

CEREBRAL PALSY ASSESSMENT FORM

Name:

Date of Assessment:

Age:----- months/ years

Address:

Gender:

Name of the Parent:

Source of information:

Parent Occupation:

Parent Education:

Primary Caregiver:

Parent/ care giver concern:

History: Vision

Hearing

Epilepsy – type, frequency, duration, under medication.

GMFCS Level:

CFCS Level:

MACS Level:

Developmental milestones:

<u>Social/Emotional</u>	<u>Language communication</u>	<u>Cognitive(learning thinking and problem solving)</u>	<u>Hand function</u>
<ul style="list-style-type: none"> • Likes to hand things to others as play • May have temper and tantrums • May be afraid of strangers • Show affection to familiar people • Play simple pretend, such as feeding a doll • May cling to caregivers in new situations • Points to show others something 	<ul style="list-style-type: none"> • Say several words • Says and shakes head 'no' • Points to show some1 what he wants 	<ul style="list-style-type: none"> • Knows what ordinary things are for ex: telephone, brushes, spoon • Points to one body part • Shows interest in a doll or stuffed animal by pretending to feed • Points to get the attention of others • Scribbles on his own • Can follow 1 step verbal commands with 	<ul style="list-style-type: none"> • Walks alone • Many walk up steps and run • Pulls toys while walking • Can help undress himself • Drinks from a cup • Eats with a spoon.

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interesting • Explores alone but with parent close by		out any gestures for ex: sits when you say sit down	
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On Examination:

Deformity(If any)

All joint ROM

Limb Length Discrepancy: True limb length measurement:-

Apparent limb length measurement:-

Popliteal angle measurement:

Thomas test:

Dunken Ely's test:

Silfverskiold test:

Tone assessment:

Tardieu scale

Energy expenditure Index

- Resting Heart rate: _____beats/minute
- Walking Heart rate: _____beats/minute
- Distance covered: _____meters
- Time: _____minutes
- Speed: _____ meters/minute

$$EEI = \frac{HR_{walk} - HR_{rest}}{V_{avg}}$$

where:

EEI = energy expenditure index (beats/m)

HR_{walk} = walking heart rate (beats/min)

HR_{rest} = resting heart rate (beats/min)

V_{avg} = average velocity (m/min)

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ICF Format

Body structure	Body Function

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Participation restriction			
Contextual factors			
Environmental factors		Personal factors	
Facilitator	Barrier	Facilitator	Barrier

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ICF Domains and Core sets

ICF DOMAIN	CORE SETS	OUTCOME OF INTEREST	OUTCOME MEASURE
Body Structure	Structure of upper and lower extremity	Body alignment	<ul style="list-style-type: none"> • Muscle Length • Spinal alignment and range of motion measure (SAROMM) • Leg Length
	Other musculoskeletal structures related to movement		
	Structure of trunk		
Function	Exercise tolerance function	Energy efficiency	<ul style="list-style-type: none"> • Energy expenditure index
	Voluntary control and neuro-musculoskeletal, movement related function	Weakness	<ul style="list-style-type: none"> • Selective control assessment of the lower extremity (SCALE) • MMT • Hand held dynamometry • Functional strength grading
	Gait pattern functions	Gait performance	<ul style="list-style-type: none"> • Edinburgh visual gait score
Activity	Walking and mobility	Activity capacity and performance	<ul style="list-style-type: none"> • Gross motor function measure (GMFM) • Functional mobility scale(FMS)
Participation	Going to school and playing	Participation	<ul style="list-style-type: none"> • Teacher and parent interview • Functional mobility scale(FMS 150 m)

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Spinal Alignment and Range of Motion Measure

(A Measure of Posture and Flexibility)

Spinal Alignment Subscale

1. Cervical Spine _____
2. Thoracic Spine _____
3. Lumbar Spine _____
4. Lateral Curve _____

Spinal Alignment Score _____

Mean score _____

Range of Motion and Muscle Extensibility Subscale

	Right	Left		
5/6. Hip Extension	_____	_____		
7/8. Hip Flexion	_____	_____		
9/10. Hip Abduction	_____	_____		
11/12. Hip Adduction	_____	_____		
13/14. Hip ER	_____	_____		Mean
15/16. Hip IR	_____	_____	Hip score (add 5 to 16)	_____
17/18. Knee Extension	_____	_____		
19/20. Hamstrings	_____	_____	Knee score (add 17 to 20)	_____
21/22. Ankle Dorsiflexion	_____	_____		
23/24. Ankle Plantarflexion	_____	_____	Ankle score (add 21 to 24)	_____
25/26. Upper Extremities	_____	_____	UE score (add 25 \$ 26)	_____
			Range of motion score	_____
			Total SAROMM Score	_____

