

2021 Continuing Skills Test Training Handout

This handout is to be used in conjunction with the 2021 CST
Training PowerPoint Video

October 2020

Scenario: Dean

Dean is 18 years old with current verified diagnoses of Fragile X syndrome with a cognitive impairment, and hypotonia (low muscle tone). He currently lives with his family, and they all want to continue living together. Dean's parents have contacted an attorney to start the guardianship process.

Dean's bathroom has grab bars, a hand held shower, and a built in shower bench, which he uses for bathing due to his hypotonia. He is able to turn on and regulate the water temperature. Due to his cognitive impairment, Dean has an aversion to water and requires a lot of prompting to initiate the bathing process. Due to Dean's aversion to water, he will often tell his parents that he refuses to shower. His parents can successfully address this by using a variety of means to cue him when it is time to shower. Dean also has difficulty with washing his hair due to the low muscle tone in his arms, so his parents assist with this component, and he is able to wash and dry himself. Dean needs some cueing with dressing due to his cognitive impairment as he has put his shirt, pants, and underwear on backwards or inside out without reminders. He dresses in shirts and pants without buttons or zippers to make dressing easier. He does need help with socks or regular shoes due to his low muscle tone, but can put on slip-on shoes independently. Dean eats very quickly, and his family is concerned about the possibility of choking, so at the beginning of every meal they remind him to slow down and chew his food. He can feed himself, but his parents do assist him with cutting up meat due to the weakness in his hands. Dean is able to use the bathroom by himself but needs reminders to flush the toilet and wash his hands when he is done in the bathroom due to his cognitive impairment. Dean is able to walk without equipment, but does walk slowly because he is afraid of falling. If Dean is feeling nervous when walking, he will use the walls or furniture for reassurance.

Dean can heat up pre-packaged frozen meals, single packs of macaroni and cheese, or hot dogs in the microwave. Due to his cognitive impairment, Dean would not be able to heat up other food or make any meal that is more complex by using the stove or oven. He also would require assistance with grocery shopping. Dean also needs assistance carrying the bags and putting away the groceries due to his low muscle tone. Dean takes prescription medications two times a day; he understands that he has morning medications, but due to his cognitive impairment, he does not always consistently take them without prompting and always needs reminders to take his evening medications. Dean does not comprehend why his pills are prescribed, but he would recognize if he did not receive the same number of pills. Dean does not comprehend the value or cost of an item, would not know how much money to give a cashier to purchase an item, and would not know if he should receive change. Dean is only motivated to help with household chores such as taking dirty dishes to the sink if a reward is involved. He requires significant prompting from family to help with all chores. He does not have the muscle tone or strength to complete heavier tasks such as raking leaves or shoveling snow. Dean's phone has been preprogrammed with contact information for his family and respite provider and he is able to make phone calls to these familiar people by finding the contact in his cell phone. Dean would not be able to drive due to his cognitive impairment.

Dean's IEP states his diagnosis of Fragile X syndrome has "caused general developmental delays and maladaptive behaviors (i.e. yelling or swearing in high stress situations)." Dean does exhibit these behaviors at least weekly at school. Dean will often leave his chair and begin pacing when he is starting to feel agitated, and his aide will walk with him in the hallway to help him calm down. This happens three times a week on average. Dean is able to follow simple conversations, but struggles with complex conversations. He cannot get through a day without frequent guidance and cues and cannot be left alone for more than an hour at a time.

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1. What selection should be made for the Bathing ADL on Dean's LTCFS?
 - A. 1: Help is needed to complete the task safely **but helper DOES NOT have to be physically present throughout the task**
 - Primary diagnosis: **A7** Other Congenital Disorders similar to Intellectual Disability
 - Secondary diagnosis: None
 - Uses Grab Bar(s) and Uses Tub Bench
 - B. 1: Help is needed to complete the task safely **but helper DOES NOT have to be physically present throughout the task**
 - Primary diagnosis: **D13** Other Musculoskeletal, Neuromuscular, or Peripheral Nerve Disorders
 - Secondary diagnosis: None
 - Uses Grab Bar(s) and Uses Tub Bench
 - C. 1: Help is needed to complete the task safely **but helper DOES NOT have to be physically present throughout the task**
 - Primary diagnosis: **A7** Other Congenital Disorders similar to Intellectual Disability
 - Secondary diagnosis: **D13** Other Musculoskeletal, Neuromuscular, or Peripheral Nerve Disorders
 - Uses Grab Bar(s) and Uses Tub Bench
 - D. 2: Help is needed to complete the task safely and **helper DOES need to be present throughout the task**
 - Primary diagnosis: **A7** Other Congenital Disorders similar to Intellectual Disability
 - Secondary diagnosis: **D13** Other Musculoskeletal, Neuromuscular, or Peripheral Nerve Disorders
 - Uses Grab Bar(s) and Uses Tub Bench
 - E. 2: Help is needed to complete the task safely and **helper DOES need to be present throughout the task**
 - Primary diagnosis: **D13** Other Musculoskeletal, Neuromuscular, or Peripheral Nerve Disorders
 - Secondary diagnosis: None
 - Uses Grab Bar(s) and Uses Tub Bench

