

Introduction to the Supports Intensity Scale-Adult Version®, Second Edition

Karen Golem
AAIDD Trainer



Topics



SIS-A EVOLUTION



**GENERAL
INFORMATION**

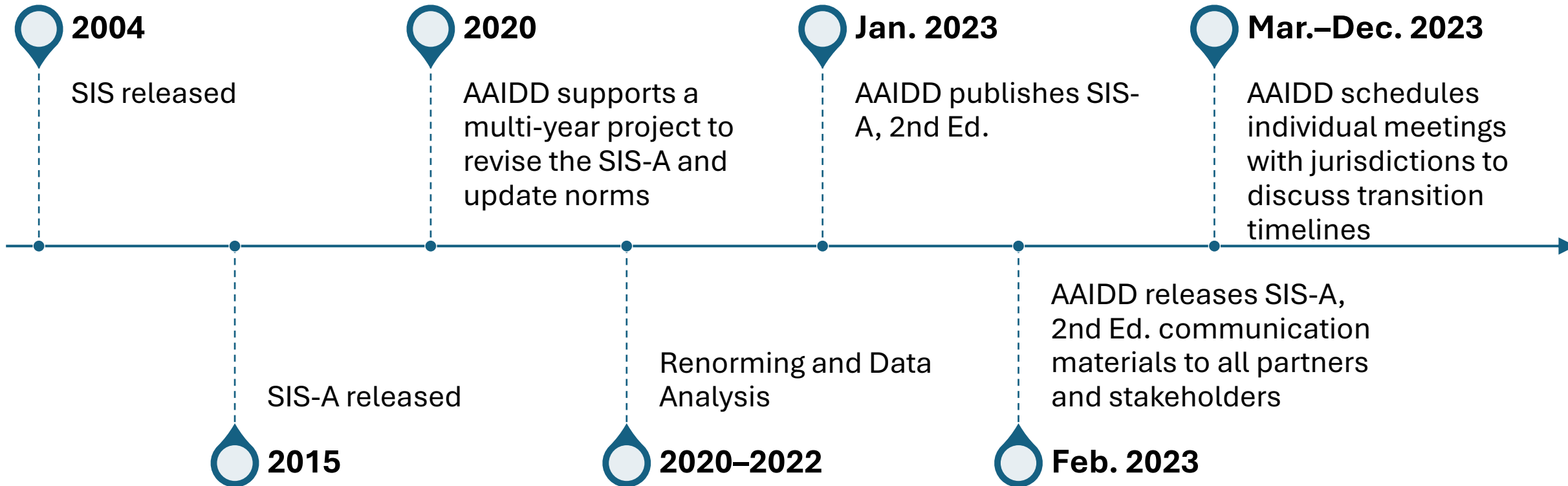


**SIS-A 2ND ED.
INTERVIEW**

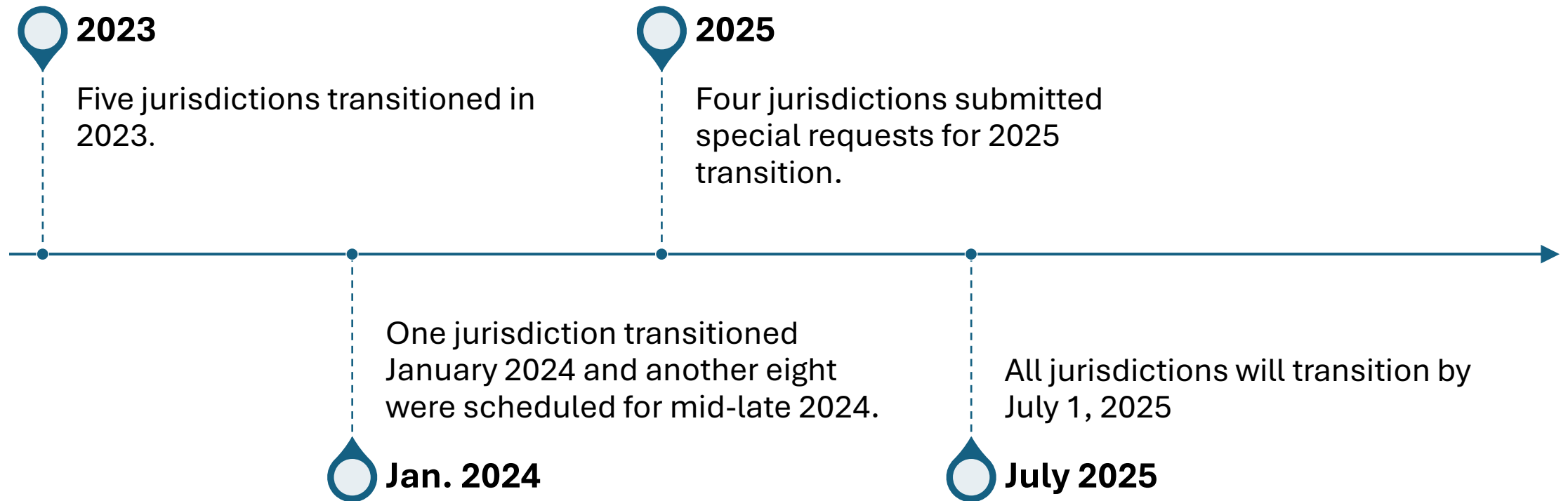
History of SIS-A 2nd Ed.



