

Excerpts from

APS Healthcare, Inc., Georgia ERO
2001 Resource Guide, Treatment Request &
Integrated Reporting Survey

www.apshealthcare.com

**Focusing on Goals, Objectives and Interventions for
Community Support**

General Goals, Objectives and Interventions

...the following is another example of goal setting focused in the environments of living, learning, working and social.

Goal:

[Consumer's Name] _____ intends to [live, learn, work, socialize] _____
at [Name of Place] _____ within/by [time frame or date (six to twelve months)]
_____.

Objective:

[Consumer's name] _____ will [what the person needs to do] _____
in [circumstances: where and with whom] _____ [#/% of times per day/week/
month/quarter] _____.

1. Personal Hygiene

A category of skills and practices conducive to health, cleanliness, grooming and tasks that make one presentable.

General Goals:

- A.) Demonstrate ability to perform skills conducive to neatness and cleanliness.
- B.) Verbalize steps to good personal hygiene.
- C.) Consistently performs personal hygiene skills independently.
- D.) Demonstrate awareness of need to obtain/maintain proper tooth brushing or grooming habits.

General Objectives:

- A.) Learn steps required for proper/adequate bathing.
- B.) Perform steps of bathing with minimal (verbal) assistance.
- C.) Demonstrate awareness of proper tooth brushing frequency.
- D.) Verbalize warning signs of tooth decay.

General Therapeutic Interventions:

- A.) Provide verbal feedback to help consumer recognize difficulties in the bathing process.
- B.) Assist consumer in developing techniques that help the consumer overcome personal difficulties impeding success.
- C.) Assist consumer with obtaining access to necessary materials to complete hygiene tasks.

2. Household Tasks

The routine tasks of managing and keeping one's dwelling environmentally safe and livable.

General Goals:

- A.) Maintain a clean and safe living environment.
- B.) Demonstrate an improvement in quality of living.

General Objectives:

- A.) Acknowledge difficulty with maintaining living environment by requesting assistance.
- B.) Maintain regular cleaning schedule.
- C.) Identify when garbage needs to be taken out and take out.
- D.) Ensure clean linen and towels are always available.

General Therapeutic Interventions:

- A.) Provide client with a daily checklist to maintain personal living environment.
- B.) Provide daily log or calendar to record what needs to be cleaned.
- C.) Discuss importance of maintaining clean environment.

3. Cooking/Nutrition

Skills associated with selecting, preparing and consuming foods to maintain health.

General Goals:

- A.) Awareness of five food groups.
- B.) Understanding of the importance of nutritionally balanced meals.
- C.) Awareness of examples of what constitutes junk food.
- D.) Understanding of the impact of sugar and other foods upon mood and energy level.

General Objectives:

- A.) List five food groups.
- B.) List at least three foods found within each of the five food groups.
- C.) Prepare simple, nutritious meal.
- D.) Keep a journal of food consumed for nutritive analysis.
- E.) Make a grocery list containing nutritious foods from each of the food groups.

General Therapeutic Interventions:

- A.) Assist consumer with identification of nutritious foods.
- B.) Provide list of foods contained within the five food groups.
- C.) Discuss the importance of maintaining healthy eating habits.
- D.) Teach healthy and nutritious eating habits.
- E.) Discuss importance of eating tasty, nutritious meals.

4. Personal Safety

Skills used to identify and protect oneself from the threats of danger, harm, or loss.

General Goals:

- A.) Remain free from bodily harm.
- B.) Demonstrate understanding of potentially dangerous situations.

General Objectives:

- A.) Follow rules of personal safety in public places/environments.
- B.) Verbalize safety procedures when faced with potentially dangerous situations.
- C.) Dry hands before using electrical appliances.

Personal Therapeutic Interventions:

- A.) Develop a safety awareness protocol and practice on "Personal Safety Day."
- B.) Discuss personal safety methods and practice in group.
- C.) Discuss consequences of not following safety methods and practices.

5. Leisure/Recreational

Skills used in managing one's free time; identifying and planning for involvement in social and non-work activities that are enjoyable and refreshing.

General Goals:

- A.) Improve socialization skills

- B.) Enhance quality of life
- C.) Increase interactions with others.

General Objectives:

- A.) Identify preferred activity or social event.
- B.) Attend activities with friends outside the home.
- C.) Plan for and entertain friends or social group in home.

General Therapeutic Interventions:

- A.) Direct Skill Teaching of introducing yourself.
- B.) Skills Programming for choosing social activities.

6. Social/Family Relations

Skills required for successfully interacting with others; expressing oneself and communicating understanding of others; has satisfying relationships.

General Goals:

- A.) Improve interactions with family/friends.
- B.) Expand social circle.
- C.) Improve social etiquette.

General Objectives:

- A.) Converse with others at arm's length distance.
- B.) Engage in relevant conversation with others.
- C.) Recognize when to display affection.
- D.) Cover mouth when coughing.
- E.) Distinguish between proper and improper table manners.

General Therapeutic Interventions:

- A.) Provide group to develop, improve and enhance social etiquette.
- B.) Develop a friendship group to help improve social interactions and expand social circle.
- C.) Develop a conversation group.

