Inventory for Client and Agency Planning Instructor Training Program

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Public Law 95-602

1. Developmental Disability is a disability attributable to a mental or physical impairment
2. The age of onset before age 22 years
3. Substantial limitation in three or more specified areas of functioning, and requiring specific and lifelong or extended care.
4. The disability is likely to continue indefinitely

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DSM-5 Criteria for Intellectual Developmental Disorder/Intellectual Disability

1. Deficits in intellectual functions, such as reasoning, problem solving, planning, abstract thinking, judgment, academic learning, and learning from experience, confirmed by both clinical assessment and individualized, standardized intelligence testing. Two standard deviations or more below the population mean (65-75): clinical judgment is needed in interpreting the results of IQ tests.

2. Deficits in adaptive functioning that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility. Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such as communication, social participation, and independent living, across multiple environments, such as home, school, work, and community. Mild, moderate, severe, profound: are defined on the basis of adaptive functioning, and not IQ scores.
Domains of adaptive functioning

- **Conceptual domain**: language, reading, writing, math, reasoning, knowledge, and memory
- **Social domain**: empathy, social judgment, interpersonal communication skills, the ability to make and retain friendships, and similar capacities.
- **Practical domain**: self-management in areas such as personal care, job responsibilities, money management, recreation, and organizing school and work tasks

3. Onset of intellectual and adaptive deficits during the developmental period

Depends on the etiology and severity of brain dysfunction.
Active Treatment (DD-PAS manual)

“A continuous program for each individual, which includes aggressive, consistent implementation of a program for specialized and generic training, treatment, health services and related services that are directed toward:

1. The acquisition of behaviors necessary for the individual to function with as much self-determination and independence as possible
2. The prevention or deceleration of regression or loss of current optimal functional status

Inventory for Client and Agency Planning (ICAP)

A comprehensive, structured instrument designed to assess the status, adaptive functioning, and service needs of clients (Examiner’s Manual, 1986)
ICAP

• Its primary purpose is to aid in screening, monitoring, managing, planning, and evaluating services for people with handicaps, disabled, and/or elderly.
• Useful for monitoring behavioral changes.

ICAP

1. What a person can or can not do.
2. What kind of supports a person may need.
Qualification for ICAP

1. The ICAP is completed by a person who has known the individual for at least 3 months and who sees him/her on a day-to-day basis.

2. Read the manual before administer
The IGAP should be completed by a respondent who knows the client well. The respondent should refer to the IGAP manual for more detailed information, definitions of terms, and directions for completing the IGAP.

### A. Descriptive Information
1. SEX (Mark one)
   - Male
   - Female
2. RACE (Mark only)
   - White
   - Black
   - Asian
   - Hispanic
   - Other
3. HEIGHT _______ in. (or _______ cm.)
4. WEIGHT _______ lb. (or _______ kg.)
5. PARENT (Mark used)
   - Mother
   - Father
6. PRIMARY LANGUAGE UNDERSTOOD (Mark one)
   - English
   - Spanish
   - Other
7. PRIMARY MEANS OF EXPRESSION (Mark one)
   - Verbal
   - Written
   - Other
8. MARRITAL STATUS (Mark one)
   - Married
   - Single
   - Separated
   - Divorced
   - Widowed
   - Other
9. PREGNANT (Mark used)
10. PEDIAL STATUS (Mark one)
    - Healthy
    - Preterm
    - Other
11. ADDITIONAL CONDITIONS (Mark all that apply)
    - Autism
    - Alzheimer’s Disease
    - Epilepsy
    - Diabetes
    - Other

### B. Diagnostic Information
1. PRIMARY DIAGNOSIS (Mark one)
2. ADDITIONAL DIAGNOSTIC INFORMATION (Mark all that apply)
   - Name
   - Autism
   - Alzheimer’s
   - Epilepsy
   - Diabetes
   - Other

### C. Functional Limitations and Needed Assistance
1. LEVEL OF MENTAL RETARDATION (Mark one)
   - Not mentally retarded
   - May need no help
   - Moderate (Severe)
   - Severe (Profound)
   - Other
2. VISION (Mark one)
   - Can read print
   - Can see without glasses
   - Can read with glasses
   - Cannot see
   - Other
3. HEARING (Mark one)
   - Normal
   - Hears normal voices only
   - Hard of hearing
   - Deaf
   - Other
4. FREQUENCY OF SEIZURES (Mark one)
   - None
   - Less than monthly
   - Monthly
   - Weekly
   - More than once a day
5. HEALTH (Mark one)
   - No limitations in daily activities
   - Few or slight limitations in daily activities
   - Many or significant limitations in daily activities