SIS Timeline



Jurisdictions' SIS-A, 2nd Ed. Transition Timeline



Recap: SIS-A Norming Process

Early SIS-A norms was based on a sample of people with IDD in the early 2000s.

New norms reflect a more contemporary and representative sample of individuals with IDD including autism.

Recap: SIS-A Norming Process

A much larger representative sample (162,856 assessments between 2017- 2020) than the original norming sample (1306 between 1999- 2003.)

Norming sample includes people with IDD from 21 states the receive HCBS-DD waiver services.

Recap: SIS-A Norming Process

Dataset was deidentified.
Only the most recent
assessment, state of
residence, and age were kept.

Use of more sophisticated
statistical techniques, which
control for random error and
other sources of bias, lends to
a higher confidence level
standard scores and
psychometric findings.

Why re-norm the SIS-A?



Appendix B:

**Norm Table for Converting Subscale
Raw Scores to Standard Scores and
Percentiles**



Appendix C:

**Norm Table for Converting Sums
of Standard Scores to a Composite
Standard Score (SNI)**

- New knowledge gained from the widespread adoption and use of the SIS-A
- Contemporary and representative sample
- Best practice in assessment development

SIS-A 2nd Edition Fundamentals



People with disabilities should have the opportunity to:

Explore dreams and interests

Experience the same rights and responsibilities as other adults their age

SIS-A 2nd Edition Fundamentals



People with disabilities should have the opportunity to:

Discover and access opportunities that are available to other adults their age in their community

Contribute as a valued member of the community

Strengths of SIS-A 2nd Ed.

SIS-A 2nd Ed. is not an adaptive behavioral scale.

Assessment tools of the past focused on skill deficits - what a person can and can not do.

The SIS-A 2nd Ed. is Strength Based. SIS-A 2nd Ed. reflects a **different way of thinking** about assessments, focusing on support needs, not deficits.

The SIS-A 2nd Ed. is consistent with the **values** of community inclusion, self direction, individual choice/control, and person-centered thinking.

What is SIS-A 2nd Ed. Measuring?

