School Function Assessment (SFA)

**Purpose:**
The SFA is a criterion referenced judgement based questionnaire designed to identify a Kindergarten to 6th grade student’s strengths and needs from another person or through an environmental modification/adaptation in functional tasks, classroom activities, and social interaction. The results on the SFA can assist with developing a collaborative IEP, intervention planning, and progress monitoring.

**Time to Administer:**
5-10 minutes individual subscales. Total 1.5-2 hours. Often completed over multiple days or 2-3 week range.

**Format:**
School staff familiar with the student complete the questionnaire based on their observation of the student. There are three scales to assess a student’s:

I. Participation (in school settings) – regular or special education classroom, playground or recess, transportation to and from school, bathroom and toileting activities, transitions to and from class, and mealtime or snack time; 1 subscale; 6 point rating scale

II. Task Supports - assistance/adult help, adaptations/ modification and/or adaptive equipment when completing school functional tasks); 4 subscales; 4 point rating scale

III. Activity Performance - performance of school related activities i.e. moving around the classroom, using school materials, interacting with others, etc.; 21 subscales (12 subscales in physical activity performance, 9 subscales in cognitive/behavioral performance); 4 point rating scale

**Scoring:**
- Basic level: Raw scores are converted into a criterion scale 0-100 (lowest to highest participation score). Criterion cut-off scores are provided to help determine the student’s performance and limitations compared to K-3 and 4-6 grade level expectations for each area, to see if the student’s performance is in the expected range or considered lower than typically developing peers.
  - Assists with determining eligibility for or ensuring proper special services for the student, as it is only expected that 5% or fewer students who are typically performing would receive criterion scores lower than 100.
  - A standard error of value (SEM) can also be determined for a confidence interval (95% confidence) by multiplying SEM (Manual Appendix B) by 1.96 and then +/- from raw score, to assist with progress monitoring.
  - “Example using the Part III Travel Scale: Raw score = 43; criterion score = 52; SEM = 2; confidence interval = 52 +/- 1.96 x 2 = 3.92, or 48.08-55.92” (Manual p. 35)
- Advanced level: Review Part II: Task Supports & Part III: Activity Performance to determine contributing factors to a student’s limited participation.
- Functional Profile: Allows for detection of unusual patterns in Part I: Participation (decreasing order of difficulty) & Part III: Activity Performance (increasing order of difficulty).

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- Item Maps (Manual Appendix C) are provided to view the “continuum of function” for the scale from 1-6 for Participation and 1-4 for Task Supports & Activity Performance and/or criterion scores to assist with identifying a student’s strengths and limitations, with consideration of the confidence interval.

Interpretation:
- Interpretation should be viewed in the context of a full evaluation, including teacher and/or parent report, classroom and/or clinical observations, etc.
- Reliability: Evidence for internal consistency, ranging 0.92-0.98 and high test-retest reliability, ranging .82-.98 (Sakzewski L., et al.).
- Validity: Expert review reported good content validity and construct validity.

For additional information:

References:


SFA Technical Report (Pearson Education Inc.). Retrieved from: