

## **Supports Intensity Scale (SIS®) Frequently Asked Questions**

### **1. What does the SIS® determine?**

The SIS® is a validated assessment tool for people with intellectual and developmental disabilities, specifically designed to measure the pattern and intensity of supports needed by people with disabilities to be successful in areas of life, similar to their peers without disabilities in the community.

### **2. I was recently called by Ascend about an interview. Who is Ascend?**

Ascend is the agency with which the state has a contract to complete the SIS® assessments across the state. This was done to assure there is no conflict of interest between the interviewers and your Support Coordinator. Ascend interviewers are all endorsed by the American Association on Intellectual and Developmental Disabilities (AAIDD), the organization that developed the SIS®, for administering both the adult and children's SIS®.

### **3. What do the scores and the percentages listed on the SIS® report mean?**

Each section of the SIS® is scored to reflect a person's current support needs. The higher the scores on the chart, the higher the support needs. The same with the percentiles - the higher the percentile from 0% to 100%, the more support a person needs.

### **4. I keep hearing about levels and tiers; what are these?**

Funding for some DD waiver services is set based on how much support a person needs. This information is gathered through the SIS® and additional questions asked at the interview. Support needs are then categorized into seven support needs levels and funding tiers (with 1 being low support needs and higher numbers for significant support needs).

### **5. When will I know my level and tier?**

Your Support Coordinator should provide this information to you and your supporters once it is posted in the Waiver Management System (WaMS). Levels and tiers are updated in WaMS approximately every 2 weeks. If you have not been notified of the level and tier a month or more after the interview you are welcome to contact your support coordinator for this information.

### **6. I just had my SIS® interview and received my interview report. What should I do with it?**

Your report is designed to assist you and your supporters in the DD waiver service planning process. Please bring the report to your next planning meeting as your person-centered Individual Support Plan will include information gathered from the SIS® interview.

### **7. The individual ratings on the SIS® do not agree with what I said in the interview.**

SIS® interviewers are given extensive training on how to score the SIS®. The scores in the SIS® are based on the interviewer's assignment of the correct rating based on the information you, your family, and/or your paid service providers provided to the interviewer.

### **8. Why wouldn't the interviewer include the historical information I shared about my son/daughter?**

While information about a person's whole life is important, the intent of the SIS® is to capture information regarding the current support needs of your son/daughter over the past 6 months. The SIS® is a snapshot in time. Feel free to bring historical information to the person-centered Individual Support Plan (ISP) meeting.

**9. My son/daughter has made a lot of progress with the help of his/her current DD waiver provider. I am concerned that this support won't be counted during his/her next SIS® interview.**

All supports currently provided are considered during the SIS® assessment. The SIS® interviewer will ask questions about activities and tasks your son or daughter can complete on his/her own and with help.

**10. The interviewer would not count the supports we reported for each item on the SIS®. She said the support had already been counted by another item. This is not fair and does not reflect his/her complete support needs.**

Generally, the same activity is not rated in more than one item. The SIS® is designed to be conducted by interviewers endorsed by AAIDD. SIS® endorsed interviewers follow required steps for assigning ratings that may not always be apparent to respondents.

**11. Is the SIS® optional?**

No. The SIS® is required for anyone who receives DD waiver services. Adult SIS® assessments are required every 3 years. The Children's SIS® is required every 2 years.

**12. If I speak for myself do I need respondents during my SIS® interview?**

Your participation is valued and critical in creating an accurate picture of your support needs. The observations of those who provide you with supports, such as family members or paid service providers, are equally important to create a whole picture of the type, duration, and frequency of your support needs.

# SUPPORTS INTENSITY SCALE – WHAT CAN I EXPECT?

## FIRST, A LITTLE BACKGROUND:

- ♦ The SIS® measures the **type, frequency, and duration** of the supports you need to be successful.
- ♦ In Virginia, Ascend Management Innovations, Inc. conducts the SIS®
- ♦ Sections about your unique medical and behavioral needs are completed first to help the interviewer become more familiar with you.
- ♦ You can bring with you people who support you to help answer questions during the assessment about your support needs.



## A FEW REMINDERS:

Questions cover all aspects of your life, including some topics that are personal or may be uncomfortable to discuss. Consider how you prefer these topics to be approached.

Be patient if the interviewer asks follow-up questions. This is part of the process for gathering necessary information and assigning accurate ratings for each section.

Keep in mind, the SIS® is a “snapshot in time” and looks at your life as it is *now*. Information from 10 years ago - or plans for 5 years into the future - might not be relevant to this assessment.

## WHAT WILL I AND MY SUPPORTERS DO DURING THE SIS®?

- ♦ You will provide correct, detailed information to the interviewer. To do this, remember to:
  - Think of ways you participate in or complete a task, and the ways your **supporters help you** to complete a task
  - Give examples and descriptions
  - Ask questions if you don't understand the interviewer
- ♦ The assessment usually takes about 2 hours. Be prepared to stay for the entire interview.

## WHAT WILL THE INTERVIEWER DO?

- ♦ Explain the assessment process and the rating scale for each section
- ♦ Ask the questions and gather information from you and your supporters. To do this, the interviewer may:
  - Ask follow-up questions for clarification
  - Ask for more examples and descriptions
  - Guide you to provide information necessary to answer the question being asked
- ♦ The interviewer will record the most accurate rating based on a rating scale and the information you and your supporters provided.



## How CAN I PREPARE?

Think about all the activities you do in a day from eating breakfast to being out in the community. What can you do independently? What do you need help with?

Think about what **types** of support you need. Do you need reminders? Do you need monitoring to make sure the task is done safely? Do you need someone to complete the task for you?

You don't need to bring any documents with you to the assessment.

### Reference Websites:

[www.ascendami.com](http://www.ascendami.com)  
[www.aaid.org](http://www.aaid.org)  
[www.dhbs.virginia.gov](http://www.dhbs.virginia.gov)

# SIS® for Individuals and Families



The website has a top navigation bar with the following menu items: HOME, What Is SIS®, SIS® In VA, Supports, Intensity, Scale, Components of SIS®, The Interview, and Common Questions.

**Supports Intensity Scale®**

**for Individuals Receiving DD Waivers and Their Families**

 Virginia Department of Behavioral Health & Developmental Services

**DBHDS Vision: A life of possibilities for all Virginians**

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## Module 1

### 1.1 What is SIS®?



**SIS®**  
Supports Intensity Scale®

HOME

## What is SIS®?

The Supports Intensity Scale® (SIS®) was developed by the **American Association on Intellectual and Developmental Disabilities** (AAIDD) over a five-year period in response to changes in how society views and relates to people with disabilities.

The SIS® is a standardized assessment tool, specifically designed to measure the pattern and intensity of supports needed by individuals to be successful.

**aaidd**  
American Association on Intellectual and Developmental Disabilities



### 1.2 SIS® Development



**SIS®**  
Supports Intensity Scale®

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## SIS® Development

Normed with over 1,300 people with intellectual and developmental disabilities who had a variety of support needs in 33 states and 2 Canadian provinces.

Individuals ranged in age from 16 to 72 and were culturally diverse.

Determined to be reliable and valid for individuals with intellectual and developmental disabilities.

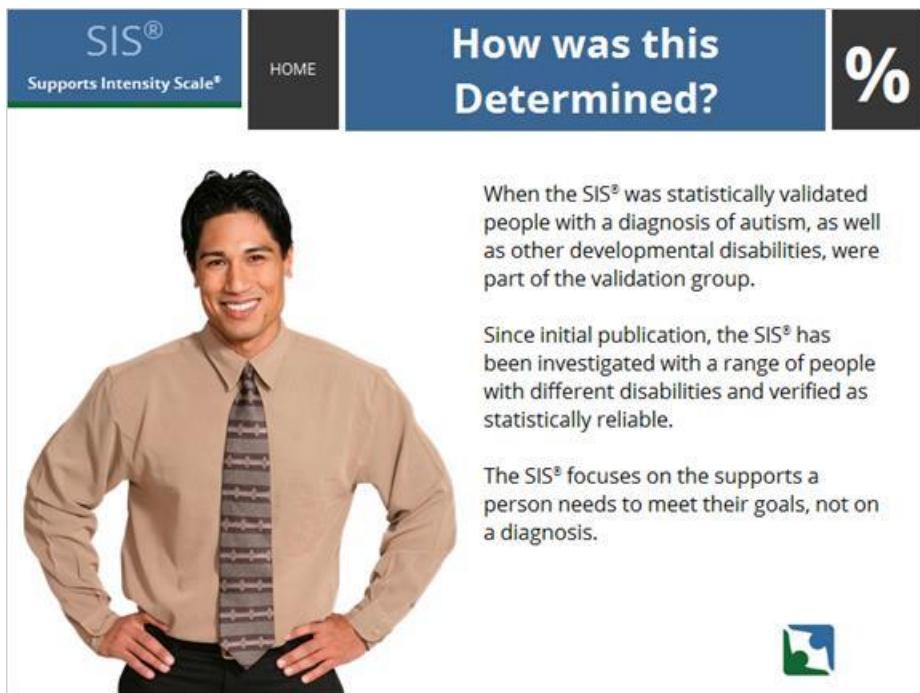


### 1.3 Developmental Disabilities



The image shows a screenshot of the SIS® website. At the top, there is a navigation bar with the SIS® logo and "Supports Intensity Scale®" on the left, and "HOME" on the right. The main title "Developmental Disabilities" is in the center, and a large percentage sign (%) is on the right. Below the title, there is a question in a thought bubble: "Is the SIS® valid for people with developmental disabilities, like autism?". To the left of the question is a man in a tan shirt and tie, looking thoughtful with his hand to his chin. To the right of the question is a large green button with the word "Yes!" in white. In the bottom right corner of the page is a small green square icon with a white geometric shape inside.

