



American Association
on Intellectual and
Developmental Disabilities

Supports Intensity Scale™

Supplemental Administration and Scoring Procedures Training

Conference Call
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Knowledge | Support | Empowerment

www.aaidd.org and www.siswebsite.org

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Instruction Rationale

- This presentation is designed to provide a general overview of the **AAIDD SIS Supplemental Administration and Scoring Procedures** publication. It is not intended to answer all questions or to replace SIS interviewer/trainer (either new or on-going) training.
- Please contact Jula He at AAIDD for specific SIS interviewer/trainer training. (jula@aaidd.org)
- Please have your copy of the **AAIDD SIS Supplemental Administration and Scoring Procedures** with you to review during this presentation.



Where Can I Get a Copy?

**SIS: Supplemental
Administration
and Scoring
Procedures**

**SIS: Guidelines for
Interviewing
People with
Disabilities**



Free Download At:
www.siswebsite.org

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SIS: Supplemental Administration and Scoring Procedures

Purpose & Agenda

Outline clarifications between previous versions of supplemental materials and 2009 materials

Supplemental Administration and Scoring Procedures

- Chapter 1: Scoring/Rating the SIS
- Chapter 2: Expanded Item Descriptions
- Chapter 3: FAQ's

Guidelines for Interviewing People with Disabilities

- Part 4: Resources for Interviewers



Supports Intensity Scale Supplemental Materials History

- Original scoring procedures and descriptions of questions published in SIS Users Manual in 2004
- Expanded Item Descriptions created in 2005 to supplement tables 2.1 – 2.9 in the SIS Users manual.
 - These were developed to provide a more detailed item description to assist interviewers and respondents
- Scoring Clarifications & FAQ's developed in 2005 to complement SIS Users Manual.
- **SIS Supplemental Administration and Scoring Procedures** developed in 2009 based on information and feedback from interviewers and respondents. It is designed to clarify administration and scoring questions.
- ***IT IS NOT DESIGNED TO REVISE THE S.I.S ASSESSMENT.***



Chapter 1 Scoring the SIS

2005

- Ratings reflect success compared to typical adult—not current supports
- Ratings can reflect maximum level of potential support
- Use current assistive technology
- All items should be completed

2009

- Ratings reflect success compared to typical adult—not current supports
- Ratings can reflect maximum level of potential support
- Use current assistive technology
- All items should be completed

Please note: no changes to the rules of conducting a SIS interview



Chapter 1 Scoring the SIS

2005

- Ratings are based on what it takes to be successful—without regard to current or potential availability of supports
- Planning is not dictated by the SIS
- Focus on Extraordinary Support needed

2009

- Ratings are based on what it takes to be successful—without regard to current or potential availability of supports
- Planning is not dictated by the SIS
- Ask about Type of Support, Frequency, Daily Support Time in order (pg.4)
- Focus on Extraordinary Support needed



Chapter 1 Scoring the SIS

2005

- Consider Multiple Tasks Within an Activity
- Assess the supports needs holistically
- Use community environments
- Do Not Consider Current/Available Services
- Use the Verb

2009

- Consider Multiple Tasks Within an Activity
- Assess the supports needs holistically
- Use community environments
- Do Not Consider Current/Available Services
- Use the Verb



Chapter 2 Expanded Item Descriptions

2009

- Does not change the item from the previous version
- Use examples as a reference, do not need to consider every example



Chapter 2 Expanded Item Descriptions

2009

- Added “Set the Scene” examples
- Clarified *Focus* and *Essential Elements* for each question
- “Includes Supports To” placed in more logical configuration of examples
- Some items have additional clarification



Chapter 2 Expanded Item Descriptions

Section 1, Part A – Home Living

2009 Clarifications

- Using the Toilet
 - Focus clarifies this question should be considered in all environments, not just in the home environment
- Taking Care of Clothes
 - Recognizing and gathering items
- Preparing Food
 - Meal planning
 - Pureeing foods/adding thickeners to drinks
- Eating Food
 - Clarified setting up the food for ingestion--Using a Clock Method/setting up tube feeding
 - Eating Safely



Chapter 2 Expanded Item Descriptions

Section 1, Part A – Home Living

2009 Clarifications

- Housekeeping and Cleaning
 - Properly use cleaning supplies
- Dressing
 - Selecting clothes for the day's *changing* activities--Formal events, bed time....
 - Identify when clothing needs to be changed



Chapter 2 Expanded Item Descriptions

Section 1, Part A – Home Living

2009 Clarifications

- Bathing/Personal Hygiene
 - Recognize the need/identify when bathing/grooming is needed
 - Adjust water
 - Denture care
 - Clarified definition of clothing protectors

