Inventory for Client and Agency Planning Instructor Training Program

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Public Law 95-602

- 1. Developmental Disability is a disability attributable to a mental or physical impairment
- 2. The age of onset before age 22 years
- 3. Substantial limitation in three or more specified areas of functioning, and requiring specific and lifelong or extended care.
- 4. The disability is likely to continue indefinitely

DSM-5 Criteria for Intellectual Developmental Disorder/Intellectual Disability

1. Deficits in intellectual functions, such as reasoning, problem solving, planning, abstract thinking, judgment, academic learning, and learning from experience, confirmed by both clinical assessment and individualized, standardized intelligence testing Two standard deviations or more below the population mean (65-75): clinical judgment is needed in interpreting the results of IQ tests.

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DSM-5 Criteria for Intellectual Developmental Disorder/Intellectual Disability

2. Deficits in adaptive functioning that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility. Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such as communication, social participation, and independent living, across multiple environments, such as home, school, work, and community. Mild, moderate, severe, profound: are defined on the basis of adaptive functioning, and not IQ scores

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DSM-5 Criteria for Intellectual Developmental Disorder/Intellectual Disability

Domains of adaptive functioning

- Conceptual domain: language, reading, writing, math, reasoning, knowledge, and memory
- Social domain: empathy, social judgment, interpersonal communication skills, the ability to make and retain friendships, and similar capacities.
- Practical domain: self-management in areas such as personal care, job responsibilities, money management, recreation, and organizing school and work tasks

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DSM-5 Criteria for Intellectual Developmental Disorder/Intellectual Disability

3. Onset of intellectual and adaptive deficits during the developmental period

Depends on the etiology and severity of brain dysfunction.

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Active Treatment (DD-PAS manual)

"A continuous program for each individual, which includes aggressive, consistent implementation of a program for specialized and generic training, treatment, health services and related services that are directed toward:

- 1. The acquisition of behaviors necessary for the individual to function with as much self-determination and independence as possible
- 2. The prevention or deceleration of regression or loss of current optimal functional status

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Inventory for Client and Agency Planning (ICAP)

A comprehensive, structured instrument designed to assess the status, adaptive functioning, and service needs of clients (Examiner's Manual, 1986)

ICAP

- Its primary purpose is to aid in screening, monitoring, managing, planning, and evaluating services for people with handicaps, disabled, and/or elderly.
- Useful for monitoring behavioral changes.

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ICAP

- 1. What a person can or can not do.
- 2. What kind of supports a person may need.

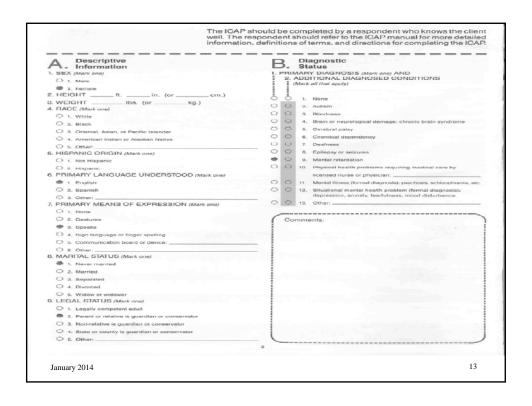
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Qualification for ICAP

- The ICAP is completed by a person who has known the individual for <u>at</u> <u>least 3 months and who sees him/her</u> <u>on a day-to-day basis</u>.
- 2. Read the manual before administer