### 1.4 How SIS® Was Validated



The image shows a screenshot of the SIS® website. At the top, there is a navigation bar with the SIS® logo and "Supports Intensity Scale®" on the left, and "HOME" on the right. The main title "How was this Determined?" is in the center, and a large percentage sign (%) is on the right. Below the title, there is a statement: "When the SIS® was statistically validated people with a diagnosis of autism, as well as other developmental disabilities, were part of the validation group." To the left of the statement is a man in a tan shirt and tie, smiling with his hands on his hips. To the right of the statement is another statement: "Since initial publication, the SIS® has been investigated with a range of people with different disabilities and verified as statistically reliable." Below that is a third statement: "The SIS® focuses on the supports a person needs to meet their goals, not on a diagnosis." In the bottom right corner of the page is a small green square icon with a white geometric shape inside.

## 1.5 Today

## 1.6 Summary

- The SIS® was developed by the **American Association on Intellectual and Developmental Disabilities (AAIDD)**
- Is a standardized, reliable and valid assessment to measure the supports needed by an individual to be successful
- Is valid for individuals with intellectual and developmental disabilities

## Module 2

### 2.1 Reasons for Using the SIS® in Virginia



**SIS®**  
Supports Intensity Scale®

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## Reasons for Using the SIS® in Virginia

**%**

The **Centers for Medicaid & Medicare Services** (CMS) requires a comprehensive assessment be completed for individuals receiving a DD Waiver.

To involve the individual as a vital source of information.

Direct, reliable, and valid measure of supports needed across life areas.

**CMS**  
CENTERS FOR MEDICAID & MEDICARE SERVICES

### 2.2 Reasons for Using the SIS® in Virginia



**SIS®**  
Supports Intensity Scale®

HOME

## Reasons for Using the SIS® in Virginia

**%**

SIS® reflects a positive way of thinking; it looks at the supports needed for the individual to be successful versus focusing on his or her deficits.

Is useful in planning for individual supports and services.

**VA**

## 2.3 Who Conducts Interview



**SIS®**  
Supports Intensity Scale®

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**Who Conducts SIS® Interviews?**

**%**

AAIDD performed previous SIS® assessments.

DBHDS contracts with **Ascend Management Innovations, Inc.** ("Ascend") to conduct SIS® assessments in VA.

The **Ascend** website address is:  
[www.ascendami.com](http://www.ascendami.com)

**ASCEND**  
A MAXIMUS COMPANY

## 2.4 SIS® Interviewers are Professionals Who:



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**SIS® Interviewers are Professionals Who:**

**%**

Have experience and a degree in the field of Developmental Disabilities

Have participated in Ascend's rigorous training schedule

Have passed AAIDD's Interviewer Reliability and Quality Review sessions

Have been endorsed by AAIDD as a SIS® interviewer

**ASCEND**  
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## 2.5 Summary

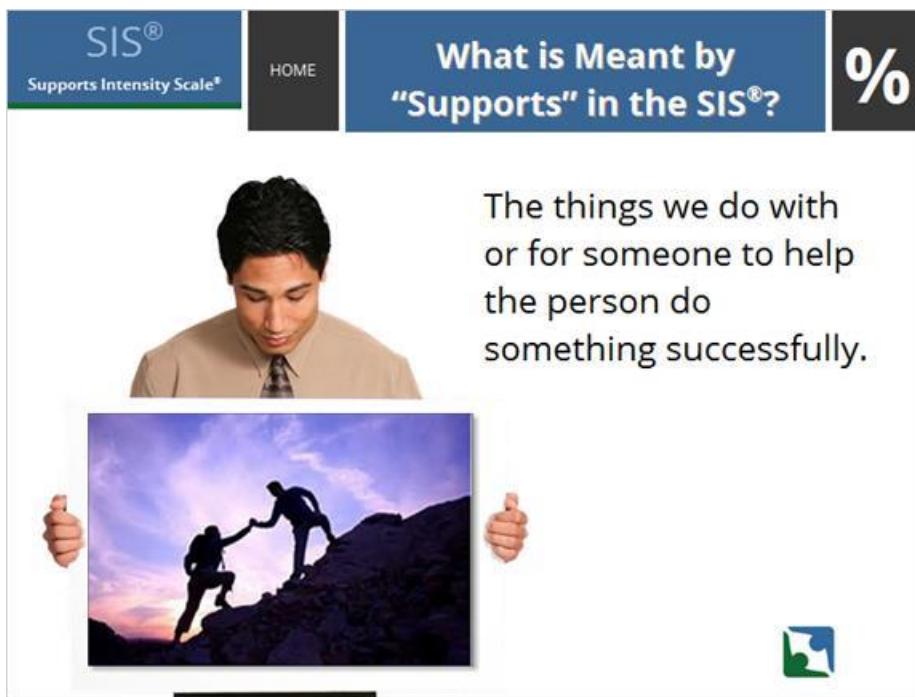


**Summary**

- CMS requires an assessment for all individuals receiving a DD Waiver in Virginia
- SIS® assessments are conducted by **Ascend Management Innovations, Inc.**'s (Ascend) highly-trained interviewers who have experience in the field of Developmental Disabilities

## Module 3

### 3.1 What is Meant by “Supports” in the SIS®?



**What is Meant by “Supports” in the SIS®?**

The things we do with or for someone to help the person do something successfully.



### 3.2 Supports Occur

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Supports Intensity Scale®

HOME

## Supports May Occur

%



- ✓ At Home
- ✓ With Friends and Relationships
- ✓ While Making Choices
- ✓ At Work or Other Meaningful Day Activity
- ✓ While Participating in Activities of Interest to the Individual



### 3.3 What is Intensity

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## What is Meant by "Intensity" in the SIS®?

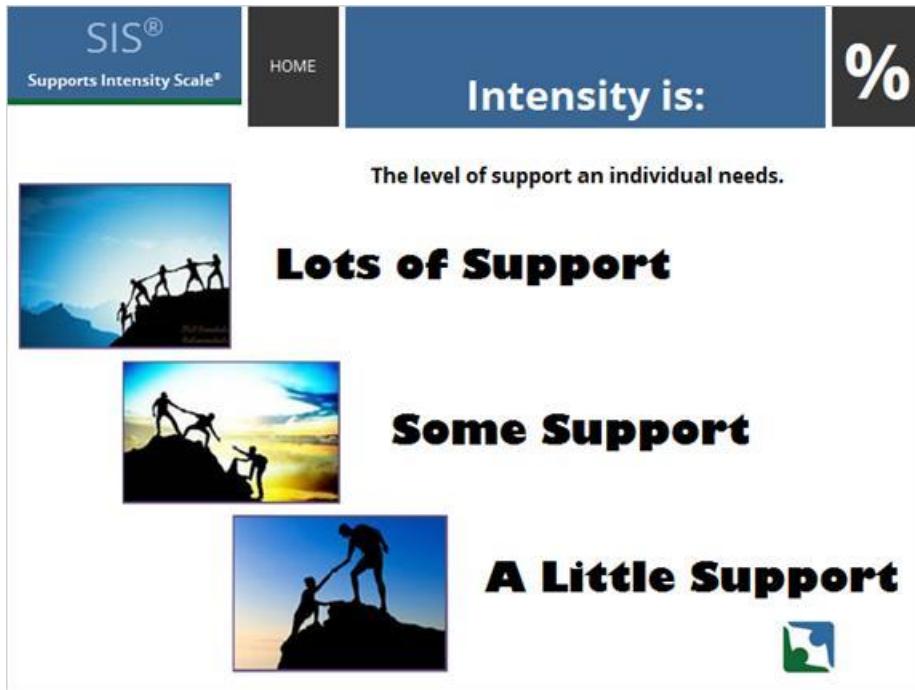
%



Intensity is the level of support an individual needs.



