

## Part 2: How to assess the 2014 NSW Post School Program applicants

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# Two podcasts

## Podcast 1:

- ◆ Scope - functional assessments
- ◆ The evidence underpinning the assessment
- ◆ How the results of the original study and subsequent work have been used to design the 2014 assessment profile that teachers are being asked to complete
- ◆ What's new in 2014

## Podcast 2 (this podcast):

- ◆ How to complete the assessment



# How to complete the 2014 assessment

*The same way you did in 2013!*

# Options

1. Face to face interview with the applicant and/or family OR
2. Complete based on your pre-existing knowledge of the applicant OR
3. A mix of face to face interview and pre-existing knowledge

Where practical, the applicant, carer or guardian can participate in the assessment.

## How assessments were completed in 2013

	Total	%
Face to face interview	1186	76.8%
Mix - face to face & pre-existing	291	18.8%
Pre-existing knowledge	68	4.4%
Total	1545	100.0%

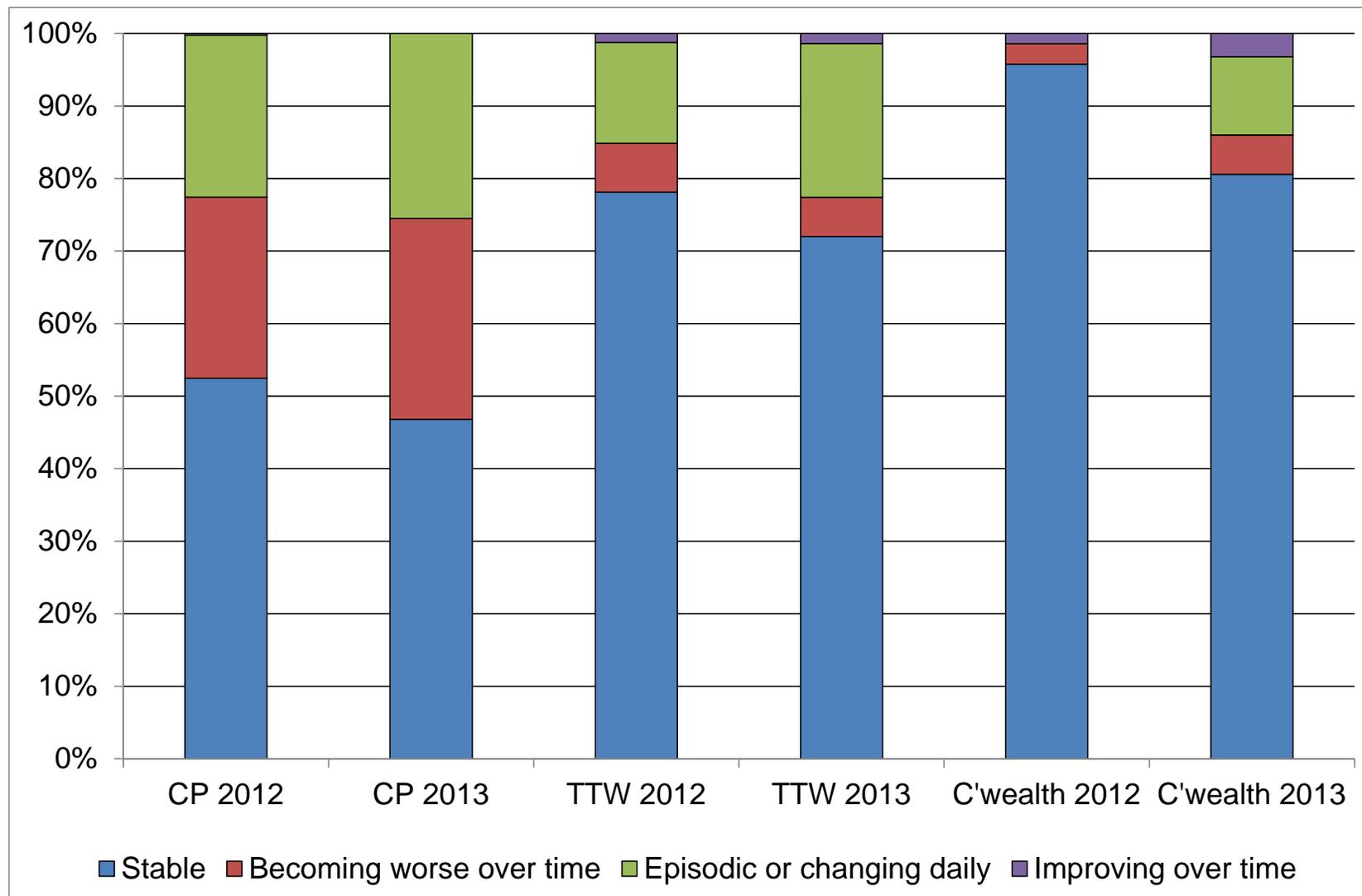
# Overview

- ◆ Section 1 - Background information
  - Consent, contact details about the applicant, school, parent/guardian, disability type, stability, employment goal
- ◆ Section 2 - Functional assessment items - 34 in total
  - Part 1 - Functional overview - 9 items
  - Part 2 - Domestic ADL assessment - 10 items
  - Part 3 - Self Care assessment - 10 items
  - Part 4 - Behavioural assessment - 5 items
- ◆ Section 3 - Additional information
  - About the applicant and how the assessment was undertaken

## Section 1 - Background information

- ◆ Is the effect of the applicant's disability or medical/health care needs on their capacity to manage activities of daily living:
  - 1 Stable (more or less the same each day) OR
  - 2 Episodic or changing significantly from day to day OR
  - 3 Improving over time (the applicant is likely to need less help in the future) OR
  - 4 Becoming worse over time (the applicant is expected to need more help in the future)?

# Stability - 2012 and 2013



# Employment goal

- ◆ THREE questions
- ◆ Does the applicant / their family / teacher see him or herself moving to employment some time in the future?
  - Yes
  - No
  - Uncertain
- ◆ In the next two to three years as a guide

