

# Pediatric Evaluation Of Disability Inventory

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

The Pediatric Evaluation of Disability Inventory (PEDI) is a comprehensive tool used to assess the functional skills and abilities of children with disabilities. The PEDI is designed to evaluate the child's performance in three domains: (1) Self-Care, (2) Mobility, and (3) Social Function. The table below provides an overview of the items to be assessed within each domain and a brief description of the skills to be evaluated. Please note that this table is only a summary and is not exhaustive.

**Instructions:** For each item, observe the child performing the task or ask the caregiver about the child's abilities. Rate the child's performance using the following scale:

**0** = Unable to perform the task

**1** = Performs the task with difficulty, requires assistance, or uses an adapted method

**2** = Performs the task independently and with ease

Domain	Item No.	Skill Description	Rating
Self-Care	1	Feeding: Ability to use utensils, drink from a cup, and manage food	
	2	Dressing: Ability to put on and remove clothing, manage zippers, and buttons	
	3	Grooming: Ability to brush teeth, comb hair, and wash hands	
	4	Toileting: Ability to use the toilet, manage hygiene, and dress afterward	
Mobility	1	Crawling: Ability to crawl on hands and knees	
	2	Walking: Ability to walk independently and safely	
	3	Climbing: Ability to climb stairs and navigate uneven surfaces	
	4	Transfers: Ability to move between different positions and surfaces	
Social Function	1	Communication: Ability to express needs and understand others' communication	
	2	Play: Ability to engage in play activities with peers and toys	
	3	Problem-solving: Ability to solve fundamental problems and make decisions	
	4	Interaction: Ability to engage in social interactions with peers and adults	

After completing the assessment, add the scores in each domain and divide by the total possible score for that domain (number of items \* 2) to calculate the percentage of skills achieved independently. This percentage can identify areas where the child may need additional support or intervention.