**Module 55 – Assessment & Setting Goals**

**Feedback Exercises (rJan2023)**

**Feedback Exercise I**

1. Define assessment.
2. What is the purpose of assessment in person-centered approaches?
3. What basic information need to be gathered through assessments?

a.

b.

c.

d.

e.

1. Briefly describe the Developmental Model.
2. What is the focus of the Habilitation Model?
3. Describe the Inclusionary Model and its **five** major components.

a.

b.

c.

d.

e.

1. Describe why program planning should begin with the establishment of global life goals.
2. What two important questions should the assessment process answer.
3. Global goals (My Dreams) should be:
   1. ­­­­ ­­­­ ­­­ statements of desired outcomes rather than individualized and specific.
   2. Broad, long range and .
   3. Describe the overall life aims.
   4. Set comprehensive assessments are completed.
   5. Set the \_\_\_\_\_\_\_\_\_\_\_\_for all future goals.
   6. Established as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_step in program planning.
   7. Based on dreams and aspirations rather than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

11. When plans are developed that put the goals of the person first, the plan will focus on how to modify our to meet the needs of the person.

12. List a goal you have set for yourself or a complicated decision you are facing. Who would be included in the “natural support network” that will assist you in this decision?

13. If a person has expressed a choice that the team believes is unsafe, team members need to consider the potential lost and devise strategies to reduce, or manage, the . Select strategies that balance and the person’s happiness.

14. If a person with a significant cognitive disability and cerebral palsy expressed a desire to be a police officer or fireman what would you recommend to the team?

15. If a person wanted to explore science and be involved in research, how would you provide active support for that person to get information?

16. If a person did not use words to communicate and had no way to express a specific goal and seemed unaware of what a goal is; how would you support that person to have meaningful goals?

## Feedback Exercise II

1. List at least **five** of the legal rights every U.S. citizen has.

a.

b.

c.

d.

e.

2. What is the major protection provided by Section 504?

1. What are the major protections of the American with Disabilities Act (ADA)?
2. What are the employment provisions under ADA?
3. What are the provisions of ADA regarding transportation?
4. What does ADA require concerning state and local government?
5. In what situations would a major goal which involves a segregated setting be acceptable?
6. List and explain the eight criteria the person’s team should use when selecting one goal over others during the team process. (The "why question.")

a.

b.

c.

d.

e.

f.

g.

h.

i.

1. Mark the following skills that are examples of competencies.

a. shaving e. embroidering

b. singing in the choir f. gardening

c. dressing g. bathing

d. making the bed

1. Which of the following are true for status enhancement?

a. Always requires the individual to learn new skills.

b. Requires a lot of money from the agency.

c. Increases the range of opportunities for individuals.

d. Should be evaluated in all aspects of planning.

e. Occurs when a person is treated respectfully in an age-appropriate manner, instead of as a child.

1. What is the difference between what is important TO a Person and what is important FOR a person? Why must teams attend to both issues?
2. Life skills are considered basic because of their direct impact on one’s ability to

.

1. According to Marc Gold, the more one has, the more that person will be allowed to deviate.
2. Competence is socially defined. What might be competence in a large city could well be seen as a in a small, conservative town.
3. List four examples of functional life skills:

a.

b.

c.

d.

1. Think about the people you support on a daily basis. Give four specific examples of how their status has been or could be improved?

## Feedback Exercise III

1. What are some examples of assessments required by Accreditation bodies such as CQL?
2. What are formal assessments? What kinds of instruments can be used? (List **three**).
3. Explain the term "screening" and describe its purpose.
4. List and describe **three** types of evaluations/examinations.
5. List and explain the four different types of informal testing.

a.

b.

c.

d.

