

Name: \_\_\_\_\_ Case Name: \_\_\_\_\_ Case #: \_\_\_\_\_  
 Rater: \_\_\_\_\_ Date: \_\_\_\_\_ Final Score: \_\_\_\_\_

## Portfolio Assessment Tool: (DRAFT)

### Section Contents, Self Assessment Checklist, Item locator and Plan Evaluation worksheet

**Instructions** - Please rate each of the following questions by circling either **0**, **1**, or **2** according to each question's criteria

#### Section 1: Intake/Referral/PA

	PC- PBS ✓list	Item	location	Self Assessment	Plan Evaluator
1.	1.	<b>Identifying info</b> <b>Facilitator name, Consumer name, Address, DOB, Age, Contacts, Referral source</b> 2 = All identifying information is provided including name of person writing the report, consumer's name, address, DOB, age, contacts, and referral source 1 = Some of the above identifying information is included but not all 0 = With the exception of the consumer's name, there is no identifying information included that is relevant to the plan		2 1 0	2 1 0
2.	2.	<b>A brief history of the consumer's life is provided including health issues, behavioral issues, diagnoses, living situations, moves, and community involvement</b> 2 = There is a description of the consumer's history, which includes health issues, behavioral issues, diagnoses, living situations, moves, and community involvement. If particular events do not apply, it is so stated. 1 = Some events are described, or there is a diagnosis provided, but the information is limited 0 = There is no information provided regarding the consumer's history		2 1 0	2 1 0
3.	11.	<b>Reason for Referral: Behavioral and/or environmental issues are identified</b> 2 = A detailed description of the consumer's problem behavior and the environmental context in which it occurs is provided 1 = A limited description of the consumer's problem behavior is provided, but no information is provided about the contexts or situations in which it occurs, or why it is a problem 0 = There is no information provided regarding why the person has been referred to for services		2 1 0	2 1 0
4.	3.	<b>Important places for the consumer at school/work, home and in the community are described</b> 2 = Important places for the consumer, at school/work, home and in the community are described in general 1 = Some places are listed, but the information is limited (e.g. does not address each setting listed above) 0 = There is no information provided		2 1 0	2 1 0
5.	7.	<b>Opportunities for the consumer to interact with friends and/or family are described-at least 3 areas throughout the day. If there are areas in which opportunities for choice are limited, these are listed (Need to mention "choice")</b> 2 = There is a specific description of the consumer's opportunities to make choices in at least 3 areas throughout the day. If there are areas in which opportunities for choice are limited, these are listed. (Need to mention "choice") 1 = The description of opportunities to make choices addresses less than 3 areas.		2 1 0	2 1 0

		(Need to mention "choice") 0 = The issue of opportunities to make choices is not addressed (there is not mention "choice").			
6.	10.	<b>Current schedules and routines are described (quality, predictability)-general description of the person's daily schedule and routines, which includes quality, choice, variety, and predictability, in general.</b> 2 = There is a general description of the person's daily schedule and routines, which includes quality, choice, variety, and predictability, in general  1 = There is some information provided regarding regularly scheduled activities but there is no mention of how predictable they are or how enjoyable they are  0 = There is no information provided regarding the consumer's daily activity schedule		2 1 0	2 1 0

**INTAKE/REFERRAL/PA,**

Total Points Earned ( 6 Items) = \_\_\_\_\_      **PERCENT** = [ \_\_\_\_\_ / 6 ] X 100% = \_\_\_\_\_ %  
(Total Points Earned)

## Section 2: Assessment

	PC- PBS✓list		Location	Self Assessment	Plan Evaluator
1.	21.	Indirect assessment data include at least 2 Caretaker interviews Record Reviews Preferred Lifestyle Information Assessment tools to collect QOL , setting events and other related info		2   1   0	2   1   0
2.	22.	Data from 3-5 student conducted direct observations are described		2   1   0	2   1   0
3.	23.	Problem behaviors are operationally defined; definitions are clear		2   1   0	2   1   0
4.	26.	Hypothesis statement is provided for each function of the problem behavior		2   1   0	2   1   0
<p><b>ASSESSMENT</b>  <b>PERCENT</b> = [ _____ / 4 ] X 100% = _____ %  <small>(Total Points Earned)</small></p>					

