

# Function Report - Child Age 1 to 3rd Birthday

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## Filling Out The Function Report

IF YOU NEED HELP COMPLETING ANY PART OF THIS FORM, CONTACT YOUR SOCIAL SECURITY OFFICE. WE WILL HELP YOU.

The information that you give us on this form will be used by the office that makes the disability decision on the child's claim. You can help them by completing as much of the form as you can.

- Print or type.
- Do not ask a doctor or hospital to complete this form.
- Be sure to explain your answer if an explanation is requested or needed.
- If more space is needed to answer any of the questions, please use the "REMARKS" section and show the number of the question being answered.

The information we ask for on this form tells us how you think the child's illnesses or injuries affect the way he or she does many of his or her usual activities.

**PLEASE REMOVE THIS SHEET BEFORE  
RETURNING THE COMPLETED FORM.**



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## The Privacy And Paperwork Reduction Acts

The Social Security Administration is authorized to collect the information on this form under sections 205(a), 223(d) and 1631(e)(1) of the Social Security Act. The information on this form is needed by Social Security to make a decision on the named claimant's claim. While giving us the information on this form is voluntary, failure to provide all or part of the requested information could prevent an accurate or timely decision on the named claimant's claim. Although the information you furnish is almost never used for any purpose other than making a determination about the claimant's disability, such information may be disclosed by the Social Security Administration as follows: (1) to enable a third party or agency to assist Social Security in establishing rights to Social Security benefits and/or coverage; (2) to comply with Federal Laws requiring the release of information from Social Security records (e.g., to the Government Accountability Office and the Department of Veterans Affairs); and (3) to facilitate statistical research and such activities necessary to assure the integrity and improvement of the Social Security programs (e.g., to the Bureau of the Census and private concerns under contract to Social Security).

We may also use the information you give us when we match records by computer. Matching programs compare our records with those of other Federal, State, or local government agencies. Many agencies may use matching programs to find or prove that a person qualifies for benefits paid by the Federal government. The law allows us to do this even if you do not agree to it.

Explanations about these and other reasons why information you provide us may be used or given out are available in Social Security offices. If you want to learn more about this, contact any Social Security office.

**Paperwork Reduction Act Statement** - This information collection meets the requirements of 44 U.S.C. §3507, as amended by Section 2 of the Paperwork Reduction Act of 1995. You do not need to answer these questions unless we display a valid Office of Management and Budget control number. We estimate that it will take about 20 minutes to read the instructions, gather the facts, and answer the questions. **SEND OR BRING THE COMPLETED FORM TO YOUR LOCAL SOCIAL SECURITY OFFICE. The office is listed under U. S. Government agencies in your telephone directory or you may call Social Security at 1-800-772-1213 (TTY 1-800-325-0778).** *You may send comments on our time estimate above to: SSA, 6401 Security Boulevard, Baltimore, MD 21235-6401. Send only comments relating to our time estimate to this address, not the completed form.*

**FUNCTION REPORT - CHILD  
AGE 1 TO 3rd BIRTHDAY**

**SECTION 1 - IDENTIFYING INFORMATION**

1. A. Print **NAME OF CHILD:**

FIRST

MIDDLE

LAST

B. Child's **SOCIAL SECURITY NUMBER:**

C. Child's **DATE OF BIRTH:**

Month/Day/Year

**D. PERSON COMPLETING FORM**

NAME:

RELATIONSHIP TO CHILD:

DATE FORM COMPLETED:

Month/Day/Year

DAYTIME TELEPHONE NUMBER *(including Area Code):*

MAILING ADDRESS *(Number and Street, Apt. No. (if any), P.O. Box, or Rural Route):*

CITY

STATE

ZIP CODE

**SECTION 2 - FUNCTION DETAILS**

<p><b>2.</b> A. Does the child have problems seeing?</p> <p><input type="checkbox"/> YES (Continue) →</p> <p><input type="checkbox"/> NO. (Go to 2.B.)</p>	<p>If "yes," please mark <u>every</u> statement below that is <u>generally</u> true about the child:</p> <p><input type="checkbox"/> Child uses glasses or contact lenses. If the child has problems seeing even with glasses or contact lenses, please explain:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Child cannot be fitted for glasses or contact lenses. Explain:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Child has other seeing problems. If so, please describe:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>B. Does the child have problems hearing?</p> <p><input type="checkbox"/> YES (Continue) →</p> <p><input type="checkbox"/> No (Go to 2.C.)</p>	<p>If "yes," please mark <u>every</u> statement below that is <u>generally</u> true about the child:</p> <p><input type="checkbox"/> Child uses hearing aid(s). If the child has problems hearing even with a hearing aid(s) OR has trouble using a hearing aid, please explain:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Child cannot be fitted for hearing aid(s).</p> <p><input type="checkbox"/> Child has other hearing problems. If so, please describe:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Child uses American Sign Language.</p> <p><input type="checkbox"/> Child reads lips.</p>

2. C. Is the child totally unable to talk?

YES (Go to 2.D.)

