



# **TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE HOME ALONE (TALK-HA)**

## **Original**

**D. Lee, D. Hingsburger, L. Angus, J. Capra, T. Grillo, Y. Horvath, L. Lynn, K. Miller**

## **2017 Revision**

**L. Atkinson, H. Hermans, D. Hingsburger, J. Nantais, C. Outhwaite-Salmon**

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We were fortunate to be able to consult with professionals from fire safety, pharmaceutical and property management in the development of this test. We thank them for their time and expertise.

## TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE: HOME ALONE (TALK-HA) REVISED

# User's Manual

Original: D. Lee, D. Hingsburger, L. Angus, J. Capra, T. Grillo, Y. Horvath, L. Lynn, K. Miller

2017 Revision: L. Atkinson, H. Hermans, D. Hingsburger, J. Nantais, C. Outhwaite-Salmon

### Purpose:

"I don't want to go out with everyone else; I just want to stay home alone."

A simple statement of desire, much like this one, was what led to the creation of this assessment tool. This statement led to questions:

- Is it safe for the person to stay home alone?
- Does the person have the safety skills necessary?
- What are the risks?
- What kind of skills does the person need to learn to make this possible?

People had 'opinions' about the person's ability to stay on their own. Opinions are only opinions, without fact, and data, they aren't very helpful in making a good and safe decision about what to do next. It was decided to create a tool that would give information that would lead to one of three decisions:

1. The person has the skills and knowledge necessary to stay home alone.

**OR**

2. Only a few adaptations are required to make the environment safe for the person to stay home alone.

**OR**

3. The person needs to learn skills in a few specific areas and then they will be able to stay home alone.

As the assessment was developed, people came on board who were interested in having a tool that would measure home alone skills for a variety of different purposes:

- Determining if someone is ready to move into more independent living environments
- Determining if someone in an independent environment is losing skills that need to be refined or if more supports are necessary
- Determining if someone in treatment has the accompanying skills for independence

In the example noted above, the women knew that she was the very first person to try out the Home Alone tool and she was excited that it meant she was moving forward. She did well on the test but there were a few areas that she needed to brush up her skills. The first time she was able to stay home, alone, was a really big step for her. She is now hopeful of being able to move on and into a setting where she can have more independence.

### About the Assessment Tool

This assessment tool will help with the decision making process as people move towards their goal of independence. The tool is set up to look at a variety of different skills that are necessary for someone to be able to stay home safely. It should be noted that this tool is not exhaustive regarding potential risks. It looks at universal risks. There is a section in both the staff and person components of the tool that allows for discussion of idiosyncratic risks that a person may face.

The assessment is broken into two parts:

1. **Structured interview with the person:** this part of the assessment is done directly with person who is being assessed. It allows for the person to answer questions or to demonstrate the answers. Demonstrated answers are often ranked as equally important, if not more important, than verbally answered questions. We are looking here to “see the skill” rather than just “hearing about the skill”.
2. **Structured interview with staff:** this part of the assessment involves a structured interview with a staff, or family member, who knows the person well. The questions look to see if the person has demonstrated competence in the areas deemed necessary for staying home alone safely. This may be done with one key staff or if possible with multiple staff at a team meeting for example. It is not recommended for multiple staff to complete multiple forms. There needs to be only one outcome.

When preparing the report, which will arise from these two documents, a recommendation will come that leads to one of four outcomes:

1. Home alone time (which may or may not be limited)
2. Adaptations that are necessary to make staying home alone possible
3. The identification of specific training needs that will lead to home alone time
4. The consideration of a person as a potential candidate for Semi Independent Living preparation or actual move

The goal here is that the person will gain from having participated in this process and will see the benefits via follow through.

### **What do we mean about adaptation?**

Not all concerns regarding someone staying home need to wait until teaching is completed. Teaching can take a long time to organize and to provide. An adaptation means, for example, if someone hasn't got the safety skills to operate a stove, unplug or otherwise make the stove unusable. It's simple. It's effective. Most of all, it's safe. There are other adaptations that might be necessary, for example: If a person cannot open a traditional door to get out of the apartment, look at installing a different, more accessible kind of lock. Also consider the use of technology to assist with the use of adaptations in person's environment, for example the use of Skype as a means of communication when necessary. Adapting an environment for maximum use needs to become part of how we provide service to people with developmental disabilities.

Examples of Adaptation to be used while teaching is occurring (note this is not an exhaustive list):

<b>Skill not Met</b>	<b>Adaptation Option 1</b>	<b>Adaptation Option 2</b>
Person doesn't know what to say to 911 operator	Have a script available to be read to operator	Have a digital recording available to be played for the operator, if the person has limited verbal abilities
Person does not have safety skills for setting the correct temperature in the shower	Schedule home alone time when the person is least likely to want to take a shower	Provide visuals or arrows on the tap to indicate where the on switch should stop
Person is unable to check their blood glucose levels themselves	Minimize the amount of snacks/drinks available which could cause blood glucose levels to increase	Check on the possibility of the person accessing the use of an internal insulin pump

Skill not Met	Adaptation Option 1	Adaptation Option 2
Person does not have safety skills with knives	Keep all knives in a secure location	Provide access to butter knives only
Person does not remember to bring house key or lock house when leaving	Install an automatic lock on house door	Provide a lanyard for person to always have key on them

Adaptations, as a strategy for independence are a familiar concept in supporting people with developmental disabilities and as such the person undergoing the Home Alone assessment may already have some of these in place. This does not mean that the assessment can't continue nor does it mean that those adaptations should be taken away before beginning. It is important however, that these adaptations be noted in two places, first under "In Place Adaptations" on the TALK HA staffing score sheet and also in any report that is written as a result of the assessment.

### Who Can Administer The TALK Home Alone?

This tool was developed to be used by direct support professionals, program supervisors and for review by senior management within an organization. It can also be used by families wishing to provide either home alone time or appropriate teaching or training for their child in preparation for further independence. The primary concern is that the person tasked with doing this assessment MUST NOT already have decided about the person's ability to stay home alone before beginning the assessment. No assessment tool can withstand significant bias on the part of the person who is utilizing it. There are behavioural and liability risks which come with the results. Should someone who has the ability to stay home alone be denied this right, because false data is recorded, legitimate anger and distrust may result. For someone who really does not have the ability to stay home alone, an assessment that isn't rigorous could result in tragic circumstances. Therefore the chosen assessor must be someone who has not displayed any bias in the process.

