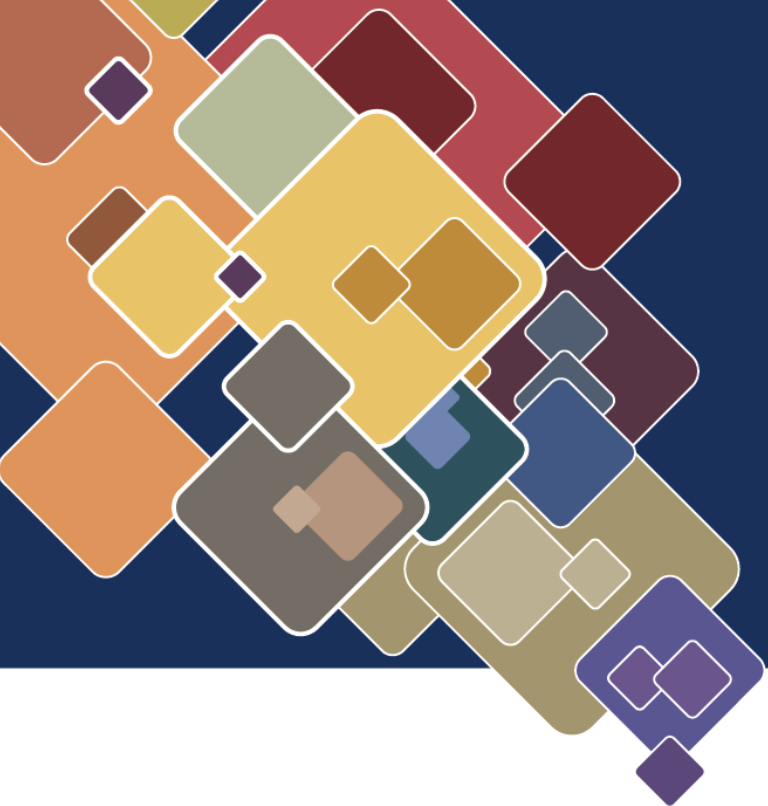




Welcome!

ODP Training: Supports Intensity Scale- Adult Version™ and Related Areas



SIS-ATM

Supports Intensity Scale—Adult VersionTM

Foundational Elements

Natalie Ihli, AAIDD Senior SIS Trainer



American Association
on Intellectual and
Developmental Disabilities



Walk Away

1. Understand the purpose of Supports Intensity Scale – Adult (SIS-A)
2. Know the components of the SIS-A
3. Interpret SIS-A results

What is MORE IMPORTANT to you?

Happiness



Meaning





The more **meaning** we find in life,
the more **happy** we typically feel,
and the more **happy** we feel, the
more we often feel encouraged to
pursue even greater **meaning** and
purpose.

-Scientific American 2017



The Supports Intensity Scale -Adult Version

- Developed by AAIDD over a **five-year period** in response to changes in how society views and relates to people with disabilities
- Originally published in 2004 as SIS
- SIS-A is the updated version, published in 2015



Multiple Uses for SIS

Individual Level. Basis for Individualized Support Plan

Agency Level. Basis for staffing, staff training, budgeting, strategic planning, and evaluation

System Level. Basis for resource allocation, research/evaluation, and systems planning

INTERVIEW AND PROFILE FORM



ID/TRACKING NUMBER

NAME _____
LAST FIRST MIDDLE

ADDRESS _____
 CITY, STATE, ZIP _____
 PHONE _____

PRIMARY LANGUAGE [CHECK ONE]
 ENGLISH SPANISH OTHER [PLEASE SPECIFY] _____

PRIMARY COMMUNICATION MODE [CHECK ONE]
 VERBAL AUGMENTATIVE / ALTERNATIVE

DATE OF BIRTH ____/____/____
MO DAY YR

GENDER MALE FEMALE

SIS—A ADMINISTRATION DATE ____/____/____
MO DAY YR

INDIVIDUALS OR ORGANIZATIONS PROVIDING ESSENTIAL SUPPORTS

NAME _____ RELATIONSHIP _____
 NAME _____ RELATIONSHIP _____
 NAME _____ RELATIONSHIP _____

RESPONDENTS

NAME _____ RELATIONSHIP _____
 NAME _____ RELATIONSHIP _____
 NAME _____ RELATIONSHIP _____

INTERVIEWER

NAME _____
 POSITION _____
 AFFILIATION _____
 PHONE _____ EMAIL ADDRESS _____

REORDER INFORMATION

To order additional manuals and forms, please call 202-387-1965, x216, or email books@aaidd.org. Product 350—User's Manual + 25 Interview Forms; Product 351—25 Interview Forms; Product 352—100 Interview Forms; Product 353—Manual only.

James R. Thompson • Ellen F. Byrge • Robert L. Schwab
 Kerrie A. Shogren • Marc J. Tassell • Michael L. Whitney
 Edward M. Campbell • Ella M. Crato
 Carolyn Hughes • David A. Rotholz

IQ RANGE [Check one]
 < 50 51-70 > 70 Unknown

ADAPTIVE BEHAVIOR RANGE [Check one]
 < 50 51-70 > 70 Unknown

RACE [Check one]
 White
 African American or Black
 Asian
 American Indian or Alaska Native
 Native Hawaiian or Pacific Islander
 Identifies with 2 or more races

ETHNICITY [Check one]
 Hispanic origin Not Hispanic origin

PRESENCE OF DISABILITIES [Check all that apply]
 Intellectual Disability
 Autism Spectrum Disorder
 Mental Health Diagnosis
 Speech/Language Impairment
 Physical Disability
 Low Vision/Blindness
 Deaf/Hard of Hearing
 Chronic Health Condition [please specify] _____
 Other _____

RESIDENCE [Check one]
 Lives in own home
 Family home including living with relatives
 Small congregate setting [< 7 residents]
 Midsize congregate setting [7-15 residents]
 Large congregate setting [> 15 residents]
 Nursing home
 Other _____

LOCATION [Check one]
 Urban Suburban Rural

EDUCATIONAL ATTAINMENT [Check one]
 Less than high school
 Completed high school
 Any postsecondary education

CURRENT EMPLOYMENT [Check all that apply]
 Competitive employment
 Supported employment
 Sheltered employment
 Nonpaid volunteer work
 Unemployed
 Retired, aged 65 or older

**Standardized
 Reliability
 Validity**

Measures the pattern and intensity of supports an adult with intellectual and developmental disabilities needs to be successful.

How SIS-A is Different





Five Trends that Created a Need for SIS

1. Changes in the Expectations for People with Disabilities
2. Functional Descriptions of Disabilities
3. Cultural and Chronological Age Appropriate Activities
4. Individual Driven Services and Supports
5. Support Networks that Provide Individualized Supports



Fundamental Principles of the SIS-A

People with disabilities deserve to:

- Experience the same rights and responsibilities as other adults their age without disabilities.
- Explore dreams and expectations.
- Discover and access opportunities that are available to other adults in the community.
- Participate as part of a larger community rather than in a segregated setting.



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Developmental Disabilities

SIS-A

Components and Administration



Supports Intensity Scale-Adult Version

SIS-A has Three Sections:

- Exceptional Medical and Behavioral Support Needs
- Supports Needs Index
- Supplemental Protection and Advocacy Scale



SIS-A Administration

SIS-A is administered via a **semi-structured interview** with two or more respondents who know the individual well.

The SIS-A and each Section of the SIS-A is introduced and explained prior to the interviewer asking item questions.

The SIS-A is measuring what support or help a person needs to complete each task. Each task contains multiple steps.

The SIS-A does not measure if a person can or can not do the task.



SIS-A Administration

The SIS-A assessment has an **Interviewer** and valid **Respondents** (the individual plus at least two respondents)

The **Interviewer and Respondents** work together to determine ratings that capture the supports the individual needs for success



Section 1: Exceptional Medical and Behavioral Support

CURRENT supports to maintain, treat or prevent exceptional needs.

