

DIDD PROVIDER TRAINING: THE SIS[®] ASSESSMENT

Presented by Ascend, a MAXIMUS Company

Training Objectives

2

- Discuss philosophy and history of SIS[®]
- Define provider roles and responsibilities
- Explain how to read and use the SIS[®] Summary Report

What is the SIS[®] ?

3

□ SIS[®] stands for

SUPPORTS

INTENSITY

SCALE



The SIS[®] was created by AAIDD

4

- Who is AAIDD?
 - ▣ American Association on Intellectual and Developmental Disabilities
 - ▣ Publishers of the SIS[®] assessment



Introduction to the SIS[®]

5

- A standardized assessment
- A semi-structured interview
- Consists of 86 questions in 3 sections



Introduction to the SIS[®]

6

- Represents a paradigm shift in the field of developmental disabilities – success-based versus deficiency-based
- Do **WITH** instead of
Do **FOR** a person

How is the SIS[®] different?

7

- Emphasizes *supports* rather than deficits
- Leads to *person-centered* rather than program-centered thinking
- Highlights *success potential* rather than status quo services

How is the SIS[®] different?

8

- Measures *what it would take to live a life of inclusion in the community* rather than inclusion in segregated settings
- Explores a *full range of everyday life activities* rather than limiting expectations about an individual's potential.



Fundamental Principle of the SIS[®]

9

- People with disabilities deserve to:
 - ▣ Experience the same rights and responsibilities,
 - ▣ Explore dreams and expectations, and to
 - ▣ Discover and access opportunities that are available to other adults in their community.
 - ▣ Participate as part of a larger community rather than in a segregated setting.



What the SIS[®] Measures

10

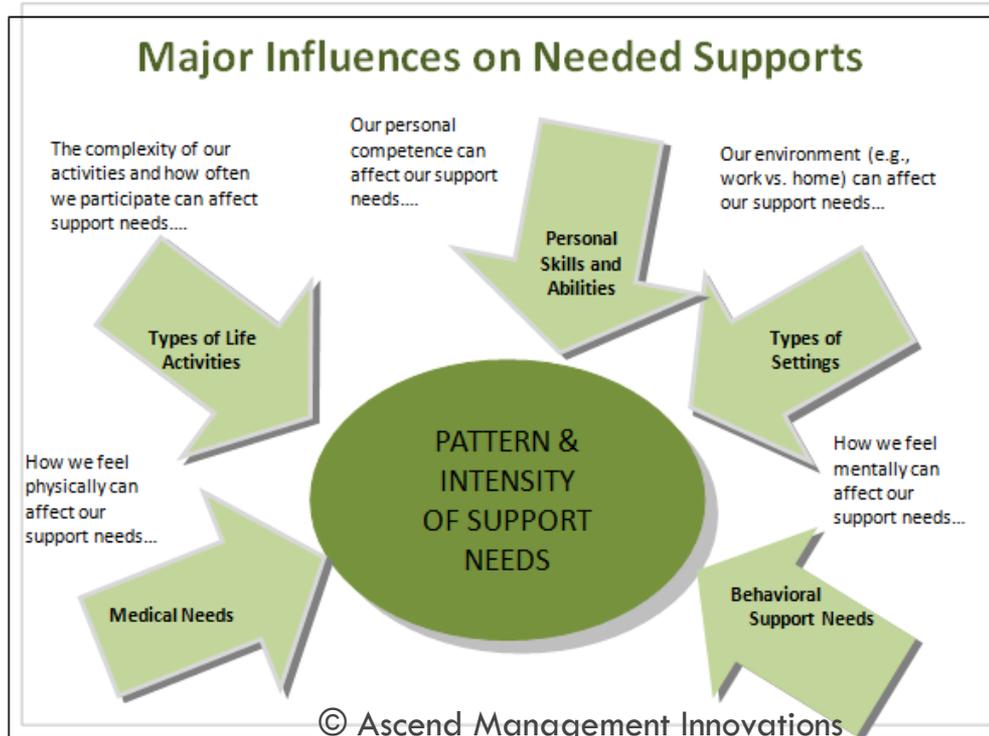
□ Success –

- The SIS[®] measures the support that is needed to help the person with a disability:
 - ▶ Engage in activities like other same-aged adults
 - ▶ Participate as fully in the activity as possible
 - ▶ Participate as often as other adults in the community



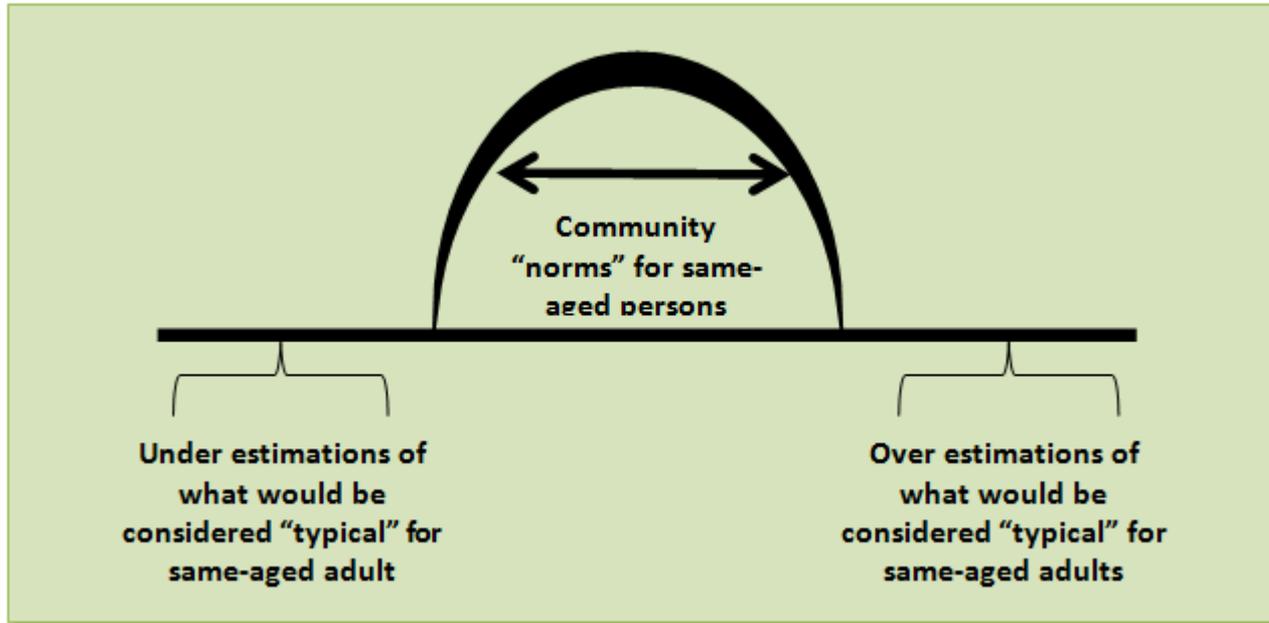
What affects our support needs?

12



Thinking about SUCCESS...

13



ICAP vs. SIS[®]

14



VS.



ICAP

vs.

SIS[®]

15

- Measures adaptive behaviors & functional limitations
- Not very effective in measuring day-to-day support needs
- Does not capture planning discussions on how to help the individual live an everyday life

- Measures nature of support needed to be successful
- Easily used for day-to-day planning purposes
- Very helpful for discussions of natural supports and person-centered goals

ICAP

vs.

SIS[®]

16

--Multiple separate
interviews

--20 to 30 minutes to
complete

--Once every
2 years

--One interview all
together

-- 1 1/2 to 2 hours to
complete

-- Once every
3 years



Sections of the SIS[®]

17

- There are 3 Sections of the SIS[®]
 - ▣ Section 1 – The Support Needs Scale
 - ▣ Section 2 – Supplemental Protection & Advocacy Scale
 - ▣ Section 3 – Exceptional Medical & Behavioral Support Needs



Section 1 – Support Needs Scale

18

- Section 1 is comprised of 6 domains covering all life areas.
 - ▣ 1A – Home Living
 - ▣ 1B – Community Living
 - ▣ 1C – Lifelong Learning
 - ▣ 1D – Employment
 - ▣ 1E – Health & Safety
 - ▣ 1F – Social Activities

- It is the only section of the SIS[®] that is standardized.



Section 1A – Home Living

19

- Home living:
 - ▣ Dressing and personal hygiene
 - ▣ Caring for clothes
 - ▣ Tidying around the home
 - ▣ Preparing and eating meals
 - ▣ Using home electronics



Section 1 B- Community Living

20

- Community living:
 - ▣ Transportation
 - ▣ Accessing public settings
 - ▣ Running errands and using community services
 - ▣ Shopping
 - ▣ Visiting friends and family
 - ▣ Interacting with community members
 - ▣ Engaging in recreation and leisure activities



Section 1C – Lifelong Learning

21

- **Lifelong Learning**
 - Comprised of 2 sub-sections
- **Formal (Classroom) Learning**
 - Planning for and selecting classes
 - Accessing and participating in adult education
 - Using technology to promote learning
- **Informal (Everyday) Learning**
 - Problem solving
 - Using functional academics
 - Staying healthy, safe and fit
 - Exercising self-determination and self-management



Section 1 D - Employment

22

- Employment
 - ▣ Learning job skills
 - ▣ Accessing job accommodations
 - ▣ Interacting with coworkers and supervisors
 - ▣ Maintaining quality and productivity
 - ▣ Adapting to changes
 - ▣ Obtaining information from the employer



Section 1 E – Health & Safety

23

- Health & Safety
 - ▣ Taking medications
 - ▣ Accessing healthcare services
 - ▣ Avoiding health and safety hazards
 - ▣ Ambulating safely
 - ▣ Accessing emergency services
 - ▣ Maintaining proper nutrition and exercise
 - ▣ Maintaining emotional well-being



Section 1 F – Social Activities

24

- Social Activities
 - ▣ Socializing at home and within the community
 - ▣ Participating cooperatively with others
 - ▣ Using appropriate social skills
 - ▣ Communicating effectively
 - ▣ Making and keeping friends
 - ▣ Engaging in loving and intimate relationships
 - ▣ Engaging in volunteer work



Section 2 – Protection & Advocacy

25

- ❑ Because it was not normed, it is not standardized – no standardized score on the summary report
- ❑ Covers more broad-based themes
 - ❑ Advocating for self and others
 - ❑ Managing money and personal finances
 - ❑ Protecting self from exploitation
 - ❑ Exercising legal/civic responsibilities
 - ❑ Obtaining legal services
 - ❑ Making choices and decisions
 - ❑ Participating in advocacy groups



Section 3 – Exceptional Medical & Behavioral Support Needs

26

- ❑ Not standardized – no standardized score.
- ❑ 29 exceptional medical and behavioral support needs.
- ❑ Recommended as the starting point for the SIS[®] assessment, rather than the last section.
- ❑ Information identified here often threads throughout the assessment.