7. Coping Skills/ Emotional Management

Skills used within one's mind to manage thoughts, feelings, or situations, i.e., calming, self-talk and reframing.

General Goals:

- A.) Reduce anxiety in strange or new environments.
- B.) Increase confidence.
- C.) Improve ability to handle demanding situations.

General Objectives:

- A.) Identify five methods to reducing anxiety in unfamiliar surroundings.
- B.) Practice anxiety reducing methods with familiar individuals before attempting methods in new settings.
- C.) List ways to internally reduce anxiety
- D.) Identify external methods of increasing confidence.

General Therapeutic Interventions:

- A.) Teach relaxation techniques.
- B.) Discuss appropriate use of relaxation techniques (when to use).
- C.) Assist with the identification of specific variables that promote/increase anxiety.

8. Childcare/Parenting

Skills associated with socially accepted methods of caring for the physical, emotional, intellectual, and spiritual needs of children.

General Goals:

- A.) Improvement in positive interactions with child or between child and parent.
- B.) Adopt positive methods of discipline within three months.
- C.) Reestablish healthy communication with teenage daughter.

General Objectives:

- A.) Selecting discipline methods: 100% of the time per week Marie will choose an appropriate consequence for Johnny when he disobeys.
- B.) Initiating conversation: 75% of the time per week, Barbara will ask open-ended questions about her daughter's day when she arrives home from school.

General Therapeutic Interventions:

- A.) Direct Skill Teaching of selecting discipline methods.
- B.) Skill Programming for initiating conversation.

9. Financial Management

Skills associated with the budgeting of funds, paying of bills, and planning for future needs based on one's financial resources.

General Goals:

- A.) Adhere to monthly budget
- B.) Improve money management skills
- C.) Learn banking skills

General Objectives:

- A.) Develop monthly budget
- B.) Write checks to pay bills
- C.) Learn to use 24-hour banking
- D.) Pay monthly bills using money allocated for these expenses.

General Therapeutic Interventions:

- A.) Assist consumer in formulation of monthly budget (determine amount of money to be spent on food, clothing, recreation, etc.).
- B.) Practice with consumer, maintaining check ledger.
- C.) Practice filling out bank forms with consumer.

10. Medical/Medication Management

Skills associated with monitoring and treating (according to physician orders) one's own medical condition(s), i.e., monitoring symptoms, taking medication, recognizing triggers and reporting symptoms.

General Goals:

- A.) Understand side effects of medication.
- B.) Know/understand the dangers of mixing medication (over-the-counter with prescription).
- C.) Understand the need for medication
- D.) Understand the importance relating information to your doctor.

General Objectives:

- A.) Read and follow medication dosage.
- B.) Understand and verbalize the effects of mixing medications with over the counter drugs.
- C.) Understand and verbalize the effects of drugs and alcohol when mixed with medications.
- D.) Be aware of all possible sides effects of medications.

General Therapeutic Interventions:

- A.) Develop health class.
- B.) Provide medication health awareness class.
- C.) Role play and practice verbalizing concerns related to medications with physician.

11. Mobility Within Community

Skills associated with accessing and utilizing various transportation resources; also skills associated with accessing and utilizing needed and wanted services, activities, organizations, professionals, etc.

General Goals:

- A.) Improve/increase community awareness.
- B.) Increase/expand community involvement.
- C.) Enhance quality of life through increased independence.

General Objectives:

- A.) Identify community activities of interest.
- B.) Identify arrival/departure times of buses based on desired education.
- C.) Scheduling Transportation: Twice per week, Mark calls to arrange his own rides to the market.

General Therapeutic Interventions:

- A.) Practice looking up bus schedule
- B.) Assist consumer with development of social calendar.
- C.) Skill Programming for scheduling transportation.

12. Literacy/Basic Math

Skills associated with a functional level of reading, writing, and math.

General Goals:

- A.) Increase literacy skills.
- B.) Receive a high school diploma or GED certificate.

General Objectives:

- A.) Identify factors that contributed to termination of education.
- B.) Identify negative consequences that have occurred due to lack of high school completion.
- C.) Verbally verify the need for a high school diploma or GED.
- D.) Describe personal and family educational achievements and struggles.
- E.) Verbalize positive self-talk regarding educational opportunities.

General Therapeutic Interventions:

- A.) Explore attitude toward education and the family, peer and/or school experiences that led to termination.
- B.) Confront with need for further education.
- C.) Support and direct toward obtaining further academic training.
- D.) Reinforce and encourage in pursuing educational and/or vocational training by pointing out the social, monetary and self-esteem advantages.
- E.) Give encouragement and verbal affirmation when there is work toward increasing educational level.
- F.) Reframe negative self-talk in light of testing results or overlooked accomplishments.

13. Prevocational

Skills one must possess upon entering the work environment; not necessarily related to a particular industry or job. Skills associated with job readiness.

General Goals:

- A.) John will establish an Overall Rehabilitation Goal in the working environment within the next six months.
- B.) I intend to work as a receptionist in the clerical unit at New Hope Center for the next six months.
- C.) I intend to complete the Work Readiness Program within nine months.

