

ARIZONA LONG TERM CARE SYSTEM

APPENDIX 10 B

PREADMISSION SCREENING MANUAL

FOR

DEVELOPMENTALLY DISABLED

ISSUE DATE 8/95
EFF. DATE 9/1/95
REV. DATE 8/96
REV. DATE 5/01
REV. DATE 1/02
REV. DATE 3/2011
Rev. DATE 3/2013

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INTRODUCTION

Legislation

The Arizona State Legislature passed legislation in 1987 expanding the federally funded AHCCCS services to include long term care (LTC). As a result, the Arizona Long Term Care System (ALTCS) was established with an initial implementation date of December 19, 1988. To receive federal long term care Medicaid funds for an individual, AHCCCS Administration must demonstrate that the customer has a medical need for services and is at immediate risk of placement in a nursing facility (NF) or an intermediate care facility for the mentally retarded (ICF-MR).

On September 1, 1995, federally funded LTC services were expanded to include the ALTCS Transitional Program. This program allows currently eligible members who have improved and are no longer at risk of institutionalization but still require some LTC services, to receive HCBS services at a lower level of care. For more information on the Transitional Program see AHCCCS Eligibility Policy Manual, Chapter 1000, Section 1020.

LTC

Long Term Care refers to ongoing services required by individuals who are in need of care comparable to that received in a NF or an ICF-MR. These services represent a wide range of health related services above the level of room and board and offer professional services directed towards the maintenance, improvement, or protection of health or lessening of illness, disability or pain.

If, upon initial application, an applicant requires hospitalization or intensive inpatient rehabilitation, s/he is not considered at immediate risk of institutionalization at the NF or ICF-MR level, and is not eligible for ALTCS.

Preadmission Screening

Customers are determined by the Department of Economic Security, Division of Developmental Disabilities (DES/DDD) to be eligible for their services. These are customers who have been diagnosed with mental retardation (cognitive disability), cerebral palsy, seizure disorder or autism, and have significant impairment in their functions. For children under six years of age, a diagnosis of developmental delay or the risk for developmental disability may serve as the qualifying diagnosis for DES/DDD. The PAS process is intended to determine whether or not a customer's current functional and medical condition, resulting from a developmental disability, indicates a need for services at the ICF-MR level. Frequently Individuals with developmental disabilities will be eligible to receive services from DES/DDD but not be at risk of institutionalization at the ICF-MR level and therefore not ALTCS eligible.

There are three (3) preadmission screening tools or instruments, which are designed to evaluate customers of different age groups. The tools are statistically valid tools, developed by a process of multivariate analysis. The groups are as follows:

- Age 0-5..... (birth through five or up to the 6th birthday)
- Age 6-11.....(six through eleven or up to the 12th birthday)
- Age12+.....(beyond the 12th birthday) and older

Children under six years of age who are not clients of DES/DDD (e.g., physically disabled children) will also be assessed using the 0-5 tool.

Refer to Appendix B1 for the PAS Tool Matrix by DD Status and Age to ensure the appropriate tool is used.

PAS Eligibility

The DD PAS tools are used to assess the functional, medical and nursing needs of the customer. Meeting or exceeding a threshold score on this screening tool establishes initial eligibility for institutional level of services (Arizona Revised Statutes §36-2936). A combination of weighted functional and medical factors are evaluated and assigned a numerical value to reach totaled scores. The purpose of the functional/medical threshold score is to ensure that all individuals deemed eligible for ALTCS require an ICF-MR level of care.

The eligible applicant needs long term care at a level of care comparable to that provided in an ICF-MR, but **below** an acute care setting (hospitalization or intense rehabilitation) and **above** a supervisory/custodial/personal care setting, intermittent outpatient medical intervention, or benevolent oversight. An initial applicant who is already enrolled with an AHCCCS acute health plan and needs less than 90 days of convalescent care may also be ineligible for ALTCS. A customer who does not have a non-psychiatric medical condition or developmental disability also may not be eligible.

In the aggregate, the eligible ALTCS customer will have a functional and/or medical condition resulting in such a degree of impairment as to interfere substantially with the capacity to remain in the community, and results in long term limitation of capacity for self care.

Eligibility Review

When a customer's medical eligibility for Title XIX services is not adequately defined by the scoring criteria, but in the ALTCS assessor's professional opinion the individual's overall condition may indicate need for ICF-MR level of care, the case may be referred for eligibility review to a consultant physician or an administrative review.

It is important to remember that there is no singular definition for the level of care for ALTCS medical eligibility. An eligible individual might have a combination of factors that impact functional ability and medical need for services.

Population Assessed

The population assessed with the DD tools includes persons with developmental disabilities (DD) and physically disabled children under 6 years of age who apply for or are recipients of ALTCS. Developmentally disabled adults who are placed in a nursing facility (NF) are not assessed using this tool, but are assessed on the Elderly/Physically Disabled (EPD) tool. The PAS tool may also be used to determine whether individuals not applying for Title XIX services are at risk for ICF-MR care. These individuals will be assessed upon request (Private Request PAS).

Assessment Team

The tool is completed by a registered nurse and/or a social worker who will use professional judgment based on education, experience and ongoing inservice training to describe the customer's functional ability and current medical status. If the customer is ventilator dependent, the assessment will be conducted by a registered nurse. A thorough assessment will include a personal interview with the applicant and caregiver and a review of pertinent medical records or information as applicable. Respiratory records will be reviewed to substantiate the date the customer began using the ventilator six hours (does not need to be consecutive) per day for 30 consecutive days.

HCBS

Long term care services may include home and community based services (HCBS) that offer an alternative to institutional care. ALTCS offers this alternative in order to ensure that the recipient in need of institutional level of care may be treated in the least restrictive environment. HCBS is appropriate for those who would require institutionalization, but who can retain a more independent lifestyle with services provided in the home or community settings.

Customer Issue Referral (CIR)

When situations are identified that pose immediate and/or serious threat to the applicant's well being (e.g., quality of care, suicidal threats, environmental hazard, or suspected physical abuse or neglect), appropriate health providers and/or authorities (Adult/Child Protective Services, police, paramedics, guardians) as well as the assessor's supervisor, should be notified as soon as possible. Documentation of the referral (person notified, date and description of the incident) should be entered into the PAS case notes and/or an AHCCCS Customer (Client) Issue Referral Form completed. For more information on CIR, see the AHCCCS Eligibility Policy Manual, Chapter 1000, Section 1017.

PASRR

The assessor should be aware that all nursing facility residents and applicants to Medicaid certified nursing facilities must be assessed through the Preadmission Screening and Resident Review (PASRR) process. The PASRR is a two-level screening process for mental illness/mental retardation and mandated by the Omnibus Budget Reconciliation Act of 1987 (OBRA '87) as a portion of NF reform measures. Although individuals with developmental disabilities are infrequently placed in NFs, the assessor must be aware of cases where the customer is in a NF or is likely to enter one to ensure that the PASRR has been completed. For further information regarding PASRR, see the AHCCCS Eligibility Policy Manual, Chapter 1000, Section 1018.

PAS Tool Sections

The ALTCS Preadmission Screening tool consists of several sections. These sections are:

- Intake information

(revised 3/2013)

- Functional assessment including developmental, independent living skills, behavioral and communication domains
- Medical assessment
- Eligibility review (if indicated)

This manual provides instructions for completing the PAS tool and guidelines for making assessment decisions. For more information regarding PAS and reassessments, see AHCCCS Eligibility Policy Manual, Chapter 1000.

ACE

The information obtained will be entered into the computerized AHCCCS Customer Eligibility (ACE) system, which is the information management system supporting the AHCCCS eligibility programs.

FORTIS

The medical and financial case documentation obtained is stored by converting paper documents into an electronic database called Fortis. All applicable information obtained will be scanned into this computerized AHCCCS database using the ACE barcode separator sheets.

I. INTAKE INFORMATION

A. REFERRAL INFORMATION

The PAS Intake Notice is generated by the ACE system at the time the PAS is referred by the financial eligibility worker. The PAS Assessor should verify that the information on the PAS Intake Notice is complete and accurate, and should notify the financial eligibility worker of changes or errors.

The PAS Intake Notice is comprised of the following fields:

Customer Number

This is the identifying number associated with the customer (also referred to as Person ID (PID) in ACE and Fortis).

ALTCS Office

This is the Medical Eligibility office assigned to complete the PAS. It will usually be the office where the application was taken, but Financial Eligibility may refer the PAS to a different site if they know the client is placed in an area where another PAS office has authority.

PAS Type

Initial, Reassessment, Posthumous or Private Request

INTAKE/ASSESSMENT INFORMATION

AHCCCS ID

This is the unique identifier for the AHCCCS system. A customer has only one AHCCCS ID. New customers who have not been AHCCCS members will not have an AHCCCS ID at this point.

AHCCCS Member

This identifies if an ALTCS customer is already eligible for AHCCCS acute services. Usually, these customers are enrolled with an AHCCCS health plan.

The application, including PAS, is expedited for health plan members. If an initial ALTCS customer is a health plan member who is not expected to need more than 90 days of long term care, the individual may not be eligible for ALTCS. The acute health plan is responsible for up to 90 days of convalescent care per calendar year. Eligible cases that might belong in this category should be referred to the physician for eligibility review (Please refer to Physician Review on page 46). Any customer that seems to need less than 90 days of convalescent care should have the AHCCCS health plan enrollment verified by reviewing mainframe (via IBM Host on Demand) computer screen RP160, RP245 or RP285 in the AHCCCS Recipient subsystem. A name search can be conducted by using the RP290 screen.

Health Plan Name

This is the name of the Health Plan in which the AHCCCS member is enrolled.

Health Plan Phone

This is the phone number for the Health Plan.

Application Date

This is the date the ALTCS application is received in the local office.

Referral Date

This is the date the financial eligibility specialist requests a PAS.

PAS Due Date

This is the date the PAS is due. This date is six days before the end of the application period for the case. The application period is 45 days from the application date.

DD (Developmental Disability) Status:

This is the DD status at the time the PAS is referred.

- Potential DD**
- DD**
- DD in a Nursing Facility**
- Not DD (EPD)**

If there is any question about DD status, this should be investigated and reconciled immediately. FOCUS, DDD's customer information system, should always be checked. Status may also be investigated by conferring with the Financial Eligibility Specialist and/or the Department of Economic Security, Division of Developmental Disabilities (DES/DDD). For more information on DD status see Chapter 1000 of the AHCCCS Eligibility Policy Manual.

DOB

Date of Birth

Age

.....This is the customer's age in years (at the time the referral for PAS is made). For children under 3 years old, the age will be displayed in months. Children under 6 years of age will be assessed using the DD tools. It is **important to note the child's age**. If the child is close to changing age groups, the PAS may need to be delayed to ensure assessment with the proper tool. These cases should be discussed with a supervisor.

SSN

.....The customer's Social Security Number

Gender

.....Male or Female

Marital Status

.....The customer's marital status

Language

.....The customer's primary language

Financial Eligibility Specialist Name

The name of the financial worker who requested the PAS, also known as the Program Services Evaluator (PSE).

Office

The local office to which the financial eligibility specialist is assigned.

Phone

The phone number of the financial eligibility specialist who made the PAS referral

DEMOGRAPHIC INFORMATION**Residence Address (City, State, Zip code)**

This is the customer's address at the time of referral. If the applicant is in a facility, the facility address will be the residence address.

Mailing Address (City, State, Zip Code)

The customer's mailing address

Phone

This is the customer's phone number.

County

This is the county in which the customer currently resides.

Authorized Representative

A person authorized by the customer, legal representative, or responsible relative of the customer to act on the customer's behalf in the AHCCCS eligibility process.

Residence Phone Number

This is the authorized representative's phone number (if applicable).

Relationship

This is the relationship of the authorized representative to the customer.

Business Phone Number

This is the business phone number of the authorized representative (if applicable).

Cell Phone/Pager (Alternate Telephone Number)

This is the authorized representative's cell phone, pager or alternate number (if applicable).

Location

This is the location of the customer at the time of the application.

Facility

If the applicant is in an ICF-MR, hospital or nursing facility the facility name will appear here.

Phone

This is the facility phone number (if applicable).

*** Admission Date**

The date of admission to the facility (if applicable).

*** Date of Death**

The date of death will be on the PAS Intake Notice if the financial eligibility specialist was aware at the time of the referral that the applicant was deceased.

If Different from Above

Any changes or corrections to the information on the Intake Notice must be communicated to the financial eligibility worker and can be done by e-mail..

B. ASSESSMENT INFORMATION

The Assessment tab of the DD PAS window in ACE includes the following fields: (these fields are automatically populated by the system).

Applicant list

This list includes the customer's name along with other person(s) registered in the same group.

Assessor

The PAS assessor who has created the PAS.

Assessment

This list includes the current PAS date and all previous PAS dates on a drop down menu.

Applicant Age

This is the customer's age at the time the PAS was created.

DD Status

This field is populated by ACE as a result of the DD Status chosen when the application was originally registered unless changed prior to the PAS creation.

Tool Used

This field is populated by ACE as a result of the DD Status chosen at the time the PAS is created.

C. DEMOGRAPHICS

Assessor

This field is automatically populated by the system when the assessor creates the PAS.

Assessor

This field is usually blank but if a second assessor assisted with the PAS, the name is selected from the drop down list.

Location at time of assessment

This is the setting where the PAS interview was conducted. The assessor selects the appropriate setting from a drop down list in ACE.