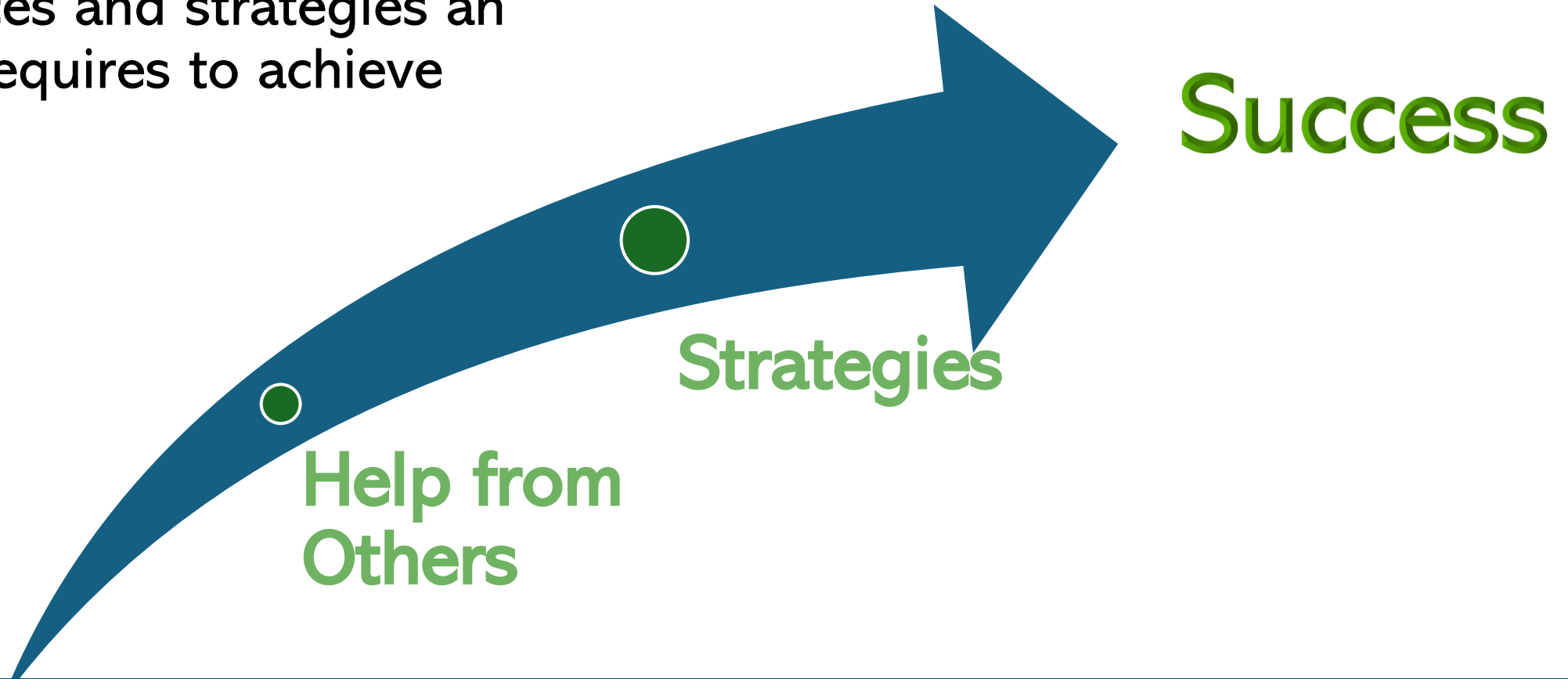
The pattern and intensity of a person's support needs

Success

Significant research provides evidence the SIS-A 2nd Ed. is a reliable and accurate measure of support needs.

What are Supports?

The resources and strategies an individual requires to achieve success.



What's important to know about the SIS-A 2nd Ed. Interview

Valid Respondents Required

The setting should be comfortable for the person and respondents, free from distractions, and a safe environment to discuss confidential information

