

MHLD CONSENSUS QUESTIONNAIRE (comprehensive assessment)

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

The literature review did not find evidence on adaptations to **comprehensive assessment of mental health problems in people with learning disabilities** that was of sufficient methodological quality, as outlined in the review protocols, to include in the review. Therefore statements regarding adaptations to comprehensive assessment have been developed to be assessed by the group through the nominal group technique. We have also developed statements for brief assessment procedures, however these are presented within another document for the sake of brevity. There is some duplication between the two questionnaires; this is intentional. At times statements may read very similarly, again this is intentional, and you will find that there is a slight difference of emphasis in these cases.

Statements are split into four sections, each containing a number of sub-sections; Principles of a comprehensive assessment of mental health problems in people with LD (Principles p2-3, collaborative approach p4, accessibility p5-6 and rigorous assessments p6); Purpose of a comprehensive assessment (Purpose p7, Risk assessment p8-9, formulation p9); Structure of a comprehensive assessment (Staff conducting the assessment p9-10, involving service users p10-11, data sources p11-12) and Outcomes of a comprehensive assessment (Outcomes p12,

the care plan p13-14, referrals p14 and outcomes monitoring p14). 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.

CONFIDENTIAL

<b>Principles of a comprehensive assessment</b>									
<b>Statements relating to general principles of adaptations to comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. A comprehensive assessment should be conducted based on an understanding of the context and setting in which it is undertaken.	1	2	3	4	5	6	7	8	9
Comments:									
2. A comprehensive assessment should take into account symptom severity, the service user's understanding of the problem, degree of distress and functional impairment.	1	2	3	4	5	6	7	8	9
Comments:									
3. A comprehensive assessment should draw on a wide range of information sources.	1	2	3	4	5	6	7	8	9
Comments:									
4. The content and structure of the comprehensive assessment should be adapted to the severity of the learning which a person has.	1	2	3	4	5	6	7	8	9
Comments:									
5. A comprehensive assessment should consider the misuse of drugs or alcohol as a potential problem in itself and also as a contributory factor in other disorders.	1	2	3	4	5	6	7	8	9
Comments:									
6. A comprehensive assessment should have an identified outcome.	1	2	3	4	5	6	7	8	9
Comments:									
7. A comprehensive assessment should be reviewed in line with an agreed timescale.	1	2	3	4	5	6	7	8	9
Comments:									
8. A comprehensive assessment should be revised when further relevant information emerges.	1	2	3	4	5	6	7	8	9

Comments:										
9. A comprehensive assessment should seek to identify service users' strengths.	1	2	3	4	5	6	7	8	9	
Comments:										
10. When conducting a comprehensive assessment, staff should seek to understand how the physical and social environment may contribute to the development or maintenance of the issues that are the focus of the assessment.	1	2	3	4	5	6	7	8	9	
Comments:										
11. A comprehensive assessment with a person with a learning disability should take into account any neurological or physical health problems or genetic syndromes that may influence the development or presentation of mental health problems.	1	2	3	4	5	6	7	8	9	
Comments:										
12. Service users, and if appropriate family members, carers or support workers, should be provided with a summary of the comprehensive assessment, including any potential implications.	1	2	3	4	5	6	7	8	9	
Comments:										
13. Service users, and if appropriate family members, carers or support workers, should be offered be given a further opportunity (such as a follow-up appointment) to discuss the outcomes and implications of the comprehensive assessment.	1	2	3	4	5	6	7	8	9	
Comments:										
14. Confidentiality (and its limits) should be explained clearly to the service user, and family members or carers as appropriate, before the assessment.	1	2	3	4	5	6	7	8	9	
Comments:										
15. Staff conducting a comprehensive assessment should be aware of diagnostic overshadowing (that a physical health problem or cognitive impairment may mask an underlying mental health problem).	1	2	3	4	5	6	7	8	9	
Comments:										

16. Staff conducting a comprehensive assessment should be aware of the likely presentations of mental health disorders associated with specific disorders or syndrome which causal of the learning disability.	1	2	3	4	5	6	7	8	9
Comments:									
17. Staff conducting a comprehensive assessment should be aware of the impact of neurodevelopmental disorders on the presentations of mental health symptoms.	1	2	3	4	5	6	7	8	9
Comments:									
18. Staff conducting a comprehensive assessment should be aware that what presents as a mental health problem might be caused by an underlying physical health problem.	1	2	3	4	5	6	7	8	9
Comments:									

