Checklist - Residential Habilitation (Behavior Focus)

This checklist is provided as a helpful guide; however, it is ultimately your responsibility to ensure all documentation supporting the standards under review are made available. Refer to the Residential Habilitaton (Behavior Focus) Service Specific Record Review Tool for review standards and protocols at: https://florida.qlarant.com/

The Qlarant reviewer will tell you the names of the files you need to submit.

- ☐ Daily Attendance Logs
- ☐ Implementation Plans (IP) - Provide current and previous plan
- ☐ Documentation indicating IP is being followed as written
- ☐ Documention of the date the Support Plan was received
- ☐ Documentation IP is given to individual / legal guardian
- ☐ Support Plans - Provide the current and previous plans given to you by the WSC.
- ☐ Quarterly/Monthly Summaries and Annual Report - Review period
- ☐ LRC Chair Review of Behavior Analysis Services Eligibility Form - Current and previous form
- ☐ Behavior Analysis Service Plan - Review period
- ☐ Monthly Graphs of acquisition and reduction behaviors - Review period
- ☐ Records documenting training of applicable parents, caregivers, and staff on the Behavior Analysis Service Plan - Review period
- ☐ Assist person to define abuse, neglect and/or exploitation - Annual interactive discussion about individual's definition, basic concepts and various types.
- ☐ Assist person with knowing when and how to report any incidents of abuse, neglect and/or exploitation - Annual interactive discussion including: scenarios, warning signs, and ways to report.

Documentation that shows the person-centered topics below are being addressed on an ongoing or continuous basis.

- ☐ Physical and behavioral/emotional health - Interactive discussion examples include: Medication, allergies, adaptive equipment use, medical conditions, behavior or safety plans, emotional well-being concerns.
- ☐ Safety needs - Interactive discussions include: Fire safety, emergency preparedness, fall prevention, household hazards, community risks.
- ☐ Choices/preferences - Interactive discussions to include: likes, dislikes, preferences, interests.
- ☐ Community participation and involvement based on his/her interests - Describe how and what you learned, acted on, and expanded the person's community-interest areas; examples of specific education, exposure, and experience.
- ☐ Rights education to the person/legal representative - Interactive discussion examples could include: Rights most important to the person, access to personal possessions, privacy, confidentiality, freedom from harm and discrimination, self-determination.