Telephone

This is the telephone number at the location where the PAS interview was conducted. This is a required field and must have a number entered into it before the PAS can be completed.

Usual Living Arrangement

Select the applicable setting.

1. **Community** - An informal home setting such as family home or apartment.
2. **ICF-MR** - Intermediate Care Facility for the Mentally Retarded. Provides 24 hour care, including nursing, medical support, training, and therapeutic support to the residents.
3. **Group Home** - The most common community living arrangement that social service or private organizations establish for individuals who are mentally retarded, or have other disabling conditions. In these homes, a group lives within a residential neighborhood, receiving support and supervision.
4. **Residential Treatment Center** - An inpatient psychiatric facility for persons under the age of 21, accredited by the Joint Commission on Accreditation of Health Care Organizations (JCAHO), and licensed by ADHS as a residential treatment center pursuant to ADHS R9-5041.
5. **Other Supervised Setting** - Board and care homes, adult care homes, supervisory care homes, supervised apartments and alternative residential facilities.

Usual Living Situation

Select the item that applies (**select only one**).

"Usual" would refer to the customer's current living situation for approximately the last six months or if the customer has no discharge or relocation plans from present living arrangement. (If an applicant resides in a facility in which another family member also resides, "with non-relatives" should be indicated rather than living with spouse, parents, or other relative).

D. SOURCE OF INFORMATION

Indicate if the information for the interview was obtained by:
(Answer Yes or No to all)

- 1) Self report by the applicant; (In order to indicate self-report, the applicant must have provided significant health related information and not just answering a few simple questions.
- 2) Review of medical records;
- 3) Review of DES/DDD Case File (with few exceptions, this should be a source of information);
- 4) Report by Informant/Caregiver. Indicate the full name and title or relationship of the informant.

In all cases the applicant must be observed and preferably the interview would occur in the usual living arrangement. **It is important that the interview be conducted with caregiver(s) or others familiar with the applicant.** It is required that family or legal guardian be contacted to be present at the PAS interview if they choose. If the family member or legal guardian is not available to attend the PAS, the assessor should contact them to go over the information obtained at the interview. For school age children the interview may be done in the pre-school or after school setting with parent being interviewed at the home. It may also be necessary to speak to teachers, therapists or others familiar with the child.

E. PERSONAL CONTACTS

This section is designed to elicit information about personal contacts, the applicant's physician, and the DES/DDD support coordinator. The personal contact's name may or may not be the same representative who has been identified by the financial eligibility worker. Indicate the contact's name, relationship to the applicant, address, and telephone numbers. Indicate whether or not the contact assisted with the interview. Do the same as above for the customer's primary care physician and support coordinator. If medical documentation was received from the physician's office or if a diagnosis was confirmed by the office staff, this could be considered assisting with the interview process. There is no limit to the number of contacts that can be entered into ACE. The Personal Contacts Tab is located in the Summary window in ACE.

F. PHYSICAL MEASUREMENTS

1. Height - Record approximate height if actual is unknown. Respond in feet and/or inches or the metric system. ACE will convert whichever system is entered and display both measurements.
2. Weight - Record approximate weight if actual is unknown. Enter whichever system is available and ACE will display both. Record ideal weight range if available.

3. Measurements at Birth - For customers' who are below the age of 6, record the gestational age in weeks and birth weight.

G. ADDITIONAL INFORMATION

1. Is the applicant currently hospitalized or in an intensive rehabilitation facility?

Answer **yes** or **no** as applicable. If **no** is indicated, skip to question 3 of this section.

2. If in an acute facility, is discharge imminent?

Answer **yes** or **no**. If discharge is not anticipated within 7 days, the applicant is in need of a higher level of care than received in a Nursing Facility or ICF/MR and is not eligible for ALTCS. Record the projected discharge date whether discharge is imminent or not.

3. Ventilator dependent?

This is defined as being on a ventilator **at least 6 hours a day for 30 consecutive days**. The PAS assessment for a customer who is dependent on a ventilator must be conducted by a registered nurse. The assessor must research the respiratory therapy/pulmonology records to verify the start date and number of continuous days on the ventilator. This information is recorded on the Ventilator Worksheet and included in the PAS. It may be necessary for the assessor to obtain information from multiple facilities in order to accurately determine when the customer started on the ventilator and if the criteria are met.

II. FUNCTIONAL ASSESSMENT - Part 1 (Ages 0-5)

A. DEVELOPMENTAL DOMAIN

The Developmental Domain is completed for children under age six (6), and therefore is found on the 0-5 tool for ages zero (0) through five (5). The assessor should answer each question "yes" or "no" based on information provided by the caregiver, observation of the customer, and information obtained from the medical records.

NOTE: If a child is close to a change in age that would indicate more developmental areas or a different PAS tool would be required, it is usually beneficial to wait to do the assessment until after the age change. These cases should be discussed with a supervisor.

INFANTS LESS THAN SIX (6) MONTHS OLD

The PAS Assessor should **not** complete Section A (Developmental Domain) **for infants less than six (6) months old** (although developmental information is required as described below) but should proceed to the Medical Assessment section of the PAS (Section III) and complete that as accurately as possible. All pertinent medical documentation, including any evaluations and assessments completed on the infant, must be obtained. **These documents are then scanned into Fortis and the case submitted for physician review.**

Additionally for children under 6 months of age, a description of their emerging developmental patterns is required to be documented regarding muscle tone, visual perception and social interaction. For example, does the child roll from stomach to side? Does the child follow moving objects with her/his eyes? Does the child smile or coo at a face or a touch? Use the Summary Evaluation (Section H) in the medical assessment section of the PAS tool (ages 0 to 5) to record this information. Refer to the Emerging Patterns of Behavior Supplement for normal developmental milestones which describes age appropriate milestones by weeks of age for infants.

CHILDREN SIX (6) MONTHS UP TO 70 MONTHS (UNDER SIX YEARS)

There are nine sections of developmental questions. **The assessor must determine the customer's exact age in months at the time of the PAS, and then complete only the particular section(s) applicable to the child at that age.** The questions are divided at the following points:

For Children

- 6 months but less than 9 months old, only the first section is to be completed.
(Questions 1-9)
- 9 months, but less than 12 months old, the first two sections are to be completed.
(Questions 1-19)
- 12 months, but less than 18 months old, the first three sections are to be completed.
(Questions 1-28)
- 18 months, but less than 24 months, the first four sections are to be completed.
(Questions 1-44)
- 24 months, but less than 30 months, the first five sections are to be completed.

(Questions 1-56)

- 30 months, but less than 36 months, the first six sections are to be completed.
(Questions 1-65)
- 36 months, but less than 48 months, the first seven sections are to be completed.
(Questions 1-79)
- 48 months, but less than 60 months, the first eight sections are to be completed.
(Questions 1-93)
- 60 months and older, complete all the questions, 1-101.

All items are to be answered based on the child's performance now, not as s/he did or did not perform the skills at the ages indicated on the tool. All available, pertinent medical records, therapy notes, school records, etc., should be reviewed prior to completing the PAS scoring to supplement information gathered at the interview.

No sections or individual items required by the child's age may be skipped. If, for example, a 24 month old appears to have some basic skills at the 18 month level, all the earlier sections and items must still be accurately completed. **The assessor should try to avoid assuming that a child can perform skills based on her/his performance in other areas, as children may have scattered skills.** Scattered skills means the child may have varying levels of skills in several developmental areas.

The tool is designed to assess gross motor skills, fine motor skills, communication, socialization, daily living skills and behaviors at different ages and therefore may show strengths and weaknesses within any section. Remember, this area is not assessing whether the child performed these skills at the developmental age indicated, but rather how they are performing now. Some questions may be assessing more than one skill.

At the PAS interview, read all the questions completely to the parent(s) or caregiver(s). Do not paraphrase the questions. Paraphrasing could change the intent of the question and create inconsistency in implementation of the assessment. The questions are to be taken literally. Further explanation can be given if the question is not understood however that should be done only after reading the full question as it is written.

If the parent or caregiver's response to the question is "sometimes" the assessor must ask more questions to determine what is meant by "sometimes" in order to determine how to score. If the child has just begun to perform the milestone but appears to be performing it the answer would be that they do it. They do not need to do it all the time for the response to be "Yes". For example, if the response is "sometimes" to question #7 "When a loud noise occurs, does your child respond? (For example, act startled, cry or turn toward the sound.)", the answer would be "Yes". Question #56 "Does your child look at you when you talk to them?" in most cases the response will be "sometimes" as the child will not always look at the parent or caregiver, especially if the child is being disciplined or is being asked to do something they do not want to do.

For questions that give examples, there may be other examples and the assessor needs to judge whether the example given fits the intent of the question. For example, question #27 "Does your child play with a doll or stuffed animal by hugging it?", the child may hug a blanket or other toy and this would still be indicated as "Yes" with comments to explain.

For question # 71, “Does your child follow instructions with two actions or an action and two objects? (For example, “Bring me the crayons and the paper”; “Sit down and eat your lunch”; etc.)” it is important that the assessor is determining that the child is following two step instructions and not just always doing these activities together and therefore associating the activities by rote rather than following the instructions. Parents may give examples that indicate the child is really not following two step instructions but could appear to in some cases such as “put on your shoes and socks”.

Other questions are more specific and are intended to be asked and answered that way. Question #39, “Does your child ever use their index finger to point, to indicate interest in something?” specifically means the index finger. If the child points with their whole hand the answer would be “No” with comments to explain. Question #45 “Does your child run?” is specific to running, not walking fast nor does it say anything about falling, so the child may be clumsy or may fall but answer specifically whether or not they run.

Precursor Skills

There are a few items which may be confusing to answer as the child gets older and learns more skills. As children progress they may learn new skills and no longer perform the **precursors** to those skills. Some examples are:

12. Does your child creep or move on their stomach across the floor?
16. Does your child make non-word sounds? (That is, babble or jabber.)
36. Does your child say “Da-da” or “Ma-ma” or another name for parent or caregiver (including parent’s or caregiver’s first name or nickname)?

If the child is walking they have progressed beyond the creeping stage and the answer to question #12 would be “Yes” even though they may no longer creep or move across the floor on their stomach. Even if the parent or caregiver indicates they never crept it would be inaccurate to indicate “No” to this question if they are now walking. The child who now has meaningful words probably no longer babbles. But it would be a misrepresentation of the child's development to answer question #16 "No," when item 36 is "Yes." In this case the assessor does not need to determine whether the child did babble or can babble because s/he has moved beyond this stage to a higher level of development. In nearly all cases, if question #36 is answered "yes," question #16 should also be answered "yes".

Some children may never have performed the precursor skills but now have the advanced skills. The precursor questions need to be answered “yes” in these instances.

Other examples of items that must be reviewed in this way are:

22. Does your child hold a bottle or cup? (Now uses a spoon to feed themselves [question 61].)
3. If you hold both hands just to balance your child, does s/he support their own weight while standing? (That is, can s/he bear weight?) (Now walks around furniture while holding on with only one hand [question 20].)

The child's performance of the higher skills is usually evidence that s/he is capable of performing similar skills that are more basic. Often a child may have scattered skills and be unable to perform some milestones in the younger groups while having accomplished some

higher skills. Care must be taken to indicate the responses to all questions accurately as they are important indicators.

While asking these questions of parents or caregivers the assessor must explain how these will be considered for scoring. Explaining the PAS process for eligibility is an important role the assessor is continually performing.

Reverse Scoring

For several questions (e.g., 9, 63, 64, 65, 76, 77, 78, 79) the scoring is **reversed**, that is the Yes response is the negative answer. The reverse questions are also important indicators of possible serious problems. It is important to record responses accurately and ensure data entry is accurate. For example, if an older child has mastered all the milestones in the six to nine month age group care must be taken to ensure that question #9, "Does your child stiffen and arch their back when picked up" is not inadvertently answered "Yes" also. A "Yes" answer to this question could be an indicator of a very serious neurological disorder or a severe gastrointestinal problem.

The reverse questions for older groups are also all very important questions and care must be taken to answer them accurately. All the questions are important and should be answered accurately however some affect other scoring criteria. Extra emphasis is being made regarding these questions due to the greater chance for errors.

Communications Skills

On questions pertaining to language and communication (e.g. 36, 50, 58, 59, 69, 70, 85, 86, 89, 95), if the child uses Sign Language or other methods of communication this should be considered in the scoring. Thus, if the child signs the name of at least three objects, question #50 would be answered "Yes". If the child points to and signs the most common colors (that is, red, blue, green, yellow), question #95 would be answered "Yes".

Stereotypical, repetitive, echolalic sounds that are not for communication or do not indicate social intent may require a negative response to questions regarding language and communication. Comments should also clearly describe this type of behavior and explain the scoring response.

Socialization Skills

Question #18 "Does your child enjoy playing peek-a-boo/pat-a-cake?" is asking if the child "enjoys" one of these games and is not asking if they physically participate. The parent may be doing all the activity but the child still enjoys the game.

For question #38, "If you point at a toy across the room, does your child look at it?" it is typical for the parent to be speaking to the child when pointing and not the intent of this question to be asking if they are only pointing and not speaking. For question #40, "Does your child ever bring objects over to you?" the question is really about showing interest in the item. So if the child takes the parent over to the object to show them, it would be answered "Yes" with comments to explain. For question #42 "Does your child take an interest in other children? (*Includes siblings.*)", it is important to ensure the child is not

just interested in an object another child may be holding (like a toy) and showing no interest in the other child. **The assessor must ask enough questions of the parent(s)/caregiver(s) to determine accurate scoring.** (This is important throughout the Developmental Domain.)

