

## Supports Intensity Scale

# Expanded Item Descriptions

*Note: These Expanded Item Descriptions supplement Tables 2.1 - 2.9 in the SIS Users Manual. Their development was based on requests from the field and the need to provide more detailed item descriptions to assist interviewers and respondents. The expanded item descriptions were developed by an AAMR Task Force composed of: Mark Eliason, Jim LeVelle, Colleen McLaughlin, Bob Schalock, Jim Thompson, and Alan Tribble. They are based largely on the significant work done by the Louisiana Program Committee Recommendations. The Task Force used these recommendations as the basis for their in-depth discussion and the additional suggested descriptors found below for each of the SIS items.*

### Definition of Supports

*Supports are defined as:*

Resources and strategies that promote the interests and welfare of individuals and that result in enhanced personal independence and productivity, greater participation in an interdependent society, increased community integration, and/or improved quality of life. *Supports are NOT limited to performance of a task; they also include training.*

## Section 1

### PART A: Home Living Activities

#### **1. Uses the toilet: Use the restroom throughout the day?**

Includes supports needed: (a) to access the bathroom (e.g. mobility, getting to the bathroom, operation of the door; communicating the need to use the bathroom; (b) to accomplish all of the steps in toileting (e.g. undoing clothes, fasteners, etc., pulling down clothes, re-buckling, re-snapping etc., pulling up clothes, assisting an individual to get on and off the toilet, changing briefs, cleaning self and washing hands); (c) to move out of the bathroom and back to a previous activity; (d) to use a catheter or other alternatives for voiding; and (e) to accomplish all of the activities necessary for the person to void in a manner that is socially acceptable. Supports to promote dignity and privacy should also be included.

#### **2. Taking care of clothes (includes laundering): Maintain clothing; includes laundering, ironing, sewing, minor repairs, hanging clothes in closets and/or folding/placing clothes in chest of drawers?**

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Includes supports needed: (a) to sort clothes, put clothes in the washer and dryer, measure soap, and other actions that are directly associated with cleaning clothes; (b) to use the washer and dryer; (c) to store clothes and collect clothes to be cleaned; and (d) while at a laundromat or when taking clothes to a dry cleaner.

DOES NOT INCLUDE: (a) transportation to and from a laundromat or cleaner (B1); and (b) waiting time while machine is running.

**3. Preparing food: Cook meals, including breakfast, lunch, dinner, and snacks?**

*The focus of this item is the “preparation” of meals or snacks requiring more than one step; NOT simply opening a package or can.*

Includes supports needed: (a) to prepare simple meals that he/she desires that are within his/her budget (e.g. not specialized gourmet foods); (b) to prepare a daily menu; (c) to wash, cut, chop, and mix food; (d) to cook using a stove or microwave; (e) to make coffee; and (f) to take actions required for special eating arrangements such as setting up tube feeding, arranging mechanical devices that aid eating, providing specialized eating utensils, setting up a plate for a person with visual impairments using a ‘clock’ method etc.

DOES NOT INCLUDE: (a) shopping for food (B6); and (b) cleaning up after meals prep or meals (A5).

**4. Eating food: Ingest food through the mouth, chewing, swallowing?**

Include supports needed: (a) to facilitate ingestion of food through the mouth, chewing, and swallowing; (b) to assist with utensils and to teach utensil use; (c) to cut food on plate; (d) to assist the individual with positioning to facilitate swallowing and digestion (where relevant); (e) to support a person during tube feeding (waiting, checking for residuals, flushing the tube with water etc.); and (f) to regulate food intake (i.e. preventing choking or eating too fast).

