

Supports Intensity Scale

Supports Intensity Scale
Interview and Profile Form
Adult Version (ages 16 and up)

TRACKING NUMBER _____

Name _____ Date SS Completed _____
Address _____
City, State, Zip _____ Date of Birth _____
Phone _____ Language Spoken at Home _____ Age _____
Gender Male Female

Individuals or Organizations Providing Essential Supports:

Name _____	Relationship _____	Phone _____
Name _____	Relationship _____	Phone _____
Name _____	Relationship _____	Phone _____

Other Pertinent Information: _____

Respondent Name	Relationship to Individual	Language Spoken
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

Interviewer _____ Position _____
Agency/Affiliation _____ Phone _____
Address _____ Email _____

Reorder Information
To order additional forms, call 301-694-1340, or email aamr@pmndi.com
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AAMR
American Association on Mental Retardation

AAMR Supports Intensity Scale © 2004 American Association on Mental Retardation

New Mexico

December 10, 2010

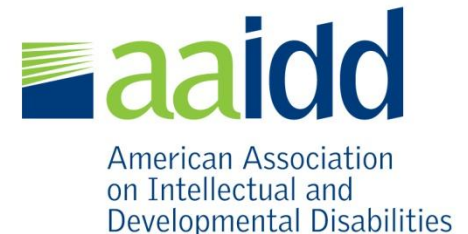


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on Intellectual and
Developmental Disabilities

Presentation

- This slide show is part of a presentation given by AAIDD to families, providers and state personnel in December, 2010. These slides give a basic overview of the Supports Intensity Scale® assessment.

For additional information, please visit the following websites: www.siswebsite.org or www.aaid.org



SIS PRESENTERS

- Ravita Maharaj, PhD

Director of the Supports Intensity Scale, AAIDD

- Kathy Varner

Trainer/Consultant, Supports Intensity Scale, AAIDD

What is The Supports Intensity Scale?

A standardized assessment designed to measure the pattern and intensity of supports an adult with intellectual disabilities requires to be successful in community settings.

Where did it come from?

Developed by AAIDD over 5 year period from 1998 to 2003 in response to changes in how society views and relates to people with disabilities. Released in 2004.

The Supports Intensity Scale

- SIS was developed by AAIDD over a five-year period in response to **changes in how society views and relates to people with disabilities.**
- The Supports Intensity Scale is a standardized assessment tool, specifically designed to measure the pattern and intensity of supports an adult with developmental disabilities needs to be successful.

SIS DEVELOPMENT

AAIDD (then AAMR) commissioned an *ad hoc* committee be formed and given the following charge:

“The purpose of the Committee is to integrate current theoretical and applied literature on supports assessment; to develop a model for supports intensity assessment that can be used for multiple purposes, including clinical assessment, service delivery, and funding decisions; and to pursue a joint venture development of a supports intensity assessment system.”

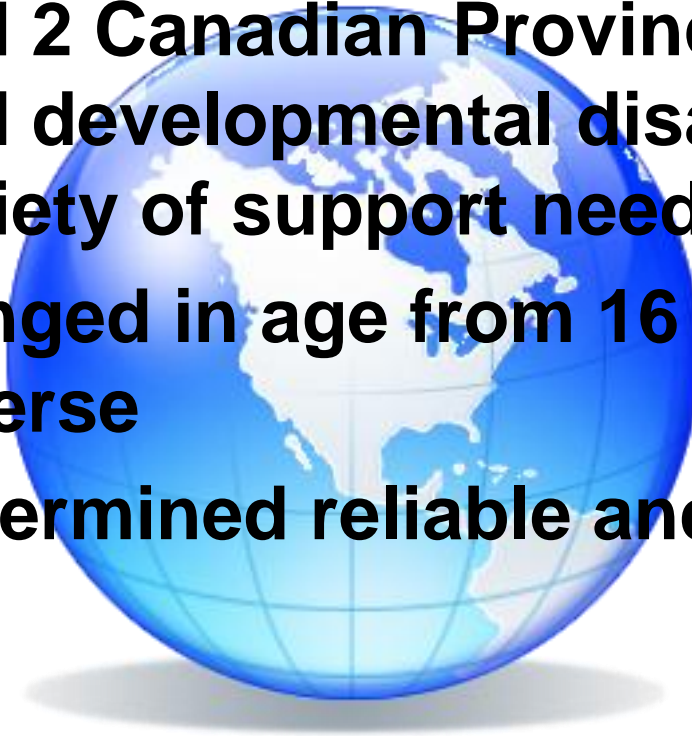
- May, 1998



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SIS DEVELOPMENT

- Normed with over 1300 people, in 33 states and 2 Canadian Provinces, with intellectual and developmental disabilities who had a variety of support needs
- Ranged in age from 16 to 72 and was culturally diverse
- Determined reliable and valid



