



Return of the CDER Training Manual

Your Personal Guide to the Ride!

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THE TRAINING PROGRAM

This guide provides supplemental information to accompany the competency-based training program, *The Return of the CDER*. The guide serves as an easy reference for answering questions regarding the CDER document and how it is used.

The *Return of the CDER* training program is organized into six sections, each of which introduces users to one particular aspect of the CDER. The content of these sections is described below. There also is a seventh section on the DVD or CD-Rom that provides information about all the people who helped develop *Return of the CDER*. You won't be surprised to see that this section is titled, *Credits*.

Section 1: This Sequel Is Better Than The Original

Section 1 introduces users to the new CDER. Users learn about the principles that guided the CDER revision and about why the new version is considered a powerful and efficient tool for person-centered planning. This section also explains why formal training is important for the success of the new CDER.

Section 2: Completing the New CDER

Section 2 explains the instructions for answering questions in the new CDER and introduces users to the CDER Glossary. This training component alerts users to issues they should attend to when using the new CDER, and explains the rationale behind the specified time frame and information sources for each part.

Section 3: Interviewing Family Members And Service Providers

Section 3 teaches CDER users to interview family members and service providers to obtain timely and reliable information for the new CDER. Users learn the importance of finding reliable sources and receive tips for conducting the interview(s) in a way that promotes accurate responses.

Section 4: Using the CDER Rating Scales

Section 4 focuses on the rating scales used in the new CDER. It teaches users how to rate behavior using either a four or five-point scale. It also provides guidelines for special situations that arise when information is not available or none of the response options seems appropriate for a particular consumer.

Section 5: The Consumer Survey

Section 5 teaches users how to interview consumers for the Consumer Survey. The section explains how to present the questions and how to interpret the answers that consumers provide. The DVD/CD-Rom program shows actual interviews with consumers to demonstrate interview techniques.

Section 6: Becoming a CDER STAR

Section 6 explains how users can test their understanding of the strategies and techniques needed to be effective CDER users. They learn about The STAR competency test and complete review questions in preparation for the competency quiz. (Review Questions can be found in this guide.)

THE NEW CDER

The complete CDER form is shown on the pages that follow. All instructions and response options are shown. Users are encouraged to practice with this form before moving to the electronic version presented in SANDIS.

EVALUATION ELEMENT

A. SKILLS DEMONSTRATED IN DAILY LIFE

These questions address the consumer's level of skill in tasks necessary for daily living. The response options for each question represent increasing skill. Select the level that best matches the behavior most often displayed by the consumer during the past 6 months, not the highest level he or she has demonstrated. If two adjacent answers apply, and they describe patterns that have been observed equally often, choose the higher level of performance. Do not adjust for age or other factors that might affect skill development. Behaviors during previous periods should not be considered.

When a question mentions **familiar settings**, it refers to a residence, school, day program, work-site or other setting the consumer frequents on a routine basis. All other situations are considered to be **unfamiliar**. The term **assistance** refers to help given to a consumer who is performing a task mostly on his/her own, and **supervision** applies to situations in which a consumer performs a task independently, but someone must check to make sure it is done correctly. A **reminder** is a prompt given to a consumer who knows how to perform a task, but may forget to do so.

Please use the best informant available for each question. It is important that the person(s) providing information for this section be sufficiently knowledgeable about the relevant aspect of the consumer's life to provide an accurate and unbiased picture. In most cases, this will be someone who has directly observed the consumer's daily behavior for at least 1 week within the preceding 6 months.

If you are unable to provide a response to a question, please explain why.

- ⇒ If for any reason the question is not appropriate for the consumer, record *Question Does Not Apply (N)*.
- ⇒ If a knowledgeable person is not available to provide information, record *Current Information Not Available (Q)*.

These questions are written to be understood and answered by service coordinators. Do not read them to consumers, family members, or caregivers verbatim. Instead, use your own words to request the information that you need to answer the question.

1 Using Hands

- 1 = Does not use either hand
- 2 = Grasps objects with one hand
- 3 = Grasps objects with both hands
- 4 = Uses fingers of one hand to manipulate objects
- 5 = Uses fingers of both hands to manipulate objects

N= Question does not apply
Q= Current information not available

2 Walking

- 1 = Cannot walk
- 2 = Walks with support
- 3 = Walks alone at least ten (10) feet, but is unsteady
- 4 = Walks alone at least twenty (20) feet, but is unsteady
- 5 = Walks alone at least twenty (20) feet with good balance

N= Question does not apply
Q= Current information not available

3 Using a Wheelchair

- 1 = Sits in manual or motorized wheelchair, but cannot move it
- 2 = Uses manual or motorized wheelchair, but needs assistance
- 3 = Uses manual or motorized wheelchair independently, but has difficulty steering
- 4 = Uses manual or motorized wheelchair independently and smoothly in some situations
- 5 = Uses manual or motorized wheelchair independently and smoothly in nearly all situations

N= Question does not apply, e.g., does not use a wheelchair on a regular basis

?= Current information not available

4 Taking Prescription Medication

- 1 = Requires assistance to take medication.
- 2 = Takes medication with supervision
- 3 = Takes medication when reminded
- 4 = Usually takes medication without reminders
- 5 = Always takes medication without reminders

N= Question does not apply, e.g., does not take medication, resides in a facility where not permitted

Q= Current information not available

5 Eating

- 1 = Does not feed self; must be fed completely
- 2 = Eats with fingers with assistance
- 3 = Eats with fingers without assistance
- 4 = Eats with at least one utensil, with spillage
- 5 = Eats with at least one utensil, without spillage

N= Question does not apply

Q= Current information not available

6 Toileting

- 1 = Not toilet or habit trained
- 2 = Habit trained only (toilets at preset intervals)
- 3 = Toilets when prompted
- 4 = Toilets without prompting, but needs assistance
- 5 = Toilets independently; does not require assistance

N= Question does not apply

Q= Current information not available

7 Bladder and Bowel Control

- 1 = No control of either bladder or bowel
- 2 = Wetting and/or soiling occur at least once a week during waking hours
- 3 = Wetting and/or soiling occur at least once a week at night
- 4 = Wetting and/or soiling occur no more than once a month
- 5 = Complete control of bladder and bowel

N= Question does not apply

Q= Current information not available

- 8 **Personal Care**
 (Brushing teeth, washing, bathing/showering, hair care, use of deodorant, and care related to gender and age; e.g., shaving and menses. If the consumer can do some of these tasks, but not all, choose the answer that most accurately reflects how much support the consumer requires.)
- 1 = Does not perform or assist with personal care activities
 2 = Assists with personal care activities by performing helpful movements
 3 = Performs personal care activities, but needs assistance
 4 = Performs personal care activities independently when reminded
 5 = Performs personal care activities independently without reminders
- N= Question does not apply
 Q= Current information not available
- 9 **Dressing**
 (Putting on and removing clothing and shoes, fastening zippers, velcro tabs, and buttons. If the consumer can do some of these tasks, but not all, choose the answer that most accurately describes how much support the consumer requires.)
- 1 = Does not dress self
 2 = Assists with dressing by performing helpful movements
 3 = Dresses self, but needs assistance
 4 = Dresses self independently, but needs reminders to complete
 5 = Dresses self independently without reminders
- N= Question does not apply
 Q= Current information not available
- 10 **Safety Awareness**
 (Following safety rules and avoiding hazardous situations. The phrase “all settings” includes both familiar and unfamiliar situations.)
- 1 = Requires constant supervision during waking hours to prevent injury/harm in all settings
 2 = Requires someone nearby during waking hours to prevent injury/harm in all settings
 3 = Requires constant supervision to prevent injury/harm in unfamiliar settings only
 4 = Requires someone nearby to avoid injury/harm in unfamiliar settings only
 5 = Does not require supervision to prevent injury/harm
- N= Question does not apply
 Q= Current information not available
- 11 **Focusing on Tasks and Activities**
 (Visual or other kinds of direct attention to tasks requiring cognitive activity and response; TV watching not included. If the consumer shows different levels of skill in different situations, choose the answer that describes what the consumer does most frequently.)
- 1 = Focuses on a preferred task or activity for less than 1 minute
 2 = Focuses on a preferred task or activity for between 1 and 5 minutes
 3 = Focuses on a preferred task or activity for between 5 and 15 minutes
 4 = Focuses on a preferred task or activity for between 15 and 30 minutes
 5 = Focuses on a preferred task or activity for more than 30 minutes
- N= Question does not apply
 Q= Current information not available

12 **Verbal Communication**

(Use of words to ask for something or to indicate needs.)

- 1 = Does not use words to communicate
- 2 = Uses words to communicate, but speech is not easily understood by strangers
- 3 = Uses simple statements of one or two words (e.g. "I go" or "Give me")
- 4 = Uses sentences of three words or more and has a limited vocabulary (30 words or less)
- 5 = Uses sentences of three words or more and has a vocabulary of more than 30 words

N= Question does not apply

Q= Current information not available

If the consumer does not use words to communicate (level 1), answer question 13. If the consumer does use words to communicate (levels 2 through 5), record *Question Does Not Apply (N)* and skip to question 14.

13 **Nonverbal Communication**

(Communication through means other than words, including the use of specialized devices that allow or facilitate communication.)

- 1 = Does not use signals, gestures, or signs to communicate
- 2 = Communicates through movement, smiling, making eye contact, etc.
- 3 = Communicates through simple gestures such as pointing, shaking head, or leading by the hand
- 4 = Uses signs/gestures and facial expressions to communicate, but does not understand those of other people
- 5 = Uses and understands signs/gestures and facial expressions in communication

N= Question does not apply

Q= Current information not available

14 **Social Interaction**

(Two-way communication with others using either verbal or nonverbal cues. The interaction may involve either peers, family members, or staff. If the consumer shows different levels of skill in different situations, choose the answer that describes what the consumer does most frequently.)

- 1 = Does not engage in interaction with others
- 2 = Does not initiate interaction with others
- 3 = Initiates interactions with others
- 4 = Initiates and maintains interactions in familiar situations/settings
- 5 = Initiates and maintains interactions in familiar and unfamiliar situations/settings

N= Question does not apply

Q= Current information not available

B. CHALLENGING BEHAVIORS

These questions capture the frequency and/or intensity of challenging behaviors. The response options for each question represent decreasing levels of challenging behaviors. Select the level that best matches the behavior most often displayed by the consumer during the past 12 months. Do not adjust for age or other factors that might affect these behaviors. Behaviors during previous periods should not be considered.

In the questions below, the term **never** indicates that a behavior does not occur or that occurs so rarely that it is not possible to quantify it. **Injury** refers to harm to oneself or another that requires either first aid or treatment by a licensed medical care provider.

Please use the best informant available for each question. It is important that the person(s) providing information for this section be sufficiently knowledgeable about the consumer's behavior to provide an accurate and unbiased picture. In most cases, this will be someone who has directly observed the consumer's daily behavior for at least 2 of the preceding 12 months.

If you are unable to provide a response to a question, please explain why.

- ⇒ Record *Question Does Not Apply (N)* if the consumer is too young to display a particular behavior, or if for any other reason the question is not appropriate.
- ⇒ If a knowledgeable person is not available to provide information, record *Current Information Not Available (Q)*.