### Entrance Criteria:

The entrance criteria are determined in two different ways:

1. The person specifically asks for time home alone. This request in and of itself is a clear indicator that the person is ready to move forward.
2. The person's support system, staff or family, have noticed that the person has, over time, developed new skills and that maybe it's time for them to try to work towards independence. It should be noted that even if the staff and family deem this an appropriate next step, the person's consent to take the test is still necessary.

**Caution Statement:** There are always concerns when developing assessments tools like The TALK-HA. The authors purpose in developing this assessment was to help a person move forward towards independence. The outcome should be focused on working towards freedom and autonomy and never used as evidence that the person should not be given opportunities to learn and grow. This assessment needs to be given without the idea that this is a pass/fail test. This test cannot be 'failed.' Even if the person does poorly on some sections, it simply means that teaching needs to begin, and in this case, the assessment would become the pretest.

## The Assessment Process

1. **Agreeing to Participate in the Assessment:** As most people with developmental disabilities are referred by others for assessment, before beginning the process the person will be informed as to what the TALK-HA will entail and asked questions to ensure that they are consenting to participate in the TALK-HA.

People who are about to undertake an assessment have a right to be informed regarding the risks and benefits of the assessment process. If the tool is being used to determine whether or not a person can stay home alone for a period of time or can begin living in a more independent environment, the person needs to know that the assessment may lead to a determination that they cannot stay home alone. It also needs to be explained that this is not a permanent state and that adaptations can be made and training will be offered in the areas where a lack of knowledge was identified. The assessment can be redone. Training and adaptations should be provided as soon as possible so that the person does not remain unable to stay home alone indefinitely.

The TALK-HA includes an Assent Form (see [Giving My Okay To TALK-HA](#)) that the person can read or have read to them there is a space where the person can sign or make a mark indicating that they have agreed to participate. If the person does not agree then the TALK-HA should not be completed.

2. **Refusing to Answer a Question or Stopping the Assessment:** The person will be informed that they may, at any time, refuse to answer a question or can end the assessment. They will be assured that they can come back again if need be to finish the questions. Alternately, a person can at any time stop the assessment and indicate that they do not wish to continue if they choose.

During the assessment if the person begins to look tired or uncomfortable they will be asked if they want to continue, to take a break, or end for the day. If the person does not agree to do the assessment or if they withdraw during the assessment and do not want to continue, the tool is considered incomplete and capacity to stay home alone cannot be determined at this time.



## About the Scoring

Undertaking this assessment will allow you the opportunity to take an objective look at the skills a person has and the skills a person needs regarding their ability to spend “home alone” time. The goal of this assessment is to give people with disabilities, and their staff, the opportunity to discover their strengths as well as delineate what skills a person may need to learn in order to move forward towards independence and autonomy. It will also assist you in determining if there are adaptations that can be made for the person to have home alone time. Adaptations, staff and supports don’t replace their opportunity to learn but instead make the opportunity to have time alone possible.

When completed you should have a “snapshot” of the person’s level of skill at the present moment. What happens next is really a decision that needs to be made by someone empowered with decision making ability to determine if the risks, the adaptations and the teaching programs lead to the individual having ‘home alone’ time.

That ‘snapshot’ will come from the scoring rubric. You will see, when transferring the scores from the raw data sheet to the scoring rubric that the totals in each of the sections will lead to a determination of either: Emerging Skills; Developing Skills; Mastering Skills; or Exemplary Skills. This will help in the decision making process regarding the next steps. It is important to notice that a “0” score does not indicate that the person can never have home alone times, it just means that those skills need to be taught and thus this tool considers a “0” score not as a permanent lack of skills but a starting point for emerging skills.

You will find that the percentage scores are divided into Emerging skills; Developing Skills; Mastering Skills and Exemplary Skills. The rational for these categories can be found in each box at the intersection of section and category.

The scoring is relatively straight forward but please note that Section 6, titled Household Safety, in the Assessment tool document is scored differently than the other sections. This section score is based on an average devised from the number of household items assessed. Because each home will be different, we wanted to give the assessors the ability to individualize this section to the person and the environment.

### So What’s a Passing Score?

It is beyond the scope of this assessment to determine, for agencies, which risks are acceptable and which are not. We hope this assessment will lead to discussions within organizations about processes that need to be in place to ensure that all people with disabilities who wish to move forward towards less restrictive living situations have that opportunity. We believe that this tool will be helpful in that decision making process.

**Please Note:** We have identified 6 questions on the assessment tool and 3 questions on the support questionnaire to be “Must Pass” questions. For the assessment tool, the person needs to have answered these questions correctly and on the support survey the person must have previously demonstrated mastery. If the person was not able to meet the above noted criteria, then in our opinion, there needs to be a **cautious** review of the risks.

Must Pass questions are:

**Support Questionnaire:**

Section 1: 5

Section 2: 1

Section 3: 2

**Assessment Tool:**

Section 1: d

Section 3: a and b

Section 5: h

Section 7: d – Please note that the individual needs to have a key to their home in order to be able to answer this question

We have included these must review questions for two reasons, the questions are ones that may be part of various agencies' policies or ones that involved the liability of the agency. The assessment will always need to be completed through the lens of agency policy and how the agency determines best practice in regards to providing support to people with disabilities.

**A Final Word**

The impetus behind this assessment was to increase the opportunities for people with disabilities to have time alone. It's that simple. However, as we worked on this we realized that it could be used in other capacities as well. The intent was to increase opportunities in one of two ways:

1. Determining that an person has the skills necessary to be on their own;
2. Discovering areas that need to be taught to enable someone to be on their own.

Our concern, naturally, is that this assessment will be used to demonstrate that someone CAN'T be home alone or have time alone. To do this would be an unethical use of the assessment. The assessment needs to be used only if the intent is to lead to increased freedom or target treatment that will lead to increased independence. All of the authors state unequivocally that any other use of this assessment would violate its intended purpose and therefore violate the rights of any person who has requested or who seems ready for more independence.

## TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE: HOME ALONE (TALK-HA) REVISED

### Giving My Okay to TALK-HA

Original: D. Lee, D. Hingsburger, L. Angus, J. Capra, T. Grillo, Y. Horvath, L. Lynn, K. Miller

2017 Revision: L. Atkinson, H. Hermans, D. Hingsburger, J. Nantais, C. Outhwaite-Salmon

My name is \_\_\_\_\_ and I understand that I am going to be asked questions about staying home alone.

My answers will be used to help me and my team decides if I can stay at home by myself. The decision might be that I can stay home by myself; **or** that I can stay home by myself after some safety measures are put in place; **or** that I need to learn some more skills before staying home by myself.

Some of the topics we talk about will be:

- How to stay safe at home
- What to do in an emergency
- Possible dangers in my home
- Going out by myself
- Respecting boundaries when home alone

The person asking the questions will write down my answers. They will be writing exactly what I say. I know that I can:

- Stop anytime that I want
- Take a break when I need one
- Pause and finish later

The person asking questions will also ask my staff or a family member some questions. If I want, the person asking the questions will tell me what these questions will be first.

If there is someone that I do not want the person asking questions to I will write that person's name here:

---

By signing this I am saying that it is okay to start.

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Signature

---

Date

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**TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE:  
HOME ALONE (TALK-HA) REVISED**

**Support Questionnaire**

Original: D. Lee, D. Hingsburger, L. Angus, J. Capra, T. Grillo, Y. Horvath, L. Lynn, K. Miller

2017 Revision: L. Atkinson, H. Hermans, D. Hingsburger, J. Nantais, C. Outhwaite-Salmon

Person's Name: \_\_\_\_\_

Support Worker's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Relationship: \_\_\_\_\_

Number of years known: \_\_\_\_\_

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**SECTION #1- ENVIRONMENTAL SAFETY**

1. Does the person demonstrate environmental safety practices within their home:

- |  |   |   |
|--|---|---|
| a. Safe use of appliances (microwave, stove, kettle, etc.)                                     | Y | N |
| b. Safe use of other electronic equipment (iron, space heater, hair dryer, curling iron, etc.) | Y | N |
| c. Safe adjustment of water temperature to avoid scalding                                      | Y | N |

If yes, please give **one** example of each:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**Score #1:        /3 (one point for each Y)**

2. Does the person show an ability to safely manage and attend to small injuries (small cuts, bruises and minor illnesses (headache, nausea) :

- |   |   |   |
|---|---|---|
| a. Can assess whether an injury or illness is minor or major        | Y | N |
| b. Can apply simple first aid or treatment (e.g. Band-Aid, Tylenol) | Y | N |
| c. Seeks assistance and/or reports injuries/illnesses               | Y | N |

If yes, please give **one** example of each:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

If no, does the person have the opportunity to practice these skills? (unscored) Y N

**Score #2: /3 (one point for each Y)**

3. Does the person smoke? (unscored) Y N

If yes continue,

Does the person show appropriate care while smoking and in the extinguishing of the cigarette?

- |  |   |   |
|--|---|---|
| a. Ensure care when lighting the cigarette | Y | N |
| b. Use an ashtray                          | Y | N |
| c. Effectively extinguish the cigarette    | Y | N |

Please provide an example of each.

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**Score #3: /3 (one point for each Y)**

4. Does the person demonstrate an understanding of the need to monitor who enters their home by?

- |  |   |   |
|--|---|---|
| a. Locking exit doors and keeping the doors locked at night                                    | Y | N |
| b. Check who is at the door before opening it  | Y | N |
| c. Not opening the door to strangers or checks with staff before opening the door to strangers | Y | N |

If yes, please give one example of each:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

If no, does the person have the opportunities to practice these skills? (unscored) Y N

Do staff model appropriate safety procedures for people entering the home? (unscored) Y N

**Score #4: /3 (one point for each Y)**

5. Is the person able to independently unlock the door and exit the house/apartment? Y N

If no, does the person have a key to their home and do they have the opportunity for locking and unlocking the door?  
(unscored) Y N

**Score #5: /1 (one point for each Y)**

**This is a MUST PASS question – if the person cannot independently unlock the door and exit the house/apartment it is not recommended they stay home alone until this skill is learned and demonstrated.**

**SECTION #1 – Total Score if Non-Smoker: /10**

**Total Score if Smoker: /13**

## **SECTION #2 – SAFETY WHEN GOING OUT**

1. Does the person have a recent (i.e. within the past year) history of wandering or elopement (this does not include planned independent outings)? Y N

If YES, please provide dates of elopements over past year and details of each incident (where the person eloped to, how long they were gone, any safety or behavioural risks).

**Score #1: /1 (one point for N)**

**This is a MUST PASS question – if the person has a recent history of wandering they cannot stay home alone until a review of the assessment is completed.**

2. Does the person spend planned time in the community unsupervised? Y N

If YES, what are the current practices and expectations for spending unsupervised time in the community?

If NO, why is the person restricted from unsupervised time in the community?

**Score #2: /1 (one point for Y)**

3. Do you have concerns for their safety in the community alone?

- |                    |   |   |
|--------------------|---|---|
| a. For one hour?   | Y | N |
| b. For half a day? | Y | N |
| c. For a full day? | Y | N |

Please provide an explanation of your answers:

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Score #3: /3 (one point for each N)

SECTION #2 – Total Score /5

### SECTION #3 – EMERGENCIES

1. Have you observed the person during fire drills? (unscored) Y N

If YES proceed to scored questions, if NO ask the next questions of someone who has observed the person during fire drills.

2. Does the person consistently follow the fire safety plan during drills without prompting Y N

If NO please explain:

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---

Score #2: /1 (one point for Y)

This is a **MUST PASS** question – if the person does not consistently follow the fire safety plan during drills, it is not recommended that they stay home alone until this skill has been learned & demonstrated.

3. Has the person experienced emergencies such as a power outage flood, or ice storm? (unscored) Y N

4. Did you observe the person during these emergencies? (unscored) Y N

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If YES proceed to scored questions, if NO ask the next questions of someone who has observed the person during the emergencies?

5. If yes, did you have any concerns about the person's behaviour in the emergency situation? Y N

Please list your concerns, if any, and provide an explanation of your answer:

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Score #5: /1 (one point for N)

6. Does this person have a history of experiencing personal medical emergencies (bee stings, low blood sugar, asthma attacks etc.)? (unscored) Y N

7. Did you observe the person during these emergencies? (unscored) Y N

If YES, have you observed the person during a medical emergency? If YES proceed, if NO, please find a support staff that has observed to complete the question.

