

KIPBS Impact Scale (Rev. 5-2-08)

KIPBS Rater: _____ Date: _____
 KIPBS Facilitator: _____ Case Name: _____

- Step 1. Read through the KIPBS Impact Rating Guide (attached – pp. 2-3)
- Step 2. Read the assessment, intervention, and follow up plan(s)
- Step 3. Complete the KIPBS Plan Quality Evaluation Worksheet (attached – p. 5)
- Step 4. Look at the completed Contextual Fit, Quality of Life, and PCP Satisfaction surveys
- Step 5. Complete the KIPBS Impact Scale Worksheet (attached – p. 4)
- Step 6. Complete the KIPBS Impact Scale (below – p. 1)

KIPBS Impact Scale

Based on your reading of the assessment, intervention, and follow up plan(s); taking into consideration empirical data and anecdotal information, as well as Contextual Fit, Quality of Life, and PCP Satisfaction survey information; please rate the impact of the plan on each of the following:

Please rate the level of Impact <u>you think</u> the plan had on the stated areas, using the following scale: 1 = Overall, the plan had a NEGATIVE impact (-), 2 = Overall, the plan had NO impact (=), 3 = Overall, the plan had a POSITIVE impact (+), N/A = There are no data or information to determine impact level (⊗)		Based on Empirical Information	Based on Indirect Information
1.	Impact of the plan on the person’s overall problem behaviors	1 2 3 N/A	1 2 3 N/A
2.	Impact of the plan on the person’s overall appropriate/adaptive behaviors	1 2 3 N/A	1 2 3 N/A
3.	Impact of the plan on the person’s quality of life	1 2 3 N/A	1 2 3 N/A
4.	Impact of the plan on the team’s time, resources, and needs (i.e. contextual fit)	1 2 3 N/A	1 2 3 N/A
5.	Impact of the plan on the team’s satisfaction with the results		1 2 3 N/A
6.	Impact of the plan on the caregivers’ satisfaction with the results		1 2 3 N/A
7.	Impact of the plan on the caregivers’ quality of life		1 2 3 N/A

KIPBS Impact Rating Guide (Rev. 5-2-08)

Directions:

1. Read through the PC-PBS report, and complete the KIPBS Plan Quality Evaluation Worksheet (p. 5),
2. Use the following guide to complete the KIPBS Impact Scale Worksheet (p. 4),
3. After you have completed the KIPBS Impact Scale Worksheet, please complete the KIPBS Impact Scale (p. 1)

1.	<p>Impact of the plan on the person’s overall problem behaviors (this includes <u>all</u> problem behaviors, not just those targeted)</p> <ul style="list-style-type: none"> • <u>For empirical rating</u>, look at <ul style="list-style-type: none"> ○ Graphed data (baseline and intervention), and ○ Any other problem behavior quantitative numerical data (e.g., weekly totals, means, etc...). • <u>For indirect rating</u>, look at <ul style="list-style-type: none"> ○ Statements made with respect to problem behaviors in the follow-up section of the report, and ○ Contextual Fit Survey, question 12
2.	<p>Impact of the plan on the person’s overall appropriate/adaptive behaviors (this includes <u>all</u> adaptive/appropriate behaviors, not just those targeted or not just replacement behaviors)</p> <ul style="list-style-type: none"> • <u>For empirical rating</u>, look at <ul style="list-style-type: none"> ○ Graphed data, and ○ Appropriate/adaptive behavior quantitative numerical data (e.g., weekly totals, means, etc...). • <u>For indirect rating</u>, look at <ul style="list-style-type: none"> ○ Statements made with respect to appropriate/ adaptive behaviors in the follow-up section of the report.
3.	<p>Impact of the plan on the person’s quality of life</p> <ul style="list-style-type: none"> • <u>For empirical rating</u>, look at <ul style="list-style-type: none"> ○ Preferred Lifestyle Intervention Goal quantitative numerical data. • <u>For indirect rating</u>, look at <ul style="list-style-type: none"> ○ Statements made with respect to quality of life issues for the focus person, team’s goals, and goal accomplishment, in the follow-up section of the report, ○ Quality of Life Survey questions 1-2; 4; 6-7; 19; ○ Contextual Fit Survey question 14; and ○ PCP Satisfaction Survey questions 3; 11; 21-23.
4.	<p>Impact of the plan on the team’s time, resources, and needs (i.e., contextual fit)</p> <ul style="list-style-type: none"> • <u>For empirical rating</u>, look at <ul style="list-style-type: none"> ○ Any quantitative data provided, relating to time, resources, and/or other needs for the plan’s implementation, in the follow-up section of the report, and ○ Any quantitative numerical data relating to program implementation and fidelity. • <u>For indirect rating</u>, look at <ul style="list-style-type: none"> ○ Statements made with respect to the team’s time, resources, and/or needs, in the intervention and follow-up sections of the report (e.g., in general intervention considerations), ○ Statements made with respect to implementation or non-implementation of the plan, ○ Contextual Fit Survey questions 1-2; 7; 10; 16; and ○ PCP Satisfaction Survey, questions 27; 32.

