

Supports Intensity Scale



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The Supports Intensity Scale

- 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.

To Be “Successful” means ...

“Successful engagement” in an activity entails a **level** of performance, involvement, and participation in an activity that is comparable to that of a typically functioning adult without disabilities.

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)
 - Home living Activities
 - Community living Activities
 - Lifelong learning Activities
 - Employment Activities
 - Health and safety Activities
 - Social Activities
 - Protection and Advocacy Activities
 - Exceptional Medical and Behavioral Support Needs.

Why SIS Makes Sense

- SIS involves the consumer as a vital source of information.

Support Need Ratings

Ratings for Sections 1 & 2

- **Type of Support**

- What type of support is needed?
- 0 – 4 (None – Full physical assistance)

- **Frequency**

- How often is the support needed?
- 0 – 4 (<monthly – hourly)

- **Daily Support Time**

- How much time is required for the support?
- 0 – 4 (none -- >4 hours)

Summarizing the Differences

- Adaptive behavior scales 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.

Why SIS?

Let's consider why SIS can be a powerful resource for you.

- Scoring Profiles
- Scan the profile to identify what type of information SIS provides.

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

Guidelines for Successful Implementation

- Clarity of Vision
- Training
- Staff Selection
- Internal Protocols
 - Internal/External Quality Controls
 - Evaluation/Improvement Plan
- Data Entry

Clarity of Vision

- Why the SIS in Oregon?
- How will it be used?
- How will we communicate with stakeholders?

Training

- What resources are needed? How many?
 - Interviewers (Phases 1 – 3)
 - Train-the-trainers (Phase 1 – 5)
- Phase 1 – Knowledge Acquisition
 - Learning about the SIS
- Phase 2 – Guided Practice
 - Practice, practice, practice SIS Interviews
- Phase 3 – Inter-rater Reliability
 - Do staff know how to interview people with the SIS
- Phase 4 – Knowledge Validation
 - Can staff teach the SIS to others?
- Phase 5 – Inter-rater Reliability Validation
 - Can staff conduct Inter-rater Reliability Reviews?

Staff Selection

- Clearly define SIS expectations
- Identify need for trainers/interviewers
- Define their roles
 - SIS + Other roles?
 - Full/part-time?
 - Reporting relationships?
- Managing real or perceived conflict of interest

Staff Selection, cont.

- Effective communication skills
- Public speaking skills
- Ability to relate well to groups
- Ability to work well with people with various backgrounds
- Effective audience management skills
- Availability to work when needed, this includes commitment to completing work within designated timeframes.
- Willingness and eagerness to participate as an internal trainer
- Analytical skills to address difficult questions or problematic participants
- Ability to effectively use AV equipment
- Effective time management skills
- Flexibility to modify presentation based on audience
- Strong organizational skills
- Understands and practices adult learning strategies

Interviewer Qualifications

Interviewers should:

- Be a professional working in the field of human services (e.g., case manager, psychologist, social worker)
- Have several years of direct work and interviewing experience with people with intellectual and developmental disabilities
- Be able to integrate the information from multiple respondents to arrive at final ratings
- Attend a training course

Internal Protocols

- Internal/External Quality Controls
 - Inter-rater Reliability
- Evaluation/Improvement Plan
 - Community of trainers/interviewers
 - Sharing/learning from experience
 - Turnover
 - Analysis of IRR data & experiences
 - Training needs
 - What's working – what is not?
- Revisions/quality improvements

Data Entry

- Online version

What SIS Provides

- Direct, reliable, and valid measure of supports needed across life areas
- Evaluation of the impact of significant medical and behavioral 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

Questions and Discussion