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lameLast	FRIST M.I	Client ID
Address	STREET	
Phone ()	ATATE 21P	
Residential Facility		Flesidence ID
School/Day Program		Day Program ID
County/District Responsible	Onone	Go/District ID
Parent or Guardian	Frone	Oaco Manager ID
Respondent (Your Name)	Your Phone	Other ID
Relationship to Client	Bai Fibrie	YEAR MONTH OW
Reason for Evaluation		Evaluation Date
		(-) Birth Date
	Calculate the client's age by subtracting the birth date	
CALCULATION OF AGE	from the evaluation date. If the number of days in the client's exact age is less than 15, the client's age is the	Age
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¬ Functional Limitations and	6. REQUIRED GARE BY NURSE OR PHYSICIAN (Mark em
Needed Assistance	1. Less than monthly
LEVEL OF MENTAL RETARDATION (Mark one)	O 2. Monthly
1. Not mentally retarded	O 3. Weekly
C 2. Mild (IQ 52-70)	O 4. Daily
3. Moderate (IG 98–51)	O 5. 24-hour immediate access
○ 4. Severe (IO 20=05)	7. CURRENT MEDICATIONS (Mark all that apply)
C) 5. Profound (IQ under 20)	1. None
6. Unknown, Delayed, At Fliak	O g. For health problem:
VISION (Mark one)	O S. For mood, anxiety, aleep, or behavior:
 1. Sees well (may wear glasses) 	O 4. For epilepsy, seizures:
 2. Vision problems limit reading or travel (may wear glasses) 	O 5. Other:
3. Little or no useful vision (even with glasses)	C 6. Unknown
HEARING (Mark one)	8. ARM/HAND (Mark one)
 1. Hears normal voices (may use hearing aid) 	 1. No limitation in daily activities
2. Hears only loud voices (may use hearing aid)	2. Some staity astivities limited
3. Little or no useful hearing (even with hearing aid)	3. Most daily activities limited
FREQUENCY OF SEIZURES (Mark one)	9. MOBILITY (Mark one)
 1. None, or controlled 	O 1. Walks (with or without aids, such as crutches, walker, etc.)
C 2. Less than monthly seizures	2. Usually in a wheelchair, or does not walk
3. Monthly seizures	3. Limited to bed most of the day
4. Weekly or more often	4. Confined to bed for entire day
HEALTH (Mark one)	10. MOBILITY ASSISTANCE NEEDED (Mark all that apply)
 1. No limitation in daily activities 	O 1. None
2. Few or slight limitations in daily activities	2. Needs assistive devices (cane, walker, wheelchair):
3. Many or significant limitations in daily activities	
	3. Occasionally needs help of another person
	 4. Always needs help of another person

- 1. Motor skills
- 2. Social and communication skills
- 3. Personal living skills
- 4. Community living skills

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Ratings for Adaptive Behavior

- 1. Primary criterion is independence
- 2. How much support is necessary to achieve independence

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Scoring of Adaptive Behavior

- 3 = Does task very well (independent)
- 2 = Does task very well
- 1 = Does task, but not well
- 0 = Never or rarely performs task

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Ratings for Adaptive Behavior

Does very well (3)

- 1. Indicates complete independence on the task.
- 2. The individual has mastered the skill or the skill is too easy for him/her.
- 3. The individual does the task completely and very well without any help or supervision.
- 4. The individual must know when it is necessary to do the task without being asked or reminded.

Ratings for Adaptive Behavior

Does very well (3)

- 1. Should be given only if the client is able to do the task without being asked or reminded.
- 2. If the client appropriately seeks permission before initiating a task and does it very well, mark "Does very well (3)"
- 3. If a task consists of multiple parts and the client does not do equally well on all parts of the task, mark the lowest rating.

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Ratings for Adaptive Behavior

Does fairly well (2)

- 1. Indicates the person performs the task reasonably well without help or supervision.
- 2. The individual has not completely mastered the task, but he/she can do all parts of it.
- 3. Does the task \(^4\) of the time.
- 4. May need to be asked or reminded to initiate the task.

Ratings for Adaptive Behavior

Does, but not well (1)

- 1. indicates the individual sometimes does or tries to do all parts of the task without help or supervision, but the result is not good
- 2. Done well ¼ of the time
- 3. may need to be asked

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Ratings for Adaptive Behavior

Never or rarely (0)

 indicates the task is too hard, or the individual is not permitted to do the task because it is not safe, or the individual never or rarely performs all parts of the task even if asked

Factors that might affect Ratings

- Extensive refusals can affect scoring
 *Combination of adaptive behavior (weighted 70%) and maladaptive behavior (weighted 30%)
- 2. If there is a discrepancy between the quality and the frequency of the performance, the score should be based primarily on the quality
- 3. The focus of the adaptive behavior section is on ability

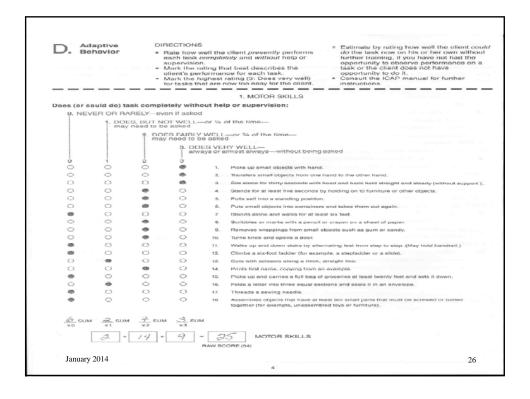
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Factors that might affect Ratings