General Objectives:

- A.) Researching alternative environments: Three days per week, John will describe the characteristics of two different work environments he has researched during Vocational Awareness Group.
- B.) Marie will increase her typing accuracy by 20% each month.
- C.) Answering the Phone: 90% of the time per day, Betty greets callers professionally when answering the telephone at New Hope Center.

General Therapeutic Interventions:

- A.) Direct Skill Teaching for researching alternative environments.
- B.) Skill Programming for typing.
- C.) Skill Programming for answering the telephone.

Psychosocial Rehabilitation and Recovery

Community Friendship in Atlanta, Georgia provides a strengths-based, recovery-focused, consumer-driven model. They have developed materials that break down skill sets into specific skill categories organized according to the four major environments of living, learning, working, and social. They also have provided a list of suggested wordings for interventions that staff members may utilize to assist consumers in their recovery.

The following pages give lists of specific skill categories developed by Community Friendship. These lists are not meant to be exhaustive. However, they do contain appropriate skills, which the Center for Rehabilitation Research and Training at Boston University defines by the following four elements: behavioral, purposeful, generalizable and perfectible.

At the end of this section there is a list of words that appear to look like skill names but that do not meet the characteristics of a skill because they are passive in nature. For instance, “participating” or “attending” are more passive as opposed to the lists below containing more active skills.

Skills List by Environments

1. Living Environment

Grooming/Hygiene

- Scheduling Hygiene Tasks
- Brushing Teeth
- Brushing Hair
- Selecting Makeup
- Applying Makeup
- Applying Perfume/Cologne
- Washing Body

- Setting Alarm
- Assessing Appearance
- Recognizing When to Cut Hair
- Applying Deodorant
- Asking for Help
- Washing Hair
- Washing Clothes

Dressing

- Selecting/Choosing Clothes
- Setting Alarm
- Matching Clothes to Weather
- Tucking in Shirt
- Putting on Clothes

- Assessing Appearance
- Washing Clothes
- Dressing for Bed
- Asking for Help
- Choosing Accessories

Housekeeping

- Analyzing Household Chores
- Dividing up Chores
- Selecting Cleaning Materials
- Operating a Vacuum
- Washing Windows
- Setting Alarm
- Recognizing When to Clean Apt.
- Comparison Shopping
- Prioritizing Needs

- Scheduling Household Chores
- Operating a Washing Machine
- Operating a Dryer
- Ironing
- Waxing Floors/Stripping Floors
- Folding Clothes
- Buying Clothes
- Washing Clothes
- Asking for Help

Cooking

- Selecting Meals
- Cooking by a Recipe
- Heating Food
- Storing Food
- Buying Groceries
- Operating a Stove
- Asking for Help

Leisure Activities

- Selecting Activities
- Evaluating Activities
- Inviting Friends
- Riding the Bus
- Choosing Friends
- Scheduling Weekend Activities
- Exploring New Activities
- Recognizing When to Interrupt
- Listening

Family Gatherings

- Analyzing Family Interaction
- Expressing Feelings/Opinions
- Conversing about Family
- Conversing about Impersonal Topics
- Discussing Differences of Opinion
- Resolving Conflicts
- Recognizing Others' Personal Space
- Recognizing Emotions Escalating
- Offering Assistance

Parenting

- Diapering
- Potty Training
- Disagreeing
- Praising Appropriate Behavior
- Establishing Family Meetings
- Actively Listening

Parties

- Responding to Personal Statements
- Telling Jokes
- Expressing Feelings
- Acknowledging Gifts
- Acknowledging Praise
- Selecting Friends
- Asking to be Included

Group Therapy/Group Situations

- Recognizing Feelings
- Expressing Feelings
- Speaking in Turn
- Identifying Interpersonal Barriers
- Scheduling Appointments

Selecting Utensils

- Modifying Recipes
- Serving Food
- Recognizing Spoiled Food
- Preparing Balanced Meals
- Recognizing High Calorie Foods
- Preparing Simple Meals

- Scheduling Activities
- Selecting Movies
- Resolving Conflicts
- Initiating Activities
- Recognizing Others Personal Space
- Reading
- Interacting with Others
- Asking to be Included
- Recognizing Body Language

- Responding to Criticism
- Conversing about Sports
- Complimenting
- Listening
- Compromising
- Initiating Conversation
- Recognizing When to Interrupt
- Asking to be Included

- Setting Limits
- Establishing Consequences
- Resolving Conflicts
- Resolving Parental Differences
- Communicating Feelings

- Requesting Assistance
- Expressing Opinions
- Choosing Gifts
- Praising
- Assisting
- Initiating Conversation
- Interacting with Others

- Setting Goals
- Responding to Feelings
- Asking for Help
- Resolving Conflicts
- Identifying Present Level of Skill

Interacting With Others
Recognizing When to Interrupt
Fixing Household Items/Home Repair
Choosing Furniture
Stripping Wallpaper
Recognizing Maintenance Chores
Repairing Furniture
Changing Light Bulbs

First Aid

Offering Support
Selecting Action Steps
Evaluating Medical Progress
Resuscitating

Health

Recognizing When Meds are Low
Self-Administering Medications
Recognizing Angry Feelings
Exercising
Rejecting Alcohol/Drugs
Recognizing Addictive Behaviors

