



Guidance: Developmental Disability Screening Document Fields

As of February 24, 2015

Purpose

The purpose of this document is to help lead agencies understand the data that is automatically populated from MnCHOICES into the specific fields on the Developmental Disability (DD) Screening Document.

Following a MnCHOICES assessment, the Certified Assessor has the option to create a DD Screening Document that can be viewed or printed from MnCHOICES and is used to enter data into MMIS. Many of the fields on this document are automatically populated from the assessment using the rules and logic built into MnCHOICES.

The table below:

1. Identifies the DD Screening Document fields by number and name. It includes fields that are automatically populated by data entered into the assessment. It does not include fields that are manually populated by the assessor in the DD Screening Document domain.
2. Identifies all possible MnCHOICES question(s) that may drive the DD Screening Document results, including the full question text, and the location of the question(s) in MnCHOICES (domain and question group). It does not describe the rules or precisely how the assessors' responses to the questions drive the results.

NOTE:

For some of the fields on the DD Screening Document, there are multiple questions from MnCHOICES that may determine the results. Some questions only appear if the assessor has answered another question in a certain way.

Lead agencies should use the information in this document in conjunction with the [DD Screening Document Codebook](#) for a full understanding of the information in the MnCHOICES DD Screening Document.

DD Screening Document

#	Screening Document Fields	MnCHOICES Domain	MnCHOICES Question Group	MnCHOICES Question(s)
7.	DATE SUBMITTED			Assessment Date on the MnCHOICES Assessment Queue ¹
10.	REFFERAL DATE			Assignable Date column on the MnCHOICES Assessment Queue ²
16.	CASE MANAGER NAME			"Assigned to" field on Assignment Queue
23.	ACTION DATE			Assessment Date on the MnCHOICES Assessment Queue
27.	VISION	Sensory and Communication	Vision	Does the person have any problems with their vision? Describe your vision WITHOUT the use of an assistive device: Does the person use any assistive devices to help with their vision? Describe your vision WITH the use of your assistive device(s):
28.	HEARING	Sensory and Communication	Hearing	Does the person have any hearing loss? Describe your hearing WITHOUT the use of an assistive device: Does the person use any assistive devices to help with their hearing? Describe your hearing WITH the use of an assistive device:
32.	EXPRESSIVE COMMUNICATION	Sensory and Communication	Functional Communication	Expressive Communication Skills:
33.	RECEPTIVE COMMUNICATION	Sensory and Communication	Functional Communication	Receptive Communication Skills:
34.	SELF PRESERVATION	Safety/Self-Preservation	Self Preservation	Does the person have the judgment and physical ability to cope, make appropriate decisions and take action in a changing environment or a potentially harmful situation?
35.	VOCATIONAL	Employment, Volunteering & Training	Summary & Supports	Supports:

¹ Even though DD Screening Document that prints out of MnCHOICES uses this date, MMIS will automatically populate this field.

² Even though the DD Screening Document that prints out of MnCHOICES uses this date, MMIS may automatically populate this field with another date if a previous DD Screening Document has been entered.

DD Screening Document (continued)

#	Screening Document Fields	MnCHOICES Domain	MnCHOICES Question Group	MnCHOICES Question(s)
36. (A)	INDEPENDENT LIVING SKILLS³ SELF CARE	ADLs	Eating	Does the person have any difficulties with eating or require support or assistance with eating? In regard to the ability to manage eating by themselves, this person/child: Is training/skill building needed to increase independence?
		ADLs	Bathing	Does the person have any difficulties with bathing or require support or assistance during bathing? In regard to the ability to bathe or shower, this person/child: Is training/skill building needed to increase independence?
		ADLs	Dressing	Does the person have any difficulties with dressing or require support or assistance when dressing? In regard to the ability to manage dressing, this person/child: Is training/skill building needed to increase independence?
		ADLs	Personal Hygiene/Grooming	Does the person have any difficulty with or require support or assistance to take care of their grooming and hygiene needs? In regard to the ability to manage grooming activities, this person/child: Is training/skill building needed to increase independence?
		ADLs	Toilet Use/Continence Support	Does the person need assistance or support with toileting? Note to assessor: Self-managed incontinence does not constitute needing assistance or help with toileting. In regard to the ability to manage using the toilet, this person/child: (For children age 17 and under) Is training/skill building needed to increase independence?
		ADLs	Mobility	Does the person have any difficulty with mobility or require support or assistance to get around? In regard to the ability to walk around, this person/child:

³ This field populates with the highest ADL score from the eight ADL question groups: eating, bathing, dressing, personal hygiene/grooming, toilet use/continence support, mobility, positioning, and transfers.