### Comments:

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ICAP
Adaptive Behavior Domains

1. Motor skills
2. Social and communication skills
3. Personal living skills
4. Community living skills

Ratings for Adaptive Behavior

1. Primary criterion is independence
2. How much support is necessary to achieve independence
Scoring of Adaptive Behavior

- 3 = Does task very well (independent)
- 2 = Does task very well
- 1 = Does task, but not well
- 0 = Never or rarely performs task

Ratings for Adaptive Behavior

**Does very well (3)**

1. Indicates complete independence on the task.
2. The individual has mastered the skill or the skill is too easy for him/her.
3. The individual does the task completely and very well without any help or supervision.
4. The individual must know when it is necessary to do the task without being asked or reminded.
Ratings for Adaptive Behavior

Does very well (3)
1. Should be given only if the client is able to do the task without being asked or reminded.
2. If the client appropriately seeks permission before initiating a task and does it very well, mark “Does very well (3)”
3. If a task consists of multiple parts and the client does not do equally well on all parts of the task, mark the lowest rating.

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Ratings for Adaptive Behavior

Does fairly well (2)
1. Indicates the person performs the task reasonably well without help or supervision.
2. The individual has not completely mastered the task, but he/she can do all parts of it.
3. Does the task \( \frac{3}{4} \) of the time.
4. May need to be asked or reminded to initiate the task.

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Ratings for Adaptive Behavior

**Does, but not well (1)**
1. indicates the individual sometimes does or tries to do all parts of the task without help or supervision, but the result is not good
2. Done well ¼ of the time
3. may need to be asked

Ratings for Adaptive Behavior

**Never or rarely (0)**
1. indicates the task is too hard, or the individual is not permitted to do the task because it is not safe, or the individual never or rarely performs all parts of the task even if asked
Factors that might affect Ratings

1. Extensive refusals can affect scoring
   *Combination of adaptive behavior (weighted 70%) and maladaptive behavior (weighted 30%)
2. If there is a discrepancy between the quality and the frequency of the performance, the score should be based primarily on the quality
3. The focus of the adaptive behavior section is on ability

Factors that might affect Ratings

1. Opportunity
2. Safety
3. Awareness, motivation, & social expectations
4. Items with more than one part
5. Physical disability
6. Adaptive equipment
The ICAP Adaptive Behavior Domains

- **Motor skills**
  1. Gross- and fine-motor skills
  2. Mobility, fitness, coordination, eye-hand coordination, and precise movements
The ICAP
Adaptive Behavior Domains

• **Social and communication skills**
  1. interaction with others in various social settings
  2. language comprehension and expression
The ICAP Adaptive Behavior Domains

- **Personal living skills**
  1. Measures effectiveness in meeting the normal demands of personal independence and autonomy, primarily in the home environment
  2. Eating and meal preparation
  3. Toileting
  4. Dressing
  5. Personal self-care
  6. Domestic skills

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### 3. PERSONAL LIVING SKILLS

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sleeps well</td>
<td>Never or Rarely</td>
</tr>
<tr>
<td>2. Eats well</td>
<td>Never or Rarely</td>
</tr>
<tr>
<td>3. Maintains self-care routines</td>
<td>Never or Rarely</td>
</tr>
<tr>
<td>4. Performs personal hygiene tasks</td>
<td>Never or Rarely</td>
</tr>
<tr>
<td>5. Uses stairs, can stand on one leg</td>
<td>Never or Rarely</td>
</tr>
<tr>
<td>6. Uses toilet independently</td>
<td>Never or Rarely</td>
</tr>
</tbody>
</table>

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The ICAP
Adaptive Behavior Domains

- **Community living skills**
  1. Time and punctuality
  2. Money and value
  3. Work skills
  4. Home-community orientation

