

NorthCare I/DD Functional Assessment v.3._111513 Instructions

General instructions:

1. Read these instructions; reread instructions each time an assessment is done.
2. The document is completed, jointly, by the individual being served, their guardian, supports coordinator/case manager, and others chosen for their input who know the individual well.
3. Rate each assessment item according to the general situation over the previous month. Do not think of the best day or the worst day for the consumer. **Note: all ratings must correspond to the health and other conditions form as well as the DD proxy measures in the medical record.**
4. Rate whole activities. Many activities covered by the tool consist of many small activities. Rate the item on the whole set of small activities.
5. Describe your interaction with the consumer. Do not think about what the consumer can do but doesn't; rather think about how much time is spent with the consumer getting the activity done.
6. Focus on consumer strengths and ability for self-direction.
7. Completing the guideline:
 - Each section is divided into five (5) steps.
 - Level zero (0) indicates total independence; (staff are not required to prompt either verbally or physically to complete the task). Generally these persons live independently and/or have the potential to move to a more independent or lesser restrictive situation.
 - Level four (4) indicates total dependence; (the individual does not contribute to the completion of the task and is dependent on others to complete the task for them).
 - Select the step from 0 to 4 that most closely describes the amount of assistance (i.e.: verbal prompt, physical assist, frequency of intervention, etc.) Required in that area to insure the completion of the task.

8. Section description:

Note: physical disabilities, mobility, modifications, functional academics and community utilization will influence abilities in all major domains and should be considered in assessing each functional area.

A. Self-care: this includes personal hygiene, dressing, grooming, etc .this section addresses the individual's ability to participate in all areas of self-care. Self-care includes performing the tasks at the appropriate times and in appropriate situations. Assess these areas under conditions where natural cues that would trigger these activities are present.

B. Receptive and expressive language: this section addresses the individual's ability to receive communication from others and act on it appropriately and make their own needs and desires known to others. Communication is more than speech. It is a complex process involving physical, social, emotional and cognitive aspects; assessment may require the efforts of more than one professional discipline.

C. Learning: this includes my *abilities* to learn new skills and to process information in a logical manner. **Academic performance is at expected grade levels:** This section addresses the individual's ability to participate learning/school activities. Physical disabilities, health status, mobility, and functional academics are significant factors contributing to functioning at school.

D. Mobility: this includes my ability to get from place to place, to negotiate within my home and community. **Information from this section may have an influence on the scoring in other sections as well.** This section addresses the level of physical independence the individual has, taking into account the use of devices, inserts, equipment, and /or physical assistance that the person needs to get around.

E. Self-direction: this includes the ability to manage personal affairs, schedule and keep appointments, organize my time, engage in preferred leisure activities, express age-appropriate play, manage frustration when it occurs and can effectively regulate changes in mood. **If an adult consumer has a guardian, the rating should be at least a 3.** This section addresses the individual's ability to manage their own health care needs, including the ability to recognize health concerns that may arise over time. Include home living skills, safety concerns, and sexual behaviors.

F. Capacity for independent living: this includes my ability to function safely and independently on my own living arrangement and manage all tasks of daily living, including self-administration of medications. **For children, consider age appropriate level of independent skills. This section includes** independent living skills, and home living skills. Also includes **the** individual's ability to recognize and participate in all areas of safety and emergency response, both intellectually and physically. Basics in home safety management, abuse/neglect potential and community safety should be considered (i.e.: fire and weather, potential for consumer fraud, ability to physically respond to an emergent situation, etc.). Sexual behaviors or promiscuity

G. Economic self-sufficiency: this includes the ability to sustain paid employment and manage finances appropriately. **For children, consider the ability to successfully participate in academic environments, and have an age appropriate understanding of money and how it is used. For adult consumers who have a payee, the rating should be at least a 3.** Vocational/prevocational is assessed. . When interest is expressed, vocational assessment is recommended to evaluate interests, abilities, previous work experience, available supports and needs. Physical disabilities, health status, mobility, and functional academics are significant factors contributing to functioning at work.

H. Compute challenging behavior index (cbi): . Challenging behavior index – this section addresses the potential for dangerous and/or harmful behavior to self or others, and also addresses the individual's ability to engage in self-control. The behaviors to be considered are defined as: 1) aggressive behavior-is of such magnitude that the consumer presents a danger to self or others (i.e.: suicidal or homicidal acting out, fire starting, elopement, self-injurious behavior, etc) and/or 2) property damage: a) throwing objects that could harm another (i.e. Furniture, lamps, etc.) B) engaging in acts of

destruction that could harm the consumer (i.e. Breaking windows, head banging, etc.). Consider the individual's ability to participate in all areas of daily living.

I. Non aggressive behaviors that are addressed through program plans/procedures and have a negative impact upon the ability to move to a lesser restrictive environment and require some type of ongoing monitoring (i.e.: spitting, ripping, smearing, ritualistic behaviors, obsessive verbalizations and/or actions, etc.). This section addresses the individual's ability to control behaviors that may interfere with their plans to move to a lesser restrictive environment or to maximize independent functioning. The types of behaviors to be considered include: spitting, ripping, smearing, ritualistic behaviors, obsessive verbalizations and/or actions, and the need for psychotropic medications, etc. These behaviors are typically monitored through a program or procedure in the person-centered plan. Consider the individual's ability to participate in all areas of daily living.

J. Significant requests for health and professional services and supports this section addresses the individual's need for professional and other agency supports. This section includes all of the time spent by professional staff in assisting the individual in reaching their dreams. Professional disciplines included here are: social work, psychology, speech/language therapy, nursing, occupational or physical therapy, or other licensed practitioners; tutors, job coaches and supported independent living staff.