## Student employment goal (2013)

	Number	%
Yes	866	56.1%
No	403	26.1%
Uncertain	276	17.9%
Total	1545	100.0%

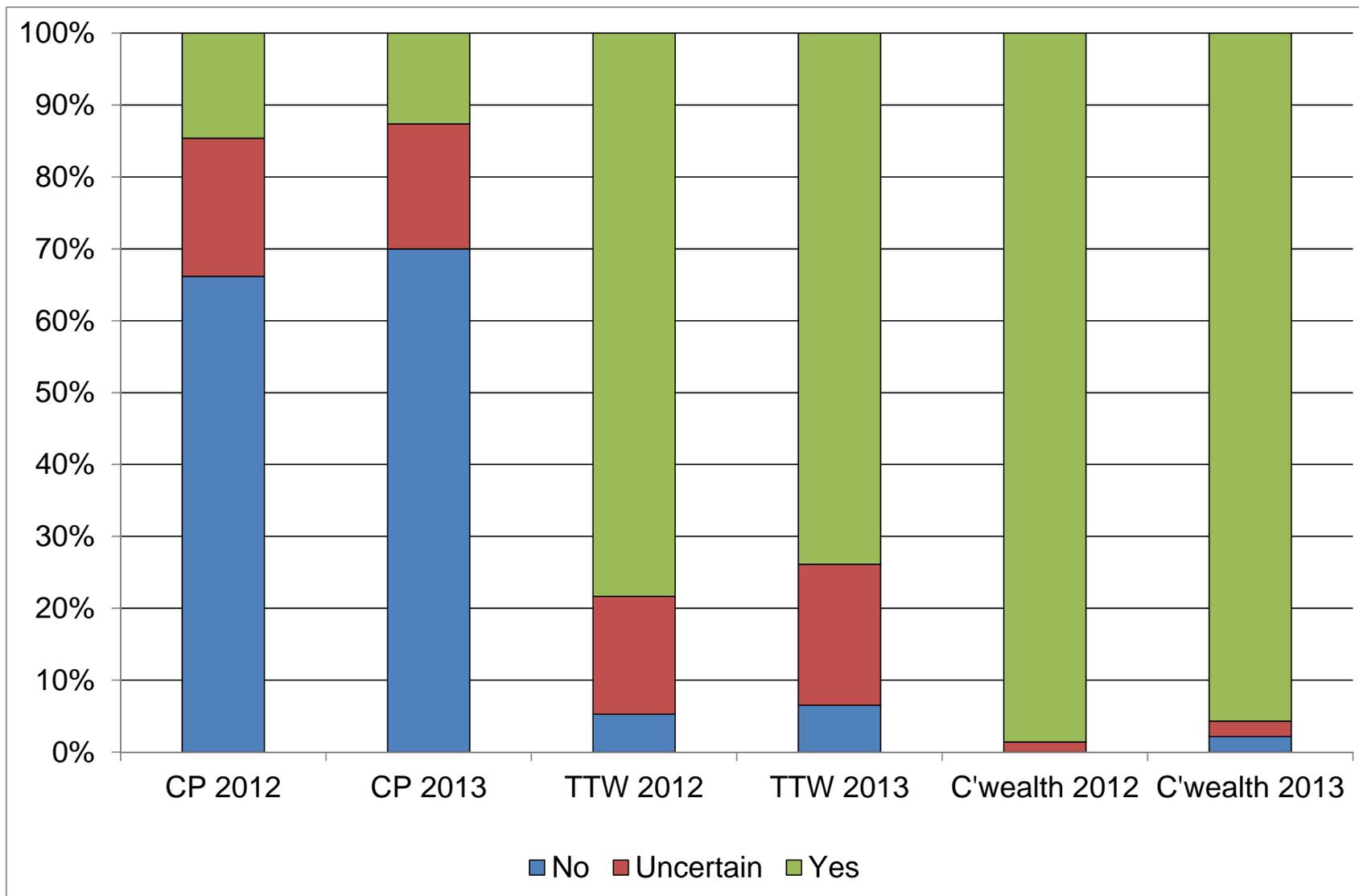
## Employment goal? – students and families

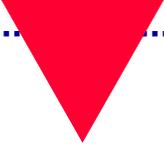
Student	Family	Total	%
Yes	Yes	746	97.8%
	No	17	2.2%
Total yes		763	100.0%
No	No	381	98.7%
	Yes	5	1.3%
Total no		386	100.0%

## Employment goal? – students and teachers

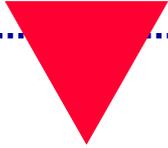
Student	Teacher	Number	%
Yes	Yes	716	96.9%
	No	23	3.1%
Total yes		739	100.0%
No	No	366	98.9%
	Yes	4	1.1%
Total no		370	100.0%

# Employment goal?





## Section 2 - Functional assessment items



# Part 1 Functional Overview

# Can Do: Do Do

## ◆ *CAN DO*

- rates what the person is capable of doing rather than what they do
- Functional overview items 1-7, domestic and self care assessments are rated on *Can Do*

## ◆ *DO DO*

- rates what the person does rather than what they are capable of doing
- Functional overview items 8 & 9 (cognition and behaviour) and Part 4 (behaviour) are rated on *Do Do*
- Because these depend on *observations* of the person

# Functional Overview

- ◆ 4 domains measured through 9 questions:
  - **Domestic functioning** - 3 questions (housework, travelling to places and shopping) to screen for domestic function & 2 questions (handling money and taking medication) that also act as a screen for cognitive or behavioural problems
  - **Self-care functioning** - 2 questions (walking, bathing)
  - **Challenging behaviour** - 1 question
  - **Cognitive functioning** - 1 question

# Questions 1 - 7 in the functional overview

- ◆ Can Do (not Do Do) – for example a person may be capable of taking medications even though they don't have to, or may be able to shop even though someone else does it for them
- ◆ Answers are limited to specific categories but the structure for the first 7 questions is the same:
  - Can do without help
  - Can do with some help
  - Cannot do

An example: **Can take own medicine...**

Without help (in the right doses at the right time)?

