



The 2014 NSW Post School Program
assessment process: why and how
Part 1: Why

Professor Kathy Eagar and Assoc Prof Janette Green
Centre for Health Service Development (CHSD),
Australian Health Services Research Institute (AHSRI)

Overview of this podcast

- ◆ Scope - functional assessments
- ◆ The evidence underpinning the assessment
- ◆ How the results of the original study and subsequent work have been used to design the 2014 assessment profile that teachers are being asked to complete
- ◆ What's new in 2014

History

- ◆ 2002 - "ATLAS consumers and their prospects"
- ◆ 2003 - First assessments using new tool
- ◆ 2006 - ATLAS becomes Post School Programs
 - Transition to Work (TTW) and Community Participation (CP)
- ◆ 2006 - Post School Programs Classification & Costing Study
 - 4 funding bands for CP introduced
- ◆ From 2007, assessment tool used to determine eligibility for PSP and, if CP, to allocate to CP funding bands

NSW ATLAS Study 2002

- ◆ ADHC commissioned the Commonwealth Rehabilitation Service (CRS) in 2002 to assess post-school leavers who were already in, or applying to join, what was then the NSW ATLAS program.
- ◆ Schools (Special Support Teachers) completed a 9 item Functional Screen on each 2002 school leaver.
- ◆ We compared the results achieved by teachers (short functional screen) and by CRS (full comprehensive assessment, including function).

Four ATLAS cohorts in the original study

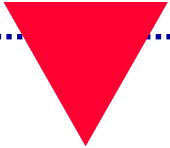
- ◆ 608 young people who were leaving school at the end of 2002
 - Screening data by school
 - Assessment data by CRS
- ◆ 486 who left school in 2001
- ◆ 215 who left school in 2000 and
- ◆ 264 who left school in 1999

The CRS assessment

- ◆ Age
- ◆ Sex
- ◆ Disabilities
- ◆ Goal
- ◆ Strengths (5)
- ◆ Barriers to economic and social participation (5)
- ◆ Current capacity to work
- ◆ Future capacity to work, self-care
- ◆ Recommended interventions (20)
- ◆ Recommended type of assistance
- ◆ Type of suitable work
- ◆ Self-care functioning
- ◆ Domestic functioning
- ◆ Behavioural functioning

Some research questions

- ◆ Which measures of the person and their needs
 - ◆ e.g. age, sex, disability, strengths, barriers, self care functioning, domestic functioning, behavioural functioning
- ◆ Best predict?
 - ◆ the person's current and future capacity for work (with and without the recommended interventions) and/or
 - ◆ the interventions and type of assistance that the person needs
- ◆ How do the results achieved with a short functional screen (undertaken by teachers) compare with the results of a full functional assessment (by the CRS)?



And now a bit of a diversion...

Functional dependency

Functional Dependency

A measure of functional dependency is:

- ◆ an instrument that identifies areas in which a person requires assistance with daily living, and
- ◆ that quantifies the extent to which that person needs support from others to help them carry out normal activities in their home and community.

Functional ability

- ◆ Whether a person is **capable** of performing a task.
- ◆ For example, in assessing a person's ability to shop, a measure of functional ability assesses the extent to which the person is **capable** of shopping
 - without taking into account any external factors (e.g. whether or not they have access to shops)
 - irrespective of whether they actually do their own shopping or whether someone does it for them

Functional hierarchy of Activities of Daily Living (ADLs)

- ◆ People acquire and lose abilities in a predictable order
 - People acquire functional abilities in the opposite order to which they lose them
- ◆ Self-care ADLs like dressing, toileting, feeding and bed mobility are gained 1st and lost last (late loss ADLs)
- ◆ Domestic ADLs like housework, handling money, managing medicines are gained last and lost first (early loss ADLs)
- ◆ It is reasonable to assume that, if a person can do early loss ADLs, they can also do late loss ADLs

Another important research question

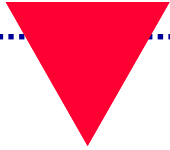
- ◆ Do young people in the PSP (ATLAS program) acquire functional abilities in a fairly predictable order?
- ◆ If so, what is the hierarchy of functional acquisition for applicants to the PSP (ATLAS program)?
- ◆ Is the hierarchy of acquisition predictable enough to support screening?
 - Can you assume that, if a person can do ADLs acquired late, they can also do ADLs acquired early?
 - If so, this supports short and targeted assessments rather than a comprehensive assessment

The screening data set completed by teachers

- ◆ A 9 item functional screen originally developed for use in the community care sector
- ◆ Designed to identify where the person sits on the functional hierarchy
- ◆ Does not attempt to capture all aspects of function or the most important. Rather, the 9 items in the screen are the best predictors of how well a person is functioning in other aspects of their life
- ◆ Question was whether this could be used with ATLAS consumers

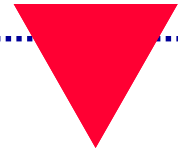
Functional Screen (Overview)

- ◆ 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



Some results

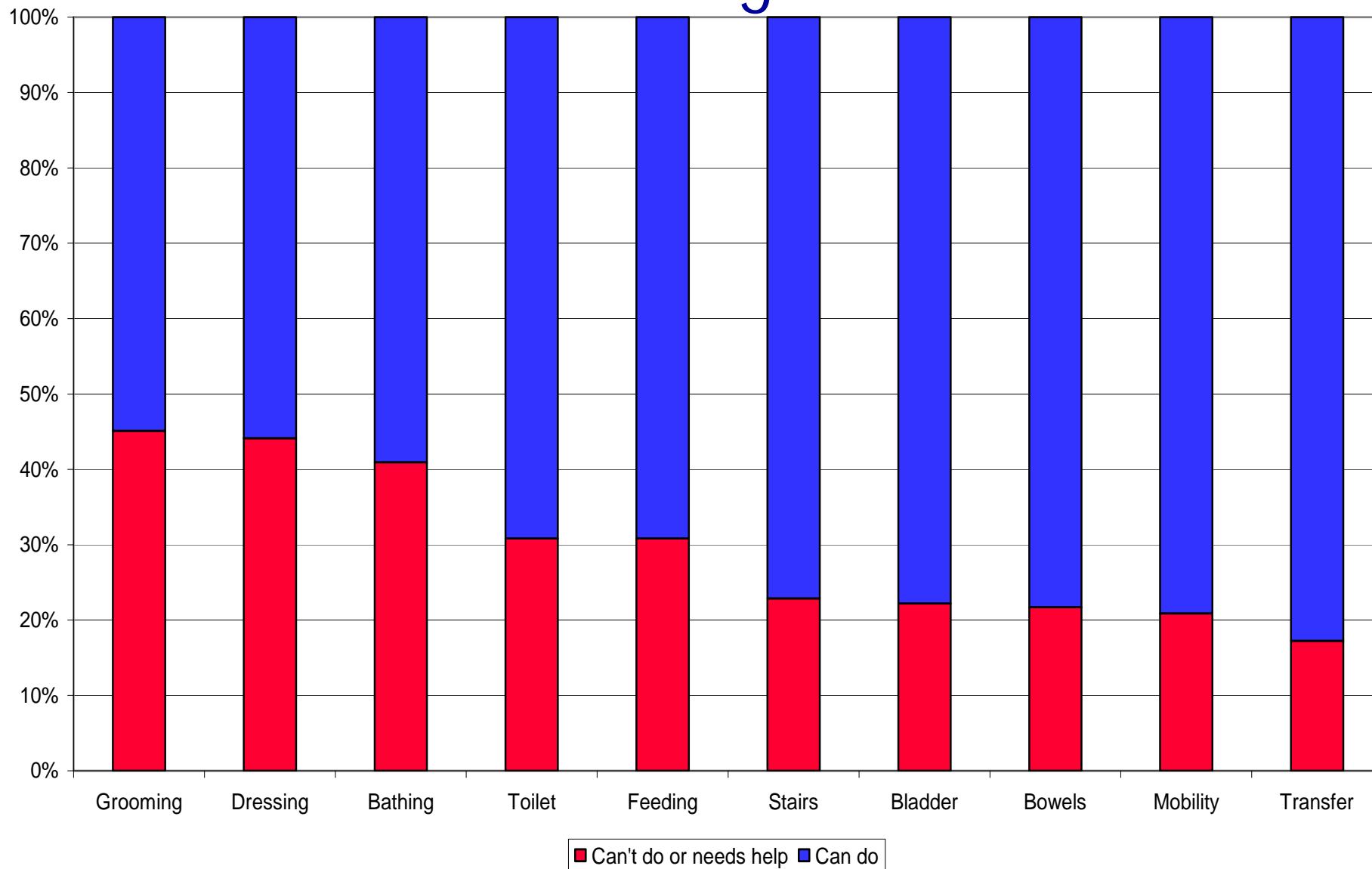
From the original study



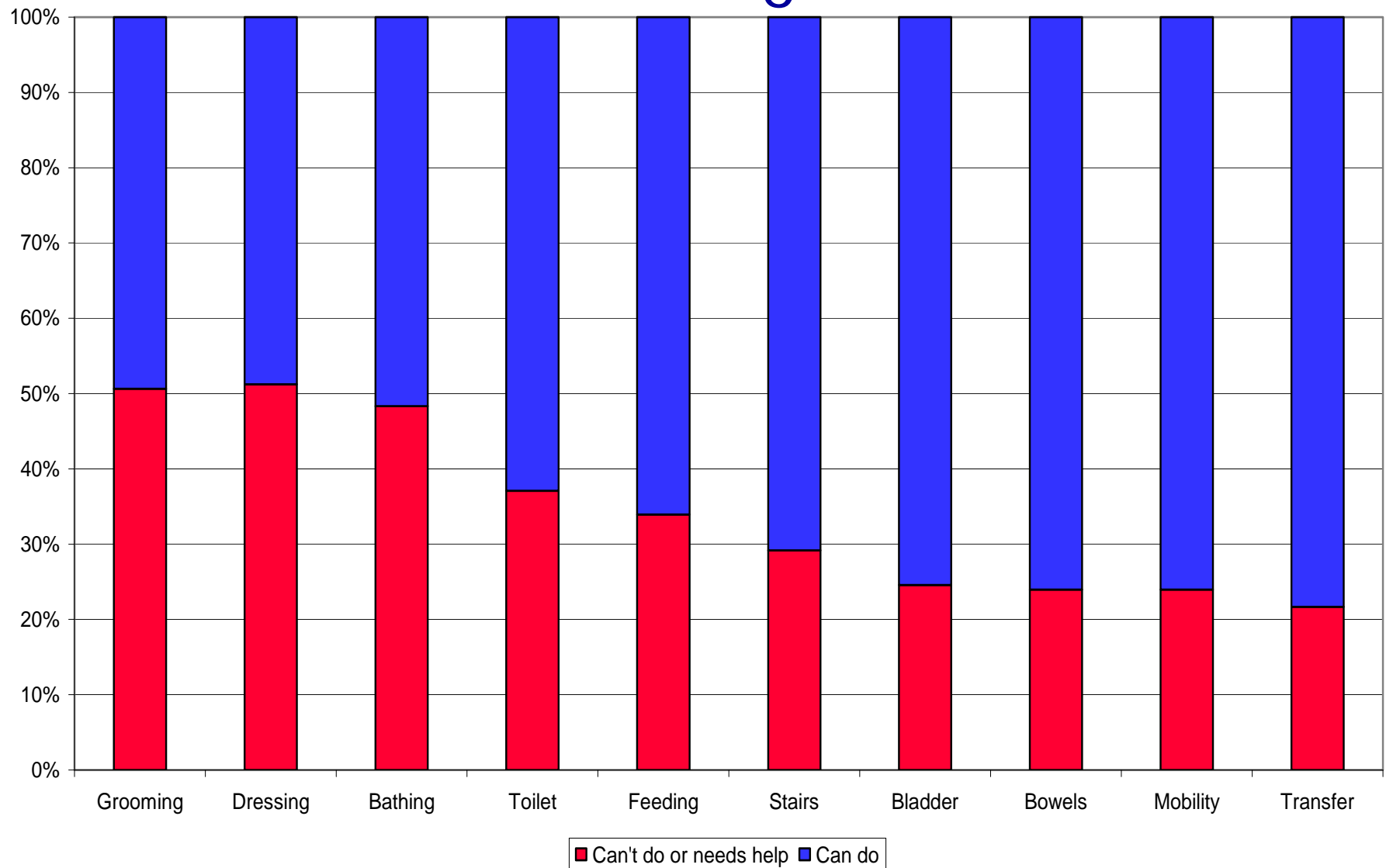
The functional hierarchy was stable
over the 4 years in the original study

