



KIPBS Mandatory First PA Case Evaluation Checklist (P. 1) Rev. 12-08-09

This checklist is to be used as a guide for what needs to be done and in what sequence, in relation to the first Prior Authorized case the KIPBS Facilitator takes on and that KIPBS staff will evaluate. The actual time required to complete each activity will depend on the KIPBS Facilitator’s schedule, his/her skills & abilities in completing PC-PBS activities, and on the data gathered. Each KIPBS Facilitator is responsible for contacting the KIPBS Evaluation Coordinator, as soon as he/she receives approval from SRS/EDS to take on the first PA case, in order to develop a timeline for the evaluation of the case.

Once approval from EDS has been received, target dates for completion and evaluation of each activity should be established. After a timeline has been set, it is very important to follow the indicated timeline as closely as possible. As soon as each activity is scheduled, arrangements must be made with the designated KIPBS staff person for evaluation of that activity. At the time when key activities are evaluated, the date of completion should be entered, and the KIPBS Facilitator should debrief with the KIPBS staff person who evaluates the activity.

This form is “mandatory” and should be submitted to the KIPBS Evaluation Coordinator with projected timelines for designated activities. If, for some reason, the KIPBS Facilitator is unable to keep up with the timeline, he/she should contact the Evaluation Coordinator to discuss the situation and develop an alternative plan.

KIPBS Facilitator’s Name:		Date of EDS Authorization:
Email:	Phone Number:	
Consumer’s Name:		
Date Completed	KIPBS Initials/ Sign off	Activity
		Contact KIPBS Evaluation Coordinator to discuss timeline for evaluation
		Schedule an initial meeting with caretakers <ul style="list-style-type: none"> ○ Introduce yourself, state why you are there, and describe the process ○ Obtain informed consent to videotape ○ Find out what their major concerns are with respect to the individual ○ Obtain previous plans, if there were any <p>* If the individual spends a significant amount of the time in a different setting (e.g. school, work), schedule a meeting with the people in that setting and obtain the same information</p>
		Schedule and conduct meetings and observations Conduct enough meetings and observations for you to assess and get to know the individual, his/her environment, and his/her team
		Schedule and conduct PCP interviews with caretakers and team members Conduct the necessary interviews to obtain information for the PCP meeting. Information gathered should include the individual’s history (medical and behavioral), strengths, preferred lifestyle, and possible challenges
		Schedule the PCP meeting
		Contact the KIPBS Evaluation Coordinator to schedule observation and evaluation of PCP meeting [Onsite Evaluation Observation or alternative]
		Contact the KIPBS staff person/Instructor-Mentor who will be doing your onsite evaluation observation, to discuss arrangements & details



KIPBS Mandatory First PA Case Evaluation Checklist (P. 2) Rev. 12-08-09

Consumer's Name:		
Date Completed	KIPBS Initials/ Sign off	Activity
		<p>Prepare for the PCP meeting</p> <ul style="list-style-type: none"> ○ The individual, all team members, and important people for the individual should participate in this meeting. From your interviews and observations, you should have a good sense of potential issues that might arise at the meeting, and you should be prepared for such. People should work as a team. ○ The focus of this meeting should be positive. This meeting should not be about the negative aspects of the individual or his/her challenges. Behavioral issues may be mentioned, but will be addressed in greater depth through the functional assessment and behavior plan. As such, a recommendation to address such behaviors may be made, with short-term goals to conduct the functional assessment and baseline measures. ○ The aim of this meeting is for the team to get a good sense of the individual and his/her preferred lifestyle, and to develop goals to get the individual closer to that lifestyle. Goal development is very important: Long-term goals should be broken down, what needs to be done to reach each goal should be delineated, and how progress towards each goal will be measured should be stated. ○ Some goals will involve environmental-type of changes, while other goals will involve behavioral-type of changes (to avoid the negative focus, you may approach the issue by discussing appropriate behaviors to increase or skills to teach). ○ Since environmental-type of changes will likely impact the behavioral issues, it is a wise idea not to make these changes until functional assessment activities and baseline measures on the target behaviors are gathered. However, in the meantime, the team can work towards these goals by gathering information and resources so that once baseline measures are completed, preferred lifestyle interventions can be started.
		<p>Conduct PCP meeting [Onsite Evaluation Observation or pre-arranged alternative]. At the end of the meeting (or at the next meeting where all team members are present) distribute/conduct the PCP Satisfaction Survey</p>
		<p>Schedule and conduct Functional Assessment Interviews with caretakers and team members. Obtain information about behavioral issues.</p>
		<p>Establish what the major behavioral issues may be Examine the Functional Assessment Interviews, as well as any other information you may have obtained from discussions, previous plans, records reviews, and observations, to establish what the major behavioral issues may be and what you should focus on and observe for in your assessment</p>
		<p>Schedule and conduct observations (e.g., Functional Behavior Assessment Observation form, ABC Chart, Scatter Plot) Conduct enough observations (3-5) to have a good idea of what the problem behaviors are, when they are more/less likely to occur, and what their function might be. Develop a sound hypothesis. <u>Note:</u> YOU should conduct these observations. Caretakers may gather some data if behaviors occur when you cannot observe, but <u>you</u> should conduct the majority of observations so that you have a good sense of what is going on</p>
		<p>Develop a behavioral definition for each target behavior and determine how each will be measured once you have a good sense of what these behaviors look like (from your observations).</p>
		<p>Send your Operational Definitions to the KIPBS Evaluation Coordinator for review/evaluation. If we find the descriptions/definitions of the behaviors acceptable, videotaping will not be necessary; however if there needs to be more clarification you may be asked to submit video clips or have a mentor come observe.</p>