Exceptional Support over and above, beyond what is usual, may have been trained to support individual by a professional

Rating Key

- ❖ 0 = No Support
- ❖ 1 = Some Support
- ❖ 2 = Extensive Support

Rating Key For Section 1

Type of Support		
0 = No Support Needed	1 = Some Support Needed	2 = Extensive Support Needed
<p>No support needed because the medical condition or behavior is not an issue, or no support is needed to manage the medical condition or behavior.</p>	<p>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.</p> <p>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</p>	<p>Extensive support is needed to address the medical condition and/or behavior.</p> <p>For example: Significant physical/hands on contribution Support is intense and/or requires significant support time</p>

Any rating of 2 in this area indicates an exceptional need with Medical conditions and/or Behaviors.

It should be noted that a high total score in section 1 clearly identifies additional support that is required for living safely in the community. The information from section 1 is considered separately from section 2.

Each item under Exceptional Medical and Behavioral is listed and presented from highest to lowest level of support.

Exceptional Medical and Behavioral key items are outlined and may be helpful in the development of the individual's support plan.



Section 1: Exceptional Medical Support Needs

- **Respiratory Care** (Oxygen use; postural drainage; Chest PT; Suctioning)
- **Feeding Assistance** (Oral Stimulation; Tube Feeding; Parenteral Feeding)
- **Skin Care** (Turning/Positioning; Dressing of Open Wounds)
- **Other Exceptional Medical Care** (Immune Issues, Seizure Management; Dialysis; Ostomy; Lifting/Transferring; Therapy; Hypertension;; Allergies; Diabetes)
- **Other**

Section 1A: Exceptional Medical Support Needs

Item	ex Needed
19. Other - Specify : super pubic catheter support.	2 - Extensive Support
1. Inhalation or oxygen therapy	0 - No Support Needed
2. Postural drainage	0 - No Support Needed
3. Chest PT	0 - No Support Needed
4. Suctioning	0 - No Support Needed
5. Oral Stimulation or jaw positioning	0 - No Support Needed
6. Tube feeding (e.g., nasogastric)	0 - No Support Needed
7. Resectal feeding (e.g., NG)	0 - No Support Needed

- Order of Importance/Number
- List all items



Section 1: Exceptional Behavioral Support Needs

Current and Exceptional Prevention

- **Externally Directed Destructiveness** (Assaults to others; emotional outbursts; property destruction; stealing)
- **Self Directed Behavior** (Self-Injury; Suicide Attempts; Pica)
- **Sexual Behavior** (Nonaggressive but inappropriate; Aggressive sexual behavior)
- **Other** (Substance Abuse; wandering; maintenance of mental health, other serious behavioral issues)

Section 1B: Exceptional Behavioral Support Needs

Item	ex Needed
1. Prevention of emotional outbursts	1 - Some Support
12. Maintaining mental health treatments	1 - Some Support
13. Other - Specify : obsessive behaviors.	1 - Some Support
2. Prevention of assaults or injuries to others	0 - No Support Needed
3. Prevention of property destruction (e.g., fire setting, breaking furniture)	0 - No Support Needed
4. Prevention of stealing	0 - No Support Needed



THE SUPPORT NEEDS INDEX (SNI)

Section 2





SIS provides important information

- **Explores** different aspects of life
- Points out activities the person may want to try
- Helps people understand how to provide **meaningful support**
- Provides an in-depth **picture** of the support needs

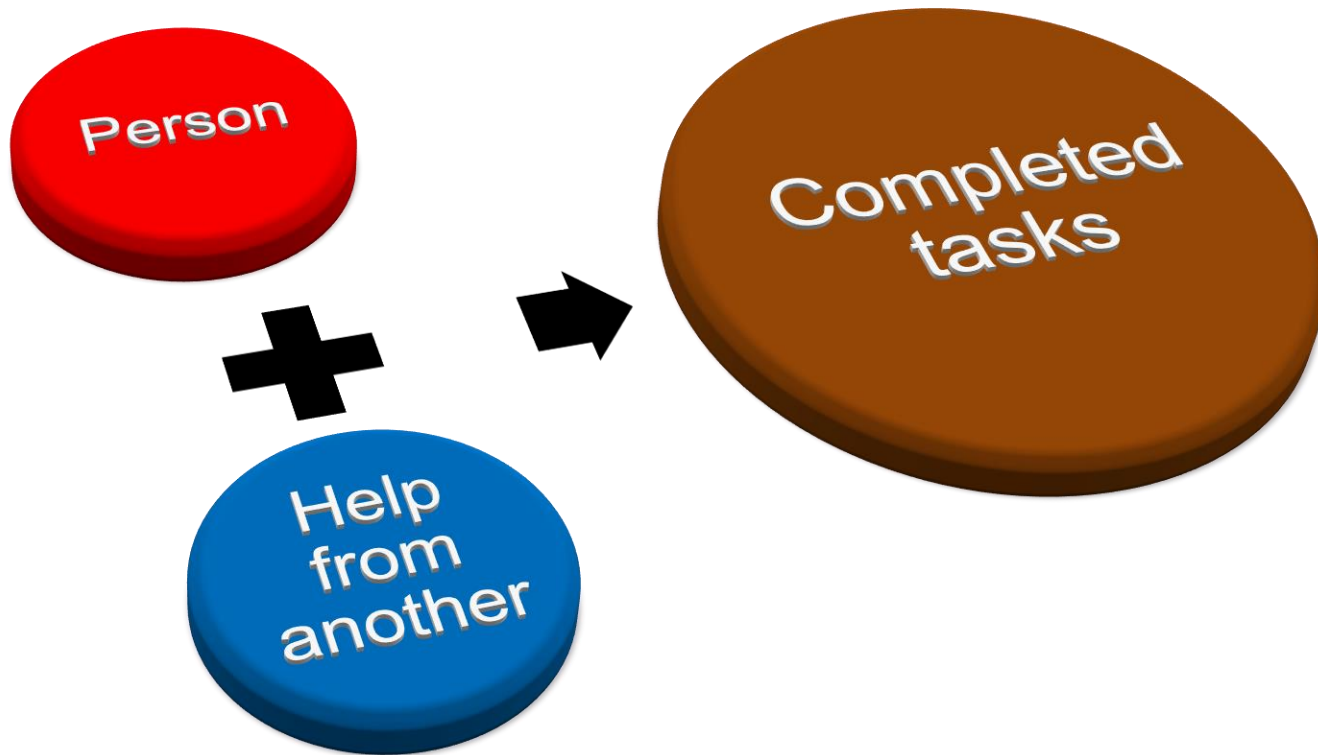
SIS is a PROGRESSIVE tool, a CHANGE AGENT! It is designed to promote positive change in the lives of people.

