

Case Four
Intermediate Care Facility/Individuals with Intellectual Disabilities Learning Activity

Item	Description	
Objective:	Given a scenario, the surveyor will identify areas of concern, potential citations, and related regulatory requirements.	
Prior to Class:	Print copies of the scenarios. Have the ICF/IID regulations available. Have flip charts and markers available.	
Total Time for Activity:	60 minutes (The time given is approximate.)	
Set-Up:	Set class up for small groups if appropriate.*	
Step:	Preceptor Instructions:	Activity Time:
1.	Divide the class into small groups. Provide each group a set of scenarios.*	5 min.
2.	Each group should select someone to take notes on the flip charts and be prepared to report to class. Groups must answer the questions provided for each of their scenarios.	5 min.
3.	Give the teams time to read and discuss the scenario.	20 min.
4.	As the groups are completing this task, walk around the room and listen to the conversations. Provide direction where appropriate. Warn the class when the time available is down to the last five minutes.	
5.	Debrief each scenario by discussing key points contained in the Preceptor Answer Sheet.	25 min.
*For individual assignment, provide the worksheet and support where appropriate during the completion of the activity. Once completed, review answers against the answer sheet, and discuss the key points together from the scenario.		

Surveyor:

Date:

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Directions: Read the scenario and, working as a team (if able), document your answers on the flip chart provided.

I Have Played This Game Many Times Before Scenario

You are observing evening activities. A client is sitting at a table; a Connect Four game is front of him or her. The client begins placing checkers of both colors into the game frame. Staff prompts the client to place the red checkers into the game frame one at a time. The client becomes frustrated and says, "I hate this game. Why do I have to play it every night?" Staff responds, "Because it's all we have, so place your checkers in the frame, the red ones, OK?" The client asks, "Why can't I go to my room?" Staff tells the client he or she cannot go to his or her bedroom because it is only 6:30 PM. You observe that staff members did not present another choice of activity and the client started knocking checkers off the table.

Survey Team Questions:

1. What areas of concern do you have?
2. If you noticed any areas, explain why you are concerned.
3. How would you continue to investigate your concerns?
4. Do you think there will be potential deficiencies cited? Defend your answer.

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Preceptor Answer Sheet

1. What areas of concern do you have?
 - What types of activities does the client enjoy?
 - Why did staff members prevent him or her from going to their bedroom?
 - Does the client have a history of aggressive behavior?

2. If you noticed any areas, explain why you are concerned.
 - It appears the client does not enjoy this activity; determine what other activities are available to him or her.
 - The client's choice may not be considered.
 - The client began having behavioral problems out of frustration; has this occurred in the past, and if so, how often?

3. How would you continue to investigate your concerns?
 - Perform more observations of client choice.
 - Review Individual and Behavior Support Plans.
 - Review at least three months of activities calendars.
 - Interview the client and relevant staff to include the Qualified Intellectual Disabilities Professional (QIDP), Behavior Specialist, and activities staff.

4. Do you think there will be potential deficiencies cited? Defend your answer.
 - W125 as it relates to client rights
 - W223 as it relates to assessment of client's recreational needs
 - W268 as it relates to promoting growth and independence
 - W269 as it relates to client choice