8. Did the person appropriately handle or identify the medical emergency? Y N

Please explain your response. Please complete this question for all possible medical emergencies.

---



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Score #8: /1 (one point for Y)

SECTION #3 – Total Score: /3

## **SECTION #4 - BOUNDARIES**

1. Does the person practice respectful boundaries when it comes to other people's space and belongings?

- |   |   |   |
|---|---|---|
| a. Housemates' bedrooms and property?   | Y | N |
| b. Office equipment and staff property? | Y | N |

**If YES, please give an example of each:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_

**If NO, are there cues with respect to public and private places?**

**Score #1:        /2 (one point for each Y)**

2. Do you have any concerns regarding the person's interactions with housemates, peers or members of the community with respect to boundaries? Y        N

**If YES, please explain:**

---



---

**Score #2:        /1 (one point for N)**

3. At home does the person demonstrate an understanding and application of appropriate:

- |                                  |   |   |
|----------------------------------|---|---|
| a. Public and private behaviour? | Y | N |
| b. Public and private space?     | Y | N |

If NO, please explain:

---



---

Score #3: /2 (one point for Y)

SECTION #4 – Total Score /5

### SECTION #5 – MEDICATION

1. Does the person take any medication? (unscored) Y N

If YES, proceed with the following questions, if NO, skip this section.

2. Has the person ever self-administered medication? Y N

Score #2: /1 (one point for Y)

3. Have you observed the person self-administer their medication? Y N

Score #3: /1 (one point for Y)

4. Do you have any concerns regarding the person's self-administration of medication? (unscored) Y N

Please explain:

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SECTION #5 – Total Score /2

## **SECTION #6 – MEDICAL**

1. Does the person have a medical condition that might affect their ability to stay at home alone safely? (unscored) Y N

**If NO, skip this section. If YES, complete the remainder of Section 6.**

What is the medical condition? \_\_\_\_\_

What steps need to be taken to manage the condition? \_\_\_\_\_

How frequently does the medical condition occur? \_\_\_\_\_

2. Have you observed the person manage their condition safely and independently? Y N

**If YES, please explain:**

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**If NO, are there adaptations that can be made so that the person can successfully complete the care?**

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**Score #2: /1 (one point for Y)**

**SECTION #6 – Total Score: /1**

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## **SECTION #7 – GENERAL**

1. Do you have any specific safety concerns regarding this person staying home alone?

a. For one hour? Y N

b. For half a day? Y N

c. For a full day?

Y N

d. Overnight?

Y N

Please provide an explanation of your answer:

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Score #1: /4 (one point for each N)

SECTION #7 – Total Score: /4

## TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE:

### HOME ALONE (TALK-HA) REVISED

## Support Questionnaire Scoring

Scoring						
Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7
Environmental Safety	Going Out	Emergencies	Boundaries	Medication	Medical	General
1.	1. <input type="text"/>	1. unscored	1.	1. unscored	1. unscored	1.
a) <input type="text"/>	2. <input type="text"/>	2. <input type="text"/>	a) <input type="text"/>	2. <input type="text"/>	2. <input type="text"/>	a) <input type="text"/>
b) <input type="text"/>	3. <input type="text"/>	3. unscored	b) <input type="text"/>	3. <input type="text"/>		b) <input type="text"/>
c) <input type="text"/>	a) <input type="text"/>	4. unscored	2. <input type="text"/>	4. unscored		c) <input type="text"/>
2.	b) <input type="text"/>	5. <input type="text"/>	3.			d) <input type="text"/>
a) <input type="text"/>	c) <input type="text"/>	6. unscored	a) <input type="text"/>			
b) <input type="text"/>		7. unscored	b) <input type="text"/>			
c) <input type="text"/>		8. <input type="text"/>				
3.						
a) <input type="text"/>						
b) <input type="text"/>						
c) <input type="text"/>						
4.						
a) <input type="text"/>						
b) <input type="text"/>						
c) <input type="text"/>						
5. <input type="text"/>						
If non-smoker ___ / 10	___ / 5	___ / 3	___ / 5	If no meds section skipped	If no condition section skipped	___ / 4
If smoker ___ / 13				If meds ___ / 2	If conditions ___ / 1	

*Transcribe the above raw scores onto the Scoring Rubric – Support Questionnaire to determine where the current skills for each section rate in regards to mastery. The skills are rated in four categories: emerging skills, developing skills, mastering skills and exemplary skills. Emerging and developing skills will result in teaching and/or adaptations in order to gain Home Alone. Mastery and Exemplary skills will be deemed to be sufficient in being able to stay Home Alone.*

## TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE:

### HOME ALONE (TALK-HA) REVISED

## Support Questionnaire Rubric

Converted raw scores to percentages for each of the areas of skill assessment	0-74%	75-89%	90-99%	100%
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		Emerging Skills	Developing Skills	Mastering Skills	Exemplary Skills
Section 1: Environmental Safety	<i>smoker raw score</i>	0-8	9-10	11-12	13
	<i>non-smoker raw score</i>	0-6	7-8	9	10
		Person has only the beginning skills or no skills in regards to safety in their environment. Significant adaptations or teaching must occur.	Person has some skills with regards to safety in the environment. Adaptations should occur to increase timeline for home alone to take place while teaching is occurring.	Person has majority of skills to stay home alone and remain safe in their environment. Minimal teaching should still occur to ensure person has all necessary skills.	Person possesses all skills assessed with no concerns regarding their safety in their environment.
Section 2: Safety When Going Out	<i>raw score</i>	0-2	3	4	5
		Person have inadequate or no community safety skills. Significant adaptations or teaching must occur.	Person has limited community safety skills. Adaptations regarding time spent alone or frequent check-ins could be considered while teaching is occurring.	Person has majority of the skills to be safe while in the community. Minimal teaching should still occur to ensure person has all necessary skills.	Person possesses good community safety skills and there are no concerns regarding the ability to stay home alone.
Section 3: Emergencies	<i>raw score</i>	0	1	2	3
		Person either does not have the skills to respond to an emergency, or cannot identify an emergency. Significant adaptations or teaching much occur.	Person has limited skills to respond or identify an emergency. Adaptations to limit risks while teaching is occurring to decrease timeline to home alone.	Person has majority of skills to appropriately respond and identify emergency situations. Minimal teaching should occur to ensure all skills are met.	Person possesses all necessary skills to respond appropriately when emergencies occur.