Supported Success

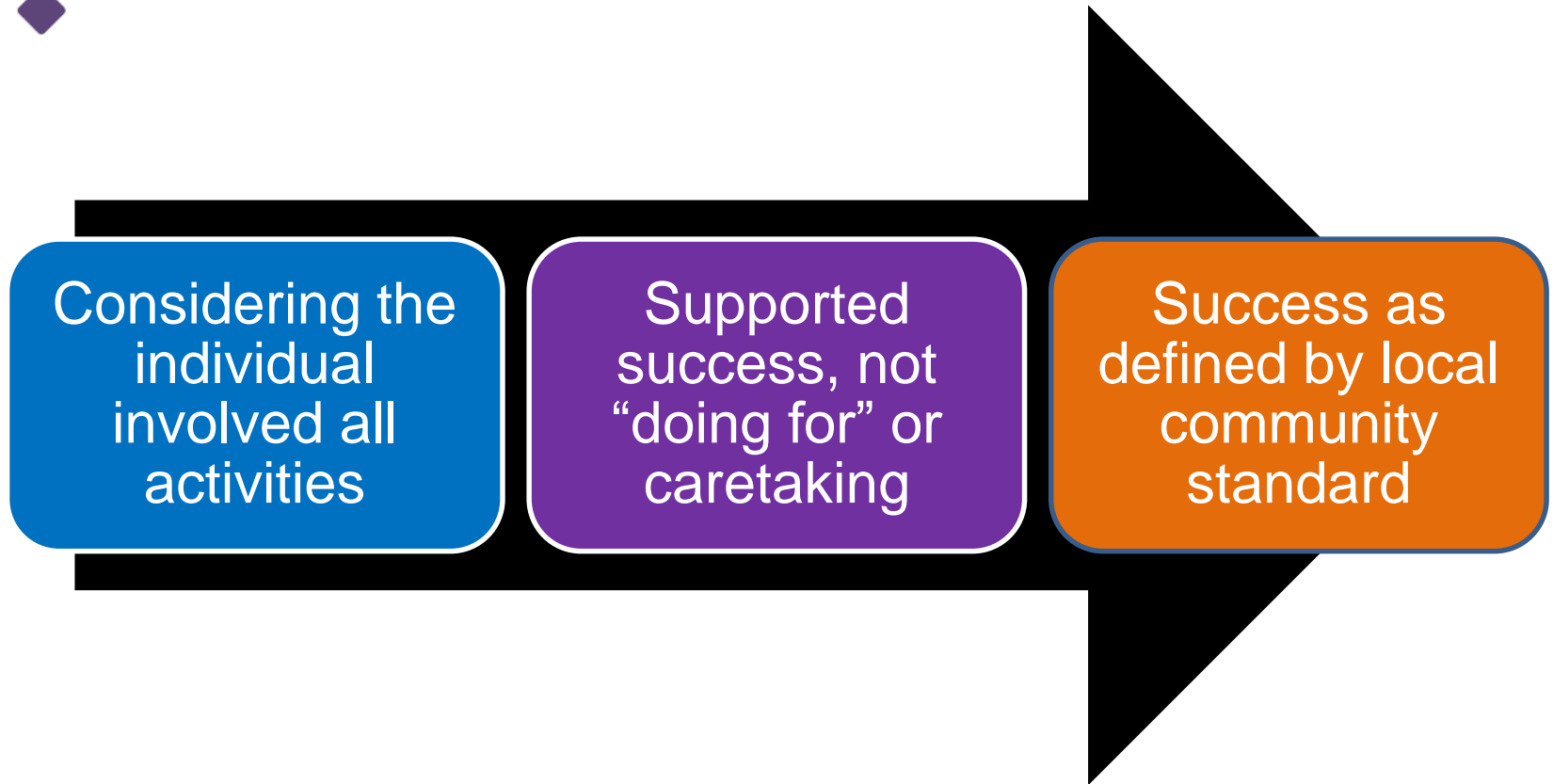
*With the Right Supports in place...
people **SOAR!***



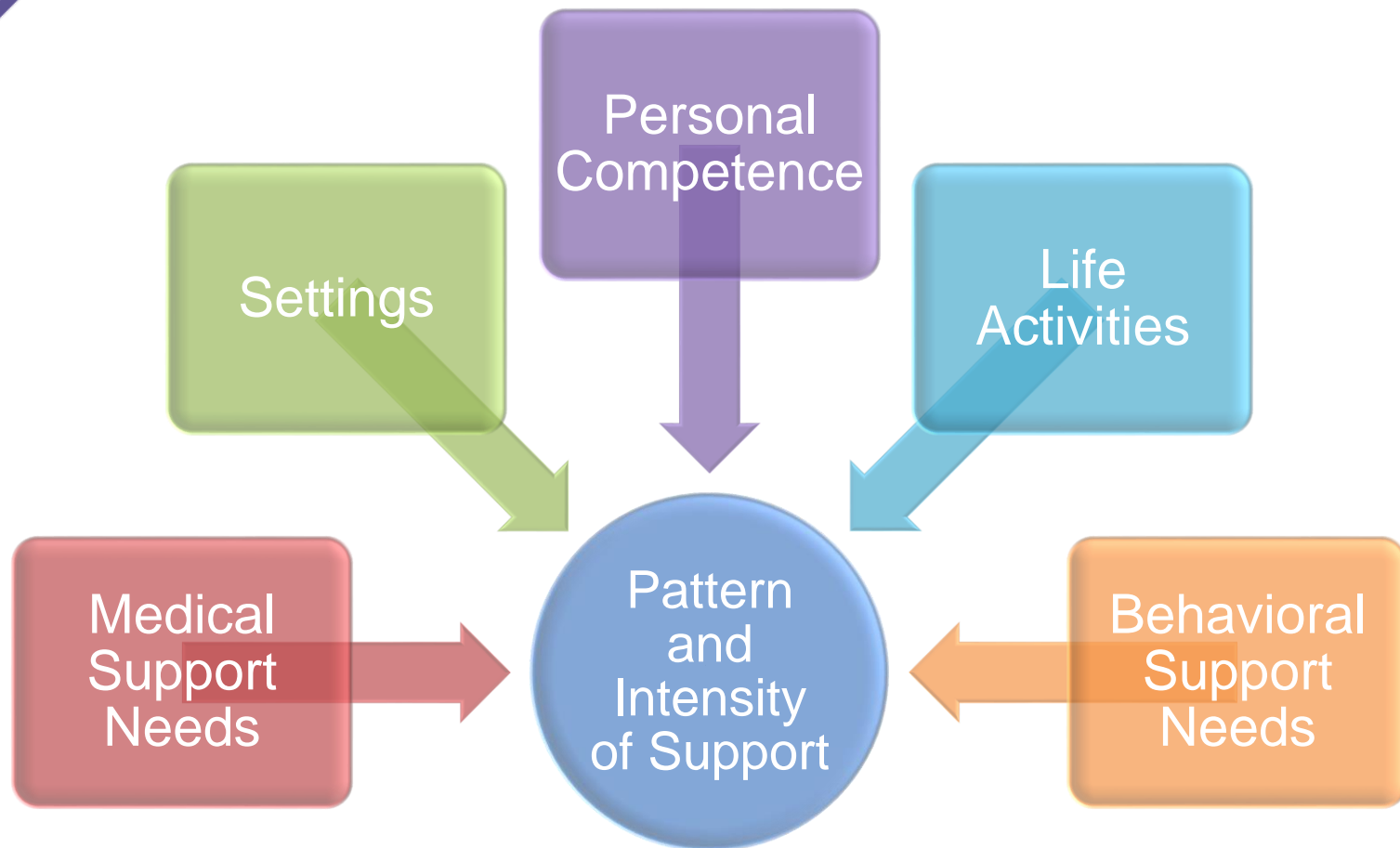
Standard of Each SIS Item: Success!



Shift in Thinking : Supported Success



Major Influences on Needed Supports





Overview of Section 2& 3 of the SIS-A Interview

Interviewing Rules:

- **Complete all items** even if a life activity is not applicable to the individual.
- Complete items based on the **supports that would be necessary** for the individual with disabilities to be successful in each activity.
- To determine appropriate ratings **include at least two valid respondents and the individual**
- If a person uses assistive devices, then rate them with assistive devices in place.

The SIS-A Bridges the Gap

Individual
Being
Assessed:
Expectations
Responsibilities
Involvement in the
activity



Type of Support
Frequency of Support
Daily Support Time

Standard of an
Adult in Your
Community:
Expectations
Responsibilities
Involvement in the
activity

AAIDD: Supports Intensity Scale-Adult Version (SIS-A)® TRAINERS' GUIDE TO SCORING

Type of Support

If the person were to participate in this life activity, what **TYPE** of **extraordinary** support would be needed to help this person accomplish this task?

Focus on which support type best characterizes or **dominates** the assistance that others provide? Do not focus on one aspect or outlier, consider the whole activity.