These questions are written to be understood and answered by service coordinators. Do not read them to consumers, family members, or caregivers verbatim. Instead, use your own words to request the information that you need to answer the question.

15 Disruptive Social Behavior

(Behavior that has a negative impact on social participation in group settings at school, day program, home, or work; the impact should be severe enough to interrupt or prevent participation in activities.)

- 1 = Disruptive behavior interferes with social participation almost every day
- 2 = Disruptive behavior interferes with social participation at least once a week, but not every day
- 3 = Disruptive behavior interferes with social participation at least once a month, but not every week
- 4 = Disruptive behavior interferes with social participation less than once a month
- 5 = Disruptive behavior never occurs

N= Question does not apply

Q= Current information not available

16 Aggressive Social Behavior

(Behavior that harms or has the potential of harming others.)

- 1 = Physical aggression resulting in injury occurred more than one time within the past 12 months
- 2 = Physical aggression resulting in injury occurred one time within the past 12 months
- 3 = The consumer has not caused injury within the past 12 months, but physical aggression occurs once a month or more
- 4 = The consumer has not caused injury within the past 12 months, but physical aggression occurs less than once a month
- 5 = Physical aggression never occurs

N= Question does not apply

Q = Current information not available

- 17 **Self-Injurious Behavior**
 (Biting, scratching, or causing injury by putting inappropriate objects into ear, mouth, etc.)
- 1 = Self-injurious behavior causes injury requiring first aid or medical care almost every day
 - 2 = Self-injurious behavior causes injury requiring first aid or medical care at least once a week, but not every day
 - 3 = Self-injurious behavior causes injury requiring first aid or medical care at least once a month, but not every week
 - 4 = Self-injurious behavior occurs, but no apparent injury occurs
 - 5 = Self-injurious behavior never occurs
- N= Question does not apply
 Q= Current information not available
- 18 **Destruction of Property**
 (Intentional damage to physical property belonging to self or other; value of object must be \$25 or more)
- 1 = Has caused major damage (requiring replacement and/or substantial repair of object) more than once within the past 12 months
 - 2 = Has caused major damage (requiring replacement and/or substantial repair of object) once within the past 12 months
 - 3 = Has caused minor damage (requiring little or no repair of object) more than once within the past 12 months
 - 4 = Has caused minor damage (requiring little or no repair of object) once during the past 12 months
 - 5 = Intentional destruction of property never occurs
- N= Question does not apply
 Q= Current information not available
- 19 **Running or Wandering Away**
 (Leaving premises without authorization and/or supervision in such a way that safety is endangered; do not consider intentionality or volition)
- 1 = Running/wandering away occurs or is attempted almost every day
 - 2 = Running/wandering away occurs or is attempted at least once a week, but not every day
 - 3 = Running/wandering away occurs or is attempted at least once a month, but not every week
 - 4 = Running/wandering away occurs or is attempted less than once a month
 - 5 = Running/wandering away never occurs
- N= Question does not apply
 Q= Current information not available
- 20 **Emotional Outbursts**
 (Sustained and intense displays of negativity related to frustration, fear, or anger. Intervention refers to intervention by a staff member.)
- 1 = Outbursts occur at least once a week and usually require intervention
 - 2 = Outbursts occur at least once a week, but do not typically require intervention
 - 3 = Outbursts occur less than once a week and usually require intervention
 - 4 = Outbursts occur less than once a week, but do not typically require intervention
 - 5 = Emotional outbursts never occur
- N= Question does not apply
 Q= Current information not available

PERSONAL OUTCOMES ELEMENT

A. PHYSICAL AND SOCIAL ENVIRONMENT

These questions capture the quality of the consumer's school, work, and living environments. The response options for each question represent increasing levels of independence, well-being, inclusion, and/or productivity. Select the level that best describes the consumer's current situation, disregarding both past circumstances and any temporary fluctuations (e.g., being out of school on vacation) that may be occurring now.

In the questions below, the phrase **person with a disability** refers to someone other than the consumer who has a developmental disability or special need for support in a given setting. **Speaking the consumer's language** means being able to communicate about daily matters and engage in social interaction with the consumer.

Please use the best informant available for each question. It is important that the person(s) providing information for this section be sufficiently knowledgeable about the particular area of a consumer's life to provide an accurate and unbiased picture.

If you are unable to provide a response to a question, please explain why.

- ⇒ Record *Question Does Not Apply (N)* if for any reason the question is not appropriate.
- ⇒ If a knowledgeable person is not available to provide information, record *Current Information Not Available (Q)*.

These questions are written to be understood and answered by service coordinators. Do not read them to consumers, family members, or caregivers verbatim. Instead, use your own words to request the information that you need to answer the question.

School & Work

Questions in this section do not apply to all consumers. If the consumer does not participate in the type of setting specified in a question, record *Question Does Not Apply (N)* and proceed to the next one. Please note:

Questions 1 through 3 apply only to consumers who attend school.
Questions 4 through 6 apply only to consumers who work and/or attend a day program.
Questions 7 and 8 apply only to consumers who work for pay.

