

Facility:
 Date:
 Surveyor:

Active Treatment Problem Indicators
 Intermediate Care Facility/Individuals with Intellectual Disabilities

Directions: Use this document to identify active treatment.

Problem indicator and examples	Why this may be a problem	Potential impact on persons with severe/profound disabilities
<ul style="list-style-type: none"> • Everything is a group event • All go as a group to the same workshop, same church, on the same van ride, and take part in the same large activity 	<ul style="list-style-type: none"> • Individual interests not acknowledged • Compatibilities of individuals not recognized • No opportunities to make choices, control environment, or learn to manage own time • Level of individual functioning not taken into account 	<ul style="list-style-type: none"> • Lack of interest or limited attention span results in challenging behavior • Peer-to-peer aggression • Absence of learning • Necessary individual level of support is not provided
<ul style="list-style-type: none"> • Staff members do everything for individuals • Staff set the table, pour milk, select the condiments, put coats and hats on, do all the shopping, decide where to go, and put everyone's clothing away 	<ul style="list-style-type: none"> • No opportunities to learn skills through practice and repetition • Fewer opportunities for fine and gross motor movements • No opportunities to choose clothing, possessions, or food • Non-functional skills taught instead of applicable skills 	<ul style="list-style-type: none"> • Lack of thought stimulation • Learned helplessness • Inability to achieve maximum independence • Reduced self-esteem due to lack of opportunities for success and pride in accomplishment • Regression of current functioning abilities • Powerlessness
<ul style="list-style-type: none"> • Everyone does things the same way • Everyone eats with a built-up spoon, uses roll-on antiperspirant, has the same hairstyle, wears elastic-waist pants, etc. 	<ul style="list-style-type: none"> • Levels of individual functioning not recognized • No recognition of individuality • No opportunities to make choices 	<ul style="list-style-type: none"> • Skills not developed • Public stigmatization • Depersonalization • Labeling

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<ul style="list-style-type: none"> • People are not doing anything • Individuals are inactively seated at tables for long periods of time, sitting in dayroom chairs, and/or waiting for the next activity to occur 	<ul style="list-style-type: none"> • No learning opportunities • No opportunities for interaction • Lack of stimulation • Boredom 	<ul style="list-style-type: none"> • Isolation • Joint stiffness • Challenging behaviors in attempt to receive attention • Physical sluggishness
<ul style="list-style-type: none"> • Resources are not available • A therapist is on extended leave • The van is disabled • A communication device is broken 	<ul style="list-style-type: none"> • Identified needs are not met • Lost opportunities for formal and informal learning • Lack of stimulation, boredom • Inability to communicate 	<ul style="list-style-type: none"> • Musculoskeletal compromise • No opportunity for community integration • Isolation • Inability to make needs known • Skills regression
<ul style="list-style-type: none"> • People have done the same things for years • Performing the same “busywork” workshop task for years • The same training objective has been in place for years 	<ul style="list-style-type: none"> • No transferrable skills are developed • No opportunities to respond to challenges and to learn new tasks • Boredom, lack of stimulation 	<ul style="list-style-type: none"> • Inappropriate behaviors • Repetitive strain injury • Languor, apathy • Purposelessness