KIPBS Impact Rating Guide (Rev. 5-2-08)

5.	<p>Impact of the plan on the team’s satisfaction with the results</p> <ul style="list-style-type: none"> • <u>For indirect rating</u>, look at <ul style="list-style-type: none"> ○ Statements made with respect to the team’s satisfaction with the results (e.g., the plan, the intervention, the outcomes, and/or the process), in the follow-up section of the report, ○ Statements made with respect to implementation or non-implementation of recommendations made, ○ Contextual Fit Survey question 11; and ○ PCP Satisfaction Survey questions 1; 4-5; 8; 12; 14; 20.
6.	<p>Impact of the plan on the caregivers’ satisfaction with the results</p> <ul style="list-style-type: none"> • <u>For indirect rating</u>, look at <ul style="list-style-type: none"> ○ Statements made with respect to caregiver’s satisfaction with the results (e.g., the plan, the intervention, the outcomes, and/or the process), in the follow-up section of the report, ○ Quality of Life Survey question 20; ○ Contextual Fit Survey question 13; and ○ PCP Satisfaction Survey questions 9-10; 15; 18; 26; 29-30.
7.	<p>Impact of the plan on the caregivers’ quality of life</p> <ul style="list-style-type: none"> • <u>For indirect rating</u>, look at <ul style="list-style-type: none"> ○ Statements made with respect to the caregiver’s quality of life as a result of implementation of the plan, in the follow-up section of the report, ○ Quality of Life Survey question 18; ○ Contextual Fit Survey questions 3; 5; 15; and ○ PCP Satisfaction Survey questions 24-26.

Definitions

Impact

Impact, in this context, refers to the effect or influence that the intervention plan (including preferred lifestyle and function based interventions), had in the particular domain referred to (e.g., focus person’s quality of life, behaviors, etc...)

Primary behavior

Refers to a target behavior for which the person was referred to KIPBS services for (i.e., reason for referral), or a behavior that is closely related to that behavior, such as a targeted precursor behavior.

Secondary behavior

Refers to a target behavior that is not a primary behavior.

Replacement behavior

Refers to a target appropriate behavior that serves the same function as the problem behavior that it is replacing

Appropriate behavior

Refers to a target appropriate behavior that is not necessarily related to the replacement of a problem behavior

KIPBS Impact Scale Worksheet (Rev. 5-2-08)

KIPBS Rater: _____ Date: _____
 KIPBS Facilitator: _____ Case Name: _____

Using the KIPBS Impact Scale Rating Guide, for each white column, look at the designated source and circle whether this source suggests a Positive Impact (+), No Impact (=), or a Negative Impact (-). If no such information is available, please circle ⊗.
 The Empirical Data and the Anecdotal Data (grey) columns are summary columns. The rating on these two columns should be based on the ratings from the preceding columns.

After completing the KIPBS Impact Rating Worksheet, please enter your final impact ratings on the KIPBS Impact Scale.

		Graphed Data	Quantitative (Numerical) Data	Empirical Information Rating	Statements in the plan	QoL Surveys	Contextual Fit Surveys	PCP Satisfaction Surveys	Indirect Information Rating
1.	Impact of the plan on the person's overall problem behaviors	+ = - ⊗	+ = - ⊗	+ = - ⊗	+ = - ⊗	N/A	+ = - ⊗	N/A	+ = - ⊗
2.	Impact of the plan on the person's overall appropriate/adaptive behaviors	+ = - ⊗	+ = - ⊗	+ = - ⊗	+ = - ⊗	N/A	N/A	N/A	+ = - ⊗
3.	Impact of the plan on the person's quality of life	N/A	+ = - ⊗	+ = - ⊗	+ = - ⊗	+ = - ⊗	+ = - ⊗	+ = - ⊗	+ = - ⊗
4.	Impact of the plan on the team's time, resources, and needs (i.e., contextual fit)	N/A	+ = - ⊗	+ = - ⊗	+ = - ⊗	N/A	+ = - ⊗	+ = - ⊗	+ = - ⊗
5.	Impact of the plan on the team's satisfaction with the results	N/A	N/A	N/A	+ = - ⊗	N/A	+ = - ⊗	+ = - ⊗	+ = - ⊗
6.	Impact of the plan on the caregivers' satisfaction with the results	N/A	N/A	N/A	+ = - ⊗	+ = - ⊗	+ = - ⊗	+ = - ⊗	+ = - ⊗
7.	Impact of the plan on the caregivers' quality of life	N/A	N/A	N/A	+ = - ⊗	+ = - ⊗	+ = - ⊗	+ = - ⊗	+ = - ⊗

