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| **Functional Communication** | | **Swallow** | | **Parent Knowledge or Confidence Relating to Strategies** | | **Student Distress/Anxiety** | | **Insight and confidence of staff** | | **Functional Impact on Activities of Daily Living** | | **Score** | | |
| Score =  (Maximum 4) |  | Score= |  | Score= |  | Score= |  | Score= |  | Score= |  | Total Score | |  |
| Unable to communicate to express basic needs | 4 | No swallow reflex/weak swallow – continuing oral feeding | 4 | Parents report significant lack of confidence with implementing strategies. Not currently engaging. | 4 | Student demonstrating significant emotional response/distress at most times. Function of behaviour not identified. | 4 | Staff unfamiliar with client. Significant lack of confidence with implementing strategies. Not engaging. | 4 | Extremely high impact on access to ADL e.g. education, social contact, self-care or nutrition | 4 | 17+ | |  |
| Limited communication of basic needs | 3 | No swallow reflex/weak – nil by mouth, no alternative feeding | 3 | Parents report significant lack of confidence/knowledge about strategies. Willing to engage. | 3 | Student actively avoiding essential activities and showing significant emotional response/ distress at most times. Function of behaviour is communication. | 3 | Staff report significant lack of confidence/knowledge about strategies. Willing to engage | 3 | Extremely high impact of family life | 3 | 12-16 | |  |
| Communicates adequately to support basic needs | 2 | Oral phase difficulties, oral feeding | 2 | Parents report there are some strategies that they lack confidence with. | 2 | Student demonstrates an emotional response/distress frequently, clear triggers and functions identified | 2 | Staff report there are some strategies that they lack confidence with. | 2 | Moderate impact on ADL and family life | 2 | 0-11 | |  |
| Communicates functionally, some difficulty | 1 | No swallow reflex/ weak swallow – nil by mouth alternative feeding | 1 | Parents report they will sometimes use strategies in the home and feel reasonably confident with these. | 1 | Student may occasionally demonstrate an emotional response /distress, clear triggers and functions identified. | 1 | Staff report they will sometimes use strategies in school or house and feel confident with them | 1 | Mild impact on ADL and family life | 1 | Risk Score | | |
| Communicates functionally with little difficulty | 0 | No feeding difficulties | 0 | Parents engage with all strategies and are suitably knowledgeable about them. | 0 | Student does not demonstrate emotional responses or distress. | 0 | Staff engage with all strategies and are suitably knowledgeable about them. | 0 | ADL and family life not affected by presenting difficulties. | 0 | 17+ | High risk | |
|  |  |  |  |  |  |  |  |  | |  |  | 12-16 | Moderate risk | |
|  |  |  |  |  |  |  |  |  | |  |  | 0-11 | Low risk | |
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| **Functional Communication** | | **Swallow** | | **Parent Knowledge or Confidence Relating to Strategies** | | **Student Distress/Anxiety** | | **Insight and confidence of staff** | | **Functional Impact on Activities of Daily Living** | | **Score** | | **Funding** |  |
| Score =  (Maximum 4) |  | Score= |  | Score= |  | Score= |  | Score= |  | Score= |  | Total Score | Total Score without parent score |  |  |
| [student name] |  |  | 0 |  | 0 | . | 0 | . | 0 |  |  |  |  |  |  |
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