Motor Skills (Fine and Gross)

For question #3 “If you hold both hands just to balance your child, does s/he support their own weight while standing? (That is, can s/he bear weight?)” this would be answered “Yes” if the child can bear weight and balance no matter how briefly. A typical child at six to nine months old cannot do this for long. If assessing an older child and they still cannot do this for very long, the answer would still be “Yes” with comments to explain anything that is atypical.

For questions that ask can the child do one thing OR another, they do not have to do both to achieve a “Yes” response. For example, question #4, “Does your child reach for or grasp a toy?” if they do one and not the other the response would still be “Yes”. Again, comments should explain anything that is not typical for the age of the child being assessed. If an older child has a physical impairment and is unable to reach for an object but does grasp, the “Yes” answer should be clarified with comments.

For question #9, “Does your child stiffen and arch their back when picked up”, it is important to understand that this question is not assessing if an older child does this on some occasions because they are upset and do not want to stop what they are doing or are for some reason just being resistive to being picked up. While we do not assess an older child based on how they functioned at an earlier age, the assessor does need to keep in mind the age range where the question is first asked to understand the intent of the question. As indicated above, this question could reflect serious impairment.

Most children will have a dominant side and tasks will primarily be performed with that hand. Most fine motor milestones are not asking whether the child can perform a skill with both hands. For example, question #4, “Does your child reach for or grasp a toy?” or question #24 “Does your child pick up a small object with thumb and fingers? “. Therefore if the child has the use of only one hand but can complete the milestone with that hand, the answer would be “Yes”. Comments should be included to clarify.

Behavioral Questions

For questions #63, “Does your child do things over and over and can’t seem to stop?”, #64, “Does your child destroy or damage things on purpose?”, #65, “Does your child hurt themselves on purpose?”, and #77, “Does your child act physically aggressive?”, we are generally looking for repeated behaviors. We are not assessing a one time or rare occurrence which most children might have. We are looking at behaviors that go beyond normal ‘bad days’, ‘terrible two’s’, sibling rivalry or accidents.

For question #64 there has to be actual damage and for #65 there has to have been injury. Also both questions relate to intentional behavior not something that happened inadvertently. The intervention for these behaviors will help determine whether it fits the intent of the question and the intervention should be described in comments.

For question #78, “Does your child have eating difficulties? (For example, eats too fast or too slowly, hoards food, overeats, refuses to eat, etc.)”, we are again looking for atypical performance and a problem behavior. Many kids may eat a little too fast or slowly at times or refuse certain foods and be ‘picky eaters’. Does their behavior put them at risk or disrupt the family? Is it being treated by a physician and/or a nutritionist? Additional questions will often need to be asked to get the full picture to determine how to most accurately answer this question and provide the necessary clarification in comments.

FOR AGES SIX (6) MONTHS AND OLDER

- | | | | |
|----|---|-----|----|
| 1. | Does your child lift their head when lying on their back? | Yes | No |
| 2. | When your child is on their tummy, does s/he straighten both arms and push their whole chest off the bed or floor? | Yes | No |
| 3. | If you hold both hands just to balance your child, does s/he support their own weight while standing? (That is, can s/he bear weight?) | Yes | No |
| 4. | Does your child reach for or grasp a toy? | Yes | No |
| 5. | Does your child try to pick up a crumb or Cheerio by using their thumb and all their fingers in a raking motion, even if they aren't able to pick it up? (If they already pick up the crumb or Cheerio, check “yes” for this item.) | Yes | No |
| 6. | Does your child make high-pitched squeals? | Yes | No |
| 7. | Does your child show two or more emotions? (For example, laughs, cries, screams, etc.) | Yes | No |
| 8. | Does your child act differently toward strangers than s/he does with you and other familiar people? (Reactions to strangers may include, for example, staring, frowning, withdrawing or crying.) | Yes | No |
| 9. | Does your child stiffen and arch their back when picked up?
REVERSE SCORING | Yes | No |



STOP HERE IF CHILD IS LESS THAN NINE (9) MONTHS

FOR AGES NINE (9) MONTHS AND OLDER

- | | | | |
|-----|--|-----|----|
| 10. | Does your child roll from their back to their tummy, getting both arms out from under them? | Yes | No |
| 11. | When you stand your child next to furniture or the crib rail, does s/he stand, holding onto the furniture for support? | Yes | No |
| 12. | Does your child creep or move on their stomach across the floor? | Yes | No |
| 13. | Does your child sit supported (for example, in a chair with pillows, etc.) for at least 1 minute? | Yes | No |
| 14. | When a loud noise occurs, does your child respond? (For example, act startled, cry or turn toward the sound.) | Yes | No |
| 15. | If you call your child when you are out of their line-of-sight, does s/he look in the direction of your voice? | Yes | No |

- | | | |
|--|-----|----|
| 16. Does your child make non-word sounds? (That is, babble or jabber?) | Yes | No |
| 17. Does your child look toward you (parent or caregiver) when hearing your (parent or caregiver's) voice? | Yes | No |
| 18. Does your child enjoy playing peek-a-boo/pat-a-cake? | Yes | No |
| 19. Does your child feed themselves a cracker or cookie? | Yes | No |



STOP HERE IF CHILD IS LESS THAN TWELVE (12) MONTHS

FOR AGES TWELVE (12) MONTHS AND OLDER

- | | | |
|---|-----|----|
| 20. Does your child walk around the furniture while holding on with only one hand? | Yes | No |
| 21. Does your child crawl at least 5 feet on hands and knees, without stomach touching the floor? | Yes | No |
| 22. Does your child hold a bottle or cup? | Yes | No |
| 23. Does your child move an object from one hand to the other? | Yes | No |
| 24. Does your child pick up a small object with thumb and fingers? | Yes | No |
| 25. Does your child coo or laugh or make other sounds of pleasure? | Yes | No |
| 26. Does your child reach for familiar person when person holds out arms to them? | Yes | No |
| 27. Does your child play with a doll or stuffed animal by hugging it? | Yes | No |
| 28. Does your child suck or chew on finger foods? (For example, crackers, cookies, toast, etc.) | Yes | No |



STOP HERE IF CHILD IS LESS THAN EIGHTEEN (18) MONTHS

FOR AGES EIGHTEEN (18) MONTHS AND OLDER

- | | | |
|---|-----|----|
| 29. Does your child stand up in the middle of the room by themselves and take several steps forward? | Yes | No |
| 30. Does your child climb on furniture? | Yes | No |
| 31. Does your child turn the pages of a board, cloth or paper book by himself/herself? (S/he may turn more than one page at a time.) | Yes | No |
| 32. Without showing them how, does your child scribble back and forth when you give them a crayon (or pencil or pen)? | Yes | No |
| 33. Does your child stack a small toy, block, cup, dish or other object on top of another one? | Yes | No |
| 34. Does your child respond to their name when you call? | Yes | No |
| 35. When playing with sounds, does your child make grunting, growling or deep-toned sounds? (<i>Examples may include a car, a motor, a train, an animal.</i>) | Yes | No |
| 36. Does your child say "Da-da" or "Ma-ma" or another name for parent or caregiver (including parent's or caregiver's first name or nickname)? | Yes | No |

- | | | |
|---|-----|----|
| 37. When you ask your child to point to their nose, eyes, hair, feet, ears and so forth, does your child correctly point to at least <i>one</i> body part? (They can point to themselves, you or a doll.) | Yes | No |
| 38. If you point at a toy across the room, does your child look at it? | Yes | No |
| 39. Does your child ever use their index finger to point, to indicate interest in something? | Yes | No |
| 40. Does your child ever bring objects over to you? | Yes | No |
| 41. Does your child imitate you? For example, you make a face or a sound will your child imitate it? | Yes | No |
| 42. Does your child take an interest in other children? (<i>Includes siblings.</i>) | Yes | No |
| 43. Does your child eat solid foods? (For example, cooked vegetables, chopped meats, etc. <i>Not assessing nutritional value or adequate intake.</i>) | Yes | No |
| 44. Does your child like being hugged or cuddled? | Yes | No |



STOP HERE IF CHILD IS LESS THAN THIRTY (24) MONTHS

FOR AGES TWENTY-FOUR (24) MONTHS AND OLDER

- | | | |
|--|-----|----|
| 45. Does your child run? | Yes | No |
| 46. Does your child jump, with both feet leaving the floor at the same time? (That is, can s/he jump up?) | Yes | No |
| 47. Does your child flip light switches off and on? | Yes | No |
| 48. Does your child put a small object in a cup and dump it out? (You may show them how.) | Yes | No |
| 49. Does your child stack at least four small toys, blocks, cups, dishes or other objects on top of each other? | Yes | No |
| 50. Does your child name at least three objects? (For example, bottle, dog, favorite toy, etc.) | Yes | No |
| 51. Does your child follow instructions with one action and one object? (For example, "Bring me the book"; "Close the door"; etc.) | Yes | No |
| 52. Does your child demonstrate understanding of the meaning of <i>no</i> , or word or gesture with the same meaning? (For example, stops current activity briefly.) | Yes | No |
| 53. Does your child copy the activities you do, such as wipe up a spill, sweep, shave or comb hair? (<i>May not be at the same time.</i>) | Yes | No |
| 54. Does your child play near another child, each doing different things? (<i>In the same room, on a playground, do not have to be next to each other.</i>) | Yes | No |
| 55. Does your child hold and drink from a cup or glass? (Includes "sippy" cups.) | Yes | No |
| 56. Does your child look at you when you talk to them? | Yes | No |



STOP HERE IF CHILD IS LESS THAN THIRTY (30) MONTHS

FOR AGES THIRTY MONTHS AND OLDER

- | | | |
|---|------------|-----------|
| 57. While standing, does your child throw a ball or toy? | Yes | No |
| 58. Does your child ask questions beginning with <i>what</i> or <i>where</i> ?
(For example, "What's that?"; "Where doggie go?"; etc.) | Yes | No |
| 59. Does your child call themselves "I" or "me" more often than their own name? (For example, "I do it" more than "Mary (John) do it".) | Yes | No |
| 60. Does your child take off clothing that opens in the front (for example, a coat or sweater)? (Does not have to unbutton or unzip the clothing.) | Yes | No |
| 61. Does your child use a spoon to feed themselves? | Yes | No |
| 62. Does your child sleep at least 8 hours in a 24-hour period? (<i>This includes naps, total sleep even if not continuous.</i>) | Yes | No |
| 63. Does your child do things over and over and can't seem to stop?
(Examples are rocking, hand flapping or spinning.)
REVERSE SCORING | Yes | No |
| 64. Does your child destroy or damage things on purpose?
REVERSE SCORING | Yes | No |
| 65. Does your child hurt themselves on purpose?
REVERSE SCORING | Yes | No |



STOP HERE IF CHILD IS LESS THAN THIRTY (36) MONTHS

FOR AGES THIRTY-SIX MONTHS AND OLDER

- | | | |
|---|------------|-----------|
| 66. Does your child stand (balance) on one foot for about 1 second without holding onto anything? | Yes | No |
| 67. Does your child walk up stairs, using only one foot on each stair?
(The left foot is on one step, and the right foot is on the next.)
S/he may hold onto the railing or wall. | Yes | No |
| 68. Does your child turn the pages of a book one at a time? | Yes | No |
| 69. Does your child use simple words to describe things? (For example, <i>dirty, pretty, big, loud</i> , etc.) | Yes | No |
| 70. Does your child state their own first name or nickname? | Yes | No |
| 71. Does your child follow instructions with two actions or an action and two objects? (For example, "Bring me the crayons and the paper"; "Sit down and eat your lunch"; etc.) | Yes | No |
| 72. Does your child pretend objects are something else? (For example, does your child hold a cup to their ear, pretending it is a telephone? Does s/he put a box on their head, pretending it is a hat? Does s/he use a block or small toy to stir food?) | Yes | No |
| 73. Does your child know if s/he is a boy or a girl? | Yes | No |
| 74. Does your child pull up clothing with elastic waistbands? (For example, underwear or sweatpants) | Yes | No |
| 75. Does your child suck from a straw? | Yes | No |
| 76. Does your child cry, scream or have tantrums that last for 30 minutes or longer? REVERSE SCORING | Yes | No |
| 77. Does your child act physically aggressive? (For example, hits, kicks, bites, etc.) REVERSE SCORING | Yes | No |

78. Does your child have eating difficulties? (For example, eats too fast or too slowly, hoards food, overeats, refuses to eat, etc.) **REVERSE SCORING** Yes No
79. Does your child sometimes stare at nothing or wander with no purpose? **REVERSE SCORING** Yes No



