



How to complete the *ATLAS* tools

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2 tools, 3 parts, 14 questions

- ◆ Form 3 The HACCC Functional Screen
 - Part One: 7 questions to complete in consultation with the school leaver (or a person such as a parent who represents the school leaver) on domestic and self care functioning
 - Part Two: 2 questions for you to complete on cognitive and behavioural functioning
- ◆ Form 4 The ATLAS Behavioural assessment
 - Part Three: 5 items for you to complete

Can Do: Do Do

◆ CAN DO

- rates what the person is capable of doing rather than what they do
- Part 1 is rated on Can Do

◆ DO DO

- rates what the person does rather than what they are capable of doing
- Part 2 and Part 3 are rated on Do Do

Functional Screen

- ◆ 4 domains measured through 9 questions:
 - ◆ **Domestic functioning** - 3 questions (housework, travelling to places and shopping) to screen for domestic function & 2 questions (handling money and taking medication) that also act as a screen for cognitive or behavioural problems
 - ◆ **Self-care functioning** - 2 questions (walking, bathing)
 - ◆ **Challenging behaviour** - 1 question
 - ◆ **Cognitive functioning** - 1 question

An example: Can you take your own medicine...

Without help (in the right doses at the right time)? 2

With some help (able to take medication if someone prepares it for you and/or reminds you to take it)? 1

Or are you completely unable to take your own medicines? 0

How to complete Part 1 of the functional screen - 1

- ◆ Take into account all sources of information available to you
- ◆ Rate what the student is **capable of doing rather than what they do**
- ◆ **Capability** - take account of physical function, cognition and behaviour (eg, unpredictable challenging behaviour).
- ◆ Rate with current aids and appliances in place
- ◆ Take into account the help that is required and the amount of prompting.
 - School leavers able to complete a task with verbal prompting should not be rated as independent (and therefore should be rated as a 1).

How to complete Part 1 of the functional screen - 2

- ◆ Where an item is not relevant (eg, does not use medicine), rate what the person would be capable of doing if the item were relevant to their situation.
- ◆ Make sure ratings (eg, cleanliness) are based on the person's own social or cultural context, not your own.

- ◆ Q: My student believes that he is not capable of getting to places out of walking distances, but I think he is. Do I record what he says or do I take account of my own knowledge of the student?
- ◆ A: The screen is designed to be completed in collaboration with the school leaver and/or their parent/carer/guardian. But you should also take account of your own knowledge of the school leaver.

- ◆ Q: My first student varies a lot in his functional ability. Some days he can do a task, but the next day he can't . My second student can do things, but it causes her such pain and fatigue that she's wrecked for days. How do I rate them?
- ◆ A: In both cases, rate the person at their worst in the last month. If a person cannot do a task without it resulting in significant pain and fatigue, rate as a 0 (cannot do).

Question 1

- ◆ Can you do housework...
 - Without help (can clean floors etc)? Score 2
 - With some help (can do light housework but need help with heavy housework)? Score 1
 - Or are you completely unable to do housework? Score 0

- ◆ Remember
 - Rate Can Do (not Do Do)

Question 2

- ◆ Can you get to places out of walking distance...
 - Without help (can drive your own car, or travel alone on buses or taxis)? Score 2
 - With some help (need someone to help you or go with you when travelling)? Score 1
 - Or are you completely unable to travel unless emergency arrangements are made for a specialised vehicle like an ambulance? Score 0

Question 3

- ◆ Can you go out for shopping for groceries or clothes (assuming you have transportation)...
 - Without help (taking care of all shopping needs yourself)? Score 2
 - With some help (need someone to go with you on all shopping trips)? Score 1
 - Or are you completely unable to do any shopping? Score 0

Question 4

- ◆ Can you take your own medicine...
 - Without help (in the right doses at the right time)? Score 2
 - With some help (able to take medication if someone prepares it for you and/or reminds you to take it)? Score 1
 - Or are you completely unable to take your own medicines? Score 0

Question 5

- ◆ Can you handle your own money...
 - Without help (write cheques, pay bills etc)? Score 2
 - With some help (manage day-to-day buying but need help with managing your chequebook and paying your bills)? Score 1
 - Or are you completely unable to handle money? Score 0

Now stop and look at the 1st 5 items

- ◆ If the student scored 2 on all of the 1st 5 items (ie, can do all 5 activities without help).
 - Do not ask the next 2 questions
 - Instead, record a 9 on each of the next 2 items to indicate that you did not ask the question.
- ◆ Reason:
 - The functional hierarchy

Question 6

- ◆ Can you walk...
 - Without help (except for a cane or similar)? Score 2
 - With some help from a person or with the use of a walker, or crutches etc Score 1
 - Or are you completely unable to walk? Score 0
- ◆ Note: rate indoor mobility

Question 7

- ◆ Can you take a bath or shower...
 - Without help? Score 2
 - With some help (eg, need help getting into or out of the bath)? Score 1
 - Or are you completely unable to bathe yourself? Score 0

Questions 8 - 9 on the functional screen

- ◆ Do not ask the student
- ◆ Complete based on all information available to you
- ◆ Rate Do Do
- ◆ Answers are limited to 2 categories:
 - No problem Score 2
 - Actual or potential problem Score 0

Question 8

- ◆ Does the person have any memory problems or get confused?
 - No - score 2
 - Yes - score 0
- ◆ Rate based on all cognitive functioning - orientation, memory, attention, calculation, reasoning, sequencing

Question 9

- ◆ Does the person have behavioural problems for example, aggression, wandering or agitation?
 - No - score 2
 - Yes - score 0
- ◆ Rate based on all behavioural functioning eg, intrusive behaviour, verbal disruption, physical aggression, problem wandering, agitation

Part 3 Behavioural Assessment

- ◆ Rate Do Do
- ◆ Follow the scoring instructions on the form for each item
- ◆ Complete the assessment based on all information available to you
- ◆ Rate based on the implications for carers and service providers, in terms of levels of monitoring and supervision
- ◆ In the unlikely event that you have insufficient information to make a rating, rate 4 'not applicable'

The language in the rating scale

◆ Not applicable

- you know of no circumstances in which the school leaver has engaged in the behaviour in the past.