Section 3 – Exceptional Medical & Behavioral Support Needs

27

- There are many ways to measure medical and behavioral needs, and the SIS[®] can't capture everything.
- What the medical and behavioral sections do is give a good “red flag” that there may be exceptional needs happening.



How Supports are Measured

28

- Sections 1 and 2
 - ▣ The type of support to help the individual be fully engaged
 - ▣ How often the support is needed to fully involve the individual in the process
 - ▣ How much cumulative active support time is needed in the course of a typical day
 - ▣ Rate on a scale from 0-4

- Section 3
 - ▣ Consider if the absence of support would pose an important health or safety risk to the individual or others
 - ▣ Rate on a scale from 0-2



The SIS[®] is a Robust Instrument

29

- ❑ Studies have proven the SIS[®], when done correctly, is a valid, reliable assessment of support needs.
- ❑ The SIS[®] can be used to guide as well as reinforce a person's ISP plan.
- ❑ It provides a starting place for identifying needs, along with a person's goals and preferences.

Ascend and the SIS[®]

30

- ❑ Ascend has had their SIS[®] data analyzed by a third party, who showed their assessments to be 100% reliable, better than anyone in the nation.
- ❑ SIS[®] Assessors go through extensive training and testing to become certified.
- ❑ Assessors are observed regularly by a trainer to ensure adherence to protocol.

Ascend and the SIS[®]

31

You see this:



The assessor must consider these factors:

- covered in A5
- operating advanced kitchen appliances
4. **Eating food.** The focus of the item is on supports associated with the ingesting of foods and beverages for nourishment in all environments throughout the day.
- Essential Elements: Eating safely, using utensils.**
- **Set up the food for ingestion [where relevant] (e.g., setting up tube feeding, arranging mechanical devices that aid eating, providing specialized eating utensils, setting up a plate for a person with visual impairment using “a clock” method, etc.)**
 - Assist with or teach use of utensils, including appropriate use of knife, fork and spoon or **adaptive utensils**
 - Cut food on plate to the appropriate size
 - **Assist with positioning to facilitate chewing, swallowing, and digestion**
 - **Assist during tube feeding (e.g., waiting, checking for residuals, flushing the tube with water, etc.) [where relevant]**
 - Regulate food intake (e.g., preventing choking or eating too fast)
- ★ **Does not include:**
- table manners – covered under F6
- If rating supports for a person requiring tube or IV feeding, all steps that occur after the food or supplement is ready to be inserted into the tube or IV would be captured under A4, including: inserting/pouring the food/liquid into the tube and the end flushing or attaching the IV solution.
 - For persons who have alarms or run on a continuous feed system, only the actual “hands on” time should be considered when rating for the daily support time.
 - Keep in mind any supports needed to prevent food seeking; locked food is a support.
 - Individuals with food seeking behavior may require additional support to eat food safely (e.g., to not eat from the garbage, not eating bones, regulating speed at which they eat, etc.).
 - Ensure the FQ and DST follow the TOS selected.
 - This item does **not** include supports for dietary



What the SIS[®] Does NOT Do

32

- The SIS[®] does not:
 - Diagnose intellectual developmental disabilities
 - Determine eligibility for needed services and supports
 - Does not, in isolation, change the services a person receives

Both an ICAP and a SIS[®]?

33

- Yes, some individuals will be getting both an ICAP and a SIS[®] within a several month period.
- A pilot of 500 individuals was randomly chosen to have both assessments so that DIDD could take a look and see how they compare.



Transition from ICAP to SIS[®]

34

- ❑ The ICAP will be phased out from use no later than June 2013.
- ❑ Many individuals have already begun receiving SIS[®] assessments in place of ICAP assessments.
- ❑ People chosen for the “pilot” will have both an ICAP and a SIS[®] within a few months.



The SIS[®] Process- How It Works

35

- Assessors receive information regarding an individual's SIS[®], such as provider agencies.
- Assessors will contact the “lead agency” first.
- Agency Hierarchy:
 - Residential Provider
 - Day Provider
 - PA Provider



The SIS[®] - Role of the ISC

36

- ❑ ISCs may be asked to assist with scheduling when a person has transitioned agencies and the assessor is having difficulty locating him or her.
- ❑ ISCs may attend or be a respondent.
- ❑ ISCs are the liaison to the family to let them know about the SIS[®].



The SIS[®] - Individual Participation

37

- ❑ Individual participation is **highly** encouraged.
- ❑ The person can stay for all or part of the process.
- ❑ The person is not required to attend the SIS[®], but the assessor must be able to meet the person for the assessment to be valid.



Respondents

38

- AAIDD has established specific criteria as to who qualifies as a SIS[®] respondent.
 - ▣ The person must:
 - Have known the individual being assessed for at least 3 months.
 - Be able to speak knowledgably about support needs across a variety of everyday settings.

- Ascend must have at least TWO valid respondents to conduct the SIS[®] assessment.

How do we choose respondents?

39

RESPONDENT CRITERIA:

How long has the contact known the individual? ▼

Has the contact had significant experience observing and/or supporting the individual in:

(check all that apply. If none apply, click the **Qualify** button.)

