

## ***Frequently Asked Questions***

### **What do I need to do to recertify a MOCABI administrator?**

You will need to observe one MOCABI being completed by the administrator based on the 2016 training information and complete the MOCABI observation form with your comments and signature. Submit the form to your area state trainer and the MOCABI test will be assigned to your administrator.

### **What do I need to do to certify a new MOCABI administrator?**

The same process as the 2014 training is required.

1. The trainee must observe 2 MOCABI's being administered by a certified administrator (1 can be a mock demonstration; however, the 2<sup>nd</sup> one must be with a real client with a maximum of 2 trainees and with the individual permission).
2. The trainee must administer 2 MOCABI under supervision. The 1<sup>st</sup> one can be observed by a certified administrator and the 2<sup>nd</sup> one must be observed by your agency trainer who will complete the MOCABI observation form with comments to your area state trainer who will in turn assign the MOCABI test.

### **Who do I contact to get the MELS MOCABI test assigned?**

You will contact your area state trainer. Please give us a few days to get the test assigned. If you have gotten any word back within a couple of days contact your trainer again and if you can't reach them contact another state trainer to get the test assigned. **DO NOT contact Central Office to get the test assigned. They will only direct you back to the state trainers!**

### **What information will the MELS MOCABI test ask for?**

You will be asked to identify your role: trainer or administrator and what regional office you are associated with.

### **How many questions can you miss on the new test and still pass?**

You can miss a total of 4 questions and still pass the test.

## **What happens if the trainee doesn't pass the test?**

The trainer will work with the trainee on what they missed and have the trainee complete another MOCABI assessment under observation. The trainer will use the "MOCABI Observation Remediation Evaluation Form" and record their observations. **IF** the trainer feels the trainee now has the understanding needed to be a successful administrator the trainer will submit the form to their area state trainer and the test will be reassigned.

## **What happens if the trainee doesn't pass the test the second time?**

The trainer will need to contact their area state trainer and discuss what might be causing the trainee not to be successful. The area trainer will discuss the information with the state trainer team and suggestions/resolution will come from this team.

## **What information is needed on the observation form?**

You will need to include the name of the trainer, the name of the interviewer, the date, the individual interviewed, and their DMH ID. All areas need comments by the trainer as to what was observed, what was done well or if additional follow up needs to occur. The trainer must sign the form.

## **Where should the MOCABI Observation Evaluation Form be kept?**

This will be up to your agency as long as it can be produced upon request if necessary. A training binder for the agency with all paperwork for certified administrators has been suggested. Another suggestion might be placing it in your personnel training files.

## **Who should the informant be?**

You have to have an informant. It should be someone who knows the individual well. It could be a parent, sibling, staff in the home or at the job, a good friend, ect. It is preferable if the informant is present during the assessment, but you could contact them later for the needed information. This is preferable to having someone present who doesn't know the individual well. If you don't feel the informant is giving reliable information you would note this in your summary and you could attempt to contact a second more knowledgeable informant. Make sure you document all of this in your summary.

## **What if the individual cannot complete the Data page on their own?**

As the administrator begins the assessment you can follow the script provided or use your own explanation so long as all the required information is given in a manner the individual can understand. If the individual cannot read, write or answer the questions on their own the administrator will mark a line through the page and write "Individual was unable to read, write, or provide verbal answers" and sign under it.

## **Can I read the data page instructions to the individual?**

NO. The directions are there to assess the individual's ability to read, comprehend and follow written instruction (not yours). If they do not read the instructions or do not draw the requested square note that in your summary, but do not prompt them to do it. You, as the administrator, can direct their attention to rest of form and ask them to fill it out. You can fill in their answers if they cannot read or write, but can give you the information verbally. Write down the information exactly as they give it. Note this information in your summary.

## **How large does the square need to be?**

What you are looking for here is their reading comprehension and their ability to do what is requested. In an effort to provide consistency across the state we have determined that it must be at least the size of a 2 X 2 Post-It note. This is done on their own, with no prompts as to how big it has to be. If they ask you might say "What did it ask you to do?"

Another consideration here is do you think that the individual truly does not have the ability to read and comprehend or did they choose not to do it? You can probe this further using the letters in the MOCABI Tool Kit to check if you aren't sure. Always ask more questions if you aren't sure.

## **What if the individual knows all their personal information but their social security number?**

If the individual knows the other personal information and has their social security card in their purse or wallet and can pull it out and write it down or if they know their mom or staff has it and they can get it from them it would not be considered a limitation. However, if the individual doesn't know what a social security number is or where it is or who has it then it would be a limitation. **NOTE: This is a change from the training.**

**Self Care** - Daily activities which enable a person to meet basic needs for food, hygiene, and appearance

**#1 Applicant feeds self independently...**

Think of a typical meal served in a home or restaurant would the individual need any support to eat it? What specific support(s) would be needed? If none, it is not a limitation

If the individual needs a puree diet and they can independently puree it on their own it or they can independently add something like "Thick It" then it would not be a limitation.