### 3.4 What is Intensity



The screenshot shows the SIS® website with the header "SIS® Supports Intensity Scale®" and a "HOME" button. The main content area has a blue background with the text "Intensity is: %". Below this, a definition states "The level of support an individual needs." Three images illustrate different levels of support: "Lots of Support" (three people on a cliff edge), "Some Support" (two people on a cliff edge), and "A Little Support" (one person on a cliff edge). A small green square icon is in the bottom right corner.

The level of support an individual needs.

**Lots of Support**

**Some Support**

**A Little Support**

### 3.5 What is Scale



The screenshot shows the SIS® website with the header "SIS® Supports Intensity Scale®" and a "HOME" button. The main content area has a blue background with the text "What is Meant by "Scale" in the SIS®? %". Below this, a definition states "A standardized way of measuring support needs." An image of a man in a suit looking down is on the left, and a balance scale with stones is on the right. A small green square icon is in the bottom right corner.

What is Meant by "Scale" in the SIS®? %

A standardized way of measuring support needs.

### 3.6 What is Scale

The screenshot shows the SIS website with a blue header bar. On the left, it says 'SIS® Supports Intensity Scale®' and 'HOME'. In the center, it says 'Scale Means:' and has a large white percentage sign (%) icon. On the left side of the main content area, there is a vertical purple ruler with the text 'RATING =' above it and numbers 0, 1, 2, 3, 4 below it. To the right of the ruler is a photograph of a young boy standing against a white wall, with a hand reaching up to touch his head. To the right of the photo is the text 'Everyone is measured on the same basis.' Below the text is a small green square icon with a white shape inside.

### 3.7 Summary

The screenshot shows the SIS website with a blue header bar. On the left, it says 'SIS® Supports Intensity Scale®' and 'HOME'. In the center, it says 'What is SIS? SIS® In VA Supports, Intensity, Scale Components of SIS® The Interview Common Questions'. Below the header is a green bar with the word 'Summary' in white. To the left of the summary bar is a photograph of a man in a tan shirt and tie, giving two thumbs up. To the right of the summary bar is a bulleted list of three items: '• **Supports** are the things we do *with* or *for* someone to help them do something successfully', '• **Intensity** is the level of support a person needs to be successful', and '• **Scale** is a standardized way of measuring support needs'.

## Module 4

### 4.1 Sections of SIS-Adult®



SIS®  
Supports Intensity Scale®

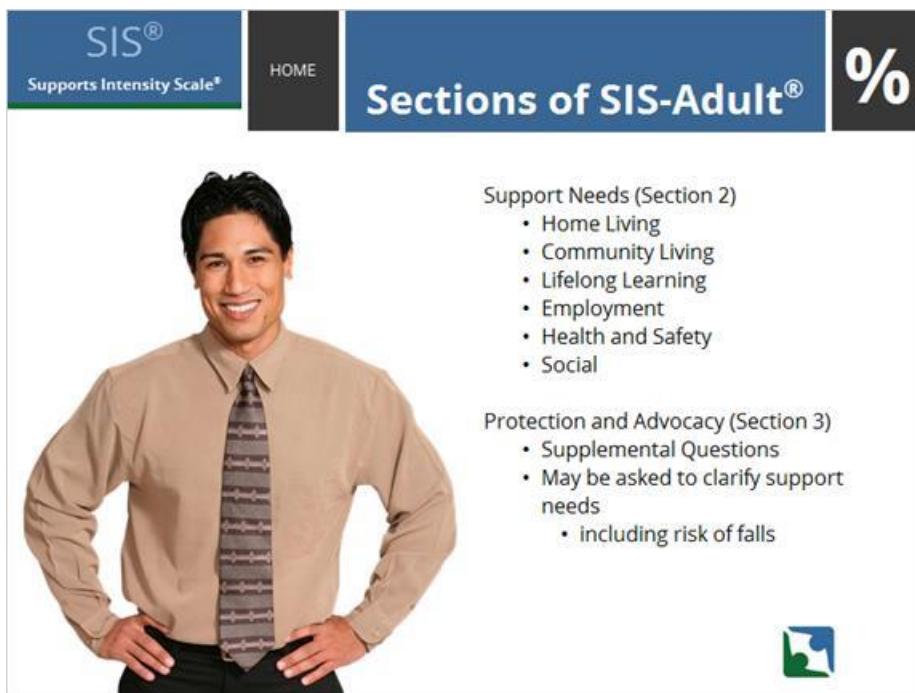
HOME

## Sections of SIS-Adult®

Exceptional Medical Support Needs  
(Section 1A)

Exceptional Behavioral Support Needs  
(Section 1B)

### 4.2 Sections of SIS-Adult®



SIS®  
Supports Intensity Scale®

HOME

## Sections of SIS-Adult®

Support Needs (Section 2)

- Home Living
- Community Living
- Lifelong Learning
- Employment
- Health and Safety
- Social

Protection and Advocacy (Section 3)

- Supplemental Questions
- May be asked to clarify support needs
  - including risk of falls

#### 4.3 Sections of SIS-Child®



SIS®  
Supports Intensity Scale®

HOME

## Sections of SIS-Child®

Sections of SIS-Child®

Exceptional Medical Support Needs  
(Section 1A)

Exceptional Behavioral Support Needs  
(Section 1B)

Support

#### 4.4 Sections of SIS-Child®



SIS®  
Supports Intensity Scale®

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## Sections of SIS-Child®

Sections of SIS-Child®

Support Needs (Section 2)

- Home Life
- Community and Neighborhood
- School Participation
- School Learning
- Health and Safety
- Social
- Advocacy

Supplemental Questions

- May be asked to clarify support needs
  - including risk of falls

Support

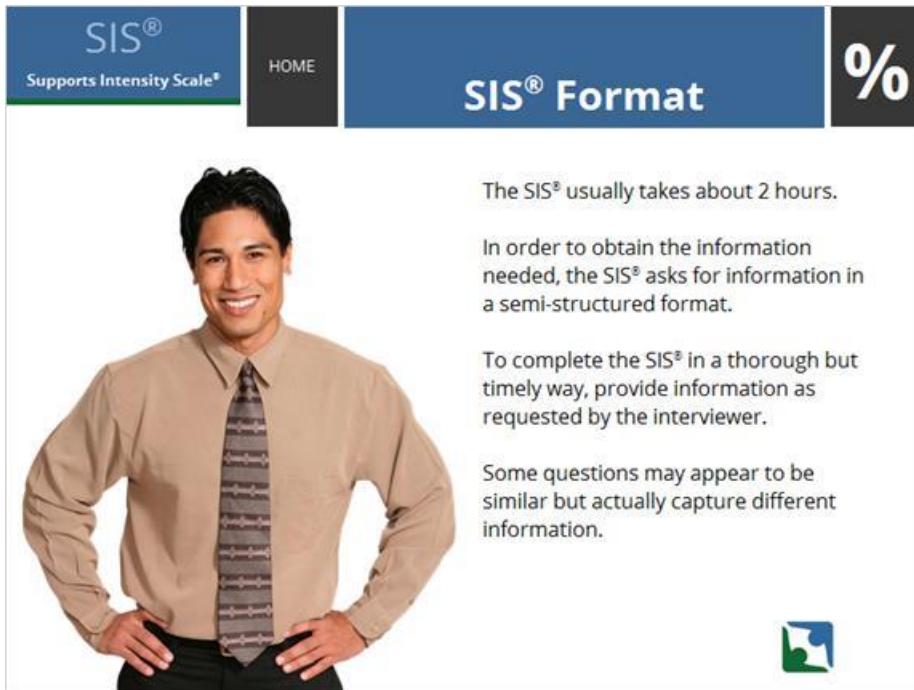
## 4.5 SIS® Measures

The screenshot shows the SIS® Measures website. The top navigation bar includes the SIS® logo, a 'HOME' button, and a large percentage sign icon. The main content area is titled 'SIS® Measures' and contains the following text:  
SIS® measures differences in  
• Support Type  
• Frequency  
• Daily Support Time  
between:  
Standards of same age adults in the community  
*Expectations*  
*Responsibility*  
*Involvement*  
Individual's own patterns of behavior  
*Expectations*  
*Responsibility*  
*Involvement*  
A large double-headed arrow graphic connects the two columns. Logos for AAIDD (American Association on Intellectual and Developmental Disabilities) and the National Council on Disability are visible at the bottom.

## 4.6 Two Rating Keys

The screenshot shows the SIS® Two Rating Keys website. The top navigation bar includes the SIS® logo, a 'HOME' button, and a large percentage sign icon. The main content area is titled 'Two Rating Keys' and contains the following text:  
Exceptional Medical/Behavioral Supports Needs (Section 1)  
• No Support Needed  
• Some Support Needed  
• Extensive Support Needed  
Activity Domains (Sections 2 & 3)  
• Type of Support  
• Frequency of Support  
• Daily Support Time  
A photograph of a smiling man in a tan shirt and tie is positioned on the left side of the page.

## 4.7 SIS® Format



The SIS® usually takes about 2 hours.