- 1 What type of school does the consumer attend?
- 1 = In-home instruction
 - 2 = School with special education students only
 - 3 = Integrated school with some integrated classes
 - 4 = Integrated school with fully integrated academic classes
- N= Question does not apply
 O= Attends college, adult education classes, or trade school
 Q= Current information not available

- 2 On a typical day, how much contact does the consumer have at school with students who do not have a disability?
- 1 = No contact
 - 2 = Contact outside of academic classes only
 - 3 = Some contact in academic classes, but not all day
 - 4 = Contact all day (Fully included)
- N= Question does not apply
Q= Current information not available
- 3 On a typical day, how many people does the consumer interact with at school who speak the consumer's primary language (e.g., Spanish, English, Cambodian)?
- 1 = None
 - 2 = At least one
 - 3 = More than one but not all
 - 4 = All
- N= Question does not apply
Q= Current information not available
- 4 In what type of work or day program does the consumer participate most often?
- 1 = Day program
 - 2 = Sheltered workshop/facility based employment
 - 3 = Community based employment with supports by vendor agency
 - 4 = Community based employment without supports by vendor agency
- N= Question does not apply
V= Volunteer or other unpaid work
Q= Current information not available
- 5 On a typical day, how many people does the consumer interact with at the day program and/or work site who do not have a disability? (Include both peers and staff.)
- 1 = None
 - 2 = A few
 - 3 = Most
 - 4 = All
- N= Question does not apply
Q= Current information not available
- 6 On a typical day, how many people does the consumer interact with at the day program and/or work site who speak the consumer's primary language (e.g., Spanish, English, Cambodian)? (Include both peers and staff.)
- 1 = None
 - 2 = At least one
 - 3 = More than one but not all
 - 4 = All
- N= Question does not apply
Q = Current information not available

- 7 In a typical week, how many hours is the consumer paid for work? (Please estimate if the consumer is paid for productivity.)

1 = Less than 10 hours
 2 = 10 to 25 hours
 3 = 26 to 39 hours
 4 = 40 hours or more

N= Question does not apply, e.g., consumer does not work for pay
 Q= Current information not available

- 8 In a typical week, how much does the consumer earn per hour of work? (Please estimate if the consumer is paid for productivity.)

1 = Consumer is paid less than minimum wage
 2 = Consumer is paid minimum wage
 3 = Consumer is paid more than minimum wage
 4 = Consumer is a salaried employee

N= Question does not apply
 Q= Current information not available

Community & Social Life

- 9 During the past 6 months, about how often did the consumer participate in community outings for personal errands, recreation, entertainment, or church?

1 = Once a month or less
 2 = More than once a month, but not every week
 3 = At least once a week, but not every day
 4 = Almost every day

N= Question does not apply
 Q= Current information not available

- 10 How many friends does the consumer have?
 (Friends include individuals with whom the consumer maintains an ongoing relationship by initiating contact, sharing confidences, and/or engaging in special activities; may include family members, but not paid staff or support persons.)

1 = None
 2 = One
 3 = Two or three
 4 = More than three

N= Question does not apply
 Q= Current information not available

Out-of-Home Living

This section applies only to consumers living in an out-of-home setting (i.e., any setting other than a family residence). If the consumer lives at home with family, record *Question Does Not Apply (N)* for each question below and proceed to the next section.

- 11 Including the consumer, how many people with disabilities live in the household? (Include both peers and staff.)
 1 = Five or more
 2 = Three or four
 3 = Two
 4 = Consumer is the only person with a disability

N= Question does not apply
 A= Consumer lives alone
 Q= Current information not available

- 12 How many times has the consumer moved from one residence to another in the last 2 years?
 1 = Three times or more
 2 = Twice
 3 = Once
 4 = Consumer has not moved

N= Question does not apply
 Q= Current information not available

- 13 On a typical day, how many people who live at the consumer's household speak the consumer's primary language (e.g., Spanish, English, Cambodian)? (Include both peers and staff.)
 1 = None
 2 = At least one
 3 = More than one but not all
 4 = All

N= Question does not apply
 A= Consumer lives alone
 Q= Current information not available

B. HEALTH & SAFETY

These questions capture the extent to which the consumer is safe and has access to needed health care services. The response options for each question represent increasing levels of care. For each question, select the response option that most accurately describes the consumer's situation during the preceding 12 months. (Please note change in time frame from the previous section.)

Please use the best informant available for each question. It is important that the person(s) providing information for this section be sufficiently knowledgeable about the particular area of a consumer's life to provide an accurate and unbiased picture.

If you are unable to provide a response to a question, please explain why.

- ⇒ Record *Question Does Not Apply (N)* if for any reason the question is not appropriate.
- ⇒ If a knowledgeable person is not available to provide information, record *Current Information Not Available (Q)*.
- ⇒ Record *Consumer Refused Care (X)* if care was made available, but consumer refused it.

These questions are written to be understood and answered by service coordinators. Do not read them to consumers, family members, or caregivers verbatim. Instead, use your own words to request the information that you need to answer the question.

- 14 Did the consumer see a physician, nurse practitioner, or physician's assistant for medical care (including check-ups) during the past 12 months?

1 = No, but medical care was needed
 2 = Yes, but needs were not met
 3 = Yes, but needs were only partially met
 4 = Yes, and needs were fully met

N= Question does not apply, e.g., medical care was neither needed or sought
 X= Consumer refused care
 Q= Current information not available

- 15 Did the consumer see a dentist for dental care (including check-ups) during the past 12 months?

1 = No, but dental care was needed
 2 = Yes, but needs were not met
 3 = Yes, but needs were only partially met
 4 = Yes, and needs were fully met

N= Question does not apply, e.g., dental care was neither needed or sought
 X= Consumer refused care
 Q= Current information not available

- 16 Does the consumer currently have a medical and/or dental condition for which appropriate care is not being provided, although it should be?

1 = Yes, and problems are life threatening
 2 = Yes, and problems are serious enough to affect well-being
 3 = Yes, but problems are not serious enough to affect well-being
 4 = No

N= Question does not apply
 X= Consumer refused care
 Q= Current information not available

C. CONSUMER SURVEY

These questions capture the consumer's own feelings about his or her life. The consumer must provide the information in this section without someone else interpreting the response. If the consumer is not able or willing to provide any of this information, indicate why below.