<b>Principles of a comprehensive assessment: Collaborative approach</b>									
<b>Statements relating to the collaborative approach that should be taken during comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. A comprehensive assessment should be undertaken in a collaborative manner and maximise the contribution of all people involved.	1	2	3	4	5	6	7	8	9
Comments:									
2. Staff conducting a comprehensive assessment should consider involving a family member, partner, carer or advocate to support the service user in order to facilitate the collaborative nature of the assessment.	1	2	3	4	5	6	7	8	9
Comments:									
3. Families and carers should be included in decision making if the service user agrees, and this is deemed appropriate.	1	2	3	4	5	6	7	8	9
Comments:									

4. At the beginning of a comprehensive assessment the preferred format for feedback about the outcome of the assessment and formulation should be discussed with the service user.	1	2	3	4	5	6	7	8	9
Comments:									
5. How information about the service user will be shared with families, carers and other staff members should be negotiated with service users and carers.	1	2	3	4	5	6	7	8	9
Comments:									
6. Staff conducting a comprehensive assessment should acknowledge and identify the reasons for any significant differences between their views and the views of the service user about the issues that are the focus of the assessment.	1	2	3	4	5	6	7	8	9
Comments:									
7. Staff should discuss any queries or concerns that the service user may have regarding the assessment process and ensure they feel comfortable about asking questions.	1	2	3	4	5	6	7	8	9
Comments:									
8. A collaborative formulation should acknowledge and address the factors that the service user considers relevant.	1	2	3	4	5	6	7	8	9
Comments:									

<b>Principles of a comprehensive assessment: Accessible assessments</b>									
<b>Statements relating to adaptations designed to increase accessibility of comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. Staff conducting the comprehensive assessment should ensure the environment for the assessment is free from unnecessary distractions including noise and visual stimuli.	1	2	3	4	5	6	7	8	9
Comments:									

2. Staff conducting the comprehensive assessment should ensure that the assessment is adapted to the person with a learning disability, including their cognitive and communication abilities and any other specific needs (including visual, hearing and other sensory impairments).	1	2	3	4	5	6	7	8	9
Comments:									
3. The structure and pace of the comprehensive assessment should be tailored to the service user's level of comprehension.	1	2	3	4	5	6	7	8	9
Comments:									
4. The structure and pace of the comprehensive assessment should be tailored to the person's immediate levels of stress and capacity to deal with the emotional content of the assessment.	1	2	3	4	5	6	7	8	9
Comments:									
5. Staff conducting the comprehensive assessment should use clear and unambiguous questions, employ aids to facilitate communication, ensure brevity, and regularly check understanding.	1	2	3	4	5	6	7	8	9
Comments:									
6. Tools such as a visual timeline should be used to explain the assessment process and be referred to throughout the comprehensive assessment.	1	2	3	4	5	6	7	8	9
Comments:									
7. The presentation of information should be tailored to the ability of the service user to comprehend the purpose of the comprehensive assessment.	1	2	3	4	5	6	7	8	9
Comments:									
8. The pace and content of a comprehensive assessment should be adjusted to be in line with the person's immediate levels of stress and capacity to deal with the emotional content of the assessment.	1	2	3	4	5	6	7	8	9
Comments:									
9. A comprehensive assessment should be flexible and responsive to new information and concerns.	1	2	3	4	5	6	7	8	9
Comments:									

10. Staff conducting a comprehensive assessment should be competent in a range of communication skills, including the assessment of people with communication difficulties and sensory impairments.	1	2	3	4	5	6	7	8	9
Comments:									
11. Staff conducting a comprehensive assessment should be aware of the impact of neurodevelopmental problems on the presentations of mental health problems.	1	2	3	4	5	6	7	8	9
Comments:									
12. Staff conducting a comprehensive assessment should be aware of the impact of neurodevelopmental problems on the ability of an individual to participate in an assessment and adjust the structure and content of the assessment as necessary.	1	2	3	4	5	6	7	8	9
Comments:									