Comments:

### Section 3: Person Centered Planning

	PC- PBS✓list	Item	Location	Self Assessment	Plan Evaluator
1.	12.	Planning and assessment participants are listed and their functions		2 1 0	2 1 0
2.	5.	The consumer's strengths are described-positive behaviors, skills, and strengths		2 1 0	2 1 0
3.	6.	The consumer's preferred method of communication is described as well as any possible issues related to communication and problem behavior		2 1 0	2 1 0
4.	8.	Current health and physiology issues are described-health status, including chronic and/or acute medical issues, medication, and necessary adaptive equipment		2 1 0	2 1 0
5.	14.	A global statement of the consumer's dream is made		2 1 0	2 1 0
6.	15.	Type of preferred living setting for the consumer is described and how this information was gathered		2 1 0	2 1 0
7.	17.	With whom the consumer wants to socialize is clearly stated and how this information was gathered		2 1 0	2 1 0
8.	19.	Social leisure or religious activities the consumer wants to participate in are described and how this information was gathered		2 1 0	2 1 0
9.	28.	Goals or skills to be achieved are described		2 1 0	2 1 0
10.	33.	Plan outlines how achievement of goals or skills will be assessed-exactly what data are to be collected, how they will be collected, and how to assess goal achievement		2 1 0	2 1 0
11.	20.	Barriers to achieving Preferred Lifestyle are described and statement why it is thought this may be a barrier and for what area it may be a barrier		2 1 0	2 1 0
<b>PERSON CENTERED PLANNING,</b>					
Total Points Earned ( 11 Items) = _____ PERCENT = [ _____ / 11 X 100% = _____ % (Total Points Earned)					

Comments:

## Section 4: Interventions and Supports

	PC-PBS ✓list		Location	Self Assessment	Plan Evaluator
1.	36.	* Possible function of problem behavior is addressed includes description		2 1 0	2 1 0
2.	37.	* Teaching of adaptive skills as a replacement behavior is included		2 1 0	2 1 0
3.	38.	Replacement behaviors are operationally defined		2 1 0	2 1 0
4.	39.	Each part of the hypothesis statement is addressed (Setting event, antecedent, behavior , consequence)		2 1 0	2 1 0
5.	40.	Environmental interventions addressed at least 3 of the following <b>Opportunities for choice</b> <b>Schedule predictability</b> <b>Instructional interaction approaches</b> <b>Prompts for appropriate behavior</b> <b>School or day program curriculum</b>		2 1 0	2 1 0
6.	41.	* Minimizing positive and/or negative reinforcement for problem behavior is included and how/when these will be used		2 1 0	2 1 0
7.	42.	* Selecting effective reinforcers and/or maximizing positive reinforcement for appropriate behavior is included and how/when these will be used		2 1 0	2 1 0
8.	43.	Safety emergency procedures for what to do it/when crisis occurs is addressed and the components are appropriate given the severity of the behavior. If safety/emergency procedures are not necessary, it is so stated.		2 1 0	2 1 0
9.	47.	Training needs are id and or system of support established		2 1 0	2 1 0
10.	50.	Process for monitoring the intervention plan is described-Timelines for meetings, What needs to be done, When, By whom		2 1 0	2 1 0
11.	61.	Process for continuing to monitor the intervention plan is described Timelines for meetings, What needs to be done, When, By whom		2 1 0	2 1 0
12.	62.	Plan for sustainability includes Plan for transitions or major setting events and/or Training plan for new staff		2 1 0	2 1 0
13.	63.	Sample fidelity checklist		2 1 0	2 1 0
14.	64.	KIPBS Intervention and Supports Plan At a glance sheet		2 1 0	2 1 0

### INTERVENTIONS AND SUPPORTS

Total Points Earned ( 14 Items) = \_\_\_\_\_ PERCENT = [ \_\_\_\_\_ / 14] X 100% = \_\_\_\_\_ %  
(Total Points Earnedd

Comments:

### Section 5: Data

	✓list		Location	Self Assessment	Plan Evaluator
1.	24.	Baseline data are clearly graphed (no more than 3 behaviors in one graph) and includes labels, axis values, titles and legend		2 1 0	2 1 0
2.	27.	* Data to support each hypothesis statement are presented (graph, table, list, interview summary)		2 1 0	2 1 0
3.	55.	Baseline and intervention data for each target behavior are graphed		2 1 0	2 1 0
4.	56.	Graphs are clear (no more than 3 behaviors in one graph) and includes labels, axis values, titles and legend		2 1 0	2 1 0
5.	57.	Indirect or direct measures of replacement behavior are provided		2 1 0	2 1 0
6.	52.	Evaluation of achievement of goals or skills includes (at least 1) Number of goals or skills achieved Other Measures of achievement of goals or skills		2 1 0	2 1 0
7.	59.	Data provided support statement(s) regarding effectiveness of interventions in some format (graph, table, list) that specifically support the statements made regarding intervention effectiveness		2 1 0	2 1 0
<b>DATA</b> Total Points Earned ( 7 Items) = _____ <b>PERCENT</b> = [ _____ / 7 ] X 100% = _____ % <span style="margin-left: 150px;">(Total Points Earned)</span>					

Comments:

## Section 6: PBS Plan Evaluation

	PC- PBS ✓list	Item	Location	Self Assessment	Plan Evaluator
1.	66. 67. 68.	Team Member Survey Contextual Fit Quality of Life PCP Satisfaction		2   1   0	2   1   0
<b>PBS PLAN EVALUATION</b>					
Total Points Earned (1 Items) = _____ <b>PERCENT</b> = [ _____ / 1 ] X 100% = _____ % <span style="margin-left: 150px;">(Total Points Earned)</span>					

Comments:

### **Critical Features**

Note: The plan needs to meet all of the critical features listed below, and needs to obtain a score of 2 for items # 27, 36, 37, 41, & 42 in order to be considered for passing

<b>CF1</b>	<b>Interventions selected employ validated procedures</b>	<b>Y</b>	<b>N</b>
<b>CF2</b>	<b>Preferred lifestyle goals attempt to increase quality of life, not simply maintain it</b>	<b>Y</b>	<b>N</b>
<b>CF3</b>	<b>The plan is designed to make a meaningful positive difference in the life of the individual</b>	<b>Y</b>	<b>N</b>
<b>CF4</b>	<b>The plan clearly reflects the values and beliefs (philosophy, standards, &amp; foundation) of KIPBS</b>	<b>Y</b>	<b>N</b>
<b>CF5</b>	<b>The plan has obtained a score of 2 on items 27, 36, 37, 41, &amp; 42</b>	<b>Y</b>	<b>N</b>

PORTFOLIO ASSESSMENT TOOL SCORE SHEET:

	Self Assessment- First Submission	Self Assessment Re-submission after feedback	Plan Rater: First Submission	Plan Rater: Re- submission after feedback	Reliability- First Submission A/A+D = ____%	Reliability Re- Submission A/A+D = ____%	Comments
<b>Critical Features</b>	Total Points: %:	Total Points: %:	Total Points: %:	Total Points: %:	A/A+D = ____%	A/A+D = ____%	
<b>Section 1</b>	Total Points: %:	Total Points: %:	Total Points: %:	Total Points: %:	A/A+D = ____%	A/A+D = ____%	
<b>Section 2</b>	Total Points: %:	Total Points: %:	Total Points: %:	Total Points: %:	A/A+D = ____%	A/A+D = ____%	
<b>Section 3</b>	Total Points: %:	Total Points: %:	Total Points: %:	Total Points: %:	A/A+D = ____%	A/A+D = ____%	
<b>Section 4</b>	Total Points: %:	Total Points: %:	Total Points: %:	Total Points: %:	A/A+D = ____%	A/A+D = ____%	
<b>Section 5</b>	Total Points: %:	Total Points: %:	Total Points: %:	Total Points: %:	A/A+D = ____%	A/A+D = ____%	
<b>Section 6</b>	Total Points: %:	Total Points: %:	Total Points: %:	Total Points: %:	A/A+D = ____%	A/A+D = ____%	
<p><b>ENTIRE CASE STUDY</b></p> <p>Total Points Earned = _____ <b>PERCENT</b> = [ _____ / 86] X 100% = _____ %</p> <p>Reliability= Total Agree _____ / Total Agree +Disagree _____ = _____ %</p>							