Making Clothes

Selecting Patterns
Selecting Material
Selecting Methods
Evaluating Size

Pet Care

Selecting Pets
Shampooing Pets
Playing with Pets

Sports

Serving a Ball
Resolving Conflicts
Giving Directions
Responding to Personal Statements
Expressing Disagreements

Working With Others

Identifying Community Resources
Conversing about Social Topics
Dividing Work Responsibilities
Discussing Differences of Opinion
Recognizing When to Interrupt
Recognizing Angry Feelings
Recognizing Emotions Escalating
Focusing on Personal Activities
Clarifying Verbal Comments
Initiating Program Manager Contact
Listening
Initiating Conversation

Finding Alternatives to Violence
Recognizing Body Language

Choosing Repair Jobs
Repairing Appliances
Asking for Help
Selecting Repairmen
Expressing Opinions

Analyzing Medical Problems
Preparing Medical Materials
Requesting Medical Assistance
Recognizing When to Assist

Scheduling Appointments
Recognizing Physical/Psych. Symptoms
Recognizing Side Effects
Asking for Help
Recognizing Medication Benefits
Recognizing Relapse Symptoms

Knitting
Sewing
Embroidering
Crocheting

Training Pets
Solving Health Emergencies
Recognizing Symptoms

Evaluating Play
Assessing Performance
Expressing Opinion
Selecting Game/Sport

Expressing an Opinion
Asking Personal Questions
Requesting Favors
Responding to Questions
Asserting Oneself
Recognizing Body Language
Asking for Help
Resolving Conflicts
Recognizing When to Assist
Informing Staff of Conflicts
Expressing Feelings
Discussing Impersonal Topics

Interacting with Others
Budgeting
Selecting Spending Priorities
Assessing Finances
Paying Rent
Prioritizing Bills
Recognizing Affordable Housing
Exploring Housing Options

Banking
Balancing a Checkbook
Paying Rent

Selecting Friends
Allocating Money
Consolidating Debts
Paying Bills
Saving Money
Buying Groceries
Prioritizing Needs

Writing a Check/Money Order
Saving Money

2. Working Environment

Meeting With Supervisor
Responding to Feedback
Clarifying Instructions
Requesting Assistance
Resolving Conflicts
Expressing Feelings
Asking for Help
Riding a Bus
Discussing Differences of Opinion
Listening to Others
Interrupting
Initiating Conversation
Discussing impersonal Topics
Initiating Additional Tasks
Requesting Information

Working With Others
Identifying Community Resources
Conversing about Social Topics
Dividing Work Responsibilities
Discussing Differences of Opinion
Recognizing When to Interrupt
Recognizing Angry Feelings
Recognizing Emotions Escalating
Focusing on Personal Activities
Clarifying Verbal Comments
Initiating Program Manager Contact
Recognizing Others' Personal Space
Initiating Conversation
Interacting with Others
Recognizing Feelings
Speaking in Turn
Identifying Interpersonal Barriers
Establishing Supervisor Relationship
Rejecting Offers of Drugs/Alcohol

Clarifying Feedback
Requesting Feedback
Sharing Self-Evaluation
Discussing Problems
Recognizing Emotions Escalating
Expressing Opinions
Scheduling Appointments
Compromising
Responding
Recognizing When to Interrupt
Interviewing
Pursuing Job Leads
Saying No to Employer

Expressing Opinions
Asking Personal Questions
Responding to Questions
Requesting Favors
Asserting Oneself
Recognizing Body Language
Asking for Help
Recognizing When to Assist
Informing Staff of Conflicts
Listening
Expressing Feelings
Selecting Friends
Discussing Impersonal Topics
Interviewing
Setting Goals
Scheduling Appointments
Finding Alternatives to Violence
Resolving Conflicts

Responding to Others Feelings

Break Time/Lunch Breaks and Parties at Work

Responding to Personal Statements
Telling Jokes
Expressing Feelings
Acknowledging Gifts
Acknowledging Praise
Selecting Friends
Asking to be Included
Introducing Self
Inviting

Requesting Assistance
Expressing Opinions
Choosing Gifts
Praising
Assisting
Initiating Conversation
Interacting with Others
Discussing Impersonal Topics
Answering/Asking Questions

Budgeting

Selecting Spending Priorities
Assessing Finances
Paying Rent
Prioritizing Bills
Recognizing Affordable Housing
Exploring Housing Options

Allocating Money
Consolidating Debts
Paying Bills
Saving Money
Buying Groceries
Prioritizing Needs

Banking

Balancing a Checkbook
Paying Rent

Writing a Check/Money Order
Saving Money

Grooming/Hygiene

Scheduling Hygiene Tasks
Brushing Teeth
Brushing Hair
Selecting Makeup
Applying Makeup
Applying Perfume/Cologne
Washing Body

Setting Alarm
Assessing Appearance
Recognizing When to Cut Hair
Applying Deodorant
Asking for Help
Washing Hair
Washing Clothes

Dressing

Selecting/Choosing Clothes
Setting Alarm
Matching Clothes to Weather
Tucking in Shirt
Putting on Clothes

Assessing Appearance
Washing Clothes
Dressing for Bed
Asking for Help
Choosing Accessories

Health

Recognizing When Meds are Low
Self-Administering Medications
Recognizing Angry Feelings
Exercising
Rejecting Alcohol/Drugs
Recognizing Addictive Behaviors
Monitoring Illness