STOP HERE IF CHILD IS LESS THAN FORTY-EIGHT (48) MONTHS

FOR AGES FORTY-EIGHT MONTHS AND OLDER

80. Does your child hop up and down on one foot? Yes No
81. Does your child pedal a tricycle or other three-wheeled toy at least 6 feet? Yes No
82. Does your child walk down stairs, using only one foot on each stair? (The left foot is on one step, and the right foot is on the next.) S/he may hold onto the railing or wall. Yes No
83. Does your child wiggle their thumb, for example when using a TV remote or video game controller? Yes No
84. Does your child unbutton one or more buttons, or unfasten one or more Velcro straps? Your child may use their own clothing or a doll's clothing. Yes No
85. Does your child use *in*, *on* or *under* in phrases or sentences? (For example, "Ball go under chair"; "Put it on the table"; etc.) Yes No
86. Does your child say their first and last name? Yes No
87. Does your child follow instructions in "if-then" form? (For example, "If you want to play outside, then put your things away"; etc.) Yes No
88. Does your child share toys or possessions when asked? Yes No
89. Does your child tell you the names of two or more playmates, including brothers and sisters? (Ask this question without providing help by suggesting names of playmates or friends.) Yes No
90. Does your child brush their teeth? Yes No
91. Does your child urinate in a toilet or potty chair? Yes No
92. Does your child defecate in a toilet or potty chair? Yes No
93. Does your child put on clothing that opens in the front (for example a coat or sweater)? (Does not have to button or zip the clothing.) Yes No



STOP HERE IF CHILD IS LESS THAN SIXTY (60) MONTHS

FOR AGES SIXTY MONTHS AND OLDER

94. Does your child open doors by turning door knobs? (Includes doors that open/close with levers rather than traditional round knobs.) Yes No
95. Does your child identify and name most common colors (that is, red, blue, green, yellow)? Yes No
96. Does your child follow three-part instructions? (For example, "Brush your teeth, get dressed and make your bed"; etc.) Yes No
97. Does your child take turns when asked while playing games or

- | | | |
|--|-----|----|
| sports? | Yes | No |
| 98. Does your child play informal group games? (For example, hide-and-
and-
seek, tag, jump rope, catch, etc.) | Yes | No |
| 99. Does your child put shoes on correct feet? (Does not need to tie
laces.) | Yes | No |
| 100. Does your child wash their hands using soap and water? (May be
reminded.) | Yes | No |
| 101. Does your child use the toilet by themselves? (S/he goes to the
bathroom, sits on the toilet, wipes and flushes. May be reminded.) | Yes | No |

II. FUNCTIONAL ASSESSMENT - PART 3 (AGES 6 TO 11)

In scoring the functional section of the PAS, assessors should try to give credit for the highest level of a skill performed at least 75% of the time. **Credit should be given for what the customer actually does, not what s/he "can do" or "could do" or "might be able to do".**

Rate activities/behavior as generally performed over the last year with emphasis on current functioning.

NOTE: If a child is close to a change in age that would indicate a different PAS tool would be required, it may be beneficial to wait to do the assessment until after the age change. These cases should be discussed with a supervisor.

A. MOTOR/INDEPENDENT LIVING SKILLS DOMAIN (ONE YEAR)

When an item groups many similar tasks into one (for example, Personal Hygiene is made up of brushing teeth, combing hair, washing face and hands), rate the customer on the ability to complete each of the tasks. For example, a customer who needs hands-on help for brushing teeth, but only verbal prompts or no assistance for combing hair or washing face and hands should be scored a "2" on Personal Hygiene (requires hands-on assistance to initiate/complete the task).

When a customer's skills are uneven (s/he can complete some parts of the task but not others) or variable (sometimes s/he does better than other times) **the assessor must determine the best response and explain in comments. If a customer has characteristics of more than one response, the assessor must try to obtain more information in order to select the response that most closely describes the customer's typical functioning and explain in comments.**

If it is clearly evident that a customer is in need of more assistance than is received, the assessor may take that into consideration in scoring. This should be done conservatively as it may be difficult to determine the exact amount of assistance needed (e.g., only verbal assistance, not hands on assistance may be needed to attain a generally acceptable level of hygiene). **Justification for this need must be documented in the comments and/or summary.**

Terms frequently used in this domain are defined below.

- ◆ **"Limited/Occasional"** a small portion of an entire task (e.g., washing back only during bathing or washing feet only during bathing) or assistance required less than daily (e.g., shampooing).
- ◆ **"Physical Participation"** active participation, not just being passive or cooperative.

- **ROLLING and SITTING**

The customer's ability to roll and sit independently. "Sitting with support" may include either the physical support of another person or other types of support such as pillows or a specially made chair. **Indicate only one answer that best describes the highest level of skill attained.**

SCORING

- 0) Assumes and maintains sitting position independently.
- 1) Sits without support for at least five (5) minutes.
- 2) Maintains sitting position with minimal support for at least five (5) minutes.
- 3) Rolls from front to back and back to front.
- 4) Rolls from front to back only.
- 5) Rolls from side to side.
- 6) Lifts head and chest using arm support when lying on stomach.
- 7) Lifts head when lying on stomach.
- 8) Does not lift head when lying on stomach.

- **CRAWLING AND STANDING**

The customer's ability to crawl and stand. "Support" may include the help of another person or mechanical support, such as holding on to furniture.

SCORING

- 0) Stands well alone; balances well for at least five (5) minutes.
- 1) Stands unsteadily alone for at least one (1) minute.

- 2) Stands with support for at least one (1) minute.
- 3) Pulls to a standing position.
- 4) Crawls, creeps, or scoots.
- 5) Does not crawl, creep or scoot.

- **AMBULATION**

The customer's ability to walk. Consider the quality of the ambulation ("walks well" vs. "walks unsteadily") and the degree of independence of the ambulation ("walks alone" vs. "walks only with physical assistance from others"). Independent ambulation with an assistive device, such as a walker or cane, would still be considered "walking alone".

SCORING

- 0) Walks well alone for normal distances on all terrains.
- 1) Walks well alone for a short distance (10-20 feet); balances well; distance limitation may be due to terrain.
- 2) Walks unsteadily alone for short distance (10-20 feet).
- 3) Walks only with physical assistance from others.
- 4) Does not walk.

- **CLIMBING STAIRS OR RAMPS**

The customer's ability to move up and down stairs or ramps. Rate for the use of ramps, rather than stairs, if the customer uses a wheelchair or other assistive device not used on stairs. "Physical assistance" refers to assistance from another person.

SCORING

- 0) Moves up and down stairs or ramps without need for handrail.
- 1) Moves up and down stairs or ramps with handrail independently.
- 2) Moves up and down stairs or ramps with physical assistance.
- 3) Unable to move up or down stairs or ramps.

- **WHEELCHAIR MOBILITY**

The customer's mobility using a wheelchair. Do not score the customer's ability to transfer to the wheelchair. If a wheelchair is not used, indicate "0". The wheelchair may be motorized or manual. **If both are used, score according to the chair used the majority of the time.**

SCORING

- 0) Wheel chair is not used, or moves wheelchair independently.
- 1) Moves wheelchair independently, but with some difficulty (may move wheelchair with some bumping and/or difficulty in steering).
- 2) Individual needs some, but not total assistance, in moving wheelchair.
- 3) Needs total assistance for moving wheelchair.

- **DRESSING**

The customer's ability to dress. This includes putting on and removing regular articles of clothing such as underwear, pants, shirts, dresses, socks, shoes. **This does not include braces, nor does it reflect the customer's ability to match colors or choose clothing appropriate for the weather.**

The use of adaptive clothing (elastic waist pants, velcro shoes or non-button shirts) does not disqualify the customer from being considered independent. **The care of clothing (e.g., folding, putting away) is not rated.**

SCORING

- 0) Completes the task independently.
- 1) Able to complete the task with verbal prompts, cue by touch, materials setup, or other modifications (e.g., laying out of clothes).
- 2) Requires hands-on assistance to initiate/complete the task (e.g., help with fasteners).
- 3) Is not able to actively perform any part of this task but can physically participate.
- 4) Requires total hands-on assistance and does not physically participate.

- **PERSONAL HYGIENE**

The customer's ability to perform Personal Hygiene tasks. This includes brushing teeth, washing face and hands, combing or brushing hair, nail care and use of deodorant if appropriate. **If the customer performs the tasks at varying levels of independence, indicate the answer that best describes the customer's overall ability in personal hygiene and explain in comments.** See page 25.

SCORING

- 0) Completes the task independently.
- 1) Able to complete the task with verbal prompts, cue by touch, materials setup, or other modifications.
- 2) Requires hands-on assistance to initiate/complete the task (e.g., put toothpaste on toothbrush or hands-on assistance to comb hair).
- 3) This task must be done for the individual but individual can physically participate.
- 4) Requires total hands-on assistance and does not physically participate.

- **BATHING OR SHOWERING**

The customer's ability to complete the bathing process. This includes drawing the bath water, washing, rinsing and drying all parts of the body and shampooing hair. This also includes sponge or bed baths. The ability to wash face and hands when not bathing should be rated under Personal Hygiene, not Bathing or Showering. **The ability to transfer into the tub or shower is not rated.**

SCORING

- 0) Completes the task independently.
- 1) Requires verbal prompts for washing and drying or physical help with drawing water, checking temperature.
- 2) Requires extensive verbal prompts or limited/occasional hands-on assistance to complete task (e.g., shampooing or washing back).
- 3) Requires hands-on assistance during entire bathing process but can physically participate.
- 4) Requires total hands-on assistance and does not physically participate.

- **TOILETING**

The customer's **ability to initiate** and care for bladder and bowel functions. The ability to wash hands after toileting should be rated under Personal Hygiene, not Toileting. **The ability to transfer on and off the toilet should not be rated here.**

SCORING

- 0) Completes the task independently.
- 1) Able to complete the task with verbal prompts, cue by touch, materials setup, or other modifications.

- 2) Can indicate the need for toileting, but requires hands-on assistance to complete/perform the task (e.g., help with fasteners, toilet paper, flushing the toilet).
- 3) Does not indicate the need for toileting, but usually avoids accidents through a toileting schedule (e.g., periodic tripping by caregiver) and requires hands-on assistance to complete/perform the task.
- 4) Does not perform nor indicate the need for toileting and requires total caregiver intervention.

- **LEVEL OF BLADDER CONTROL**

The customer's ability to control the elimination of urine. Evaluate the **typical/usual** bladder control level. Do NOT rate temporary occurrences due to acute illness or medication. **Make comments to indicate if accidents occur during day or at night, or both.**

SCORING

- 0) Complete control (no more than two accidents per year).
- 1) Some bladder control; accidents occur not as often as seven times per week (day or night).
- 2) Some bladder control; accidents occur at least seven times per week (day or night).
- 3) No control.

- **ORIENTATION TO SETTINGS FAMILIAR TO INDIVIDUAL**

The customer's orientation to **familiar** settings. This would usually include the customer's own home, the school setting, and any other setting where the customer spends enough time to be considered a familiar setting.

SCORING

- 0) No problem in this area; knows way in all areas of familiar settings independently.
- 1) Knows way in part of, but not all of, familiar settings without prompting or physical assistance (e.g., to bathroom, bedroom or cafeteria).
- 2) Knows way from room to room within familiar settings with prompting; does not need physical assistance.
- 3) Does not know way from room to room within familiar settings without physical assistance.

B. COMMUNICATION DOMAIN (ONE YEAR)

• EXPRESSIVE VERBAL COMMUNICATION

Indicate the response that best describes the customer's ability to communicate thoughts **verbally** with words or sounds (other forms of communication will be assessed in "Clarity of Communication").

SCORING

- 0) Carries on a complex or detailed conversation.
- 1) Carries on a simple brief conversation, such as talking about everyday events (e.g. the clothes you are wearing).
- 2) Uses simple two-word phrases (e.g., "I go", "give me").
- 3) Uses a few simple words and associates words with appropriate objects, such as names of common objects and activities.
- 4) Uses no words, but does use a personal language or guttural sounds to communicate very basic concepts.
- 5) Makes no sounds which are for communication; may babble, cry or laugh.

• CLARITY OF COMMUNICATION

Indicate the response that corresponds to the customer's ability to speak in a recognizable language or use a formal symbolic substitution, such as American Sign Language. If the customer has more than one form of communication, score on what is best understood.

SCORING

- 0) Uses speech in a normal manner intelligible to an unfamiliar listener; no special effort is required to understand individual.
- 1) Speech understood by strangers with some difficulty; unfamiliar individuals can understand, but due to the lack of clarity, not all of the words are understood and the listener must pay close attention in order to understand.
- 2) Uses a non-speech communication system that is understood by an unfamiliar listener (e.g., writing, communication board/device, gestures, or pointing).
- 3) Speech or other communication system understood only by either those who know the person well or who are trained in the alternate communication system.
- 4) Does not communicate using a recognizable language or formal symbolic substitutions.

C. BEHAVIORAL DOMAIN (ONE YEAR)

The purpose of this section is to identify the presence of certain behaviors that may reflect the need for caregiver supervision and intervention. In selecting the best answers for children in this age group, the assessor must try to view the child's behavior in the context of the reasonable expectation of a child this age. For example, sibling teasing or arguing that does not escalate to serious threats or acts of aggression may be considered normal in a child within this age group.

Responses for this section are based on both the frequency and the intensity of the behavior; that is the amount or degree of intervention required to control the problem behavior.

NOTE: It is important to note that to score behaviors the assessor must determine if the behavior is **minor, moderate, serious** or **extremely urgent**. That is determined generally by the intensity of the intervention and to a lesser degree, the frequency of the behavior. For example, a minor behavior such as whining may occur daily but not be a serious problem.

Reminder: Rate activities/behaviors as generally performed over the last year with emphasis on current functioning.