With some help (able to take medication if someone prepares it and/or reminds him/her to take it)?

Or completely unable to take own medicines?

## How to complete items 1-7 (1)

- ◆ Take into account **all sources of information** available to you
- ◆ Rate what the student is **capable of doing rather than what they do**
- ◆ **Capability** - take account of physical function, cognition and behaviour (e.g. unpredictable challenging behaviour)
- ◆ Rate with current **aids and appliances in place**
- ◆ Take into account the **help required and the amount of prompting**
  - School leavers able to complete a task with verbal prompting should not be rated as independent (and therefore should be rated as a 1)

## How to complete items 1-7 (2)

- ◆ Where an item is not relevant (e.g. does not use medicine), rate what the applicant would be **capable of doing if the item were relevant** to their situation
- ◆ Make sure ratings (e.g. cleanliness) are based on the **applicant's own social or cultural context**, not your own

## Take all information into account ...

- ◆ **Q:** My student believes that he is not capable of getting to places out of walking distances, but I think he is. Do I record what he says or do I take account of my own knowledge of the student?
- ◆ **A:** The overview is designed to be completed in collaboration with the school leaver and/or their parent/carer/guardian. But if you know the student well, rate based on what you know they are capable of doing

## Variable function – episodic problems

- ◆ **Q:** My first student varies a lot in his functional ability. Some days he can do a task, but the next day he can't. My second student can do things, but it causes her such pain and fatigue that she's wrecked for days. How do I rate them?
- ◆ **A:** In both cases, rate the student **at their worst in the last month**. If a student cannot do a task without it resulting in significant pain and fatigue, rate as a 0 (cannot do)

# Question 1

- ◆ Can do housework...
  - Without help?
  - With some help?
  - Or is unable to do housework?
  
- ◆ Remember, for items 1-7
  - Rate Can Do (not Do Do)

## Question 2

- ◆ Can get to places out of walking distance...
  - Without help (can travel alone on buses or taxis, or drive a car)?
  - With some help (needs someone to plan, help or go with the person when travelling)?
  - Unable to travel unless arrangements are planned for and made with a specialised vehicle?

## Question 3

- ◆ Can go out for shopping for groceries or clothes (assuming transportation)...
  - Without help (taking care of all shopping needs)?
  - With some help (need someone to go with on all shopping trips)?
  - Unable to do any shopping?

## Question 4

- ◆ Can take own medicine...
  - Without help (in the right doses at the right time)?
  - With some help (able to take medication if someone prepares it and/or reminds him/her to take it)?
  - Unable to take own medicines?

## Question 5

- ◆ Can manage their finances...
  - Without help?
  - With some help?
  - Or is unable to manage their finances?

## Question 6

- ◆ Can walk (indoors)\* ...
  - Without help (except for a cane or similar)?
  - With some help from a person or with the use of a walker, or crutches etc
  - Or is unable to walk indoors #?

\* Note: rate indoor mobility

# See the 'more information' pop up:

If in a wheelchair, rate as (1) if independent (including cornering) or (0) if not independent

## Question 7

- ◆ Can take a bath or shower...
  - Without help?
  - With some help (e.g. needs supervision, prompting or physical help)?
  - Or is unable to bathe himself/herself?

## Questions 8 - 9

- ◆ For cognition and behaviour, do not ask the student
- ◆ Complete based on all information available to you
- ◆ Rate Do Do
- ◆ Answers are limited to 2 categories:
  - No problem
  - Actual or potential problem

## Question 8

◆ Does the person have any memory problems or get confused?