- Daily Living** – everyday activities performed in the home (i.e., dressing and personal care, meal preparation, cleaning, etc.)
- Community and social activities** – general activities performed in the community including supports to communicate effectively and for transportation (i.e., participating in recreational and leisure activities, using public services, shopping, interacting with friends and loved ones, volunteering, etc.)
- Employment and/or educational activities** - learning and applying skills in formal and informal settings and engaging in a competitive job in the community
- Health, protection and/or advocacy activities** – activities to be safe (i.e., speaking up for oneself and others, avoiding exploitation, being safe at home and in the community and accessing health care and emergency services, etc.)

Qualify

Role of the respondents

40

- As respondents, YOU are the experts on describing the person being assessed.
- Your job is to paint a picture of what supports are needed for success.

Role of the assessor

41

- The assessor's job is to explain what the questions are asking.
- He or she will help the team talk through the item and come to a consensus for each rating.
- However, the assessor will keep in mind AAIDD's rules for scoring.

The SIS[®] is transparent

42

- ❑ For every question, the assessor will let you know what they are marking as a rating.
- ❑ The assessor will also let you know what notes they are taking about the person.
- ❑ Your assessor may use a computer or paper for the assessment.

Professional Judgment

43

- You will hear the assessor ask questions about the ratings you choose. This is not because they doubt you, but because they are ensuring that the question is rated according to the authors' intentions.

Professional Judgment

44

- The SIS® publishers emphasize that the assessor use:
 - ▣ Understanding of the SIS®
 - ▣ Synthesis of respondent information
 - ▣ Observations of the individual
 - ▣ Professional training/experience
 - ▣ Critical thinking

Together these will determine the final rating.



Can I “appeal” the SIS[®] score?

45

- Reconsiderations:
 - ▣ With ICAP, a phone interview could be conducted to provide additional information when disputing scores.
 - ▣ This will not be done for SIS[®].
 - ▣ Reason – the ICAP consisted of multiple interviews, so reconsideration was simply adding an interview. With SIS[®] being a group interview where respondents reach a consensus, that environment cannot be recreated with a phone call.



Can I “appeal” the SIS[®] score?

46

- ❑ Appeals – Scores for the SIS[®] are not appealable. Therefore, in order to have the opportunity to contribute your knowledge of an individual, you *must* attend the assessment.
- ❑ Redos – must be approved by DIDD when or if a change of status occurs.

The SIS[®] - What happens next?

47

- All SIS[®] assessments receive a thorough Quality Audit after the interview is completed.
- Clinicians look for missed ratings, errors, or incongruencies in scoring.
- Final report will be sent to providers following QA completion – this may take a few weeks.



Regional Office Intake Process

48

- ❑ Intake will no longer complete ICAPs after full transition to the SIS[®].
- ❑ DIDD is not considering SIS[®] as an Intake tool, as there will not always be knowledgeable respondents available for an interview.
- ❑ Intake will determine an initial rate based on review of medical records, family interview, interviews of other professionals and observation of the person.



What do I DO with the SIS[®]?

49

- ❑ A valuable asset to the COS/Planning Team.
- ❑ Activities assessed are directly related to the ISP.
- ❑ EXCELLENT TOOL when looking to transition individuals to competitive employment.
- ❑ SIS[®] discussions often lead to planning objectives.

How do I read the SIS[®] Summary Report?

The SIS[®] Summary Report

51



AAIDD

Supports Intensity Scale Report

Confidential Interview and Profile Results for the Supports Intensity Scale (SIS)

Last Name:	Doe	Report Date:	09/26/2012
First Name:	John	Interview Date:	08/13/2012
Middle Name:		Ascend ID:	
Date of Birth:		Gender:	M
Address:		Age:	49
City:	Nashville	Language:	English
State, Zip:	TN,37214	Phone:	
SSN:			
Interviewer:	Hannah Cotten	Position:	Assessor
Agency:	Ascend	Phone:	8774311388
Reason:	First SIS		

Individual Participation in Assessment: Part Of

© Ascend Management Innovations

The SIS[®] Summary Report- Page 1

52

- ❑ Page One is the demographics page.
- ❑ Please let us know if any demographic information on the reports you receive from us is incorrect or needs updating.
- ❑ On this sample, DOB, ID number, and address were deleted for HIPAA compliance.

The SIS[®] Summary Report

53

Support Providers - Essential supports for this individual are being provided by the following individuals/organizations:

Name	Relationship	Phone Number
Omnivisions	day & res agenc	6157263603
Compass Coord	ISC	6152429500

Respondent Data - Information for the SIS ratings was provided by the following respondents:

Name	Relationship	Language Spoken
	Parent	English
	Parent	English
	Self	English
	Direct Support Staff	English
	Direct Support Staff	English

The SIS[®] Summary Report- Page 1

54

- ❑ The report you receive will show the respondents' names.
- ❑ Please always inform the person who calls to schedule if there is a conservator involved.
- ❑ Conservators are always invited and encouraged to attend, but they may choose whether or not to participate.

