



MISSOURI CRITICAL ADAPTIVE BEHAVIORS INVENTORY SCORING CRITERIA

INTRODUCTION

Section 630.005.1 (8), RSMo defines “developmental disability” as a disability which 1) is attributable to a mental or physical impairment or a combination of mental or physical impairments. 2) is manifested before the age of twenty-two (22), 3) is likely to continue indefinitely, 4) results in substantial functional limitations in two or more of the following areas of major life activities: self-care, receptive and expressive language development and use, learning, self-direction, capacity for independent living or economic self-sufficiency, and mobility and 5) reflects the need for a combination and sequence of special, interdisciplinary, or generic care, habilitation or other services which may be of lifelong or extended duration and are individually planned and coordinated.

Criterion 4) of the definition provides the primary rationale for the Missouri Critical Adaptive Behaviors Inventory (MOCABI), which has been adapted with permission from the original scale developed by the New Jersey Division of Developmental Disabilities. Criterion 4) mandates that eligibility for services from the Division of Developmental Disabilities is in part dependent upon the functional evaluation of real life limitations resulting from an individual’s physical or mental impairments. It is inferred that inclusion in a disability or disease classification is neither necessary nor sufficient to satisfy criterion 4). The MOCABI may be used during screening as a structured interview tool for persons age eighteen (18) and older to help to determine if substantial functional limitations exist

DESCRIPTION

The MOCABI is specifically designed to facilitate eligibility screening of adult applicants by helping to evaluate functioning in the six (6) areas of major life activity specified in section 630.005.1(8), RSMo. The intent is to evaluate only behaviors that are critical for independent adaptation to the ordinary demands of adult life.

A variety of ability statements are presented within each major life activity. Each statement describes a critical ability and, if appropriate, the component skills within the ability. In some instances, examples are offered to clarify various aspects of the statement. Some ability statements evaluate primarily physical abilities, some evaluate primarily mental abilities, and others evaluate a combination of physical and mental abilities. There is space for short comments following each statement so that the Certified administrator may record the specific strengths and weaknesses of the applicant’s performance.

Each ability statement is presented in the positive, that is, it describes a critical ability, not a deficiency. The Certified administrator’s task is to evaluate whether the applicant possesses the ability as stated (marked yes) or does not possess that ability (marked No). If the Certified administrator is not able to reach a Yes or No conclusion for whatever reason, provision is made for recording a no-conclusion response (marked?). Question marks can only be used for INTAKE and not for waiver eligibility or redetermination.

The MOCABI provides for the recording of information from three (3) sources for each ability statement-observation by the intake worker (OBSERVATION), self-report by the applicant (APPLICANT), and verbal reports by members of the applicant’s family or other reliable individuals (INFORMANT).

The MOCABI also contains a personal data sheet that provides for a traditional and nonthreatening starting point of administration while serving as a standardized sample for observing reading and writing abilities.

ADMINISTRATION

The MOCABI is to be administered by a Certified administrator. The personal data sheet and ability statements provide the basis for a structured interview and functional evaluation where the administrator systematically gathers information about the applicant. The process will normally proceed as follows:

1. The Certified administrator provides the applicant and informant with an overview of the division and the rationale for a functional evaluation. Vocabulary must be appropriate to the applicant’s receptive language skills. Points to be covered include;
 - a) The Division of Developmental Disabilities is a Missouri agency that serves individuals who have a wide range of severe, chronic disabilities which began before the age of twenty-two (22);
 - b) Before an applicant can be found eligible for services, a functional comprehensive evaluation must be conducted to identify real life limitations resulting from the disability;
 - c) The MOCABI is designed to help the administrator to observe what the applicant can and cannot do in six (6) areas of major life activity; and
 - d) The applicant will be asked to actually show the administrator how s/he does many things around the home or place of interview. Some of the things may be a little personal, and the applicant has the right to refuse any request. However, enough must be observed to complete the functional evaluation;