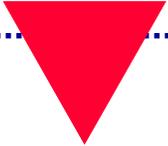
- No
- Yes

Rate based on all cognitive functioning

- orientation, memory, attention, calculation, reasoning, sequencing

## Question 9

- ◆ Does the person have behavioural problems?
  - No
  - Yes
  
- ◆ Rate based on all behavioural functioning
  - e.g. intrusive behaviour, verbal disruption, physical aggression, problem wandering, agitation, sexually inappropriate behaviour



## Part 2 Domestic (instrumental) assessment

Same domain as in Functional Overview

With a bit more depth and detail

*Q: Why the overlap between items in different sections?*

*A: PSP tool combines 4 separate standardised tools plus questions to describe context*

*E.g. the 2 finances questions are similar, but each part of a standardised tool*

*Each of the 4 tools is used in a different way in the calculations to determine questions of eligibility and the recommended class / funding band*

## The 10 questions in the Domestic ADL Assessment

- ◆ Telephone
- ◆ Shopping
- ◆ Food Preparation
- ◆ Housekeeping
- ◆ Laundry (+ new laundry and tidiness items)
- ◆ Transport (getting to places out of walking distance)
- ◆ Medicines
- ◆ Finances
- ◆ Scales used on the items vary:
  - 4 options for some items
  - 3 options for some items
  - Rating instructions are identical to the functional overview Qs 1-7
  - Can do

## An example of the domestic scale - Transportation question

	Can travel independently on public transportation or can drive own car. Includes arranging own travel via taxi but not otherwise using public transport
	Can travel on public transportation when assisted or accompanied by another
	Can travel limited to taxi or automobile with assistance of one other person
	Requires manual assistance from more than 1 person or does not travel at all

## Extra questions for 2013 and 2014

- ◆ Items 9 and 10 are being trialled in 2013 and 2014 as potential replacements for item 5 on Laundry
- ◆ In 2014, all three items will be included and subjected to further analysis

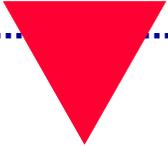
## A different question on laundry

- 9 Doing laundry, washing and drying (including clothes line or dryer)
  - Can do personal laundry, washing and drying, independently
  - Can do personal laundry, washing and drying, but needs help for heavier items, e.g. bed linen, towels
  - Can do some, but not all, tasks related to personal laundry, washing and drying of small items
  - All laundry, washing and drying must be done by others

## and an alternative...

### 10 Keeping bedroom tidy

- Can perform all tasks to keep bedroom tidy
- Can tidy bedroom but needs assistance with putting things on coat hangers or high shelves or with lifting heavier items
- Can keep a small area tidy e.g. bedside table, dressing table, a drawer
- Bedroom must be tidied by others



## Part 3 Self care assessment

Same domain as in Functional Overview

With more detail of activities. Scales used vary in the number of rating options, plus 'pop-ups' added

## Item 1: Bowels

Score	Item	Scoring instructions
	Continent	Rate based on the last week.
	Occasional accident (once/week)	If the applicant needs enema, then incontinent.
	Incontinent (or needs to be given enema)	Occasional = once a week.

## Item 2: Bladder

Score	Item	Scoring instructions
	Continent (for over 7 days)	<p>Rate based on the last week. Occasional = less than once a day. A person with a catheter who can completely manage the catheter alone is scored 'continent'. If the person needs help managing their catheter, they are not completely independent.</p>
	Occasional accident (max. once per 24 hours)	
	Incontinent, or catheterised and unable to manage	

## Item 3: Grooming

Score	Item	Scoring instructions
	Independent face/hair/teeth/shaving	Rate based on the last week. Refers to personal hygiene: doing teeth, doing hair, shaving, washing face, menstrual-related hygiene. Implements can be provided by helper.
	Needs help with personal care	