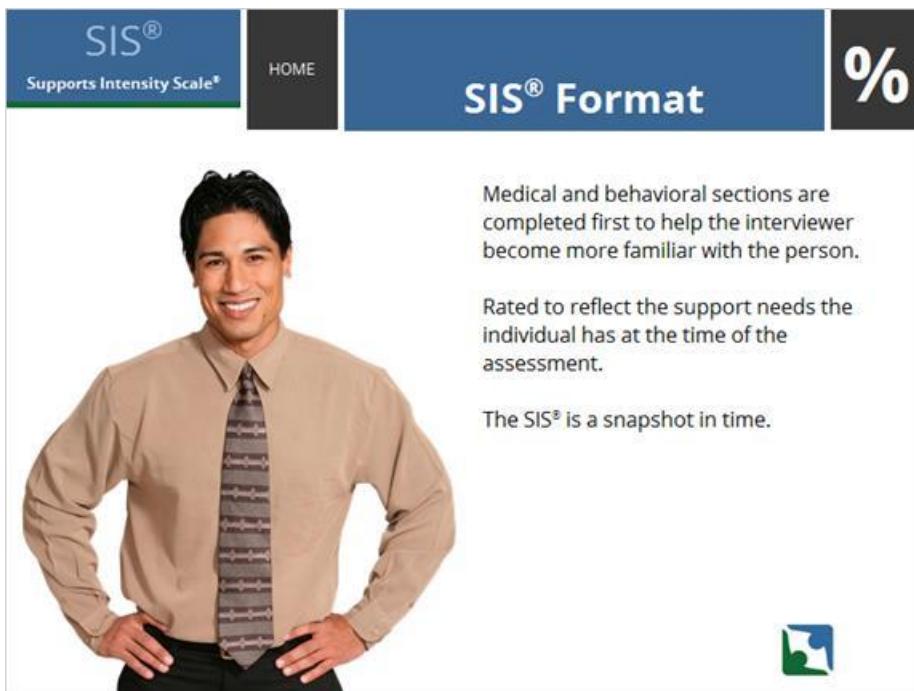
In order to obtain the information needed, the SIS® asks for information in a semi-structured format.

To complete the SIS® in a thorough but timely way, provide information as requested by the interviewer.

Some questions may appear to be similar but actually capture different information.



## 4.8 SIS® Format



Medical and behavioral sections are completed first to help the interviewer become more familiar with the person.

Rated to reflect the support needs the individual has at the time of the assessment.

The SIS® is a snapshot in time.



## Module 5

### 5.1 What Will the Interviewer Do?



**What Will the Interviewer Do?**



**Explain** the interview process



**Ask** the interview questions

**Record** your answers



### 5.2 What Will the Interviewer Do?



**What Will the Interviewer Do?**



Assist the team to develop a clear picture of the individual's support needs because:

- A. there may be differences in the way the person and others see the person's supports needs
- B. individuals sometimes need different supports in different settings



### 5.3 What Will the Interviewer Do?



**SIS®**  
Supports Intensity Scale®

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## What Will the Interviewer Do?

%

Gather the information provided by the respondents and record the most accurate rating based on this report.



### 5.4 What is a SIS® Interview Respondent?



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Supports Intensity Scale®

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## What is a SIS® Interview Respondent?

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A respondent is a person designated to answer questions about the support needs of the individual.

This includes the person themselves.



## 5.5 SIS® Interview Respondents



The right respondents can make all the difference.

An interview typically includes:

- ✓ The Individual
- ✓ A guardian or family member
- ✓ One or several waiver services provider(s)
- ✓ The Support Coordinator



## 5.6 SIS® Interview Respondents



A primary respondent is an individual who:

- Has known the person being interviewed for at least the last three months.
- Has had recent opportunity to observe the person functioning in one or more settings for substantial periods of time.



## 5.7 The Interview

The slide features a dark blue header with the text 'SIS®' and 'Supports Intensity Scale®' on the left, a 'HOME' link in the center, and a large white percentage sign on the right. The main content area has a light blue background. On the left, a young man in a tan shirt and striped tie is smiling. On the right, a smaller image shows a man with glasses and a blue shirt. A quote in the center reads: "The interview is about the individual's life. It is not the family's or provider's interview." Below the quote is the source: "-AAIDD 2008". A small green and blue logo is in the bottom right corner.

## 5.8 Scheduling the Interview

The slide features a dark blue header with the text 'SIS®' and 'Supports Intensity Scale®' on the left, a 'HOME' link in the center, and a large white percentage sign on the right. The main content area has a light blue background. On the left, a young man in a tan shirt and striped tie is smiling. To the right of the image, three text blocks describe the scheduling process: 1. 'Ascend is provided with the names and contact information for potential respondents by the Support Coordinator.' 2. 'When it is time to schedule the interview, Ascend contacts the Support Coordinator to identify his/her availability.' 3. 'After the Support Coordinator's availability is confirmed, Ascend contacts the individual and other respondents to schedule the interview.' A small green and blue logo is in the bottom right corner.

## 5.9 Scheduling the Interview



**SIS®**  
Supports Intensity Scale®

HOME

**Scheduling the Interview**

**%**

The person being interviewed is encouraged to participate as much as possible. At a minimum, the interviewer must meet the individual.

Primary respondents must stay for the duration of the interview.

If a person uses Assistive Technology, he or she is rated with the technology in place at the interview.



## 5.10 When Will My Next SIS® be Scheduled?



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**When Will My Next SIS® be Scheduled?**

**%**

A SIS® assessment is required every three years for adults and every two years for children 5-15 years of age.

If you are 16 years or older, your next SIS® interview should occur no more than 3 years since your last SIS®.

If you are 5-15 years of age, your next SIS® interview should occur no more than 2 years since your last SIS®.



## 5.11 When Will My Next SIS® be Scheduled?



**SIS®**  
Supports Intensity Scale®

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### When Will My Next SIS® be Scheduled?

If you have not had a SIS® completed by AAIDD or Ascend and you have:

**Canceled the interview:**

- ✓ coordinate scheduling of the meeting when Ascend contacts you

**Been contacted by Ascend but not responded:**

- ✓ return the call and coordinate scheduling of an interview



## 5.12 When Will My Next SIS® be Scheduled?



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### When Will My Next SIS® be Scheduled?

If you have not had a SIS® completed by AAIDD or Ascend and you have:

**Not been contacted by Ascend:**

- ✓ contact your Support Coordinator to confirm your respondent information was provided to Ascend



## **5.13 When Will My Next SIS® be Scheduled?**



Once scheduled, SIS® assessments should not be cancelled except for an emergency.

**When Will My Next SIS® be Scheduled?**

HOME

SIS®

Supports Intensity Scale®

%

## **5.14 Before the Interview**

A photograph of a smiling man with dark hair, wearing a tan long-sleeved button-down shirt and a dark tie with diagonal stripes. He is standing with his hands on his hips against a white background. To his right is a blue sidebar with white text and a small green and blue logo in the bottom right corner.

## 5.15 Before the Interview



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### Before the Interview

If you support the person and think they may have difficulty with the length of the interview, arrange for someone else to be available in the event the person needs to leave the room.

Be aware that questions cover all aspects of a person's life.

If you are being interviewed or support the person being interviewed, consider how you might prefer personal questions to be approached.



## 5.16 During the Interview



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Supports Intensity Scale®

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### During the Interview

- ✓ **Answer all the questions**  
even if they don't seem to apply to the individual now or in the future.
- ✓ **Describe supports**  
This is what makes the picture complete and person-centered.
- ✓ **Be specific**  
when describing the support needs of the individual.
- ✓ **Ask the interviewer**  
to slow down or repeat the question, if needed.



## 5.17 Things To Remember



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### Things To Remember

**%**

The SIS® is not a test. It is a guided conversation with participants.

As a respondent, provide accurate and specific information to the interviewer.

Be patient if the interviewer asks more questions. This is part of the process for assigning an accurate rating.



## 5.18 To's and For's



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### To's and For's

**%**

To's and For's are important components in developing a person centered plan and life.

Important "To's" and "For's" are listed only for the next plan year.



### 5.19 Important “To” the Person

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## Important “To” the Person

What individuals say *“in their own words”*

What individuals say with *“their own behavior”*

What you hear depends on what you are listening for

~ ELP Learning Community 2005

The diagram consists of two circles: a blue circle on the left labeled 'Listen' and a green circle on the right labeled 'Understand'. A blue arrow points from 'Listen' to 'Understand', and a green arrow points from 'Understand' back to 'Listen'. Below the circles is a small blue square icon.