*An example - self care functioning – only
small changes over the four cohorts*

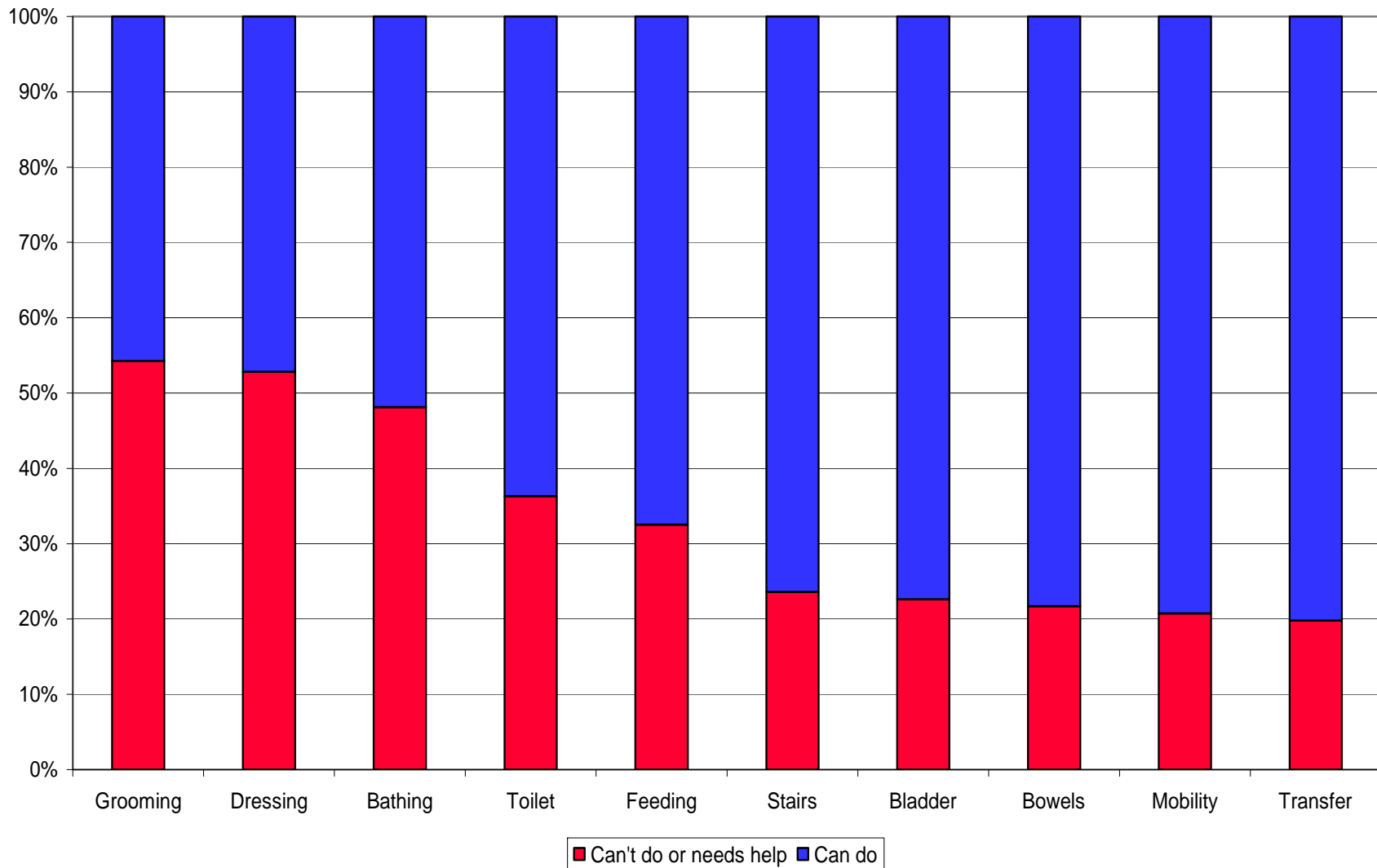
Self care functioning - 2002 cohort



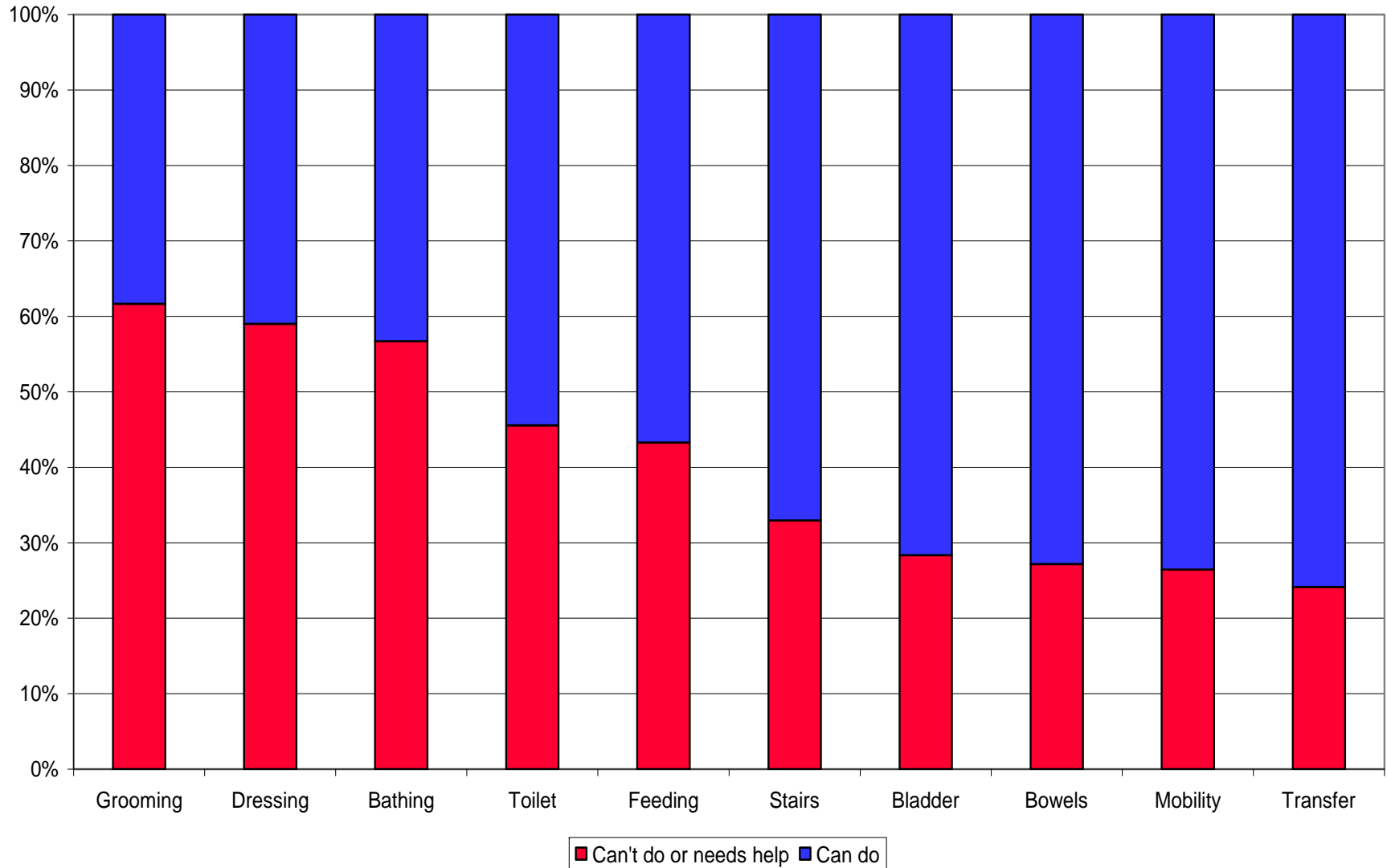
Self care functioning - 2001 cohort

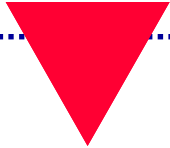


Self care functioning - 2000 cohort



Self care functioning - 1999 cohort

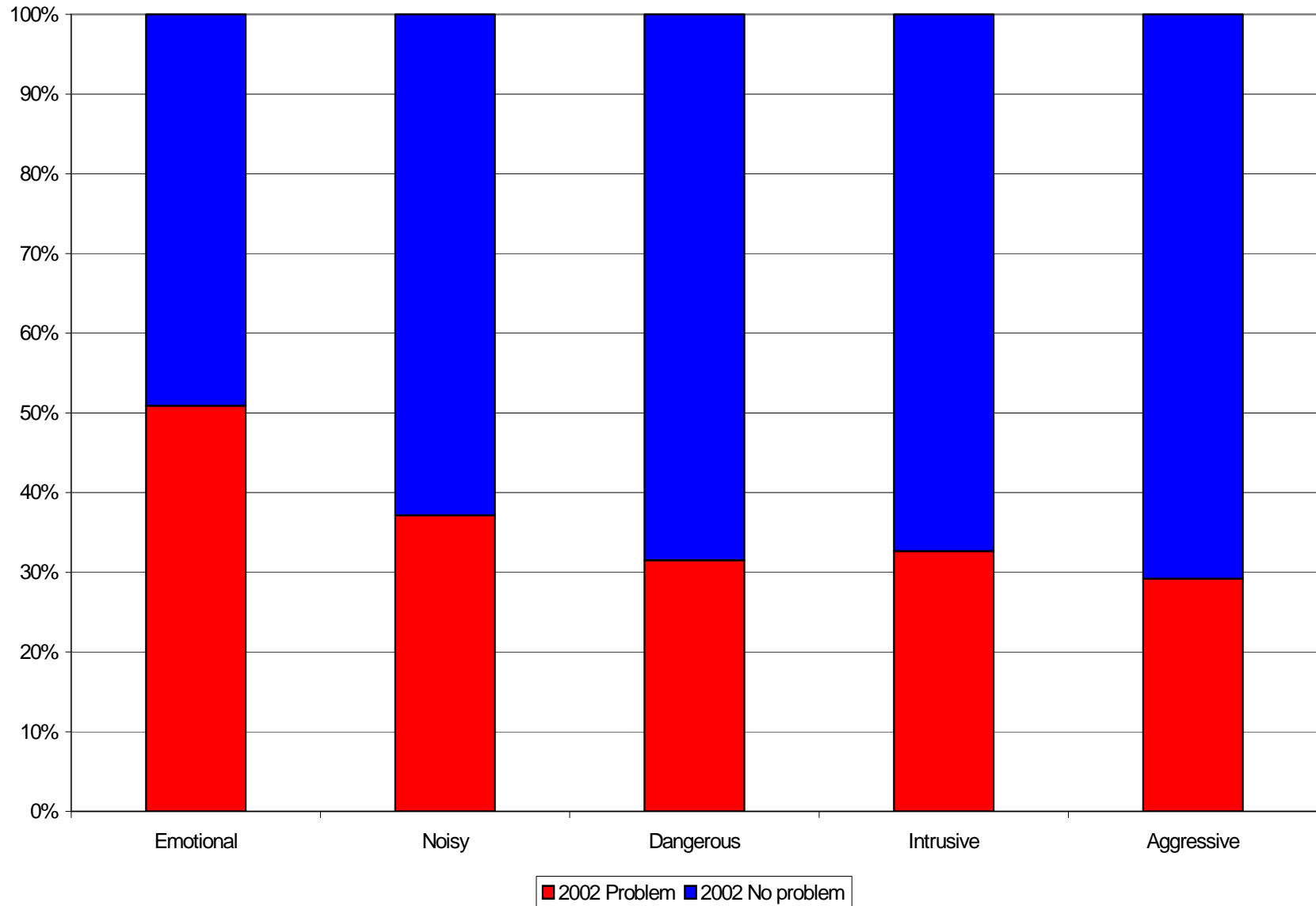




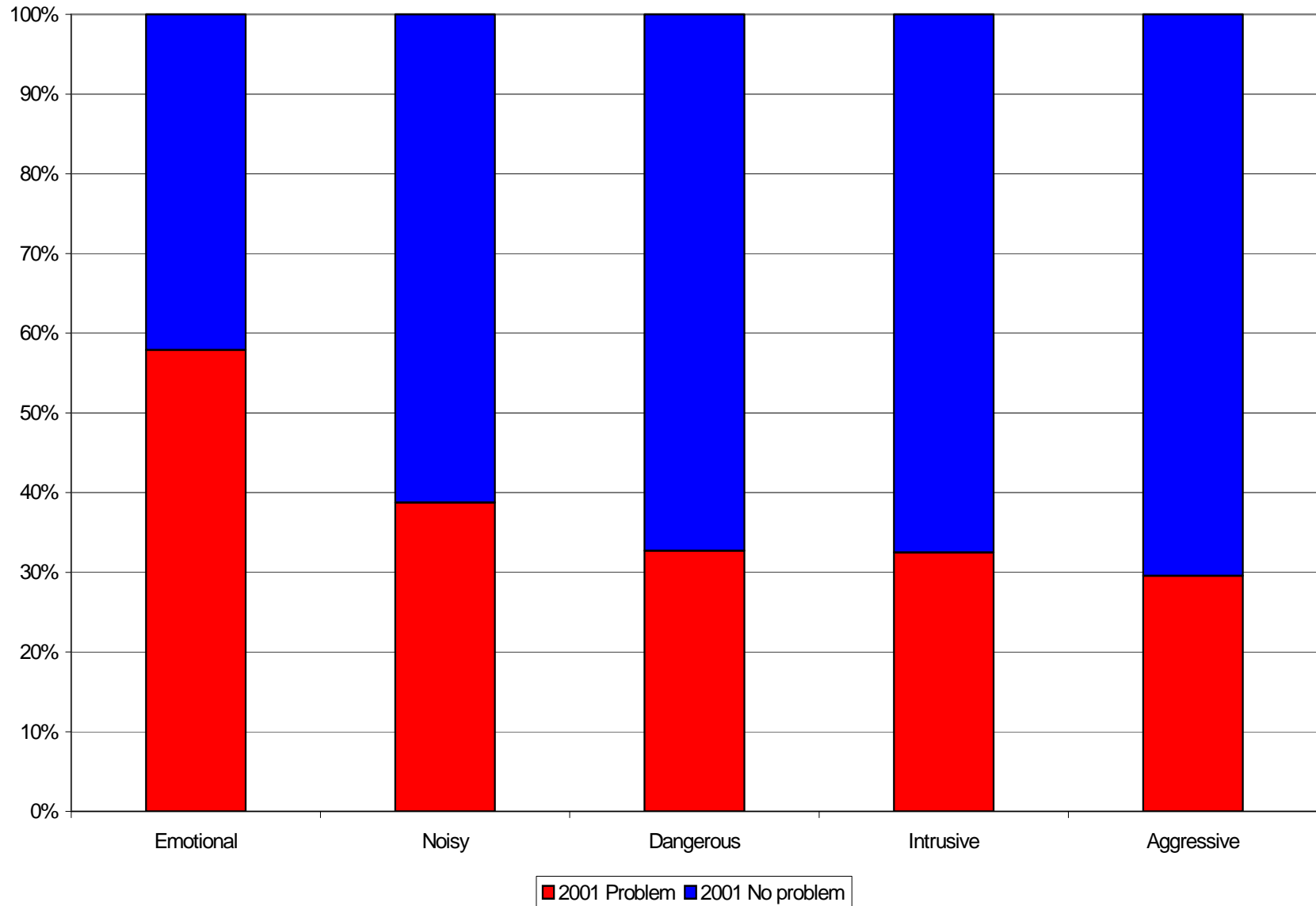
The behavioural pattern remains
consistent over the years