The following definitions should be applied when answering questions related to behavior:

- ◆ **"Intervention"** therapeutic treatment, including the use of medication, behavior modification and physical restraints to control the behavior. Intervention may be formal or informal and includes actions taken by friends/family to control the behavior (e.g., verbal or physical redirection; physical interruption).
- ◆ **"Physical Interruption"** requires immediate physical (hands-on) interaction of the caregiver to stop the customer's behavior.
- ◆ **"Occasional"** less than weekly.
- ◆ **"Frequent"** weekly to every other day.
- ◆ **"Constant"** at least once a day.

NOTE: ALL BEHAVIORS IN THIS SECTION SCORED ABOVE A ZERO MUST BE DESCRIBED IN THE COMMENT SECTION AND INTERVENTION MUST BE SPECIFIED.

- **AGGRESSION**

Aggressive behaviors include physical attacks on others, such as throwing objects, punching, biting, pushing, pinching, pulling hair, scratching. **Do not rate threatening or self injurious behavior, as they are rated separately. Destruction of property alone or abuse of animals is not rated but should be described in comments or summary section.**

SCORING

- 0) Problem does not occur or occurs at a level not requiring intervention.
- 1) **Minor problem;** occasional aggression which requires some additional supervision in a few situations and/or verbal redirection.
- 2) **Moderate problem;** frequent aggression that requires close supervision and/or frequent verbal or physical redirection.
- 3) **Serious problem;** constant aggression that requires close supervision and/or constant verbal or physical interruption.
- 4) **Extremely urgent problem;** has had episode(s) causing injury in the last year; requires close supervision and physical interruption.

- **VERBAL OR PHYSICAL THREATENING**

Behavior in which the customer verbally or physically threatens to harm self, others or objects. **Do not rate actual acts of physical aggression or self-injurious behavior as they are rated elsewhere.**

SCORING

- 0) Problem does not occur or occurs at a level not requiring intervention.
- 1) **Minor problem;** makes occasional threats which are not taken seriously and do not frighten others nor result in aggression from others; requires some additional supervision and/or verbal redirection.
- 2) **Moderate problem;** makes frequent threats that sometimes cause fear and/or aggression from others; requires close supervision and/or frequent verbal or physical redirection.
- 3) **Serious problem;** makes constant threats that sometimes cause fear and/or aggression from others; requires close supervision and/or constant verbal or physical interruption.
- 4) **Extremely urgent problem;** has had serious incident(s) in the last year; incidents always generate fear and/or are likely to result in aggression from others; requires close supervision and physical interruption.

- **SELF-INJURIOUS BEHAVIOR**

Self-injurious behavior is defined as **repeated** behaviors that **cause injury**, and may include biting, scratching, putting inappropriate objects in the ear, mouth or nose, repeatedly picking at skin, head slapping or banging.

- **SCORING**

0) Problem does not occur or occurs at a level not requiring intervention.

1) **Minor problem**; occasional incidents which require some additional supervision in a few situations and/or occasional verbal redirection.

2) **Moderate problem**; frequent incidents that require close supervision and/or frequent verbal or physical redirection.

3) **Serious problem**; constant incidents; requires close supervision and/or constant verbal or physical interruption.

4) **Extremely urgent problem**; has had episode(s) causing serious injury requiring immediate medical attention in the last year; requires close supervision and physical interruption.

- **RUNNING OR WANDERING AWAY**

Running or wandering away is defined as **leaving the situation or environment inappropriately without either notifying or receiving permission** from appropriate individuals as would normally be expected.

0) Problem does not occur or occurs at a level not requiring intervention.

1) **Minor problem**; occasional occurrences which may not pose a safety problem but do require some additional supervision and/or verbal redirection.

2) **Moderate problem**; frequent occurrences pose minor safety issues to self or others; requires close supervision and/or physical redirection.

3) **Serious problem**; constant occurrences pose safety issues to self or others; requires close supervision and physical redirection.

4) **Extremely urgent problem**; occurs constantly or poses a very serious threat to the safety of self or others; requires close supervision and locked area.

- **DISRUPTIVE BEHAVIORS**

Disruptive behaviors inappropriately interfere with the customer's own activity or the activity of the caregiver or others and may include excessive whining, crying or

screaming, persistent pestering, teasing, constant demands for attention, repetitive motions. Excessive hyperactivity, repetitive/stereotypic behaviors, or temper tantrums should be rated here. **Do not include verbal threatening or acts of physical aggression which are scored elsewhere.**

SCORING

- 0) Problem does not occur or occurs at a level not requiring intervention.
- 1) **Minor problem;** occurs occasionally and requires occasional intervention.
- 2) **Moderate problem;** occurs frequently and requires frequent intervention.
- 3) **Serious problem;** occurs constantly and requires constant intervention.

II. FUNCTIONAL ASSESSMENT - PART 4 (AGES 12 AND OLDER)

In scoring the functional section of the PAS, the assessors should give credit for the highest level of a skill **performed at least 75% of the time**. The goal is to describe the customer's typical or usual functioning level. **Credit should only be given for what the customer actually does, not what s/he "can do" or "could do" or "might be able to do."**

Rate activities/behaviors as generally performed over the last year with emphasis on current functioning.

A. MOTOR/INDEPENDENT LIVING SKILLS DOMAIN (ONE YEAR)

When an item groups many similar tasks into one (for example, Personal Hygiene is made up of brushing teeth, combing hair, washing face and hands) rate the customer on the ability to complete the entire task. An example might be the customer who needs hands-on help for brushing teeth, but only verbal prompts or no assistance for combing hair or washing face and hands. The customer should be scored a "2" on Personal Hygiene (requires hands-on assistance to initiate/complete the task).

When the customer's skills are uneven (s/he can complete some parts of the task but not others) or variable (sometimes s/he does better than other times) **the assessor must determine the best response and explain in comments. If the customer has characteristics of more than one response, the assessor must try to obtain more information in order to select the response that most closely describes the customer's functioning and explain in comments.**

If it is clearly evident that the customer is in need of more assistance than is received, the assessor may take that into consideration in scoring. This should be done **conservatively** as it may be difficult to determine the exact amount of assistance needed (e.g., only verbal prompts, not hands on assistance may be needed to attain a generally acceptable level of hygiene). **Justification for this need must be documented in the comments and/or summary.**

Terms relating to the frequency of a skill or behavior are defined below.

- ◆ **"Limited/Occasional"** a small portion of an entire task (e.g., washing back only during bathing or washing feet only during bathing) or assistance required less than daily (e.g., shampooing).
- ◆ **"Physical Participation"** active participation, not just being passive or cooperative.
- ◆ **"Physically Lift"** actively bearing some part of the customer's weight during movement/activity (excluding bracing and guiding activity).

- **HAND USE**

The customer's ability to use her/his hands. Note that if the customer has only one hand or has the use of only one hand, then scoring should be based on the use of the better hand. If that is the case, **it must be explained in comments.**

SCORING

- 0) Uses fingers independently of each other.
- 1) Uses thumbs and fingers of hand(s) in opposition.
- 2) Uses raking motion or grasps with hand(s).
- 3) No functional use of hand(s).

- **AMBULATION**

The customer's ability to walk. Consider the quality of the ambulation ("walks well" vs. "walks unsteadily") and the degree of independence of the ambulation ("walks alone" vs. "walks only with physical assistance from others"). Independent ambulation with an assistive device, such as a walker or cane, would still be considered "walking alone".

SCORING

- 0) Walks well alone for normal distances and on all terrains.
- 1) Walks well alone for a short distance (10-20 feet); balances well; distance limitation may be due to terrain.
- 2) Walks unsteadily alone for a short distance (10-20 feet).
- 3) Walks only with physical assistance from others.
- 4) Does not walk

- **WHEELCHAIR MOBILITY**

The customer's mobility using a wheelchair. Do not score the customer's ability to transfer to the wheelchair. If a wheelchair is not used, indicate "0". The wheelchair may be motorized or manual. **If both are used, score according to the chair used the majority of the time.**

SCORING

- 0) Wheelchair is not used, or moves wheelchair independently.
- 1) Moves wheelchair independently, but with some difficulty (may move wheelchair with some bumping and/or difficulty in steering).
- 2) Individual needs some, but not total assistance in moving wheelchair.
- 3) Needs total assistance for moving wheelchair.

- **TRANSFER**

The customer's ability to transfer into the wheelchair, on and off the toilet, into and out of bed, and in and out of the shower/tub. Rate the degree of assistance necessary on a consistent basis. **Rate these items only with regard to the need for human intervention, not the need for assistive devices. Ability to transfer in and out of a vehicle is not rated.**

SCORING

- 0) No problem in this area; does transfer self independently but may require use of assistive devices.
- 1) Needs hands-on physical guidance, but does not have to be physically lifted, OR needs supervision with more than half of transferring activities.
- 2) Needs to be physically lifted or moved, but can participate physically.
- 3) Must be totally transferred by one or more persons OR is bedfast.

- **EATING/DRINKING**

The customer's eating and drinking abilities. Select 4 "tube fed" if tube feeding is the primary means of nourishment.

SCORING

- 0) Completes the task independently.
- 1) Able to complete the task with verbal prompts, cue by touch, materials setup, or other modifications (e.g., plate guard, built-up spoon, cutting of food).

- 2) Requires hands-on assistance to initiate/complete the task (e.g., place utensils in hand, hand-over-hand scooping, or other assistance).
- 3) Does not perform this task even when assisted; is fed.
- 4) Customer is tube fed.

- **DRESSING**

The customer's ability to dress. This includes putting on and removing regular articles of clothing such as underwear, pants, shirts, dresses, socks, shoes. **This does not include braces, nor does it reflect the customer's ability to match colors or choose clothing appropriate for the weather.**

The use of adaptive clothing (elastic waist pants, velcro shoes or non-button shirts) does not disqualify the customer from being independent. **The care of clothing (e.g., laundering, ironing) is not rated.**

SCORING

- 0) Completes the task independently.
- 1) Able to complete the task with verbal prompts, cue by touch, materials setup or other modifications (e.g., laying out of clothes).
- 2) Requires hands-on assistance to initiate/complete this task (e.g., help with fasteners).
- 3) Is not able to actively perform any part of this task but can physically participate.
- 4) Requires total hands-on assistance and does not physically participate.

- **PERSONAL HYGIENE**

The customer's ability to perform Personal Hygiene tasks. This includes hair care, brushing teeth, washing face and hands, shaving, nail care, menses care and use of deodorant. **If the customer performs the tasks at varying levels of independence, indicate the answer that best describes customer's overall ability in personal hygiene and explain in comments.** See page 36.

SCORING

- 0) Completes the task independently.
- 1) Able to complete the task with verbal prompts, cue by touch, materials setup, or other modifications.
- 2) Requires hands-on assistance to initiate/complete the task (e.g., put toothpaste on toothbrush or hands-on assistance to shave).
- 3) This task must be done for the individual but individual can physically participate.
- 4) Requires total hands-on assistance and does not physically participate.

- **BATHING OR SHOWERING**

The customer's ability to complete the bathing process. This includes drawing the bath water, washing, rinsing and drying all parts of the body and shampooing hair. This also includes sponge or bed baths. The ability to wash face and hands when not bathing should be rated under Personal Hygiene, not Bathing or Showering. **The ability to transfer into the tub or shower is rated under Transfer.**

SCORING

- 0) Completes the task independently.
- 1) Requires verbal prompts for washing and drying or physical help with drawing water, checking temperature.
- 2) Requires extensive verbal prompts or limited/occasional hands-on assistance to complete task (e.g., shampooing or washing back).
- 3) Requires hands-on assistance during entire bathing process but can physically participate.
- 4) Requires total hands-on assistance and does not physically participate.

- **FOOD PREPARATION**

The customer's ability to prepare simple meals for self. Simple meals may include sandwiches, hot dogs, cereals, frozen meals, eggs. **Do Not rate the customer's ability to select a balanced menu or diet or to include a variety of food items.** Rate the item independent of the heating sources used (e.g., a customer may use only the microwave and still be independent). **Explain such limitations in the comments.**

Note: 75% of the time, for this area, would be one simple meal a day, 5 days a week.

SCORING

- 0) Completes the task independently.
- 1) Able to complete the task with verbal prompts, cue by touch, materials setup, or other modifications.
- 2) Requires hands-on assistance to initiate/complete the task.
- 3) Does not perform this task, even when assisted; the task must be done for the person.

- **COMMUNITY MOBILITY**

The customer's ability to move about the neighborhood or community independently, by any mode of transportation. **Score based on what s/he actually does, rather than what s/he "could do" or "might be able to do" if allowed.**

SCORING

- 0) Moves about the neighborhood or community independently without assistance.
- 1) Moves about the neighborhood or community independently for a complex trip (several stops, unfamiliar places, bus transfers) with instructions and/or directions.
- 2) Moves about the neighborhood or community independently for a simple direct trip and/or familiar locations with instructions and/or directions.
- 3) Moves about the neighborhood or community with some physical assistance and/or occasional accompaniment.
- 4) Moves about the neighborhood or community only with accompaniment.

- **TOILETING**

The customer's ability to initiate and care for bladder and bowel functions. The ability to wash hands after toileting should be rated under Personal Hygiene, not Toileting. **The ability to transfer on and off the toilet should be rated under Transfer.**

If the customer has bladder accidents, indicate the approximate frequency and Select day [D], month [M] or year [Y] . Indicate in comments if accidents are only at night or in special situations (e.g., when on outing and away from familiar setting).