- Operating Home Appliances
 - Telephone operation
 - Does Not Include items



Chapter 2 Expanded Item Descriptions

Section 1, Part A – Community Living

2009 Clarifications

- Note Items with “T” next to them
- Transportation
 - “Get To and From Places” clarified
 - Know routes to and from destination
 - Does Not Include Items
- Participating in Recreation/Leisure Activities
 - Clarified examples of activities
 - Know What to Do at the Activity (purchase tickets, obtain equipment...)
 - Does Not Include Items



Chapter 2 Expanded Item Descriptions

Section 1, Part A – Community Living

2009 Clarifications

- Using Public Services
 - “Complete tasks to use needed services” -- Reading and Completing applications, signing forms...
 - Identify need for services
- Going to Visit Friends and Family
 - Interact appropriately
 - Does Not Include Items
 - “T” is indicated
- Participating in Preferred Activities
 - Additional “Preferred Activity” examples



Chapter 2 Expanded Item Descriptions

Section 1, Part A – Community Living

2009 Clarifications

- Shopping and Purchasing Goods and Services
 - Identify items to purchase
- Interacting with Community Members
 - Expanded list of setting examples
 - Know when to initiate conversations
 - Maintain socially appropriate boundaries
 - Be understood
- Accessing Public Buildings and Settings
 - Expanded examples of public buildings/settings
 - Finding a room number
 - Elevators, escalator, steps...



Chapter 2 Expanded Item Descriptions

Section 1, Part C – Lifelong Learning

2009 Clarifications

- Further explanation of section
- Interacting with Others in Learning Activities
 - Additional examples of “Get along with Others”
 - Does Not Include Item
- Participating in Training/Educational Decisions
 - Review options
 - Additional examples of courses, classes...
 - Does Not Include Items



Chapter 2 Expanded Item Descriptions

Section 1, Part C – Lifelong Learning

2009 Clarifications

- Learning and Using Problem Solving
 - Identify when something goes wrong or there is a problem
 - Identify strategies
 - Application of strategies to resolve problems...
- Using Technology for Learning
 - Additional clarifications of possible devices
 - Does Not Include
 - Using technology as an aid....completion of assignments
- Accessing Training/Educational Settings
 - Locate the specific room
 - “T” is indicated



Chapter 2 Expanded Item Descriptions

Section 1, Part C – Lifelong Learning

2009 Clarifications

- Learning Functional Academics
 - Additional clarifications
 - Learn to read/write and add/subtract
- Learning Health and Physical Educations Skills
 - Additional clarifications—contagious illnesses, unsafe sexual practices, healthy lifestyle routines
 - Learn why to make appointments
 - Report side effects
 - Understand the effects of poor nutrition



Chapter 2 Expanded Item Descriptions

Section 1, Part C – Lifelong Learning

2009 Clarifications

- Learning Self-Determination Skills
 - Learn individual rights
- Learning Self-Management Strategies
 - Learn impulse control, anger management, self-restraint.
 - Learn to follow through with commitments...
 - Learn to adapt to changing situations
 - Learn to use self-management strategies for self-control/restraint examples



Chapter 2 Expanded Item Descriptions

Section 1, Part D – Employment

2009 Clarifications

- Further explanation of section and typical adult work schedule
- Accessing/Receiving Job/Task Accommodations
 - Additional clarifications of examples of accommodations
- Learning and Using Specific Job Skills
 - Essential Elements—Learning and Applying



Chapter 2—Expanded Descriptions

Section 1, Part D – Employment

2009 Clarifications

- Interacting with Coworkers
 - Be understood by coworkers
- Interacting with Supervisors/Coaches
 - Request assistance from supervisors
 - Be understood by supervisors
- Completing Work Related Tasks With Acceptable Speed
 - Reduce frustration, disinterest, anxiety...



Chapter 2 Expanded Item Descriptions

Section 1, Part D – Employment

2009 Clarifications

- Completing Work-Related Tasks with Acceptable Quality
 - Development of...quality checklist
 - Recognize and correct mistakes
- Changing Job Assignments
 - Does not include item
- Seeking Information and Assistance from an Employer
 - Additional clarifications of benefits and policies
 - Identify the process and need for accessing information
 - Identify the appropriate department/person
 - Complete necessary forms and steps



Chapter 2 Expanded Item Descriptions

Section 1, Part E-Health and Safety

2009 Clarifications

- Taking Medications
 - Does not include list
- Avoiding Health and Safety Hazards
 - Utilize things designed to promote safety
 - Avoid potentially harmful situations
 - Obeying traffic laws
 - Identifying dangerous strangers
- Obtaining Health-Care Services
 - Obtain Medical Services (MRI, lab work)
 - Have appropriate medical/insurance cards