Assessment can take 2-3 hours to complete

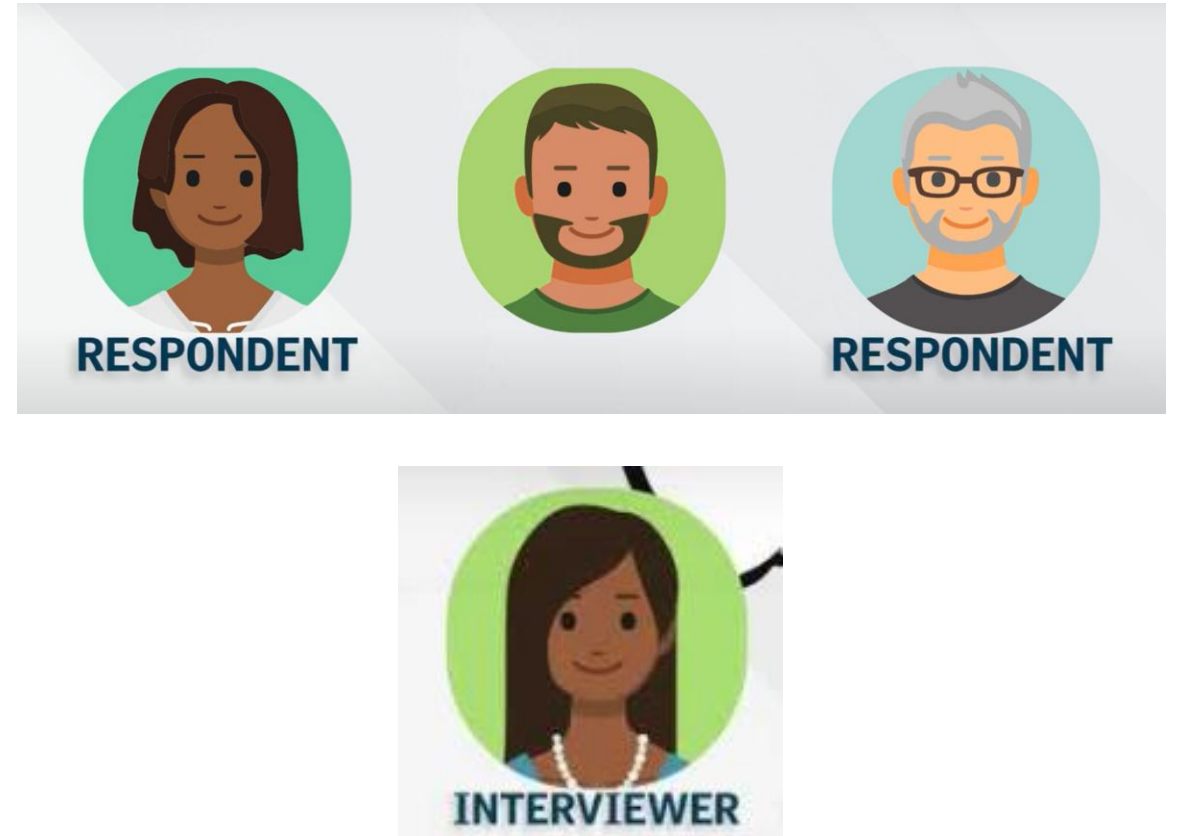
All items must be completed

SIS-A 2nd Ed. Interview

At least 2 Respondents

The Individual
Respondents
1 Interviewer

Respondent Resources



Roles & Responsibilities: Respondents

Know	Know the person's support needs
Share	Share accurate information
Consider	Honestly consider the person's support needs
Provide	Provide perspective and reasoning

