Activities by Functional Domain and Age Group

FUNCTIONAL EQUIVALENCE

These activities and others are outlined in 20 C.F.R. 416.926a: Functional Equivalence for children. These examples illustrate what a child should be able to do given their age in each domain (except Health and Physical Well-being, which is not age-dependent). These examples will also help you ask the parent, caregiver, or child questions about each of these activities and assess what evidence is available and what must be obtained.

Functional Domain Activities

Domain	General	Newborn to Young Infant (birth-1)	Older Infants and Toddlers (1-3)	Preschool (3-6)	School Age (6-12)	Young to Older Adolescents (12-18)
Acquiring and Using Information	Learning concepts and symbols through play	Exploring the environment; recognition of familiar sights and sounds	Learning how objects go together in different ways; forming concepts; solving simple problems	Learning to use skills leading to reading and writing, listening, and coloring; using words to ask questions; giving answers	Learning to read, write, do math, discuss history and science; doing group work; entering into class discussions; using complex language	Using what has been learned in daily living; understanding and knowing simple and complex ideas; and applying skills in practical ways
Attending and Completing Tasks	Regulating, initiating, and maintaining levels of alertness and concentration; looking ahead and predicting possible outcomes of actions	Responding to various external stimuli such as light, sound, touch, and temperature	Showing sustained attention (e.g. looking at picture books, building with blocks)	Paying attention when spoken to directly; sustaining play; performing self-care activities, (e.g. dressing and feeding)	Focusing attention on a variety of situations; following directions; remembering and organizing school materials; changing activities or routines without distraction	Independent planning; preparing and completing long-range projects; organizing time and tasks; maintaining attention for extended periods of time
Interacting and Relating with Others	Initiating and responding to exchanges with other people; forming relationships with others	Responding visually and vocally to caregiver(s); responding to a variety of emotions	Expressing emotions and responding to the feelings of others; beginning to initiate and maintain relationships with adults	Socializing with children as well as adults; using words instead of actions to express yourself	Developing lasting friendships; working in groups to create projects and solve problems	Initiating and developing friendships with peers and relating to children and adults; intelligently expressing feelings

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						and asking for assistance to meet needs in all types of settings
Moving About and Manipulating Objects	Multiple bodily actions, including rolling, rising to stand, raising head, arms, legs, and transferring self from one surface to another; moving through space; carrying, handling, and working with a variety of objects	Moving body and limbs; holding head up, learning to sit, stand, and crawl; beginning eye-hand control	Beginning to actively explore the wider area of immediate space; beginning to walk and run; trying to handle small objects	Walking and running with ease; using gross-motor skills (e.g. climbing) with little supervision; completing puzzles, stringing beads, and building with blocks; increasing control of crayons	Increasing strength and coordination; enjoying physical activities; running, jumping, throwing, kicking, and catching; using kitchen and other small tools independently	Participating in a full range of individual and group physical fitness activities; mature eye-hand coordination skills; fine motor skills to write legibly or using a keyboard
Caring for Yourself	Responding to changes in emotions and daily demands; taking care of personal needs; relying on personal abilities	Recognizing bodily signals (e.g. hunger, pain, discomfort); consoling with thumb or hand sucking	Increased ability to console self (e.g. carrying blanket); learning to cooperate with caregiver(s); showing what is wanted (e.g. pointing to the bathroom)	Desiring personal care; attempting new things (e.g. tying shoes, climbing chair)	Independence in most day-to-day self-care activities (dressing, etc.); developing a sense of right and wrong; showing consistent control of self	Feeling increasingly independent from others in all activities; noticing significant changes in bodily growth; discovering appropriate ways to express feelings, both good and bad; thinking seriously about future plans
Health and Physical Well-being	Not age dependent	Not age dependent	Not age dependent	Not age dependent	Not age dependent	Not age dependent