*As expected, the four cohorts look much
the same*

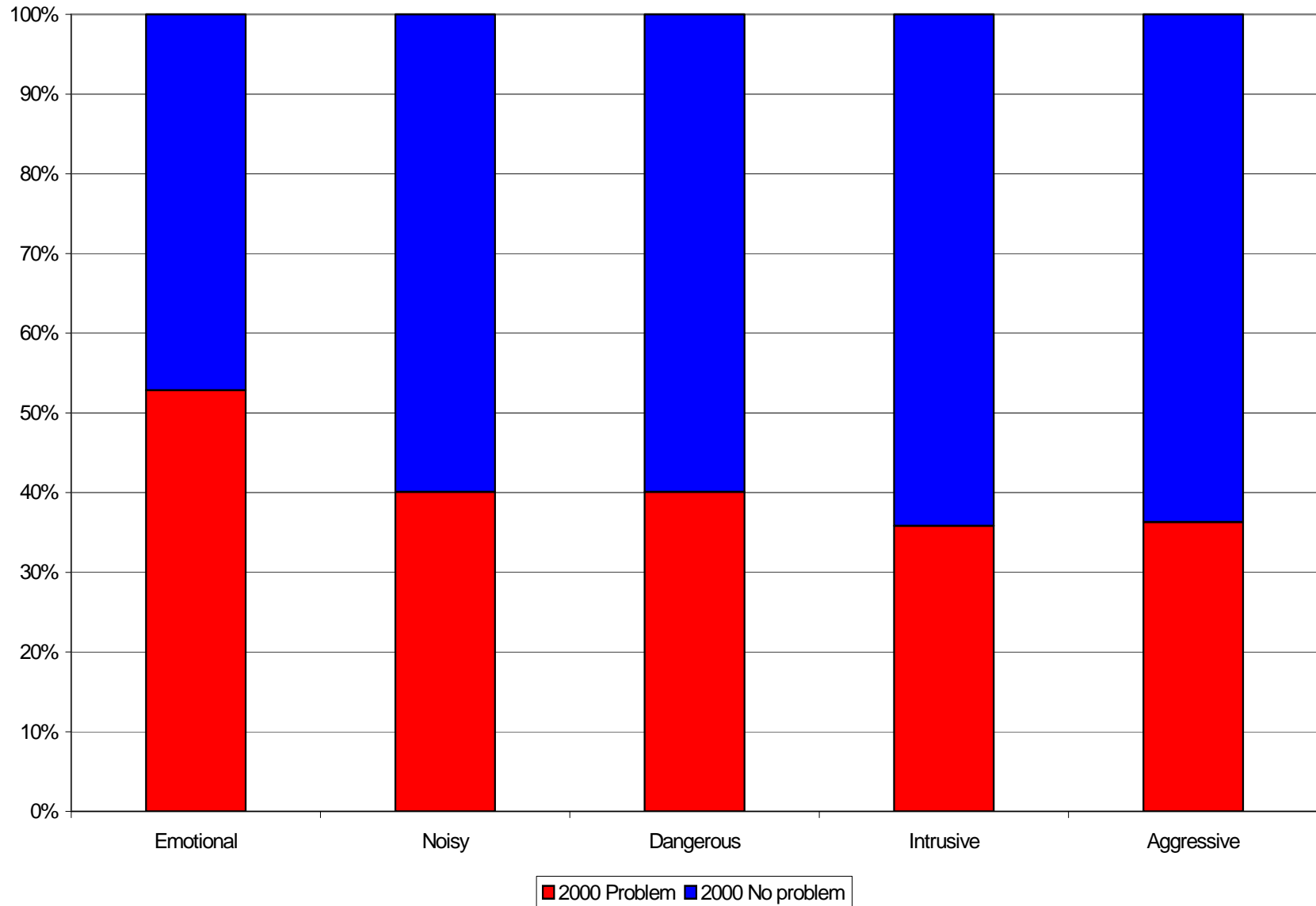
Behaviour 2002



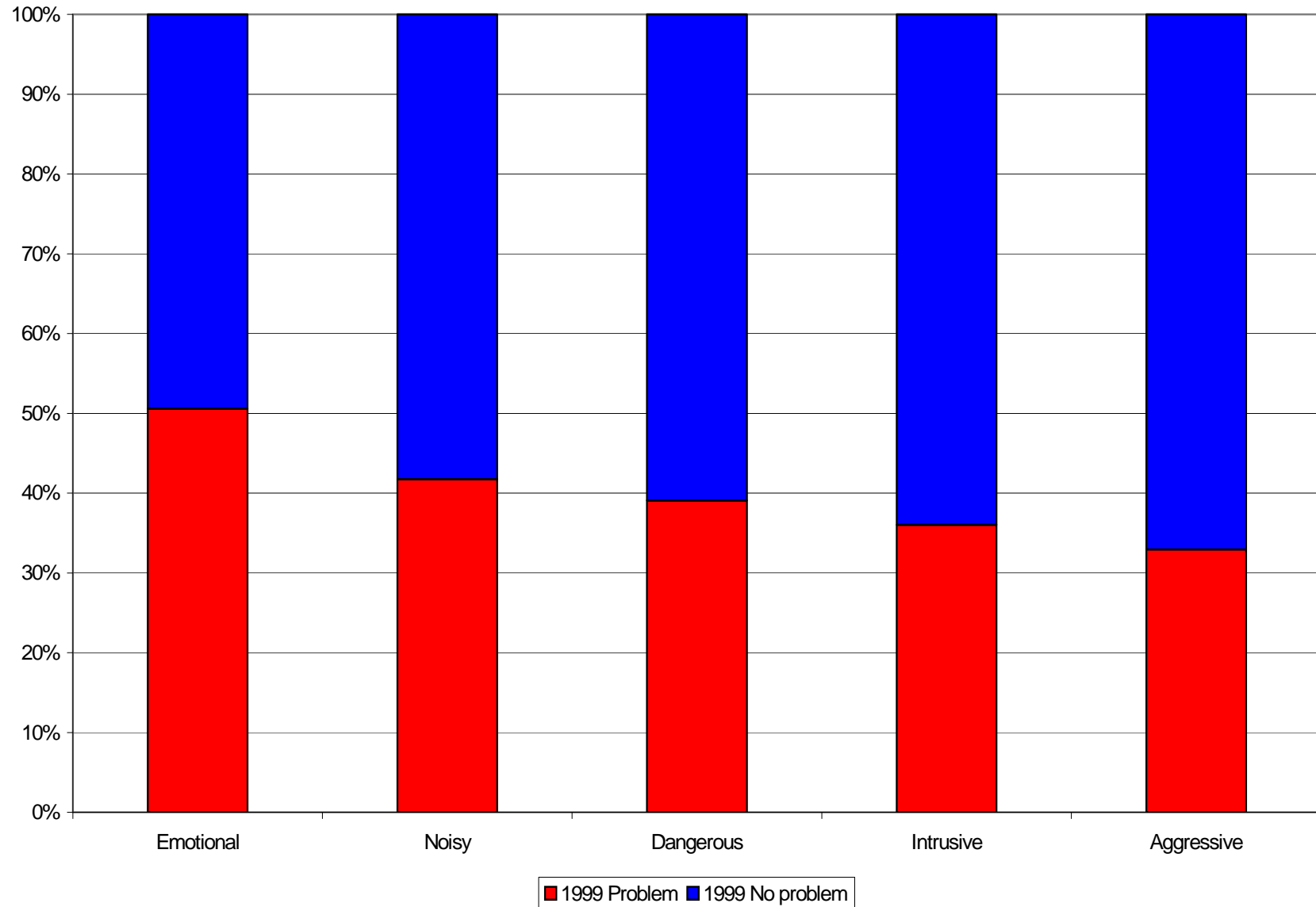
Behaviour 2001



Behaviour 2000



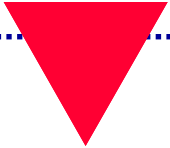
Behaviour 1999



Functioning and no. of disabilities

shows a pattern going in the expected directions

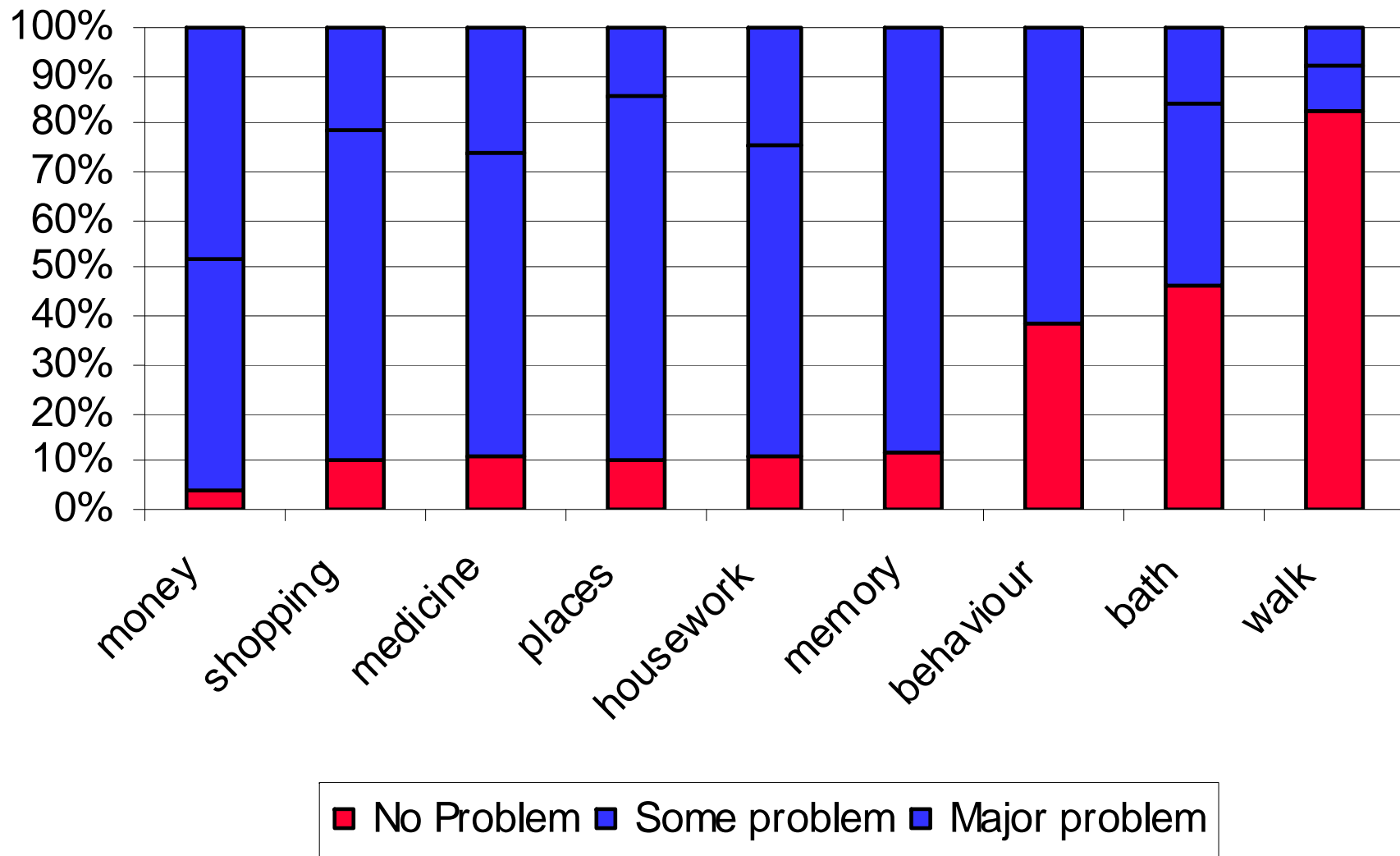
- ◆ Those with 1 disability:
 - 7% had low self-care ability
 - 22% had low domestic ability
 - 14% had major behavioural problem
- ◆ Those with 2 disabilities:
 - 10% had low self care ability
 - 39% low domestic ability
 - 21% had major behavioural problem
- ◆ Those with 3 disabilities:
 - 30% had low self-care ability
 - 63% had low domestic ability
 - 31% had major behavioural problem



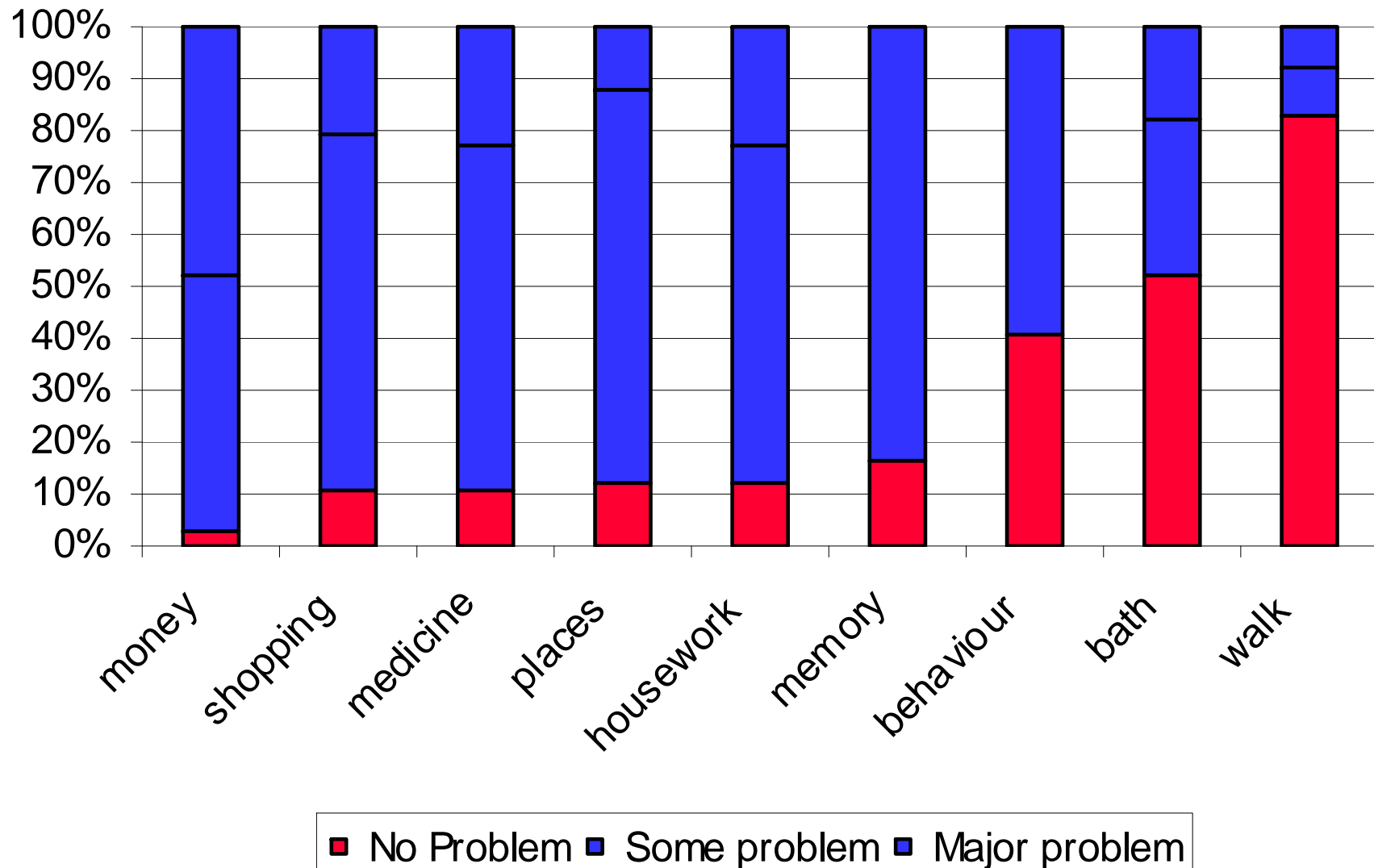
Results of the functional overview
conducted by teachers (2004-2013)

*Some small movement between cohorts for
memory and behaviour problems – while
most screen items stay about the same*