Respondents

Have known the person for at least
3 months

AND

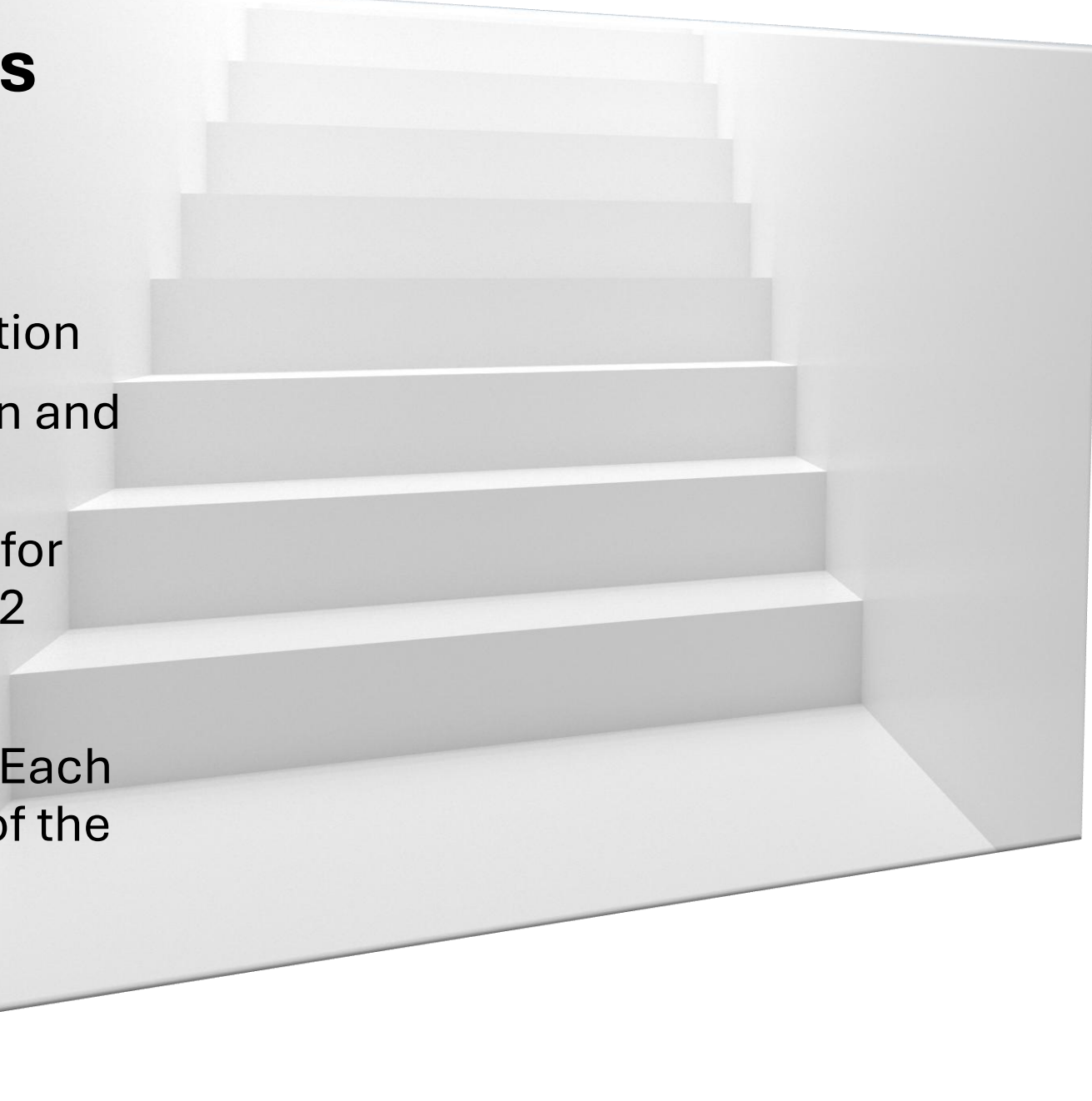
Have had the opportunity to observe
and/or support the person in one or
more environments for substantial
periods of time

Who Is a Respondent?

- The Person
- Parents
- Relatives
- Guardian
- Direct Support Staff
- Work Supervisor
- Teacher
- Friend
- Anyone who works or lives with the person and understands their support needs