SCORING

- 0) Completes the task independently.
- 1) Able to complete the task with verbal prompts, cue by touch, materials setup, or other modifications.
- 2) Can indicate the need for toileting, but requires hands-on assistance to complete/perform task (e.g., help with fasteners, toilet paper, flushing toilet).
- 3) Does not indicate the need for toileting, but basically avoids accidents through a toileting schedule (e.g., periodic tripping by caregiver) and requires hands-on assistance to complete/perform task.
- 4) Does not perform nor indicate the need for toileting and requires total caregiver intervention.

B. COMMUNICATION/COGNITIVE DOMAIN (ONE YEAR)

- **EXPRESSIVE VERBAL COMMUNICATION**

Indicate the response that best describes the customer's ability to communicate thoughts **verbally** with words or sounds (other forms of communication will be assessed in "Clarity of Communication").

SCORING

- 0) Carries on a complex or detailed conversation.
- 1) Carries on a simple brief conversation, such as talking about everyday events (e.g., the clothes you are wearing).
- 2) Uses simple two-word phrases (e.g., "I go", "give me").
- 3) Uses a few simple words and associates words with appropriate objects, such as names of common objects and activities.
- 4) Uses no words, but does use a personal language or sounds to communicate very basic concepts.
- 5) Makes no sounds which are for communication, may babble, cry or laugh.

- **CLARITY OF COMMUNICATION**

Indicate the response that corresponds to the customer's ability to speak in a recognizable language or use a formal symbolic substitution, such as American Sign Language. If the customer has more than one form of communication, score on what is best understood.

SCORING

- 0) Uses speech in a normal manner intelligible to an unfamiliar listener; no special effort is required to understand individual.
- 1) Speech understood by strangers with some difficulty; unfamiliar individuals can understand, but due to the lack of clarity, not all of the words are understood and the listener must pay close attention in order to understand.
- 2) Uses a non-speech communication system that is understood by an unfamiliar listener (e.g., writing, communication board/device, gestures, or pointing).
- 3) Speech or other communication system understood only by either those who know the person well or who are trained in the alternate communication system.
- 4) Does not communicate using a recognizable language or formal symbolic substitutions.

- **ASSOCIATING TIME WITH EVENTS AND ACTIONS**

Indicate the response that best describes the customer's **ability to associate time with events and actions**.

Note that the customer's ability to actually tell time is not being assessed here.

SCORING

- 0) Associates events with specific time (e.g., the concert starts at 7:45).

- 1) Associates regular events with specific hours (e.g., dinner is at six, work starts at eight, bedtime is at ten).
- 2) Associates regular events with morning, noon, or night (e.g., daily or weekly events, such as we go to school in the morning or I go to bed at night); does not understand time but knows the sequence of daily events.
- 3) Does not associate events and actions with time.

- **REMEMBERING INSTRUCTIONS AND DEMONSTRATIONS**

Select the response that corresponds to the customer's ability to recall instructions or demonstrations on **how to complete specific tasks**. **Comments must include examples of tasks assessed.**

This is **not** remembering **to do** a task but, remembering **how to do** the task. It is also not how long it took to learn but whether the task can now be done without prompts as to how to do the task. Examples of a task would be an independent living skill, household chore or vocational task. **It should not be a complex task or learning a new task.**

SCORING

- 0) Displays memory of instructions or demonstrations without prompting if they are given once.
- 1) Displays memory of instructions or demonstrations if they are given once and if prompted to recall.
- 2) Displays memory of instructions or demonstrations if they are repeated three or more times and if prompted to recall.
- 3) Displays no or extremely limited (rare or very incomplete) memory of instructions or demonstrations.

C. BEHAVIORAL DOMAIN (ONE YEAR)

The purpose of this section is to identify the presence of certain behaviors that may reflect the need for caregiver supervision and/or intervention. **Responses for this section are based on both the frequency and the intensity of the behavior; that is the amount or degree of intervention required to control the problem behavior.**

NOTE: It is important to note that to score behaviors the assessor must determine if the behavior is **minor, moderate, serious** or **extremely urgent**. That is determined primarily by the intensity of the intervention and to a lesser degree, the frequency of the behavior. For example, a minor behavior such as whining may occur daily but not be a serious problem.

Reminder: Rate activities/behaviors as generally performed over the last year with emphasis on current functioning.

The following definitions should be applied when answering questions related to behavior:

- ◆ **"Intervention"** therapeutic treatment, including the use of medication, behavior modification and physical restraints to control the customer's behavior. Intervention may be formal or informal and includes actions taken by friends/family to control the customer's behavior (e.g., verbal or physical redirection; physical interruption).
- ◆ **"Physical Interruption"** requires immediate physical (hands-on) interaction of the caregiver to stop the customer's behavior.
- ◆ **"Occasional"** less than weekly.
- ◆ **"Frequent"** weekly to every other day.
- ◆ **"Constant"** at least once a day.

NOTE: ALL BEHAVIORS IN THIS SECTION SCORED ABOVE A ZERO MUST BE DESCRIBED IN THE COMMENT SECTION AND INTERVENTION MUST BE SPECIFIED.

- **AGGRESSION**

Aggressive behaviors include physical attacks on others, such as throwing objects, punching, biting, pushing, pinching, pulling hair, scratching. **Do not rate threatening or self-injurious behavior, as they are rated separately. Destruction of property alone or abuse of animals is NOT rated, but should be described in comments or summary section.**

SCORING

- 0) Problem does not occur or occurs at a level not requiring intervention.
- 1) **Minor problem;** occasional aggression which requires some additional supervision in a few situations and/or verbal redirection.
- 2) **Moderate problem;** frequent aggression that requires close supervision and/or frequent verbal or physical redirection.
- 3) **Serious problem;** constant aggression that requires close supervision and/or constant verbal or physical interruption.
- 4) **Extremely urgent problem;** has had episode(s) causing injury in the last year; requires close supervision and physical interruption.

- **VERBAL OR PHYSICAL THREATENING**

Behavior in which the customer verbally or physically threatens to harm self, others or objects. **Do not rate actual acts of physical aggression or self-injurious behavior as they are rated elsewhere.**

SCORING

- 0) Problem does not occur or occurs at a level not requiring intervention.
- 1) **Minor problem;** makes occasional threats which are not taken seriously and do not frighten others nor result in aggression from others; requires some additional supervision and/or verbal redirection.
- 2) **Moderate problem;** makes frequent threats that sometimes cause fear and/or aggression from others; requires close supervision and/ or frequent verbal or physical redirection.
- 3) **Serious problem;** makes constant threats that sometimes cause fear and/or aggression from others; requires close supervision and/or constant verbal or physical interruption.
- 4) **Extremely urgent problem;** has had serious incident(s) in the last year; incidents always generate fear and/or are likely to result in aggression from others; requires close supervision and physical interruption.

- **SELF-INJURIOUS BEHAVIOR**

Self-injurious behavior is defined as **repeated** behaviors that **cause injury**. Self-injurious behaviors may include biting, scratching, putting inappropriate objects into ear, mouth or nose, repeatedly picking at skin, head slapping or banging. **Do not include medical non-compliance issues or behaviors that might be considered life style choices (e.g., sexual activity, smoking, non-compliance with dietary restrictions).**

SCORING

- 0) Problem does not occur or occurs at a level not requiring intervention.
- 1) **Minor problem;** occasional incidents which require some additional supervision in a few situations and/or occasional verbal redirection.
- 2) **Moderate problem;** frequent incidents that require close supervision and/or frequent verbal or physical redirection.
- 3) **Serious problem;** constant incidents; requires close supervision and/or verbal or physical interruption.

- 4) **Extremely urgent problem;** has had episode(s) causing serious injury requiring immediate medical attention in the last year; requires close supervision and physical interruption.

- **RESISTIVENESS/REBELLIOUSNESS**

Resistiveness/Rebelliousness is defined as inappropriate stubborn or uncooperative behaviors, including passive or active obstinate behaviors. Do not include difficulties with processing of information (those who are slow to respond) or reasonable expressions of self advocacy. **Do not rate threatening or aggressive behaviors, as they are rated elsewhere. Comments for this item must specifically describe the behaviors and the intervention required.**

SCORING

- 0) Problem does not occur or occurs at a level not requiring intervention.
- 1) **Minor problem;** occurs occasionally and requires occasional attention, prompting and/or verbal redirection for cooperation.
- 2) **Moderate problem;** occurs frequently and requires frequent attention, prompting and/or physical redirection for cooperation.
- 3) **Serious problem;** occurs constantly and requires constant attention, prompting and/or physical redirection for cooperation.

III. MEDICAL ASSESSMENT

The primary source of information for the Medical Assessment section of the PAS should be the customer's medical records. The purpose of this section is to determine the customer's medical status by evaluating the medical conditions, sensory functions and need for medical services. If the customer is in an ICF-MR or resides in a group home, much of the information may be obtained directly from their records. **If a home interview is conducted, customer and/or caregiver report may be used, but every attempt must be made to obtain verification of pertinent facts from the customer's medical records, physician or other health care providers, or others who are well informed regarding the customer (e.g., the Support Coordinator).** When completed, this section should give a thorough picture of the customer's current medical condition and immediate medical and nursing needs.

A. MEDICAL CONDITIONS

This section is used to record **only** the diagnoses and specific medical conditions that have a relationship to the customer's current developmental/ILS status, cognitive status, mood and behavior status, medical treatments, skilled nursing care or risk of death. The assessor should review each category of conditions listed to ensure that no **significant** diagnoses are omitted.

If a specific diagnosis is not found on the tool, but the diagnosis or condition is the same or essentially the same as one of the listed conditions, **select the condition from the list and use the comment section to specify.** For example, if the stated diagnosis is Muscular Dystrophy, select Genetic Anomalies; if Failure to Thrive is indicated select Developmental Delay. It is very important to carefully evaluate any condition that may relate to Cognitive/Intellectual Disability (Mental Retardation), Cerebral Palsy, Epilepsy/Seizure Disorder or Autism since these conditions could affect the score.

It is very important to group diagnoses in the categories listed if at all possible. For more examples of grouping diagnoses, see DD PAS Manual Supplement Medical Conditions and Associated Related Conditions.

NOTE: Include only those diagnoses that have an impact on the customer's current functional status, cognitive status, mood and behavior status, medical treatments, skilled nursing care or risk of death.

NOTE: Significant historical conditions should be documented in the PAS summary.

* **NEUROLOGICAL/CONGENITAL/DEVELOPMENTAL CONDITIONS (1-6)**

Most DD customers will have at least one of the conditions listed in this section, and many will have more than one. If a customer has mental retardation (also referred to as cognitive disability), but the level is not specified in the records reviewed, identify the diagnosis as "Unspecified Mental Retardation". If the diagnosis is indicated as Educable Mentally Handicapped (EMH), indicate Mild Mental Retardation. If the diagnosis is indicated as Trainable Mentally Handicapped (TMH), indicate Moderate Mental Retardation. **Every effort must be made to identify the level of the customer's Mental Retardation. The customer's most current evaluation with test results relating to IQ must be used however we cannot interpret an IQ as a diagnosis.**

If there is conflicting information in the records available, the diagnosis must be reviewed by the ALTCS Eligibility Manager (or designee) to determine if there is enough information to indicate a level of mental retardation. In most cases there should be a psychological evaluation with the diagnosis indicated. If the diagnosis is indicated as mild to moderate, 3.E. Unspecified Mental Retardation should be indicated. If the diagnosis is indicated as moderate to severe or severe to profound, indicate the higher level of functioning and explain in comments. For example 3.C. Severe Mental Retardation should be indicated if the diagnosis is Severe to Profound.

Include comments to indicate the title and date of the evaluation, the clinician making the diagnosis and the FS IQ, if available.

* **OTHER MEDICAL CONDITIONS (7-16)**

Many customers will have other medical conditions as listed in Section III A 1-16 in addition to their specific developmental disability. These should be indicated. If a specific stated diagnosis is not listed in category 1 through 16, but the diagnosis or

condition is the same or essentially the same as one of the listed conditions, the preprinted condition may be selected and the comment section used to elaborate. For example, if the stated diagnosis is atrial-septal defect, then indicate 8.C., Congenital Anomalies of the Heart and **note the specific defect in comments**. Consult the **DD Medical Conditions and Associated/Related Conditions Supplement** for guidance.

* **OTHER DIAGNOSES (17)**

When there are significant diagnoses that cannot be correlated with the medical conditions in Section II A 1-16, the assessor should report them in Category 17 Other Diagnoses. An ICD-9 CM code and description of the diagnoses should be indicated in the Comments. Refer to the **ICD9 CODES IN ACE** Supplement for a list of the more common ICD9 Codes. If the diagnosis is not included in this list, enter the code in the miscellaneous section at the bottom of the list in ACE.

DO NOT list surgical procedures (V codes) as diagnoses. These may be recorded in the summary comments section.

* **ACUTE (A), CHRONIC (C), HISTORY (H)**

*Effective 3/21/2011 this is no longer required for the 0-5 PAS Tool.
It will continue to be required for the 6-11 and 12+ Tools until they are redesigned.*

The assessor should further describe the medical conditions indicated by selecting the appropriate letter for Acute, Chronic or History. The definitions for A, C, H are:

- "Acute" An active condition having a sudden onset, lasting a short time and requiring intervention. The condition may still be considered acute if the customer is in a convalescent stage of an acute illness.
- "Chronic" A condition which is either always present or occurs periodically, or is marked by a long duration. If a customer is being treated for a condition over a long period, the condition would probably be considered chronic. For example, a seizure disorder that is controlled with medication would be considered chronic rather than historical.
- "History" A condition which occurred in the past, may or may not have required treatment, but is not currently active. If possible, the approximate date of the condition should be noted for historical diagnoses. If the date is not available, then it must be documented in the comments approximately how long ago the condition occurred.