Survey Results

Please enter below the total number of surveys completed, and their average score

Survey	Number of Surveys Completed	Average Rating for Each Completed Survey	Overall Average Rating
Quality of Life Survey		(max = 5)	(max = 5)
Contextual Fit Survey		(max = 6)	(max = 6)
PCP Satisfaction Survey		(max = 4)	(max = 4)

KIPBS Plan Quality Evaluation Worksheet (Rev. 5-2-08)

KIPBS Rater: _____ Date: _____
 KIPBS Facilitator: _____ Case Name: _____

- 1) Please look at the operational definition sections of the PC-PBS report, and enter all target **PROBLEM** behaviors in the table below,
- 2) **For each behavior listed**, check if this is a **primary** or **secondary** behavior that is addressed (definitions on p. 3 of Impact Scale Packet), and
- 3) Rate the following:
 - a) **Function:** Circle the function(s) that each behavior serves, as noted in the plan
 A = obtain Attention, T = obtain something other than attention, E = Escape/avoid something, S = Sensory stimulation, O = Other, or N/A = No function listed
 - b) **Function addressed:** Rate the degree to which the intervention plan addresses each behavior's function(s) according to the following scale:
 1 = Interventions do not address the function(s) listed; 2 = Interventions partially address the function(s) listed - replacement behavior is reinforced or extinction of problem behavior is described; 3 = Interventions fully address the function(s) listed - replacement behavior is reinforced and extinction of the problem behavior is described
 - c) **Impact:** Rate the impact level that the intervention plan had on each behavior according to the following scale:
 5 = Significant decrease; 4 = Some decrease; 3 = No change; 2 = Some increase; 1 = Significant increase; N/A = No data available to judge impact level
 - d) **Data:** Circle if your impact rating is based on Empirical data (E) or on Anecdotal/ Indirect data (A). If there were no data, circle N/A.

Problem behavior: _____ ___ Primary ___ Secondary a) Function: (circle) A T E S O N/A b) Function addressed: (circle) 3 2 1 c) Impact: (circle) 5 4 3 2 1 N/A d) Data: (circle) E A N/A	Problem behavior: _____ ___ Primary ___ Secondary a) Function: (circle) A T E S O N/A b) Function addressed: (circle) 3 2 1 c) Impact: (circle) 5 4 3 2 1 N/A d) Data: (circle) E A N/A	Problem behavior: _____ ___ Primary ___ Secondary a) Function: (circle) A T E S O N/A b) Function addressed: (circle) 3 2 1 c) Impact: (circle) 5 4 3 2 1 N/A d) Data: (circle) E A N/A	Problem behavior: _____ ___ Primary ___ Secondary a) Function: (circle) A T E S O N/A b) Function addressed: (circle) 3 2 1 c) Impact: (circle) 5 4 3 2 1 N/A d) Data: (circle) E A N/A	Problem behavior: _____ ___ Primary ___ Secondary a) Function: (circle) A T E S O N/A b) Function addressed: (circle) 3 2 1 c) Impact: (circle) 5 4 3 2 1 N/A d) Data: (circle) E A N/A	Problem behavior: _____ ___ Primary ___ Secondary a) Function: (circle) A T E S O N/A b) Function addressed: (circle) 3 2 1 c) Impact: (circle) 5 4 3 2 1 N/A d) Data: (circle) E A N/A
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- 4) Please look at the operational definition sections of the PC-PBS report, and enter all target **APPROPRIATE** behaviors in the table below,
- 5) **For each behavior listed**, check whether the behavior is a **replacement** or an **appropriate** target behavior (definitions on p. 3 of Impact Scale Packet), and
- 6) Rate the following,
 - a) **Impact:** Rate the impact level that the intervention plan had, according to the following scale:
 1 = Significant decrease; 2 = Some decrease; 3 = No change; 4 = Some increase; 5 = Significant increase; N/A = No data available to judge impact level
 - b) **Data:** Circle if your impact rating is based on Empirical data (E) or on Anecdotal/ Indirect data (A)

