**School Function Assessment (SFA)**

The School Function Assessment measures a student's performance of functional tasks that support participation in the academic and social aspects of an elementary school program (grades K-6). It was designed to facilitate collaborative program planning for students with a variety of physical and cognitive disabilities. The instrument is a judgment-based (questionnaire) assessment that is completed by school professionals who are familiar with the student's typical performance. The SFA is comprised of three parts:

**Part I Participation** is used to examine the student's level of participation in six major school activity settings: regular or special education classroom, playground or recess, transportation to and from school, bathroom, transitions to and from class, and mealtimes.

**Part II Task Supports** is used to examine the supports provided to the student, including assistance (adult help) and adaptations (modifications to the environment or program).

**Part III Activity Performance** is used to examine performance of specific school-related functional activities such as moving around the classroom, using school materials, and interacting with others.

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| **Part I Participations** | **Criterion Score** | **Criterion Cut-off** |
| Regular Classroom + 5 Settings |  |  |
| Special Education Classroom + 5 Settings |  |  |
| **Part II Task Supports** |  |  |
| Physical Tasks—Assistance |  |  |
| Physical Tasks—Adaptations |  |  |
| Cognitive/Behavioral Tasks--Assistance |  |  |
| Cognitive/Behavioral Tasks--Adaptations |  |  |
| **Part III Activity Performance** |  |  |
| Travel |  |  |
| Maintaining and Changing Positions |  |  |
| Recreational Movement |  |  |
| Manipulation With Movement |  |  |
| Using Materials |  |  |
| Setup and Cleanup |  |  |
| Eating and Drinking |  |  |
| Hygiene |  |  |
| Clothing Management |  |  |
| Up/Down Stairs |  |  |
| Written Work |  |  |
| Computer and Equipment Use |  |  |
| Functional Communication |  |  |
| Memory and Understanding |  |  |
| Following Social Conventions |  |  |
| Compliance w/ Adult Directives/School Rules |  |  |
| Task Behavior/Completion |  |  |
| Positive Interaction |  |  |
| Behavior Regulation |  |  |
| Personal Care Awareness |  |  |
| Safety |  |  |