Observation Tool for Self-Administration of Medication Skills

Page 1 of 3

| | Date of | |
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| Individual's Name: | Observation: | |

Document the Number of the Response (e.g., 0, 1, 2, or 3) Observed on the Line Provided.

| Α | | Cognitive Skills |
|---|--|--|
| | 0 | Unable to follow directions. |
| | 1 | Follows simple directions with 1 step prompting and encouragement. |
| | 2 | Follows complex directions with 2 step prompting and encouragement. |
| | 3 | Independent with complex directions. |
| В | | Fine Motor Coordination |
| | 0 | No functional use of hands. |
| | 1 | Functional use of hands but has interfering factors (e.g., tremors). |
| | 2 | Has use of hands but has 'no pincer grasp' (i.e., cannot hold an object between |
| | 3 | thumb and forefinger). Able to pick up and/or manipulate small objects. |
| | 3 | Able to pick up and/or manipulate small objects. |
| с | | Feeding |
| | 0 | Unable to feed self. |
| | 1 | Requires assistance at each meal. |
| | 2 | Requires verbal prompting and encouragement. |
| | 3 | Fully independent. |
| D | | Behaviors |
| | 0 | Chronically unstable or displays pica behavior (i.e., craving to ingest any material not |
| | | fit for food). |
| | 1 | Episodes of unstable behavior. |
| | 2 | Episodes of unstable behavior. Stable with support staff. |
| | | Episodes of unstable behavior. |
| E | 2 | Episodes of unstable behavior. Stable with support staff. |
| E | 2 | Episodes of unstable behavior. Stable with support staff. Reacts typically to daily life events. |
| E | 2 3 | Episodes of unstable behavior. Stable with support staff. Reacts typically to daily life events. Vision |
| E | 2 3 0 | Episodes of unstable behavior. Stable with support staff. Reacts typically to daily life events. Vision Totally blind with no compensation from other senses. |
| E | 2 3 0 1 | Episodes of unstable behavior. Stable with support staff. Reacts typically to daily life events. Vision Totally blind with no compensation from other senses. Legally blind with residual sight or augments vision with other senses. |
| E | 2 3 0 1 2 | Episodes of unstable behavior. Stable with support staff. Reacts typically to daily life events. Vision Totally blind with no compensation from other senses. Legally blind with residual sight or augments vision with other senses. Slight impairment (effects on abilities is minimal). |
| | 2 3 0 1 2 | Episodes of unstable behavior. Stable with support staff. Reacts typically to daily life events. Vision Totally blind with no compensation from other senses. Legally blind with residual sight or augments vision with other senses. Slight impairment (effects on abilities is minimal). Normal vision with/without glasses. |
| | 2 3 0 1 2 3 | Episodes of unstable behavior. Stable with support staff. Reacts typically to daily life events. Vision Totally blind with no compensation from other senses. Legally blind with residual sight or augments vision with other senses. Slight impairment (effects on abilities is minimal). Normal vision with/without glasses. Communication Unable to communicate basic wants and needs. |
| | 2 3 0 1 2 3 0 1 | Episodes of unstable behavior. Stable with support staff. Reacts typically to daily life events. Vision Totally blind with no compensation from other senses. Legally blind with residual sight or augments vision with other senses. Slight impairment (effects on abilities is minimal). Normal vision with/without glasses. Communication Unable to communicate basic wants and needs. Effective communication is limited by constraints (emotional, physical, or intellectual). |
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| F | 2 3 0 1 2 3 0 1 2 3 | Episodes of unstable behavior. Stable with support staff. Reacts typically to daily life events. Vision Totally blind with no compensation from other senses. Legally blind with residual sight or augments vision with other senses. Slight impairment (effects on abilities is minimal). Normal vision with/without glasses. Communication Unable to communicate basic wants and needs. Effective communication is limited by constraints (emotional, physical, or intellectual). Communicates but requires clarification. Communicates clearly. |

2 Inconsistently identifies colors.

3 Consistently identifies and states colors.

Observation Tool for Self-Administration of Medication Skills

Page 2 of 3 Date of Individual's Name: Observation: н Shapes Unable to recognize differences in shapes. 0 1 Able to match shapes with samples. 2 Inconsistently identifies shapes. 3 Consistently identifies shapes. I Numbers 0 Has no concept of the meaning of numbers. 1 Inconsistent awareness of number concepts. 2 Understands number concepts and identifies numerals. 3 Understands number concepts and identifies and writes numerals. J Time 0 Has no apparent concept of time. 1 Inconsistent awareness of time. 2 Ability to tell time by major daily events. 3 Ability to tell time by clock or watch. Κ Letters/Name 0 Cannot identify any letters. 1 Identifies isolated letters. 2 Recognizes written name. 3 Writes name. Medication L 0 Requires special techniques/total assistance to take medication. 1 Refuses medication frequently. 2 Takes medication with encouragement. 3 Always takes medication well. **Medication Recognition** М 0 Unable to name or identify current medications. Able to say names of current medications, but not able to identify specific pill 1 bottle/medication container. 2 Able to identify medication by name, pill bottle/medication container, and dosage with minimal prompting. 3 Able to identify medications by name, pill bottle/medication container, dosage, and reason for taking without prompting. Side effects Ν Unable to identify/understand possible side effects of current medications. 0

- 1 Can identify one side effect, but not how to respond to side effect.
- 2 Identifies one or more side effects to specific medications and how to respond to side effects after training.

3 Identifies side effects to specific medications and how to respond to side effects after training.

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| la dividua Pa Nama | | Date of |
| Individual's Name: | | Observation: |
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| | | |
| | | |
| 0 | | Ability to reorder |
| | - 0 | - |
| | - | Unable to identify when it is time to reorder. |
| | 1 | Does not reorder medications or seek assistance to reorder until after medication supply is depleted. |
| | 2 | Seeks assistance from staff to reorder medication before medication supply is |
| | | depleted. |
| | 3 | Reorders medications independently before medication supply is depleted. |
| | | |
| Total Score | | Add up the responses observed (Lines A-O) for the Total Score. |
| | - | |
| | | |
| Average Score | | Divide the Total Score by 15 for the Average Score. |
| | - | |
| | | |
| If Average Score is: | Less than <u>1.7</u> | Individual does not meet the criteria to learn to self-administer their |
| Il Avelage ocore is. | Less than <u>1.7</u> | medication at this time. |
| | Greater than | Individual meets the criteria to learn to self-administer their medication to the |
| | ÷····· | |
| | 1/ | |
| | <u>1.7</u> | full extent of their ability. |
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| | n Evaluation Tool', I | have determined that the individual named below meets the criteria to learn to self- |
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