The SIS[®] Summary Report

55

Doe, John

Date SIS Completed:

08/13/2012

Section 1A: Support Needs Ratings

Activity Subscale and Composite Score Results

Activities Subscale	Total Raw Score	Standard Score	Percentile	Confidence Interval (95%)
A. Home Living	67	12	75	11-13
B. Community Living	58	10	50	9-11
C. Lifelong Learning	78	12	75	11-13
D. Employment	66	11	63	10-12
E. Health and Safety	71	12	75	11-13
F. Social	66	11	63	10-12
Activities Standard Score Total:	68			
SIS Support Needs Index:	109			(95% Confidence Interval: 112-106)
Percentile:	73			

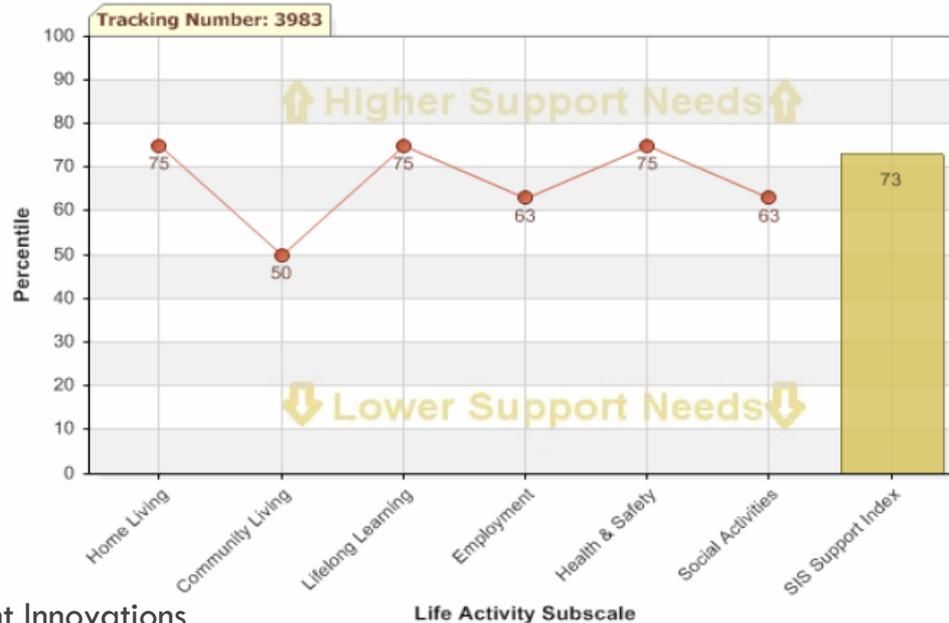
The SIS[®] Summary Report

56

Section 1B: Support Needs Profile

Activity Subscale and Composite Score Profile

—●— Activity Subscale Percentile 73 ■ SIS Support Index Percentile





The SIS[®] Summary – Support Needs Ratings

57

- Raw scores are converted to standard and percentile scores to determine an overall *Support Needs Index*
- The higher a *Support Needs Index*, the more intense the individual's support needs.
- Both scores define how each individual compares to other adults with disabilities that were part of the norming sample.



The SIS[®] - Section 1A - Support Needs Profile

58

- This is a visual representation of percentile ranking in each domain assessed.
- The SIS[®] Support Index scores are graphed to show the person's overall profile when considered across all domains.

The SIS[®] Summary Report

Section 2: Supplemental Protection and Advocacy Scale

Protection and Advocacy Activities in Rank Order	Raw Score
Item 3: Protecting self from exploitation	12
Item 2: Managing Money and finances	12
Item 7: Making choices and decisions	10
Item 4: Exercising legal responsibilities	8
Item 1: Advocating for self	8
Item 6: Obtaining legal services	7
Item 8: Advocating for others	6
Item 5: Belonging to/participating in organization	6

Note. Activities ranked 1-4 are examined to help in developing support plans. Attention should also be paid to activities that are tied for first and fourth positions.

The SIS[®] - Section 2

Supplemental Protection & Advocacy Scale

60

- This section was not norm referenced and is not used to determine the SIS Support Needs Index.
- Items are ranked from highest to lowest score.
- The four highest ranked items should be considered when developing ISPs, as these are areas where the person may be most vulnerable and in need of support.

The SIS[®] Summary Report

Section 3: Exceptional Medical and Behavioral Support Needs

Activity	Total Points	*Total Points > 5	*Any Item Circled "2"
A. Medical	5	No	Yes
B. Behavioral	15	Yes	Yes

*Note. *If yes in any of these columns, it is highly likely that this individual has greater support needs than others with similar SIS Support Needs Index.*



The SIS[®] - Section 3 - Exceptional Medical and Behavioral Support Needs

62

- ❑ Scores are added to determine the subtotals for both Exceptional Medical and Exceptional Behavior Support Needs.
- ❑ The person's COS/Planning Team is recommended to review needed supports if:
 - ▣ Either section has a total score greater than 5
 - ▣ A two is circled for any sub-item

The SIS[®] Summary Report

63

Introduction to the SIS Report:

The supports intensity scale (SIS) profile information is designed to assist in the service planning process for the individual, their parents, family members, and service providers. The profile information outlines the type and intensity of support the individual would benefit from to participate and be successful in his or her community. The SIS profile report is best applied in combination with person-centered planning to achieve the desired outcome in creating individual goals.

