**Comprehensive Community Services (CCS) Comprehensive Assessment Summary**

**Companion Document**

Each section of the Assessment Summary document includes a “Domain Narrative” section. Use this area to reflect the consumer’s story – what’s going well, what’s not going well? When things are going well, what does it look like? What services or interventions have been tried in the past that work? What didn’t work? What partially worked? Are there services and supports the consumer or family feel would help them in this area? Are there any age or developmental factors that may affect reaching the consumer’s goals or priorities in this domain?

In addition to the strengths and needs of the consumer, also consider the strengths and needs of family members, especially if the consumer is a minor.

Following are areas that may be explored in each domain. This is not meant to be an all-inclusive list, rather points of discussion to consider.

**Life Satisfaction**

Explore

* What a good day looks like; what makes a day “good”
* What a bad day look like; what makes a day “bad”
* What the person likes about themselves and their life (and what they don’t)
* What the person would change if they could

**Basic Needs**

Explore

* Basic needs such as food, shelter, clothing, safety, and transportation
* Met and unmet needs
* Access to support getting needs met

**Social Network and Family Involvement**

Explore

* Who is supportive of the consumer (e.g. friends, neighbors, colleagues at work, religious/spiritual community, other cultural or environmental supports)
* Who do they get along with
* Who don’t they get along with
* Cultural or language barriers to social involvement
* Significant individual or family cultural practices such as traditions, holidays, and spiritual practices

**Community Living Skills**

Refer to the following sections of the consumer’s Functional Eligibility Screen as a reference: Community Living Skills Inventory for an adult consumer, or Activities of Daily Living Skills and Instrumental Activities of Daily Living sections for a youth consumer.

Explore topics such as: money management, shopping, meal preparation, cooking, apartment/house upkeep, laundry skills, and personal hygiene.

**Housing**

Refer to the Living Situation section of the consumer’s Functional Eligibility Screen as a resource.

Explore:

* Current situation – rent, own, living by self, living with others
* Satisfaction with current living situation
* Sustainability of current situation – are there barriers including financial, legal, or safety issues

**Employment, Finances, and Benefits**

Refer to the Vocational Information and Demographics: Medical Insurance (for adult consumer), or School and Work (for youth consumer) section of the consumer’s Functional Eligibility Screen as a resource.

Explore current employment including satisfaction and whether income and benefits meet needs

If currently unemployed, explore interest in finding work, income goals, and interests and skills

**Education**

If the consumer is a youth, refer to the School and Work section of their Functional Eligibility Screen as a resource.

If the consumer is an adult, refer to the Vocational Information section of their Functional Eligibility Screen as a resource.

Explore:

* Current level of education
* Strengths, skills, and areas of interest
* Areas of concern including academic, behavioral, and attendance
* Individuals who support the consumer in their educational efforts

**Mental Health / Behavioral Health**

Refer to the Mental Health and AODA Diagnoses section (for adult consumer), or Behaviors, Mental Health, and Diagnoses sections (for youth consumer) of the consumer’s Functional Eligibility Screen as a resource.

Explore

* Understanding of diagnosis(es)
* How the symptoms of their diagnosis(es) affect daily life
* What helps to minimize symptoms and coping skills
* Triggers or what causes symptoms to worsen
* Satisfaction with current providers

Note: A mental status exam is required to be included in the consumer’s CCS record per DHS 106.02[9][b], Wis. Admin. Code.

**Physical Health / Medical**

Refer to the Other Diagnoses section (for adult consumer), or Diagnoses, Health Related Services, and Primary Care Physician Information sections (for youth consumer) of the consumer’s Functional Eligibility Screen as a resource.

Explore

* Current health care providers (primary, dental, vision, etc.) and satisfaction with providers
* Needs or gaps in this area
* Significant past medical or physical health issues that may currently impact the consumer
* Alternative therapies or healers

**Medications**

Refer to the Taking Medications, and Monitoring Medication Effects portions of the Community Living Skill Inventory section (for adult consumer) of the consumer’s Functional Eligibility Screen as a resource.

Explore

* Understanding of purpose of medications
* Satisfaction with medications
* Side effects
* Consistency / following of prescribed dose and frequency (medication management)

**Substance Use**

If the consumer has a substance−use disorder per DHS 36.16(2)(c) the substance use diagnoses shall be established by a substance abuse professional, and a substance use assessment must be completed by a substance use professional and not of the service facilitator (if this is not within their scope of practice and are not licensed).

The substance use assessment does not need to be completed within the substance use domain and can be attached or an addition to the CCS Assessment.

DQA has identified that even if the consumer may not want to address their substance use a substance use assessment must be completed; therefore, the substance use assessment may be very minimal or look different from a substance use assessment for an individual who is engaging in the substance use assessment.

If the consumer does not have an existing substance use diagnosis, the service facilitator should complete this section of the assessment to determine whether a substance use professional should be involved.

Explore

* Use – frequency, amount, alone or with others
* Whether substances interfere with any part of their life
* Past and current providers including satisfaction
* Substance availability and opportunity (friend and family substance use)
* Knowledge of resources such as AA/NA/support groups and treatment services

**Trauma and Significant Life Stressors**

Refer to the Mental Health and AODA Diagnoses section (for adult consumer), or Behaviors, Mental Health, and Diagnoses sections (for youth consumer) of the consumer’s Functional Eligibility Screen as a resource.

Explore

* Sources of stress
* Coping / calming strategies
* Past sources of significant stress or trauma such as severe accidents or injuries, witness or victim of abuse or assault, experiences of being bullied or threatened

**Crisis Prevention and Management**

Refer to the Crisis and Situational Factors and Risk Factors sections (for adult consumer), or Behaviors section (for youth consumer) of the consumer’s Functional Eligibility Screen as a resource.

Explore

* What types of situations are considered crises
* Interventions (both formal/provider related and informal/natural and community supports) – both what’s worked, what hasn’t, and what’s been partially effective

**Legal Status**

Refer to the Legal Concerns section (for youth consumer) of the consumer’s Functional Eligibility Screen as a resource.

Explore

* Current legal involvement
* Past legal involvement if relevant to the individual’s current situation

Examples of legal involvement may include but aren’t limited to: divorce and/or child custody process, bankruptcy, mortgage foreclosure, pending criminal charges, restraining order

**Additional Needs and Strengths**

Explore additional areas of strength or interest such as hobbies, talents, hopes, and dreams

Explore additional areas of need not already covered/discussed