Scheduling Appointments
Recognizing Physical/Psych. Symptoms
Recognizing Side Effects
Asking for Help
Recognizing Medication Benefits
Recognizing Relapse Symptoms

3. Learning Environment

Getting Into School/Taking Courses

Designing

Operating _____

Listening
Defining Words/Terms
Answering Questions
Discussing Topics
Summarizing Facts
Clarifying Points
Researching
Spelling
Identifying _____
Illustrating Points
Comparing Literature
Comparing/Contrasting
Applying for College
Interviewing for College/School
Exploring School Funding Options
Filling out Applications

Grooming/Hygiene

Scheduling Hygiene Tasks
Brushing Teeth
Brushing Hair
Selecting Makeup
Applying Makeup
Applying Perfume/Cologne
Washing Body

Dressing

Selecting/Choosing Clothes
Setting Alarm
Matching Clothes to Weather
Tucking in Shirt
Putting on Clothes

Memorizing Math Equations
Asking Questions
Expressing Opinions
Analyzing Concepts
Responding to Feedback
Writing Numbers
Reading
Requesting Information
Listing _____
Measuring _____
Explaining _____
Naming _____
Requesting Transcripts
Selecting College/School
Applying for Loans/Grants
Choosing Courses

Setting Alarm
Assessing Appearance
Recognizing When to Cut Hair
Applying Deodorant
Asking for Help
Washing Hair
Washing Clothes

Assessing Appearance
Washing Clothes
Dressing for Bed
Asking for Help
Choosing Accessories

4. Social Environment

Leisure Activities

Selecting Activities
Evaluating Activities
Inviting Friends
Riding the Bus
Choosing Friends
Scheduling Weekend Activities
Exploring New Activities
Recognizing When to Interrupt
Listening
Expressing Feelings/Thoughts

Family Gatherings

Analyzing Family Interaction
Expressing Feelings/Opinions
Conversing Family/Impersonal Topics

Scheduling Activities
Selecting Movies
Managing Conflicts
Initiating Activities
Recognizing Others Personal Space
Reading
Interacting with Others
Asking to be Included
Recognizing Body Language

Responding to Criticism
Conversing about Sports
Complimenting

Offering Assistance	Listening
Discussing Differences of Opinion	Compromising
Resolving Conflicts	Initiating Conversation
Recognizing Others' Personal Space	Recognizing When to Interrupt
Recognizing Emotions Escalating	Asking to be Included
Explaining Symptoms/Illness	
Making Friends	
Selecting Friends	Speaking in Turn
Explaining Symptoms	Discussing Personal Topics
Initiating Conversation	Compromising
Discussing Impersonal Topics	Responding
Interacting with Others	Interrupting
Initiating Activities	Recognizing When to Interrupt
Requesting Information	Asking to be Included
Listening Actively	Praising Friends
Recognizing Body Language	Saying No
Rejecting Offers of Drugs/Alcohol	Inviting Others
Making Clothes	
Selecting Patterns	Carding Wool
Shampooing Pets	Knitting
Selecting Methods	Sewing
Evaluating Size	Embroidering
Pet Care	
Selecting Pets	Training Pets
Shampooing Pets	Solving Health Emergencies
Playing with Pets	Recognizing Symptoms
Sports	
Serving a Ball	Evaluating Play
Resolving Conflicts	Assessing Performance
Giving Directions	Expressing Opinion
Responding to Personal Statements	Selecting Game/Sport
Expressing Disagreements	
Dances	
Selecting Partners	Introducing Self
Answering/Asking Questions	Inviting
Discussing Impersonal Topics	Interacting with Others
Parties	
Responding to Personal Statements	Requesting Assistance
Telling Jokes	Expressing Opinions
Expressing Feelings	Choosing Gifts
Acknowledging Gifts	Praising
Acknowledging Praise	Assisting
Selecting Friends	Initiating Conversation
Asking to be Included	Interacting with Other

Words that Sound Like Skills But Are More Passive Than Active

Allowing
Arriving
Asserting
Attending
Avoiding
Being
Completing
Complying
Controlling
Developing

Doing
Feeling
Following
Functioning
Handling
Having
Hearing
Hoping
Keeping
Knowing

Learning
Liking
Maintaining
Monitoring
Motivating
Participating
Performing
Practicing
Reading (unless the
basics)
Remembering

Resisting
Seeing
Staying
Taking
Talking
Trying
Using
Wanting
Wishing
Writing (unless
handwriting)

A Structure for Staff Interventions

1. Staff will remind member...
2. Staff will encourage...
3. Staff will assist...
4. Staff will demonstrate...
5. Staff will transport...
6. Staff will accompany...
7. Staff will offer emotional support by...
8. Staff will review progress...
9. Staff will advocate...
10. Staff will follow up...
11. Staff will monitor...
12. Staff will praise...
13. Staff will provide feedback...
14. Staff will assist exploring alternatives to...
15. Staff will assist in budgeting...
16. Staff will mediate...
17. Staff will link to...
18. Staff will evaluate progress toward...
19. Staff will ask...
20. Staff will suggest...
21. Staff will call...
22. Staff will contact...
23. Staff will advise...
24. Staff will coordinate...
25. Staff will show...
26. Staff will help...
27. Staff will tell...
28. Staff will recommend...
29. Staff will instruct...
30. Staff will walk along side...
31. Staff will inspect...
32. Staff will train...
33. Staff will observe...
34. Staff will point out...
35. Staff will talk...
36. Staff will direct...
37. Staff will listen...
38. Staff will reinforce...
39. Staff will write...
40. Staff will chart...
41. Staff will graph...
42. Staff will explain...
43. Staff will indicate...
44. Staff will refer...
45. Staff will consult...