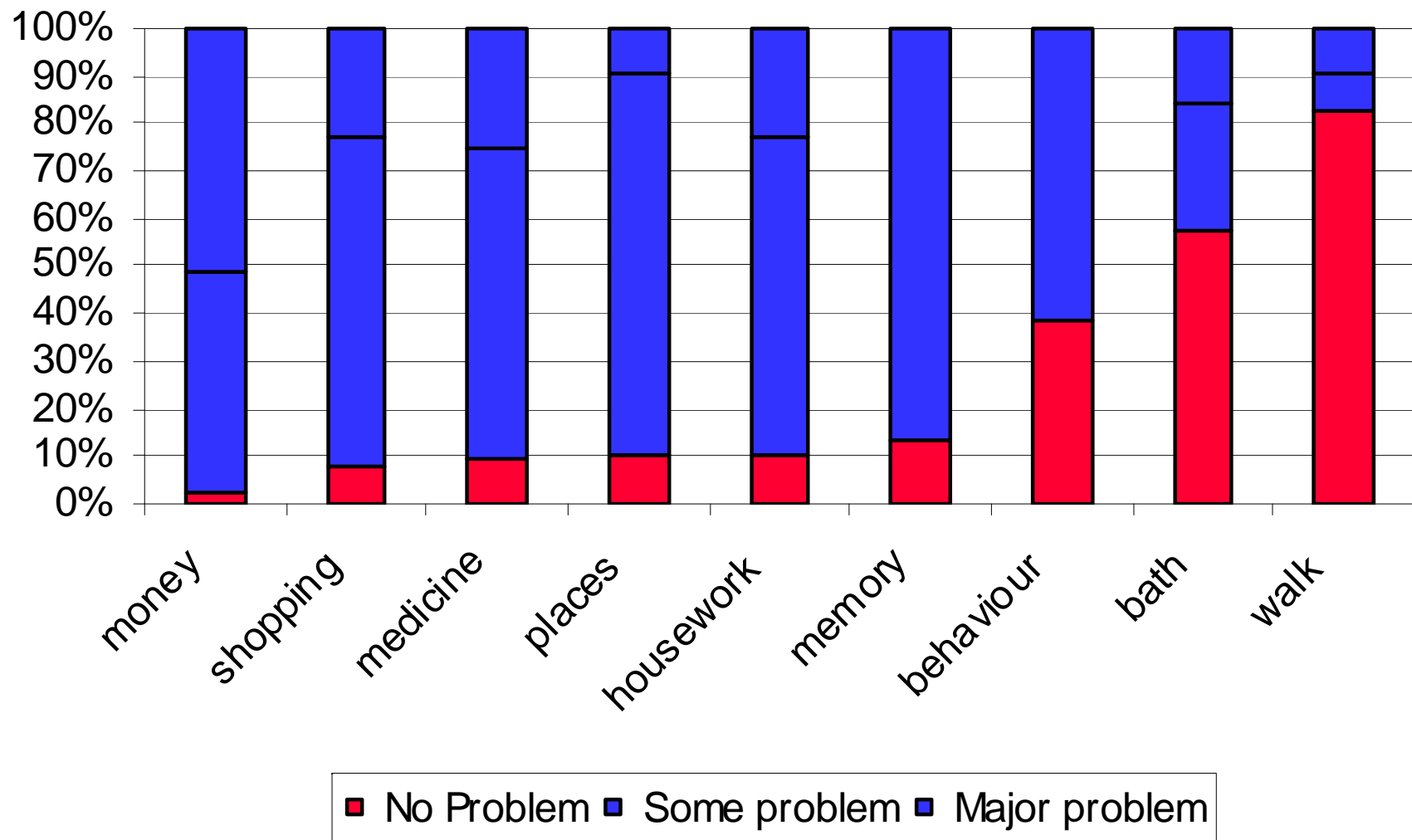
Functional overview results - 2004



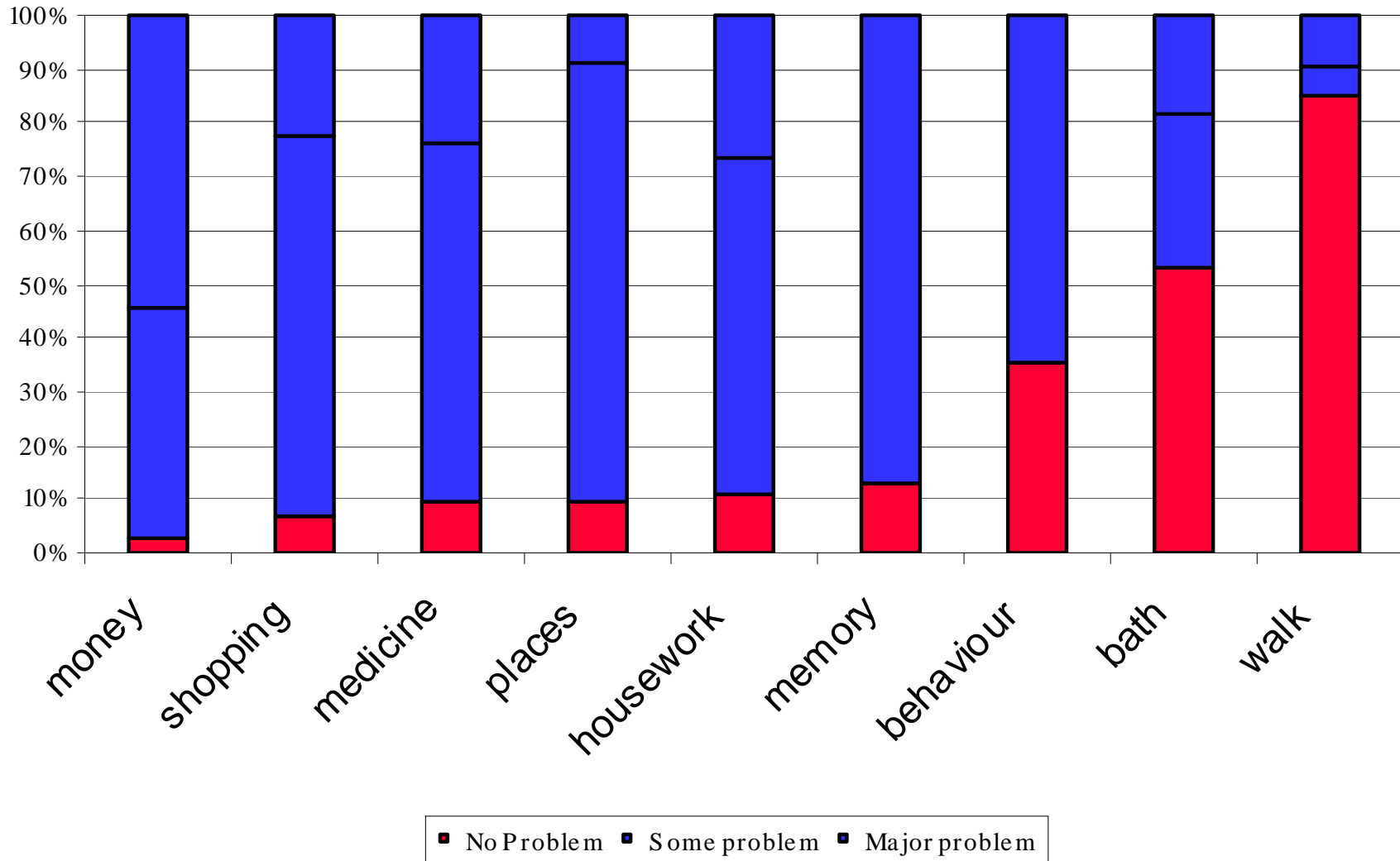
Functional overview results - 2005



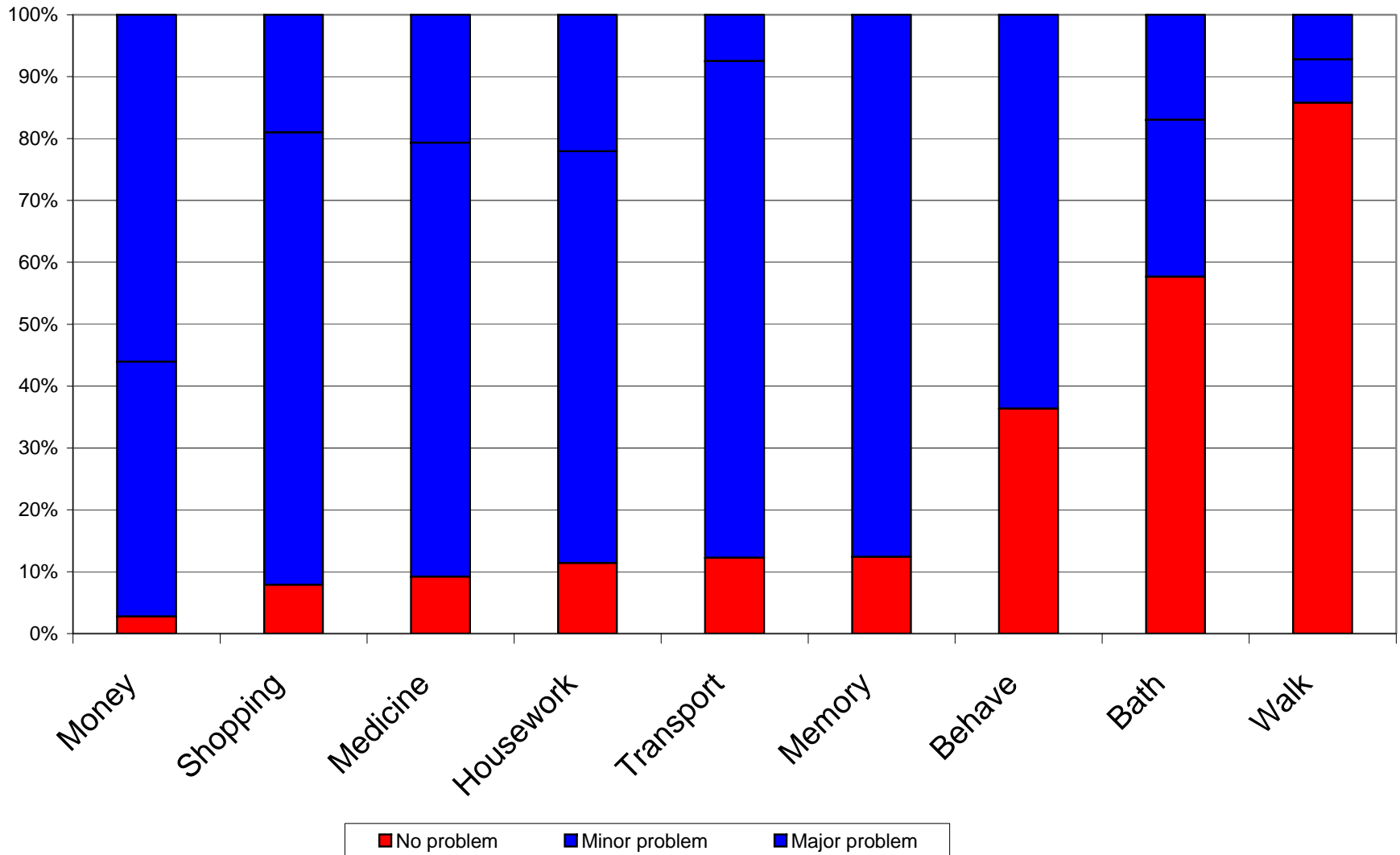
Functional overview results - 2006



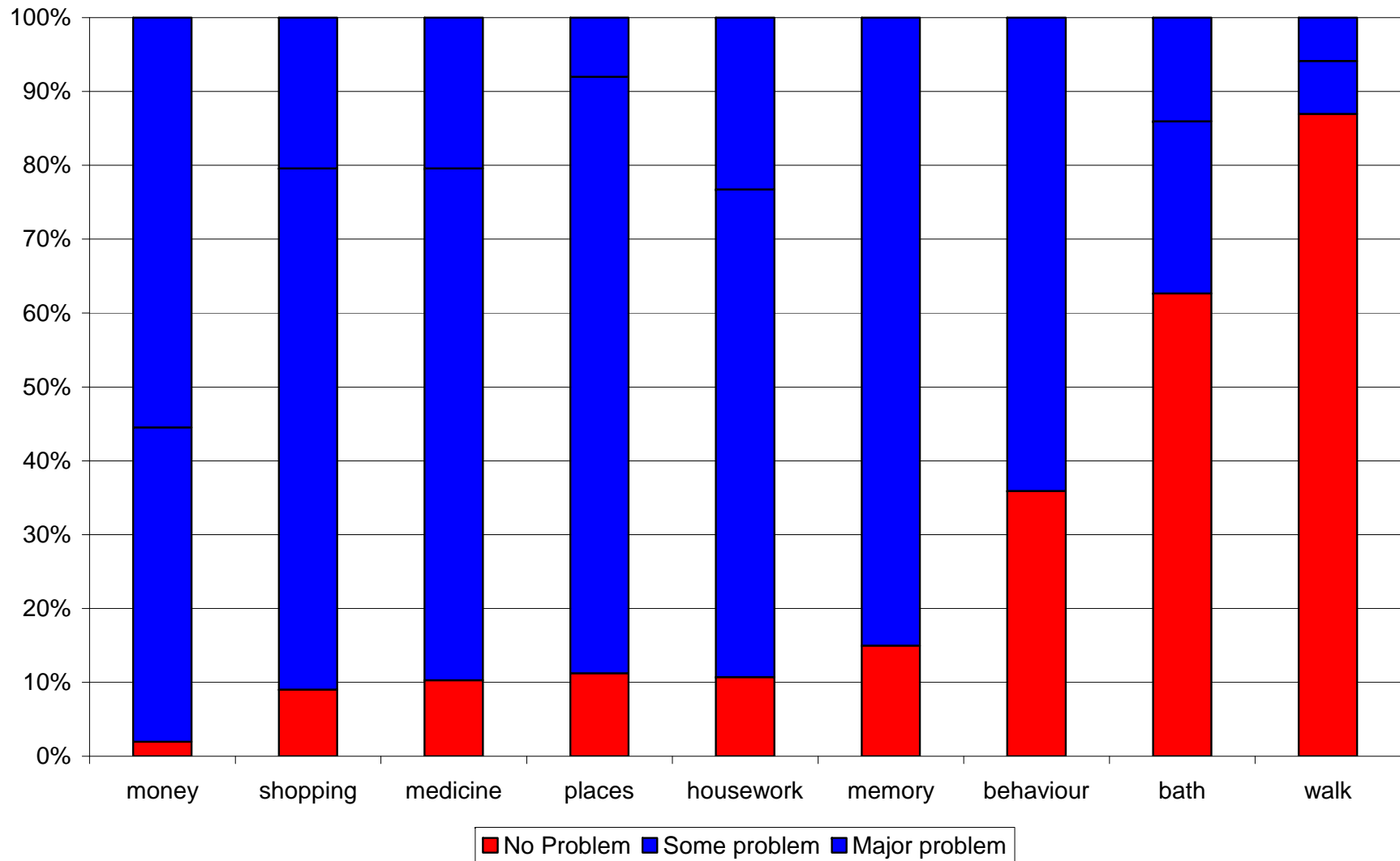
Functional overview results - 2007



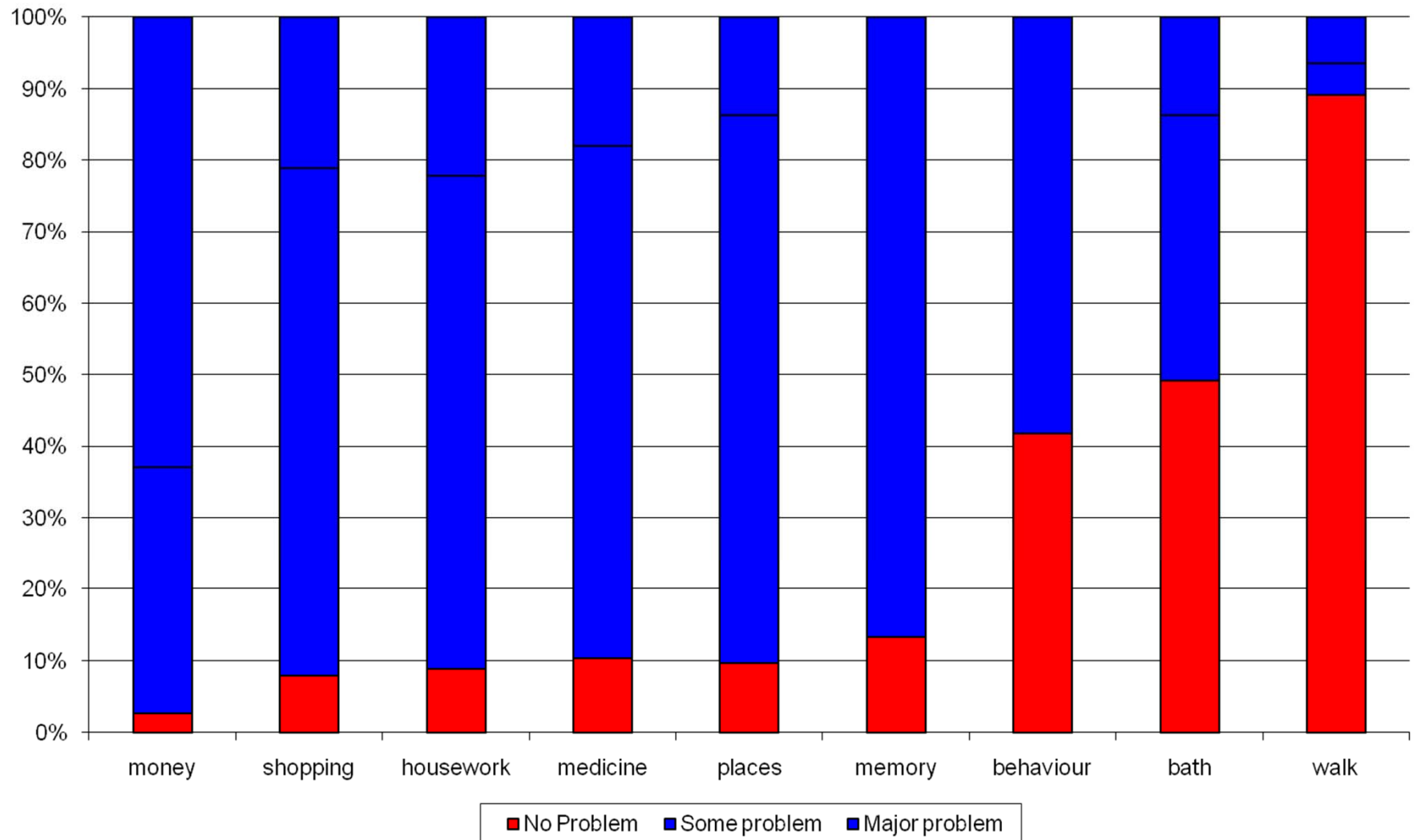
Functional overview results - 2008



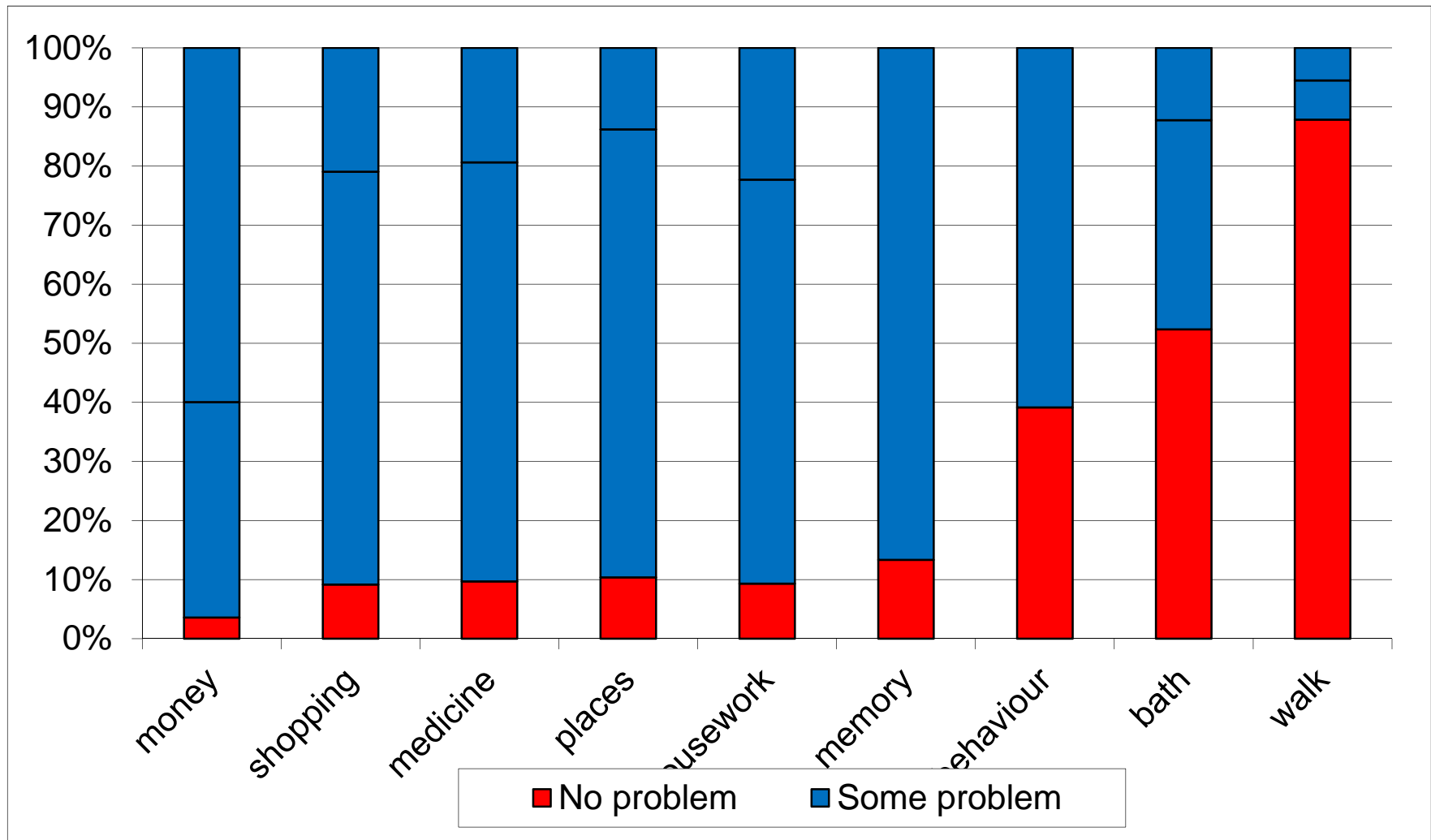
Functional overview results - 2009



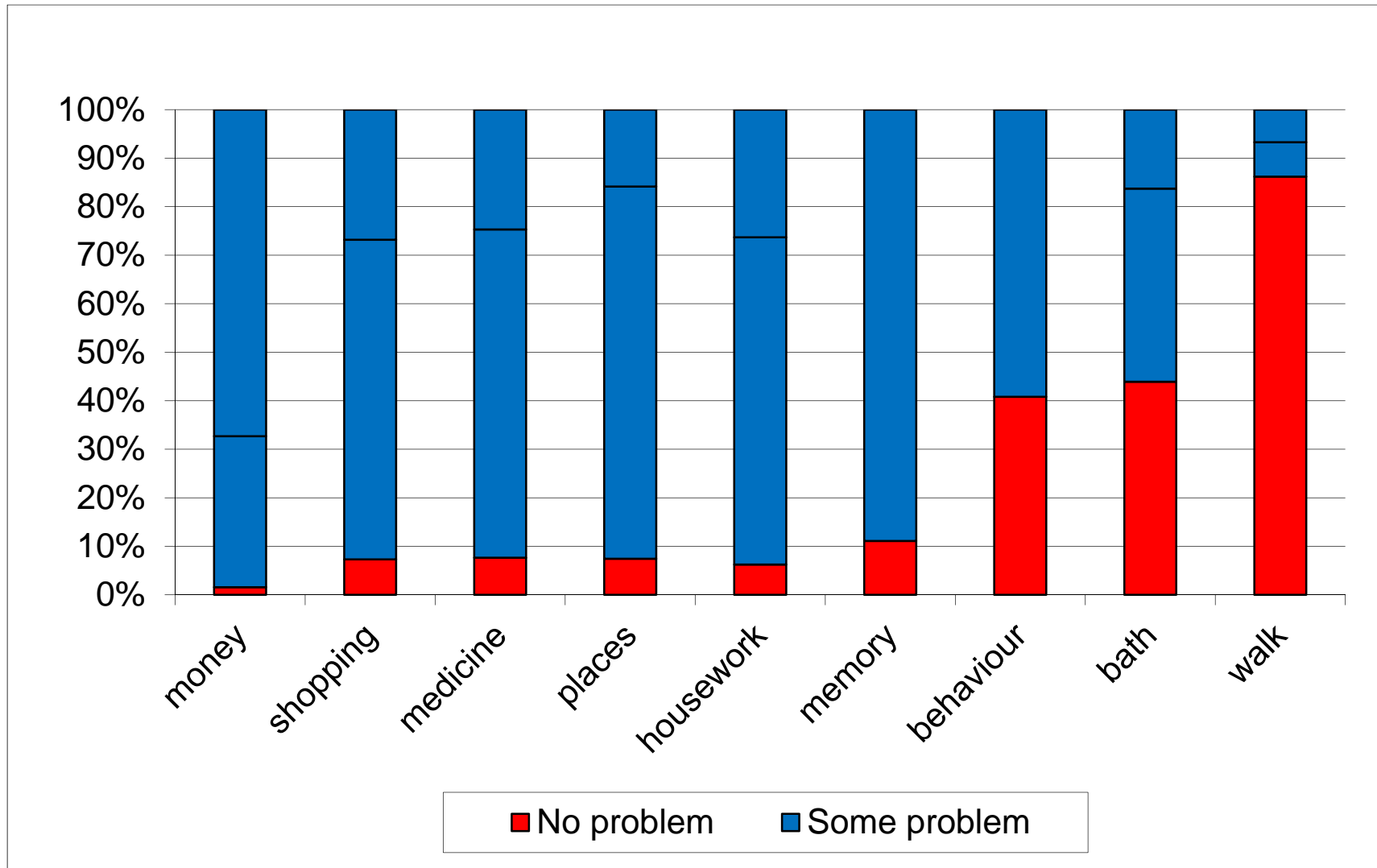
Functional overview results - 2010



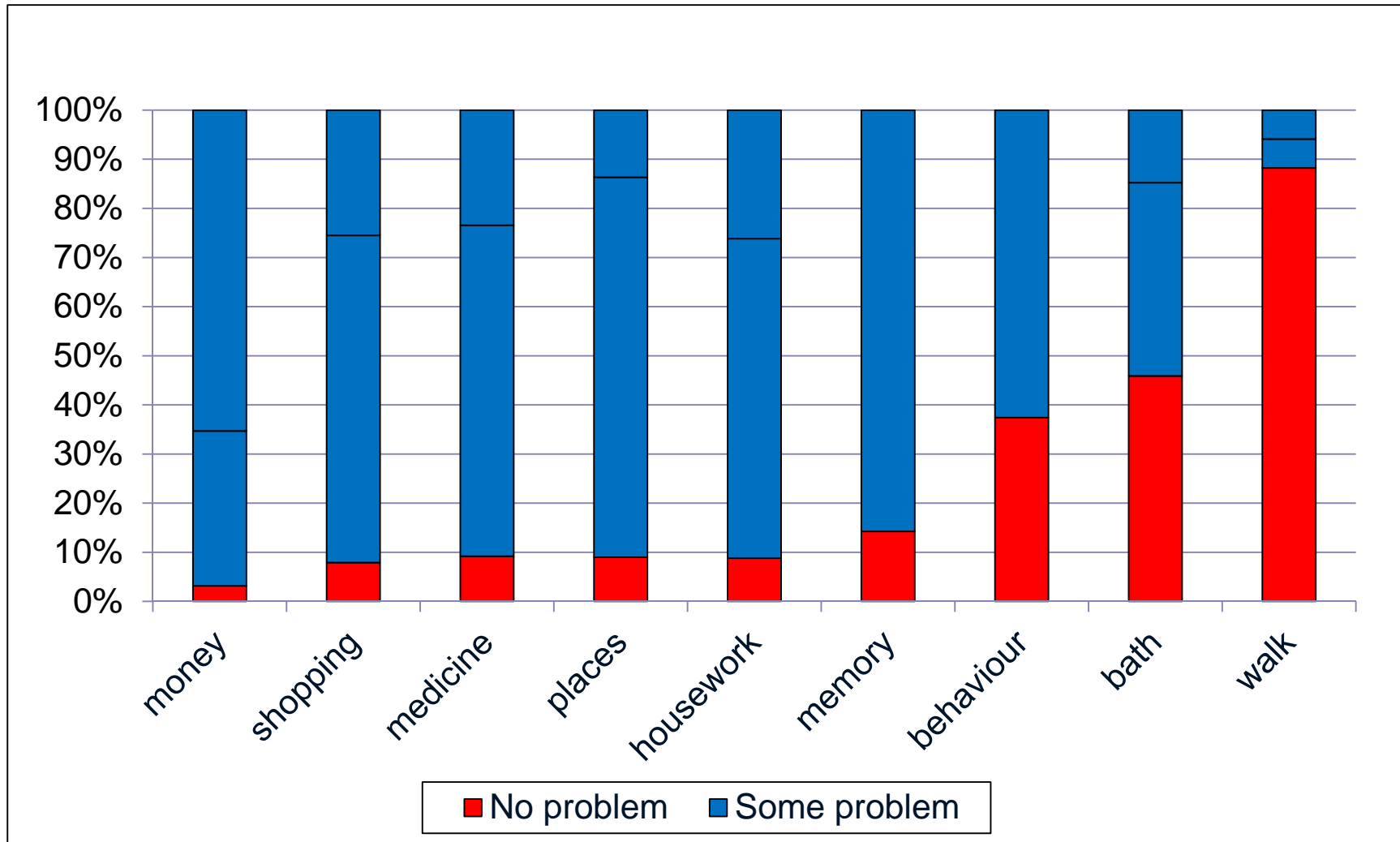
Functional overview results - 2011

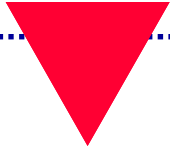


Functional overview results - 2012



Functional overview results - 2013



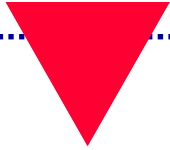


What predicted future work capacity?