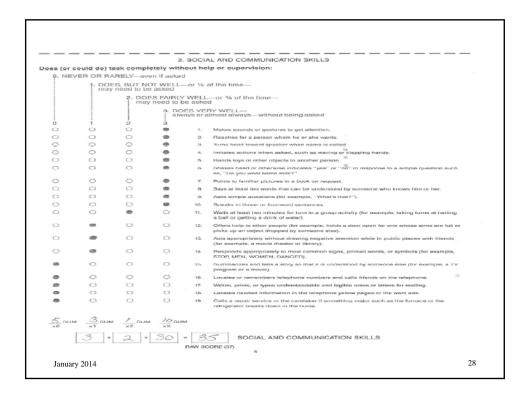
- 1. Opportunity
- 2. Safety
- 3. Awareness, motivation, & social expectations
- 4. Items with more than one part
- 5. Physical disability
- 6. Adaptive equipment

- Motor skills
 - 1. Gross- and fine-motor skills
 - 2. Mobility, fitness, coordination, eye-hand coordination, and precise movements

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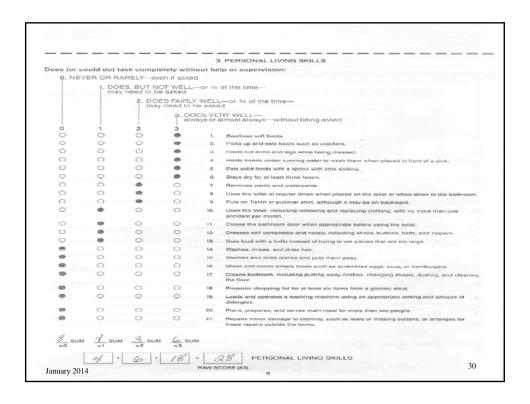
- Social and communication skills
 - 1. interaction with others in various social settings
 - 2. language comprehension and expression



Personal living skills

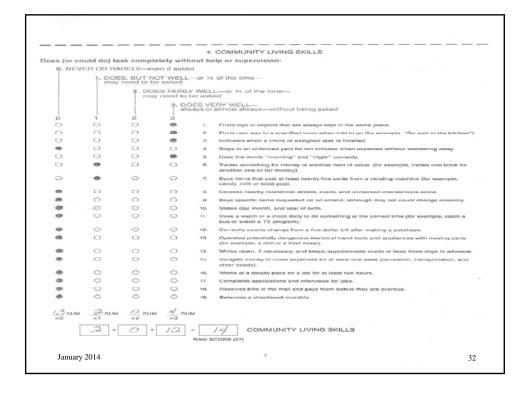
- Measures effectiveness in meeting the normal demands of personal independence and autonomy, primarily in the home environment
- 2. Eating and meal preparation
- 3. Toileting
- 4. Dressing
- 5. Personal self-care
- 6. Domestic skills

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Community living skills

- 1. Time and punctuality
- 2. Money and value
- 3. Work skills
- 4. Home-community orientation



ICAP Problem Behavior

- 1. Hurtful to self
- 2. Hurtful to others
- 3. Destructive to property
- 4. Disruptive behavior
- 5. Unusual/repetitive habits
- 6. Socially offensive behavior
- 7. Withdrawn or inattentive behavior
- 8. Uncooperative behavior

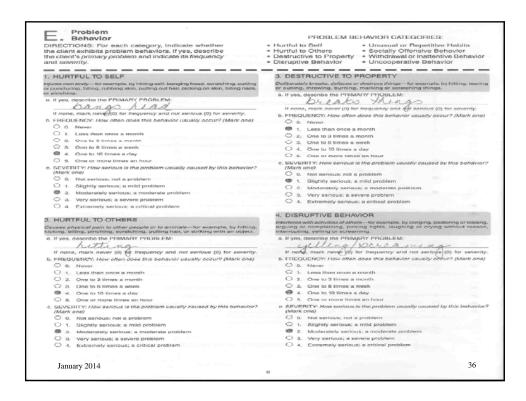
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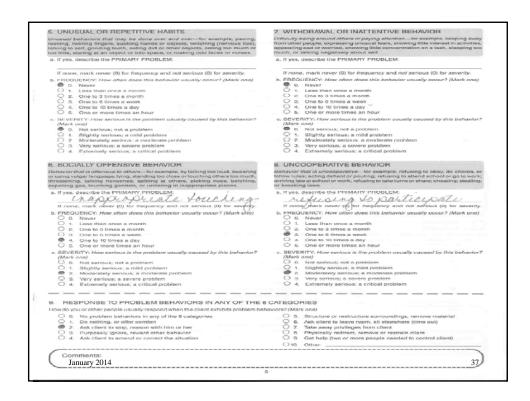
ICAP Maladaptive Behavior Index