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Hand Held Dynamometry

Muscle group	Left		Right	
	Lever Arm	Torque (lbs)	Lever Arm	Torque (lbs)
Hip flexors				
Hip extensors				
Abductors				
Adductors				
Medial rotators				
Lateral rotators				
Knee flexors				
Knee extensors				
Ankle dorsiflexors				
Ankle plantarflexors				

Functional strength grading

Activity	Ability	Capacity	Quality
Kneel sit to kneeling			
Kneeling to half kneeling			
Sit to stand			
Stand to sit			
Up on toes			
Heel down			
Step up(20 cm step)			
Step down			
Lateral step up			
Seated push up			
Prone push up			
Sit ups			

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Ability scoring

- 0- Unable
- 1- Completes with human assistance
- 2- Completes with walker/ 2 crutches/other device using both hands
- 3- Completes using a device with 1 hand
- 4- Independent. Requires supervision for safety
- 5- Independent and safe

If A is 2 or above 2 and capacity is 3 or more than rate quality under following phases

Preparation

Acceleration

Deceleration

Stabilization

Scoring:

- 1. Grossly altered
- 2. Display hesitancy/ occasionally/ mild compensation
- 3. Completes activity appropriately in Normal pattern

Thus score it as A: ,C: ,Q:

If C or Q is not relevant they will be marked as *

EVGS

	LEFT	RIGHT
Initial contact		
Heel lift		
Max ankle dorsi in stance		
Hindfootvarus/valgus		
Foot rotation		
Clearance In swing		
Max ankle dorsi in swing		
Knee progression angle		
Peak knee extn in stance		
Knee extn in terminal swing		
Peak knee flexion in swing		
Peak hip extension in stance		

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Peak hip flexn in swing		
Max pelvic obliquity in midstance		
Pelvic rotation in midstance		
Peak saggital trunk position		
Max lateral shift of trunk		

JSS CPT

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GMFM:

Item	A: LYING & ROLLING	SCORE			NT	
1.	SUP: HEAD IN MIDLINE: TURNS HEAD WITH EXTREMITIES SYMMETRICAL.....	0	1	2	3	1.
*	2. SUP: BRINGS HANDS TO MIDLINE, FINGERS ONE WITH THE OTHER.....	0	1	2	3	2.
3.	SUP: LIFTS HEAD 45°.....	0	1	2	3	3.
4.	SUP: FLEXES R HIP AND KNEE THROUGH FULL RANGE.....	0	1	2	3	4.
5.	SUP: FLEXES L HIP AND KNEE THROUGH FULL RANGE.....	0	1	2	3	5.
*	6. SUP: REACHES OUT WITH R ARM, HAND CROSSES MIDLINE TOWARD TOY.....	0	1	2	3	6.
*	7. SUP: REACHES OUT WITH L ARM, HAND CROSSES MIDLINE TOWARD TOY.....	0	1	2	3	7.
8.	SUP: ROLLS TO PR OVER R SIDE.....	0	1	2	3	8.
9.	SUP: ROLLS TO PR OVER L SIDE.....	0	1	2	3	9.
*	10. PR: LIFTS HEAD UPRIGHT.....	0	1	2	3	10.
11.	PR ON FOREARMS: LIFTS HEAD UPRIGHT, ELBOWS EXT, CHEST RAISED.....	0	1	2	3	11.
12.	PR ON FOREARMS: WEIGHT ON R FOREARM, FULLY EXTENDS OPPOSITE ARM FORWARD.....	0	1	2	3	12.
13.	PR ON FOREARMS: WEIGHT ON L FOREARM, FULLY EXTENDS OPPOSITE ARM FORWARD.....	0	1	2	3	13.
14.	PR: ROLLS TO SUP OVER R SIDE.....	0	1	2	3	14.
15.	PR: ROLLS TO SUP OVER L SIDE.....	0	1	2	3	15.
16.	PR: PIVOTS TO R 90° USING EXTREMITIES.....	0	1	2	3	16.
17.	PR: PIVOTS TO L 90° USING EXTREMITIES.....	0	1	2	3	17.
TOTAL DIMENSION A					<div style="border: 1px solid black; width: 150px; height: 25px; margin: 0 auto;"></div>	