As assessed by the CRS

Predicting future capacity to work

	Correlation
Domestic assessment total score	0.67
Domestic items in the screen (questions 1-5)	0.61
Total screen score	0.58
Self care items in the screen (questions 6-7)	0.42
Self care assessment total score	0.39
Behaviour assessment total score	0.37
Behaviour item in the screen	0.25
Disability type	0.10
Gender	0.06
Age	-0.14
Number of disabilities	-0.36



Summary and implications

The initial research questions

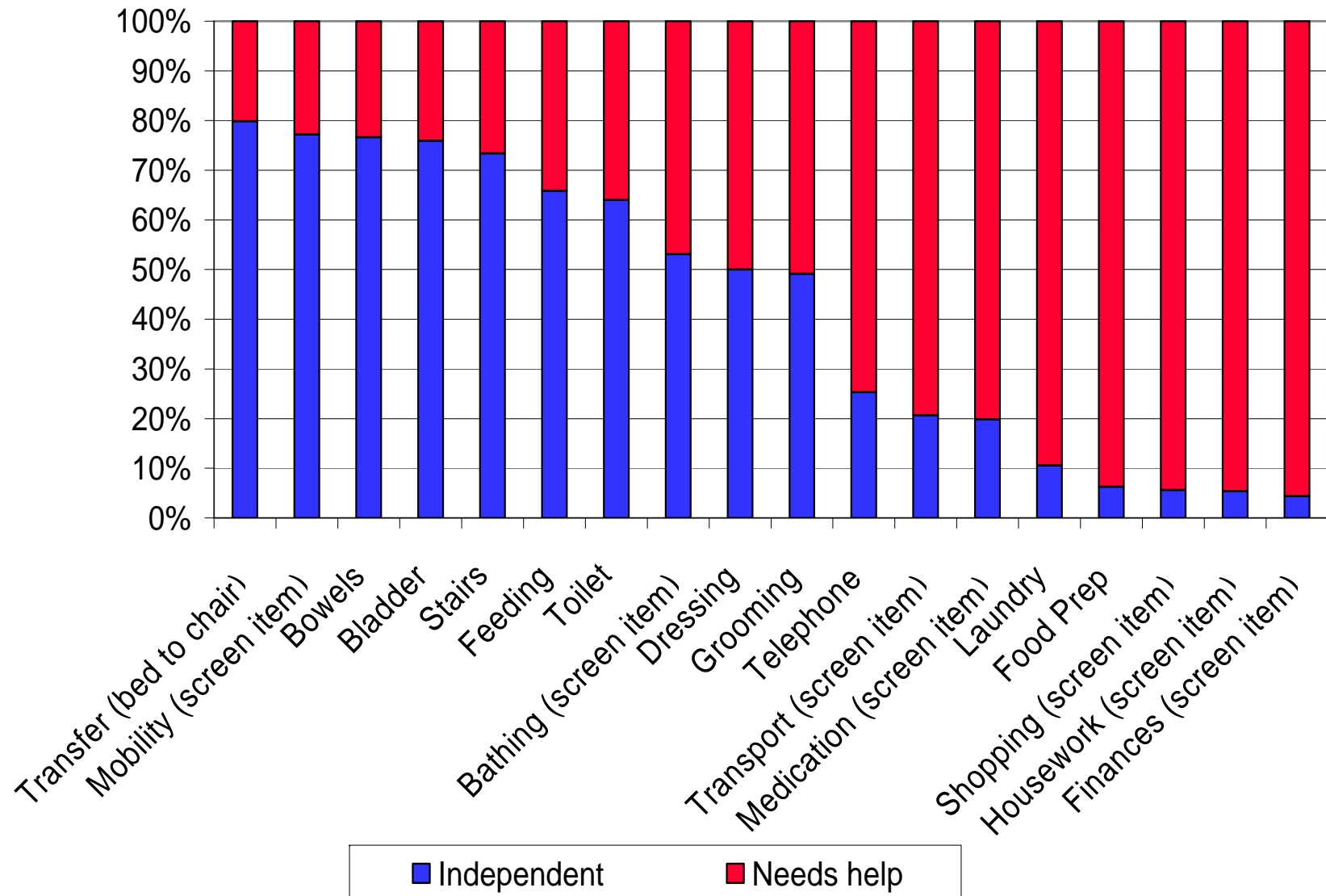
- ◆ Which measures of the person and their needs
 - ◆ e.g. age, sex, disability, strengths, barriers, self care functioning, domestic functioning, behavioural functioning
- ◆ Best predict:
 - ◆ the person's current and future capacity for work (with and without the recommended interventions) and/or