Assessment Interview Questions

Please Note: It is usually not adequate to try and ascertain a person's true level of functioning through the use of direct questioning. Research shows that the best and most effective approach to assessment of role function and skill use is the process of Functional Assessment.

“During the Functional Assessment, the practitioner helps the consumer identify critical skills based on the behavioral requirements of the environment and the behaviors that are personally important to the consumer. For each critical skill, the practitioner and the consumer describe the frequency with which the consumer needs to use the skill in specific circumstances in the environment. An evaluation is then made of the consumer's present ability to use these skills in comparison to the needed ability.”

*The questions that follow are general ones a clinician would ask him/herself.
They are not lists to ask in succession to the consumer.*

Typically, the major components of Functional Assessment are:

- Listing Critical Skills: the identification of critical skills related to the achievement of an Overall Rehabilitation Goal
- Describing Skill Use: explanation of how the consumer is to use the skill
- Evaluating Skill Functioning: an appraisal of how the consumer is currently using the skill(s)

On the basis of the Functional Assessment, the findings then become part of the Individual Service/Recovery Plan for developing consumer skills.

Following are some general questions that a provider would need to have answered in order to determine the appropriate intervention(s) that will adequately address skill deficits in consumers. Some specific examples of skill names and ISRP objective examples have been included throughout the example questions as aides.

1. Personal Hygiene

A category of skills and practices conducive to health, cleanliness, grooming and tasks that make one presentable.

- A.) Do others in the consumer's environment express concerns about the consumer's hygiene, cleanliness, or appearance?
- B.) Does the consumer express an inability to complete some skill or task associated with maintaining their appearance or cleanliness?
- C.) To what degree is the consumer's success related to their personal hygiene and appearance and the particular skills associated with "personal hygiene", etc.?
- D.) If particular skill deficits have been identified in this area (wears dirty and wrinkled clothing to work), based on direct Functional Assessment of the skill or based on the quantitative report of others, to what degree does the consumer currently possess and use the skill (Johnny currently wears dirty clothes to work three out of five days per week)?
- E.) To what degree does the consumer need to use the skill (ISRP objective: five out of five days per week, Johnny will dress in matching, clean, and pressed clothing before going to work)?

2. Household Tasks

The routine tasks of managing and keeping one's dwelling environmentally safe and livable.

- A.) Do others in the consumer's living environment express concerns about how the cleanliness of the consumer's home?
- B.) Does the consumer express an inability to keep their home clean or that others are critical of him/her because of the condition of their living space?
- C.) To what degree is the consumer's success related to the cleanliness and order of their home? Might the consumer lose their home or be "kicked out" of their living environment if they don't keep it clean?
- D.) If particular skill deficits have been identified in this skill area (consumer is leaving dirty dishes in the sink for days at a time), based on a functional assessment of the skill or based on the quantitative report of others, to what degree does the consumer currently possess and use the skill (consumer doesn't wash dishes; expects others to wash them for him)?
- E.) To what level must the consumer perform the skill in order to be considered successful (ISRP objective: Six out of seven days per week, Joe will wash all his dirty dishes after dinner)?

3. Cooking / Nutrition

Skills associated with selecting, preparing and consuming foods to maintain health.

- A.) Do others in the consumer's environment express concerns about consumer's eating habits or their lack of ability to prepare meals?
- B.) Does the consumer express frustration or an inability to plan or prepare meals?
- C.) To what degree is the consumer's success related to their ability to cook and meet their nutritional needs and the particular skills associated with cooking, food preparation, and food selection?
- D.) If particular skill deficits have been identified in this skill area (consumer is only eating "junk" food), based on a functional assessment of the skill or based on the quantitative report of others, to what degree does the consumer currently possess and use the skill (consumer cooks a meal one time per week when her family comes to visit on Sunday)?
- E.) To what level must the consumer perform the skill of Preparing Nutritious Meals in order to be considered successful (ISRP objective: Seven days per week, Betty will prepare at least one nutritious meal for herself)?

4. Personal Safety

Skills used to identify and protect oneself from the threats of danger, harm, or loss.

- A.) Do others in the consumer's environment express concerns about the consumer's awareness of safety issues and their ability to stay safe?
- B.) Does the consumer express concerns about their safety and ability to reduce risk or be safe?
- C.) To what degree is the consumer's success in the environment related to their ability to maintain or protect their own personal safety (possibly the safety of others) and the particular skills associated with "personal safety", etc.? Will they get "kicked out" of an environment (work, school, home) if they don't know and use particular safety skills?
- D.) If particular skill deficits have been identified in this skill area (consumer's employer reports that consumer doesn't follow procedures during fire drills), to what degree does the consumer currently possess and use the skill, if at all?
- E.) To what level must the consumer perform the skill in order to be considered successful?