If the consumer did not answer any of the questions in this section, indicate why by circling one of the numbers below. You should also put the appropriate symbol next to all questions in this section.

X = The consumer is not able to respond without interpretation and/or cannot understand the questions.

Q = The consumer is not available to respond at this time.

R = The consumer chooses not to respond to any of the questions.

Begin by explaining that the purpose of the questionnaire is to find out how the consumer feels about his or her life. Make sure the consumer understands that he or she should describe feelings and impressions that are current (within the previous month or two), not those that may have occurred at an earlier time.

These questions should be read aloud. Fill in the name of the pertinent person, place, or agency as needed, using terms the consumer would recognize (e.g., "Do you like going to the Lauren Training Center?"). You may paraphrase the question if the consumer asks for clarification or repeat the question as needed.

Do not read the response options to the consumer. Instead, allow the consumer to respond naturally. Listen carefully to the consumer's response, requesting clarification as needed.

- ⇒ If a particular question is not appropriate for this consumer, do not read it. Record *Question Does Not Apply (N)* and move on to the next question.
- ⇒ Record *Not Sure (X)* if the consumer is unsure or does not understand the question.
- ⇒ Record *Consumer Chooses Not To Answer (R)* if the consumer prefers not to answer a particular question.

Insert the name of the place the consumer lives in each question below. If the consumer lives in a residence within a facility, use the name of the residence.

Questions 17 and 18 apply only to consumers who do not live at home. Question 19 applies only to adult consumers who do not live at home.

17 *Some people like where they live and others don't. When you think about how you feel most of the time...*

Do you like living at _____?

0 = Negative Response

1 = Ambivalent or Mixed Response

2 = Positive Response

N = Question does not apply

X = Consumer is not sure or does not understand

Q = The consumer is not available to respond at this time

R = Consumer chooses not to answer

18 *Some people like the people who help them at home and others don't. When you think about how you feel most of the time...*

Do you like the people who help you at _____?

0 = Negative Response

1 = Ambivalent or Mixed Response

2 = Positive Response

N = Question does not apply

X = Consumer is not sure or does not understand

Q = The consumer is not available to respond at this time

R = Consumer chooses not to answer

19 *Some people wish they could live some place else. Others want to stay where they are. When you think about how you feel most of the time...*

Do you want to keep living at _____?

0 = Negative Response

1 = Ambivalent or Mixed Response

2 = Positive Response

N = Question does not apply

X = Consumer is not sure or does not understand

Q = The consumer is not available to respond at this time

R = Consumer chooses not to answer

Insert the name of the school, job, or day program the consumer attends most often in each question below. . Volunteer jobs are included.

Questions 20 and 21 apply only to consumers who attend a school, day program, and or work-site.
Question 22 applies only to adult consumers who attend a school, day program, and or work-site.

- 20 *Some people like their school (or day program or job) and others don't. When you think about how you feel most of the time...*

Do you like going to _____ ?

0 = Negative Response
1 = Ambivalent or Mixed Response
2 = Positive Response

N = Question does not apply
X = Consumer is not sure or does not understand
Q = The consumer is not available to respond at this time
R = Consumer chooses not to answer

- 21 *Some people like the people who help them at their school (or day program or job) and others don't. When you think about how you feel most of the time...*

Do you like the people who help you at _____ ?

0 = Negative Response
1 = Ambivalent or Mixed Response
2 = Positive Response

N = Question does not apply
X = Consumer is not sure or does not understand
Q = The consumer is not available to respond at this time
R = Consumer chooses not to answer

- 22 *Some people wish they could go to another school (or day program or job). Others want to stay where they are. When you think about how you feel most of the time...*

Do you want to keep going to _____ ?

0 = Negative Response
1 = Ambivalent or Mixed Response
2 = Positive Response

N = Question does not apply
X = Consumer is not sure or does not understand
Q = The consumer is not available to respond at this time
R = Consumer chooses not to answer

- 23 *We all feel sad or unhappy sometimes. Talking to other people about what happened can help us feel better.*



Who do you talk to when you are sad or unhappy? (Ask *Who Else?* after the first name is given. Do not repeat a second time.)

0 = Consumer does not name anyone
 1 = Consumer names one person
 2 = Consumer names more than one person.

N = Question does not apply
 X = Consumer is not sure or does not understand
 Q = The consumer is not available to respond at this time
 R = Consumer chooses not to answer

- 24 *We all feel afraid or scared sometimes. Some people feel like that a lot of the time. Others feel safe most of the time.*



Do you feel safe or afraid most of the time?

0 = Afraid
 1 = Ambivalent or Mixed Response (e.g., maybe; it depends, sometimes)
 2 = Safe

N = Question does not apply
 X = Consumer is not sure or does not understand
 Q = The consumer is not available to respond at this time
 R = Consumer chooses not to answer

- 25 *We all feel sad or unhappy sometimes. Some people feel like that a lot of the time. Others feel happy most of the time.*



Are you happy or sad most of the time?

0 = Sad
 1 = Ambivalent or Mixed Response (e.g., maybe; it depends, sometimes)
 2 = Happy

N = Question does not apply
 X = Consumer is not sure or does not understand
 Q = The consumer is not available to respond at this time
 R = Consumer chooses not to answer

- 26 *We all have times when we need something or want to do something different. Sometimes we speak up and sometimes we keep quiet about it.*



Do you tell people what you want most of the time?