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		Emerging Skills	Developing Skills	Mastering Skills	Exemplary Skills
<b>Section 4: Boundaries</b>	<i>raw score</i>	0-2	3	4	5
		Person has inadequate or no skills in honouring boundaries with others. Significant adaptations or teaching much occur.	Person has limited skills in being able to honour appropriate boundaries. Adaptations to minimize boundary violations should be in place while teaching occurs.	Person has majority of skills to honour boundaries. Teaching should occur to ensure person has all skills.	Person possesses all skills related to honour the boundaries of others.
<b>Section 5: Medication</b>	<i>raw score</i>	0	0	1	2
		Person does not have the skills to self-administer medication. Significant adaptations or teaching much occur.	Person has limited skills to self-administer medication. Home alone times should be scheduled between administration times, while teaching occurs.	Person has the majority of skills to self-administer medication. Teaching should occur to ensure all skills are met.	Person possesses all skills related to self-administration / or person has no medications prescribed.
<b>Section 6: Medical</b>	<i>raw score</i>	0	0	0	1
		Person does not have the skills to respond to their medical condition. Significant adaptations or teaching much occur.	Person does not have the skills to respond to their medical condition. Significant adaptations or teaching much occur.	Person does not have the skills to respond to their medical condition. Significant adaptations or teaching much occur.	Person possesses all skills related to the response to their medical condition / or person has no medical condition.
<b>Section 7: General</b>	<i>raw score</i>	0-1	2	3	4
		There are concerns regarding the person staying home alone at all, or for a long period of time. Significant adaptations or teaching much occur.	There are limited concerns regarding the person staying home for extended periods of time. Shorter period should be used while teaching is occurring.	There are no concerns regarding the person staying home alone during the day, skills to increase overnight home alone should be explored.	There are no concerns regarding the person staying home alone during the day or overnight.



# TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE HOME ALONE (TALK-HA)

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***This tool is intended to assist in the planning and risk assessment for members who live in supervised settings and would like to be able to stay in the house unsupervised for short periods of time. Every person will have unique support needs to ensure that they are safe at home alone, these needs should be recorded here and used to help determine the best plan for staying home alone.***

Person's Name: \_\_\_\_\_

Residence: \_\_\_\_\_

Assessor's Name(s): \_\_\_\_\_

Staff Supporting the Assessment: \_\_\_\_\_

Date Completed: \_\_\_\_\_

***Prior to beginning the assessment the assessor will provide the following introduction: I am going to be asking some questions about what to do to stay safe at home. I will also ask you some questions about dangerous things that can happen at home. If I don't explain a question well, you can ask me to ask the question in a different way. I will also ask you to show me some of the ways you stay safe at home or show me what you would do if something dangerous happened. You can ask for a break or ask to stop at anytime.***

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Section #1	PERSONAL SAFETY					
Question	Person's Answer (Record the person's answer exactly as said or describe if they demonstrated/show the skill).	Answer Key (Each question will have "required" answers in order to show full understanding. Required answers may involve a demonstration).	0: no required answers given 1: one required answer given 2: required verbal and demonstration			
			0	1	2	Total
a) What are somethings about your home that make you feel safe?		Person should indicate one or more environmental safety measures or social safety factors in the home. <i>Required answer: locks, alarms, friends nearby, caring staff. Score 1 for environmental answer only and 2 for both social and environmental.</i>				/2
b) If you were home alone who could you get in touch with if you didn't feel safe or if you needed help?		Person should identify at least one person who they could call or get in touch with if they needed help. <i>Required answer: 911, staff, family member, 310 cope, or crisis line.</i>				/2
c) How would you get in touch with that person?  <i>Can you show me?</i>		Person should identify phone call, text, social media, email etc.				/2
d) Can you show me how you unlock and open the door to leave your home?		<b>MUST PASS:</b> person must be able To <b>demonstrate</b> an ability to unlock and open the exit door independently. <i>Required answer: demonstration of independently unlocking and exiting through at least one exit door.</i>				/1
e) Can you show me how you lock the door?		Person should have the ability to lock the door. <i>Required answer: demonstration of successfully locking at least one exit door.</i>				/1

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f) How many doors need to be locked for your home to be safe?  <i>Assessor should be aware of how many doors there are in the home.</i>		Person should indicate that all exit door/doors to the outside need to be locked. <i>Required answer: all of them or the number of exit/outside doors.</i>				/1
g) Why is it important to lock all the doors?		Person should indicate locking the door is for safety and preventing dangerous situations. <i>Required answer: Any dangerous situation that locks prevent, e.g. "So strangers can't come in; so my stuff doesn't get stolen."</i>				/2
h) Who is it okay to open your door to?		Person should indicate trusted people. <i>Required answer: People I know– staff, family, friends. Additional answer: Police, Fire, EMS.</i>				/2
i) How do you know who is at the door before you open it?		Person should identify one way to find out who is at the door while keeping the door closed. <i>Required answer: Look through peephole or window, talk through the door.</i>				/2
<b>Section #2</b>	<b>EMERGENCIES GENERAL</b>					
<b>Question</b>	<b>Person's Answer</b>	<b>Answer Key</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Total</b>
a) What are some dangerous things that could happen at home?		Person should indicate times Where they could get hurt. <i>Required answer: Fire, break and enter, medical emergency, Additional answer: hurt myself, broken glass, power goes out, illness.</i>				/2
b) If, (insert the answer to question (a) here) happens, who are some people you could call?		Person should identify at least one trusted person who they could call or get in touch with that can help. <i>Required answer: 911, staff, family member, landlord, friend.</i>				/2