**Note:** includes menstrual related hygiene

## Item 4: Toilet use

Score	Item	Scoring instructions
	Independent (on and off, dressing, wiping). Should be able to reach toilet, undress sufficiently, clean self, dress and leave	With some help = can wipe self and do some of the other listed activities.
	Needs some help, but can do some things alone	
	Dependent	

## Item 5: Eating

Score	Item	Scoring instructions
	Independent (food provided in reach). Able to eat any normal food (not only soft food). Food cooked and served by others. But not cut up.	Needs help = food cut up but applicant feeds self.
	Needs help cutting, spreading butter etc	
	Unable to feed him or herself	

## Item 6: Transfer (from bed to chair and back)

Score	Item	Scoring instructions
	Independent	Major help = one strong/skilled, or two normal people. Can sit up.
	Needs minor help (verbal or physical)	Minor help = one person easily,
	Needs major help (one or two people, physical), can sit	OR needs any supervision for safety.
	Dependent - no sitting balance	Dependent = no sitting balance (unable to sit); two people to lift.

## Item 7: Mobility

Score	Item	Scoring instructions
	Independent (but may use any aid, eg. stick)	Refers to mobility about the house or indoors. May use aid. If in wheelchair, must negotiate corners/doors unaided.  Help = by one, untrained person, including supervision/moral support.
	Walks with help of one person (verbal or physical)	
	Wheelchair independent including corners etc.	
	Immobile	

## Item 8: Dressing

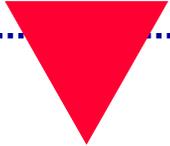
Score	Item	Scoring instructions
	Independent (including buttons, zips, laces, etc.)	Should be able to select and put on all clothes, which may be adapted. Half = help with buttons, zips, etc, but can put on some garments alone.
	Needs help, but can do about half unaided	
	Dependent	

## Item 9: Stairs

Score	Item	Scoring instructions
	Independent up and down	May carry any walking aid to be independent.
	Needs help (verbal, physical, carrying aid)	
	Unable to walk up and down stairs	

## Item 10: Bathing

Score	Item	Scoring instructions
	Independent ( in shower)	Usually the most difficult activity. Must be able to get in and out unsupervised, and wash self.
	Dependent	Independent in shower = independent if unsupervised/unaided.



## Part 4 Behavioural Assessment

Covers additional areas of problem behaviour

## Part 4 Behavioural Assessment

- ◆ Rate Do Do
- ◆ Follow the scoring instructions on the form for each item
- ◆ Complete the assessment based on all information available to you
- ◆ Rate based on the implications for carers and service providers, in terms of levels of monitoring and supervision
- ◆ In the unlikely event that you have insufficient information to make a rating, rate 4 'not applicable'

# Language in the rating scale

## ◆ 'Not applicable'

- you know of no circumstances in which the school leaver has engaged in the behaviour in the past.

## ◆ Monitoring (requires watching)

- you know that the school leaver has engaged in the behaviour in the past.
- current and future service providers will need to observe the school leaver, be aware when similar circumstances occur and take appropriate intervention to prevent the recurrence of the behaviour.

## ◆ Supervision (requires a specific action plan)

- current or future service providers will need to ensure that specific situations or triggers which are likely to give rise to the behaviour do not occur, or are managed in ways to minimise the likelihood of occurrence.

## Question 1 - PROBLEM WANDERING OR INTRUSIVE BEHAVIOUR

- ◆ Not applicable - Does not require monitoring (applicant has not engaged in the behaviour in the past)
- ◆ Occasionally - Requires monitoring but not regular supervision
- ◆ Intermittently - Requires monitoring for recurrence and then supervision on less than a daily basis
- ◆ Extensively - Requires monitoring for recurrence and supervision

## Question 2 -

# VERBALLY DISRUPTIVE OR NOISY

- ◆ Not applicable - Does not require monitoring (applicant has not engaged in the behaviour in the past)
- ◆ Occasionally - Requires monitoring but not regular supervision
- ◆ Intermittently - Requires monitoring for recurrence and then supervision on less than a daily basis
- ◆ Extensively - Requires monitoring for recurrence and supervision