DD Screening Document (continued)

#	Screening Document Fields	MnCHOICES Domain	MnCHOICES Question Group	MnCHOICES Question(s)
		ADLs	Positioning	Does the person have any difficulties with positioning or require support or assistance when positioning? In regard to the ability to manage sitting up or moving around, this person/child:
		ADLs	Transfers	Does the person have any difficulties with transfers or require support or assistance when making transfers? In regard to the ability to get in and out of bed or a chair, this person/child: Is training/skill building needed to increase independence?
36. (B)	INDEPENDENT LIVING SKILLS DAILY LIVING SKILLS/HOUSE MGMT ⁴	IADLs	Meal Preparation	Does the person have any difficulty preparing meals? When doing meal preparation, this person: Is training/skill building needed to increase independence?
		IADLs	Housework	Does the person need assistance with housework? When performing "light" housekeeping, this person: When performing "heavy" housekeeping, this person: When doing their own laundry, this person: Is training/skill building needed to increase independence?
		IADLs	Telephone Use	Does the person need assistance to use the telephone? When "Answering" the phone, this person: When "Calling" on the phone, this person: Is training/skill building needed to increase independence?
36. (C)	INDEPENDENT LIVING SKILLS MONEY MANAGEMENT	IADLs	Finances	Does the person need assistance with finances? When handling personal finances, this person: Is training/skill building needed to increase independence?

⁴ This field populates with the highest score from the following IADL question groups: meal preparation, housework, and telephone use.

DD Screening Document (continued)

#	Screening Document Fields	MnCHOICES Domain	MnCHOICES Question Group	MnCHOICES Question(s)
36. (D)	INDEPENDENT LIVING SKILLS COMMUNITY LIVING ⁵	IADLs	Transportation	Does the person have difficulty with transportation? When moving about the community, this person: Is training/skill building needed to increase independence?
		IADLs	Shopping	Does the person need assistance with shopping? When managing shopping for food or other items, this person: Is training/skill building needed to increase independence?
36. (E)	INDEPENDENT LIVING SKILLS LEISURE & RECREATION	Safety/Self-Preservation	Self Preservation	What level of supervision and instruction is required for leisure and recreation?
37.	LEVEL OF SUPPORT AND SUPERVISION	Safety/Self-Preservation	Self Preservation	Does the person require a 24-Hour Plan of Care that includes a back-up plan that reasonably assures their health and safety in the community?
38. (A)	CHALLENGING (EXCESS) BEHAVIOR SCALES EATING NON-NUTRITIVE SUBSTANCES	Psychosocial	Behavior/Emotion/Symptoms	PICA (Ingestion of Non-Nutritive Substances) - Person will ingest, or would without an intervention, inedible items such as paper, strings, dirt or toilet water that may cause physical harm to that person. Intervention: Support and/or services provided by staff and/or caregiver Frequency of intervention needed: Is the person being diverted from commitment or requires staffing sufficient to assure their safety or the safety of others?

⁵ This field populates with the highest score from the following IADL question groups: transportation and shopping.

DD Screening Document (continued)

#	Screening Document Fields	MnCHOICES Domain	MnCHOICES Question Group	MnCHOICES Question(s)
38. (B)	CHALLENGING (EXCESS) BEHAVIOR SCALES INJURIOUS TO SELF	Psychosocial	Behavior/Emotion/Symptoms	INJURIOUS TO SELF - Person engages in, or would without an intervention, behavior that causes physical harm or has significant potential for causing physical harm to their own body. Includes putting self in dangerous situations. Intervention: Support and/or services provided by staff and/or caregiver Frequency of intervention needed: Is the person being diverted from commitment or requires staffing sufficient to assure their safety or the safety of others?
38. (C)	CHALLENGING (EXCESS) BEHAVIOR SCALES AGGRESSIVE, PHYSICAL	Psychosocial	Behavior/Emotion/Symptoms	AGGRESSIVE TOWARDS OTHERS, PHYSICAL - Person engages in, or would without an intervention, behavior that causes physical harm to other people or to animals. A person who causes physical harm due to involuntary movement is not considered to have physical aggression towards others. Intervention: Support and/or services provided by staff and/or caregiver Frequency of intervention needed: Is the person being diverted from commitment or requires staffing sufficient to assure their safety or the safety of others?
38. (D)	CHALLENGING (EXCESS) BEHAVIOR SCALES AGGRESSIVE, VERBAL/GESTURAL	Psychosocial	Behavior/Emotion/Symptoms	AGGRESSIVE TOWARDS OTHERS, VERBAL/GESTURAL - Person engages in, or would without an intervention, the use language verbally, through written words or symbols, or non-verbally through facial expressions, gestures or signs which threaten psychological, emotional or physical harm towards others. Intervention: Support and/or services provided by staff and/or caregiver Frequency of intervention needed: Is the person being diverted from commitment or requires staffing sufficient to assure their safety or the safety of others?