 - ◆ the interventions and type of assistance that the person needs?
- ◆ How do the results achieved with a short functional screen (undertaken by schools) compare with the results of a full functional assessment (by the CRS)?

Correlation = 0.83

The initial research questions

- ◆ Do young people in the program acquire functional abilities in a fairly predictable order?
Yes, coefficient of reproducibility = 0.97
- ◆ If so, what is the hierarchy of functional acquisition for consumers in the program?
- ◆ Is the hierarchy of acquisition predictable enough to support screening? **Yes**

The hierarchy of functional acquisition



The measurement of 'need' - 1

- ◆ Of all the measures captured, the best predictors of the type of assistance required were (in order) domestic functioning, self-care functioning and future capacity to work.
- ◆ Both domestic and self care functioning were better predictors of the type and level of assistance required than any of the variables typically assumed to determine need for PSP services (disability type, capacity to work and so on).

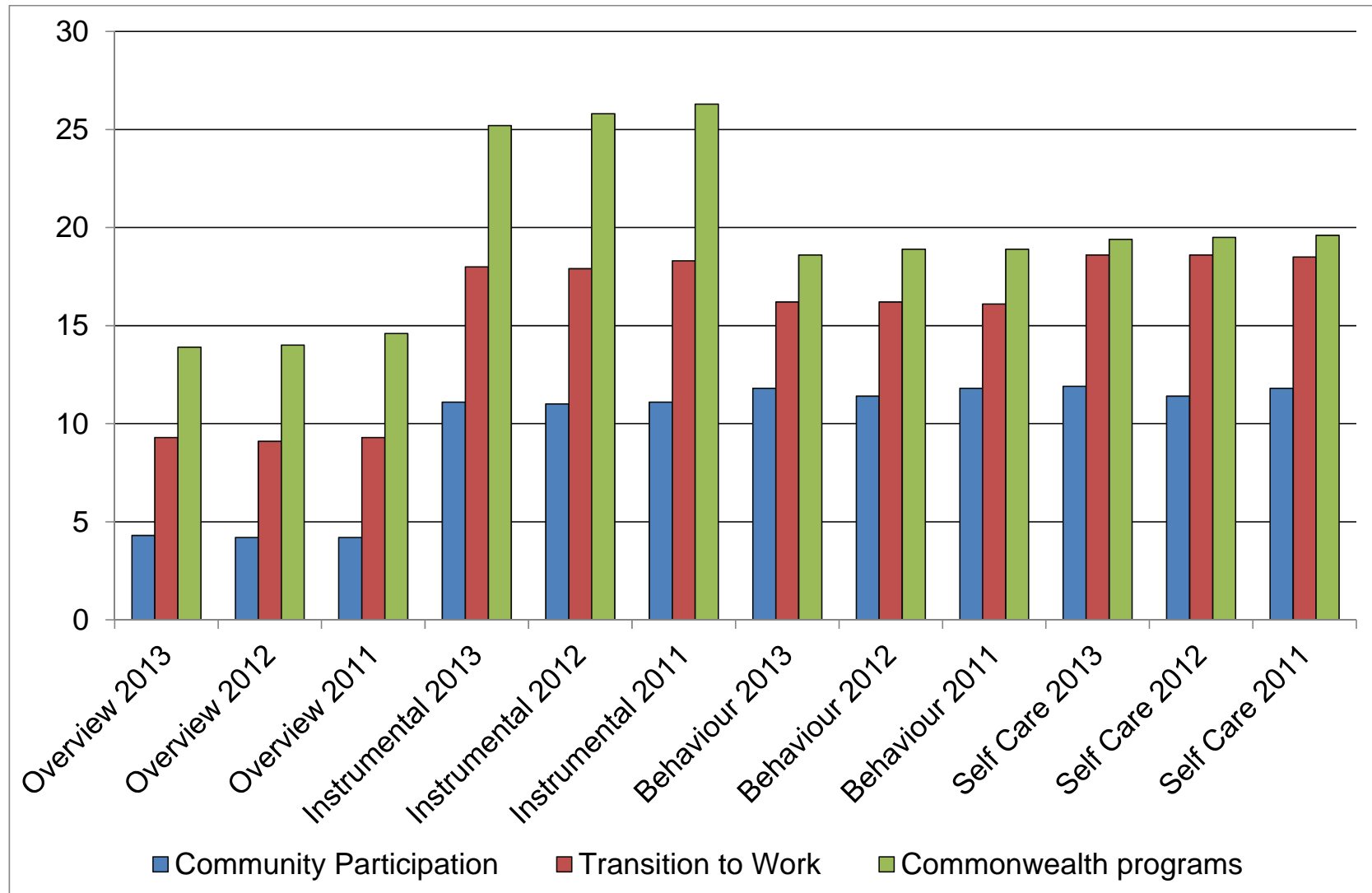
The measurement of 'need' - 2

- ◆ Surprisingly, behavioural problems were not strongly correlated with the type or level of required assistance although behaviour is more useful than current work capacity, disability type or the number of disabilities.
 - Seems to be related to Can Do: Do Do
 - ◆ Those with very low function can't exhibit challenging behaviour as much
 - But the 2006 classification and cost study helped improve our understanding of the relationship between behavioural functioning and the type or level of assistance required