**5. Housekeeping and cleaning: Maintain a clean and presentable living area, including sweeping, mopping, dusting?**

*The focus of this item is the entire household and the cleaning necessary in a typical house for a presentable and healthy living environment.*

Includes supports needed: (a) to vacuum; (b) to straighten; (c) to change sheets; (d) to put items away (other than clothes which is covered in A2); (e) to store leftovers; (f) to throw out spoiled food; (g) to sanitize the bathroom; (h) to put trash in a trash can; (i) to take out the trash; (j) to clear and clean after meals; (k) to hand wash dishes or load/unload a dishwasher; (l) to put soap in the dishwasher; (m) to clean the stove and microwave.

DOES NOT INCLUDE: (a) purchasing cleaning items/products (covered in B6); and (b) plant care, lawn maintenance, or home repairs/home maintenance.

**6. Dressing: Get dressed for the day, and change clothes during the day when necessary?**

Includes supports needed: (a) to select clothes appropriate for the day’s activities; (b) to put clothes on, including zippers, snaps, buckles, and laces; and (c) to choose weather appropriate clothing.

**7. Bathing and taking care of personal and grooming needs: Keeping clean and properly groomed—includes activities such as taking a shower or bath, shaving, caring for menstrual needs, and so on?**

Includes supports needed: (a) to ensure safety in getting in and out of the shower; (b) to take a shower or bath; (c) to brush teeth, wash hair, hair care, wash hands, keep clean throughout the day; and (d) to change clothing protectors, obtain hair cuts, perform nail and skin care.

**8. Operating home appliances: Operate common home devices used on a regular basis such as the television, microwave oven, toaster, coffee maker, etc. This does not refer to more advanced features or devices such as programming a VCR to record programs.**

*The focus of this item is the functional operation of common home appliances that are used on a regular basis.*

Includes supports needed: to use items such as air conditioners, heaters, fans, home entertainment systems, etc.

DOES NOT INCLUDE: (a) appliances used for cleaning such as a vacuum cleaner (covered in A5); (b) the time that the appliance is running (e.g. time TV is on); (c) irons (covered in A2); (d) food processors and microwave; and (e) washer and dryer (covered in A2).

## **PART B: Community Living Activities**

**1. Getting from place to place throughout the community (transportation): Get to and from places in the community such as grocery stores, banks, shopping centers, etc.?**

Some people with developmental disabilities may not be able to drive and may not have access to public transportation. Thus, they rely on family, friends or paid staff to transport them. A rating of “4 - Full physical assistance” (Type of Support) would apply to any individual who could not drive themselves and could not access public transportation independently. A person who used public transportation on a regular basis but simply needed to be monitored, would receive a Type of Support rating of “1 = Monitoring.”

Include supports needed: (a) to walk or use a wheelchair to get to or move within community settings; (b) to get a wheelchair in and out of a vehicle; (c) to get to recreational activities (e.g. bowling, aerobic classes, going to a movie, eating out); and (d) to use transportation (taking a cab is similar to riding a bus; learning a bus route).

**2. Participating in recreation/leisure activities in the community: Take part in recreation/leisure activities in community settings such as bowling on a team, participating in an aerobics class, or going to a movie?**

*The focus of this item is participating versus accessing.*

DOES NOT INCLUDE: (a) transportation; (b) school or work; and (c) vacations (because they are not a typical day/week).

3. **Using public services in the community: Complete tasks involved in typical errands such as banking and accessing community services (e.g., a health care clinic (for flu shots)?**

*The focus of this item is ‘using services’ versus accessing them.*

Examples include supports needed: (a) to meet with providers in the community; (b) to work with support coordinators (e.g. case managers) ; (c) to apply for food stamps; (d) to use the post office; and (e) to take care of utilities.

DOES NOT INCLUDE: (a) shopping for food; and (b) transportation.

4. **Going to visit friends and family: Access and interact with other individuals whom he or she considers close friends or family (not including paid staff)?**

*This emphasis of this item is ‘going’ and ‘visiting’ rather than accessing.*

Includes supports needed: (a) to use local transportation (generally within an hour’s drive); and (b) to arrange or plan visits including the support needed for the visit (e.g. setting up assistive devices, interpreters, behavior supports, and medical provisions such as diabetic supplies or catheter supplies).