NOTE: ONLY ONE DIAGNOSIS IN THE CATEGORY OF MENTAL RETARDATION CAN BE INDICATED AS CHRONIC (C) AND NONE CAN BE INDICATED AS ACUTE (A).

NOTE: AN INDIVIDUAL MAY HAVE MULTIPLE TYPES OF SEIZURES WHICH SHOULD ALL BE INDICATED ON THE PAS. THEREFORE MORE THAN ONE CATEGORY MAY INDICATED AS CHRONIC (C).

* **COMMENTS**

Comment fields are provided to clarify any diagnosis indicated. **Comments should always be included for any diagnosis of seizure disorder.**

The assessor should provide a description of:

- Each **Type** of seizure (It is important to obtain a description of each type of seizure);
- **Frequency** of each type;
- **Date of the last seizure.** If the seizures are infrequent, these may be approximates.
- Based on the description of the seizure, from the three categories of seizures. Choose Unspecified seizures only if the customer has complex partial, psychomotor, temporal lobe, simple partial, Jacksonian or epilepsy partialis continual. Unspecified includes these specific types of seizure and is **NOT** a miscellaneous category.
- **An individual may have multiple types of seizures which should all be indicated on the PAS.**

Comments should always be included for any condition marked which would be considered a general category. For example, items such as (16.d.) Behavior Disorders, (6.j.) Genetic Anomalies, or (6.l.) Congenital Anomalies should have a clarifying comment as to the specific condition.

As previously mentioned, conditions that are marked as historical must be explained with a date or with an approximate time frame, such as "about 4 years ago".

* **MAJOR DIAGNOSES**

The assessor should select up to three (3) major diagnoses using the already selected category and condition codes from the prior section. The major diagnoses may be obtained from medical records or if not specified, the assessor may determine which diagnoses are most significant based on which ones are most resource intensive (requiring the most medications and treatments) or causing the most significant medical and functional problems for the customer. **The customer's DD qualifying diagnosis MUST always be indicated as a major diagnosis.**

By Arizona Revised Statue an eligible person must have a non-psychiatric medical condition or developmental disability, that by itself or in combination with other medical conditions, places the person at risk of institutionalization in a nursing facility or intermediate care facility for the mentally retarded. Therefore, an eligible person must have a non-psychiatric major diagnosis. See page 61 for more information on physician review on eligible cases with SMI diagnosis.

B. SERVICES AND TREATMENTS

Indicate (R) Receives or (N) Needs for each service or treatment that the customer is either currently receiving or for which s/he has a documented need. **If a Need is indicated, the assessor must explain in comments. The determination of need should be based on documentation, such as physician order, the recommendation of a therapist, or a clearly defined medical condition for which the service is routine treatment.**

Effective 3/21/2011 this is no longer required for the 0-5 PAS Tool.

It will continue to be required for the 6-11 and 12+ Tools until they are redesigned.

The criteria above and below is the same and the Service or Treatment would be indicated if receiving or needs as explained above. Comments must be used to explain if indicated as a Need.

Do not consider recently discontinued services; however, it may be pertinent to mention these in the comment section. You may indicate as "Receives", services that are intermittent but ongoing (such as chemotherapy, SVN).

If a customer Receives or Needs none of the services in this section, make a note to that effect in comments. If a customer self-administers a service or treatment, it should be indicated that s/he Receives the service and a comment should be made. If the customer is receiving a service which is not adequate, put an (R) in the space provided and use the comments section or summary to explain.

*** FREQUENCY OF SERVICE**

Indicate the frequency of services by selecting (C) for Continuously, (D) for Daily to several times daily, (W) for Weekly to 3 times a week (if more often than 3 times a week consider daily), and (M) for Monthly or greater. An ongoing service or treatment which lasts several hours or more may be considered continuous (e.g., tube feeding or oxygen at night only). *Effective 3/21/2011 this is no longer required for the 0-5 PAS Tool. It will continue to be required for the 6-11 and 12+ Tools until they are redesigned. Comments must be included that indicate frequency.*

It may be necessary to include comments to clarify the frequency of some treatments in order to help identify the severity of the condition (e.g., apnea monitor during naps and at night). Frequency does not need to be indicated when a service is indicated as (N) needs.

1. Injections/IV

- a. Intravenous Infusion Therapy - Fluid substance introduced into the body via a vein. This includes blood transfusions.
- b. Intramuscular/Subcutaneous Injections - Fluid substance injected into the muscle or beneath the skin via a hypodermic syringe.

2. Medications/Monitoring

- a. Drug Regulation - The necessity for close evaluation/ monitoring/ adjustment of medications to assure effective therapeutic value.

Some examples of drug regulation might include:

- Periodic lab test: blood sugar levels (FBS, Accuchecks, HgA1c) for antidiabetic agents (Insulin, Glyburide, Avandia, Glucophage), anticonvulsant blood levels (e.g., Tegretol, Dilantin), psychotropic drug levels (e.g., Haldol, Lithium), cardiac drug levels (e.g., Digoxin, Lasix);
 - Adjustment of medication dosage/schedule in direct relation to diagnostic testing or symptoms: Hold Lanoxin if pulse below 60, hold Procardia if systolic blood pressure below 150, sliding scale for insulin dosage;
 - Intense supervision or observation that is needed to evaluate: adverse reactions, interactions, or immediate response to a drug such as a narcotic or chemical restraint (e.g., Demerol, Haldol, Mellaril).
 - "Drug Regulation" is not meant to refer to routine monitoring/evaluation/adjustment that is appropriately and readily accomplished by non-professionals (e.g., "Aspirin upsets my stomach so I'll take Tylenol instead").
- b. Drug Administration - Giving or applying medication to remedy an illness or condition. Includes self-administration.

3. Dressings

- a. Decubitus Care - Application of various materials or treatments such as Duoderm, Santyl, Collagenase, Betadine, ointments, bandages, heat application, whirlpool and debridement for therapeutic reasons to protect or assist in healing a pressure sore or stasis ulcer. Include preventative measures ordered by the physician for customers with histories of chronic difficulties which are likely to recur. **Use the comments section to describe the location, stage and size (approximate) of the ulcer.**
- b. Wound Care - Application of various materials such as medicated solutions, ointments, gauze and bandages to assist in the healing or protection of a wound (incision, skin tears, burns, IV sites, dialysis sites) for therapeutic reasons. This does **not** include simple first aid measures or medications applied to skin conditions such as acne or dry skin. **Use the comments section to describe the wound and the specific treatment if not described elsewhere in the PAS.**
- c. Non-Bladder/Bowel Ostomy Care - Specific care needs, such as irrigation, cleaning or bandaging to maintain an artificial opening or a stoma. This refers to ostomy care other than for bowel or bladder ostomies, (covered in 5.b.) or tracheostomies (covered in 6.e.). **Examples of other ostomies are gastrostomy and jejunostomy, PEG Tube, Mickey Button.**

4. Feedings

- a. Parenteral Feeding/TPN - Nutrition administered intravenously.
- b. Tube Feeding - Nutrition administered through a tube (such as nasogastric (NG), gastrostomy (G-) or jejunostomy (J-) tubes) to the alimentary tract.

5. Bladder/Bowel

- a. Catheter Care - Maintenance of catheter patency and hygiene. Includes condom, indwelling and intermittent straight catheterization.
- b. Ostomy Care - Specific care (i.e., changing stoma ring, changing bag) necessary to maintain an artificial opening or stoma which is used for emptying bowel or bladder contents.
- c. Bowel Dilatation - Expansion of the anal orifice to promote evacuation.

6. Respiratory

- a. Suctioning - Removing or withdrawing secretions and waste material.
- b. Oxygen - Receiving O₂ per nasal prongs, face mask or tent.
- c. SVN (small volume nebulizer) - Treatment using a machine that produces a fine spray or mist of a specific prescription for inhalation (exclude hand held atomizers/inhalers).
- d. Ventilator - A mechanical device for artificial ventilation of the lungs usually administered per tracheostomy (excludes C-PAP and Bi-PAP without a rate setting).
- e. Trach Care - Suctioning and cleaning the stoma and the apparatus that provides an artificial airway to the lungs through the trachea.
- f. Postural Drainage - Positioning so that gravity will allow drainage from nasal passages, airways and sinuses. Drainage is usually stimulated by percussion to the lung areas.
- g. Apnea Monitor - A monitoring device which sounds an alarm when respiration or heart rate go above or below preset parameters. **Comments should be included as to use (e.g., continuously or at night only).**

7. Therapies

- a. Physical - Treatment provided for specific physical problems by or under the direction of a registered physical therapist. Therapies may involve use of hydrotherapy, exercises, electricity, radiation, and training in use of assistive devices (e.g., braces, sidelyer, stander).

- b. Occupational - Treatment provided by or under the direction of a registered occupational therapist that will assist the customer in the management of personal care. This therapy helps to improve the customer's functional abilities, teaches adaptive techniques for ADLs and works with upper extremity mobility and fine motor skills.
- c. Speech - Treatment provided by or under the direction of a registered speech therapist for various speech and swallowing/feeding difficulties. Therapy helps the customer with comprehension, speech and feeding difficulties, and provides diagnostic/evaluation services.
- d. Respiratory - Treatment provided by or under the direction of a registered Respiratory Therapist to restore, maintain and improve respiratory function (Includes the use of BiPAP. C-PAP is an exception as it **MAY** or **MAY NOT** be under the direction of or provided by a registered respiratory therapist).
- e. Alcohol/Drug Treatment - Medical or psychological counseling aimed at customers who abuse alcohol and/or mood altering drugs. May include self-help groups (treatment should be for the customer, not family members).
- f. Vocational Rehabilitation - Therapy directed at developing or redeveloping job-related skills.
- g. Individual/Group Therapy - Psychotherapy or counseling provided by a professional for treatment of mental or emotional disorders or maladjustment.
- h. Behavior Modification Program - A specific program developed to address and redirect the customer's inappropriate behavior under the direction of a psychologist or mental health professional. The program must include written record keeping of behavioral incidents and progress.

8. Rehabilitative Nursing

- a. Teaching/Training Program - Teaching a customer or caregiver routine tasks in relation to the customer's medical need (e.g. tube feeding, ostomy care, postural drainage/chest percussion, diet planning/Prader-Willi food precautions, use of prosthesis, self administration of medication).
- b. Bowel/Bladder Retraining - A formal method of reestablishing regular evacuation/urination. **Does not include routine/initial toilet training in children or tripping schedule.**
- c. Turning and Positioning - Moving, turning or repositioning a customer who is not able to move independently. This is done to improve circulation and to avoid decubiti or contractures.
- d. Range of Motion - Active or passive exercise with the goal of restoration of a specific function or maintenance of function usually prescribed by physical therapist or other professional. This excludes general exercises to promote overall fitness.

- e. Other Rehab Nursing - Other rehab nursing services deemed appropriate to regain health or strength, under the direction of nurses or therapists, that is reasonable and justified (e.g. restorative ambulation, restorative feeding, deep breathing exercises, therapeutic splinting).

9. Other Services And Treatments

- a. Peritoneal Dialysis - Removal of waste products from the body by perfusing prescription solutions through the peritoneal cavity.
- b. Hemodialysis - Removal of waste products by circulating the body's blood supply through special dialyzing tubes.
- c. Chemotherapy/Radiation - The application of chemical or x-ray agents that have a specific and toxic effect on cancerous cells.
- d. Restraints - Devices that hinder or restrict movement to protect a customer from injury.

Mechanical: Physical devices or barriers that restrict normal access to one's body or immediate environment and to protect from injury. May include devices (attached or adjacent to the body) that cannot be easily removed such as vest, seat belts, or barriers to normal, standard movement (e.g., locked rooms or areas). Usually, devices such as side rails or self-removable seat belts will **not** be considered restraints.

Chemical: Prescribed medication used for elimination or modification of **overt physical behaviors** likely to cause physical harm to self or others (e.g., combativeness, constant pacing, or self mutilation).

- σ A specific drug must be linked with a particular behavior and used to eliminate or control the specific behavior.
- σ Verbal reminders/redirection by others, shielding, deflecting, guiding or bracing a body part for completion of a procedure is **not** a restraint.

NOTE: The specific type of restraint and the reason it is being used must be documented in comments.

- e. Fluid Intake/Output - Measuring and monitoring the oral and parenteral intake of fluids and/or all the fluid output (e.g., IV fluids, tube feedings, parenteral feedings, specific fluid intake or urine output, catheter output, vomitus and other fluid loss). Routine recording of dietary intake or supplements is not I & O.
- f. Other - Includes other treatments prescribed for a specific problem (e.g., special mattress, whirlpool). Any service or treatment received or needed **but not documented elsewhere** should be indicated here.

C. MEDICATIONS/TREATMENTS

This section identifies the medications and treatments currently received by the customer. **If in a facility, the assessor may photocopy medication orders from the customer's medical records and indicate which are in current use.** If the interview is in-home, request prescription containers and copy label information. If there is a discrepancy between the verbal report, prescription bottles and/or the medical records, note it in the comments section. Also ask if the customer is taking any type of non-prescription medication. The assessor should **include dosage, frequency, duration, route and form** of each medication. If the customer receives a PRN medication, note the prescribed frequency as well as the actual frequency taken on prescription medications or if significant on over-the-counter (OTC) medications.