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Section #3	FIRE SAFETY Assessor needs to know the specific fire plan for the home/apartment					
Question	Person's Answer	Answer Key	0	1	2	Total
a) What would you do if a fire started on your stove?  <i>Response must not violate specific fire safety plan for home/apartment</i>		<b>MUST PASS:</b> Person must <b>identify</b> <b>And demonstrate</b> at least one of the safe responses to fire in the home. <i>Required answer: 911, get out, use fire extinguisher, and put a lid on fire (1 point for each verbal answer, 2 points for verbal and demonstration).</i>				/2
b) What does the fire alarm in your home sound like?  <i>Assessor should confirm the sound of the alarm by listening to it or checking with another person in the home.</i>		<b>MUST PASS:</b> Person should be aware of the sound the fire alarm makes in their home. <i>Required answer: Please describe alarm sounds in your home or location.</i> _____ _____				/1
c) What would you do if you heard the fire or the carbon monoxide alarm?  <i>Can you show me?</i>		Person should indicate and Demonstrate at least one of the safe responses to a fire alarm. <i>Required answer: yell fire, leave building, exit through closest exit, attend the meeting place at front of house than Call 911. (1 point for verbal, 2 points for verbal and demonstration).</i> <i>If the person already demonstrated their answer to this question in response to the first question in this section, they do not have to demonstrate it again—score based on previous demonstration. When <b>demonstrating</b> Dialing 911 (phone should be unplugged or otherwise prevented from actually putting the call through).</i>				/2

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d) Who would you call if there was a fire?		Person should be able <b>to identify</b> <b>And demonstrate</b> calling 911. <i>Required answer: 1 point for verbal, 2 points for verbal and demonstration</i>				/2
e) What would you say or text to the 911 Operator?		<i>Required answer:</i> <i>Option 1:</i> <i>To say: "There Is a fire, provide: Name, Address (2 point), if only partial answer provided 1 point given</i> <i>Option 2: regional specific approved answer from emergency services</i>				/2
<b>Section #4</b>	<b>POWER OUTAGE</b>					
<b>Question</b>	<b>Person's Answer</b>	<b>Answer Key</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Total</b>
a) What would you do if the power went out?		Person should be able to identify at least one safety measure. <i>Required answer: call someone for help (e.g. staff, family, and friend); go somewhere where the power is on; get a flashlight).</i>				/1
b) What could you use to get some light?		Person should be able to identify an alternate source of light and know how to access that source. <i>Required answer: flashlight, flashlight app on cell phone, etc.</i>				/1
c) Where is the flashlight in your home?  <i>Can you show me?</i>		Person should be able to locate and access a flash light in their home. <i>Required answer: person must correctly identify the location of the flashlight and person must be able to demonstrate that they can use the flashlight for a score of 2 points</i>				/2

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d) How would you keep warm if you started to feel really cold?		Person should be able to provide at least one safe strategy for staying warm. <i>Required answer: put on extra clothing; use blankets; call staff, family member or friend for help.</i>				/1
e) How would you keep cool if you started to feel really hot?		Person should be able to provide at least one safe strategy for staying cool. <i>Required answer: go somewhere cool; call staff, family member or friend for help.</i>				/1
<b>Section #5</b>	<b>MEDICAL SAFETY</b>					
<b>Question</b>	<b>Person's Answer</b>	<b>Answer Key</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Total</b>
a) What can you do if you are not feeling well?		Person should be able to explain one way to feel better. <i>Required answer: lie down, shut the lights off, have a cup of tea, call someone (e.g. staff, family, pharmacist, tele-health).</i>				/1
b) What can you do if you have a small cut or burn? (Ask for examples of this type of injury to ensure understanding.)		Person should be able to explain one way to treat a cut or burn. <i>Required answer: First aid, clean the cut, put a band aid on, put burn cream on, or apply pressure to stop bleeding.</i>				/1
c) What are some types of hurt or injury which are really serious?		Person should identify at least one serious injury. <i>Required answer: broken bone, injury that I cannot fix myself, head injury, deep cut.</i>				/1
d) What do you do if you seriously hurt yourself?		Person should identify at least one way to get help. <i>Required answer to get help: Call 911, staff, family member, yell help, go to a neighbor for help.</i>				/1

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e) Who would you call if you seriously hurt yourself?  Can you show me?		Person should be able to <b>identify and demonstrate</b> calling 911 or alternate. <i>Required answer: 911, staff, family member, friend. If answer is 911 score 2, if answer is someone else score 1 and ask "what would you do if they didn't answer"; give additional point for answering "call someone else" or "call 911". Demonstrate dialing 911 or alternate (phone should be prevented from actually calling). 1 point for verbal answer only, 2 points for verbal and demonstration</i>				/2
f) What would you say to the 911 operator?		<i>Required answer: I'm hurt (1 point). Address (2 points if address is included in answer).</i>				/2
g) Where are the first aid supplies kept?		Person should be able to identify where the first aid supplies are kept and are able to access it. <i>Assessor may explain what first aid supplies are e.g. Band-Aids. Required answer: 1 know where the first aid supplies are kept, 2 points if they demonstrate accessing the first aid supplies</i>				/2



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<p><b>Please note: Ask this question if the person has a specific medical condition (E.g. diabetes or epilepsy). If the person has no particular medical condition, skip question and score 1 point.</b></p> <p>h) Ask a question to inquire about ways to manage the specific condition. For example, if the person has diabetes you could ask "how do you check your blood sugar?" Or if the person has epilepsy you could ask "what do you do if you feel a seizure coming on?"</p>		<p><b>MUST PASS if person scores 0:</b> Person should be able to identify at least one way to safely manage their medical condition.</p> <p><i>Required answer: at least one thing they could do to safely manage their medical condition.</i></p>				/1
<p><b>Section #6</b></p>	<p><b>HOUSEHOLD SAFETY</b> <i>The questions in this section are not to be used to prevent someone from staying home alone, rather they are to be used to plan for ways for the person to be safe while staying alone e.g. if they cannot use the stove safely, the breaker can be switched off while they are home alone.</i></p>					
Question	Person's Answer	Answer Key	0	1	2	Total
<p>a) Can you show me how you turn the tap on to a safe water temperature for bathing or washing?</p>		<p>Person should be able to <b>demonstrate</b> turning on water to a safe temperature.</p> <p><i>Required answer: person turns on tap so that water is hot enough for bathing or washing but not so hot that it would scald.</i></p>				/1