5. **Participating in preferred community activities (church, volunteer etc.): Take part in activities that the individual truly values, such as participating in a church function or volunteering for a community organization?**

The emphasis is on “support to participate” and includes any constructive community activity not addressed by other items.

DOES NOT INCLUDE: transportation (covered in B1).

6. **Shopping and purchasing goods and services: Go to a grocery store or shopping center, select items for purchase, and make a purchase?**

*The focus of this item is on actions that are a part of shopping for, purchasing, or choosing goods.*

Includes supports needed: (a) to make shopping lists; (b) to count change; (c) to write checks; (d) to get refunds; (e) to interview to purchase a service such as a housekeeper, a wedding service, a photographer, a plumber, or an electrician; (f) to purchase through catalogs and internet shopping for specific item.

DOES NOT INCLUDE: surfing the internet and occasionally looking at advertised goods.

7. **Interacting with community members: Interact with community members such as neighbors, store clerk, police officers, and others in a socially appropriate manner?**

*The focus of this item is on positive interactions with community members in whatever*

*context they occur (e.g. when shopping, joining recreational events, eating out, using public services or any other activity).*

Includes supports needed: to communicate effectively and use social conventions such as please and thank you.

DOES NOT INCLUDE: Transportation because of the focus on interactions.

**8. Accessing public buildings and settings: Use public settings such as parks, post offices, and stores?**

Includes supports needed: (a) to physically enter public buildings, parks, or stores; (b) to follow rules for entering and using the facility (e.g. hours a park is open, being quiet in libraries, etc., since not following public rules loses access).

DOES NOT INCLUDE: transportation (covered in B1).

## **PART C: Life Long Learning Activities**

**1. Interacting with others in learning situations: Participate in educational settings with fellow students and instructors?**

Includes supports needed: (a) to interact in formal educational settings with fellow students and instructors (e.g. classroom at a community college); (b) to express oneself; (c) to understand others; (d) to follow instructions; (e) to communicate the need for assistance; (f) to get along with others in a structured learning environment.

**2. Participating in training/educational decisions: Express choices and participate in the planning process regarding the pursuit of training and educational goals?**

*The focus of this item is on supports for participating and choosing a course or training workshop, planning a schedule for training, attending training, and interacting with co-participants and instructors.*

Includes supports needed: (a) to understand and express choices concerning learning choices and goals; and (b) to participate in Individual Education/ Program Plans or the development of an individualized plan (including the time involved in such plan meetings).

**3. Learning and using problem-solving strategies: Apply problem-solving strategies to real life situations (e.g., learning what to do when you miss the bus to assure personal safety as well as to permit you to eventually reach your destination)?**

Includes supports needed to learn and apply problem-solving strategies to real-life situations. Examples of problem solving situations include situations such as: what to do if you miss the bus; what to do to safely travel across town; how to report problems at work or home; rescheduling missed appointments; resolving differences with others; what to do to stop bleeding when you cut yourself; what to do if there is a fire or someone is hurt; what to do if



you lock yourself out of your home; how to talk to a roommate about sharing chores; and how to prioritize goals.

**4. Using technology for learning: Operate computers or other technology that a person needs to participate in instructional programs?**

Includes supports needed to use computers, calculators, augmentative communication devices, note taking devices such as voice recorder, TDDs and TTYs, and devices needed to view educational materials.

**5. Accessing training/educational settings: Complete tasks involved in accessing adult educational opportunities (e.g., registering for classes; getting to and from school)?**

Includes supports needed: (a) to locate courses or workshops offered through a variety of community providers (e.g. parks department, community college, park district, community education program, center for independent living); (b) to obtain resources for paying for classes; and (c) to obtain **transportation** and/or get to and from the training/education setting.