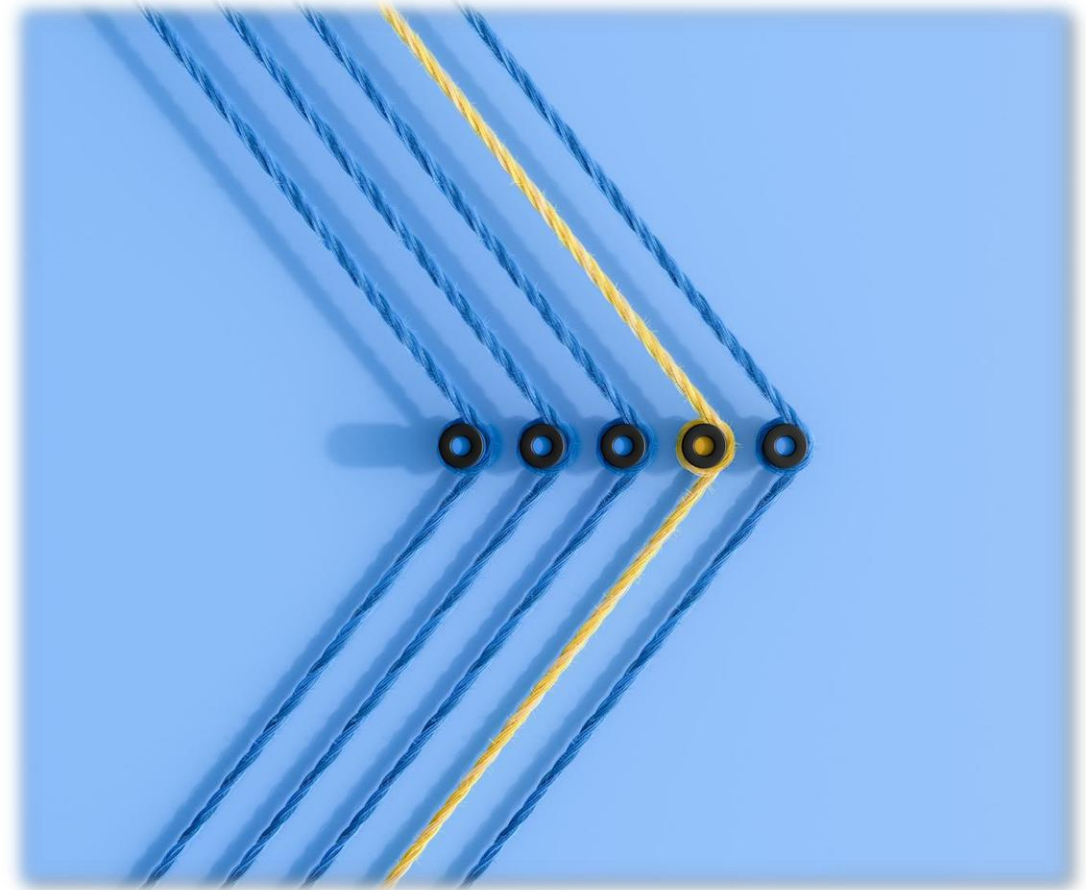
Interviewer Roles and Responsibilities

- Present Main Introduction
- Introduce Each Section and Subscale
- Explain the Rating Key for Section 1 and Section 2
- Describe Each Item
- Determine Ratings for Each Section as a Member of the Interview Team



Interviewer Techniques

- Provide multiple ways to describe items and ratings
- Listen closely to respondents
- Respect all respondents' opinions
- Restate conversations for clarity
- Query for clarity and additional information as needed



Individual as Respondents

*The individual is **encouraged** to participate as much as they are comfortable.*