0 = none

No support needed at any time

1 = monitoring (*reminders*). For example:

Person may know how to do the activity, but need support such as:

- * Encouragement, general supervision
- * Checking in, observing, telling, &/or giving reminders to complete the activity
- * Asking questions to trigger the individual to complete steps within the activity

2 = verbal/gesture prompting (*demonstration*). For example:

- * Step by step instruction
- * Walking a person through required steps
- * Providing visual prompts, showing
- * Modeling, teaching, role play, social stories

3 = partial physical assistance (*help through doing*). For example:

- * Individual participates in some parts of activity
- * Some, essential steps are **required** to be completed for the person

4 = full physical support (*doing for*). For example:

- * All essential steps need to be completed for the person.

Frequency

How **OFTEN** is the **specific type** of support needed if the person has the opportunity to participate in the life activity on a regular basis?

Do not focus on how often the activity actually occurs in the person's current life.

0 = none or less than monthly

1 = at least once a month, but not once a week

2 = at least once a week, but not once a day (up to 6 days a week)

3 = at least once a day, but not once an hour (at least 7 days a week)

4 = hourly or more frequently

Daily Support Time

In a typical **24-hour** day, how much total, **CUMULATIVE** time would that specific type of support be needed?

Remember it is **all** persons (paid and unpaid) providing that type of support in a typical 24 hour day.

0 = none

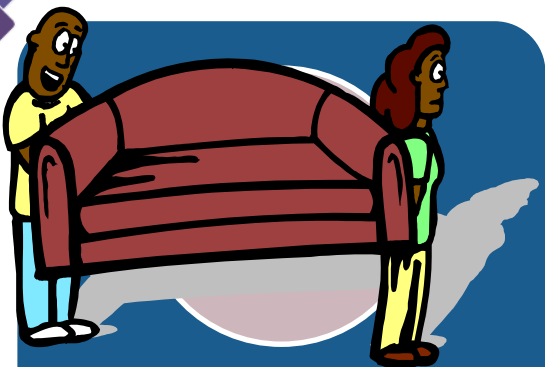
1 = less than 30 minutes

2 = 30 minutes to less than 2 hours

3 = 2 hours to less than 4 hours

4 = 4 hours or more

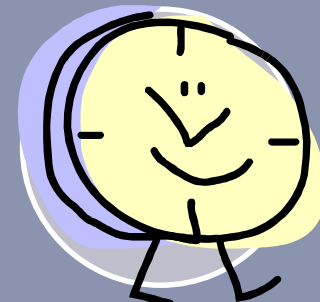
SIS-A Ratings Work Together to Tell a Story of the Individual's Support Needs



Type of Support



Frequency



Daily Support Time





Type of Support (BEST FIT)

*If the person were to engage in the activity on a **regular basis over the next several months**, what extraordinary support would enable him or her **to be successful** in the activity?*

0 = None

1 = Monitoring

2 = Verbal/gestural prompting

3 = Partial physical assistance

4 = Full physical assistance



Frequency of Support

*If the person were to engage in the activity on a regular basis over the next several months, **how often would extraordinary support be needed** to enable him or her to be successful in the activity?*

0 = None or **less** than monthly

1 = At least once a **month**, but not once a week

2 = At least once a **week**, but not once a day

3 = At least once a **day**, but not once an hour

4 = Hourly or **more** frequently



Daily Support Time (Cumulative)

*If the person were to engage in the activity on a regular basis over the next several months, **how much total daily support time** would be needed to enable the individual to be successful in the activity?*

0 = None

1 = Less than **30 minutes**

2 = 30 minutes to less than **2 hours**

3 = 2 hours to less than **4 hours**

4 = 4 hours or **more**



Rating Clarification

1. Ratings should reflect the supports that **would be necessary** for the person to be successful in each activity.
2. Ratings may not reflect what is currently happening.
3. Supports from anyone is include (paid or unpaid).
4. Ratings are community specific.

Section 2: 6 Life Domains

2A. Home Living				
Item	Type of Support	Frequency	Daily Support Time	Total Score
5. Preparing food	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	3 - 2 Hours to Less Than 4 Hours	9
1. Operating home appliances/electronics	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	8
2. Bathing and taking care of personal hygiene and grooming needs	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	8
3. Using the toilet	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	8
8. Housekeeping and cleaning	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	8
7. Taking care of clothes (includes laundering)	2 - Verbal/Gesture Prompting	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	7
6. Eating Food	1 - Monitoring	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	6
4. Dressing	1 - Monitoring	3 - At Least Once a Day, But Not Once an Hour	1 - Less Than 30 Minutes	5
<p>General Comments: XXX's TV is important to him. He can turn it on, but he needs support to change the channel. XXX brushes his teeth and is assisted in bathing and washing his body for thoroughness. When using the bathroom, he is assisted with wiping along with catheter care. XXX needs reminders to wear weather appropriate clothing. XXX is always monitored when eating and he is reminded not to eat too fast.</p>				

2B. Community Living

Item	Type of Support	Frequency	Daily Support Time	Total Score
1. Getting from place to place throughout the community (transportation)	4 - Full Physical Support	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	8
6. Shopping and purchasing goods and services	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	7
3. Participating in preferred community activities (church, volunteering, etc.)	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	6
8. Going to visit friends and family	3 - Partial Physical Assistance	1 - At Least Once a Month, But Not Once a Week	2 - 30 Minutes to Less Than 2 Hours	6
5. Using public services in the community	3 - Partial Physical Assistance	1 - At Least Once a Month, But Not Once a Week	1 - Less Than 30 Minutes	5
2. Participating in recreation/leisure activities in the community	1 - Monitoring	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	4
4. Accessing public buildings and settings	1 - Monitoring	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	4
7. Interacting with community members	1 - Monitoring	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	4

General Comments: XXX's favorite community activities include eating out and his favorites foods were said to be pizza or McDonalds. He was also said to enjoy fishing and attending church on Sundays. If XXX had to do a task besides sign his name at a public service, others would have to do those parts of an activity for him. If he were to go shopping, XXX would need help to decide what to buy, to select items and to pay for them as well. If he were interacting with unfamiliar people or in an unfamiliar setting, XXX would need more support than in familiar settings. For XXX to visit others he would need transportation and support to set up visits as well.

2C. Lifelong Learning

Item	Type of Support	Frequency	Daily Support Time	Total Score
5. Learning self-management strategies	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	3 - 2 Hours to Less Than 4 Hours	9
1. Learning and using problem-solving strategies	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	8
2. Learning functional academics (reading signs, counting change, etc.)	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	8
3. Learning health and physical education skills	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	8
4. Learning self-determination skills	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	8
7. Accessing training/educational settings	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	7
9. Using technology for learning	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	7
6. Participating in training/educational decisions	3 - Partial Physical Assistance	0 - None or Less Than Monthly	3 - 2 Hours to Less Than 4 Hours	6
8. Interacting with others in learning activities	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	6

General Comments: The support XXX needs for problem solving really depends on the problem and if he recognizes it or not. XXX may try to solve some problems as well, but it was reported that sometimes you have to figure out problems he may be having. XXX often needs support to determine what is actually a problem or the priority of it. For example, he tends to think having a minimal amount of dirty laundry in his basket is a problem and he needs constant reassurance if he is anxious. He can also be preoccupied with money and he needs others to get his wallet and show him he has money. XXX attends bible studies class. He has no interest in a class outside of this, according to his team.

2D. Employment

Item	Type of Support	Frequency	Daily Support Time	Total Score
1. Learning and using specific job skills	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	4 - 4 Hours or More	9
5. Completing work-related tasks with acceptable speed	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	4 - 4 Hours or More	9
6. Completing work-related tasks with acceptable quality	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	4 - 4 Hours or More	9
3. Interacting with coworkers	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	4 - 4 Hours or More	8
7. Changing job assignments	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	3 - 2 Hours to Less Than 4 Hours	8
4. Interacting with supervisors/coaches	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	7
2. Accessing/receiving job/task accommodations	4 - Full Physical Support	0 - None or Less Than Monthly	1 - Less Than 30 Minutes	5
8. Seeking information and assistance from an employer	3 - Partial Physical Assistance	1 - At Least Once a Month, But Not Once a Week	1 - Less Than 30 Minutes	5

General Comments: XXX does not work currently and is retired. He has AIS during the week and he also volunteers. If work is available, he deals with hangers at the Salvation Army. XXX is not interested in working competitively. If he were to work competitively he would need physical help each work day and throughout the shift from someone like a job coach.