**6. Learning functional academics (reading signs, counting change, etc.): apply functional academics to real life situations (e.g., learning how to tell time with a digital watch and using the watch to keep to a daily schedule, count money for purchase)?**

*The intent of this item is generalization of functional academics in community settings.*

Includes supports needed: (a) to learn functional academics such as writing or typing; (b) to identify the day of the week and date on a calendar; (c) to find telephone numbers; (d) to read and follow simple instructions; (e) to complete forms and applications; and (f) to budget and (g) to balance a checkbook.

**7. Learning health and physical education skills: Apply health and physical education skills to real life situations (e.g., learning breast self-examination skills and identifying when a professional health care worker should be consulted)?**

Includes supports needed: (a) to make doctor and dental appointments; (b) to learn about medications and how to take them; (c) to learn to apply special treatments; (d) to follow and maintain a proper diet; (e) to recognize health care needs; (f) to care for cuts and minor injuries; (g) to avoid hazards such as traffic, poisons in the home, people with contagious illness; (h) to learn home and community safety skills; (i) to learn to manage medical treatment protocols and health style routines (e.g. exercise).

**8. Learning self-determination skills: Apply self-determination skills to real-life situations (e.g., identifying a personal goal and making a plan to achieve the goal)?**

Includes supports needed: (a) to gain opportunities to learn to self-direct daily living activities; (b) to use self-determination skills (e.g. decision making); (c) to identify and express individual preferences, directing personal supports, speaking up for oneself

(communicating for oneself); (d) to understand rights; (e) to understand consequences and responsibilities associated with choices and decisions.

**9. Learning self-management strategies. apply self-management strategies to real life situations (e.g., rewarding oneself with a snack after completing a major task)?**

Includes supports needed: (a) to learn to reward oneself for completing a task or accomplishment; (b) to learn conflict resolution; (c) to learn to maintain routines that are desired and effective at home and in the community; and (d) to learn to spend money within one's budget.

## **PART D: Employment**

Overview note: In this section of SIS the interviewer should use a broad definition of work and be sensitive to how people respond to questions about work. In that regard:

- There are many activities that a person may choose that can potentially earn money (making and selling items, internet businesses, arts, setting up a micro-business etc.). If the person believes that there is potential earnings, then it should be considered work.
- The standard for deciding the amount of supports needed should be based on the supports needed for a person to reach a competitive wage salary or to provide reasonable efforts towards their business goal in self-employment/micro-enterprise.
- While many activities are worthwhile and meaningful (e.g. non-paid jobs, volunteer work, vocational skill training, going places and doing things, day habilitation programs, pre-vocational program etc.), the focus of Part D: Employment is on gainful employment.
- Some people with disabilities or family members may be sensitive about work issues. This may be due to past failures, a lack of desire to work, viewing the questions as pressure to work, or viewing the questions as insulting because of the extensive limitations of the person being interviewed (e.g. paralysis, severe cerebral palsy, lack of awareness of surroundings, intensive medical or behavioral needs etc.).
- The interviewer may need to explain that this section must be addressed in order to produce meaningful results. This may include explaining how each section is relevant to the total support scores produced by the SIS.

**1. Accessing/receiving job/task accommodations: Identify and arrange reasonable accommodations on a job?**

Includes supports needed: (a) to identify, communicate, develop, and implement accommodations on the job (ratings should reflect the support needed to obtain the accommodation—assistance with the job task is addressed separately); and (b) to advocate for accommodation, problem solving regarding the accommodation, and garnering resources for the implementation of the accommodation. Examples of job accommodation include: a quiet workplace, the proper height for a work surface, wheelchair accessibility, modified job strategies, scheduling of work time, and work sharing.

DOES NOT INCLUDE: transportation.