0 = Negative Response
 1 = Ambivalent or Mixed Response (e.g., maybe; it depends, sometimes)
 2 = Positive Response

N = Question does not apply
 X = Consumer is not sure or does not understand
 Q = The consumer is not available to respond at this time
 R = Consumer chooses not to answer

THE CDER GLOSSARY

Term or Phrase	Definition
<i>Aggressive Behavior</i>	Behavior that harms or has the potential of harming others.
<i>All settings</i>	Both familiar and unfamiliar settings.
<i>Ambivalent Response</i>	Response that displays mixed opposing attitudes or feelings.
<i>Appropriate Care</i>	Treatment directed toward remedying the problem.
<i>Assistance</i>	Help given to a consumer who is performing a task mostly on his/her own.
<i>Authorization</i>	Approval from the person in charge.
<i>Day Program</i>	Community-based, non-residential programs that include activity centers, adult development centers, behavior management programs, independent living programs, and social recreation programs.
<i>Destruction of Property</i>	Intentional damage to physical property belonging to self or other; value of object must be \$25 or more.
<i>Disruptive Behavior</i>	Behavior that has a negative impact on social participation in group settings at school, day program, home, or work; the impact should be severe enough to interrupt or prevent participation in activities.
<i>Dressing</i>	Putting on and removing clothing and shoes, fastening zippers, velcro tabs, and buttons.
<i>Easily Understood Speech</i>	Speech that can be understood by someone who is listening carefully.
<i>Emotional outbursts</i>	Sustained and intense displays of negativity related to frustration, fear, or anger.
<i>Familiar setting</i>	A residence, school, day program, work-site or other setting the consumer frequents on a routine basis.
<i>Focuses on Task</i>	Visual or other kinds of direct attention to tasks requiring cognitive activity and response; TV watching not included.
<i>Friends</i>	Individuals with whom the consumer maintains an ongoing relationship by initiating contact, sharing confidences, and/or engaging in special activities; may include family members, but not paid staff or support persons.

Term or Phrase	Definition
<i>Habit trained</i>	Trained to use the bathroom at preset intervals and does not use the bathroom outside the preset intervals, regardless of need.
<i>Happy or Sad</i>	Contrast between having mostly positive emotions vs. mostly negative ones.
<i>Harm</i>	Injury to oneself or another that requires either first aid or treatment by a licensed medical care provider.
<i>Helpful movements</i>	Movement intended to make a job easier to complete.
<i>Independently</i>	Without assistance.
<i>Initiate Interaction</i>	Begins a conversation through verbal or nonverbal behavior.
<i>Injury</i>	Harm to oneself or another that requires either first aid or treatment by a licensed medical care provider.
<i>Intentional</i>	Deliberate; not accidental.
<i>Intervention</i>	Action by a supervisor intended to alter or hinder an action or development.
<i>Life Threatening</i>	Illness or injury that could prove fatal if not treated.
<i>Live in the household</i>	Reside full time.
<i>Maintains Interaction</i>	Continues a conversation through a sequence of messages.
<i>Manipulate Objects</i>	Uses purposeful movements to reposition and use objects in meaningful ways.
<i>Most of the time</i>	Usually; on most days; in most situations.
<i>Moved residence</i>	Move to another place to live full time.
<i>Negative Response</i>	Response that indicates a “no” answer to the question.
<i>Never</i>	A behavior does not ever occur or that occurs so rarely that it is not possible to quantify it.
<i>Nonverbal Communication</i>	Communication through means other than words, including the use of specialized devices that allow or facilitate communication.
<i>Participate</i>	To attend and/or take part in.
<i>Peers</i>	Other persons who live, work, or play in the environment.

Term or Phrase	Definition
<i>Person with a disability</i>	Someone other than the consumer who has a developmental disability or special need for support in a given setting.
<i>Personal care</i>	Brushing teeth, washing, bathing/showering, hair care, use of deodorant, and care related to gender and age; e.g., shaving and menses.
<i>Positive Response</i>	Response that indicates a “yes” answer to the question.
<i>Reminder</i>	A prompt given to a consumer who knows how to perform a task, but may forget to do so.
<i>Running / Wandering Away</i>	Leaving premises without authorization and/or supervision in such a way that safety is endangered. Do not consider intentionality or volition.
<i>Safe or Afraid</i>	Contrast between feeling threatened vs. free from danger.
<i>Safety awareness</i>	Following safety rules and avoiding hazardous situations.
<i>School</i>	Classes and instruction provided in public or private settings, regardless of age group. Note that adult special education programs in segregated setting should be considered “schools with special education only”, whereas “adult education classes” are offered to the general population and conducted in integrated settings.
<i>See for medical care</i>	Consult with the medical professional for checkups, advice, or treatment of any kind.
<i>Self-Injurious Behavior</i>	Biting, scratching, or causing injury by putting inappropriate objects into ear, mouth, etc.
<i>Serious enough to affect Well-Being</i>	Illness or injury that could lower a person’s physical, emotional, or mental health
<i>Smoothly</i>	With an even motion or movement.
<i>Social Interaction</i>	Two-way communication with other people using either verbal or nonverbal cues. The interaction may involve either peers, family members, or staff.
<i>Social Participation</i>	Interacting with others in a setting involving two or more people.
<i>Speak the consumer’s primary language</i>	Being able to communicate about daily matters and engage in social interaction with the consumer using the language a consumer prefers.
<i>Supervision</i>	Help that occurs when a consumer performs a task independently, but someone must check to make sure it is done correctly.

Term or Phrase	Definition
<i>Talk to when sad</i>	Seek social support, soothing, or comfort.
<i>Toilet trained</i>	Able to use the toilet; may or may not require assistance or prompts.
<i>Unfamiliar setting</i>	An environment that the consumer does not frequent on a routine basis.
<i>Unsteady</i>	Not firm and secure; without good balance.
<i>Verbal Communication</i>	Use of words to ask for something or to indicate needs.
<i>Victim of abuse</i>	Received maltreatment of a physical or emotional nature.
<i>Work</i>	Employment or training for employment, regardless of setting and wages earned. Work includes volunteer work.