Why SIS Makes Sense

- SIS reflects a **new way of thinking** about assessment, focusing on the support needs of the individual, not his/her deficits.
- SIS is **comprehensive**. It evaluates the pattern and intensity of needed supports in 6 Life Activity Domains (common to ALL persons), in protection and advocacy activities, and in exceptional medical and behavioral support needs.
- SIS **involves the individual** as a vital source of information.



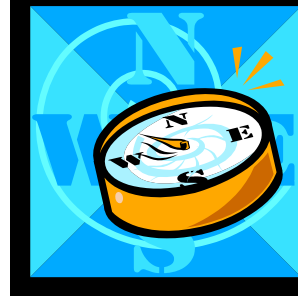
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Summarizing the Differences between SIS and other assessments

- Other assessments may focus on personal competence—**what the individual can or can't do.**
- SIS departs from this traditional form of assessment and:
 - **Focuses on the needs, not the deficits** of the person.
 - **Measures the supports a person needs** in order to complete a task he or she wants to do.
- SIS is a planning tool that can be used no matter which adaptive scale or IQ test is administered.



SHIFTING PARADIGMS



“For those of us who work tirelessly for self-determination and the full inclusion of citizens with developmental disabilities in community life—our ship has arrived. The Supports Intensity Scale is the first assessment that doesn’t fix blame and find what is wrong within the person. Instead, SIS helps us determine the supports necessary for someone to succeed.”

Stephen Hall, Director, Georgia Office of MR/DD

“ We all lead supported lives and that support comes from all over. It might be a doctor, mechanic or a friend. We all need to remember that while some of us might need supported living services, they are just one of the means to supported life, not the end.”

Charles Galloway, 1993

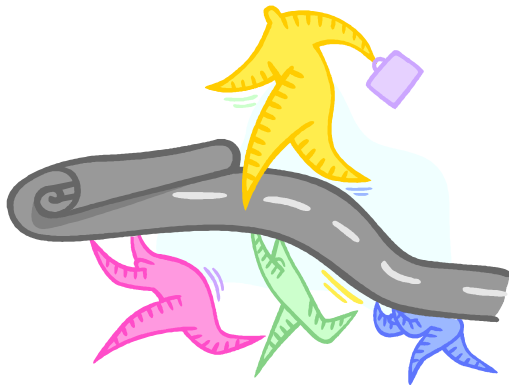


“Supports” are...