<p style="text-align: center;">Type of Support</p> <p>If engaged in an activity over the next several months, what would the nature of the support look like?</p> <p><i>Important Question to Answer:</i> Which support type characterizes or most <u>dominates</u> the assistance that others would provide?</p>	<p style="text-align: center;">Frequency</p> <p>If you were going to be (insert item) over the next several months, how often would support be needed to be successful?</p> <p><i>Important Question to Answer:</i> How often would <u>support be needed</u> if the person were to participate? <u>Do not</u> focus on how often the activity actually occurs in the person's current life.</p>	<p style="text-align: center;">Daily Support Time</p> <p>If engaged in the activity over the next several months, in a typical 24-hour day, how much total, cumulative time would be needed to provide the support?</p> <p><i>Important Question to Answer:</i> How much time would be invested by others in providing support on a day that the person needs support to participate in the activity?</p>
<p>0 = none</p> <ul style="list-style-type: none"> ▪ No support needed at any time <p>1 = monitoring (reminders). For example:</p> <ul style="list-style-type: none"> ▪ Checking in, observing & giving reminders to complete the activity ▪ Asking questions to trigger the individual to complete steps within the activity <p>2 = verbal direction / gestural prompting (coaching). For example:</p> <ul style="list-style-type: none"> ▪ Giving verbal direction/gestural direction ▪ Walking a person through required steps ▪ Providing visual prompts ▪ Modeling some or all of the steps <p>3 = partial physical assistance (help through doing). For example:</p> <ul style="list-style-type: none"> ▪ Some, but not all, steps require hand over hand assistance ▪ Some, but not all, essential elements completed for the person (could include speaking for the person to ensure successful communication) <p>4 = full physical assistance (doing for). For example:</p> <ul style="list-style-type: none"> ▪ All, or nearly all, steps require hand over hand assistance ▪ All, or nearly all, essential elements need to be completed for the person (could include speaking for the person to ensure successful communication) 	<p>0 = none or less than monthly</p> <p>1 = at least once a <u>month</u>, but not once a week</p> <p>2 = at least once a <u>week</u>, but not once a day (up to 6 days a week)</p> <p>3 = at least once a <u>day</u>, but not once an hour (at least 7 days a week)</p> <p>4 = <u>hourly</u> or more frequently (24 hours a day)</p>	<p>0 = none</p> <p>1 = less than <u>30 minutes</u></p> <p>2 = 30 minutes to less than <u>2 hours</u></p> <p>3 = 2 hours to less than <u>4 hours</u></p> <p>4 = 4 hours or more</p> <div style="text-align: right;">  <p style="font-size: small;">A national Association of Intellectual and Developmental Disabilities</p> </div>



The SIS[®] Summary Report - Introduction

65

- This page shows the rating scale that respondents use when determining appropriate scores for each sub-item.
- This rating scale is used when assessing Sections 1 - A, B, C, D, E, F and Section 2

Detailed Response – 1A

Detailed Responses of All Assessment Items

Section 1-Caretaker and Environmental Risk

Part A-Home Living Activities		Freq	Time	Type	Important "To" or "For"
1	Using the toilet	3	3	3	F
2	Taking care of clothes (includes laundering)	2	2	3	
3	Preparing food	3	3	3	F
4	Eating food	3	3	3	F
5	House keeping and cleaning	3	2	3	
6	Dressing	3	2	3	
7	Bathing and taking care of personal hygiene and grooming needs	3	2	3	
8	Operating home appliances	3	2	4	

Section Notes: John has a catheter which requires extensive support. It is also important for him to have someone to puree his foods and thicken his liquids. When he eats, he needs someone to give him bites of lemon ice every few bites to help him swallow.



The SIS[®] - Section 1, Part A

67

- Type of Support- all **3s** (*partial physical assistance, help through doing*) except one score of **4** (*full physical assistance, doing for*).
- Frequency – all **3s** (*at least 7 days/week*) with one score of **2** (*at least once a week – up to 6 days a week*)
- Daily Support Time – mostly scored **2** (*30 minutes to < 2 hours*), with three **3s** (*2 to 4 hours*)

The SIS[®] Summary Report - Section Notes

68

- Each section allows space for assessors to note additional/qualifying information respondents felt needed to be captured to understand the person.
- These notes can be used to facilitate dialogue among the COS/Planning Team when completing the ISP.



The SIS[®] Summary Report - Section 1, Part A

69

- ❑ Section notes – provide information to the reader of the report to better understand what a person's support needs might look like.
- ❑ Important To/Important For – does not affect the SIS[®] score – is for the planning team.
- ❑ Both kinds of information are vital to person centered planning.

Detailed Response – 1 D

Part D-Employment Activities		Freq	Time	Type	Important "To" or "For"
1	Accessing/receiving job/task accommodations	1	2	4	
2	Learning and using specific job skills	2	4	3	
3	Interacting with co-workers	2	4	3	
4	Interacting with supervisors and coaches	2	4	3	
5	Completing work related tasks with acceptable speed	2	4	3	
6	Completing work related tasks with acceptable quality	2	4	3	
7	Changing job assignments	2	2	3	
8	Seeking information and assistance from an employer	2	1	4	

Section Notes: If John were employed in the community, he would need someone to provide support to complete the job tasks throughout the entire work shift.



The SIS[®] - Section 1, Part D

71

- Type of Support – all **3s** (*partial physical assistance, help through doing*) except two scores of **4** (*full physical assistance, doing for*).
- Frequency – all **2s** (*at least once a week – up to 6 days a week*), with one score of **1** (*at least once a month but not every week*)
- Daily Support Time – Scores of **4, 2, and 1**



The SIS[®] - Section 1, Part D

72

- ❑ Section notes - Indicate that competitive employment would likely be very challenging, as the support person would need to do the entire job.
- ❑ Respondents noted **Nothing** in the Important To/Important For Section – consider...
 - ❑ Would he enjoy having some spending money?
 - ❑ Is it important to him to find ways to feel competent while being productive?