**2. Learning and using specific job skills: Develop specific job skills and apply these skills on his or her job?**

Includes supports needed: (a) to achieve all aspects of acceptable job performance and not just skills for manipulation of tasks (e.g. place cokes in a coke machine, assembling machine parts, using cleaners etc.); (b) to communicate needs to complete a task, following company rules and policies, cleaning work areas etc.; and (c) to initially acquire job skills and generalization (that may well involved fading of supports).

**3. Interacting with co-workers: Communicate with co-workers regarding work related matters and informally socialize with co-workers?**

*The focus of this item is on positive interactions with co-workers when at work.*

Includes supports needed: (a) to understand the appropriate amount of time to socialize during work; (b) to understand rules regarding socializing and breaks; (c) to avoid arguments or disputes with co-workers, using polite language etc.; and (c) to request assistance from co-workers providing help or assistance.

**4. Interacting with supervisors/coaches: Communicate with supervisors and job coaches regarding work related matters and informally socialize with supervisors and job coaches?**

*The focus of this item is on positive interactions that are acceptable and productive in the work place.*

Includes supports needed: (a) to communicate problems; (b) to ask for training when needed; (c) to use polite language; (d) to avoid arguments.

**5. Completing work related tasks with acceptable speed: Perform work at pace that is consistent with the productivity of other workers with the same job?**

*The focus of this item is on achieving work related tasks at the speed of a typical worker.*

Interviewer should consider supports surrounding: distractibility, attention span, the number of steps work tasks require, the person's tendency to become frustrated or agitated over time, etc.

**6. Completing work related tasks with acceptable quality: Perform work at a level of quality that is consistent with the performance of other workers with the same job?**

*The focus of this item on achieving work related tasks at the quality of a typical worker.*

Includes supports needed to discriminate what is acceptable quality work (e.g. using a quality check list).

**7. Changing job assignments: Incorporate different assignments into a job to meet the changing needs of the employer or adjust to a new job assignment/task?**



*This item should take into account the individual's case or difficulty in adapting to changes in work tasks and/or work schedules and the supports necessary to promote successful transition.*

Consideration should be given to: (a) the possibility that the individual may be asked to take on a more difficult assignment and how the person responds in such situations; and (b) how the person responds/adapts to changes in schedule or something atypical happening during the day.

**8. Seeking information and assistance from an employer: Contact and get information from an employer regarding the status of one's benefits (e.g., vacation days accrued) or the availability of employee assistance programs?**

Scoring should reflect the supports needed: (a) to gain information, (b) to identify the information that is important to know, and (c) to communicate the need for information or the need for assistance in gaining information. This item differs from D4 in that the focus is on "seeking assistance with work skills" versus seeking "information about the job" other than skills or functions of performance.

## **PART E: Health and Safety Activities**

**1. Taking medications: Take medicine at the correct time and prescribed levels?**

*The focus of this item is on prescriptions and over-the-counter medication(s) to address an illness or injury.*

Includes supports needed: (a) to fill a pill box; (b) to learn about the medications that are taken; (c) to recognize labels; (d) to refill medications/prescriptions; (e) to use prompts or schedules to take medications; (f) to prepare medications for ingestion when pills cannot be swallowed; (g) to recognize and report side-effects to a caregiver or physician; (h) to take medication as prescribed or recommended.

**2. Avoiding health and safety hazards: Avoid everyday health and safety hazards such as walking out in front of a car, accidentally poisoning self, practicing safe sex, etc.?**

Includes supports needed: (a) to use safety rails, non-slip mats, smoke detectors, carbon monoxide detectors, fire alarms, change batteries in detection/alarms, use safe practices in the neighborhood, store chemicals safely, and lock doors at night; (b) to recognize dangerous situations and personal vulnerability (at home and in the community) including reading safety and danger signs regarding hazards and poisons.

**3. Obtaining health care services: Obtain help when getting ill such as communicating with health care problems, making an appointment to see a physician, getting a prescription filled from a pharmacist, etc.?**

Includes supports needed: (a) to communicate health care needs to caregivers (as needed); (b) to make appointments with dentists and therapists; (c) to obtain medical services or

medications; (d) to coordinate health care services; and (e) to attend and participate in an office visit.