2. The Certified administrator asks the applicant to reiterate, in the applicant's own words, the rationale for the functional evaluation, thus ensuring that the applicant (and informant) understand the process and, therefore, will cooperate fully. The reiteration also enables the administrator to observe the applicant's ability to learn new information and concepts. Ability Statement III-6 can be completed at this time;
3. The administrator says, "The purpose of this interview is to determine what you can and cannot do independently and to find out what your needs are. This will help us determine whether you qualify for services;"
4. The administrator says, "Now listen carefully to these three things. Try to remember them. I will ask you later to repeat them to me. The three things are: chair, apple, bird." Note: Pause briefly between words;
5. The administrator points to the instruction booklet and asks them to begin. Administrator observes the applicant ability to read, follow instructions, and to write. If the applicant is unable to read the instructions, asks the applicant to write the information requested. If the applicant cannot write (or print or type), the administrator asks the applicant to verbally supply the information, thus observing whether the applicant accurately can provide personal data. Several ability statements may be observed and recorded during this part of the interview, including II-1, II-2, II-3, II-5, II-6, and III-5.
6. The Certified administrator continues the interview, using the ability statements for structure. The administrator has the option of paraphrasing the statements to suit the situation, reading them directly to the applicant, or asking the applicant to perform relevant activities that may offer opportunity to observe several abilities simultaneously;
7. After all ability statements have been completed, the administrator reviews the results with the applicant (and informant) to ensure that the data is complete and accurate; and
8. The MOCABI is scored and the results are recorded on the summary sheet. Each page of the MOCABI includes? Which can only be used during INTAKE and not for waiver eligibility or redetermination.

While most of the evaluation will normally be accomplished during a visit to the applicant's home, the Certified administrator is encouraged to be creative in arranging opportunities to observe the applicant's behavior directly in a variety of situations. For example, the administrator can insist on speaking to the applicant personally on the phone, if at all possible, when arranging the home visit. Parts of the receptive and expressive language evaluation can be completed at that time. It follows that there is no required order to evaluation of the six (6) areas of major life activity or to the specific ability statements within an area. Likewise, entries can be made for the three (3) sources of information in any order as the information is developed.

Direct observation by the administrator is the preferred source of information. Every effort should be made to reach a Yes or NO conclusion for each ability statement. It should be noted that direct observation does not necessarily mean that the administrator must observe the applicant performing or attempting to perform the entire and exact activity described in the ability statement; some judgment must be applied. For example, in evaluating the applicant's ability to bathe independently, it is not required that the applicants actually undress and bathe in front of the administrator. Instead, the applicant may be asked to go through the motions of taking a bath, perhaps even transferring into and out of the tub or shower while clothed. Also, if the applicant is unable to perform a component skill in a chain of skills, a No verdict may be reached without observing the remaining component skills.



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<p>MAJOR LIFE ACTIVITY: CATEGORY I</p> <p>SELF-CARE – Daily activities which enable a person to meet basic needs for food, hygiene and appearance.</p>	<p>PERSPECTIVE: The applicant must demonstrate the ongoing ability to appropriately perform basic activities of daily living with little or no assistance or supervision.</p>
<p>1. Applicant feeds self independently, including cutting food, lifting food and drink to mouth, chewing and swallowing when served a prepared meal and using personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>Score NO if the applicant routinely experiences major problems such as dropping food and spilling beverages, choking, gagging or takes more than (1) one hour to complete an average meal.</p>
<p>2. Applicant toilets self independently, including transferring to toilet, wiping self and transferring from toilet using personally-owned assistive devices if necessary. If alternative methods of urinary voiding or fecal evacuation are applicable, applicant independently completes entire routine.</p> <p>Comments:</p>	<p>Score NO if applicant is dependent upon special equipment unique to his/her bathroom. Score YES if applicant requires a standard accessible bathroom but is able to toilet self independently.</p>
<p>3. Applicant independently selects attire appropriate as to season and activity.</p> <p>Comments:</p>	<p>Ignore issues of style or taste unless there is evidence that applicant is or would be rejected by peers, employers, etc., if assistance was not available.</p>
<p>4 Applicant dresses and undresses self independently, including underclothes, outer clothes, socks and shoes, using personally adapted clothes or assistive devices if necessary.</p> <p>Comments:</p>	<p>Score NO if the applicant requires more than ½ hour to dress because of physical limitations or requires help in getting clothes out of closets or drawers.</p>
<p>5. Applicant bathes self independently, including transfer to tub or shower, adjusting water, scrubbing, transfer from tub or shower, and drying, using personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>Score NO if there is evidence that applicant is at high risk of injury, if assistance or supervision is not available.</p>
<p>6. Applicant self-administers oral medications, including opening container, obtaining correct dosage, placing medications in mouth, swallowing (with or without liquid), and closing container, using personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>Score NO if applicant does not understand the purpose of medications and is at risk of illness or injury if unsupervised.</p>
<p>• Applicant’s abilities in the category, as measured by the items 1-6, are functional most of the time and in a variety of settings such as home, school or work.</p> <p>Comments:</p>	<p>Score NO if even through items 1-6 are scored YES, there is evidence that applicant requires significant assistance with self-care in settings other than that in which the assessment is conducted, or at other times due to the applicant’s disability..</p>