### 5.20 Important “For” the Person

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## Important “For” the Person

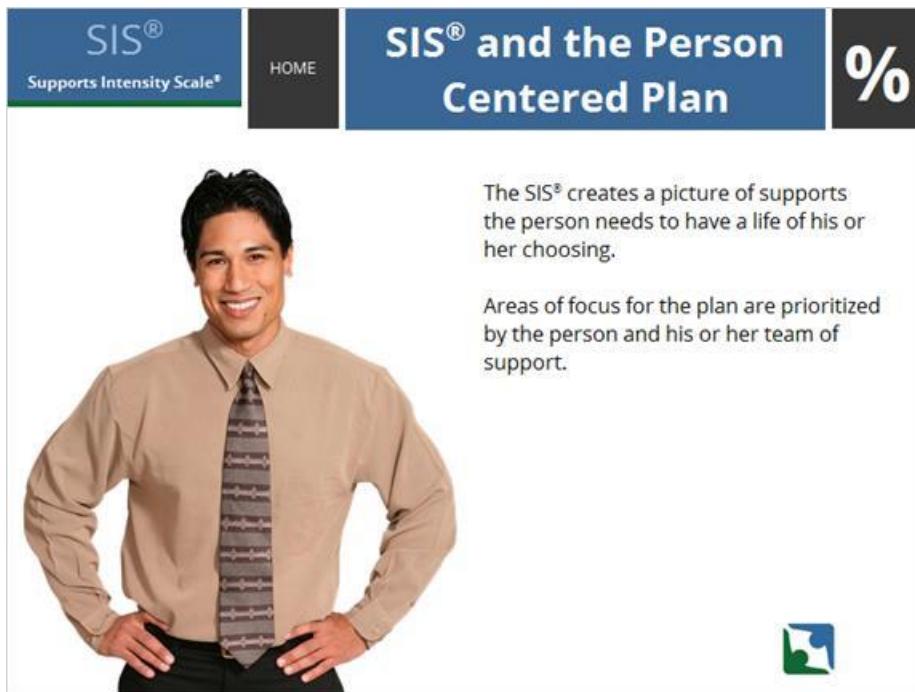
Health

Safety

Being a valued member of his or her community



## 5.21 SIS® and the Person Centered Plan



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**SIS® and the Person Centered Plan**

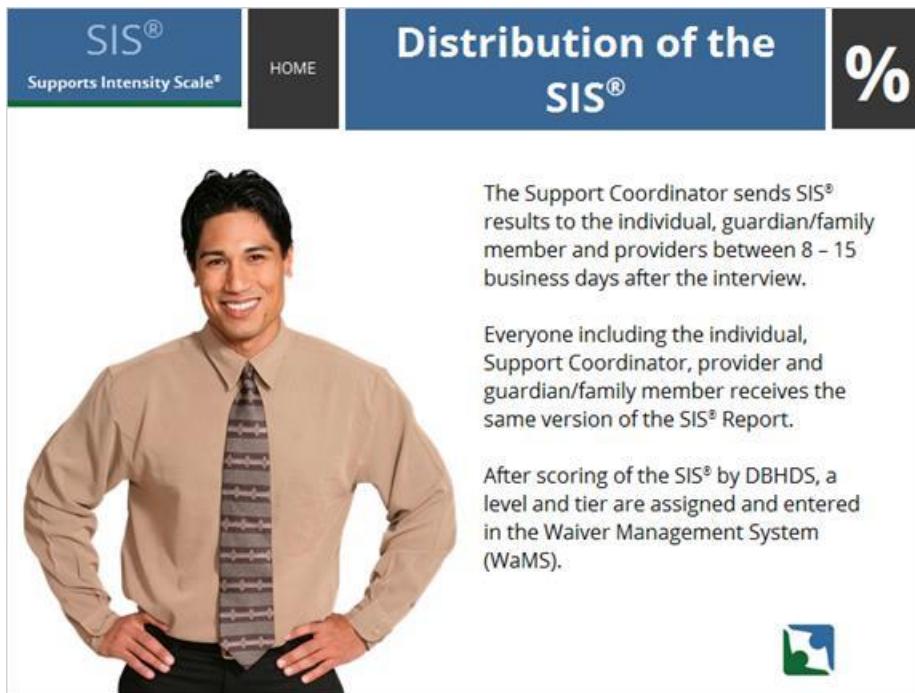
**%**

The SIS® creates a picture of supports the person needs to have a life of his or her choosing.

Areas of focus for the plan are prioritized by the person and his or her team of support.

## Module 6

### 6.1 Distribution of the SIS®



**SIS®**  
Supports Intensity Scale®

HOME

**Distribution of the SIS®**

**%**

The Support Coordinator sends SIS® results to the individual, guardian/family member and providers between 8 – 15 business days after the interview.

Everyone including the individual, Support Coordinator, provider and guardian/family member receives the same version of the SIS® Report.

After scoring of the SIS® by DBHDS, a level and tier are assigned and entered in the Waiver Management System (WaMS).

## 6.2 New SIS® Needed

**SIS®**  
Supports Intensity Scale®

HOME

**A New SIS® Is Needed When:**

**%**



An individual is new to DD Waiver.

There has been a significant and sustained increase/decrease in medical or behavioral support needs (Sections 1A/1B) for 6 months or more.

There has been a sustained and significant change in any 2 Life/Activity Domains for 6 months or more.



## 6.3 Review Process

**SIS®**  
Supports Intensity Scale®

HOME

**Review Process**

**%**



What can I do if I believe my SIS® was not conducted within the VA Standard Operating Procedures for the SIS®?

The individual and his/her legal guardian/authorized representative may submit a VA SIS® Review form within 30 business days of receiving the report.



## 6.4 Review Process



SIS®  
Supports Intensity Scale®

HOME

## Review Process

Where can I get a copy of the *VA Standard Operating Procedures*?

A copy will be shared at the interview or it can be printed online.

<http://www.dhhs.virginia.gov>



## 6.5 Review Process



SIS®  
Supports Intensity Scale®

HOME

## Review Process

Can I request a review of the ratings or scores?

Only the *Standard Operating Procedures* may be reviewed. The ratings and scores are not reviewable.



## 6.6 Review Process



**SIS®**  
Supports Intensity Scale®

HOME

## Review Process

**%**

I heard there might be change in scoring of the SIS®. Is this true?

No. The original version of SIS® and current versions are formatted differently. SIS-A® and SIS-C® are scored to be consistent with the original version of SIS®.



## 6.7 Review Process



**SIS®**  
Supports Intensity Scale®

HOME

## Review Process

**%**

Who assigns the level and tier? Can I calculate it myself?

DBHDS assigns the level and tier. The scoring formula is very precise and is computerized to eliminate human error.



## 6.8 Thank You



**Person Being Assessed:**

**Last:** Duck  
**First:** Daffney  
**Middle:** I am a Sample  
**Language Spoken at Home:** English  
**Gender:** F  
**Address:** 12 Lillipad Blvd  
**City:** Richmond  
**State/Province:** VA  
**Zip Code:** 23230  
**Phone:** 8045556666  
**D.O.B. (mm/dd/yyyy):** 7/5/1981 0:00  
**Age:** 32  
**Tracking Number:** 123456  
**Medicaid Number:** \*\*\*\*\*2156  
**SSN:** \*\*\*\*\*2147

**Interviewer Data:**

**Interviewer:** Cheri Stierer  
**Agency/Affiliation:** Merritt Consulting  
**Interviewer Addr:** 123 River Street  
**City:** Richmond  
**State/Province:** VA  
**Zip Code:** 23230  
**Position:**  
**Phone:** (804)219-1234  
**Ext.:**  
**Interviewer Email:** cheri.stierer@comcast.net

**Assessment Data:**

**Interview Date (mm/dd/yyyy):** 9/25/2013 0:00  
**ISP Begin Date:** 05/12/2016  
**SIS ID:** 348066

**Support Providers - Essential supports for this individual are being provided by the following**

<b>Name</b>	<b>Relationship</b>	<b>Phone</b>	<b>Ext.</b>
Happy Homes In Home	Residential Support	8041112222	
Donald Duck	Father	8042223333	
Does Support Services	Case Management Agency	8046667777	

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

<b>First Name</b>	<b>Last Name</b>	<b>Relationship</b>	<b>Agency</b>	<b>Email</b>	<b>Language</b>
Delores	Hubert	direct_support			
Donald	Duck	parent			
Mary	Jones	service_coordinator_case_manager			

**Person who entered this information:**

**First Name:** Cheri  
**Last Name:** Stierer

**Other Pertinent Information** - Daffy has beautiful red hair and a wonderfully shy smile. She loves to talk about her day at work! and is a good advocate for others at her job.

**Introduction to the SIS Report:**

The Supports Intensity Scale Adult Version (SIS-A) 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-A profile report is best applied in combination with person-centered planning to achieve the desired outcome in creating individual goals.