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### ICAP Problem Behavior

1. Hurtful to self  
2. Hurtful to others  
3. Destructive to property  
4. Disruptive behavior  
5. Unusual/repetitive habits  
6. Socially offensive behavior  
7. Withdrawn or inattentive behavior  
8. Uncooperative behavior

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### ICAP Maladaptive Behavior Index

1. **Internalized MBI:** Behaviors hurtful to self, unusual or repetitive habits, and withdrawal or inattentive behavior  
2. **Externalized MBI:** Behaviors hurtful to others, destructive to property, and disruptive behavior  
3. **Asocial MBI:** Socially offensive behavior and uncooperative behavior  
4. **General MBI:** Overall measure of problem behavior
Problem Behavior

1. Behaviors that impact or interfere with a person’s day to day activities or with the activities of those around him/her.

2. If an individual has more than one type of problem behavior within a category, identify the most problematic behavior.

3. Count episodes of a behavior as a single occurrence.
ICAP Program Planning

1. Residential placement
2. Daytime program
ICAP Program Planning

1. Support services: to maximize the individual’s independence, assistance for access to appropriate help and training, to maintain health and overall functioning, and to use the resources that provide respite or relief to families and individuals

2. Social and leisure activities: visits or phone contacts with family or friends, trips into the community for shopping, movies, or other leisurely activities
ICAP Program Planning

1. General information: e.g., test scores from other resources.

2. Recommendations for general program goals, such as medical care, goals for reducing problem behaviors.
ICAP Scores

- **Domain score**
  1. Score range: 270-569
  2. A score of 500 represents a performance level approximately equal to that of a non-handicapped child who is 10 years and 4 months old (at the 5th grade level).

- **Domain Difference Score**
  1. Score 0: the client’s domain score is the same as the average domain score for the age-reference group

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ICAP Scores

- **Relative Performance Index (RPI)**
  1. A reference group can perform with 90% independence on the specific set of tasks
  2. RPI 50/90 indicates that the client would likely perform the task with 50% independence.

<table>
<thead>
<tr>
<th>Domain difference score</th>
<th>RPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>+30 more</td>
<td>100/90</td>
</tr>
<tr>
<td>0</td>
<td>90/90</td>
</tr>
<tr>
<td>-20</td>
<td>50/90</td>
</tr>
</tbody>
</table>

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## ICAP Scores

### Relative Performance Index (RPI)

<table>
<thead>
<tr>
<th>Functioning level</th>
<th>Domain difference score</th>
<th>RPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very strong</td>
<td>+26 and above 99-100/90</td>
<td>99-100/90</td>
</tr>
<tr>
<td>Strong</td>
<td>+16 to +25</td>
<td>98-99/90</td>
</tr>
<tr>
<td>High average</td>
<td>+6 to +15</td>
<td>95-98/90</td>
</tr>
<tr>
<td>Average</td>
<td>-5 to +5</td>
<td>84-94/90</td>
</tr>
<tr>
<td>Low average</td>
<td>-6 to -15</td>
<td>63-82/90</td>
</tr>
<tr>
<td>Weak</td>
<td>-16 to -25</td>
<td>37-61/90</td>
</tr>
<tr>
<td>Very weak</td>
<td>-26 and below</td>
<td>0-34/90</td>
</tr>
</tbody>
</table>

**Note:** RPI scores are based on age-adjusted norms. Scores above 100 indicate better than average performance, while scores below 100 indicate lower than average performance.

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**Client:**

Not used but may be needed.

**Factors that affect performance:**

- **Musculoskeletal:**
  - 50-70%
  - 50-70%
- **Cognitive:**
  - 30-50%
  - 30-50%

**Adaptive Behavior:**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Domain Scores</th>
<th>Age Range</th>
<th>RPI</th>
<th>Standard Score Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor Skills</td>
<td></td>
<td>2+ to 3+</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Communication</td>
<td></td>
<td>2+ to 3+</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Personal Living</td>
<td></td>
<td>3+ to 4+</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Community Living</td>
<td></td>
<td>4+ to 5+</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Social Independence</td>
<td></td>
<td>5+ to 6+</td>
<td>1-2</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** RPI scores are based on age-adjusted norms. Scores above 100 indicate better than average performance, while scores below 100 indicate lower than average performance.