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<p>MAJOR LIFE ACTIVITY: CATEGORY II</p> <p>RECEPTIVE AND EXPRESSIVE LANGUAGE – Communication involving verbal and non-verbal behavior enabling a person to understand and express ideas and information to the general public with or without assistive devices.</p>	<p>PERSPECTIVE: The applicant must demonstrate the ability to understand ordinary spoken and written communications and to speak and write well enough to communicate thoughts accurately and appropriately on an ongoing basis</p>
<p>1. Applicant can hear and comprehend the content of ordinary spoken conversations in the applicant’s primary language using a hearing aid or other personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>Sign language is not a spoken language. Therefore score NO if dependent upon sign language. If a foreign language interpreters required, score NO if the applicant demonstrates comprehension via the interpreter.</p>
<p>2. Applicant has sufficiently intelligible speech to communicate common words to individuals of casual acquaintance in the community.</p> <p>Comments:</p>	<p>If applicant is dependent upon sign language, score NO. The interviewer qualifies as a casual acquaintance unless s/he is very familiar with the applicant.</p>
<p>3. Applicant has sufficient vocabulary, grammatical ability, or nonverbal communications skills to conduct ordinary business with individuals of casual acquaintance in the community.</p> <p>Comments:</p>	<p>The functional evaluation interview is representative of ordinary business unless the interviewer feels that his/her special skills are essential to facilitating communications.</p>
<p>4. Applicant can conduct a functional two-way conversation over the telephone such as scheduling personal appointments or obtaining consumer information using an amplified telephone or other personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>The applicant must complete the call independently, including obtaining the number and dialing.</p>
<p>5. Applicant has sufficient sight and reading ability to access and comprehend ordinary written text such as the instructions found on the Personal Data Sheet, using eyeglasses, dictionary or other personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>Ignore lack of speed or fluency. Comprehension is the issue. Score YES if applicant understands the content, even though s/he may have difficulty with specific words. Score NO if unable to gain accurate comprehension of content.</p>
<p>6. Applicant has sufficient physical skills, vocabulary and grammatical ability to write or type a functional letter such as a personal note to a friend or a response to a business or government communication such as the information requested on the Personal Data Sheet, using eyeglasses, typewriter, word processor or other personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>The applicant must complete the task independently, including both physical and cognitive components. The letter must be clear enough in graphic quality and content to be read and understood by any good reader.</p>
<p>• Applicant’s abilities in the category, as measured by the items 1.-6., are functional most of the time and in a variety of settings such as home, school or work.</p> <p>Comments:</p>	<p>Score NO if even through items 1.-6. are scored YES, there is evidence that applicant is unable to implement his/her previously identified abilities for reasons related to the disability.</p>



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<p>MAJOR LIFE ACTIVITY: CATEGORY III</p> <p>LEARNING – General cognitive competence and ability to acquire new behaviors, perceptions and information and to apply experiences in new situations.</p>	<p>PERSPECTIVE: The applicant must demonstrate ability to acquire information, process experiences, and appropriately perform ordinary age-appropriate cognitive tasks on an ongoing basis.</p>
<p>1. Applicant has sufficient hearing or sight, and mental ability to access and comprehend the content of ordinary television or radio programming, using a hearing aid, eyeglasses or other personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>The issue is comprehension, not physical ability to operate the television or radio.</p>
<p>2. Applicant has sufficient sight, sense of touch, or sense of smell to identify common domestic products and is able to explain their common uses.</p> <p>Comments:</p>	<p>The issue is differentiation of products and comprehension of function, not ability to use the products.</p>
<p>3. Applicant has sufficient money skills and sight or sense of touch to identify pennies, nickels, dimes and quarters and to calculate the value of any combination of these coins up to \$2.00</p> <p>Comments:</p>	<p>If the applicant lacks the physical skills to manipulate the coins but accurately calculates the value with minimal assistance from the interviewer, for example, moving the coins under the direction of the applicant.</p>
<p>4. Applicant has sufficient time skills and sight, hearing or sense of touch to tell the time of day to the quarter hour including A.M. and P.M. given a clock or watch appropriate for the applicant using eyeglasses, hearing aid or other personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>The terms “morning and afternoon” or “day and night” may be substituted for A.M and P.M. Either analog or digital watches and clocks may be used. Applicants with visual impairments may use talking devices.</p>
<p>5. Applicant is able to provide reasonably complete and accurate personal data, including name, date of birth, place of residence (street address, city and state), telephone number, nature of disabling condition, education, employment data, etc..</p> <p>Comments:</p>	<p>Applicant must demonstrate ability to respond to a variety of requests for information. If applicant is clearly limited to providing basic data from rote learning and memory, score NO.</p>
<p>6. Applicant is able to state in general terms the reason for this functional assessment after being given a full explanation by the intake worker.</p> <p>Comments:</p>	<p>Score YES if applicant’s statements include at least one of the following: eligibility for services; identification of needs; assessment of limitations or abilities.</p>
<p>7. Applicant is able to demonstrate memory of three items (chair, apple, bird) given at beginning of interview.</p> <p>Comments:</p>	<p>Score YES if applicant is able to remember at least one (1) of the three (3) items with no cues.</p>
<p>• Applicant’s abilities in the category, as measured by the items 1.-7., are functional most of the time and in a variety of settings such as home, school or work.</p> <p>Comments:</p>	<p>Score NO if even through items 1 –7. are scored YES, there is evidence that applicant is unable to implement his/her previously identified abilities for reasons related to the disability.</p>