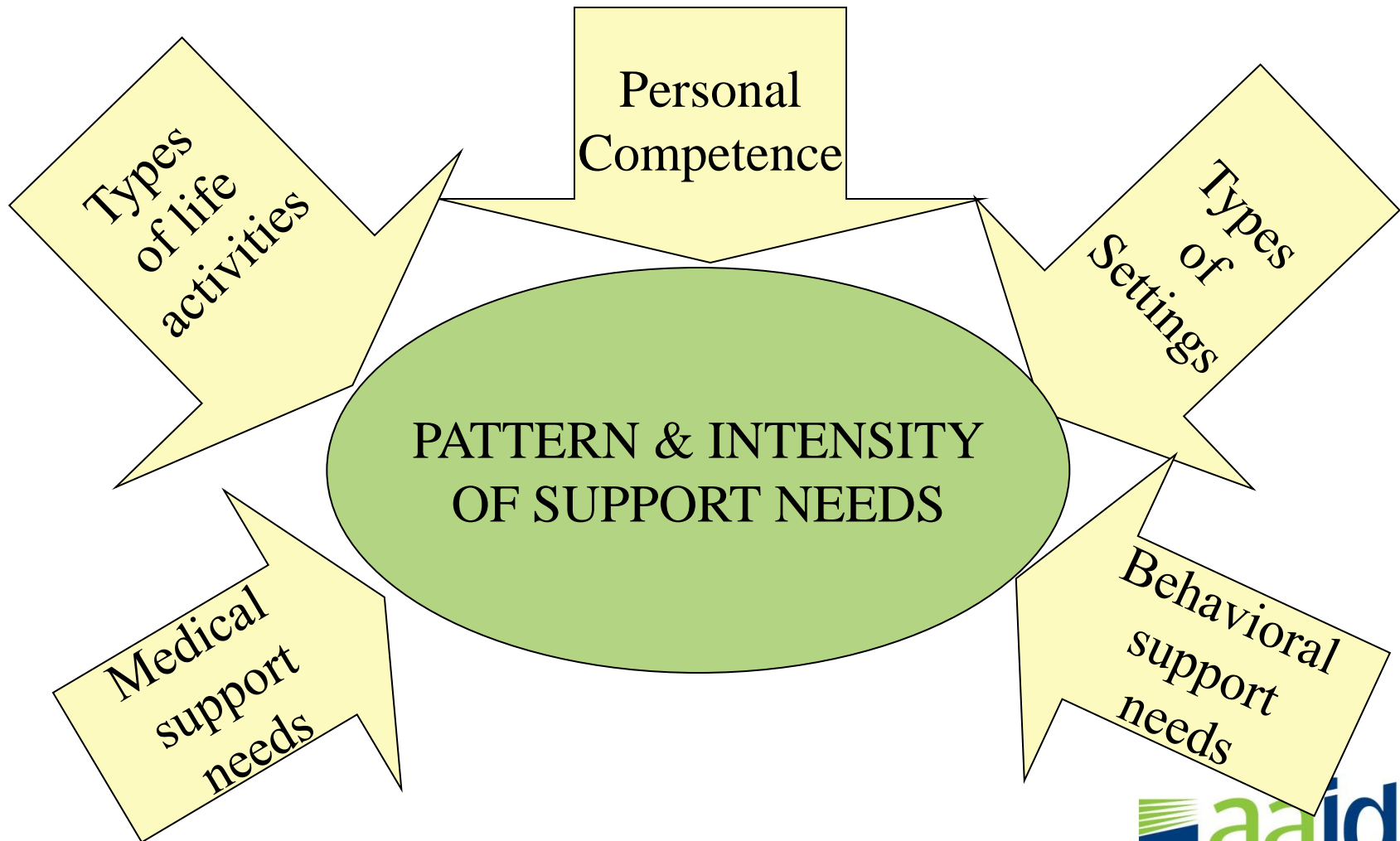
...resources and strategies that promote the interests and welfare of individuals and that result in:

- Enhanced personal independence and productivity
- Greater participation in an interdependent society
- Increased community integration, and/or
- Improved quality of life

- Thompson et al., 2004



Major Influences on Needed Supports



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What does SIS do?

- **SIS Facilitates**

- An examination of the beliefs and practices about adult life for people with developmental disabilities

- **SIS Brings Focus**

- To the paradigms shaping community history, beliefs and practices
 - Do adults with disabilities share in the same aspirations and expectations as non disabled adults in your community?



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What SIS Measures

**Individual
Being
Assessed:**

Assessed:

Expectations

Responsibilities

**Involvement in the
activity**



- 1. Type of Support**
- 2. Frequency of Support**
- 3. Daily Support Time**

**Standard of a
Typical Adult:**

Expectations

Responsibilities

**Involvement in the
activity**



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SIS Administration



- SIS is administered via a **semi-structured interview** with two or more respondents who know the individual well.
- The SIS and each Section of the SIS should be introduced and explained prior to the interviewer asking item questions.
- The SIS is measuring what support or help a person needs to complete each task. Note- each task contains multiple steps. The SIS is not measuring whether a person can or can not do the task.

SIS ADMINISTRATION

- **Fully Integrated Adult Activities**
 - All items will be set in fully integrated settings--not supported/sheltered settings
 - For example: leisure activities such as supports needed to go out dancing must look at dancing as any adult would do so such as a bar, club or local service club dance such as Kiwanis; Life long learning activities and work are to be rated in settings any adult can access

Rating Clarification

- Ratings should reflect the supports that **would be necessary** for the person to be successful in each activity.
- Each item makes the assumption that the person has the opportunity to participate at levels that could require maximum frequency, time, and type of support. Therefore, respondents should remember that ratings can reflect this maximum level of potential activity.