- 1. Internalized MBI: Behaviors hurtful to self, unusual or repetitive habits, and withdrawal or inattentive behavior
- 2. Externalized MBI: Behaviors hurtful to others, destructive to property, and disruptive behavior
- 3. Asocial MBI: Socially offensive behavior and uncooperative behavior
- 4. General MBI: Overall measure of problem behavior

Problem Behavior

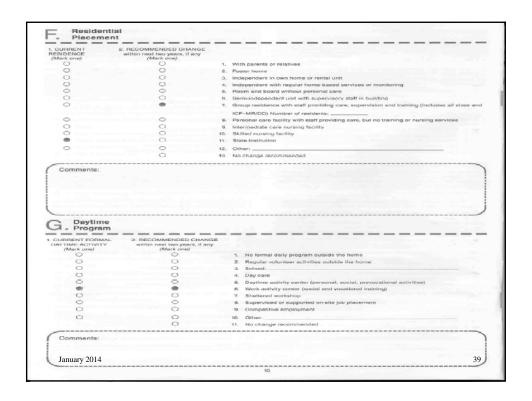
- 1. Behaviors that impact or interfere with a person's day to day activities or with the activities of those around him/her.
- 2. If an individual has more than one type of problem behavior within a category, identify the most problematic behavior
- 3. Count episodes of a behavior as a single occurrence





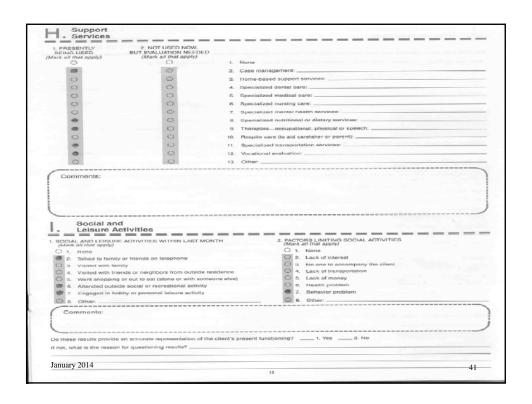
ICAP Program Planning

- 1. Residential placement
- 2. Daytime program



ICAP Program Planning

- 1. <u>Support services</u>: to maximize the individual's independence, assistance for access to appropriate help and training, to maintain health and overall functioning, and to use the resources that provide respite or relief to families and individuals
- 2. <u>Social and leisure activities</u>: visits or phone contacts with family or friends, trips into the community for shopping, movies, or other leisurely activities



ICAP Program Planning

- 1. General information: e.g., test scores from other resources.
- 2. Recommendations for general program goals, such as medical care, goals for reducing problem behaviors.

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IGAP Computer Scoring Client: Bom: Age; 09/11/1970 30 yrs. 1 month Eval. date: Purpose: Eval. by: Phone: Position: 10/25/2000 Annual Evaluation Behavior Analyst County/Dist. resp: Client ID: Residence: Day prog.: County/Dist.: Case mgr.: Other ID: Case manager: Guardian: parent/relative Contact: Marital status: never married Sex: female Height: 5 ft 0 in. Weight: 150 lbs. Race: white (not hispanic) Primary diagnosis: mental retardation - moderate apilepsy/seizures - controlled Vision: Hearing: sees well hears normal voices Health:
Medical care;
Medication:
Mobility:
Arm/hand use:

no limitation in daily activities
daily
for epilepsy, seizures
walks
need assist davices or chair
no limitation in daily activities Communication: speaks - best understands English Current residence: state institution no change recommended Current day program: sheltered workshop no change recommended Support services now used:
 case management
 specialized mental health services
 specialized nutritional services
 specialized nutritional services
 specialized nutritional services
 specialized nutrition services
 vocational evaluation 43 January 2014