KIPBS Mandatory First PA Case Evaluation Checklist (P. 3) Rev. 12-08-09

Consumer's Name:		
Date Completed	KIPBS Initials/ Sign off	Activity
		Develop a data collection sheet to measure all target behaviors (including replacement behaviors)
		Send your Data Collection Sheet to the KIPBS Evaluation Coordinator for review/evaluation.
		Contact the KIPBS Evaluation Coordinator to schedule Reliability of Data Collection observation [Onsite Evaluation Observation or alternative]
		Contact the KIPBS staff/Instructor-Mentor who will be doing Onsite Evaluation Observation, to discuss arrangements & details.
		Schedule a meeting with caretakers (or anyone involved in collecting data) and conduct the meeting. Explain the data sheet you developed and how to use it. <ul style="list-style-type: none"> ○ Practice using the data sheet to ensure understanding ○ Have caretakers begin to collect baseline data using this data sheet
		Schedule and conduct reliability observations [Onsite Evaluation Observation or pre-arranged alternative]. Assess the reliability of the data and problem-solve any issues (reliability should be at least 80%). If necessary, modify data collection procedures. Have caretakers continue to collect baseline data.
		Monitor the behaviors by looking at the data regularly <ul style="list-style-type: none"> ○ Baseline data should be gathered for at least a few days, unless doing so would put the individual or others in danger ○ Baseline data should be gathered until data are stable & reliability is at least 80% ○ Data should be collected continuously throughout baseline and intervention
		Set up a spreadsheet system to summarize the data
		Graph the baseline data
		Prepare the Assessment (Section 1) and PCP (Section 2) sections of your KIPBS Portfolio. Also, assemble Intake/Referral/Prior Authorization materials (section 5) for your Portfolio.
		Develop the competing behavior diagram(s) for targeted problem behaviors based on functional assessment information gathered
		Once baseline data are stable, schedule a meeting and meet with caretakers Discuss the findings of your functional assessment and brainstorm function-based interventions (i.e. PBS interventions) <ul style="list-style-type: none"> ○ Go over baseline data gathered and explain what they mean ○ Explain functional assessment findings and discuss/brainstorm potential function based intervention strategies using the Competing Behavior Diagram ○ Select function based interventions to implement & discuss implementation details ○ Have caretakers continue to collect baseline data, using the same data sheet that you developed ○ Do not begin intervention implementation yet
		Prepare the Interventions & Supports section (Section 3) of your KIPBS Portfolio based on the interventions selected by the team.
		Schedule a meeting with caretakers to share the Interventions & Supports section of your Portfolio and to train them on the designated interventions
		Contact the KIPBS Evaluation Coordinator to schedule the Intervention Training Meeting observation [Onsite Evaluation Observation or alternative]
		Contact the KIPBS staff/Instructor-Mentor who will be doing Onsite Evaluation Observation, to discuss arrangements & details.