Supports Intensity Scale

- Administration Time: 1.5 to 2.5 hours
 - Section 1. Support Needs Scale (49 items; pp 2-5)
 - Section 2. Supplemental Protection and Advocacy Scale (8 items; p 5)
 - Section 3. Exceptional Medical (16 items; p 6) and behavioral (13 items; p 7) Support Needs

Section 1: Support Needs Scale

6 Activity Domains (49 life activities):

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

Note: You may start the SIS administration with any item/section, as long as ALL items are completed.

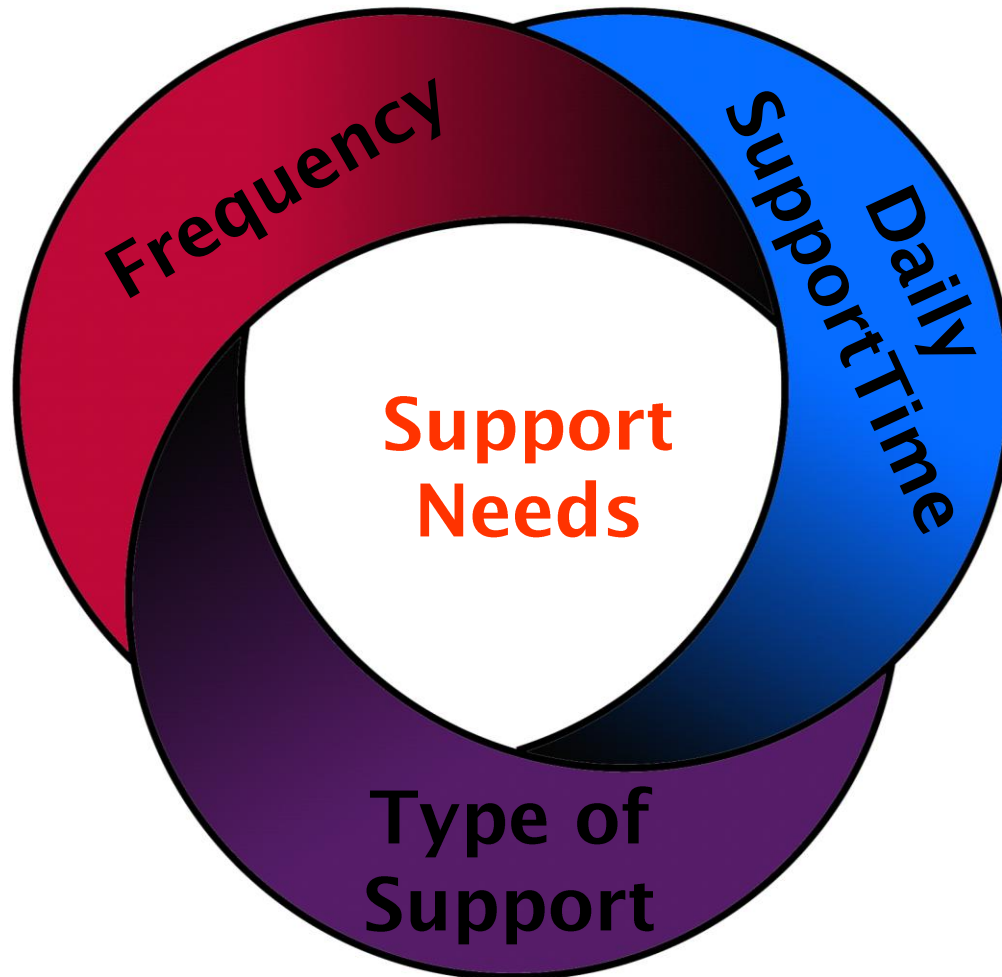
Section 2: Supplemental Protection and Advocacy Scale

- **This section is supplemental to Section 1**
 - Each activity is scored with regard to Frequency, Time, and Type of Support (as per Section 1)
- **Items Focus On**
 - Encouragement and acceptance
 - Opportunity and access
 - Exercising legal responsibilities
 - Assisting with acquisition and expression of skills

Section 3: Exceptional Medical and Behavioral Support Needs

- This section consists of 16 medical conditions and 13 challenging behaviors that typically require increased levels of support.
- The interviewer assesses the individual's intensity of support need for each medical and behavioral item using a 3-point scale
(0 = no support needed; 1 = some support needed; 2 = extensive support needed).
- Complete all items.

How Do We Measure Support Needs?