## Question 2 includes

- ◆ Abusive language
- ◆ Verbalised threats directed at family, carers, neighbours or a member of staff
- ◆ A school leaver whose behaviour causes sufficient noise to disturb other people
- ◆ That noise may be either (or a combination of) vocal, or non-vocal noises such as rattling furniture or other objects

## Question 3 - PHYSICAL AGGRESSION

- ◆ Not applicable
  - Does not require monitoring (applicant has not engaged in the behaviour in the past)
- ◆ Occasionally
  - Requires monitoring but not regular supervision
- ◆ Intermittently
  - Requires monitoring for recurrence and then supervision on less than a daily basis
- ◆ Extensively
  - Requires monitoring for recurrence and supervision

## Question 3 includes

- ◆ Any physical conduct that is threatening and has the potential to harm a family member, a carer, a visitor or a member of staff
- ◆ It includes, but is not limited to, hitting, pushing, kicking or biting

## Question 4 - EMOTIONAL DEPENDENCE

- ◆ Not applicable
  - Does not require monitoring (applicant has not engaged in the behaviour in the past)
- ◆ Occasionally
  - Requires monitoring but not regular supervision
- ◆ Intermittently
  - Requires monitoring for recurrence and then supervision on less than a daily basis
- ◆ Extensively
  - Requires monitoring for recurrence and supervision

## Question 4 is limited to

- (a) active and passive resistance other than physical aggression
- (b) attention seeking
- (c) manipulative behaviour and/or
- (d) withdrawal

## Question 5 - DANGER TO SELF OR OTHERS

- ◆ Not applicable
  - Does not require monitoring (applicant has not engaged in the behaviour in the past)
- ◆ Occasionally
  - Requires monitoring but not regular supervision
- ◆ Intermittently
  - Requires monitoring for recurrence and then supervision on less than a daily basis
- ◆ Extensively
  - Requires monitoring for recurrence and supervision

## Question 5

- ◆ Limited only to high-risk behaviour
- ◆ It includes behaviour requiring supervision or intervention and strategies to minimise the danger
  - Examples include walking without required aids, leaning out of windows, self-mutilation and suicidal tendencies
- ◆ It does not apply to a range of behaviours which might in the longer term be considered as damaging or health reducing such as smoking generally or non-compliance with a specialised diet
- ◆ It applies where there is an imminent risk of harm

## *Q: What about sexually inappropriate behaviour?*

- ◆ **A:** The behaviour scale covers domains where sexually intrusive behaviour can be rated – verbal, intrusive behaviour, physical aggression and danger to self or others
- ◆ The sexual dimension reflects a reason for the behaviour
  - *The items in the tool are measuring the effect of the behaviour on other people, not the source or the reason for the behaviour*
- ◆ Sexually inappropriate behaviour might be intrusive, used as a form of aggression or dangerous, but *it is the effect on others that we are trying to capture here*, not the underlying cause

## Behaviour support: Additional comments

- ◆ If the person has significant behaviour and / or mental health issues, please comment on the level and nature of the required support
- ◆ This may include information about the range of variables attributed to the environment that influence the person's behaviour (for example new environments, travelling), and supports which may be required after leaving school
- ◆ Final drop-down: Does the person have a behaviour support plan developed by ADHC?

## Section 3 - additional info

- ◆ This is an open question for you to give us an understanding of the supports required to meaningfully participate in a Post School Program
- ◆ Please provide us with any additional information that may help us understand the support needs of the applicant. This may include information from families or carers

## Need help?

- ◆ If unsure, 1st read the manual, including the Q&As
- ◆ If that fails, contact ADHC or
- ◆ Centre for Health Service Development
  - Phone: 02 4221 4411
  - Email: [chsd@uow.edu.au](mailto:chsd@uow.edu.au)
  - Website: <http://ahsri.uow.edu.au/chsd/screening/index.html#psp>