Detailed Response – Section 2

Section 2-Supplemental Protection and Advocacy Scale

		Freq	Time	Type	Important "To" or "For"
1	Advocating for self	3	2	3	
2	Managing money for personal finances activities with others	4	4	4	F
3	Protecting self from exploitation	4	4	4	F
4	Exercising legal responsibilities	3	2	3	
5	Belonging to and participating in self-advocacy/support organizations	1	2	3	
6	Obtaining legal services	0	3	4	
7	Making choices and decisions relationships	3	4	3	
8	Advocating for others	2	1	3	

Section Notes: It is important for John to have someone to recognize potential exploitation and to manage his money.

The SIS[®] Summary Report - Section 2

Supplemental Protection and Advocacy Scale

74

- Rating scale (Type of Support, Frequency, and Daily Support Time are same as Section 1).
- Again, this section is not included when determining the Support Need Index as it is not norm referenced.
- It is vital information when planning supports.

Exceptional Medical and Behavioral Support Needs

Please rate any current extraordinary support needed. Consider if the absence of the contribution could pose an important health or safety risk.

Note: In choosing an appropriate score for this section remember to gauge the level of currently needed contribution by the support person.

The critical question to answer when completing the medical items is "What is the significance of the following medical conditions for this person in regard to extra support required?"

The critical question to answer when completing the behavioral items is "What is the significance of the following challenging behaviors for this person in regard to extra support required?"

0 = no support needed

- No support needed because the medical condition or behavior is not an issue, or no support is needed to manage the medical or behavioral condition.

1 = some support needed

Some support is needed to address the medical condition and/or behavior. People who support must be cognizant continuously of the condition to assure the individual's health and safety. For example:

- Checking in and observing
- Monitoring and providing occasional assistance
- Minimal/physical hands on contribution
- Support is episodic and/or requires minimal devoted support time

2 = extensive support needed

Extensive support is needed to address the medical condition and/or behavior. For example:

- Significant physical /hands on contribution
- Support is intense and/or requires significant support time

Other(s):

- Add support for as many exceptional medical conditions or challenging behaviors as needed, but do not be redundant (i.e., do not rate something twice that has been considered under a different item)
- Rate exceptional supports needed to manage any condition or behavior that is listed
- Score each condition requiring exceptional support independent from one another

Detailed Response – 3A

Section 3-Exceptional Medical & Behavioral Support Needs

Part A-Medical Supports Needed	Score
1 Inhalation or oxygen therapy	0
2 Postural drainage	0
3 Chest PT	0
4 Suctioning	0
5 Oral stimulation or jaw positioning	1
6 Tube feeding (e.g., nasogastric)	0
7 Parental feeding (e.g., IV)	0
8 Turning or positioning	0
9 Dressing of open wound(s)	0
10 Protection from infectious diseases due to immune system impairment	0
11 Seizure management	0
12 Dialysis	0
13 Ostomy care	0
14 Lifting and/or transferring	1
15 Therapy services	1
16 Other: currently has a catheter, and prostate problems which will be corrected in a surgery later this month. He also will have an internal catheter placed.	2

Section Notes: He takes medication for GERD and chronic constipation.

Detailed Response – 3B

Part B-Behavioral Supports Needed	Score
1 Prevention of assaults or injuries to other	2
2 Prevention of property destruction (e.g., fire setting, breaking furniture)	2
3 Prevention of stealing	0
4 Prevention of self-injury	2
5 Prevention of pica (ingestion of inedible substances)	0
6 Prevention of suicide attempts	2
7 Prevention of sexual aggression	0
8 Prevention of non-aggressive but inappropriate behavior	1
9 Prevention of tantrums or emotional outbursts	2
10 Prevention of wandering	2
11 Prevention of substance abuse	0
12 Maintenance of mental health treatments	2
13 Prevention of other serious behavior problem(s):	0



The SIS[®] - Section 3 - Exceptional Medical and Behavioral Supports Needs

78

- Uses a single 0 – 2 rating scale.
- This section is not included when determining the Support Needs Index as it is not norm referenced.
- However, high scores in these two areas may be reflected in the intensity of needed supports throughout the assessment.

Most Important To the Individual

79

Most Important To the Individual

Sect 1, Part F Item 3	Socializing outside the household	8
Sect 1, Part B Item 6	Shopping and purchasing goods and services	7

Most Important For the Individual

Most Important For the Individual

Sect 1, Part E Item 2	Avoiding health and safety hazards	12
Sect 2, Item 2	Managing money for personal finances activities with others	12
Sect 2, Item 3	Protecting self from exploitation	12
Sect 1, Part C Item 8	Learning self-determination skills	11
Sect 1, Part C Item 9	Learning self-management strategies	11
Sect 1, Part A Item 1	Using the toilet	9
Sect 1, Part A Item 3	Preparing food	9
Sect 1, Part A Item 4	Eating food	9
Sect 1, Part E Item 1	Taking medications	9
Sect 1, Part E Item 3	Obtaining health care services	8
Sect 1, Part E Item 5	Learning how to access emergency services	8
Sect 1, Part B Item 8	Accessing public buildings and settings	7

HOW DO I USE SIS[®] WITH MY ISP?