## **Rating Key for Sections 2 and 3**

This describes the rating for Type of Support, Frequency and Daily Support time for each of the six areas discussed in your SIS-A profile

Type of Support	Frequency	Daily Support Time
<p>What help do you need to do the (item) on your own or by yourself</p> <p>If engaged in the activity over the next several months, what would the nature of the support look like?</p> <p>Which support type dominates the support provided?</p>	How frequently is support needed for this activity?	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 support?
<p><b>0 = None</b> No support needed at any time</p> <p><b>1 = Monitoring (reminders). For example</b> * Encouragement, general supervision * Checking in, observing, telling, &amp;/or giving reminders to complete the activity * Asking questions to trigger the individual to complete steps within the activity</p> <p><b>2 = Verbal/Gesture Prompting (demonstration). For example:</b> * Step by step instruction Walking a person through required steps * Providing visual prompts, showing * Modeling, teaching, role play, social stories</p> <p><b>3 = Partial Physical Assistance (help through doing). For example:</b> * Individual participates in some parts of the activity * Some, essential steps are required to be completed for the person</p> <p><b>4 = Full Physical Support (doing for). For example:</b> * All essential steps need to be completed for the person</p>	<p><b>0 = None or less than monthly</b></p> <p><b>1 = At least once a month, but not once a week</b></p> <p><b>2 = At least once a week, but not once a day</b></p> <p><b>3 = At least once a day, But not once an hour</b></p> <p><b>4 = Hourly or more frequently</b></p>	<p><b>0 = None</b></p> <p><b>1 = Less Than 30 Minutes</b></p> <p><b>2 = 30 Minutes to Less Than 2 Hours</b></p> <p><b>3 = 2 Hours to Less Than 4 Hours</b></p> <p><b>4 = 4 Hours or More</b></p>

## Section 2. Supports Needs Index

<b>2A. Home Living</b>				
<b>Item</b>	<b>Type of Support</b>	<b>Frequency</b>	<b>Daily Support Time</b>	<b>Total Score</b>
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
She likes to be in the kitchen to assist with the meal.				
7. Taking care of clothes (includes laundering)	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	3 - 2 Hours to Less Than 4 Hours	8
Daffney will sort colors and turn on the washer if it is color coded. Support is needed to use the dryer settings. She will always turn it to the far right which is a hot setting.				
1. Operating home appliances/electronics	2 - Verbal/Gesture Prompting	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	7
2. Bathing and taking care of personal hygiene and grooming needs	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	6
It is important to provide support during hair washing so that she gets hair thoroughly clean. She support to remind her to wash her hair every other day. It is important to her to smell nice and look good.				
4. Dressing	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	6
Daffney likes to wear pink. She needs support to dress for the weather in the winter months.				
6. Eating Food	2 - Verbal/Gesture Prompting	3 - At Least Once a Day, But Not Once an Hour	1 - Less Than 30 Minutes	6
She needs prompting to eat slowly so she will not choke.				
8. Housekeeping and cleaning	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	6
She does not like to dust or sweep the floor, but loves to run the vacuum. She needs support not to suck up items into the vacuum.				
3. Using the toilet	2 - Verbal/Gesture Prompting	1 - At Least Once a Month, But Not Once a Week	1 - Less Than 30 Minutes	4
She needs support during her monthly cycle.				
N/A	N/A	N/A	N/A	N/A

**2B. Community Living**

Item	Type of Support	Frequency	Daily Support Time	Total Score
2. Participating in recreation/leisure activities in the community settings	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	3 - 2 Hours to Less Than 4 Hours	8
She likes bowling and to watch roller derby.				
3. Participating in preferred community activities (church, volunteer, etc.)	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	3 - 2 Hours to Less Than 4 Hours	8
She enjoys church and the women's group at her church.				
6. Shopping and purchasing goods and services	3 - Partial Physical Assistance	1 - At Least Once a Month, But Not Once a Week	3 - 2 Hours to Less Than 4 Hours	7
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
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
She uses supports to plan to make visits. She is close to her sister and has a friend at work she likes to socialize with occasionally.				
5. Using public services in the community	1 - Monitoring	3 - At Least Once a Day, But Not Once an Hour	1 - Less Than 30 Minutes	5
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
She does well accessing with prompting by support staff.				
7. Interacting with community members	1 - Monitoring	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	4
N/A	N/A	N/A	N/A	N/A

## 2C. Lifelong Learning

Item	Type of Support	Frequency	Daily Support Time	Total Score
1. Learning and using problem-solving strategies	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	4 - 4 Hours or More	8
3. Learning health and physical education skills	2 - Verbal/Gesture Prompting	3 - At Least Once a Day, But Not Once an Hour	3 - 2 Hours to Less Than 4 Hours	8
She is working on losing weight and walks several times a week with support.				
5. Learning self-management strategies	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	3 - 2 Hours to Less Than 4 Hours	8
9. Using technology for learning	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	8
Daffney is learning to use an I Pod. She enjoys the music apps.				
2. Learning functional academics (reading signs, counting change, etc.)	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	3 - 2 Hours to Less Than 4 Hours	7
She can know signs, but cannot read.				
4. Learning self-determination skills	1 - Monitoring	2 - At Least Once a Week, But Not Once a Day	3 - 2 Hours to Less Than 4 Hours	6
6. Participating in training/educational decisions	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. Accessing training/educational settings	3 - Partial Physical Assistance	1 - At Least Once a Month, But Not Once a Week	2 - 30 Minutes to Less Than 2 Hours	6
8. Interacting with others in learning activities	1 - Monitoring	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	5
N/A	N/A	N/A	N/A	N/A

## 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	3 - 2 Hours to Less Than 4 Hours	8
5. Completing work-related tasks with acceptable speed	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. Completing work-related tasks with acceptable quality	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. Interacting with coworkers	1 - Monitoring	3 - At Least Once a Day, But Not Once an Hour	1 - Less Than 30 Minutes	5
She will talk a lot while working and sometimes needs support to stop agitating others.				
4. Interacting with supervisors/coaches	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	5
Daffney likes to talk with the supervisor and ask how she is doing.				
7. Changing job assignments	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	5
8. Seeking information and assistance from an employer	4 - Full Physical Support	0 - None or Less Than Monthly	1 - Less Than 30 Minutes	5
2. Accessing/receiving job/task accommodations	0 - None	0 - None or Less Than Monthly	0 - None	0
N/A	N/A	N/A	N/A	N/A

## 2E. Health and Safety

Item	Type of Support	Frequency	Daily Support Time	Total Score
3. Avoiding health and safety hazards	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	8
Daffney is not always aware of the health related safety issues. She knows no strangers which poses a safety issue on her walks and in the community.				
7. Maintaining physical health and fitness	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	8
She likes to walk and is trying to lose weight. Needs support to stay on track and keep up pace. She is willing to try other activities.				
1. Taking medications	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	1 - Less Than 30 Minutes	7
Daffney needs support to remember to take her medication				
2. Ambulating and moving about	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. Maintaining nutritious diet	3 - Partial Physical Assistance	3 - At Least Once a Day, But Not Once an Hour	1 - Less Than 30 Minutes	7
She needs support to select sugar free options for her diabetic diet. She loves sweets.				
8. Maintaining emotional well-being	2 - Verbal/Gesture Prompting	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	7
She benefits from support to control her temper when frustrated. She will follow the plan she helped develop with some support from others.				
4. Obtaining health care services	4 - Full Physical Support	0 - None or Less Than Monthly	2 - 30 Minutes to Less Than 2 Hours	6
5. Learning how to access emergency services	3 - Partial Physical Assistance	1 - At Least Once a Month, But Not Once a Week	1 - Less Than 30 Minutes	5
N/A	N/A	N/A	N/A	N/A

**2F. Social**

Item	Type of Support	Frequency	Daily Support Time	Total Score
8. Engaging in volunteer work	3 - Partial Physical Assistance	1 - At Least Once a Month, But Not Once a Week	3 - 2 Hours to Less Than 4 Hours	7
She volunteers with a singing group that performs at senior complexes in the city.				
4. Making and keeping friends	3 - Partial Physical Assistance	1 - At Least Once a Month, But Not Once a Week	2 - 30 Minutes to Less Than 2 Hours	6
She would like to go out on a date.				
1. Using appropriate social skills	1 - Monitoring	3 - At Least Once a Day, But Not Once an Hour	1 - Less Than 30 Minutes	5
She wants to be liked by others.				
5. Engaging in loving and intimate relationships	2 - Verbal/Gesture Prompting	1 - At Least Once a Month, But Not Once a Week	2 - 30 Minutes to Less Than 2 Hours	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
She benefits from reminders not to be too bossy with certain housemates.				
2. Participating in recreation/leisure activities with others	2 - Verbal/Gesture Prompting	1 - At Least Once a Month, But Not Once a Week	1 - Less Than 30 Minutes	4
She loves swim class and wants to go to some baseball games.				
3. Socializing outside the household	1 - Monitoring	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	4
7. Communicating with others about personal needs	2 - Verbal/Gesture Prompting	1 - At Least Once a Month, But Not Once a Week	1 - Less Than 30 Minutes	4
Daffney reports to staff when not feeling well, but struggles with identifying symptoms other than where the hurt is found on her body.				
N/A	N/A	N/A	N/A	N/A