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actors that limit so no one to a lack of tran behavior pr	sportation	y him/her							
		Ov	erall age eq	ptive Be	2 yrs. 10	0 months			
Domain	Domain Score	Age Equiv.		Range		Derive Score	d Sta		ore Band +1 SEM
Motor Skills	393	1-6	1-3	to	1-10	PR: 55: RPI:	1 ≪3 0/90	. 1 <1 0/90	1 <5 0/90
Social & Communication	451	2-4	2-6	to	4-3	PB: SS: RPI:	1 <5 0/90	1 <1 0/90	1 <5 0/90
Personal Living	440	3-0	2-6	ta	3-8	PR: SS: RPI:	1 <5 0/90	2 <1 0/90	2 <5 0/90
Community Living	453	5-0	4-2	Eo	5-10	PR: SS: RPI;	1 <5 0/90	1 <1 0/90	1 <5 0/90
Broad Independence	434	2-10	2-2	to	3-7	PR: 55: RPI:	1 <5 0/90	1 <1 0/90	1 <5 0/90
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Typical Resp	oonse to	Problem:	physically	redirect,	remove,	or restrain			44

Domain score

- 1. Score range: 270-569
- A score of 500 represents a performance level approximately equal to that of a non-handicapped child who is 10 yeas and 4 months old (at the 5th grade level).

Domain Difference Score

1. Score 0: the client's domain score is the same as the average domain score for the age-reference group

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ICAP Scores

- Relative Performance Index (RPI)
 - 1. A reference group can perform with 90% independence on the specific set of tasks
 - 2. RPI 50/90 indicates that the client would likely perform the task with 50% independence.

<u>Dc</u>	main difference score	<u>RPI</u>
1.	+30 more	100/90
2.	0	90/90
3.	-20	50/90

Relative Performance Index (RPI)

<u>Functioning level</u>	Domain difference score	<u>RPI</u>
Very strong	+26 and above 99-100	0/90
Strong	+16 to +25	98-99/90
High average	+6 to +15	95-98/90
Average	-5 to +5	84-94/90
Low average	-6 to -15	63-82/90
Weak	-16 to -25	37-61/90
Very weak	-26 and below	0-34/90

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		Age		struction					
Domain		yr. mo.	yr. mo.	Range	yr. mo.	Derive Score:		SEM 4	re Band 1 SEM
Motor Skills		1-6	1-3	to	1-10		1 ≪5 0/90	. \$1 0/90	1 <5 0/90
Social & Communication	451	2-4	2-6	to	4-3	PR: SS: RPI:	1 <5 0/90		1 <5 0/90
Personal Living	440	3-0	2-6	to	3-8	PR: SS: RPI:	1 <5 0/90	2 <1 0/90	2 <5 0/90
Community Living	453	5-0	4-2	EO	5-10	PR: SS: RPI;	1 <5 0/90	1 <1 0/90	1 <5 0/90
Broad Independence	434	2-10	2-2	to	3-7	PR: 55: RPI:	1 <5 0/90	1 21 0/90	1 <5 0/90
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Typical Res	ponse to	Problem:	physically	redirect,	remove,	or restrain			
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• Age-equivalent score

- 1. The client's performance in terms of the chronological age level in the norm sample
- 2. Not useful for clients who perform at above-average levels who are older than 16

• Instructional Range

1. Training range at the lower end (easy) of the difficult range to difficult or frustrating level

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actors that limit s no one to a lack of tran behavior p	sportatio	ny him/her							
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Note: 1) Raw so	ores wer		8, 19						
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Typical Res	ponse to	Problem:	physically	redirect,	remove,	or restrain			50

- Percentile rank (PR)
 - 1. The percentage of clients in the selected age segment of the norm sample whose scores were the same as or lower than the client's domain score
- Standard score (SS)
 - 1. Transforming the score on the scale of a mean of 100 and a standard deviation of 15
 - 2. To related ICAP scores to other test scores