1. Description of the Person's Current Life:

Describe the Person's Current Situation and What is Important to the Person	Specify What the Person is Dissatisfied With and What Needs to Change (Any changes needed and listed in this column should be addressed in the Action Plan of this ISP.)
<p><i>What's important to and for John and what do others need to know to support John in these areas of daily life?</i></p> <p>a. Home:</p> <p>What do people like and admire about John? What are the good things that others say about John?</p> <p>What is important to John?</p> <p>What do others need to know to support John at home?</p>	<p><i>What's not working for John? What needs to be different?</i></p>

A. PERSONAL FOCUS

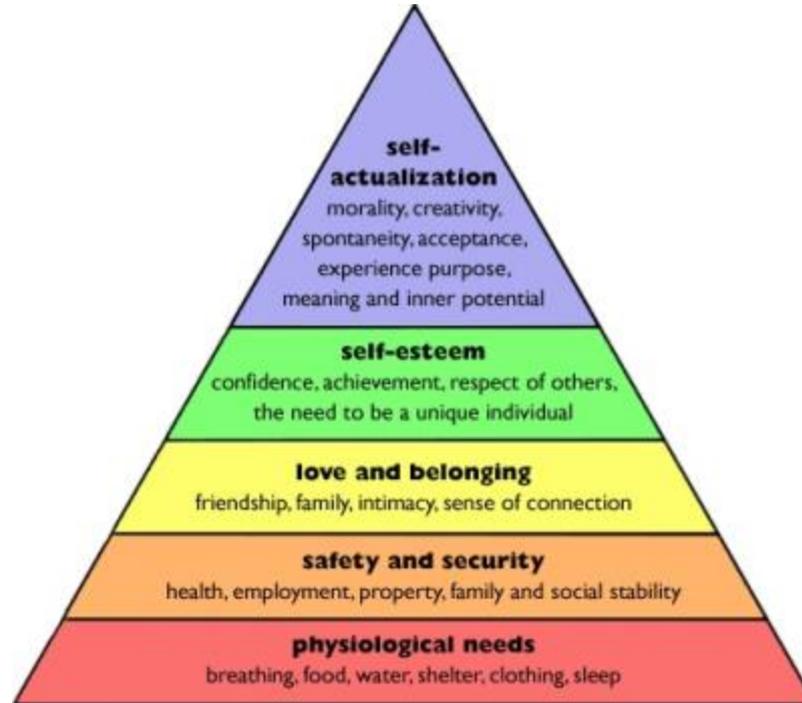
Describe the Person's Current Situation and What is Important to the Person	Specify What the Person is Dissatisfied With and What Needs to Change (Any changes needed and listed in this column should be addressed in the Action Plan of this ISP.)
<i>What's important to and for John and what do others need to know to support John in these areas of daily life?</i>	<i>What's not working for John? What needs to be different?</i>
b. Day: What is important to John during the day? What do others need to know to support John during the day?	
c. Relationships and Community Membership: What is important to John? What do others need to know to support John to develop and maintain relationships?	

IDENTIFYING POTENTIAL OUTCOMES AND SUPPORTS



Maslow's hierarchy of needs:

85



Citation: Schop, Cory. "Maslow's Hierarchy of Needs- What Are Man's Needs According to Maslow." *Safety Needs*. 22 July 2009. Web. 25 Apr. 2012. <<http://www.selfmademiracle.com/tag/safety-needs/>>.

Increasing independence

- If an individual scores a **4** on an item (full physical assistance), the individual may not be able to increase their engagement in the task.
- If an individual scores a **0** on an item (independent), the individual has already mastered the task.

Increasing independence

87

- For items that are rated a 3 for teamwork – could a goal be to move that item to a 2 – be able to coach them through it?
- For items that are rated a 2 for coaching – could a goal be to move that item to a 1 – be able to just give reminders or monitoring?

When doing planning...

88

- Consider where the individual is in the hierarchy of needs.
- Consider what items can an individual get *traction* on – where can we make a difference?

B. ACTION PLAN

Purpose: This Action Plan is developed based on information gathered from the person and the person's family or legal representative during a meeting with the person's support planning team and from assessments and other information sources.

The Action Plan consists of:

1. Identifying actions for achieving the person's desired outcomes;
2. Identifying actions for meeting the person's needs and preferences;
3. Identifying actions for supporting the person's activities of daily life;
4. Identifying actions to address any other risks in the person's life;
5. Planning actions for supporting the person during non-routine events; and,
6. Recording the action to be taken as the result of any other issues discussed during the planning meeting. The member of the team chosen and designated as the provider of the service or support used or needed by the person will be responsible for carrying out and documenting the implementation and/or completion of that particular action.

1. PERSONAL OUTCOMES:

Outcome & Personal Choice: Specify the person's desired personal outcomes and indicate barriers or risks.	Action Needed: Specify the actions needed to address, manage, or alleviate the risk and the type, frequency (hours/day, days/week), and location of supports and services needed.	Responsible Person or Entity	Projected Timeframes

2. SUPPORTS FOR DAILY LIFE: These are services and supports needed or preferred to ensure the person's health, safety, and welfare, and individual growth and development. These may involve home, work, school, play, church, community, etc.

Activity: List activity, barriers and risks, and, if applicable, the therapeutic goal and measurable outcome.	Action Needed: Specify the type, frequency (hours/day, days/week), and location of supports and services needed, including special equipment, technology, treatment, etc.	Responsible Person or Entity	Projected Timeframes



Questions & Answers

90