<b>Principles of a comprehensive assessment: Rigorous assessments</b>									
<b>Statements relating to the rigorous approach that should be taken during comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. A comprehensive assessment should use validated tools relevant to the disorder(s) or problem(s) being assessed.	1	2	3	4	5	6	7	8	9
Comments:									
2. If tools have (not) been adapted specifically for use with a person with a learning disability, this should be taken into account in their interpretation.	1	2	3	4	5	6	7	8	9
Comments:									
3. Staff conducting a comprehensive assessment should maintain a record of the content and outcome of the assessments.	1	2	3	4	5	6	7	8	9
Comments:									



<b>Purpose of a comprehensive assessment</b>									
<b>Statements relating to purpose of a comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. A comprehensive assessment should seek to increase understanding of a potential problem, and, where necessary, to describe the problem and develop a plan of action to address the problem and any needs associated with it.	1	2	3	4	5	6	7	8	9
Comments:									
2. The purpose of the comprehensive assessment, and how the data may be used, should be made clear to all people involved in the assessment, including other staff members.	1	2	3	4	5	6	7	8	9
Comments:									
3. A comprehensive assessment should assess multiple areas of need, including social and personal circumstances, physical health, occupational rehabilitation, and previous care and support.	1	2	3	4	5	6	7	8	9
Comments:									
4. A comprehensive assessment should assess the impact that mental health problems may have on treatment planning.	1	2	3	4	5	6	7	8	9
Comments:									
5. Service users should be reassessed on transfer between or out of institutions or care settings.	1	2	3	4	5	6	7	8	9
Comments:									
6. Obtaining a mental health diagnosis or problem specification is central to comprehensive assessment.	1	2	3	4	5	6	7	8	9
Comments:									
7. A comprehensive assessment should determine the nature, duration and severity of the presenting disorder or problem.	1	2	3	4	5	6	7	8	9

Comments:									
8. A comprehensive assessment should assess any possible or established coexisting mental or physical health problems.	1	2	3	4	5	6	7	8	9
Comments:									

<b>Purpose of a comprehensive assessment: risk assessment and management</b>									
<b>Statements relating to adaptations to risk assessment and management during comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. In any comprehensive assessment the decision to undertake a risk assessment should be considered.	1	2	3	4	5	6	7	8	9
Comments:									
2. Any comprehensive assessment should involve a risk assessment.	1	2	3	4	5	6	7	8	9
Comments:									
3. Vulnerability to exploitation should be assessed as part of a comprehensive assessment.	1	2	3	4	5	6	7	8	9
Comments:									
4. Safeguarding concerns should be assessed as part of a comprehensive assessment.	1	2	3	4	5	6	7	8	9
Comments:									
5. Risk to self (self-harm, self-neglect) should be assessed as part of a comprehensive assessment.	1	2	3	4	5	6	7	8	9
Comments:									
6. Risk to others (including aggression, violence and sexual offending) should be assessed as part of a comprehensive assessment.	1	2	3	4	5	6	7	8	9

Comments:										
7. Risk assessment should assess the nature and severity of any behaviours, potential triggers and maintaining factors.	1	2	3	4	5	6	7	8	9	
Comments:										
8. Risk assessment should assess the likelihood, imminence and severity of events.	1	2	3	4	5	6	7	8	9	
Comments:										
9. Risk assessment should involve a systematic assessment of demographic, psychological, social and historical factors.	1	2	3	4	5	6	7	8	9	
Comments:										
10. Risk assessment should be informed by knowledge of the service user and their social context.	1	2	3	4	5	6	7	8	9	
Comments:										
11. Risk assessment should always lead to the development of a risk management plan.	1	2	3	4	5	6	7	8	9	
Comments:										
12. A risk management plan should identify interventions and protective factors that may reduce risk.	1	2	3	4	5	6	7	8	9	
Comments:										
13. The risk management plan should be communicated to relevant services or agencies.	1	2	3	4	5	6	7	8	9	
Comments:										