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<p><b>Unscored:</b> Identify the appliances that are available to be used by the person when they are home alone. These are appliances which are not put away, unplugged or turned off.</p> <p>For each available appliance please answer the questions that follow:</p>	<p>Common Appliances :</p> <ul style="list-style-type: none"> <li>• Kettle</li> <li>• Stove</li> <li>• Microwave</li> <li>• Oven</li> <li>• Knives</li> <li>• Toaster</li> <li>• Toaster Ovens</li> <li>• Other: _____</li> </ul>				
<p>b) What are some ways to keep safe when using:</p> <p>_____</p> <p>(Adding more items if required)</p>	<p>Give each person appliance a score of:</p> <ul style="list-style-type: none"> <li>• 0 (no Answer)</li> <li>• 1 (one answer given )</li> </ul> <p>_____ ? (0,1)</p> <p>_____ ? (0,1)</p> <p>_____ ? (0,1)</p> <p>_____ ? (0,1)</p> <p>Average out the scores to get a total for this question</p>	<p>Person should safely <b>demonstrate</b> how to use all identified appliances.</p> <p><i>Required answer: demonstrate safe use of appliance ex: turn on an off, etc.</i></p>			/1

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<p>c) What could be dangerous when using _____?</p>	<p>Give each person appliance a score of:</p> <ul style="list-style-type: none"> <li>0 (no Answer)</li> <li>1 (one answer given)</li> </ul> <p>_____ ? (0,1)</p> <p>_____ ? (0,1)</p> <p>_____ ? (0,1)</p> <p>_____ ? (0,1)</p> <p>Average out the scores to get a total for this question</p>	<p>Person should be able to identify safety measures when indicated appliance <i>Required answers may include: do not touch the burners, make sure to turn off when done, do not leave the when using it.</i></p>				/1
<p>d) If you are hurt while using _____ what should you do?</p>	<p>Give each person appliance a score of:</p> <ul style="list-style-type: none"> <li>0 (no Answer)</li> <li>1 (for only first aid answers)</li> <li>2 (for first aid and turning off appliance correctly)</li> </ul> <p>_____ ? (0,1,2)</p> <p>_____ ? (0,1,2)</p> <p>_____ ? (0,1,2)</p> <p>_____ ? (0,1,2)</p> <p>Average out the scores to get a total for this question</p>	<p>Person should indicate at least one risk when using identified appliance. <i>Required answer may include: Fire, standing too close, food too hot and getting burned.</i></p>				/2

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<p>e) Show me how you use _____?</p>	<p>Give each person appliance a score of:</p> <ul style="list-style-type: none"> <li>0 (unsafe use / environmental modifications in place to prevent use when home alone)</li> <li>1 (safe use)</li> </ul> <p>_____? (0,1,)</p> <p>_____? (0,1,)</p> <p>_____? (0,1,)</p> <p>_____? (0,1,)</p> <p>Average scores to get a total for this question</p>	<p>Person should demonstrate safe use of each person appliance <i>Required answer: dependent on the appliance</i></p>				/1
<b>Section #7</b>	<b>GOING OUT</b>					
<b>Question</b>	<b>Person's Answer</b>	<b>Answer Key</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Total</b>
Can you go out in the community on your own?		<p>Unscored: if answer is 'yes' ask questions (a) through (e) only below; if answer is 'no' ask questions (f) through (h) only.</p>				

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a) If you were home alone and wanted to go out is there anyone you should let know before you leave?  <i>The answer to this question may vary depending on the circumstances of the person. The assessor should be aware of the current practices and expectations around going out for this person.</i>		Person should be able to identify whether they should let someone know and who they should let know. <i>Required answer: 'yes' and name of one person who should be informed when the person goes out OR 'no' if not a part of current practices and expectations of going out in the community on their own. If the person answers 'no' and this is consistent with current practices and expectations score 1 for each of b) and c)</i>				/1
b) How would you let them know?		<i>Required answer: tell them before they leave, call them, or leave a note.</i>				/1
c) What would you let them know?		<i>Required answer: Person should be able to identify at least 1 of where I am going, when I will return.</i>				/1
d) Can you lock the door behind you when you leave and unlock it to get back in when you return?  <i>Can you show me?</i>		<b>MUST PASS if person scores 0: If person scores 0 they should not go out while home alone.</b>  Person should be able to <b>demonstrate</b> locking and unlocking the door. The person must have a key to their home. <i>Required answer: successful locking and unlocking the door.</i>				/1
e) What do you need to take with you when you go out?		<i>Required answer: key. Additional point for any of identification, emergency phone numbers, money, cell phone, weather appropriate clothing etc.</i>				/2

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If person answered 'no' to "Can you go out in the community on your own?" Ask questions f) through h) below.						
f) What would you do if you run out of something that you needed from the grocery store while you were home alone?		Person should be able to identify At least one safe option. <i>Required answer: wait until staff returned, call someone and ask them to pick it up, use something else.</i>				/1
g) What would you do if you wanted to get some fresh air?		Person should be able to identify At least one safe option. <i>Required answer: open a window, go out on the balcony, go in the yard, and wait until staff returned.</i>				/1
h) What would you do if a friend called and asked you to come for a visit?		Person should be able to identify At least one safe option. <i>Required answer: tell them I can't come now, plan for another time, ask them to come to my house.</i>				/1
<b>Section #8</b>	<b>RESPECTING PROPERTY AND BELONGINGS</b>					
<b>Question</b>	<b>Person's Answer</b>	<b>Answer Key</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Total</b>
a) Is it okay to go in someone else's room when they are not home?		<i>Required answer: No</i>  <i>Required answer: because other people's rooms are private</i>				/1
b) If your roommate left a game or cup in the kitchen would it be okay to use them?		If the answer is 'yes', score a '0'. If the answer is maybe score a '1' and if the answer is 'no' score a '2'				/2

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Section #9	WRAP UP	
Question	Person's Answer	Unscored
Did I forget to ask you anything important about being home alone?		
Would you feel safe if you were in your house or apartment by yourself?		
Have you ever been home alone before? How did that go?		
How did you like this talk?		

## TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE: HOME ALONE (TALK-HA) REVISED Tool Scoring

Scoring							
Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Section 8
Personal Safety	Emergencies	Fire Safety	Power Outage	Medical	Household Safety	Going Out	Respecting Property
a) ____	a) ____	a) ____	a) ____	a) ____	a) ____	a) ____	a) ____
b) ____	b) ____	b) ____	b) ____	b) ____	b) ____	b) ____	b) ____
c) ____		c) ____	c) ____	c) ____	c) ____	c) ____	
d) ____		d) ____	d) ____	d) ____	d) ____	d) ____	
e) ____		e) ____	e) ____	e) ____	e) ____	e) ____	
f) ____				f) ____		f) ____	
g) ____				g) ____		g) ____	
h) ____				h) ____		h) ____	
i) ____							
					average each b, c, d, & e		
____ / 15	____ / 4	____ / 9	____ / 6	____ / 11	____ / 6	alone in community ____ / 6  not alone in community ____ / 3	____ / 3

*Transcribe the above raw scores onto the Scoring Rubric to determine where the current skills for each section rate in regards to mastery. The skills are rated in four categories: emerging skills, developing skills, mastering skills and exemplary skills. Emerging and developing skills will result in teaching and/or adaptations in order to gain Home Alone. Mastery and Exemplary skills will be deemed to be sufficient in being able to stay Home Alone.*

## TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE: HOME ALONE (TALK-HA) REVISED Tool Rubric

Converted raw scores to percentages for each of the areas of skill assessment	0-74%	75-89%	90-99%	100%
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		Emerging Skills	Developing Skills	Mastering Skills	Exemplary Skills
	<i>raw score</i>	<i>0-10</i>	<i>11-13</i>	<i>14</i>	<i>15</i>
<b>Section 1: Personal Safety</b>		Person has only the beginning skills or no skills in regards to safety in their environment. Significant adaptations or teaching must occur.	Person has some skills with regards to safety in the environment. Adaptations should occur to increase timeline for home alone to take place while teaching is occurring.	Person has majority of skills to stay home alone and remain safe in their environment. Minimal teaching should still occur to ensure person has all necessary skills.	Person possesses all skills assessed with no concerns regarding their safety in their environment.
	<i>raw score</i>	<i>0-1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b>Section 2: Emergencies</b>		Person either does not have the skills to respond to an emergency, or cannot identify an emergency. Significant adaptations or teaching much occur.	Person has limited skills to respond or identify an emergency. Adaptations to limit risks while teaching is occurring to decrease timeline to home alone.	Person has majority of skills to appropriately respond and identify emergency situations. Minimal teaching should occur to ensure all skills are met.	Person possesses all necessary skills to respond appropriately when emergencies occur.
	<i>raw score</i>	<i>0-6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<b>Section 3: Fire Safety</b>		Person does not have the skills to respond to a fire. Significant adaptations or teaching much occur.	Person has limited skills to respond to a fire. Adaptations to limit risks while teaching is occurring to decrease timeline to home alone.	Person has majority of skills to respond to a fire. Minimal teaching should occur to ensure all skills are met.	Person possesses all necessary skills to respond to a fire.



		Emerging Skills	Developing Skills	Mastering Skills	Exemplary Skills
<b>Section 4: Power Outage</b>	<i>raw score</i>	0-3	4	5	6
		Person does not have the skills to respond to a power outage. Significant adaptations or teaching much occur.	Person has limited skills to respond to a power outage. Adaptations to limit risks while teaching is occurring to decrease timeline to home alone.	Person has majority of skills to respond to a power outage. Minimal teaching should occur to ensure all skills are met.	Person possesses all necessary skills to respond to a power outage.
<b>Section 5: Medical Safety</b>	<i>raw score</i>	0-7	8-9	10	11
		Person does not have the skills to respond to a medical emergency. Significant adaptations or teaching much occur.	Person has limited skills to respond to a medical emergency. Adaptations to limit risks while teaching is occurring to decrease timeline to home alone.	Person has majority of skills to respond to a medical emergency. Minimal teaching should occur to ensure all skills are met.	Person possesses all skills related to the response to a medical emergency.
<b>Section 6: Household Safety</b>	<i>raw score</i>	0-3	4	5	6
		Person has only the beginning skills or no skills in regards to safety when using household items. Significant adaptations or teaching must occur.	Person has some skills with regards to safety when using household item. Adaptations should occur to increase timeline for home alone to take place while teaching is occurring.	Person has majority of skills to stay home alone and remain safe when using household item. Minimal teaching should still occur to ensure person has all necessary skills.	Person possesses all skills assessed with no concerns regarding using household item.
<b>Section 7: Going Out</b>	<i>community raw score</i>	0-3	4	5	6
	<i>no comm. raw score</i>	0	1	2	3
		Person have inadequate or no community safety skills. Significant adaptations or teaching must occur.	Person has limited community safety skills. Adaptations regarding time spent alone or frequent check-ins could be considered while teaching is occurring.	Person has majority of the skills to be safe while in the community. Minimal teaching should still occur to ensure person has all necessary skills.	Person possesses good community safety skills and there are no concerns regarding the ability to stay home alone.

		Emerging Skills	Developing Skills	Mastering Skills	Exemplary Skills
	<i>raw score</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<b>Section 8: Respecting Property and Belongings</b>		Person has inadequate or no skills in honouring boundaries with others. Significant adaptations or teaching much occur.	Person has limited skills in being able to honour appropriate boundaries. Adaptations to minimize boundary violations should be in place while teaching occurs.	Person has majority of skills to honour boundaries. Teaching should occur to ensure person has all skills.	Person possesses all skills related to honour the boundaries of others.



## TOOL FOR THE ASSESSMENT OF LEVELS OF KNOWLEDGE: HOME ALONE (TALK-HA) REVISED

### RESULTS

Original: D. Lee, D. Hingsburger, L. Angus, J. Capra, T. Grillo, Y. Horvath, L. Lynn, K. Miller

2017 Revision: L. Atkinson, H. Hermans, D. Hingsburger, J. Nantais, C. Outhwaite-Salmon

Complete Support Questionnaire with staff, or family member, who knows the person well. Complete TALK-HA Tool with Person Supported. Within the **Summary Recommendations** indicate any areas where the MUST PASS questions were not met, any reviews required and/or recommendations for additional teaching or adaptations. Use the Summary Recommendations to inform the results below.

MY STAYING SAFE AT HOME ALONE PLAN:

☐ I can stay home alone

OR

☐ I can stay home alone with the following adaptations or supports in place:

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For a maximum period of time of: \_\_\_\_\_

OR

☐ I can stay home alone after I have learned how to do these things (I may have to pass another assessment)

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Signature of Person

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Signature of Interviewer