Client:								Page 2	
Not used but may none	be neede	ed:							
	family utside so		eational acti						
Factors that limit s no one to : lack of tran behavior p	accompa	ny him/her							
		Ov	erall age eg	ptive Be	2 yrs. 10) months			
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Hurts self Hurts others Destructive Disruptive Unusual habits Socially offensive Withdrawn/inattentive Uncooperative		1-1 les 1-1 ner 1-1	1-10 times/day 1-10 times/day less than once/month 1-10 times/day never 1-10 times/day never 1-6 times/week			a moderate problem e moderate problem not a problem e moderate problem not a problem a moderate problem not a problem a moderate problem			
Typical Res January 2014	ponse to	Problem:	physically	redirect,	remove,	or restrain			52

- Maladaptive Behavior Index (MBI)
 - Scale of a mean of 0 and a standard deviation of 10
 - 1. +10 to -10: Normal
 - 2. -11 to -20: Marginally serious
 - 3. -21 to -30: Moderately serious
 - 4. -31 to -40: Serious
 - 5. -41 and below: Very serious

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lient:						Page 3	
'adaptive Behavior Index Scor	95						
These scores are based upor		annulary ti	stad shews I	erne i	negative scores	indicate more	
serious problem behaviors. A	score near 0 i	s average.	sted above. I	Learge	legative acores	maioato moro	
Internalized	-11	(± 3)		al prob	lems		
Asocial Externalized	-29 -25	(± 4) (± 3)					
General	-29	(± 2)	modera	ate pro	blems		
CAP Service Score/Level							
These scores are based on b	oth adaptive b	ehavlor an	d problem be	havior	. They range fro	om less than 2	0
(level 1, total care and intensitiving).	e supervision)	to an or gr	ester (level 2	, intrec	quent or no assi	stance for dan	y
Score 31	ansive person						
Level 3 ext Historical Summary	anaive person	ai care ano	vor constant	superv	iaion		
			9 11/19		03/1991		
Evaluation Date	10/2000	11/199	9 11/15	198			
Motor domain	393	41		124	402		
Social/Communication	451	47		165	448		
Personal Living	440	4.6		152	449		
Community Living	153	43		450	432		
Broad Independence	131	44		445	4.32		
Age equivalent in months	34	4	7	44	32		
Maladaptive Behavior							
Internalized	-11			-10	-11		
Asocial	-29			-32	-30		
Externalized	-25			-23	-23		
General	-29		1.8	-28	-29		
Service Score	32		47	37	30		
						_	
January 2014							-54

• Service Score

- 1. Combination of adaptive behavior (weighted 70%) and maladaptive behavior (weighted 30%)
- 2. Score range from 0 to 100

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ICAP Scores

Service Score

- 1. Level 1 (1-19): Total personal care and intense supervision
- 2. Level 2 (20-29)
- 3. Level 3 (30-39): Extensive personal care and/or constant supervision
- 4. Level 4 (40-49)
- 5. Level 5 (50-59): Regular personal care and/or close supervision
- 6. Level 6 (60-69)
- 7. Level 7 (70-79): Limited personal care and/or regular supervision
- 8. Level 8 (80-89):
- 9. Level 9 (90+) : Infrequent or no assistance for daily living

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Client:						Page 3	
'adaptive Behavior Index Sco							
These scores are based upon serious problem behaviors.	on the problem b A score near 0 i	ehavio	rs listed ge.	above. Large	negative score	s Indicate more	
Internalized Asocial Externalized	-11 -29 -25	(± (± (±	4)	marginal prot moderate pro moderate pro	blems		
General	-29	(+	2)	moderate pro	oblems		
ICAP Service Score/Level							
These scores are based on (level 1, total care and inter- living).	both adaptive b use supervision)	ehavior to 90 o	and pr	oblem behavio r (level 9, infre	r. They range for quent or no ass	rom less than 20 sistance for daily	,
Score 31 Level 3 es	xtensive person	al care a	and/or d	constant super	rision		
Historical Summary							
Evaluation Date	10/2000	11/1	1999	11/1998	03/1991		
Motor domain	393		411	414	402		
Social/Communication	451		479	465	448		
Personal Living	440		467	452	449		
Community Living	153		431	450			
Broad Independence	434		447	445	432		
Age equivalent in months	34		47	4.4	32		
Maladaptive Behavior							
Internalized	-7.7		-10	-10	- 1 1		
Asocial	-29		-10	-31	-30		
Externalized	-25		-18	-23	-23		
General	-29		- 7 67	-20	-29		
Service Score	.77		42	37	30		
Service Score	3.2						
						-	
January 2014							57