2E. Health and Safety

Item	Type of Support	Frequency	Daily Support Time	Total Score
1. Taking medications	4 - Full Physical Support	3 - At Least Once a Day, But Not Once an Hour	1 - Less Than 30 Minutes	8
3. Avoiding health and safety hazards	1 - Monitoring	3 - At Least Once a Day, But Not Once an Hour	4 - 4 Hours or More	8
8. Maintaining emotional well-being	2 - Verbal/Gesture Prompting	3 - At Least Once a Day, But Not Once an Hour	3 - 2 Hours to Less Than 4 Hours	8
6. Maintaining nutritious diet	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	1 - Less Than 30 Minutes	7
4. Obtaining health care services	3 - Partial Physical Assistance	1 - At Least Once a Month, But Not Once a Week	2 - 30 Minutes to Less Than 2 Hours	6
7. Maintaining physical health and fitness	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	6
5. Learning how to access emergency services	1 - Monitoring	1 - At Least Once a Month, But Not Once a Week	1 - Less Than 30 Minutes	3
2. Ambulating and moving about	0 - None	0 - None or Less Than Monthly	0 - None	0

General Comments: XXX doesn't come up with healthy eating options on his own and needs support to plan healthy meals. He has self-preservation and emergency skills, but is given reminders in order to keep it fresh. XXX takes medication twice a day. Scheduling and coordination support is also needed to maintain his healthcare.

2F. Social

Item	Type of Support	Frequency	Daily Support Time	Total Score
4. Making and keeping friends	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	1 - Less Than 30 Minutes	7
8. Engaging in volunteer work	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	7
1. Using appropriate social skills	1 - Monitoring	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	6
2. Participating in recreation/leisure activities with others	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	6
5. Engaging in loving and intimate relationships	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	6
3. Socializing outside the household	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	5
6. Socializing within the household	1 - Monitoring	3 - At Least Once a Day, But Not Once an Hour	1 - Less Than 30 Minutes	5
7. Communicating with others about personal needs	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	5

General Comments: XXX may be reluctant to interact with others in group situations and may instead sit quietly. He would need support in order to initiate and keep a conversation going. He is more comfortable around familiar people and may also be more forthcoming with information. However, information may still need to be coaxed out of XXX through questioning him. The support he may need can also depend on his mood. Maintaining his current living situation was said to be important to him (living with XXX).



Section 3

SUPPLEMENTAL PROTECTION AND ADVOCACY SCALE



Protection and Advocacy Activities

1. Advocating for self
2. Making choices and decisions
3. Protecting self from exploitation
4. Exercising legal/civic responsibilities
5. Belonging to and participating in self-advocacy/support organizations
6. Obtaining legal services
7. Managing money and personal finances
8. Advocating for others



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What Do the Scores Mean?





Scoring Section 1

In both the Medical and Behavioral supports needs sections:

- ADD the subtotals from both “1” and “2” columns
= **TOTAL**

Any rating of 2 in this area indicates an exceptional need with Medical conditions and/or Behaviors.

It should be noted that a high total score in section 1 clearly identifies additional support that is required for living safely in the community. The information from section 1 is considered separately from section 2.

Each item under Exceptional Medical and Behavioral is listed and presented from highest to lowest level of support.

Exceptional Medical and Behavioral key items are outlined and may be helpful in the development of the individual's support plan.

Section 1B: Exceptional Behavioral Support Needs

Item	ex Needed
1. Prevention of emotional outbursts	1 - Some Support
12. Maintaining mental health treatments	1 - Some Support
13. Other - Specify : obsessive behaviors.	1 - Some Support
2. Prevention of assaults or injuries to others	0 - No Support Needed
3. Prevention of property destruction (e.g., fire setting, breaking furniture)	0 - No Support Needed
4. Prevention of stealing	0 - No Support Needed

Total Score

Total = 3



3

General Comments: XXX can get upset as a result of his anxiety and needs to be talked to, encouraged and reassured. He was said to be preoccupied with his laundry and he doesn't like his clothing basket full, which was said to be "full" in his mind if it has just a few articles in it. XXX needs support in order to convey medication management and symptom presentation related information during his psychiatric appointments. XXX can be obsessive with his clothing and his bed cleanliness according to his team. It is said to be excessive and compulsive and causes upset and anxiety.

Section 2: Support Needs Index (SNI) Total Score of Each Item

2B. Community Living				
Item	Type of Support +	Frequency +	Daily Support Time =	Total Score
1. Getting from place to place throughout the community (transportation)	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	6
2. Participating in recreation/leisure activities in the community	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	6

A total score provides a convenient summary of the amount of support required for all 57 life items in Section 2: Support Needs Index and Section 3: Protection and Advocacy Activities.

The total score of each item is the sum of three ratings, Type of Support, Frequency and Daily Support Time.

The example above shows $2 + 2 + 2 = 6$ for both items from the Community Living domain of a SIS-A report.



Section 2: Support Needs Index (SNI)

Standardized Scores

The 6 life domains in Section 2 are scored and entered into the scoring tables and standardized normed scores and percentile rankings are assigned

Percentile Ranking

The score shows how the individual's support needs compare to the sample group of people with intellectual and developmental disabilities



Standard Scores & Percentiles

Standard Scores and Percentiles represent an individual's total rating scores compared to the group of individuals with intellectual and related developmental disabilities that originally answered the same questions when the SIS was created.

Activities Subscale	Standard Score	Percentile
2A. Home Living	8	25
2B. Community Living	8	25
2C. Lifelong Learning	10	50
2D. Employment	10	50
2E. Health and Safety	11	63
2F. Social	10	50
<hr/>		
Total:		



Standard Scores & Percentiles

What this means: Each person receives fair and consistent results.

Example: A Standard Score of 8 and a Percentile of 25 means an individual's support needs, in that Activity Subscale, represents an individual that may require 25% out of 100% of the possible support needs.

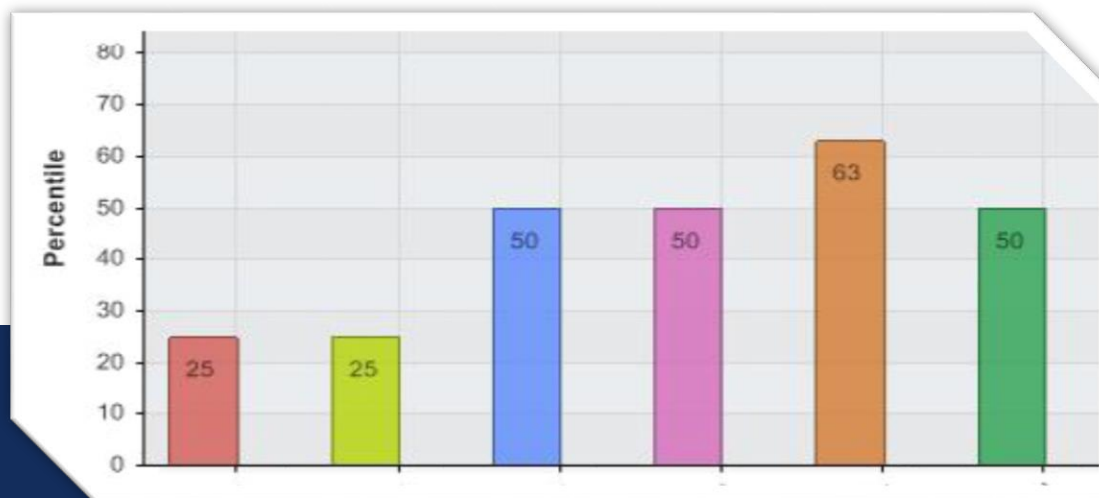
Activities Subscale	Standard Score	Percentile
2A. Home Living	8	25
2B. Community Living	8	25
2C. Lifelong Learning	10	50
2D. Employment	10	50
2E. Health and Safety	11	63
2F. Social	10	50
Total:		

Support Needs Graph

The Support Needs Graph provides a visual way to see an individual's percentiles for every activity subscale in Section 2 of the SIS-A.