## Section 3. Supplemental Protection and Advocacy Scale

Protection and Advocacy Activities				
Item	Type of Support	Frequency	Daily Support Time	Total Score
2. Making choices and decisions	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	7
She benefits from supports for long term life impacting decisions such as selecting appropriate clothing to purchase.				
4. Exercising legal/civic responsibilities	4 - Full Physical Support	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	7
7. Managing money and personal finances	3 - Partial Physical Assistance	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	7
She understands simple coins and dollar additions and wants support to make a budget for herself.				
5. Belonging to and participating in self-advocacy/support organizations	2 - Verbal/Gesture Prompting	1 - At Least Once a Month, But Not Once a Week	3 - 2 Hours to Less Than 4 Hours	6
She likes to go to the monthly SABA meetings.				
6. Obtaining legal services	4 - Full Physical Support	0 - None or Less Than Monthly	2 - 30 Minutes to Less Than 2 Hours	6
3. Protecting self from exploitation	1 - Monitoring	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	4
She needs support mostly when in the community as she is very flirtatious with males.				
8. Advocating for others	1 - Monitoring	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	4
1. Advocating for self	1 - Monitoring	1 - At Least Once a Month, But Not Once a Week	1 - Less Than 30 Minutes	3
N/A	N/A	N/A	N/A	N/A

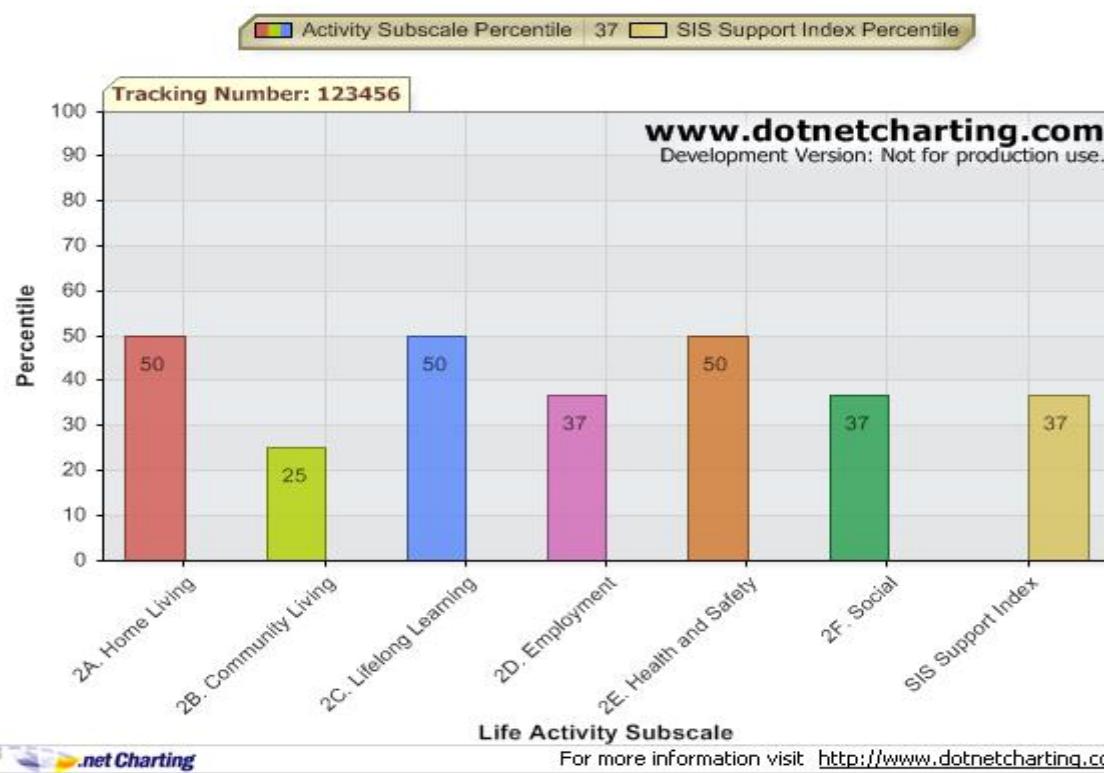
## Support Needs Profile - Graph

The graph provides a visual presentation of the six life activity areas from section 2.

The graph reflects the pattern and intensity of the individual's level of support. The intent of the graph is to provide an easy means to prioritize the life activity areas in consideration of setting goals and developing the Individual Support Plan.

Activities Subscale	Total Raw Score	Standard Score	Percentile	Confidence Interval (95%)
2A. Home Living	52	10	50	9-11
2B. Community Living	48	8	25	7-9
2C. Lifelong Learning	62	10	50	9-11
2D. Employment	42	9	37	8-10
2E. Health and Safety	55	10	50	9-11
2F. Social	40	9	37	8-10
<b>Total:</b>	<b>299</b>	<b>56</b>		

**SIS Support Needs Index:** 95  
**Percentile:** 37



## Section 3: Supplemental Protection and Advocacy Scale

Protection and Advocacy Activities	Raw Score
Advocating for self	3
Making choices and decisions	7
Protecting self from exploitation	4
Exercising legal/civic responsibilities	7
Belonging to and participating in self-advocacy/support organizations	6
Obtaining legal services	6
Managing money and personal finances	7
Advocating for others	4

The support needs profile reflects the pattern and intensity of the individual's support. The information provided in sections 1, 2, and 3, can be beneficial in the development of the individual's support plan.

## Rating Key For Section 1

Type of Support		
0 = No Support Needed	1 = Some Support Needed	2 = Extensive Support Needed
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.	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	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

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 1A: Exceptional Medical Support Needs

Item	Support Needed	Comments
18. Diabetes	2 - Extensive Support Needed	Daffney needs support to take her sugar in the am and in the p.m. daily. It takes 3 minutes to assist her.
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. Parenteral feeding (e.g., IV)	0 - No Support Needed	
8. Turning or positioning	0 - No Support Needed	
9. Dressing of open wound(s)	0 - No Support Needed	
10. Protection from infectious diseases due to immune system impairment	0 - No Support Needed	
11. Seizure management	0 - No Support Needed	
12. Dialysis	0 - No Support Needed	
13. Ostomy Care	0 - No Support Needed	
14. Lifting and/or transferring	0 - No Support Needed	
15. Therapy services	0 - No Support Needed	
16. Hypertension	0 - No Support Needed	
17. Allergies	0 - No Support Needed	
19. Other - Specify :	0 - No Support Needed	
Total Score	2	

## Section 1B: Exceptional Behavioral Support Needs

Item	Support Needed	Comments
1. Prevention of emotional outbursts	1 - Some Support Needed	Daffney gets upset when others get into her work space. The job coach will intervene to stop escalation.
4. Prevention of stealing	1 - Some Support Needed	She needs support when shopping as she will take things she wants, but does not have money to for at the time. This happens once a week on her shopping outings.
10. Prevention of substance abuse	1 - Some Support Needed	Daffney talks about going out to a bar, but has a low tolerance for alcohol. She drinks some wine at her father's house every time she visits. She frequently says "I am having a rough day and I need a glass of wine." She is not allowed to buy wine and bring it home because of her diabetes.
11. Prevention of wandering	1 - Some Support Needed	She likes to take walks, but will get distracted if not watched by staff and occasionally will wander off to look at something. This happens every couple of weeks. She walks 3-4 times per week in her neighborhood.
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	
5. Prevention of self-injury	0 - No Support Needed	
6. Prevention of suicide attempts	0 - No Support Needed	
7. Prevention of pica ingestion of inedible substances	0 - No Support Needed	
8. Prevention of nonaggressive, but inappropriate sexual behavior (e.g., exposes self in public, exhibitionism, inappropriate touching or gesturing)	0 - No Support Needed	
9. Prevention of sexual aggression	0 - No Support Needed	
12. Maintaining mental health treatments	0 - No Support Needed	
13. Other - Specify :	0 - No Support Needed	
Total Score	4	

## Most Important To the Individual

Section 3, Item 5:	Belonging to and participating in self-advocacy/support orga...	2	1	3
Notes: She likes to go to the monthly SABA meetings.				
Section 2A, Item 2:	Bathing and taking care of personal hygiene and grooming nee...	2	2	2
Notes: It is important to provide support during hair washing so that she gets hair thoroughly clean. She needs support to remind her to wash her hair every other day. It is important to her to smell nice and look good.				
Section 2A, Item 4:	Dressing	2	2	2
Notes: Daffney likes to wear pink. She needs support to dress for the weather in the winter months.				
Section 2A, Item 5:	Preparing food	3	3	3
Notes: She likes to be in the kitchen to assist with the meal.				
Section 2B, Item 2:	Participating in recreation/leisure activities in the commun...	3	2	3
Notes: She likes bowling and to watch roller derby.				
Section 2B, Item 3:	Participating in preferred community activities (church, vol...	3	2	3
Notes: She enjoys church and the women's group at her church.				
Section 2B, Item 8:	Going to visit friends and family	3	1	2
Notes: She uses supports to plan to make visits. She is close to her sister and has a friend at work she likes to socialize with occasionally.				
Section 2C, Item 3:	Learning health and physical education skills	2	3	3
Notes: She is working on losing weight and walks several times a week with support.				
Section 2C, Item 9:	Using technology for learning	3	3	2
Notes: Daffney is learning to use an I Pod. She enjoys the music apps.				
Section 2D, Item 4:	Interacting with supervisors/coaches	2	2	1
Notes: Daffney likes to talk with the supervisor and ask how she is doing.				
Section 2E, Item 7:	Maintaining physical health and fitness	3	3	2
Notes: She likes to walk and is trying to lose weight. Needs support to stay on track and keep up pace. She is willing to try other activities.				
Section 2F, Item 1:	Using appropriate social skills	1	3	1
Notes: She wants to be liked by others.				
Section 2F, Item 2:	Participating in recreation/leisure activities with others	2	1	1
Notes: She loves swim class and wants to go to some baseball games.				
Section 2F, Item 4:	Making and keeping friends	3	1	2
Notes: She would like to go out on a date.				