**#7 Applicant self-administers oral medications...**

There are many steps to consider in this question:

Can the individual physically open the bottle? Can he/she obtain the right dosage? Can he/she get the right dosage out? Can he/she get it to their mouth without spilling? Can he/she swallow the medication without choking concerns? Can he/she close the containers? Does he/she know what their medications are for? They don't necessarily have to be able to give you the name of the medication, but know "I take this one for my stomach, and one for mood, ect." Are they aware of when they need to get refills and get them independently or can they direct someone to do it? Would they be able to understand and correctly take a new medication (not part of their routine) on their own? If there is a no on any part then it would be a limitation.

**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 and without assistive devices.

**#1 Applicant can hear and comprehend the content ...**

There was a lot of discussion on this one. If the person is deaf or speaks a foreign language they may do very well in their home or specific community. If this is true for the individual they could get a "No Limitation" on this question. However, you must consider would they be able to hear and comprehend on their own in a doctor's office that does not have an interpreter or with the grocery store clerk? If this is the case they would have a "Limitation" in a variety of settings.

## **#2 Applicant has sufficient speech to communicate common words...**

You would have the same considerations as listed in #1.

## **#6 Applicant has sufficient physical skills, vocabulary and grammatical ability to write or type a functional letter such as a personal note or response to a business letter...**

The focus is here is much more than just a note to a friend. We are looking at their ability to read, comprehend and respond. Consider the real life impact of not being able to read, comprehend and respond to a request for information regarding their Social Security or Medicaid benefit. These are the things that really impact their lives.

**Learning** – General cognitive and competence and ability to acquire new behaviors, perceptions and information and to apply experiences in new situations.

**Q: Is it necessary to ask the Learning section questions to an individual with a diagnosis of Intellectual Disability (ID)?**

A: All sections of the MOCABI are required to be administered to anyone participating in the assessment, regardless of diagnosis. In the unlikely event that the MOCABI questions in the Learning section do not result in a finding of a substantial learning limitation for an individual diagnosed with ID, it would be appropriate to confirm the presence of that limitation in the Summary section along with an explanation for that decision. In short, anyone diagnosed with an ID should be recognized as having a substantial limitation in learning, regardless of the finding on the MOCABI itself.

## **#3 Applicant has sufficient money skills and sight or sense of touch to identify pennies, nickels, dimes and quarters...up to \$2.00.**

On the Preparation and Tool Required sheet the state trainers have stipulated the number and types of coins you should have available when you administer the MOCABI. (Remember we are going for consistency across the state) This question requires us to look at more than just counting coins. Would the individual be able to use these skills in the community in a timely

manner with some understanding of the money they would give a clerk or the change due back to them?

### **#5 Applicant is able to provide reasonably complete and accurate personal data...**

If the individual knows the other personal information and has their social security card in their purse or wallet and can pull it out and write it down or if they know their mom or staff has it and they can get it from them it would not be considered a limitation. However, if the individual doesn't know what a social security number is or where it is or who has it then it would be a limitation. **NOTE: This is a change from the training.**

Other things to consider with here: Does the individual understand the nature of their disability, how it affects them or their life?

### **#7 Applicant is able to demonstrate memory of three (3) items (chair, apple, bird) given at the beginning of the interview.**

You must give these three specific words and these three specific words are what you want the individual to give back to you. If they give representative words (recliner for chair, banana for apple, parrot for bird) you would mark it NO on question 7, you would state the individual clearly knew the words and the reason you think that they might have done it (they were trying to be funny, using word association, ect). If this is the only NO in the category you would make a note on the last question regarding why you say this is not a limitation. Most of our individuals would already have other NO's in this category and it would not change the determination.

**Mobility** – Motor development and ability to use fine and gross motor skills.

Ability to move about with and without assistive services.

The focus here is their physical ability to do these tasks; not their cognitive ability to do it safely. Again our purpose is that we applying the question in the same manner across the state. You will have to use professional judgment with some of the questions.

## **#5 Applicant independently and safely operates ordinary household equipment such as....**

Can they operate at least 2 major appliances with different motor skills required to use them. Example: turning/pushing buttons on a TV or Heater/AC, pushing or pulling a vacuum cleaner, opening the oven door, being able to pull out the rack and lift something out of the oven.

With the oven question, consider do they actually use the oven. Is it impacting their life not being to use their oven? Many people with disabilities and not do not use their oven. If they choose not to use it; then it is not impacting their life.

## **#6 Applicant crosses streets independently and safely.**

The extended instructions give the following guidance: The term “safely” should be interpreted to mean “without a degree of risk significantly greater than that taken by the average person. You will need to use some professional judgment regarding “How fast is fast enough to cross the street?” It depends on where you live; in a rural slower paced community you could safely take longer than living in a city with lots of traffic and timed traffic signals.

**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.

## **#1 Applicant makes and implements essentially daily personal decisions...**

The individual is not precluded from being able to make daily personal decisions because they have a guardian. Asking probing questions here to ensure understanding of what the individual has in their personal control on a daily basis.