NO (Continue) →

Does the child have problems talking (for example, saying simple words)?

Yes (answer questions below)

No (continue to question 2.D.)

If "yes," please mark every statement below that is generally true about the child:

Says simple words like "he," "bottle," "doggy"

Uses two-word phrases, such as "mommy go" or "push toy"

Uses short sentences of 4 or more words, such as "Can I go out?"

Has a vocabulary of at least 50 words

For each of the two statements below, mark the block that best describes the child, and then describe any other speech problems:

The child's speech can be understood by people who know the child well:

Most of the time, or

Some of the time, or

Hardly ever.

The child's speech can be understood by people who don't know the child well:

Most of the time, or

Some of the time, or

Hardly ever.

If the child has other problems talking, please explain:

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2. D. Does the child have difficulty understanding and learning?

YES (Continue) →

NO (Go to 2.E.)

NOT SURE (Continue) →

If "yes," or "not sure," please tell us what the child does or can do by checking "yes" or "no" for the following:

- Yes     No    Waves "bye-bye"
- Yes     No    Plays pat-a-cake
- Yes     No    Uses one or more words (can be made-up words) to ask for toys, food, or people
- Yes     No    Follows most simple, one-step directions, such as "come here" or "give it to me"
- Yes     No    Knows and can point to parts of face or body such as eye or hand when asked
- Yes     No    Plays "pretend" with dolls or stuffed animals
- Yes     No    Uses own name or "I" or "me" to refer to self
- Yes     No    Listens at least 5 minutes to stories being read
- Yes     No    Follows two-step directions, such as "find your shoe and bring it to me"

If necessary, please explain. In addition, please tell us anything else you think we should know about the child's ability to understand and learn:

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**2.** E. Are the child's physical abilities limited?

YES (Continue) →

NO (Go to 2.F.)

NOT SURE (Continue) →

If "yes," or "not sure," please tell us what the child does or can do by checking "yes" or "no" for each of the following. Check "yes" if it is something the child used to do but doesn't do any more just because he or she is older. For example, if the child used to stand with help, and can now stand without help, check "yes" for both.

- Yes    No   Crawl
- Yes    No   Stand with help
- Yes    No   Stand without help
- Yes    No   Walk holding on to someone or something
- Yes    No   Walk without holding on
- Yes    No   Climb onto furniture
- Yes    No   Throw a ball or other object
- Yes    No   Dance or jump up and down
- Yes    No   Walk up and down steps by self
- Yes    No   Run, but may fall down sometimes
- Yes    No   Run without falling
- Yes    No   Stack small blocks 2 high
- Yes    No   Stack small blocks 4 high
- Yes    No   Stack small blocks 6 high
- Yes    No   Push and pull small toys
- Yes    No   Scribble with a crayon or pencil
- Yes    No   Hold crayon or pencil with thumb and fingers, not fist

If necessary, please explain. In addition, please tell us anything else you think we should know about the child's physical abilities:

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**2.** F. Does the child's impairment(s) affect his or her behavior with other people?

YES (Continue) →

NO (Go to 2.G.)

NOT SURE (Continue) →

If "yes," or "not sure," please tell us what the child does or can do by checking "yes" or "no" for each of the following:

Yes    No   Is affectionate towards parents

Yes    No   Says "no" a lot

Yes    No   Plays next to other children but not with them

Yes    No   Plays "catch" or other simple games with other children

If necessary, please explain. In addition, please tell us anything else you think we should know about the child's behavior around other people:

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G. Is the child's ability to help take care of his or her personal needs limited?

YES (Continue) →

NO (Go to 2.H.)

NOT SURE (Continue) →

If "yes," or "not sure," please tell us what the child does or can do by checking "yes" or "no" for each of the following:

Yes    No   Cooperates in getting dressed

Yes    No   Cooperates in brushing teeth

Yes    No   Drinks from a cup or glass without help

Yes    No   Feeds self with spoon

Yes    No   Can undress by self

If necessary, please explain. In addition, please tell us anything else you think we should know about the child's ability to take care of his or her personal needs:

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H. Please tell us anything else about the child that you think we should know.

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**SECTION 3 - REMARKS**