2. What selection should be made for the Toileting ADL on Dean's LTCFS?
- A. 0: Person is independent in completing the activity safely.
 - B. 1: Help is needed to complete the task safely **but helper DOES NOT have to be physically present throughout the task**
 - Primary diagnosis: **A7** Other Congenital Disorders similar to Intellectual Disability
 - Secondary diagnosis: None
 - C. 2: Help is needed to complete the task safely and **helper DOES need to be present throughout the task**
 - Primary diagnosis: **A7** Other Congenital Disorders similar to Intellectual Disability
 - Secondary diagnosis: None
3. What selection should be made on the HRS Table for Behaviors requiring interventions on Dean's LTCFS?
- A. Not Applicable
 - B. Weekly
 - Primary diagnosis: **A7** Other Congenital Disorders similar to Intellectual Disability
 - Secondary diagnosis: None
 - C. 2-6 times/week
 - Primary diagnosis: **A7** Other Congenital Disorders similar to Intellectual Disability
 - Secondary diagnosis: None
 - D. 1-2 times/day
 - Primary diagnosis: **A7** Other Congenital Disorders similar to Intellectual Disability
 - Secondary diagnosis: None
 - E. 3-4 times/day
 - Primary diagnosis: **A7** Other Congenital Disorders similar to Intellectual Disability
 - Secondary diagnosis: None

SECTION 2-MULTIPLE-CHOICE QUESTIONS

Module 5 ADLs & IADLs

4. Lucille is 76 years old. She has two diagnoses: diabetes and hypertension. Lucille requires medications for these diagnoses and does forget to take them on occasion. Her daughter calls every day to make sure Lucille has remembered to take her medications. Lucille's daughter also fills her pillbox weekly because Lucille finds the task overwhelming and is concerned she will make an error. How should Medication Administration and Medication Management be selected in the IADLs?
- A. 0 – Independent (with or without assistive devices)
 - B. 1 – Needs some help 1-2 days per week or less often.
 - Primary diagnosis: **B2** Diabetes
 - Secondary diagnosis: **C6** Hypertension
 - C. 1 – Needs some help 1-2 days per week or less often.
 - Primary diagnosis: **K5** Other
 - Secondary diagnosis: None
 - D. 2a – Needs help at least once a day 3-7 days per week – CAN direct the task and can make decisions regarding each medication.
 - Primary diagnosis: : **B2** Diabetes
 - Secondary diagnosis: **C6** Hypertension
 - E. 2b – Needs help at least once per day 3-7 days per week – CANNOT direct the task; is cognitively unable to follow through without another person to administer each medication.
 - Primary diagnosis: **K5** Other
 - Secondary diagnosis: None
5. Which of the following is a reason to make a selection for needing assistance with the Laundry and/or Chores IADL?
- A. Needs help with gardening
 - B. Needs help with painting rooms in the house
 - C. Needs help with drapery cleaning
 - D. Needs help retrieving or laying out clothes

Module 6 Additional Supports

6. Simon has a current verified diagnosis of Cerebral Palsy. He has been attending technical school taking various leadership enrichment courses for the last year. What selection should the screener make under Educational Information for “Are you currently participating in an educational program?”
- A. Yes
 - B. No

Module 7 Health Related Services

7. Brian is completely blind from an accident five years ago. He also has a colostomy due to Crohn’s disease. Because of his vision impairment, he is not able to do all the tasks that are needed to care for his colostomy. He has a caregiver that comes to his home on a daily basis who empties, rinses, and reconnects the bag. Every week, a registered nurse comes to Brian’s home to change the ostomy wafer that is attached to his skin. With this regimen, the colostomy site has been healthy with no concerns noted by the nurse. How should the Ostomy-related Skilled Services be selected on the HRS Table?
- A. 1-2 times/day
 - Primary Diagnosis: **B5** Other Disorders of the Digestive System
 - Secondary Diagnosis: **I1** Blind
 - B. 1-2 times/day
 - Primary Diagnosis: **B5** Other Disorders of the Digestive System
 - Secondary Diagnosis: None
 - C. Weekly
 - Primary Diagnosis: **B5** Other Disorders of the Digestive System
 - Secondary Diagnosis: **I1** Blind
 - D. Weekly
 - Primary Diagnosis: **I1** Blind
 - Secondary Diagnosis: None

Reference to find Rationales after the Training-

Training Question #	Where to find
1	2018 CST Question #11
2	2018 CST Question #14
3	2018 CST Question #17
4	September 2017 Quiz Question #5
5	2018 CST Question #46
6	2018 CST Question #56
7	2018 CST Question #65

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