Appropriate behavior: _____ ___ Replacement ___ Appropriate Behavior a) Impact: (circle) 1 2 3 4 5 N/A b) Data: (circle) E A N/A	Appropriate behavior: _____ ___ Replacement ___ Appropriate Behavior a) Impact: (circle) 1 2 3 4 5 N/A b) Data: (circle) E A N/A	Appropriate behavior: _____ ___ Replacement ___ Appropriate Behavior a) Impact: (circle) 1 2 3 4 5 N/A b) Data: (circle) E A N/A	Appropriate behavior: _____ ___ Replacement ___ Appropriate Behavior a) Impact: (circle) 1 2 3 4 5 N/A b) Data: (circle) E A N/A	Appropriate behavior: _____ ___ Replacement ___ Appropriate Behavior a) Impact: (circle) 1 2 3 4 5 N/A b) Data: (circle) E A N/A	Appropriate behavior: _____ ___ Replacement ___ Appropriate Behavior a) Impact: (circle) 1 2 3 4 5 N/A b) Data: (circle) E A
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KIPBS Plan Quality Evaluation Summary (Rev. 5-2-08)

- [Dates: 5-2-08; 4-23-08; 4-22-08] Made minor edits
- [Date: 4-22-08] Re-formatted the entire document to render it more systematic, following recommendations from the 4-17-08 meeting
- [Date: 4-17-08] Peter, Amanda, & Marie Meeting Notes
 - Peter will be the benchmark for Impact Rating (all will try to get reliable with Peter rather than Marie, as Peter seems to have more expertise in this area than Marie)
 - We have the PC-PBS Checklist that measures the quality of the plan, particularly Part 3, which looks at follow-up. As such, we are not trying to measure the quality of the plan with Impact, as this would be repeating what we have with the KIPBS Checklist and the Critical Features. Therefore we perceive that the Impact is targeted to measure something else.
 - We feel that plans can have high impact and still not be considered great plans behaviorally or plans may not have data or great data, but parents and the team may be pleased with the interventions and behaviors may have changed but the data do not reflect this. As such, we have decided to add another column to the Impact scale, one rating based on Empirical data, and one rating based on anecdotal and survey data.
 - The KIPBS Plan Quality Evaluation Worksheet is helpful in completing the Impact rating based on Empirical data. We will add to this worksheet some items to look at and rate to assist in the ratings of impact based on anecdotal/survey information.
 - We will retain the KIPBS Plan Quality Evaluation Summary for purposes of gathering these data on plans; however, this information does not appear to be helpful in assisting in the rating of Impact, so we decided that is should not be part of the Impact Scale Rating Packet.
 - We will add definitions of the following terms: Impact; Primary vs. secondary behaviors; Replacement and appropriate behaviors.
 - Note: There is a difference between targeted and “regular” behavior. The rating of Impact on the Impact scale (#2) refers to all appropriate behaviors – targeted and not targeted, and replacement behaviors.
- [Date: 1-17-08] Made revisions to the entire Impact Scale. The previous version of the Impact Scale is now labeled “KIPBS Plan Quality Evaluation Worksheet.” The information from this worksheet will be used to summarize the plan’s quality, using the “KIPBS Plan Quality Evaluation Summary.” The information from the summary, as well as the information from the written plans and the completed surveys will be used to assess the plan’s impact on the person, the team, and the caregivers. Impact will be scored using the new Impact Scale. Reliability will be assessed for the Impact Scale only, and not for the worksheet or the summary tools.
- [Date: 12-20-07] For purposes of reliability, we will use the +/- reliability method (1 & 2 = - = Agreement; 4 & 5 = + = Agreement). We will not be calculating reliability on the behavior label for now. For the behavior label, use the label listed in the Functional Assessment section, where the behaviors are operationally defined.
- [Date: 4-18-06] Look at all behaviors listed for which there are baseline data, and make a judgment about impact data. If there are no empirical data, then look at target behaviors defined.
- [Date: 9-16-05] To make a judgment about the level of impact that the intervention plan had on a replacement behavior, based on empirical data (e.g. graph) you do not need to have baseline data. To make a judgment about the level of impact that the intervention plan had on a problem behavior behavior, based on empirical data (e.g. graph) you do need to have baseline data. If there are no baseline data, then the judgment can be made based on anecdotal data. If there are no empirical or anecdotal data about the behavior, the check “no data.” If there are both empirical data and anecdotal data about a behavior, empirical data overrides anecdotal data. When making a judgment about the overall level of impact you think the plan and the intervention, had a person’s quality of life, take into account everything in the report, including data (empirical, anecdotal), as well as items such as level of effort necessary to complete the intervention plan.