## **#2 Applicant makes and implements essentially independent major life decisions...**

If the individual has a guardian they cannot legally make major life decisions independently and this is a limitation. However, you need to comment as to why they need a guardian. Also we have individuals who do not have guardians, but they are very dependent on family members or friends to help them make these kinds of decisions. If this is the case, this would be a limitation.

### **#3 Applicant possesses adequate social skills...**

The individual may identify friends, but you need to probe do they only see them at work and there is no contact outside of this setting? Do they plan and arrange to do activities together? Or do their activities take place because staff has arranged everything with little or no input from the individual? Is the relationship mutually beneficial? Do they take get taken advantage of by the “friend”?

### **#5 Applicant is essentially independent in managing personal finances...**

Consider would the individual left to their own accord be able to make their physical and housing needs were met?

## **Capacity for Independent Living or Economic Self-**

**Sufficiency** – Appropriate ability to live without extraordinary assistance from other person 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.

### **#1 Applicant generally carries out regular duties and chores...**

Consideration should be given to the individual’s ability to do these activities vs. the choice not to do them. Do they need extended supports to accomplish the tasks? What would be the impact if no one helped them?

### **#3 Applicant can be left alone for twenty-four (24) hours without being considered to be at risk.**

Ask probing questions. What are the real concerns, not just theoretical? What has happened in the past? This is the place you can list the safety concerns that might have come from mobility questions.

### **#5 Applicant is able to demonstrate knowledge of and competence for several traits of a good employee...**

This question asks more than just naming good traits. It also asks does the individual demonstrate competence on the job. Do they get to work on time? Get along with others? Do the job assigned?

## **#6 Applicant is able to state several approaches to finding a job...**

Again this question is more than just naming approaches it is about demonstrating general understanding of the process of job hunting. Have they ever looked for a job on their own? If they can't read could they really look for a job in the Help Wanted ads?

## **#7 Applicant demonstrates insight regarding the obstacles to independent living or employment...**

The individual does not have to give every obstacle, but an understanding of what might happen if all supports or services were removed. If they know the obstacles, but feel they could overcome them or it wouldn't be a problem for them it would be a NO.

## **Summary Page**

There are significant changes to what is required on this page!

When completing the summary page, it is important to give details not captured during the interview that may be important later. An informant must be available in person or by phone for any assessment done for redetermination. The only time an informant may not be present is during initial eligibility determination for services. Even then, a very good reason needs to be noted in the summary section.

The summary page must include information about the informant as well. This would include details about whether the informant was not helpful when providing answers and if the informant was present in person if feedback from an informant was obtained at a different time. Details about how information was obtained through observation at various times, separate interviews with client and informant, or conflicting information between informant and client should be explained in this section. Any historical knowledge or background information that would be particularly useful is also helpful in this section. Even if the client scored well in a particular area, the current situation may not be reflective of the scores. This should be noted in the summary.

The summary page should include a summary of the applicant's strengths and weaknesses from each category, descriptions to support your findings of functional limitations/ no functional limitations, information regarding the informant and their overall value to the administration of the MOCABI, any assistance required to complete the personal data sheet.

### **Update 5/16/16**

Under the category of Receptive/Expressive Language - Item 2 - Applicant has sufficiently intelligible speech to communicate common words to individuals of casual acquaintance in the community. An applicant is able to say "hello", "mom" and "phone". For all other communication, the applicant uses an augmentative communication device and can communicate many simple phrases using the communication device. This question should be scored as:

The options were: No Limitation, Limitation or Need more information.

In our training discussions the state trainers team said that the individual would not have a limitation on this question, but would have a limitation across environments because of the potential that the individual might have a time where their augmentative communication device could not work or be available to them.

The Power Point stated "If applicant is dependent upon augmentative speech devices or sign language, Score No." It is contradictory of the training instructions and we have changed the Power Point to reflect this.

### **Update 8/15/16**

## **Receptive/Expressive Language**

**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.**

In this area we want to look at **comprehension**. It would be scored YES if the applicant understands the content, even though s/he may have difficulty with specific words. Score NO unable to gain accurate comprehension of content.

The question was raised what if a blind individual could read Braille. In the situation the area we look at is "ordinary written test" like the Personal Data Sheet. We do not present the individual with the form in Braille and most community settings do not have information in a Braille format.

## **Mobility**

### **#4 Applicant gets in and out of bed independently and safely, using personally owned assistive devices if necessary.**

You would score YES if the applicant clearly has the ability to operate any personally owned devices **independently** and has done so at some previous point in time. A secondary consideration would be that the applicant can do this in their home, but across multiple environments (such as a motel, or family members home) they might need assistance. In this case it would be a Yes to question #4 and a NO on the last question.

## **Capacity for Independent Living**

### **#7 Applicant demonstrates insight regarding the obstacles to independent living or employment...**

The individual does not have to give every obstacle, but has an understanding of what might happen if all supports or services were removed. If applicant is unaware of or denies obvious problems it would be a NO. However, if the applicant is knowledgeable of these obstacles and can tell you what they could/would do to overcome them and it is within their range of ability then you would score YES. **(Clarification)**