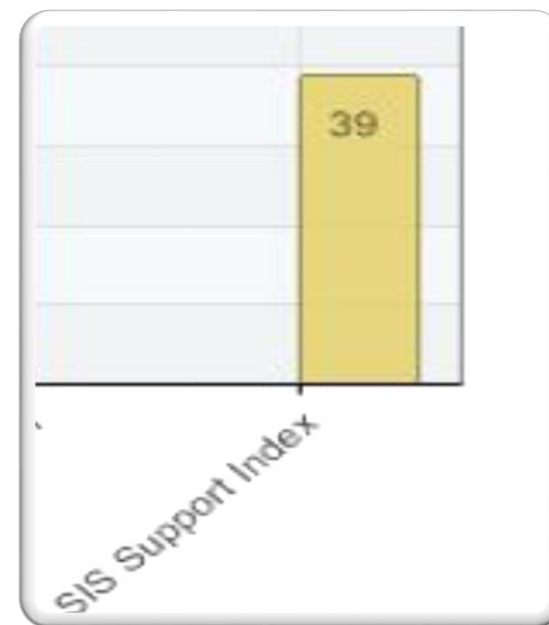
What this means: The graph is a simple way to review an individual's support needs in seven life activity domains.

Example: This graph shows each bar and how it represents an individual's support needs in each activity subscale.



Support Needs Index (SNI)

The Support Needs Index (SNI) is the overall intensity of support needs for the individual in all activity subscales in Section 2 of the SIS-A.





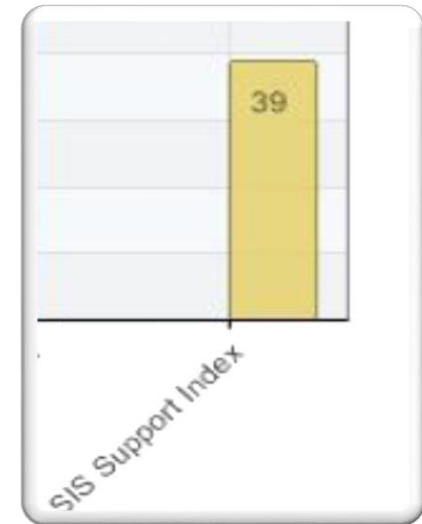
Support Needs Index

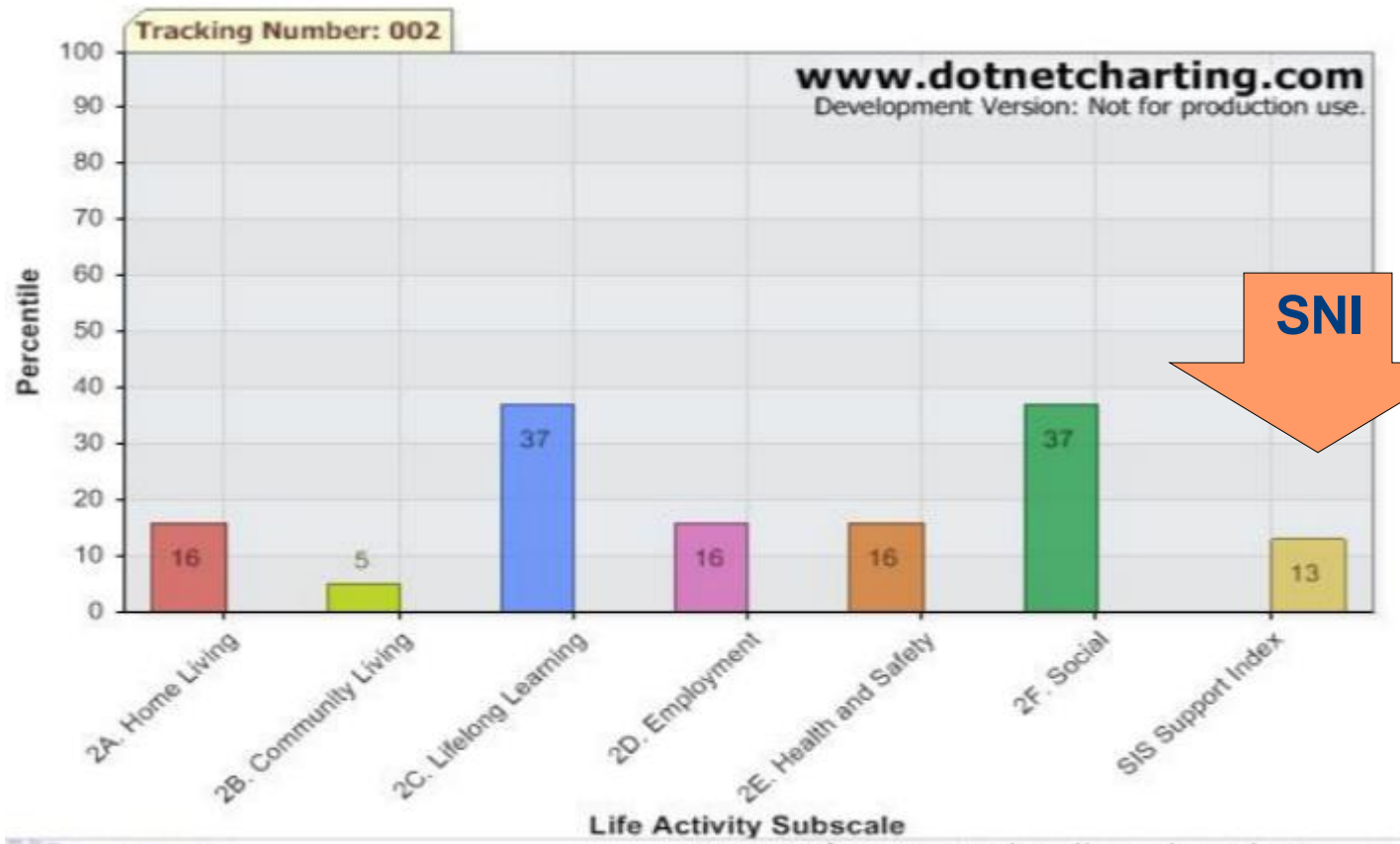
The SNI is a way to compare an individual's support needs related to other individuals with intellectual and other related developmental disabilities. The higher the SNI number the more support an individual requires for the activity subscales in Section 2 of the SIS-A.

