Children’s ULTC 100.2

New Assessment Tool Development Process

By Shannon Secrest
Why develop a new tool?

• Discussions with HCPF staff, CCBs, SEPs found over 30 different tools being used to collect data
• Core tools, applications and even “home-grown” were being used to collect additional information
• Collecting similar but different information leading to variances in reliability and validity
Other problems with multiple tools

- Missed some key information
- Because there was not a “universal” application, applicants had to repeat the same information over and over to different agencies
- The current tool is limited in scope and does not collect information about areas such as supports, caregivers and personal preferences/interests
When we met...

- March 21st, 2017 from 1:00-4:00
- March 22nd, 2017 from 9:00-12:00
- April 11th, 2017 from 1:00-4:00
- April 12th, 2017 from 9:00-12:00
- May 10th, 2017 from 1:00-4:00
- May 11th, 2017 from 9:00-12:00
- June 6th, 2017 from 1:00-4:00
What will the new “tool” accomplish?

- Universal for adults and children
- Can be used for all types of disabilities
- Work within the scope of No Wrong Doors to get people to the right option from the beginning
- Intended to be person-centered
- Enhance self-direction
- Merge eligibility and support plan
- Collect data to guide future needs planning or show deficiencies in service delivery models
What does the new tool look like?
CO New Assessment Process Flow

1. Intake
   - Participant Record: Detailed demographics, history, contacts
   - Auto-populate

2. Introduction & Decision Maker
   - Explain purposes
   - Discuss mandatory vs. voluntary items

3. Substitute Decision-makers

4. Level of Care Screen
   - Auto-populate

5. Introduction to Personal Story module

6. Memory & Cognition

7. Functioning

8. Health

9. Sensory & Communication

10. Psychosocial

11. Safety-Self Preservation

12. Housing and environment

13. Employment, Volunteering, and Training

14. Participant Engagement

15. Self-direction

16. Caregiver

Revised 3/21/17
What are the modules we discussed?

- Intake screen
- Introduction and Decision Makers
- Participant Record
- Two versions of the Personal Story Module  
  - For parents and guardians 
  - For older children
- Memory and Cognition
- Functioning
- Health
- Sensory and Communication
- Psychosocial
- Safety and Self Preservation
- Housing and Environment
- Employment, Volunteering, and Training
- New assessment summary module
- Participant/parent/guardian engagement
- Self-direction
- Caregiver screen
2A. Chair/Bed-to-Chair Transfer- The ability to safely transfer to and from a chair (or wheelchair). The chairs are placed at right angles to each other.

- **Independent** - Participant completes the activity by him/herself with no assistance from helper.
- **Age appropriate dependence** - The child requires a level of support consistent with his/her age.
- **Setup or clean-up assistance** - Helper sets up or cleans up; participant completes activity. Helper assists only prior to or following the activity.
- **Supervision or touching assistance** - Helper provides verbal cues or touching/steadying assistance as participant completes activity. Assistance may be provided throughout the activity or intermittently.
- **Partial/moderate assistance** - Helper does less than half the effort. Helper lifts, holds, or supports trunk or limbs, but provides less than half the effort.
- **Substantial/maximal assistance** - Helper does more than half the effort. Helper lifts or holds trunk or limbs and provides more than half the effort.
- **Dependent** - Helper does all of the effort. Participant does none of the effort to complete the task. OR the assistance of 2 or more helpers is required for the person to complete the activity.
- **Activity not attempted** (Provide rationale below):
  - Person refused
  - Not attempted due to short-term medical condition or safety concern
  - Not applicable- Person does not usually perform this activity

Scoring based on (Check all that apply):
- Observation
- Self-report
- Proxy

**Taken from functioning module**
<table>
<thead>
<tr>
<th>Behavior Issue</th>
<th>Impacts functioning</th>
<th>Prevents from doing things</th>
<th>Intervention Frequency Type</th>
<th>Presenting behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Injurious to Self</strong> - Participant displays disruptive or dangerous behavior, symptoms not directed towards others, including self-injurious behaviors (e.g., hitting or scratching self, attempts to pull out IVs).</td>
<td>☐ No ☑ Yes</td>
<td>☑ No ☑ Yes</td>
<td>☑ None</td>
<td>☐ Chemical abuse/misuse</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Cueing</td>
<td>☐ Cutting self</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Physical Prompts</td>
<td>☐ Head-banging</td>
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<td></td>
<td>Planned intervention</td>
<td>☐ Fascination with fire</td>
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<td>Other, describe: ___</td>
<td>☐ Overeating with acute medical implications</td>
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<td></td>
<td></td>
<td></td>
<td>☐ Pulling out hair</td>
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<td>☐ Puts self in dangerous situations that causes or may cause harm or injury</td>
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<td></td>
<td>☐ Self-biting</td>
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<td></td>
<td>☐ Self-burning</td>
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<td></td>
<td>☐ Self-hitting</td>
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<td>☐ Self-poking/stabbing</td>
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<td>☐ Self-restricts eating</td>
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<td></td>
<td></td>
<td></td>
<td>☐ Other:</td>
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<tr>
<td><strong>Behavior is intermittent and/or cyclical, describe:</strong></td>
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**1A. If necessary, describe behavior issues, presenting behaviors, interventions, and other information:**

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</thead>
<tbody>
<tr>
<td><strong>2. Aggressive or combative</strong> - Participant displays physical behavior symptoms directed toward others (e.g., hits, kicks, pushes, or punches others, throws objects, spitting).</td>
<td>☐ No ☑ Yes</td>
<td>☑ No ☑ Yes</td>
<td>☑ None</td>
<td>☐ Bites</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Cueing</td>
<td>☐ Hits/Punches</td>
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<td>Physical Prompts</td>
<td>☐ Kicks</td>
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<td>Planned intervention</td>
<td>☐ Pulls other’s hair</td>
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<td>Other, describe: ___</td>
<td>☐ Pushes</td>
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<td>☐ Scratches</td>
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<td>☐ Throws objects at others</td>
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<td>☐ Unwanted touching of others</td>
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<td>☐ Tripping</td>
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<td>☐ Uses objects to hurt others</td>
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**Taken from Psychosocial module**
What’s the timeline?
Where can you get your hands on this information?
• Colorado Assessment Tool Development Blog

• http://coassessment.blogspot.com

  • Andrew Cieslinski of HCBS Strategies Inc. at andrew@hcbs.info or 734-431-4977

• Tim Cortez at Health Care Policy & Financing at timothy.cortez@state.co.us
What’s the new name?