<b>Purpose of a comprehensive assessment: formulation</b>									
<b>Statements relating to formulation during comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. A comprehensive assessment should involve a formulation of the service user's identified problems.	1	2	3	4	5	6	7	8	9
Comments:									
2. A formulation should provide a shared understanding of the nature of any problems and the factors leading to their development and maintenance.	1	2	3	4	5	6	7	8	9
Comments:									
3. A formulation should provide a shared understanding of the focus and potential impact of any interventions and the barriers to delivering those interventions.	1	2	3	4	5	6	7	8	9
Comments:									
4. A formulation should consider any risk factors and the impact of the social and physical environment.	1	2	3	4	5	6	7	8	9
Comments:									

<b>Structure of a comprehensive assessment: Staff conducting the assessment</b>									
<b>Statements relating to the staff who should participate in a comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. A comprehensive assessment should be conducted by a multidisciplinary team.	1	2	3	4	5	6	7	8	9
Comments:									

2. A comprehensive assessment should be conducted by a clinician with specialist knowledge and understanding of mental health problems in people with a learning disability.	1	2	3	4	5	6	7	8	9
Comments:									
3. A comprehensive assessment should be conducted by a clinician with specialist 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:									
4. Staff involved in a comprehensive assessment should be trained and competent in using a range of assessment tools and methods relevant to people with a learning disability and a mental health problem.	1	2	3	4	5	6	7	8	9
Comments:									
5. Staff involved in a comprehensive assessment should be trained and competent in using routine outcome measures relevant to people with a learning disability and a mental health problem.	1	2	3	4	5	6	7	8	9
Comments:									
6. Staff conducting a comprehensive assessment should have knowledge of diagnostic classification systems.	1	2	3	4	5	6	7	8	9
Comments:									
7. Staff conducting a comprehensive assessment should have knowledge of diagnostic classification systems, their limitations and specific concerns such as diagnostic overshadowing relevant to this population.	1	2	3	4	5	6	7	8	9
Comments:									
8. Staff should make use of reliable pre-existing information to avoid duplicating areas of assessment that have already been undertaken.	1	2	3	4	5	6	7	8	9
Comments:									

<b>Structure of a comprehensive assessment: Involving service users, families and carers in the assessment</b>									
<b>Statements relating to who else should be involved in a comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. A comprehensive assessment should elicit service users' views and corroborate these with families and carers.	1	2	3	4	5	6	7	8	9
Comments:									
2. A comprehensive assessment should elicit service users' views and corroborate these with professionals involved in the person's care and other informants.	1	2	3	4	5	6	7	8	9
Comments:									
3. A comprehensive assessment should consider the views of other people relevant to the care of the service user, including families, carers and other staff members, with permission and where appropriate.	1	2	3	4	5	6	7	8	9
Comments:									
4. The person with a learning disability should be offered the opportunity to speak to the clinician alone, in order to elicit any concerns that they are uncomfortable sharing in front of family members or carers, including safeguarding concerns.	1	2	3	4	5	6	7	8	9
Comments:									
5. A comprehensive assessment should, with the service user's agreement, gather information from multiple data sources and informants who know the service user well.	1	2	3	4	5	6	7	8	9
Comments:									
6. A comprehensive assessment should corroborate information with families and carers, if agreed by the service user.	1	2	3	4	5	6	7	8	9
Comments:									

<b>Structure of a comprehensive assessment: Data sources</b>									
<b>Statements relating to data sources for a brief assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. A comprehensive assessment should aim to capture baseline data on what is typical behaviour for the person so that differences in behaviour can be evaluated.	1	2	3	4	5	6	7	8	9
Comments:									
2. The impact of environmental factors on data availability and reliability should be considered in a comprehensive assessment.	1	2	3	4	5	6	7	8	9
Comments:									
3. A comprehensive assessment should evaluate and integrate information from multiple sources, including structured interviews with service users and others, observations, standardised assessments, psychometric assessments and clinical records.	1	2	3	4	5	6	7	8	9
Comments:									
4. A comprehensive assessment should consider whether, and how, the service user's behaviour and functioning changes across different settings.	1	2	3	4	5	6	7	8	9
Comments:									
5. A comprehensive assessment should review relevant history and past behaviour.	1	2	3	4	5	6	7	8	9
Comments:									
6. Staff conducting a comprehensive assessment should be able to appraise the reliability and validity of data sources.	1	2	3	4	5	6	7	8	9
Comments:									
7. Staff conducting a comprehensive assessment should use measures that have been developed in, or adapted for, people with a learning disability.	1	2	3	4	5	6	7	8	9
Comments:									