FAQS

THE CDER REVISION

1. Why was the CDER revised?

Because the Original CDER focused on what a consumer could not do, it became obsolete in a system that supports what consumers can do. The Original CDER was also long and the form was difficult to use. Perhaps the most important force for change, however, was that the Original CDER was not designed to measure the outcomes of services and supports. The New CDER corrects that problem.

2. Who decided what the new questions would be?

The questions are the product of collaboration among service coordinators, stakeholders, DDS and Regional Center staff, and consultants from California State University, Stanislaus. Consumers themselves contributed greatly to the final product by participating in several pilot tests and a large reliability and validity study of the final form.

PARTS OF THE NEW CDER

3. How are the Evaluation and Personal Outcome Elements different?

The Evaluation Element provides a snapshot of a consumer's skills and challenges at one particular point in time. The Personal Outcomes Element measures the outcomes of services and the consumer's quality of life.

4. Are there any other changes to the CDER? What about the Diagnostic Element?

Some parts of the Diagnostic Element are also being updated to reflect changes in the field. Those changes are not presented in this training program.

INTERVIEWING INFORMED SOURCES

5. Do interviews have to be done in person?

There is no need to meet with informed sources face to face. Telephone calls may be a more efficient and convenient way to gather information. Notes on previous meetings and conversations also may be used as long as the service coordinator is sure the information is current.

6. I have worked with some of my consumers for a long time; I see them frequently and know them very well. Do I have to interview a third party to complete the CDER?

The most important objective is to get accurate and unbiased information. There may be items that a service coordinator could complete based on their own. Some examples are questions about verbal and non-verbal communication, use of hands, walking independently, and using a wheelchair. However, in no case should an entire CDER be completed without input from the consumer and/or people who have daily contact with him or her.

7. Can I take a break between questions to talk informally?

Interviews used to gather information for the CDER should be conducted as conversation. The interviewer should follow the natural course of the conversation. It is important to ask more about any topic that should be explored to assure effective planning of services and supports. Talking informally to relax the person being interviewed is also a good strategy.

8. Do I have to read the questions exactly as they are written?

The language on the form is only intended to let service coordinators know what information should be sought. Questions should be asked naturally and in a manner that is easy for the informant to understand.

9. Do I have to ask the questions exactly in the order they appear on the form?

There is no need to follow the order used on the form. Interviews can be conducted in any way that produces unbiased, accurate, and timely information.

COMPLETING THE CDER

10. How should I respond to questions about the consumer's primary language if the consumer speaks more than one language?

The primary language is the one the consumer prefers to converse in now. This may or may not be the consumer's first language.

11. What does it mean to say that someone speaks the consumer's language?

People can be considered to speak the consumer's language if the consumer can understand them and they are skilled enough to understand what the consumer is saying.

CHOOSING RESPONSE OPTIONS

12. What should I do if I get conflicting answers from two sources? Should I record both of them?

Only one answer can be recorded for each question. If two people provide conflicting information, service coordinators should investigate further. The person with the best opportunity to observe the consumer's life and the most unbiased view of it is the best source.

13. If a child is too young or disabled to demonstrate a skill, what rating should I give?

Response options on the new CDER should be chosen without considering the consumer's age or level of disability. Only the consumer's behavior should be considered. No attempt should be made to determine why a consumer does or does not exhibit a particular type of behavior.

14. If a consumer was aggressive five years ago, but not since, should I consider that in choosing a rating for that question?

Behaviors that occurred earlier than the time frame specified in each question should not be considered. Anything that happened outside that time frame can and should be ignored.

15. How should I select a response if more than one response to an item would apply?

Sometimes two options seem to apply at first glance. For instance, on the Toileting item, what if a consumer is bladder continent and independent during the daytime but needs to be awakened several times throughout the night to prevent incontinence. Which is the appropriate response, “toilets without prompting but needs assistance,” or “toilets independently; does not need assistance”? To choose a response option, decide which answer provides the best description of the consumer's overall abilities. In this case, “toilets without prompting but needs assistance” would best describe the consumers overall situation because “toilets independently; does not need assistance” would not accurately situation at night.

16. Why does the ‘N’ option (question does not apply) appear for all questions? For instance, don’t the questions that pertain to Eating and Personal Care apply to everyone?

Unless instructions say otherwise, questions on the New CDER do apply to everyone. The ‘N’ option appears on all questions so that the response options stay the same throughout the form. That makes it easier to use.

THE CONSUMER SURVEY

17. Can some one else answer the Consumer interview questions if the consumer is not available?

No, only consumers can answer these questions. If the consumer is not available or chooses not answer, there is a place to indicate that on the form.

18. What should I do if it becomes clear the consumer does not understand a question?

There is a response option to use in this case. If the consumer does not understand, record X and move on to the next question.

19. Can I ask someone else to tell me what the consumer is saying?

Service coordinators may ask someone to translate a word, gesture, or signal. They may not, however, provide information about the consumer’s feeling if the consumer cannot communicate those feelings directly.

20. Is it okay to change the order of the items, or should I complete them in the order that they appear on the new CDER document?

Yes, service coordinators are encouraged to change the order in which the items are completed as needed. Some regional center staff members have found that revising the order of the Consumer Survey items can increase a consumer’s comfort level if the consumer is especially shy or has specific issues that are covered by certain questions.

21. Is it okay to change the wording of the items?

The Consumer Survey questions may be read to the consumer only when the consumer has the skills needed to understand the question as written. Otherwise, the question should be paraphrased so the consumer can understand them.