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<p>MAJOR LIFE ACTIVITY: CATEGORY IV</p> <p>MOBILITY – Motor development and ability to use fine and gross motor skills. Ability to move about with or without assistive services.</p>	<p>PERSPECTIVE: While performing purposeful activities, the applicant must demonstrate ability to move about with little or no assistance or supervision on an ongoing basis.</p>
<p>1. Applicant moves about independently and safely within indoor and outdoor environments, using a wheelchair, crutches, cane or other personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>See item 6. If applicant is independent in mobility with the single exception of climbing stairs, score YES.</p>
<p>2. Applicant gets up and down curbs up to six inches high independently and safety, using a wheelchair, crutches, cane or other personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>If no curbs are available for observation, score YES only if applicant clearly has the ability and has done so at some previous point in time.</p>
<p>3. Applicant is able to pick up a towel or similar object from the floor, using personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>The issue is ability to recover dropped items so that independent functioning is not compromised by common and expected accidents.</p>
<p>4. Applicant gets in and out of bed independently and safely, using personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>In cases where living arrangement requires use of assistance or supervision, score YES only if applicant clearly has the ability and has done so at some previous point in time.</p>
<p>5. Applicant independently and safely operates ordinary household equipment such as TV, radio, oven, vacuum cleaner, etc., using personally-owned assistive devices if necessary.</p> <p>Comments:</p>	<p>See item 6. If dependent upon complex customized equipment that requires professional installation and maintenance score NO.</p>
<p>6. Applicant crosses streets independently and safely.</p> <p>Comments:</p>	<p>The term “safety” should be interpreted to mean “without a degree of risk significantly greater than that taken by the average person.”</p>
<p>7. Applicant independently and safely gets in and out of his/her place of residence, including locking and unlocking doors.</p> <p>Comments:</p>	<p>In cases where the applicant has minimal opportunity because of restrictions imposed by living arrangement score YES only if clearly able and has done so at some previous point in time.</p>
<ul style="list-style-type: none"> Applicant’s abilities in the category, as measured by the items 1.-7., are functional most of the time and in a variety of settings such as home, school or work. <p>Comments:</p>	<p>Score NO if even through items 1 –7. are scored YES, there is evidence that applicant is unable to implement his/her previously identified abilities for reasons related to the disability.</p>