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Item	B: SITTING	SCORE				NT
* 18.	SUP, HANDS GRASPED BY EXAMINER: PULLS SELF TO SITTING WITH HEAD CONTROL	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	18.
19.	SUP: ROLLS TO R SIDE, ATTAINS SITTING	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	19.
20.	SUP: ROLLS TO L SIDE, ATTAINS SITTING	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	20.
* 21.	SIT ON MAT, SUPPORTED AT THORAX BY THERAPIST: LIFTS HEAD UPRIGHT, MAINTAINS 3 SECONDS	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	21.
* 22.	SIT ON MAT, SUPPORTED AT THORAX BY THERAPIST: LIFTS HEAD MIDLINE, MAINTAINS 10 SECONDS	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	22.
* 23.	SIT ON MAT, ARM(S) PROPPING: MAINTAINS, 5 SECONDS	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	23.
* 24.	SIT ON MAT: MAINTAINS, ARMS FREE, 3 SECONDS	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	24.
* 25.	SIT ON MAT WITH SMALL TOY IN FRONT: LEANS FORWARD, TOUCHES TOY, RE-ERECTS WITHOUT ARM PROPPING	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	25.
* 26.	SIT ON MAT: TOUCHES TOY PLACED 45° BEHIND CHILD'S R SIDE, RETURNS TO START	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	26.
* 27.	SIT ON MAT: TOUCHES TOY PLACED 45° BEHIND CHILD'S L SIDE, RETURNS TO START	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	27.
28.	R SIDE SIT: MAINTAINS, ARMS FREE, 5 SECONDS	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	28.
29.	L SIDE SIT: MAINTAINS, ARMS FREE, 5 SECONDS	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	29.
* 30.	SIT ON MAT: LOWERS TO PR WITH CONTROL	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	30.
* 31.	SIT ON MAT WITH FEET IN FRONT: ATTAINS 4 POINT OVER R SIDE	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	31.
* 32.	SIT ON MAT WITH FEET IN FRONT: ATTAINS 4 POINT OVER L SIDE	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	32.
33.	SIT ON MAT: PIVOTS 90°, WITHOUT ARMS ASSISTING	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	33.
* 34.	SIT ON BENCH: MAINTAINS, ARMS AND FEET FREE, 10 SECONDS	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	34.
* 35.	STD: ATTAINS SIT ON SMALL BENCH	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	35.
* 36.	ON THE FLOOR: ATTAINS SIT ON SMALL BENCH	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	36.
* 37.	ON THE FLOOR: ATTAINS SIT ON LARGE BENCH	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	37.

TOTAL DIMENSION B

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Item	C: CRAWLING & KNEELING	SCORE				NT
38.	PR: CREEPS FORWARD 1.8m (6')	0	1	2	3	38.
* 39.	4 POINT: MAINTAINS WEIGHT ON HANDS AND KNEES, 10 SECONDS	0	1	2	3	39.
* 40.	4 POINT: ATTAINS SIT ARMS FREE	0	1	2	3	40.
* 41.	PR: ATTAINS 4 POINT, WEIGHT ON HANDS AND KNEES	0	1	2	3	41.
* 42.	4 POINT: REACHES FORWARD WITH R ARM, HAND ABOVE SHOULDER LEVEL	0	1	2	3	42.
* 43.	4 POINT: REACHES FORWARD WITH L ARM, HAND ABOVE SHOULDER LEVEL	0	1	2	3	43.
* 44.	4 POINT: CRAWLS OR HITCHES FORWARD 1.8m (6')	0	1	2	3	44.
* 45.	4 POINT: CRAWLS RECIPROCALLY FORWARD 1.8m (6')	0	1	2	3	45.
* 46.	4 POINT: CRAWLS UP 4 STEPS ON HANDS AND KNEES/FEET	0	1	2	3	46.
47.	4 POINT: CRAWLS BACKWARDS DOWN 4 STEPS ON HANDS AND KNEES/FEET	0	1	2	3	47.
* 48.	SIT ON MAT: ATTAINS HIGH KN USING ARMS, MAINTAINS, ARMS FREE, 10 SECONDS	0	1	2	3	48.
49.	HIGH KN: ATTAINS HALF KN ON R KNEE USING ARMS, MAINTAINS, ARMS FREE, 10 SECONDS	0	1	2	3	49.
50.	HIGH KN: ATTAINS HALF KN ON L KNEE USING ARMS, MAINTAINS, ARMS FREE, 10 SECONDS	0	1	2	3	50.
* 51.	HIGH KN: KN WALKS FORWARD 10 STEPS, ARMS FREE	0	1	2	3	51.