22. Is it okay to explain what an item on the Consumer Survey means if the consumer needs clarification?

It is okay to paraphrase a question or repeat it in different words, but it is important to use the key words or phrases of the question (e.g. safe or afraid) when doing so. Examples also can be helpful. Service coordinators must avoid rephrasing the questions in a way that might influence the consumer's response.

23. Why is the Consumer Survey the only part of the new CDER that has been translated into Spanish?

The Consumer Survey questions were translated into Spanish because they are the only questions that must contain key words or phrases. Since the rest of the CDER items are never to be read verbatim, it was not necessary to translate them. Likewise, the response options in the Consumer Survey are not to be read to the consumer so these were not translated either.

TRAINING

24. Can people who don't complete a training program still use the CDER?

The quality of the information provided by the New CDER relies on everyone using it the same way. We hope that everyone will complete the STAR training program. However, there is no formal process or requirement to complete the training process.

25. What happens if I don't pass the STAR Quiz?

The competency quiz is designed to help you consolidate what you know about the new CDER. If you don't get a perfect score the first time, the program will direct you to back to the areas you might want to review. You can take the quiz as many times as you like, and we hope you will take it at least once each year. Each time you score a 90% or better, you will receive a new STAR certificate, suitable for framing, showing friends, and impressing colleagues. Be the first in your office to earn a Five Star Rating!

REVIEW SUMMARY: THE QUESTIONS

1. What kinds of information does the Evaluation Element capture? Why is that information important?
2. What kinds of information does the Personal Outcomes Element capture? Why is that information important?
3. What part of the New CDER captures the consumer's feelings directly? Why is that information important?
4. Who can serve as an informed source for information on the New CDER?
5. When can you use your own observations to answer a question on the new CDER?
6. Who can interpret a consumer's answer to one of the questions on the Consumer Interview?

7. Should you consider behavior that occurred a few years ago when rating behavior? Why or why not?

8. Should you consider a consumer's age when rating behavior? Why or why not?

9. What should you do if you can't find the exact answer in the list of responses for a particular question?

10. What should you do if you can't get current information to answer a particular question?

11. What should you do if the question does not apply to the consumer?

12. Do you have to provide a response for all the questions in the new CDER? If no, when is it ok to leave a question blank?

13. What should you do if the consumer does not want to be interviewed?

14. What should you do if you are not sure what a word on the form means?

15. What does a person do to earn a CDER Star?

REVIEW SUMMARY: THE ANSWERS

1. What kinds of information does the Evaluation Element capture? Why is that information important?

The Evaluation Element captures information about consumers' skills in daily living and about challenging behaviors that can be used to direct the selection of services and supports. This information provides a snapshot of a consumer's situation at one point in time.

2. What kinds of information does the Personal Outcomes Element capture? Why is that information important?

The Personal Outcomes Element captures information about consumers' quality of life and well being. This information makes the New CDER a useful tool for evaluating the outcomes of services and supports.

3. What part of the new CDER captures the consumer's feelings directly? Why is that information important?

The Consumer Interview is designed to measure a consumer's personal feelings about his or her life. The interview is designed to be part of an ongoing dialogue between consumers and their service coordinators and the consumer's life.

4. Who can serve as an informed source for information on the New CDER?

The information source should always be the most informed and unbiased person. It should be someone who has seen the consumer on a regular basis within the specified time period. The information source must have ample opportunity to observe the consumer's skills and/or challenges.

5. When can you use your own observations to answer a question on the New CDER?

If you have had ample opportunity to observe the consumer's skills and/or challenges across settings, you may be the best source for information. The information source must be someone who has seen the consumer on a regular basis within the specified time period.

6. Who can interpret a consumer's answer to one of the questions on the consumer interview?

No one can interpret for the consumer. Information on the Consumer Interview must be obtained directly from the consumer. On the other hand, if the consumer uses a single word or gesture with which you are not familiar, you may ask someone who knows the consumer well to translate that word or gesture.

7. Should you consider behavior that occurred a few years ago when rating behavior? Why or why not?

Events and behaviors that occurred outside the specified time frame should not be considered in answering the questions. The time frame may vary a bit from section to section, but behavior that occurred more than 12 months ago is never considered in the New CDER.

8. Should you consider a consumer's age when rating behavior? Why or why not?

Age should not be considered. If a consumer is too young to display a skill, simply record a low rating for that question. Your responses are not a judgment of how good or bad a consumer is. They are merely a description of what the consumer does.

9. What should you do if you can't find the exact answer in the list of responses for a particular question?

Look at the answers and decide which one best matches the consumer's behavior on the dimension in question. As you move through the response options for a particular question, each answer indicates a higher level of skill, ability, or independence.

10. What should you do if you can't get current information to answer a particular question?

If you cannot find a reliable informant for a question, indicate that and move on to the next question. It is better to have no information than information that is not timely.

11. What should you do if the question does not apply to the consumer?

Indicate that it does not apply and move on to the next question. A few questions, such as wheelchair use and nonverbal communication, only apply to some consumers.

12. Do you have to provide a response for all the questions in the New CDER? If no, when is it ok to leave a question blank?

It is never ok to leave a question blank. If you can't provide a rating that is required, use of the codes that is provided to explain why you were not able to provide a rating.

13. What should you do if the consumer does not want to be interviewed?

If a consumer does not want to be interviewed, record that at the top of the section and do not ask any of the questions. Consumers have the right to decline without explaining why.

14. What should you do if you are not sure what a word on the form means?

Use the glossary to make sure you are interpreting the word correctly. You can access the Glossary on-line or through the CDER Training booklet.

15. What does a person do to earn a CDER star?

People who get a 90% or better on the CDER Star Quiz earn a lovely star on their certificates. Each time they retrain and pass again, another star is added. People who earn five stars will live forever. (OK, that last part is not true, but it ought to be!)