DD Screening Document (continued)

#	Screening Document Fields	MnCHOICES Domain	MnCHOICES Question Group	MnCHOICES Question(s)
38. (E)	CHALLENGING (EXCESS) BEHAVIOR SCALES INAPPROPRIATE SEXUAL BEHAVIOR	Psychosocial	Behavior/Emotion/Symptoms	SOCIALLY UNACCEPTABLE BEHAVIOR - Person expresses themselves, or would without an intervention, in an inappropriate or unacceptable manner including sexual, offensive or injurious to self with others. Includes behavior that draws negative attention to themselves resulting in increased vulnerability. Behavior can be verbal or non-verbal. Intervention: Support and/or services provided by staff and/or caregiver Frequency of intervention needed: Is the person being diverted from commitment or requires staffing sufficient to assure their safety or the safety of others?
38. (F)	CHALLENGING (EXCESS) BEHAVIOR SCALES PROPERTY DESTRUCTION	Psychosocial	Behavior/Emotion/Symptoms	PROPERTY DESTRUCTION - Person engages in behavior, or would without an intervention, to intentionally disassemble, damage or destroy public or private property or possessions. Intervention: Support and/or services provided by staff and/or caregiver Frequency of intervention needed: Is the person being diverted from commitment or requires staffing sufficient to assure their safety or the safety of others?
38. (G)	CHALLENGING (EXCESS) BEHAVIOR SCALES RUNS AWAY	Psychosocial	Behavior/Emotion/Symptoms	WANDERING/ELOPEMENT - Person purposefully will, or would without an intervention, leave an area or group without telling others or depart from the supervision staff unexpectedly resulting in increased vulnerability. Intervention: Support and/or services provided by staff and/or caregiver Frequency of intervention needed: Is the person being diverted from commitment or requires staffing sufficient to assure their safety or the safety of others?
38. (H)	CHALLENGING (EXCESS) BEHAVIOR SCALES BREAKS LAWS	Psychosocial	Behavior/Emotion/Symptoms	LEGAL INVOLVEMENT - Person has been arrested and convicted of breaking a law or laws and has been determined to have had knowledge of breaking laws. Intervention: Support and/or services provided by staff and/or caregiver Frequency of intervention needed: Is the person being diverted from commitment or requires staffing sufficient to assure their safety or the safety of others?

DD Screening Document (continued)

#	Screening Document Fields	MnCHOICES Domain	MnCHOICES Question Group	MnCHOICES Question(s)
38. (I)	CHALLENGING (EXCESS) BEHAVIOR SCALES TEMPER OUTBURSTS	Psychosocial	Behavior/Emotion/Symptoms	DIFFICULTIES REGULATING EMOTIONS - Person has instances, or would without an intervention, of emotional behavior that are atypical of others in similar situations. Intervention: Support and/or services provided by staff and/or caregiver Frequency of intervention needed: Is the person being diverted from commitment or requires staffing sufficient to assure their safety or the safety of others?
38. (J)	CHALLENGING (EXCESS) BEHAVIOR SCALES OTHER	Psychosocial	Behavior/Emotion/Symptoms	INJURY TO OTHERS - Person engages in behavior, or would without an intervention, that cause actual injury to others that is unintentional; including hitting and punching. Intervention: Support and/or services provided by staff and/or caregiver Frequency of intervention needed: Is the person being diverted from commitment or requires staffing sufficient to assure their safety or the safety of others?
40.	INFORMED CHOICE	Assessor Conclusions	Level of Supervision & Support	Informed the person of the choice between receiving services in the home/community or in an institution?