D. MEDICAL STABILITY

A (Y) yes in this section requires an explanation in the comment section.

1. Hospitalizations Indicate the number of hospitalizations the customer has had in the last year. This may be approximate, based on caregiver report. Make comments as to the reason for each hospitalization and approximate date if known. This does not include ER visits, but these may be mentioned in the comment section.
 - σ **Do not include birth** as a hospitalization for an infant unless the hospitalization continued due to the **child's** medical problems.

2. Caregiver Training Indicate **(Y)** yes for this item if the customer requires direct care staff or caregiver to be trained in **special health care procedures**. These procedures (e.g. ostomy care, positioning for medical necessity, use of adaptive devices, SVN, behavior modification, seizure precautions, [if current seizure activity]) **should be those normally performed or monitored by licensed staff, such as an R.N. or a Therapist.**
 - σ **Do** include training for procedures that are intermittent but on-going (i.e. SVN's seasonally). **Make comments as to the procedure and who is trained.**
 - σ **Do not** include personal care that would not require special training, such as routine help with ADLs or applying AFO's or a simple brace.
 - σ **Do not** include training for a procedure that the customer has received in the past **but no longer routinely requires.**

3. Special Diet Indicate **(Y)** yes for this item if the individual requires a special diet ordered by a physician, planned by a dietitian, nutritionist or nurse (e.g., high fiber, low calorie, low sodium, pureed) and

write in the type of diet in the comments section. This would include formula for tube feedings but would not include formula for infants and young children who typically receive one of a variety of infant formulas by bottle or sippy cup.

E. SENSORY FUNCTIONS

This section will be used to evaluate hearing and vision. Assessment may be made by reviewing available information from the caregiver, applicant, medical records and observation.

- σ **If the assessor is unable to assess the impairment, this will be scored in the "0" or unimpaired category.**
- σ **Customers who are unable to respond due to coma will be scored as having maximum impairment.**

• HEARING

Hearing refers to the ability to receive sounds, and does not refer to the ability to comprehend mentally the meaning of sound. If an assistive device is used, hearing should be rated while using the device.

SCORING

- 0) Unable to Assess/No Impairment. Hears all normal conversational speech, including when using the telephone, watching television, and participating in group activities, or unable to assess.
- 1) Minimal Impairment. Has difficulty hearing when not in quiet surrounding. May have impairment in one ear but may hear adequately with the other ear.
- 2) Moderate Impairment. Although hearing-deficient, compensates when speaker adjusts tonal quality and speaks distinctly; or can hear only when a speaker's face is clearly visible.
- 3) Severe Impairment. Highly impaired/absence of useful hearing; hears only some sounds; frequently fails to respond even when speaker adjusts tonal quality, speaks distinctly, or faces customer.

• VISION

Vision refers to perceiving objects visually. In this section, the assessor will evaluate the customer's ability to see close objects and objects at a distance in adequate lighting, using any visual appliances (e.g., glasses, magnifying glass). **A medical condition or disease affecting the eye that does not affect the ability to see should not be considered in determining adequacy of sight.**

SCORING

- 0) Unable to Assess/No Impairment. There is no impairment or impairment is compensated by corrective lenses (e.g., can see newsprint, TV, medication labels) or unable to assess.
- 1) Minimum Impairment. Difficulty with focus at close (reading) range but can see large print and obstacles but not details. May be blind in one eye but has been able to compensate.
- 2) Moderate Impairment. Very poor focus at close range. Unable to see large print and/or field of vision is limited (tunnel vision or central vision loss).
- 3) Severe Impairment. May only see light, shapes, colors, or has no vision.

H. SUMMARY INFORMATION

The personal contact information will be data entered on the **Personal Contacts tab** of the PAS Summary window in ACE. Include all informants, Support Coordinator and PCP. Include full name, title and phone number for each.

Personal Contacts / Source of Information

This section is designed to report information about personal contacts and the customer's physician. The personal contact may or may not be the same as the authorized representative who has been identified by the financial eligibility specialist. Include the contact's name, relationship to customer and telephone number(s). Additional contacts may also be added to the PAS summary. Indicate as above for customer's primary physician. If medical records/diagnoses are obtained from other specialists, include the name(s) and telephone number(s).

SUMMARY EVALUATION

In this section the assessor will summarize the overall condition and needs of the customer. **The assessor should avoid making statements regarding eligibility, the advisability of any particular placement or need for institutionalization.** The following factors **must** be included when completing the summary if applicable to the case:

1. A brief description of the customer's current major medical conditions and related problems; any conditions which are unstable or requiring significant treatment should be described. Any lab results, vital signs and other pertinent data should be noted;
2. Functional and developmental limitations and capabilities;

3. Formal and informal support system (e.g., describe formal services received such as therapies, or any informal services or support provided by relatives, neighbors, and friends);
4. Communication capabilities and sensory status (describe any significant sensory impairments);
5. Significant behavior problems and cognitive abilities (describe the impact upon health status and caregiving);
6. Nutritional status (e.g., chewing or swallowing problems, unusual eating patterns, major fluctuations in weight);
7. Environmental conditions;
8. Information on other sources of assistance given to customer; and
9. Any other information the assessor feels is necessary to document including statements made by the customer or caregiver such as what services are desired, any unmet needs observed or described.

The assessor should avoid statements which reflect any personal value judgments or biases.

I. ELIGIBILITY REVIEW REQUESTED?

The assessor should indicate whether or not a review is requested. Eligibility review is an integral part of the PAS assessment process. It is designed to address those customers whose score outcome is not thought by the assessor to be a complete reflection of the customer's need for an ICF/MR level of care.

A customer who needs the entry level of care will require care greater than what is considered supervisory or custodial care and may present a combination of the following needs or impairments:

1. Requires 24 hour supervision;
2. Requires an intensive, multidisciplinary, continuous training program;
3. Requires a trained caregiver;
4. Requires regular medical monitoring;
5. Requires intervention for significant behavior problems;
6. Has significant impairment in development or independent living skills; and
7. Has impaired communication.

Eligibility reviews may occur for Customers who score either below or above the entry level scoring threshold. Customers may have impairments in some aspects (as described above) that "overshadow" their strengths in other areas. These reviews will usually be performed by a physician consultant or an administrative process. No CUSTOMER will be determined ineligible by an administrative process.

Reviews **must** be requested for:

- Ineligible cases scoring 38 or more on initial PAS.
- Any EPD or DD customer with diagnosis of Autism, Autistic-Like Behavior or Pervasive Developmental Disorder (PDD) and not eligible by score.
- **All children under 6 months of age and EPD children under 12 years of age.**
- All ALTCS customers who do not meet threshold score for ALTCS or the Transitional program **on Reassessment.**

Reviews **may** be requested for but are not limited to these cases:

- Customer does not meet threshold score but the assessor thinks the individual may be at risk of institutionalization;
- Customer meets threshold score but has a psychiatric condition (includes chemical dependence) and does not have a non-psychiatric medical condition or developmental disability that by itself or in combination with the psychiatric condition places the customer at risk of institutionalization;
- Customer requests a hearing;
- Customer meets the threshold score on an initial ALTCS application and is already a member of an AHCCCS health plan and appears to need less than 90 days of convalescent care; and
- Atypical cases: traumatic brain injuries, HIV/AIDS, specialized treatments, e.g., halo brace, body cast, any cases requiring extensive and complex medical care, the dually diagnosed (SMI/MR).

IV. PHYSICIAN'S ELIGIBILITY REVIEW

A. REASON REQUESTED

When requesting an eligibility review, the assessor should provide a specific reason based on the Customer's functional and medical conditions. Any information recorded must be factual and objective. Do not suggest an eligibility decision. Upon requesting an

eligibility review, the assessor should provide the reviewer with current documentation pertinent to the Customer's condition. Documentation should be selected for its ability to **CLARIFY** the current medical condition. **If this documentation is NOT available note that in this section.**

This documentation may include:

- History and Physical;
- Discharge summary if the customer was hospitalized;
- Consultation Reports by specialists (e.g. psychological, neurological or cardiological);
- Therapy notes;
- Nursing Notes, only if addressing a specific incident or condition;
- Three months seizure diary and/or incident report log;
- Test results such as x-ray, laboratory, EEG, EKG or MRI results;
- Progress Notes, Physician, Support Coordinator;
- Prior PAS (**ALL** prior PASs for children under 6, last PAS for over 6);
- Specialized treatment plan and progress notes (e.g., from vocational or behavioral programs).

B. ELIGIBILITY REVIEWER'S SUMMARY

In this section the reviewer determines, independent of score, if the customer is at immediate risk of institutionalization in an ICF/MR (or NF when applicable). The summary will describe significant factors that determined eligibility and may include:

- A brief summary of the significant medical conditions.
- Discussion of the extent of the impact the current medical condition has upon physical/mental functioning.
- A prognosis with an estimate of continued level of functioning or disability. This may include an opinion on whether the applicant may be served adequately through supervisory care facilities, periodic outpatient care or intermittent hospital stay.

In conducting the review, the reviewer may consider all available information from the PAS as well as any additional documentation provided by the assessor. The reviewer may call to discuss the case with the medical professionals involved and the assessor. In making the determination, the reviewer may consider several areas such as functional limitations, cognitive deficits, stability of medical conditions, number, frequency and complexity of treatments, to list a few. The reviewer may place a different degree of significance on factors within each individual case. The reviewer must look at the case from the overall perspective of risk of institutionalization.

Review Results

After the review is completed, the reviewer will indicate the appropriate decision, eligible or ineligible.

Reviewer's Signature and Title

The reviewer's signature, title and date the review was completed should be indicated.

V. POSTHUMOUS PAS AND REASSESSMENTS

A. POSTHUMOUS PAS

In some instances an initial PAS may need to be completed after the applicant has expired. The customer may have died after the application has been made, or in some cases a representative may have applied for the deceased customer.

If the financial eligibility specialist is aware that the applicant is deceased, this information will be put on the PAS referral and the date of death will appear on the PAS Intake Notice. In some cases, the applicant may die after the PAS referral has been made, and the financial eligibility specialist may be unaware of the death. In that case, the PAS assessor will be responsible for notifying the financial eligibility specialist of the death and source of this information.

Although the posthumous PAS may be an initial PAS, there are limitations on information availability and applicability. **A deceased applicant must have been placed in an ICF-MR or NF during the application month in order to be considered PAS eligible.** If the deceased customer was in an ICF-MR or NF at any time during the assessed month, indicate ICF-MR or NF under "Usual Living Arrangement" for the Assessment section. **(Note: a free-standing Hospice meets the requirements of a NF).** If the customer was not in an ICF-MR or NF during the application period, an assessment will not need to be done.

NOTES:

- . For a posthumous PAS, medications do not need to be completed.
- . No comments are required other than a brief summary.

B. REASSESSMENTS

PAS reassessments are required to determine continued eligibility for ALTCS. The same basic PAS criteria must be met in order for eligibility to continue, that is the customer must continue to be at risk of institutionalization at an ICF-MR or NF level or have improved to a lower level of care in the Transitional program. Any changes in score or condition **must** be explained in comments and/or in the summary. Each reassessment should give a complete description of the customer's current medical and functional status. To insure consistency and to prepare for the interview it is necessary to review the PAS file or PAS windows in ACE prior to conducting a reassessment. If at all possible, a reassessment should not be completed on a hospitalized customer.

Prior to dispositioning an ineligible reassessment the assessor must have contacted the support coordinator to obtain collateral information and to discuss the potential ineligibility. The same is true should the customer score into the Transitional Program while in the ICF-MR or NF.

ALTCS Transitional is a program for currently eligible ALTCS customers who have improved either medically, functionally or both to the extent that they are no longer at risk of institutionalization at a nursing facility (NF) or intermediate care facility for the mentally retarded (ICF-MR) level of care. These customers continue to require some long-term care services, but at a lower level of care. The ALTCS Transitional program allows those customers who meet the lower level of care, as determined by the preadmission screening (PAS), to continue to receive all ALTCS covered services that are medically necessary. NF/ICF-MR services are excluded, since reassessment has determined that NF services are not medically necessary.

The ALTCS Transitional program is not available to an ALTCS customer who fails the initial PAS and is not at risk of institutionalization.

For more information on Reassessments, see AHCCCS Eligibility Policy Manual, Chapter 1000.

VI. SCORING

Scoring will be based on functional and medical components that will vary depending on the tool used. The eligibility threshold on all the tools is 40.

VII. PAS Completion

Before Completing a PAS, the assessor **must** review the information in ACE to ensure accuracy of data entry on all windows. All scores must be reviewed for accuracy and the content of comments and summaries must also be reviewed. **If the assessor assigned to the PAS is not available to Complete the PAS, whomever Completes it is responsible for reviewing and ensuring the accuracy of the information as defined above.**

Before Completing a PAS that has had a Physician Review, the assessor must review the Physician's comments.

If the assessor questions the physician review decision, the PAS should be discussed with the supervisor, Regional or Branch Manager, and/or ALTCS Eligibility Manager **prior to completion.** It is important to note that the final Dispositioning of the case and eligibility determination is done by the Financial Eligibility Specialist.