◆ Monitoring (requires watching)

- you know that the school leaver has engaged in the behaviour in the past.
- current and future service providers will need to observe the school leaver, be aware when similar circumstances occur and take appropriate intervention to prevent the recurrence of the behaviour.

◆ Supervision (requires a specific action plan)

- current or future service providers will need to ensure that specific situations or triggers which are likely to give rise to the behaviour do not occur, or are managed in ways to minimise the likelihood of occurrence.

Question 1 - PROBLEM WANDERING OR INTRUSIVE BEHAVIOUR

- | | | |
|------------------|---|-----------|
| ◆ Extensively | – Requires monitoring for recurrence and supervision | ◆ Score 1 |
| ◆ Intermittently | – Requires monitoring for recurrence and then supervision on less than a daily basis | ◆ Score 2 |
| ◆ Occasionally | – Requires monitoring but not regular supervision | ◆ Score 3 |
| ◆ Not applicable | – Does not require monitoring (consumer has not engaged in the behaviour in the past) | ◆ Score 4 |

Question 2 - VERBALLY DISRUPTIVE OR NOISY

- | | | |
|------------------|---|-----------|
| ◆ Extensively | – Requires monitoring for recurrence and supervision | ◆ Score 1 |
| ◆ Intermittently | – Requires monitoring for recurrence and then supervision on less than a daily basis | ◆ Score 2 |
| ◆ Occasionally | – Requires monitoring but not regular supervision | ◆ Score 3 |
| ◆ Not applicable | – Does not require monitoring (consumer has not engaged in the behaviour in the past) | ◆ Score 4 |

Question 2 includes

- ◆ Abusive language
- ◆ Verbalised threats directed at family, carers, neighbours or a member of staff.
- ◆ A school leaver whose behaviour causes sufficient noise to disturb other people.
- ◆ That noise may be either (or a combination of) vocal, or non-vocal noises such as rattling furniture or other objects.

Question 3 - PHYSICAL AGGRESSION

- | | | |
|------------------|---|-----------|
| ◆ Extensively | – Requires monitoring for recurrence and supervision | ◆ Score 1 |
| ◆ Intermittently | – Requires monitoring for recurrence and then supervision on less than a daily basis | ◆ Score 2 |
| ◆ Occasionally | – Requires monitoring but not regular supervision | ◆ Score 3 |
| ◆ Not applicable | – Does not require monitoring (consumer has not engaged in the behaviour in the past) | ◆ Score 4 |

Question 3 includes

- ◆ Any physical conduct that is threatening and has the potential to harm a family member, a carer, a visitor or a member of staff.
- ◆ It includes, but is not limited to, hitting, pushing, kicking or biting

Question 4 - EMOTIONAL DEPENDENCE

- ◆ Extensively
 - Requires monitoring for recurrence and supervision◆ Score 1
- ◆ Intermittently
 - Requires monitoring for recurrence and then supervision on less than a daily basis◆ Score 2
- ◆ Occasionally
 - Requires monitoring but not regular supervision◆ Score 3
- ◆ Not applicable
 - Does not require monitoring (consumer has not engaged in the behaviour in the past)◆ Score 4

Question 4 is limited to

- (a) active and passive resistance other than physical aggression
- (b) attention seeking
- (c) manipulative behaviour and/or
- (d) withdrawal

Question 5 - DANGER TO SELF OR OTHERS

- | | | |
|------------------|---|-----------|
| ◆ Extensively | – Requires monitoring for recurrence and supervision | ◆ Score 1 |
| ◆ Intermittently | – Requires monitoring for recurrence and then supervision on less than a daily basis | ◆ Score 2 |
| ◆ Occasionally | – Requires monitoring but not regular supervision | ◆ Score 3 |
| ◆ Not applicable | – Does not require monitoring (consumer has not engaged in the behaviour in the past) | ◆ Score 4 |

Question 5

- ◆ Limited only to high-risk behaviour.
- ◆ It includes behaviour requiring supervision or intervention and strategies to minimise the danger.
 - Examples include walking without required aids, leaning out of windows, self- mutilation and suicidal tendencies.
- ◆ It does not apply to a range of behaviours which might in the longer term be considered as damaging or health reducing such as smoking generally or non-compliance with a specialised diet.
- ◆ It applies where there is an imminent risk of harm.

Need help?

- ◆ If unsure, 1st read the guidelines, including the Q&As
- ◆ If that fails, contact DADHC or
- ◆ Centre for Health Service Development
 - Hotline 0407 935 384
 - Email: chsd@uow.edu.au
 - Website: <http://www.uow.edu.au/commerce/chsd/>