**4. Ambulating and moving about: Physically move self around the environment?**

Includes supports at home and in the community needed: (a) to make transfers as relevant to mobility (e.g. to/from bed, chair, walker, wheelchair); (b) to put on prostheses relevant to mobility; (c) to time spent in therapies for improving abilities to ambulate or move about.

**5. Learning how to access emergency services: Apply emergency skills to real life situations (e.g., dialing 911, requesting the right types of assistance, informing dispatcher of key information such as address and type of crisis)?**

Includes supports needed: (a) to learn and use a Personal Emergency Response System when needed; (b) to plan access to emergency services (e.g. putting emergency numbers on refrigerator); and (c) to plan and practice responses to prepare for emergencies.

**6. Maintains a nutritious diet: Eat a sufficiently nutritious diet to avoid medical problems associated with poor nutrition?**

Includes supports needed: (a) to learn about good nutrition and understanding the effects of poor nutrition; (b) to select health foods; and (c) to plan diets (including meal planning).

DOES NOT INCLUDE: shopping.

**7. Maintains physical health and fitness: Exercise sufficiently to avoid medical problems associated with poor physical health, fitness or obesity?**

Includes supports needed: (a) to select and plan activities for physical health and fitness; (b) to select physical fitness options; and (c) to locate a gym or activity and access facilities or locations for maintaining fitness.

**8. Maintains emotional well-being: Maintain a lifestyle conducive to avoiding serious mental health problems such as depression, using relaxation techniques to manage anxiety, use coping strategies to control anger, access appropriate clinical therapy services?**

Includes supports needed: (a) to access mental health resources; (b) to participate in therapeutic homework and positive behavior support plans; (c) to plan a structured day as related to maintaining mental well-being.

## PART F: Social Activities

**1. Socializing within the household: Socially interact with others (e.g., roommates, family members) in a household?**

*The focus of this item is on positive communications used to share interests or tasks in a cooperative way in the home as well as learning to respect others privacy.*

Includes supports needed: (a) to facilitate/promote verbal or non-verbal social interaction that is meaningful to the person and others (e.g. use of sign language, gestures that others understand, writing or using augmentative communication to interact with others); (b) to gain social interaction such as time setting up communication devices.

DOES NOT INCLUDE: recreation/leisure activities covered in F2.

**2. Participating in recreation/leisure activities with others: Take part in recreation/leisure activities with others such as participating on a sports team, playing card or table games, or hosting a holiday party?**

Important considerations: (a) participation is in cooperation with others and supports are intended to aid social interaction and cooperative rules such as those associated with games (turn taking, accepting limitations and boundaries, relying on others etc.); and (b) recreation/leisure activities may be occurring more or less frequently than the person desires; thus, estimates of supports should focus on the person's favorite/desired activities and interests, not the present rate of participation in activities.

Includes supports needed to set up assistive devices/technology.

DOES NOT INCLUDE: transportation.

**3. Socializing outside the household: Socially interact with others (e.g., neighbors, friends, co-workers) outside of the household?**

This is equivalent to F1.

DOES NOT INCLUDE: transportation to and from.

**4. Making and keeping friends: Initiate and maintain friendships?**

Includes supports needed: (a) to communicate with peers; (b) to learn social skills related to friendships; (c) to arrange meetings with others and join activities with friends; (d) to locate programs/activities that lead to friendships; (e) to use the phone and other communications to maintain friendships.

DOES NOT INCLUDE: transportation (covered in B4).

**5. Communicating with others about personal needs: Inform others about personal problems or desires?**

This includes supports needed for verbal or non-verbal communications as well as communication delivered through the use of assistive technologies.