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**Problem Behaviors:**

- **Hurt self:**
  - 1-10 times/day
- **Hurt others:**
  - 1-10 times/day
- **Disruptive:**
  - 1-10 times/day
- **Sleep:**
  - 6-7 hours
- **Laziness:**
  - 6-7 hours
- **Laziness:**
  - 6-7 hours
- **Other Unhealthy Habits:**
  - 6-7 hours
- **Medication:**
  - 6-7 hours
- **Behavioral Problems:**
  - 6-7 hours

**Typical Response to Problem:** physically redirect, remove, or restrain

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ICAP Scores

- **Age-equivalent score**
  1. The client’s performance in terms of the chronological age level in the norm sample
  2. Not useful for clients who perform at above-average levels who are older than 16

- **Instructional Range**
  1. Training range at the lower end (easy) of the difficult range to difficult or frustrating level
ICAP Scores

- **Percentile rank (PR)**
  1. The percentage of clients in the selected age segment of the norm sample whose scores were the same as or lower than the client’s domain score

- **Standard score (SS)**
  1. Transforming the score on the scale of a mean of 100 and a standard deviation of 15
  2. To related ICAP scores to other test scores
ICAP Scores

- Maladaptive Behavior Index (MBI)
  - Scale of a mean of 0 and a standard deviation of 10
  1. +10 to -10: Normal
  2. -11 to -20: Marginally serious
  3. -21 to -30: Moderately serious
  4. -31 to -40: Serious
  5. -41 and below: Very serious

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ICAP Scores

• **Service Score**
  1. Combination of adaptive behavior (weighted 70%) and maladaptive behavior (weighted 30%)
  2. Score range from 0 to 100

ICAP Scores

- **Service Score**
  1. Level 1 (1-19): Total personal care and intense supervision
  2. Level 2 (20-29)
  3. Level 3 (30-39): Extensive personal care and/or constant supervision
  4. Level 4 (40-49)
  5. Level 5 (50-59): Regular personal care and/or close supervision
  6. Level 6 (60-69)
  7. Level 7 (70-79): Limited personal care and/or regular supervision
  8. Level 8 (80-89):
  9. Level 9 (90+): Infrequent or no assistance for daily living
### Adaptive Behavior Index Scores

These scores are based upon the problem behaviors listed above. Large positive scores indicate more adaptive problem behaviors. A score near 0 is average.

<table>
<thead>
<tr>
<th>Section</th>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internalized</td>
<td>-22</td>
<td>Moderate problems</td>
</tr>
<tr>
<td>Social</td>
<td>-25</td>
<td>Moderate problems</td>
</tr>
<tr>
<td>Externalized</td>
<td>-25</td>
<td>Moderate problems</td>
</tr>
<tr>
<td>General</td>
<td>-22</td>
<td>Moderate problems</td>
</tr>
</tbody>
</table>

### ICAP Service Level

These scores are based on both adaptive behavior and problem behavior. They range from less than 20 (level 1: total care and intensive supervision to 30 or greater (level 5: intermittent or no assistance for daily living).

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>Extensive personal care and/or constant supervision</td>
</tr>
</tbody>
</table>

### Historical Summary

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor</td>
<td>2.10</td>
<td>2.11</td>
<td>2.14</td>
<td>2.02</td>
</tr>
<tr>
<td>Social/Communication</td>
<td>4.8</td>
<td>4.7</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Personal Living</td>
<td>4.0</td>
<td>4.0</td>
<td>4.2</td>
<td>4.0</td>
</tr>
<tr>
<td>Community Living</td>
<td>4.2</td>
<td>4.1</td>
<td>4.1</td>
<td>4.3</td>
</tr>
<tr>
<td>Bread Independence</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Total (in months)</td>
<td>24</td>
<td>27</td>
<td>26</td>
<td>24</td>
</tr>
</tbody>
</table>

### Maladaptive Behavior

<table>
<thead>
<tr>
<th>Section</th>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internalized</td>
<td>-35</td>
<td>High</td>
</tr>
<tr>
<td>Social</td>
<td>-30</td>
<td>High</td>
</tr>
<tr>
<td>Externalized</td>
<td>-30</td>
<td>High</td>
</tr>
<tr>
<td>General</td>
<td>-30</td>
<td>High</td>
</tr>
</tbody>
</table>

### Service Scores

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>High</td>
</tr>
</tbody>
</table>

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