5. Leisure / Recreational

Skills used in managing one's free time; identifying and planning for involvement in social and non-work activities that are enjoyable and refreshing.

- A.) Do others in the consumer's environment express concerns about consumer's ability to manage his/her free time and participate in social and recreational activities?
- B.) Does the consumer express frustration about or an inability to plan their free time or become involved in social and leisure activities?
- C.) To what degree is the consumer's success related to his ability to manage his free time and plan for social/recreational activities for himself? What are the particular skills he needs to use to be successful and satisfied?
- D.) If particular skill deficits have been identified in this skill area (consumer stays at home when others don't plan activities for him; he's feeling isolated and says he's bored), based on a functional assessment of the skill or based on the quantitative report of others, to what degree does the consumer currently possess and use the skill (consumer is aware of a few activities in the community but doesn't know how to get involved)?
- E.) To what level must the consumer perform the skill of Planning Leisure Activities in order to feel satisfied (ISRP objective: Within three months, John will select at least one weekend activity from the "Community Events" section of the newspaper, make reservations, and arrange transportation every Wednesday after work)?

6. Social / Family Relations

Skills required for successfully interacting with others; expressing oneself and communicating understanding of others; has satisfying relationships.

- A.) Do others in the consumer's environment express concerns about consumer's ability to interact with friends and family? Do they complain about consumer's lack of social skills? Do they complain about consumer inappropriately expressing himself?
- B.) Does the consumer express frustration about or demonstrate an inability to express him/herself? Do they voice attempts at trying to communicate with others that end in frustration, arguments, or rejection?
- C.) To what degree is the consumer's success related to his ability to interact with others? Has inappropriate social interaction gotten him in trouble and is he in danger of losing his goal environment or being "kicked out"? What are the particular social / interpersonal skills he needs to use to be successful and satisfied?
- D.) If particular skill deficits have been identified in this skill area (consumer throws household objects at his family when he's angry), based on a functional assessment of the skill or based on the quantitative report of others, to what degree does the consumer currently possess and use the skill (consumer doesn't know another way to express his anger and make others know that he's frustrated)?
- E.) To what level must the consumer perform the skill of Expressing Negative Feelings in order to be successful and/or feel satisfied (ISRP objective: Within three months, Joe will choose a feeling word and use it in describing how he's feeling to others when he is angry or upset 90% of the time)?

7. Coping Skills / Emotional Management

Skills used within one's mind to manage thoughts, feelings, or situations, i.e., calming, self-talk and reframing.

- A.) Do others in the consumer's environment express concerns about consumer's inability to cope with day-to-day stress? Do they complain about consumer's lack of coping skills? Do they complain about consumer being unable to control his emotions?

- B.) Does the consumer express frustration about or an inability to calm himself under stress? Do they voice attempts at trying to cope that end in failure?
- C.) What are the particular coping, intrapersonal, or emotional management skills the consumer needs?
- D.) If particular skill deficits have been identified in this skill area, to what degree does the consumer currently possess and use the skill?
- E.) To what level must the consumer perform the skill of Reframing “Negative” Events?

8. Childcare / Parenting

Skills associated with socially accepted methods of caring for the physical, emotional, intellectual, and spiritual needs of children.

- A.) Do others in the consumer’s environment express concerns about consumer’s ability to parent or take proper care of their children? Do they complain about consumer inappropriately or disciplining too severely?
- B.) Does the consumer express frustration about or an inability to care for the children? Do they voice attempts at trying to discipline that end in frustration or abusiveness?
- C.) Has inappropriate discipline or poor parenting gotten him/her in trouble? What are the particular childcare/parenting skills he/she needs to use to be successful and increase their satisfaction as a parent?
- D.) If particular skill deficits have been identified in this skill area (consumer doesn’t set boundaries with established consequences with the children and is consistently frustrated with their behavior), based on a functional assessment of the skill or based on the quantitative report of others, to what degree does the consumer currently possess and use the skill?
- E.) To what level must the consumer perform the skill of Setting Boundaries in order to be successful and/or feel satisfied (ISRP objective: Within one month, Ann will clarify her expectations regarding curfews and will establish and post enforceable consequences for violations with her adolescent child)?

9. Financial Management

Skills associated with the budgeting of funds, paying of bills, and planning for future needs based on one’s financial resources.

- A.) Do others in the consumer’s environment express concerns about consumer’s ability to manage their own finances? Do they complain about consumer over-spending?
- B.) Does the consumer express frustration about not being able to manage their money or an inability to control spending?
- C.) To what degree is the consumer’s success related to his ability to manage his finances? Have spending priorities gotten him in trouble with others in his environment and is he in danger of losing his goal environment or being “kicked out”? What are the particular financial management skills he needs to use to be successful and satisfied?
- D.) If particular skill deficits have been identified in this skill area (consumer spends so much money on cigarettes that he doesn’t have enough to buy groceries), based on a functional assessment of the skill or based on the quantitative report of others, to what degree does the consumer currently possess and use the skill (consumer knows how to make a budget but doesn’t feel able to stick to it)?
- E.) To what level must the consumer perform the skill of Budgeting Household Expenses in order to be successful and/or feel satisfied?

