves as a baseline measure to monitor a student's progress over time.
- Reevaluating students periodically using the SFA can help educators understand the effectiveness of the interventions in place.

Collaboration Among Professionals

- The assessment encourages collaboration between different professionals, including teachers, therapists, and parents.
- By sharing insights gained from the SFA, a more comprehensive support system can be established for the student.

Components of the School Function Assessment

The SFA consists of several components that together provide a holistic view of a student's functional abilities. These components include:

1. Participation in School Settings

This section evaluates how well students engage in the following areas:

- Classroom activities
- Recess
- Lunch
- Transportation
- Extracurricular activities

2. Task Performance

This aspect assesses the student's ability to perform specific tasks, such as:

- Completing assignments
- Using classroom materials
- Following directions
- Engaging in group work

3. Activity Performance

This includes evaluating:

- Fine motor skills (e.g., writing, cutting)
- Gross motor skills (e.g., running, jumping)
- Social interaction skills (e.g., sharing, taking turns)

Administration of the School Function Assessment

The administration of the SFA involves several steps:

1. Preparation

- Identify the student who will undergo the assessment.
- Gather necessary background information, including medical, educational, and social history.

2. Assessment Tools

- Utilize the standardized SFA forms, which include rating scales and checklists.
- Ensure that the tools are appropriate for the age and developmental level of the student.

3. Data Collection

- Conduct observations of the student in various settings, including the classroom and during recess.
- Collect feedback from teachers, peers, and parents regarding the student's functional abilities.

4. Scoring and Interpretation

- Score the assessment based on established criteria.
- Interpret the results to identify strengths and areas for improvement.

Interpreting Results from the School Function Assessment

Once the data is collected and scored, interpreting the results becomes a critical process. Educators and therapists should consider the following:

1. Strengths and Weaknesses

- Identify strengths that can be leveraged in developing the student's educational plan.
- Pinpoint specific weaknesses that may require targeted interventions.

2. Comparing with Peers

- Compare the student's performance with normative data to understand how they fare against their peers.
- This can help in identifying whether the student's challenges are unique or more common among students with similar profiles.

3. Developing Goals

- Use the assessment results to create measurable and achievable goals for the student.
- Goals should be specific to the areas identified in the SFA and aligned with the student's educational needs.

Challenges in Conducting the School Function Assessment

While the SFA is a valuable tool, there are challenges that educators and therapists may face:

1. Subjectivity of Observations

- The assessment relies on observations, which can be subjective.
- It's essential to have multiple observers to provide a balanced perspective.

2. Time Constraints

- Conducting a thorough assessment can be time-consuming, and educators may struggle to find sufficient time within their schedules.
- Planning and collaboration among team members can help mitigate this challenge.

3. Limited Understanding of the SFA

- Some educators may have limited training in conducting and interpreting the SFA.
- Ongoing professional development can enhance understanding and effective implementation.

Conclusion

The School Function Assessment is a crucial element in understanding and supporting students' functional abilities within the educational environment. By providing a comprehensive view of a student's participation, task performance, and activity performance, the SFA enables educators and therapists to tailor interventions that meet individual needs. Through effective administration and interpretation of the assessment results, schools can create inclusive educational experiences that empower all students to succeed. As education continues to evolve, the importance of tools like the SFA will remain vital in fostering an inclusive and supportive learning environment for every student.

Frequently Asked Questions

What is the purpose of a school function assessment?

The purpose of a school function assessment is to evaluate a student's functional performance in a school setting, identifying strengths and challenges to support their educational needs.

How is a school function assessment different from a standard academic assessment?

A school function assessment focuses on a student's ability to participate in daily school activities and social interactions, while a standard academic assessment measures knowledge and skills in specific subjects.

What are some common tools used in school function assessments?

Common tools include checklists, observations, rating scales, and standardized assessment instruments like the School Function Assessment (SFA) and the Pediatric Evaluation of Disability Inventory (PEDI).

Who typically conducts school function assessments?

School function assessments are usually conducted by school psychologists, special education teachers, occupational therapists, or other qualified professionals trained in assessing functional abilities.

How can the results of a school function assessment inform individualized education plans (IEPs)?

The results can help identify specific areas where the student needs support, guiding the development of targeted goals and interventions in their IEP to enhance their educational experience.

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ESL Conversation Questions - School (I-TESL-J)

What is your best memory from junior high school? How about high school? What's your worst memory? What school did you graduate from? What high school? What junior high school? ...

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ESL Conversation Questions - School (I-TESL-J)

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Discover how effective school function assessment can enhance student support and learning outcomes. Learn more about its benefits and implementation strategies today!

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