

CACOON PROGRAM CARE COORDINATION

TIER LEVEL ASSESSMENT *(To be assigned AFTER initial assessment)*

Tier Level Assignment _____

Tier Level I = 13 -18 points

Tier Level II = 19-28 points

Tier Level III = 29-36 points

Client Name: _____ BD: _____ Date: _____

Diagnosis/Risk Codes: _____ Initials: _____

***A score of 2 or 3 in any category with an asterisk may indicate the family should be assigned the higher tier level regardless of their total score.*

Category	Score	MINIMAL NEED (1 pt)	MODERATE NEED (2 pts)	HIGH NEED (3 pts)
Medical Needs**		<ul style="list-style-type: none"> •Medical diagnosis with limited effects on health and/or •Condition is stable and the course and treatment predictable 	<ul style="list-style-type: none"> •Medical diagnosis has complex or long-term effects on health •Condition usually stable, however illness or crisis exacerbates condition 	Medical diagnosis/ condition is severe enough to impair major body systems (may require technological support) and/or health status <ul style="list-style-type: none"> •Condition frequently becomes unstable or has an unpredictable course
Medical Management		<ul style="list-style-type: none"> •Routine preventative care with PCP •May see specialist annually for consultation 	<ul style="list-style-type: none"> •Regular physician visits •Condition requires medical management from one or more specialists to maintain health. •Periodic consultation with or treatment from one or more specialists 	<ul style="list-style-type: none"> •Condition requires medical management from one or more specialists to maintain health. •Frequent hospitalizations or visits to ER •Frequent consultations with or treatments from one or more specialists
Development**		<ul style="list-style-type: none"> •Child meets developmental benchmarks in all areas or •Has questionable development in one domain 	<ul style="list-style-type: none"> •Child does not meet developmental benchmarks in one or more domains 	<ul style="list-style-type: none"> •Child has serious developmental delay affecting ability to function in one or more areas
Education (including EI/ECSE)		<ul style="list-style-type: none"> •Does not need EI/ECSE services •Attends regular classroom with minimal support •Progress in school is age appropriate 	<ul style="list-style-type: none"> •Has IFSP, IEP or 504 plan •Attends regular classroom with one special health consideration/protocol at school 	<ul style="list-style-type: none"> •Attends specialty classroom or requires full-time aide for most of day •Requires health related protocols and/or delegated procedures in order to attend school
Parent/Child Interaction		<ul style="list-style-type: none"> •Child's health condition has potential to interfere with attachment and/or parent/child interaction •Current relationship appears intact 	<ul style="list-style-type: none"> •Child's health condition and/or parent behavior interferes with the development of bonding and/or positive parent/child interaction 	<ul style="list-style-type: none"> •Child's health condition and/or parent behavior presents significant barrier to achieving bonding and/or positive parent/child interaction
Health Teaching and Information Needs		<ul style="list-style-type: none"> •Minimal information and health teaching needs 	<ul style="list-style-type: none"> •Needs periodic interpretation of information •Needs health teaching around specialty care and/or treatments 	<ul style="list-style-type: none"> •Needs significant interpretation/reiteration of information •Needs health teaching and monitoring around specialty care and/or treatments

Category	Score	MINIMAL NEED (1 pt)	MODERATE NEED (2 pts)	HIGH NEED (3 pts)
Environment		<ul style="list-style-type: none"> •No adaptation required to home or community environment in order to accomplish ADL/access community environment 	<ul style="list-style-type: none"> •Condition will require some adaptation in order to accomplish ADL/access community environment 	<ul style="list-style-type: none"> •Condition will require use of multiple adaptive devices and/or specialized services to accomplish ADL/access community environment
Housing		<ul style="list-style-type: none"> •Housing and neighborhood is safe and not overcrowded •Family owns home or tenancy will be long-term •No safety hazards present 	<ul style="list-style-type: none"> •Housing substandard and/or frequent moves •Neighborhood suggests possible presence of delinquency or gangs •Safety hazards present 	<ul style="list-style-type: none"> •Family history of being evicted •Has been or currently homeless •Neighborhood has high crime rate and poorly kept •Home has major safety hazards
Resource Utilization**		<ul style="list-style-type: none"> •Specialty resources available locally •Knowledge of resources •No assistance needed to access •Family comfortable asking for help when needed 	<ul style="list-style-type: none"> •Specialty resources available; not all locally •Some awareness of available resources •Limited means to access resources •Needs coaching or support to access and utilize resources •Family not always comfortable asking for help when needed 	<ul style="list-style-type: none"> •Specialty resources available; none are local •No knowledge of available resources •No means to access resources •Needs direct assistance to access and utilize resources •Family resists accepting help when needed
Finances**		<ul style="list-style-type: none"> •Income sufficient to meet basic family needs and emergencies •Family has a budget •Pays bills on time 	<ul style="list-style-type: none"> •Income sufficient to meet basic needs; may need to borrow to cover emergencies •Family does not budget; spending pattern sometimes inappropriate and spontaneous •Family has unpaid bills 	<ul style="list-style-type: none"> •Income insufficient to meet basic needs •Lacks budgeting skills •Family has overwhelming debt
Coping**		<ul style="list-style-type: none"> •Good problem solving skills •Appropriate coping strategies •Generally happy family where members support each other •Has strong, supportive network 	<ul style="list-style-type: none"> •Does not anticipate problems; uses resources to deal with crises •One or more family members using inappropriate coping strategies (e.g., substance abuse) •Limited communication/support between family members; relationships strained •Inadequate support network; needs assistance from social services 	<ul style="list-style-type: none"> •Poor problem-solving skills •One or more persons unable to function or creating an unsafe condition for self/child •Relationship patterns tend to be destructive •Support system absent; relies heavily on assistance from social services
Culture		<ul style="list-style-type: none"> •Cultural beliefs do not create a barrier to care 	<ul style="list-style-type: none"> •Differences in cultural beliefs exist; not creating barriers to care 	<ul style="list-style-type: none"> •Significant differences in cultural beliefs creating barriers to care
Language		<ul style="list-style-type: none"> •Family reads and speaks English 	<ul style="list-style-type: none"> •Family members have minimal English speaking and reading skills; would benefit from use of a interpreter 	<ul style="list-style-type: none"> •Family members do not understand, read or speak English and require use of a interpreter
Total Score		Tier Level I = 13 -18 points Tier Level II = 19-28 points Tier Level III = 29-36 points		