10. **Medical / Medication Management**

Skills associated with monitoring and treating (according to physician orders) one's own medical condition(s), i.e., monitoring symptoms, taking medication, recognizing triggers and reporting symptoms.

- A.) Do others in the consumer's environment express concerns about consumer's ability to take their medications as prescribed or monitor their symptoms?
- B.) Does the consumer express frustration about being unable to take their medication as prescribed? Does he/she express an inability to manage their illness or get to medical appointments?
- C.) To what degree is the consumer's success related to his/her ability to manage their illness or medications? Has his/her inability to take their medications, manage medical appointments, etc. caused problems for consumer or others in the environment? What are the particular medical / medication management skills consumer needs to use to be considered successful and satisfied?
- D.) If particular skill deficits have been identified in this skill area (consumer doesn't take his medication as prescribed), based on a functional assessment of the skill or based on the quantitative report of others, to what degree does the consumer currently possess and use the skill?
- E.) To what level must the consumer perform the skill in order to be successful and/or feel satisfied?

11. **Mobility Within the Community**

Skills associated with accessing and utilizing various transportation resources; also skills associated with accessing and utilizing needed and wanted services, activities, organizations, professionals, etc.

- A.) Do others in the consumer's environment express concerns about consumer's ability to access services, professionals, or transportation or make other connections in the community?
- B.) Does the consumer express frustration about or an inability to access services, professionals, activities, or transportation?
- C.) To what degree is the consumer's success related to his/her ability to access community supports and transportation?
- D.) If particular skill deficits have been identified in this skill area (consumer doesn't access transportation as needed), based on a functional assessment of the skill or based on the quantitative report of others, to what degree does the consumer currently possess and use the skill (consumer doesn't know how to arrange for his own transportation)?
- E.) To what level must the consumer perform the skill of Arranging Transportation in order to be successful and/or feel satisfied (ISRP objective: Within two months, John will schedule his own transportation when he has appointments 90% of the time)?

12. **Literacy/Basic Math**

Skills associated with a functional level of reading, writing, and math.

- A.) Do others in the consumer's environment express concern about the consumer's ability to read or perform basic mathematical functions?
- B.) Does the consumer express concern about his/her inability to read or does he/she shy away from math or tasks that involve numbers?
- C.) To what degree is the consumer's success related to his/her ability to read or perform basic math calculations? Might they lose their job?
- D.) If particular skill deficits have been identified in this area, to what degree does the consumer currently possess the skill?

E.) To what degree must the consumer perform a particular reading or math skill in order to be considered successful in his/her goal environment?

13. **Prevocational**

Skills one must possess upon entering the work environment; not necessarily related to a particular industry or job. Skills associated with job readiness.

A.) Do others in the consumer's environment express concern about the consumer's ability to get a job and/or keep it?

B.) Does the consumer express concern about his/her ability to interview for a job or does he/she state that they really don't know what kind of jobs are out there?

C.) To what degree is the consumer's success related to his/her ability to get a job?

D.) If particular skill deficits have been identified in this area, to what degree does the consumer currently possess the skill?

To what degree must the consumer perform a particular prevocational skill in order to choose, get, and/or keep a work environment?

Assessment Interview Questions for Consumer

1. Housing

Decent place to live.

- A.) Do you currently have a suitable, affordable place to live?
- B.) Are you satisfied with your place of residence?

2. Family/Social Support

People involved with the person who provide emotional support and guidance in healthy, loving relationships.

- A.) Do you currently have family members or friends who provide you with sufficient support?
- B.) How often do you have contact with these family members and/or friends?
- C.) If you have an urgent need, is there someone you can call for help?

3. Community Involvement/Support

Services and people that provide for the integration of consumers into natural community settings.

- A.) Are you currently involved in church, support groups or other activities in the community?
- B.) Do you know how to find people who have similar interests and needs as yourself?

4. Financial

Services that assist with financial planning, budgeting, etc. or could refer to actual income through work or entitlements.

- A.) What is your income? How much do money do you receive monthly?
- B.) Are you able to meet your basic needs of food, shelter and clothing?
- C.) Do you often spend money on things that you later wish you had not?

5. Healthcare

Services and people that provide physical and mental healthcare.

- A.) Do you currently have a medical issue for which you need assistance?
- B.) Do medical problems interfere with your functioning in the areas of work and/or leisure?
- C.) Where do you go for help for a medical need?

6. Transportation

Means of getting people where they need to be (could be getting someone a car or someone taking them where they need to be).

- A.) Do you currently have a car?
- B.) Do you have a friend or family member who can transport you?
- C.) Do you have access to a bus or other public transportation (such as MARTA)?

7. Educational

Agencies or people that provide educational assistance for the integration of consumers into natural community settings.

- A.) Do you currently want to increase your ability to read or write, obtain a GED, college degree or technical skills?
- B.) Who would you call to further your education?

8. Vocational

Agencies that provide assistance with assessment, training and placement for integration into the work force.

- A.) What are your career or work interests?
- B.) What skills do you need to obtain your work and career goals?
- C.) Where would you go or who would you call to take the first step towards an enjoyable job or career?