Support Needs Index

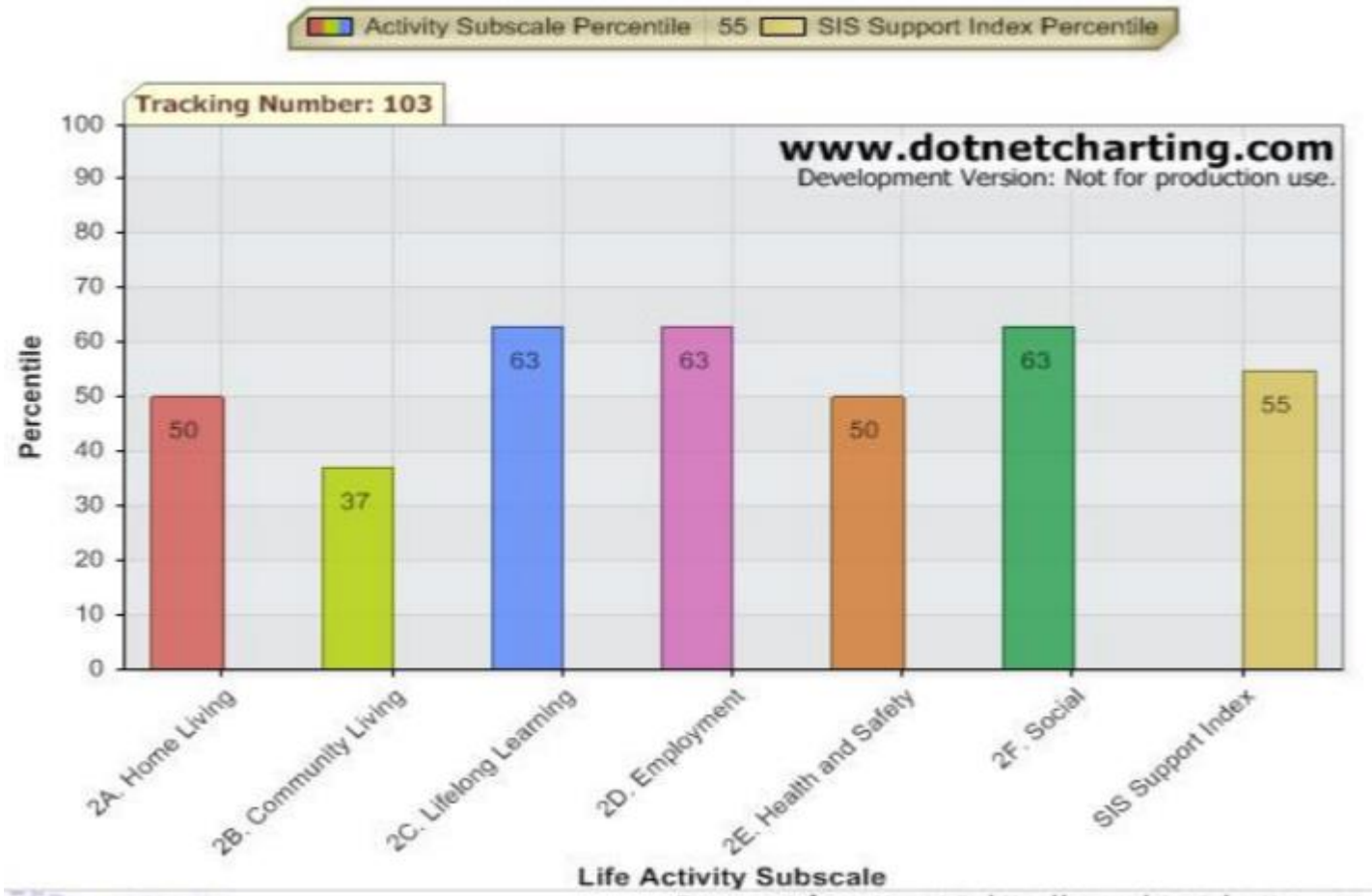
Example: The SNI represents an individual's the support needs in all Section 2 activity subscales.

A SNI of 39 means an individual may require 39% out of the possible 100% of support needs.

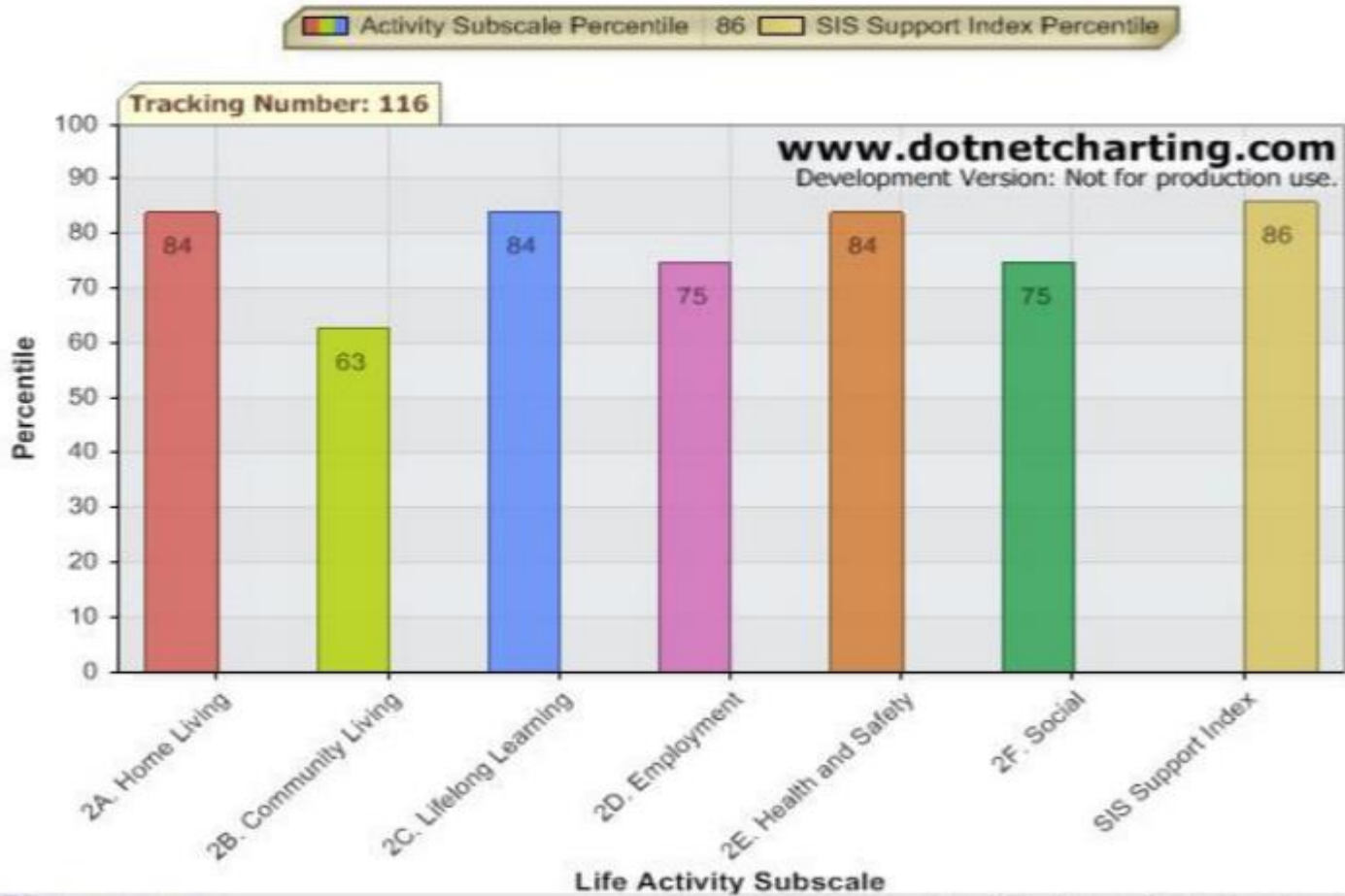




Adam



Chris



Brooke



Questions?

There is no greater disability in society, than the inability to see a person as more.



Individual Planning

STRATEGIES TO USE SIS-A



Who Likes Change?

Change

Progress

Innovation

Self-Improvement

When is Change Successful?

Repetition

Accountability

Manageable

Achievable

Fit With Your Beliefs

*in a
gentle way,
you can shake
the world.*

gandhi



Why is Planning Important?

Because... knowing how to prepare your own meals means little if you have no one to share them with

Because... being able to take care of your own apartment means little if you are isolated

We *know* people need support – we don't need an inventory of skills (or limitations) to promote connectedness with others





Planning Strategies

1. Review and discuss with individuals the items from the SIS report.
2. Narrow down prioritized SIS items to areas of interest to the person.
3. Consider support needs based on SIS ratings. Remind the individual and the team the meaning of the ratings.

Strategy #1: Prioritize Important Items

Individualize

SIS-A Report

How can we ensure important information is included when planning?

Review and discuss Important To and Important For items. Prioritize items and plan for supports that fit the person.

Most Important To the Individual

Maintaining a nutritious diet

2 1 2

Notes: Jane has identified that she would like to have a healthier diet and believes that a weekly meal planning session with a supporter is needed to assist.

Most Important For the Individual

Participating in training/educational decisions

2 1 2

Notes: Jane is interested in exploring some options related to taking a class in the community. She needs to be assisted in weighing her options and making academic choices that reflect her long term enrichment goals.

