

MHLD CONSENSUS QUESTIONNAIRE (brief assessment)

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| Name: | Date: |
|-------|-------|

The following statements have had moderate agreement on round one and have been re-worded for re-rating.

Statements are split into 3 sections: Purpose of a brief assessment (p. 2); Structure of a brief assessment (Staff conducting the assessment p2,) and Outcomes of a brief assessment (p. 2). Please ensure you have checked both sides of each sheet of paper, so that no items are missed.

For each of the statements please indicate your agreement as to their appropriateness and utility by circling one number in each row. The scale works as follows:

Number 1: Strongly disagree with this adaptation.

Number 5: Neither agree nor disagree.

Number 9: Strongly agree that this is a useful and appropriate adaptation.

There is also room to provide comments, if you wish.

| Purpose of a brief assessment | | | | | | | | | |
|---|--------------------------|---|---|---|---|---|-----------------------|---|---|
| Statements relating to purpose of a brief assessment of mental health problems in people with learning disabilities. | Scale | | | | | | | | |
| | Strongly disagree | | | | | | Strongly agree | | |
| 1. A brief assessment should be broad with the aim of identifying areas to be addressed in more detail as part of a comprehensive assessment. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Comments: | | | | | | | | | |

| Structure of a brief assessment: Staff conducting the assessment | | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|---|---|
| Statements relating to the staff who should participate in a brief assessment of mental health problems in people with learning disabilities. | Scale | | | | | | | | |
| | Strongly disagree | | | | | | Strongly agree | | |
| 1. A brief assessment should be conducted by a professional with knowledge and understanding of mental health difficulties in people with a learning disability. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Comments: | | | | | | | | | |
| 2. A brief assessment should be conducted by a professional with knowledge and understanding of mental health problems in people with a learning disability in collaboration with other professionals with relevant expertise. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Comments: | | | | | | | | | |
| 3. Staff conducting a brief assessment should have knowledge of diagnostic classification systems. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Comments: | | | | | | | | | |

| Outcomes of a brief assessment | | | | | | | | | |
|---|--------------------------|---|---|---|---|---|-----------------------|---|---|
| Statements relating to outcomes from a brief assessment of mental health problems in people with learning disabilities. | Scale | | | | | | | | |
| | Strongly disagree | | | | | | Strongly agree | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. Staff conducting a brief assessment should agree with the person being assessed and other involved family members or carers, if needed, appropriate outcome measures used in evaluating any care plan. | | | | | | | | | |
| Comments: | | | | | | | | | |

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