**6. Using appropriate social skills: Demonstrate social skills such as good manners, initiation of social greetings and partings, maintaining personal space, etc.?**

Includes supports needed: (a) to recognize how others feel and to express affect that is congruent with the situation; and (b) to learn expected behaviors in different situations and

practicing knowledge obtained (e.g. yelling at football games, not in libraries; hugging loved ones, not strangers etc.).

**7. Engaging in loving and intimate relationships: Initiate and maintain a special, intimate/romantic relationship?**

Includes supports needed: (a) to plan activities for meeting others for intimacy (including but not limited to sexual interactions); (b) to maintain intimate relations; and (c) to learn activities that are related to intimate relationships such as dating skills, understanding personal boundaries, and respect for partner.

DOES NOT INCLUDE: transportation (covered in B4).

**8. Engaging in volunteer work: Take part in volunteer projects such as participating with others on an organized project (e.g., clean the park day, working in hospital, shelter), contacting a community group seeking volunteers and learning how to apply one’s own skills to the effort, etc?**

Note: This item should NOT be linked with employment. It does not include transportation. It is related to quality of life issues and a person’s sense of well-being.

## Section 2

### Supplemental Protection and Advocacy

**1. Advocating for self: Express personal preferences, including wants and needs, and support requests with justifications?**

Includes supports needed: (a) to advocate in all aspects of life, including speaking up for oneself (or communicating) to exercise control over one’s life; (b) to learn to advocate in a respectful manner; (c) to recognize and understand that choices and decisions are related to responsibilities and consequences (good or bad); and (d) to express personal preferences, needs and wants, and explaining why things are important to you can be easy in some aspects of life/situations but not others (e.g. a person may need support advocating in certain personal relationships due to low self-esteem and a need for acceptance, but may not have difficulty at work or school).

**2. Managing money and personal finances: Budget money, maintain banking accounts (e.g., checking and savings), and pay bills?**

Includes supports needed: (a) to provide protections that an individual may need in place to assure responsible management of money (e.g. support to live within means, controls to protect person from overdrafts, co-signatures and other identified protections as mutually agreed on); (b) to reduce the possibility of exploitation (assess understanding of money, keeping and reviewing bank records and spending, monitoring relationship, loaning money,

credit cards and ATM card guidelines/use identification process; (c) support for learning and applying positive decision making and protection strategies.

**3. Protecting self from exploitation: Identify when an exploiter is attempting to take an unfair advantage (i.e., to promote his or her own interests at the expense of one's own interests), and then take action to prohibit the exploiter from gaining this advantage?**

Includes supports needed: (a) to learn and practice skills relevant to recognizing and avoiding exploitation; (b) to plan for protections against exploitation. Examples include: frequently asking to borrow money, taking food that was not offered, taking personal items, using the phone excessively, borrowing belongings and not returning them, and other situations in which a stranger is promising great things and wants money.

**4. Exercising legal responsibilities: Abide by the laws of the community and exercise civic responsibilities (e.g., vote in elections)?**

This includes supports needed: (a) to understand basic laws, civic responsibilities, and rights as a community member/citizen; and (b) to exercise responsibilities such as voting. This item also includes understanding the laws that most people understand such as moving about the community (e.g. jay walking; not littering).

**5. Belonging to and participating in self-advocacy organizations: Participate in the activities of self-advocacy and support organizations such as People First?**

Includes supports needed: (a) to identify support groups for a particular life situation such as grief and recovery, substance abuse, victim of violence etc.; (b) to participate in self-advocacy organizations as well as serving on advisory boards.

DOES NOT INCLUDE: transportation.

**6. Obtaining legal services: Contact an attorney for legal advice and employ and attorney for legal services?**

Includes supports needed: (a) to access legal assistance (e.g. legal aid); (b) to identify legal assistance when needed.

