

## OhioISP Assessment Guidance

What assessment is:	What assessment isn't:
Conversation/dialog	Simply completing a form/analytical
Discovering skills, abilities, and needs	Determining deficits only
All areas explored by the SSA/QIDP with input from the person and those that know them best	Current services determine which questions asked or driving answers without exploration
Go where conversation takes you or where you know you need to go	Only go where invited, avoids difficult conversations about known risks
Flexible – ask questions in multiple ways	Rigid – read each question as is
Assessment and discovery drive planning	Planning- developing supports, identifying services

### Preparing for assessment:

- Assessment conversations should happen in an informal environment
- Consider how the person wants to meet – 1:1, small group, virtually, etc.
- Who should you talk to? Talk to the person and/or those that know them best, as identified by the person.
- Some questions are sensitive (sexuality, culture, etc.). These questions should be asked 1:1 or in a small group whenever possible.

### Completing discovery and assessment

- Consider other current and relevant assessments (Pre-assessments such as Level of Care, OEDI, COEDI, etc. and other professional assessment such as PT evaluation, behavioral health, etc.)
- Person-centered tools are built in to help identify important to, important for, skills and abilities, etc. Use what has been learned in each assessment section to complete summaries (using specifics for the person) at the end of each section.
- Avoid focusing on services and supports at this point...you'll get there in planning. For now, you are learning about the person and their wants and needs.

### Considerations for every section

- Technology - Even though you aren't planning yet, keep in mind how the person may use technology to support their wants and needs. Consider supports such as remote monitoring, smart equipment, and other types of everyday technology. Be sure to include skills and abilities related to technology throughout the assessment.
- Cultural – be conscious of potential differences between your values/culture and the person you are assessing
- Self-direction – the person may have an ability in an area, but not understand when/how to initiate (ex: can order pizza, but wouldn't know to order when hungry without a prompt)