Type of Support

- It may be easier to rate type of support first, before frequency. Order does not matter, as long as each measure of support is completed.
- The respondent should focus on the type of support that others need to provide the person in order for he/she to be successful in the activity.
- What type of assistance does the person need that most typically functioning adults would not need?

Frequency

- The respondent should focus on **how often the support would be needed** to enable success in the activity if the individual were to engage in the activity over the next several months.
- Assume that the person is going to engage in the activity on a regular basis.
- The intent is to **measure how frequently the person needs support** if engaged in the activity—NOT how frequently the person engages in the activity.

Daily Support Time

- The respondent should focus on **how much total daily time would be needed** to provide supports if the person were to engage in the activity during a typical 24-hour day.
- The supports considered are those that a typically functioning adult would not need.
- The intent is to estimate **total cumulative time** needed to provide the support necessary.

Section 3: Exceptional Medical and Behavioral Support Needs

- This section consists of 16 medical conditions and 13 problem behaviors that typically require increased levels of support.
- The interviewer assesses the individual's intensity of support need for each medical and behavioral item using a 3-point scale (0 = no support needed; 1 = some support needed; 2 = extensive support needed).
- Complete all items.

Roles & Responsibilities

- The individual and their respondents need to:
 - Present accurate information
 - Honestly represent the individual's support needs
 - Be able to consider the individual in different environments

Roles & Responsibilities

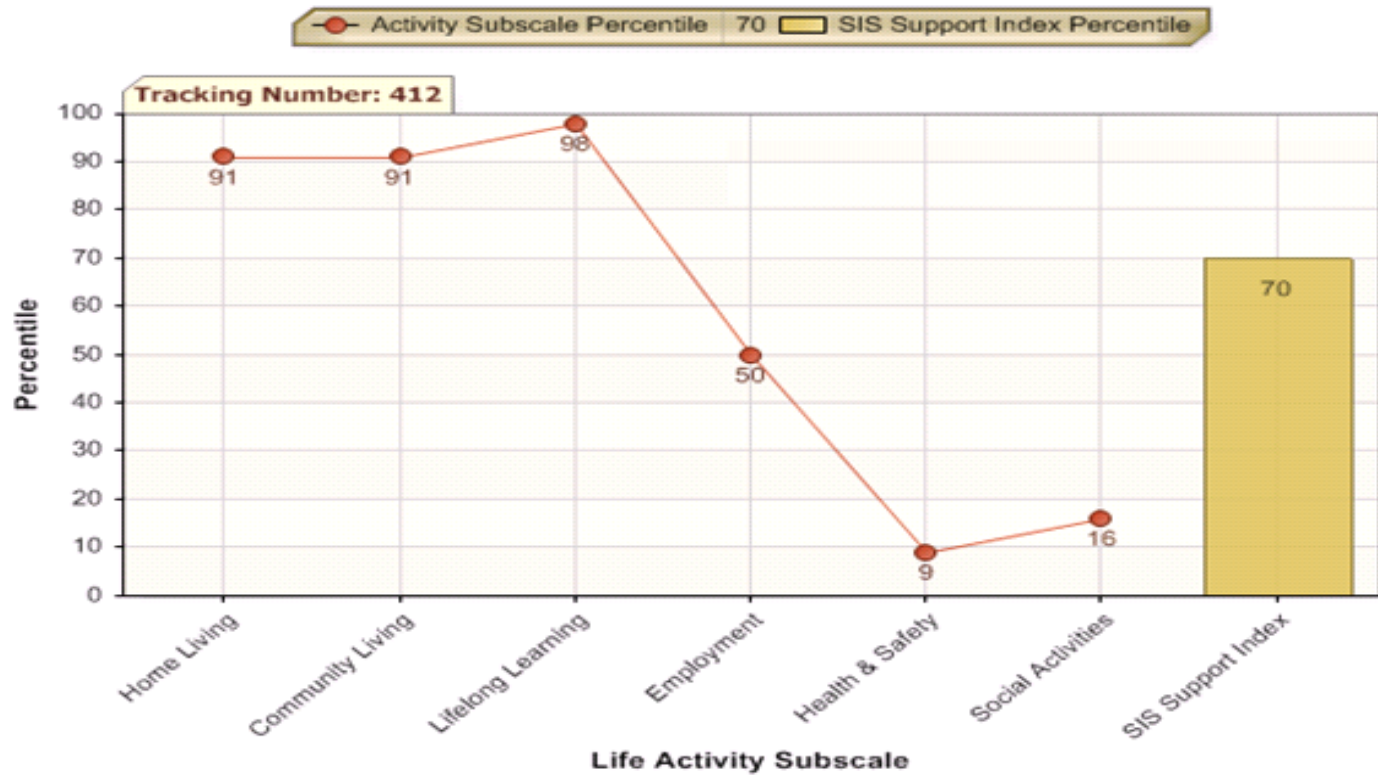
- The SIS assessor must:
 - Know the **intent** of the item
 - Keep to the SIS definition of **success**
 - **Understand** how the scored numbers will be viewed and read by someone who does not know the individual
 - **Apply** clinical judgment in reaching the final rating