**7. Making choices and decisions. Act on personal choices and follow through on personal decisions?**

Includes supports needed: (a) to understand that choices and decisions are related to consequences and responsibilities; (b) to identify people or things that influence choice and/or decisions; (c) to assess opportunities to make choices and decisions and types/level of importance (e.g. choosing what to wear vs. who to hire as a DSP etc.); (d) to make good decisions and understand the consequences of various decisions.

**8. Advocating for others: Helping or assisting others advocate?**



Includes supports needed: (a) to identify opportunities and situations; (b) to get involved in self-advocacy organizations, civic activities, and special events such as walk-a-thons etc.; (c) to assist others when they can't speak out for themselves or express personal preferences.

## Section 3. Exceptional Medical and Behavioral Support Needs

### **General Guidelines for Sections 3A and 3B.**

1. When determining whether an item should be rated as a "1" or a "2" the interviewer should consider the consequences of the exceptional medical or behavioral support need.
2. In reference to 3B (#12: "Maintenance of mental health treatments"), maintenance involves participating, cooperating, and taking psychotropic medication).

**Section 3A. Descriptions of SIS Exceptional Medical Needs**

Item	Description
<b>Respiratory care</b>	
Inhalation or oxygen therapy	Uses of a nebulizer or oxygen
Postural drainage	Needs positioning to help drain secretions/mucus in the lungs
Chest PT	Needs chest physical therapy to help with drainage of secretions
Suctioning	Needs suctioning of secretions
<b>Feeding assistance</b>	
Oral stimulation or jaw positioning	Needs physical assistance or oral stimulation to help with feeding
Tube feeding (e.g., nasogastric)	Uses a nasogastric or gastrostomy tube for feeding
Parenteral feeding (e.g., IV)	Uses an intravenous tube for feeding
<b>Skin care</b>	
Turning or positioning	Needs assistance with repositioning or turning in chair or bed to prevent sores
Dressing of open wound(s)	Needs assistance with the cleaning and dressing of open sores
<b>Other exceptional medical care</b>	
Protection from infectious diseases due to immune system impairment	Requires universal precautions to prevent infections due to weakened immunity system or infectious disease
Seizure management	Needs medication and seizure precautions and management
Dialysis	Uses peritoneal or hemodialysis
Ostomy care	Needs colostomy care
Lifting and/or transferring	Needs assistance for lifting and transferring to and from chair, bed, etc.
Therapy services	Needs occupational therapy, psychological therapy, speech-language therapy, individual or group psychotherapy
Other(s) – Specify: _____	

**Section 3B. Descriptions of SIS Exceptional Behavioral Needs**

Item	Description
<b>Externally-directed destructiveness</b>	
Prevention of assaults or injuries to others	Hits, punches, kicks, bits or intentionally harms others
Prevention of property destruction	Breaks windows, damages furniture, sets fires, defaces property, etc.
Prevention of stealing	Steals/takes other people’s property, shoplifts, etc.
<b>Self-directed destructiveness</b>	
Prevention of self-injury	Engages in head banging, eye gouging, skin picking, cutting, etc.
Prevention of pica (ingestion of inedible substances)	Eats cigarette butts, paper, or other objects
Prevention of suicide attempts	Attempts to hurt oneself with the intention of suicide
<b>Sexual</b>	
Prevention of sexual aggression	Engages in pedophilia, sexual assault, etc.
Prevention of non-aggressive but inappropriate behavior	Masturbates in public places, exhibitionism, stalking
<b>Other</b>	
Prevention of tantrums or emotional outbursts	Screams, curses, throws objects, threatens violence
Prevention of wandering	Runs away, wanders off – risk of getting lost or potentially injured
Prevention of substance abuse	Engages in excessive consumption of alcohol, misuses prescription medication, uses illegal drugs or other toxic substances (e.g., sniffing glue, paint, etc.)
Maintaining mental health treatments	Takes psychotropic medication, attends appointments, is compliant with treatment
Prevention of other serious behavior problem(s) - Specify: _____	