TOTAL DIMENSION C

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Item	D: STANDING	SCORE				NT
* 52.	ON THE FLOOR: PULLS TO STD AT LARGE BENCH	0	1	2	3	52.
* 53.	STD: MAINTAINS, ARMS FREE, 3 SECONDS.....	0	1	2	3	53.
* 54.	STD: HOLDING ON TO LARGE BENCH WITH ONE HAND, LIFTS R FOOT, 3 SECONDS.....	0	1	2	3	54.
* 55.	STD: HOLDING ON TO LARGE BENCH WITH ONE HAND, LIFTS L FOOT, 3 SECONDS.....	0	1	2	3	55.
* 56.	STD: MAINTAINS, ARMS FREE, 20 SECONDS.....	0	1	2	3	56.
* 57.	STD: LIFTS L FOOT, ARMS FREE, 10 SECONDS.....	0	1	2	3	57.
* 58.	STD: LIFTS R FOOT, ARMS FREE, 10 SECONDS.....	0	1	2	3	58.
* 59.	SIT ON SMALL BENCH: ATTAINS STD WITHOUT USING ARMS.....	0	1	2	3	59.
* 60.	HIGH KN: ATTAINS STD THROUGH HALF KN ON R KNEE, WITHOUT USING ARMS.....	0	1	2	3	60.
* 61.	HIGH KN: ATTAINS STD THROUGH HALF KN ON L KNEE, WITHOUT USING ARMS.....	0	1	2	3	61.
* 62.	STD: LOWERS TO SIT ON FLOOR WITH CONTROL, ARMS FREE.....	0	1	2	3	62.
* 63.	STD: ATTAINS SQUAT, ARMS FREE.....	0	1	2	3	63.
* 64.	STD: PICKS UP OBJECT FROM FLOOR, ARMS FREE, RETURNS TO STAND.....	0	1	2	3	64.

TOTAL DIMENSION D

Item	E: WALKING, RUNNING & JUMPING	SCORE				NT
* 65.	STD, 2 HANDS ON LARGE BENCH: CRUISES 5 STEPS TO R.....	0	1	2	3	65.
* 66.	STD, 2 HANDS ON LARGE BENCH: CRUISES 5 STEPS TO L.....	0	1	2	3	66.

Dimension	Percentage
A. Lying and rolling	
B. Sitting	
C. Crawling and kneeling	

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D. Standing	
E. Walking	

FMS

Rating **6**

Independent on all surfaces:
Does not use any walking aids or need any help from another person when walking over all surfaces including uneven ground, curbs etc. and in a crowded environment.



Rating **3**

Uses crutches:
Without help from another person.



Rating **5**

Independent on level surfaces:
Does not use walking aids or need help from another person.* Requires a rail for stairs.
*If uses furniture, walls, fences, shop fronts for support, please use 4 as the appropriate description.



Rating **2**

Uses a walker or frame:
Without help from another person.



Rating **4**

Uses sticks (one or two):
Without help from another person.



Rating **1**

Uses wheelchair:
May stand for transfers, may do some stepping supported by another person or using a walker/frame.



Walking distance	Rating: select the number (from 1–6) which best describes current function
5 metres (yards)	
50 metres (yards)	
500 metres (yards)	

Rating **C**

Crawling:
Child crawls for mobility at home (5m).

Rating **N**

N = does not apply:
For example child does not complete the distance (500 m).

Play assessment:

Play interest:

Length of play:

Investigations:

Provisional Diagnosis:

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SMART Goals:

Short term goal:

Relevant to findings and should be based on ICF domain

Long term goal:

Parent /Care givers education.

Home programme.

Assessment	Clinical reasoning
Name	For Social interaction and identification
Age	To rule out any delay in milestone development
Source of information	To get the correct history
Limb length discrepancy	To rule out shortening and to prescribe foot wear.
Popliteal angle	To assess hamstring
Dunken Ely's test	To assess rectus femoris spasticity or tightness
Thomas test	To assess Ilioposas
Silfverskiold	To determine the isolation of gastrocnimeus and soleus function
Tardieu Scale	To rule out static or dynamic tightness. To refer for botox or tendon release.
GMFCS	To know the current motor function. Emphasis is on usual performance in home, school and community settings (what they do) rather than what they are known to be able to do at their best (capability). It is therefore important to classify current performance in gross motor function.
CFCS	To rule out communication disorders. Tells how the information is expressed and received.
MACS	To classify how the children use their hands while handling objects in daily activities(i.e) quantity and quality of performance and need

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	for assistance or adaptations to perform manual tasks in daily activity.
EEI	To determine energy requirements to rule out their physical activity level.
GMFM	To detect and tell about the transition changes in gross motor function in children with CP
SAROM	Spinal mal alignment and limited ROM are correlated with decline in gross motor function SAROM tells about the spinal alignment in CP children for cervical, thoracic and lumbar region and describe the pattern of restrictions in these areas.

DRAFT