## Most Important For the Individual

Section 2A, Item 2:	Bathing and taking care of personal hygiene and grooming nee...	2	2	2
Notes: It is important to provide support during hair washing so that she gets hair thoroughly clean. She support to remind her to wash her hair every other day. It is important to her to smell nice and look good.				
Section 2E, Item 1:	Taking medications	3	3	1
Notes: Daffney needs support to remember to take her medicaation				
Section 2E, Item 3:	Avoiding health and safety hazards	3	3	2
Notes: Daffney is not always aware of the health related safety issues. She knows no strangers which poses a safety issue on her walks and in the community.				
Section 2E, Item 6:	Maintaining nutritious diet	3	3	1
Notes: She needs support to select sugar free options for her diabetic diet. She loves sweets.				
Section 2E, Item 8:	Maintaining emotional well-being	2	3	2
Notes: She benefits from support to control her temper when frustrated. She will follow the plan she helped develop with some support from others.				
Section 1A, Item 18:	Diabetes	2		
Notes: Daffney needs support to take her sugar in the am and in the p.m. daily. It takes 3 minutes to assist her.				
Section 1B, Item 0:	Prevention of emotional outbursts	1		
Notes: Daffney gets upset when others get into her work space. The job coach will intervene to stop escalation.				
Section 1B, Item 3:	Prevention of stealing	1		
Notes: She needs support when shopping as she will take things she wants, but does not have money to for at the time. This happens once a week on her shopping outings.				
Section 1B, Item 10:	Prevention of substance abuse	1		
Notes: Daffney talks about going out to a bar, but has a low tolerance for alcohol. She drinks some wine at her father's house every time she visits. She frequently says "I am having a rough day and I need a glass of wine." She is not allowed to buy wine and bring it home because of her diabetes.				
Section 1B, Item 11:	Prevention of wandering	1		
Notes: She likes to take walks, but will get distracted if not watched by staff and occasionally will wander off to look at something. This happens every couple of weeks. She walks 3-4 times per week in her neighborhood.				

## Supplemental Questions

1. The Individual requires exceptionally high levels of staff support to address severe medical risks related to inhalation or oxygen therapy; postural drainage; chest PT, suctioning; oral stimulation and/or jaw positioning; tube feeding; parenteral feeding; skin care turning or positioning; skin care dressing of open wounds; protection from infectious diseases due to immune system impairment; seizure management; dialysis; ostomy care; medically-related lifting and/or transferring; therapy services, and/or other critical medical supports? To answer "yes" requires at least one 2 rating in Section 1A.

yes

The Individual requires frequent hands-on staff involvement to address critical health and medical needs?

yes

The Individual's severe medical risk currently requires direct 24-hour professional (licensed nurse) supervision?

no

The Individual has medical care plans, in place, that are documented within the ISP process?

yes

How many days per week is the extensive support required?

7

Approximately how many hours per day?

2

Describe the imminent (i.e. within the next 30 to 60 days) consequences if no support is provided to address the Individual's severe medical risk.

as above

Specific SIS Section 1A items marked "2":

18. Needs assistance managing diabetes, including monitoring blood sugar levels and administering insulin shots if needed

Notes

2. The Individual is currently a severe community safety risk to others related to actual or attempted assault and/or injury to others; property destruction due to fire setting and/or arson; and/or sexual aggression and has been convicted of a crime related to these risks? To answer "yes" requires at least one 2 rating in any of these Section 1B items: "Prevention of assaults or injuries to others", "Prevention of property destruction (e.g., fire setting, breaking furniture)", "Prevention of sexual aggression".

no

3. The Individual is currently a severe community safety risk to others related to actual or attempted assault and/or injury to others; property destruction due to fire setting and/or arson; and/or sexual aggression and has not been convicted of a crime related to these risks? To answer "yes" requires at least one 2 rating in any of these Section 1B items: "Prevention of assaults or injuries to others", "Prevention of property destruction (e.g., fire setting, breaking furniture)", "Prevention of sexual aggression".

no

4. The Individual displays self-directed destructiveness related to self-injury; pica; and/or suicide attempts which seriously threatens their own health and/or safety? To answer "yes" requires at least one 2 rating in any of these Section 1B items: "Prevention of self-injury", "Prevention of pica ingestion of inedible substances", "Prevention of suicide attempts".

no

5. Individual displays a risk of falling, as demonstrated by an unsteady gait, active seizures, documented history of falling, or other issue that effects falling. Describe specifics and frequency of falls in the past 12 months.

yes

Notes

Daffney wobbles at times in her walker and when she gets tired will ask for her wheelchair. She has fallen 2X in the last 3 months. She has fallen at her fathers and has admitted that was after she had 2 glasses of wine,

Page Notes

## How Information from My Support Profile Can Be Used in Supports Planning Approaches

Everyone benefits from supports that allow them to take part in everyday life activities and maintain a healthy lifestyle. The Supports Intensity Scale Adult Version (SIS-A) assesses a person's pattern and intensity of support needs across life activities and exceptional medical and behavioral support need areas. The attached 'My Support Profile' summarizes information from the SIS-A that can be used in planning for individuals based on their support needs and the individuals' life goals and personal interests. Thus, the SIS informs the planning process and should be completed prior to the annual planning meeting.

Planning for individuals requires the collective wisdom of a Support Team that is made up of the individual, his/her parents or family members, a case manager or supports coordinator, direct support staff who work with the individual, and one or more professionals depending on the support needs. The purpose of this attachment to the 'My Support Profile' is to provide answers to six questions asked frequently by the individual and his/her support team members as collectively they engage in the development, implementation, and monitoring of the individual's support planning.

### 1. How do we determine what is important to the individual and what is important for the individual?

Identifying support needs that are important to the individual is based on the individual's goals, desires, and preferences or what they may indicate or say in their own words. (or what he/she communicates to the Support Team - JTP)

Identifying support needs that are important for the individual is based on:

- higher support need scores from the 'My Support Profile' in the most relevant life activity areas
- needed supports to be healthy and safe
- interventions prescribed by a professional.

### 2. How do we focus on the whole person and the individual's quality of life?

The concept of quality of life reflects a holistic approach to an individual and includes areas that are valued by all persons.

Eight core quality of life areas reflect this holistic approach:

- Personal Development	- Self-determination	- Interpersonal Relations
- Social Inclusion	- Rights	- Emotional Well-being
- Physical Well-being	- Material Well-being	

These eight quality of life areas can be used to develop an ISP.

### 3. What are the responsibilities of support team members?

Determine what is important to and for the individual

Identify specific support strategies to address the individual's personal goals and assessed support needs

Specify a specific support outcome for each support strategy and indicate who is responsible for implementing each support strategy. Develop specific instructions for the direct support staff.

Implement and monitor the Individual Supports Plan

### 4. What supports can we use to enhance the individual's well-being?

Natural support resources (e.g. family, friends, and community resources)

Technology-based (e.g. assistive technology, information technology, smart technology, and prosthetics)

Environment-based (e.g. environmental accommodation)

Staff directed (e.g. incentives, skills/knowledge, and positive behavior supports)

Professional services (e.g. medical, psychological, therapeutic services)

5. How does information obtained from the SIS-A relate to professional recommendations?

Professional recommendations such as those from a doctor focus on lessening the impact of the individual's disability-related condition.

SIS information focuses on the supports an individual needs in order to be more successful in everyday life activities and have a life like ours.

Both types of information need to be a part of planning supports for individuals.

6. How do we know if the supports provided have an effect on the individual?

Informally, people will see an increased involvement of the individual in everyday life activity areas and an improvement in exceptional medical and behavioral support need areas.

Formally, people will see enhanced personal quality of life-related outcomes on one or more quality of life areas.