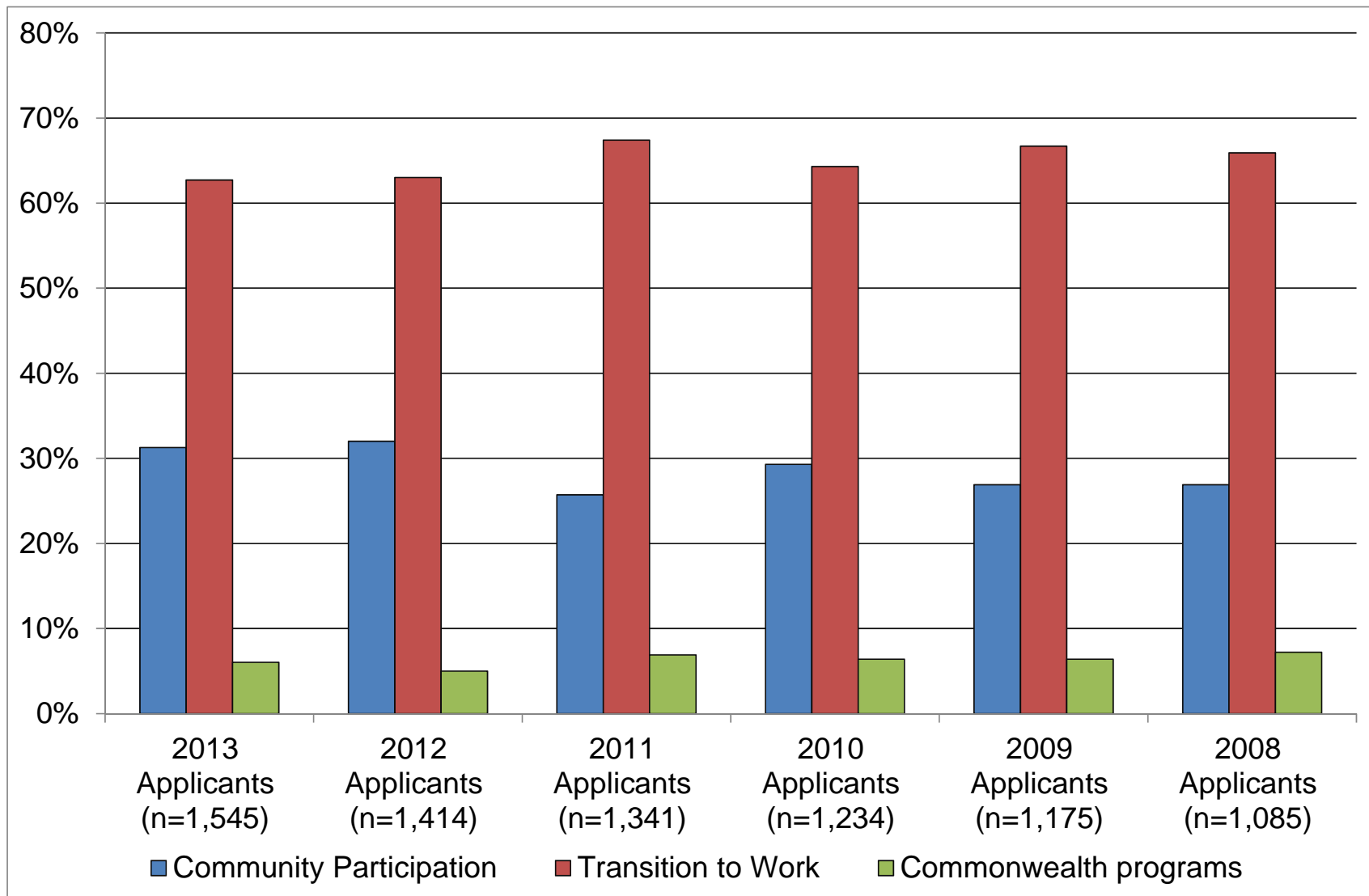
What's happened since

- ◆ ADHC progressively used the results of the original study to move towards an evidence-based assessment model
- ◆ Additional information added
 - 2003 - 9 item functional screen and behaviour
 - 2004 - domestic (instrumental) assessment
 - 2006 - self care assessment
 - 2007 - additional relevant information
 - 2009 - some wording revised after review with teachers
 - 2013 - a test for an alternative item to laundry
- ◆ The assessment is now used to allocate to CP funding bands as well as determine program eligibility

Score profile 2011-2013



Outcomes of the assessment



CP funding bands

1. Moderate (44%)
2. High (34%)
3. Very High (20%)
4. Exceptional (2%)

◆ Based on

- level of assistance with daily living tasks
- level of assistance with personal care
- level of behavioural support required

2014 Method

- ◆ CHSD will use a statistical regression model:
 - combined screening and assessment scores on particular items to determine eligibility for PSPs
 - if eligible, combined screening and assessment scores on particular items to allocate to either TTW or CP
 - if CP, combined screening and assessment scores on particular items to allocate to a funding band
- ◆ All done by a complicated combination of the applicant's scores on items across both the functional overview and the various assessment instruments.

What's new in 2014

What's new in 2014?

- ◆ Form includes specific information about the process for individuals who reside in NDIS launch sites (Newcastle, Lake Macquarie and Maitland LGA residents)
- ◆ Option for the applicant, guardian or secondary guardian to receive an SMS of the outcome
- ◆ Option to receive outcome package via email
- ◆ Improvements to questions on parent/guardian address details

Also in 2014 ...

- ◆ As in 2013 we are asking you to answer 2 additional questions to replace the laundry item, on a trial basis
- ◆ We will analyse your responses to see if we can use one of these questions as a substitute for the question on laundry in future years

as a reminder ...

5 Laundry (excludes ironing)

- Can do personal laundry completely (machine or hand wash)
- Can do personal laundry but needs help with heavier items such as bedding and towels
- Can launder small items (hand wash)
- All laundry must be done by others

In addition for 2014...

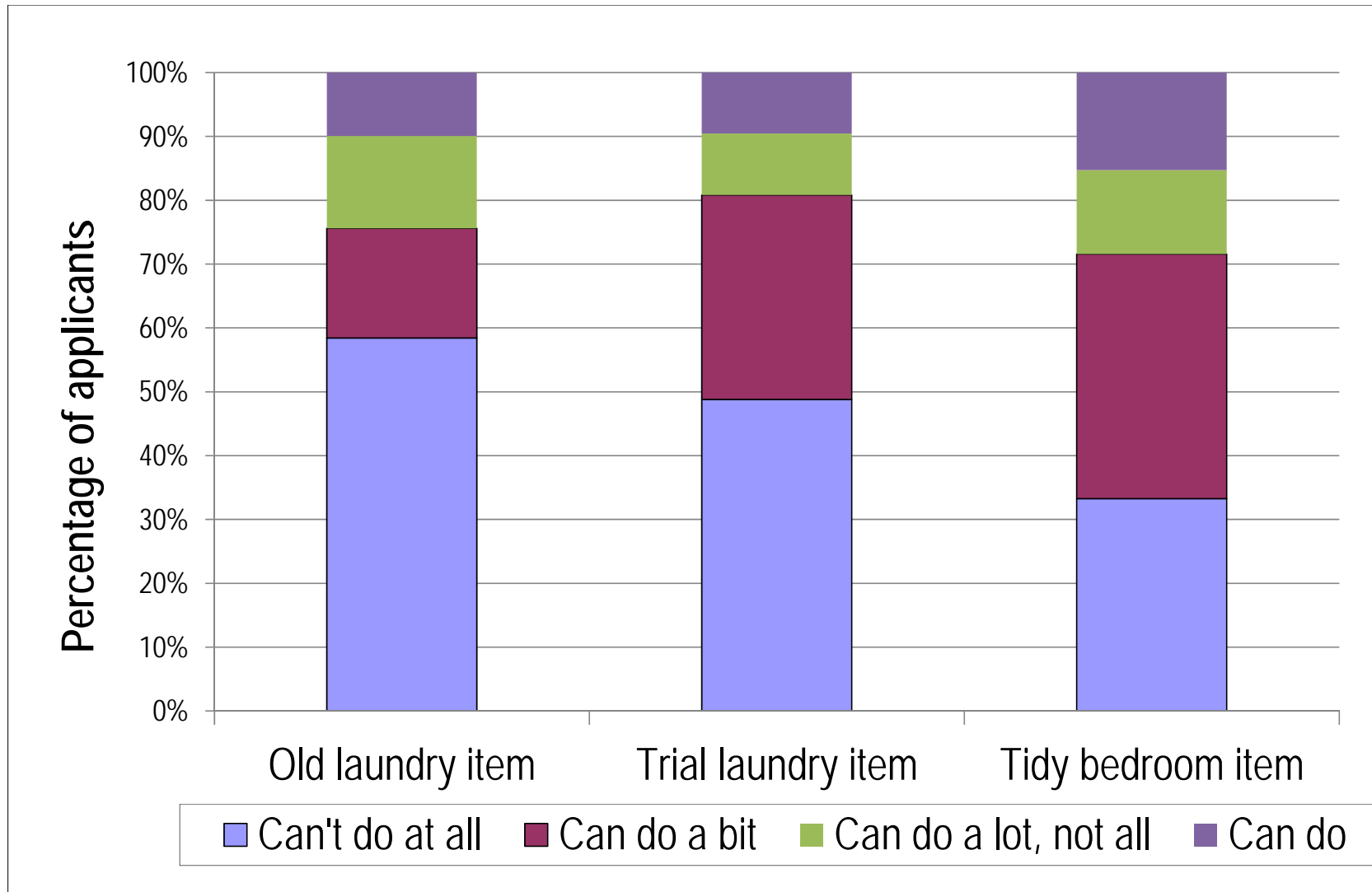
- 9 Doing laundry, washing and drying (including clothes line or dryer)
 - Can do personal laundry, washing and drying, independently
 - Can do personal laundry, washing and drying, but needs help for heavier items, e.g. bed linen, towels
 - Can do some, but not all, tasks related to personal laundry, washing and drying of small items
 - All laundry, washing and drying must be done by others

and ...

10 Keeping bedroom tidy

- Can perform all tasks to keep bedroom tidy
- Can tidy bedroom but needs assistance with putting things on coat hangers or high shelves or with lifting heavier items
- Can keep a small area tidy e.g. bedside table, dressing table, a drawer
- Bedroom must be tidied by others

Profile of 2013 school leavers



Not clear which one is best,
so this year...

- ◆ Items 9 and 10 of the Instrumental Functioning tool are again being trialled as potential replacements for item 5 on Laundry
- ◆ In 2014, as in 2013, all three items will be subjected to further analysis

Publications

- ◆ Eagar K, Gordon R and Green J (2003) *NSW ATLAS Consumers and their Prospects*. Centre for Health Service Development, University of Wollongong.
http://ahsripub.uow.edu.au/publication/2003_pubs/ATLAS_HACC%20Function_2nd%20analysis_final.pdf
- ◆ Eagar K, Green G, Gordon R, Owen A, Masso M and Williams K (2006) *Functional Assessment to Predict Capacity for Work in a Population of School Leavers with Disabilities*. International Journal of Disability, Development and Education Vol. 53, No. 3, September 2006, pp. 331-349