Chapter 2 Expanded Item Descriptions

Section 1, Part E-Health and Safety

2009 Clarifications

- Ambulating and Moving About
 - Does not include list (behavior related issues)
 - Negotiate even and uneven terrain...
- Learning How to Access Emergency Services
 - Self-Identification to first responders...
 - Additional clarifications of situations to plan/practice for
- Maintaining a Nutritious Diet
 - Promote healthy lifestyle




Chapter 2 Expanded Item Descriptions

Section 1, Part E-Health and Safety

2009 Clarifications

- Maintaining Physical Health and Fitness
 - Engage in physical fitness on a routine basis

- Maintaining Emotional Well-Being
 - Sustain a healthy outlook on life
 - Build confidence and self-esteem



Chapter 2 Expanded Item Descriptions

Section 1, Part F-Social Activities

2009 Clarifications

- Socializing Within the Household
 - Be understood by others
 - Know when to socialize
 - Discuss important issues
 - Respect boundaries

- Participating in Recreation/Leisure Activities with Others
 - Engage in social interactions....
 - Additional examples of interactions
 - Does Not Include Item



Chapter 2—Expanded Descriptions

Section 1, Part F—Social Activities

2009 Clarifications

- Socializing Outside of the Household
 - Expanded clarifications of question
- Making and Keeping Friends
 - Accept Invitations to participate in activities with friends
- Communicating with Others About Personal Needs
 - Identify need/problem exists
 - Recognize importance of communicating need/problem
 - Inform appropriate individual what need/problem is
 - Effective strategies to talk about needs
 - Clarification/examples of personal items



Chapter 2 Expanded Item Descriptions

Section 1, Part F-Social Activities

2009 Clarifications

- Using Appropriate Social Skills
 - Good manners
 - Learn and use expected behaviors and social exchanges in different situations
 - Table manners
- Engaging in Loving and Intimate Relationships
 - Plan dates
 - Consent
 - Express feelings for partner fittingly
- Engaging in Volunteer Work
 - Identify causes and issues of interest
 - Learn how to apply personal skills to the volunteer effort



Chapter 2 Expanded Item Descriptions

Section 2, Protection and Advocacy

2009 Clarifications

- Advocating for Self
 - No significant clarifications
- Managing Money and Personal Finances
 - No significant clarifications
- Protecting Self from Exploitation
 - Being manipulated
- Exercising Legal Responsibilities
 - Additional examples of basic laws



Chapter 2 Expanded Item Descriptions

Section 2, Protection and Advocacy

2009 Clarifications

- Belonging To and Participating in Self-Advocacy/Support Organizations
 - ...assuming responsibilities—attending meetings, committee work...
- Obtaining Legal Services
 - Additional clarifications for legal assistance
 - Attend and participate in initial visits...
- Making Choices and Decisions
 - Make choices and decision based on multiple options
 - Make informed decisions
- Advocating for Others
 - Identify opportunities where advocacy of another person is warranted
 - Know when and how to help others...
 - Teach others ways to speak up for their beliefs, needs...



Chapter 2 Expanded Descriptions

Section 3A, Exceptional Medical Support Needs

2009 Clarifications

- Further explanation of section
- Additional clarification/examples to the following questions
 - Inhalation or oxygen therapy (C-PAP)
 - Chest PT (chest percussion for Cystic Fibrosis)
 - Suctioning (tracheotomy)
 - Dressing of Open Wounds (chronic open sores)
 - Infectious Diseases (additional examples)

Chapter 2 Expanded Descriptions

Section 3B, Exceptional Behavioral Support Needs 2009 Clarifications

- Additional clarification/examples to the following questions
 - Prevention of stealing (deliberately or otherwise)
 - Prevention of Pica (inedible substances)
 - Prevention of tantrums or emotional outbursts (...verbally demeans others, cries excessively)



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Chapter 2 Expanded Descriptions

Section 3A, Exceptional Medical Support Needs

2009 Clarifications

- Additional clarification/examples to the following questions (cont.)
 - Seizure Management (additional examples of precautions and management. Also “Does Not include taking medications on a regular basis as it is covered in E1).
 - Ostomy Care (additional examples- tracheotomy, other stomas)
 - Therapy services (needs assistance in implementing recommendations...)



Chapter 3 Frequently Asked Questions

This chapter was written to clarify questions that were asked in training sessions.

Topics discussed include:

- Transportation
- Items that include “learning” & “applying”
- SIS Manual case studies



Guidelines for Interviewing People with Disabilities

This guide remains primarily unchanged from original release in 2005.

Note differences in resources available in:

- **Part 4: Resources for Interviewers**



THANK YOU