Standardized Scores & Percentile Ranking

- The 6 life domains in Section 1 are scored and entered into the scoring tables and standardized normed scores and percentile rankings are created
- The score shows how the individual's support needs compare to the sample group of people with developmental disabilities

SAMPLE GRAPH OF SCORES

1B. Activity Subscale and Composite Score Profile



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Protection & Advocacy

- The scores from this section are ranked from highest to lowest. The 4 highest scoring items are recorded.
- This indicates that the standardized scores need to take into consideration these vulnerable areas
- The higher the score on the ranked items indicates higher support needs

Exceptional Medical and Behavioral Supports

- If there are higher scores in this section they are recorded on the scoring page
- This section indicates that the standard scores and percentile rankings do not fully indicate the complexity of support needs
- Medical/behavioral supports must be taken into further consideration

Scoring Section 3, cont.

A. MEDICAL		
1. Enter the TOTAL		
2. Is this TOTAL larger than 5?	YES	NO
3. Is at least one "2" circled?	YES	NO
B. BEHAVIORAL		
1. Enter the TOTAL		
2. Is this TOTAL larger than 5?	YES	NO
3. Is at least one "2" circled?	YES	NO
<p><u>If "YES" has been circled on any of the questions above</u>, it is highly likely that this individual has greater support needs than others with a similar SIS Support Needs Index.</p>		



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Interpreting the SIS Score

- The 6 Activity Domain (subscale) Standard Scores provide a **pattern or profile** of an individual's support needs.
- The SIS Support Needs Index provides an overall indication of the **intensity** of an individual's support needs.

Data Provided by SIS

- **Profile** of needed supports
- Standard scores computed for each of the 6 Activity Subscales provide a **pattern** of an individual's support needs
- A composite standard score calculated from scores from the 6 Activity Subscales provides an indication of the **intensity** of supports needs.
- Protection and advocacy scores
- Exceptional medical and behavioral support needs



What SIS Provides

- Direct, reliable, and valid measure of supports needed across life areas
- Evaluation of the impact of significant medical and behavioural conditions
- A way to present the individual's support needs in comparison to a national sample of adults with developmental disabilities
- Help in planning for individualized supports and services
- Information useful in developing individual budgets/resource allocation

Multiple Uses for SIS

- **Individual Level.** Basis for Individualized Support Plan
- **Agency Level.** Basis for staffing, staff training, budgeting, strategic planning, and evaluation
- **System Level.** Basis for resource allocation, research/evaluation, and systems planning



SIS[®] in North America

NOW USING: 18

Alberta, Ontario, Oregon,
Colorado, Pennsylvania,
Missouri, Louisiana, Washington, Virginia,
Georgia, Utah, New Hampshire, Oklahoma,
North Carolina, Rhode Island, Maryland,
Iowa, Oakland and Macomb counties,
Michigan

EARLY PHASES 1

Kentucky, New Mexico, Ohio

OTHERS CONSIDERING... OKansas,
Tennessee,, Maine, Manitoba, Hawaii, New Jersey



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SIS[®] Worldwide: 13 Languages, 19 Nations



- Australia, Belgium, Canada, Catalonia, Croatia, Czech Republic, Greece, Iceland, Ireland, Israel, Italy, Japan, Korea, Netherlands, Portugal, Spain, Taiwan, U.S.



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Additional Resources and Services

- SIS website: www.siswebsite.org
 - Research Papers and other reading
 - Latest developments
 - Calendar of events
- AAIDD website: www.aaid.org
- SIS user forums at the Annual Meeting
- Teleconference for SIS users
- Multiple Languages supported by SIS
- Data Analysis Services
- SIS for Children

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