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<p>MAJOR LIFE ACTIVITY: CATEGORY V</p> <p>SELF-DIRECTION – Management and control over one’s own personal and social life. Ability to make decisions and perform activities affecting and protecting own personal interests.</p>	<p>PERSPECTIVE: The applicant must demonstrate ongoing ability to take charge of life activities, as age-appropriate, via an appropriate level of self-responsibility and assertiveness.</p>
<p>1. Applicant makes and implements essentially independent daily personal decisions regarding a schedule of activities, including when to get up, what to do (for example, work, leisure, home chores, etc.) and when to go to bed.</p> <p>Comments:</p>	<p>In cases where the applicant has minimal opportunity to self-direct because of restrictions imposed by living arrangements, score YES only if applicant clearly has the ability and has done so at some previous point in time.</p>
<p>2. Applicant makes and implements essentially independent major life decisions such as choice of type and location of living arrangements, marriage and career choice.</p> <p>Comments:</p>	<p>For young adults who have not had to make major decisions as yet, consider their understanding of the process of decision-making as well as performance in making and implementing minor decisions, and score YES if they clearly demonstrate the potential.</p>
<p>3. Applicant possesses adequate social skills to establish and maintain interpersonal relationships with friends, relatives or co-workers.</p> <p>Comments:</p>	<p>Key considerations in assessing this ability are the equality and endurance of relationships. If applicant has interpersonal relationships but they are dependent upon the other party or a third party to maintain, score NO.</p>
<p>4. Applicant makes and implements essentially independent daily personal decisions regarding diet, including when to eat, where to eat and what to eat.</p> <p>Comments:</p>	<p>Same as Item 1. Also, ignore issues of quality of diet unless there is a clear and imminent health risk. Focus on the applicant’s ability to organize and implement a meal schedule.</p>
<p>5. Applicant is essentially independent in managing personal finances, including making decisions regarding allocation of financial resources and keeping track of financial obligations.</p> <p>Comments:</p>	<p>The applicant need not have high-level math skills. The key is levels of responsibility and organization adequate to manage financial matters either directly or by directing others on a timely basis.</p>
<p>6. Applicant self-refers for routine medical and dental checkups and treatment, including selecting a doctor, setting appointment and providing a medical history as necessary.</p> <p>Comments:</p>	<p>In cases where the applicant has minimal opportunity to self-direct because of restrictions imposed by living arrangements, score YES only if applicant clearly has the ability and has done so at some previous point in time.</p>
<p>• Applicant’s abilities in this category, as measured by Items 1.-6., are functional most of the time and in a variety of settings such as home, school or work.</p> <p>Comments:</p>	<p>Score NO if even though Items 1.-6. are scored YES, there is evidence that applicant is unable to implement his/her previously identified abilities for reasons related to the disability.</p>



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<p>MAJOR LIFE ACTIVITY: CATEGORY VI CAPACITY FOR INDEPENDENT LIVING OR ECONOMIC SELF-SUFFICIENCY – Age-appropriate ability to live w2ithout extraordinary assistance from other persons or devices, especially to maintain normal societal roles. Ability to maintain adequate employment and financial support. Ability to earn a “living wage,” net, after payment of extraordinary expenses occasioned by the disability.</p>	<p>PERSPECTIVE: The applicant must demonstrate ability to function on an ongoing basis as an adult, independent of extraordinary emotional, physical, medical or financial support systems.</p>
<p>1. Applicant generally carries out regular duties and chores (simple meal preparation, light housekeeping, etc.) safely and without need for reminders. Comments:</p>	<p>In cases where the applicant has minimal opportunity to perform chores regularly because of restrictions imposed by living arrangements, score YES if indeed clearly able.</p>
<p>2. Applicant is aware of a variety of community activities such as religious services, continuing education, sports, volunteer organizations, movies, shopping, visiting friends, etc. and independently selects and participates in at least one (1) on a regular basis. Comments:</p>	<p>Applicant must demonstrate common knowledge of community activities and the ability to access those of choice. If disability prohibits this, score NO. If applicant freely chooses to limit his/her activities, score YES.</p>
<p>3. Applicant can be left alone for twenty-four (24) hours without being considered to be at risk. Comments:</p>	<p>If applicant has never been left alone because of restrictions of living arrangements, probe for specific anticipated risks. Score YES if none are identified.</p>
<p>4. Applicant is able to demonstrate knowledge of and competence for several traits of a good employee such as being prompt, attending regularly, accepting supervision and getting along with coworkers. (Applicant may be able to talk about school experiences as they relate to this area if no work history has been established.) Comments:</p>	<p>Applicant need not mention any particular trait listed but must demonstrate general understanding of the expectations of the world of work. To score YES, traits must be verified by the informant.</p>
<p>5. Applicant is able to state several approaches to finding a job such as going to an employment agency, responding to ads, using personal contacts, etc. Comments:</p>	<p>Applicant need not mention any particular approach listed but must demonstrate general understanding of the process of job hunting.</p>
<p>6. Applicant is able to state a vocational preference and describe with reasonable accuracy the education and skills required. Comments:</p>	<p>Ignore issues of probability for success in stated vocational preference. Score YES if applicant is unable to state a preference because s/he is knowledgeable of and attracted to several jobs.</p>
<p>7. Applicant demonstrates insight regarding the obstacles to independent living or employment consequent to the applicant’s disability. Comments:</p>	<p>Score NO if applicant is unaware of or denies obvious problems. Score YES if applicant is knowledgeable of obstacles but asserts his/her ability to overcome them.</p>
<p>• Applicant’s abilities in this category, as measured by Items 1.-7., are functional most of the time and in a variety of settings such as home, school or work. Comments:</p>	<p>Score NO if even though Items 1.-7. are scored YES, there is evidence that applicant is unable to implement his/her previously identified abilities for reasons related to the disability.</p>