<b>Outcomes of a comprehensive assessment</b>									
<b>Statements relating to outcomes from a comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. Staff conducting a comprehensive assessment should agree with the service user appropriate outcome measures used in evaluating any care plan.	1	2	3	4	5	6	7	8	9
Comments:									
2. An outcome of a comprehensive assessment should be the identification of realistic and optimistic short and medium-term goals.	1	2	3	4	5	6	7	8	9
Comments:									
3. An outcome of a comprehensive assessment should be the identification of realistic and optimistic long-term goals.	1	2	3	4	5	6	7	8	9
Comments:									
4. Goals for interventions should be prioritised and start with areas most likely to be amenable to change.	1	2	3	4	5	6	7	8	9
Comments:									
5. When making a referral, sufficient information should be provided to allow the service to make an informed decision about how to proceed.	1	2	3	4	5	6	7	8	9
Comments:									

<b>Outcomes of a comprehensive assessment: The care plan</b>									
<b>Statements relating to the care plan that should be produced from a comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		



Mental health problems in people with learning disabilities

Appendix T: Nominal group technique questionnaires

1. Staff conducting the assessment should engage the service user in a collaborative discussion of their treatment options and support their participation in decision making.	1	2	3	4	5	6	7	8	9
Comments:									
2. A care plan should be informed by the comprehensive assessment, the formulation that emerges from this and the service user's goals.	1	2	3	4	5	6	7	8	9
Comments:									
3. Initial care plans appropriate for the current setting should be developed as soon as possible following assessment.	1	2	3	4	5	6	7	8	9
Comments:									
4. Initial care plans should be communicated in the most appropriate way to the service user and all services involved in their care in a timely manner.	1	2	3	4	5	6	7	8	9
Comments:									
5. The care plan should be multidisciplinary and developed collaboratively with the service user and, if they agree, their family or carers.	1	2	3	4	5	6	7	8	9
Comments:									
6. If the care plan involves a family member, partner, carer or advocate, their involvement should be used to help explain feedback from the assessment to the service user.	1	2	3	4	5	6	7	8	9
Comments:									
7. The care plan should identify appropriate evidence-based interventions.	1	2	3	4	5	6	7	8	9
Comments:									
8. The care plan should include a profile of the service user's needs, including any necessary adaptations to the social or physical environment.	1	2	3	4	5	6	7	8	9
Comments:									
9. The care plan should take into account the needs of families and carers.	1	2	3	4	5	6	7	8	9
Comments:									

10. Risk and crisis management plans should be incorporated into the care plan.	1	2	3	4	5	6	7	8	9
Comments:									
11. The care plan should identify the roles and responsibilities of all people involved in the service user's care.	1	2	3	4	5	6	7	8	9
Comments:									

<b>Outcomes of a comprehensive assessment: Referral to other services</b>									
<b>Statements relating to referrals to other services resulting from comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. A comprehensive assessment should identify appropriate treatment and referral options in line with relevant NICE guidance.	1	2	3	4	5	6	7	8	9
Comments:									

<b>Outcomes of a comprehensive assessment: Monitoring of individualised and standard outcomes</b>									
<b>Statements relating to monitoring of outcomes from a comprehensive assessment of mental health problems in people with learning disabilities.</b>	<b>Scale</b>								
	<b>Strongly disagree</b>						<b>Strongly agree</b>		
1. A comprehensive assessment should inform on necessary routine outcome monitoring including changes in symptoms and functioning.	1	2	3	4	5	6	7	8	9
Comments:									
2. The care plan should establish a timetable to review whether goals have been met by an agreed time or point in treatment.	1	2	3	4	5	6	7	8	9
Comments:									

Mental health problems in people with learning disabilities  
 Appendix T: Nominal group technique questionnaires

3. Outcome measures should be selected that are designed to detect changes in the areas targeted by interventions.	1	2	3	4	5	6	7	8	9
Comments:									
4. Systems should be developed for routine data sharing between other health and social care services and agencies, to reduce repetition in the assessment process.	1	2	3	4	5	6	7	8	9
Comments:									

CONFIDENTIAL