1. Use questions during interview assessments.
2. Give a brief description of each of the following:
   1. observation checklist
   2. a running narrative
   3. ABC record
3. What is validity?
4. What is reliability?
5. Standardized tests .
   1. give a great deal of information about a person
   2. suggest options that would be appropriate and beneficial
   3. have very general administration guidelines and can be adapted by the person giving the test
   4. indicate how a person compares to other people
   5. are used correctly when used to predict future performance
6. In valid and reliable assessments, the person conducting the assessment must:
   1. Follow the - conduct the assessment according to the directions provided.
   2. Be evaluators - record what is observed, not what you believe to be true.

c. Be - evaluators must record the results of observations correctly.

Matching

|  |  |
| --- | --- |
| 12. Antecedent  13. Behavior  14. Consequence | 1. Events that happen before the target behavior. May include factors within the setting (i.e., noise level or temperature, people present, activities, statements, etc.), communication that occurred prior to the behavior, or what the person was doing prior to the behavior. 2. The actions of the individual. May be considered appropriate, or inappropriate. Some may be desirable to increase, while some may be decreased. 3. Events that happen after the target behavior occurs. They influence the behavior and determine whether it will be   repeated. |

**Feedback Exercise IV**

1. List briefly and describe two ways of identifying an individual's personal goals.
2. Think about a new setting or activity you wanted to access but you did not have all the skills needed to be successful in this new setting or activity. How were you made aware of the gap between your current skills and what was required. What steps did you take to bridge the gap between current skills and required skills.
3. Develop a list of all the skills needed to buy groceries at the grocery store. List the skills required to be completely independent. Do not include transportation issues-start with entering the store. For each step in the task, indicate the kind of support a specific person might need to complete that step. For example, (Does on his own, tell the person to “reminder,” point to the checklist, do that step for the person).
4. Think of a person with a developmental disability that you know. Use the list you developed and simulate comparing the list of needed skills with what the person is able to perform. (The only accurate way to make this comparison is to actually observe the person perform the skills in the actual setting.) Mark "+" by those skills the person performs independently and "-" for those the person would need assistance performing.
5. What is the difference between behavioral function and behavioral form? (Give **two** examples).
6. People with the most significant disabilities may never be able to do things exactly the same way as a “typical” person would. Teams who help folks accomplish their goals as quickly as possible will focus on \_\_\_ rather than specific forms.
7. For the following function, list at least 3 forms or methods for accomplishing the function:

Function: Residence must be kept clean and reasonably neat

a.

b.

c.

**Feedback Exercise V**

* 1. List three ways a PDA could provide support for a person who is learning to make pizzas at a pizza shop.
  2. List two uses a cell phone with a camera capable of still and video photography could have for a person learning to use the public transportation system.
  3. Traditional staff support in vocational and residential settings:
     1. Involves direct support professionals being present to and give assistance when needed.
     2. Alert the person and prevent .
     3. Tends to decision making and problem-solving because staff before giving the person a chance to figure it out.
  4. An example of a daily schedule support is:
     1. recorded prompts on a PDA that tell a person what to do at a certain point in their routine.
     2. A monitor that can tell when a person opens the refrigerator.
     3. A webcam in the living room.
  5. True or False It is difficult for a person to be truly independent with 24-hour on-site staff support.
  6. What are some privacy issues related to remote monitoring?
  7. What are some privacy issues associated with traditional on-site staff support?
  8. List some additional considerations during the decision-making process about using assistive technology to monitor someone remotely.
  9. True or False There are few applications where technology or remote support would be beneficial for people with the most significant disabilities.

**Feedback Exercise VI**

1. What are some important factors to keep in mind when writing a summary?
2. What should the assessment summary suggest?
3. What are the responsibilities of the team?
4. True False The assessment process is finished at the end of the team meeting.

Matching

1. Direct Support Professionals
2. Individual Plan Coordinator (QMRP)
3. All Team Members
4. Prepare assessment summaries, share with other team members, and read assessment summaries before the meeting.
5. Ask for help if they have trouble implementing the plan, collect data, provide comments to explain data when necessary.
6. Observe implementation of the plan, review the data, compare it from month to month, and make recommendations for revisions