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Consumer's Name:		
Date Completed	KIPBS Initials/ Sign off	Activity
		<p>Meet with caretakers to share the Interventions & Supports section of your Portfolio and to train them on the designated interventions [Onsite Evaluation Observation or pre-arranged alternative]</p> <ul style="list-style-type: none"> ○ Practice and role play function based intervention procedures ○ Discuss details of preferred lifestyle interventions (from PCP meeting), ○ Make sure that caretakers understand the intervention procedures and problem solve any issues that they may have ○ Distribute/conduct the Contextual Fit survey ○ Begin intervention implementation ○ Have caretakers continue to collect data, using the same data sheet ○ Remind caretakers to collect necessary data re: preferred lifestyle interventions, in order to help determine the status of those goals, as discussed in PCP meeting.
		Prepare the Data (Section 4) section of your KIPBS Portfolio.
		Develop task analyses for the function-based interventions being implemented; i.e., setting event interventions, antecedent interventions, new skills/replacement behaviors to be taught, consequence interventions for both replacement behaviors & problem behaviors.
		Send your task analyses of function-based interventions to the KIPBS Evaluation Coordinator for review/ evaluation.
		Schedule a fidelity observation , once interventions have been in place for a short while (e.g., at least a week), to determine if interventions are being implemented as intended, and if data are being gathered as agreed upon
		Contact the KIPBS Evaluation Coordinator to schedule the Fidelity of Intervention Implementation observation [Onsite Evaluation Observation or alternative]
		Contact the KIPBS staff/Instructor-Mentor who will be doing Onsite Evaluation Observation, to discuss arrangements & details.
		<p>Conduct the fidelity observation [Onsite Evaluation Observation or pre-arranged alternative]</p> <ul style="list-style-type: none"> ○ Calculate fidelity (fidelity should be at least 80%) ○ Problem-solve any issues; If necessary, modify intervention procedures ○ Calculate reliability of data collection (reliability should be at least 80%) ○ Problem-solve any issues; modify intervention data collection procedures ○ Have caretakers continue to collect data
		<p>Monitor the behaviors by looking at the data regularly Obtain data from caretakers on a regular basis, and closely monitor behaviors</p>
		Schedule a follow-up meeting with caretakers to share data and discuss the status of target behaviors, interventions, and preferred lifestyle goals



KIPBS Mandatory First PA Case Evaluation Checklist (P. 5) Rev. 12-08-09

Consumer's Name:		
Date Completed	KIPBS Initials/ Sign off	Activity
		<p>Conduct a follow-up meeting Go over all data. Discuss the status of the behaviors and the preferred lifestyle goals.</p> <ul style="list-style-type: none"> ○ If an intervention does not seem to have the intended effect and enough time has been allowed for change, discuss modifying or changing the intervention strategy ○ If PCP goals are not being met, problem-solve the issues ○ As PCP goals are met, update the plan accordingly ○ As behavioral goals are met, modify the procedures gradually to get closer and closer to the “regular” environment (i.e. gradually fade prompts, gradually thin reinforcers) ○ Plan for sustainability and major changes ○ <u>Distribute/conduct the Quality of Life survey</u> ○ Have caretakers continue to collect data
		<p>Prepare any additional Miscellaneous materials (section 6), as needed/ as appropriate, for your Portfolio.</p>
		<p>Contact the KIPBS Evaluation Coordinator to arrange timeline for submitting your first PA case portfolio and evaluating it, using the shortened version of the PC-PBS Checklist. Portfolio must score 80% or higher on shortened (45 item) checklist with all “yes” responses to the five Critical Features in order for KIPBS Facilitator to be approved for additional PA cases.</p>
Ongoing	Initials not req'd	<p>From this point on, you should:</p> <ul style="list-style-type: none"> - Obtain data collected from caretakers on a regular basis, and closely monitor behaviors - Conduct fidelity and reliability observations periodically - Hold regular follow-up meetings to go over data and discuss the status of behaviors and goals with caretakers <ul style="list-style-type: none"> ○ If an intervention does not seem to have the intended effect and enough time has been allowed for change, discuss modifying or changing the intervention strategy ○ If PCP goals are not being met, problem-solve the issues ○ As PCP goals are met, update the plan accordingly ○ As behavioral goals are met, modify the procedures gradually to get closer and closer to the “regular” environment (i.e. gradually fade prompts, gradually thin reinforcement) ○ Plan for sustainability and major changes ○ <u>Distribute/conduct the Quality of Life survey</u> at regular intervals