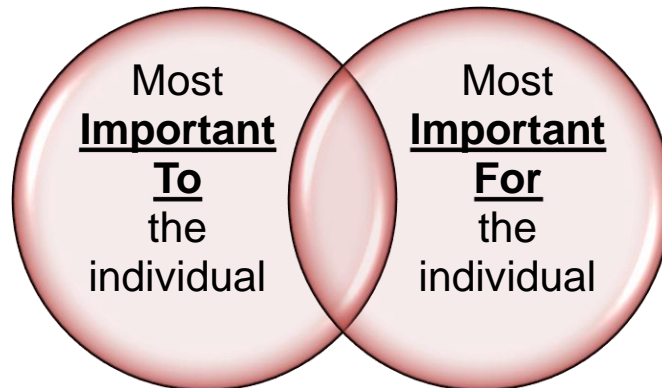
Ideas:



Align MOST Important to and Important For

Most Important To the Individual

Most Important For the Individual





TO vs. FOR

Most Important TO

- Based on the individual's personal priorities, preferences, interests, and passion
- Not necessarily restricted to verbal indications of preference; actions and behavior also speak loudly.

Most Important FOR

- Critical to the individual's health and/or safety
- Often identified by the team in cooperation with the individual



Jane's Plan

Most Important To the Individual

Sect 1, Part E Item 6	Maintaining a nutritious diet	2	1	2
Notes:	Jane has identified that she would like to have a healthier diet and believes that a weekly meal planning session with a supporter is needed to assist.			

Most Important For the Individual

Sect 1, Part C Item 2	Participating in training/educational decisions	2	1	2
Notes:	Jane is interested in exploring some options related to taking a class in the community. She needs to be assisted in weighing her options and making academic choices that reflect her long term enrichment goals.			

Link Maintaining Diet and Participating in Decisions

Create plan to accomplish both:

1. Explore nutrition classes in the community
2. Review decision on a weekly basis



Strategy #2: Move Toward Active Engagement and Participation

Align

What supports should be provided to match up areas of importance?

Planning Process

Determine how items work together to inform planning. Explore how to incorporate Important To and For information.

4. Going to visit friends and family

3 - Partial Physical Assistance

2 - At Least Once a Week, But Not Once a Day

2 - 30 Minutes to Less Than 2 Hours

7

We learn during the SIS Interview that Jane currently has access to transportation once a month to visit her friends and family. How can we help Jane's current situation align with the SIS-A?



Strategy #2: Move Toward Active Engagement and Participation

1. Incorporate needed supports into daily activities
2. Look for opportunities for the person to participate in meaningful ways
3. Explore how to help/support, not do for completely
4. Use rating key descriptors to provide teaching and support strategies

It doesn't have to be ALL or NOTHING!



Jane's Team

4. Going to visit friends and family	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	7
--------------------------------------	---------------------------------	--	-------------------------------------	---

We learn during the SIS Interview that Jane currently has access to transportation once a month to visit her friends and family.

How can we help Jane's current situation align with the SIS?

Strategy #3: Linking items

Link

What life areas should be considered to encourage purpose, develop action steps and track progress?

SIS-A Report

Use rating information from more than one SIS-A item to enhance planning and services.

Learning Functional Academics

TOS= 3 F= 3 DST= 3

Learning Health and Physical Education

TOS= 2 F= 3 DST= 3

Jane learns best by:



Strategy #3: Linking items

Using Information from more than one item:

- Provides more information
- Provides objectives
- Supports functional descriptors





EXAMPLE

Learning Functional Academics

TOS= 3 F= 3 DST= 3

Learning Health and Physical Education

TOS= 2 F= 3 DST= 3

Jane learns best by _____



Summary

3 ways to use SIS-A Information:

1. Align Important To and Important For
2. Move Toward Active Support
3. Link Items

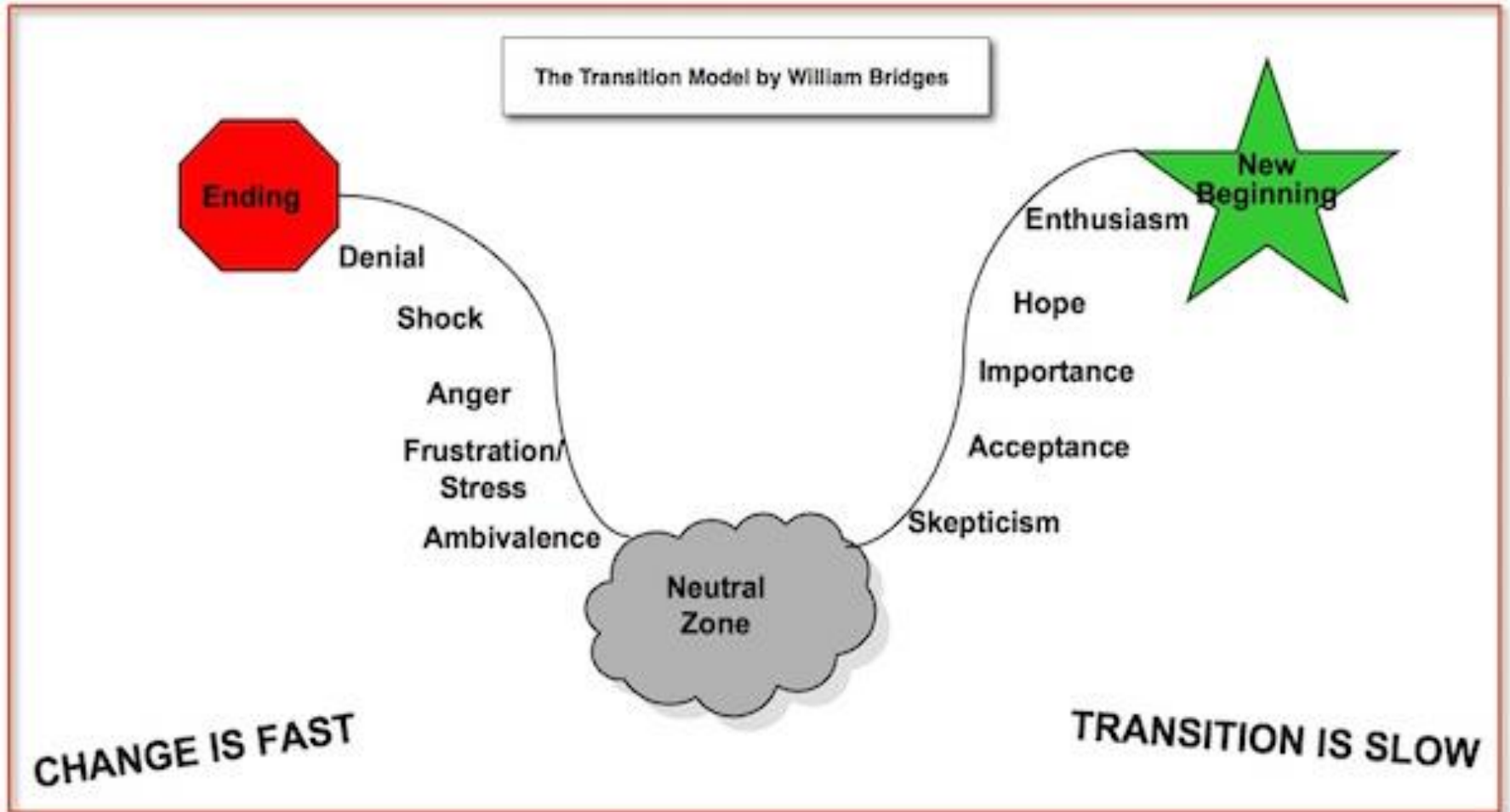


***How can PLANNING
really make a
difference in
improving the quality
of life for people with
disabilities?***

How Will You Sustain A New Direction?



Change vs. Transition





*Additional
information about
SIS-A can be found
on the AAIDD
website*

aaidd.org/sis



THANK YOU!



Questions?