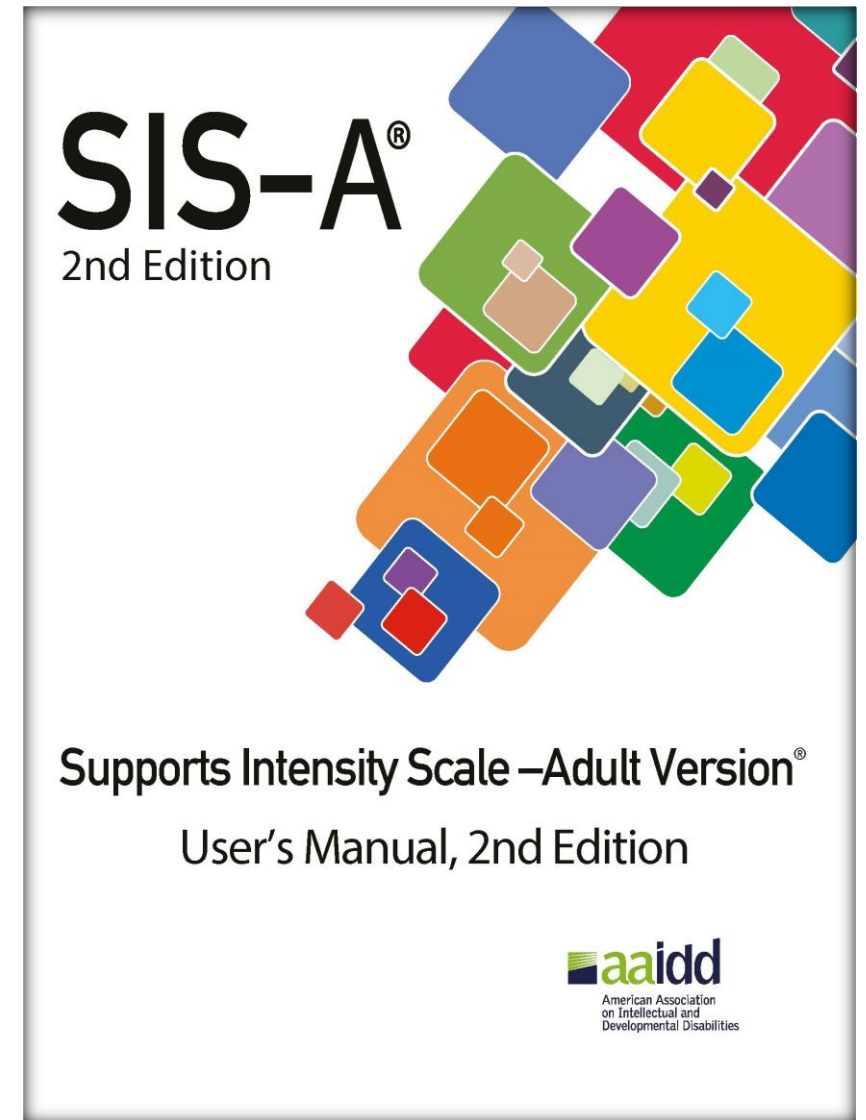
Empowering
Experience

Personalized
Perspectives

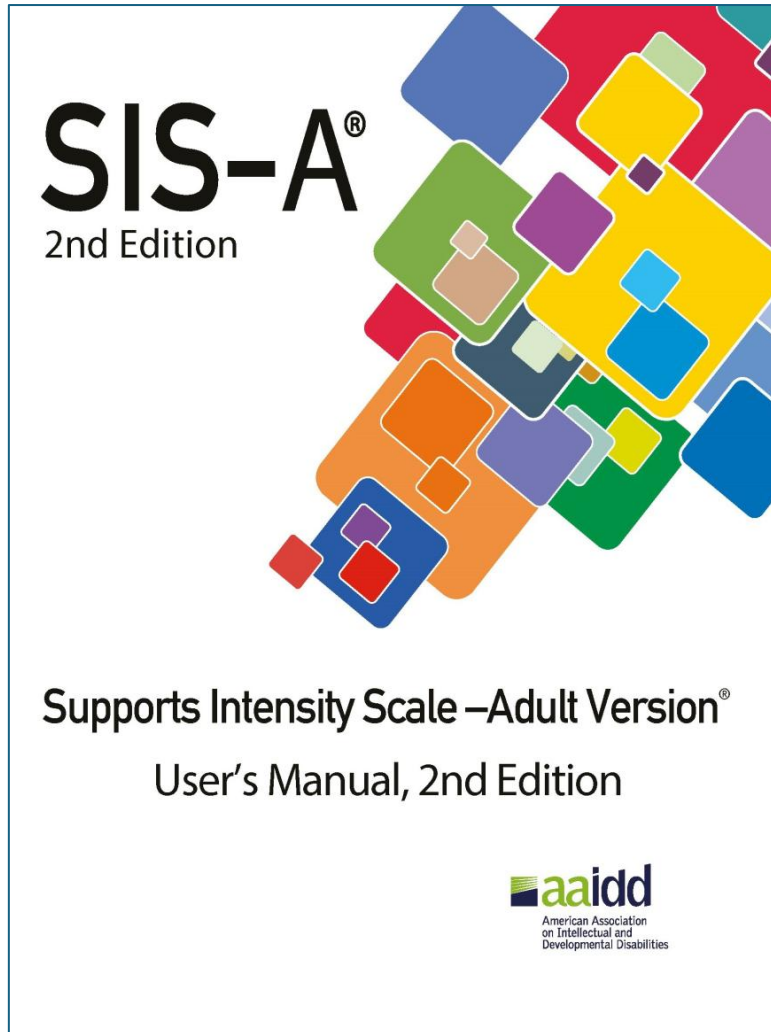
Valuable
Insights

Focus of Change

- ☐ Contemporized
- ☐ Item descriptions (Chapter 3)
- ☐ Chapter updates



Color Make-Over



Supports Intensity Scale-Adult Version®, 2nd Ed. [AGES 16-84] **SIS-A®**

INTERVIEW AND PROFILE FORM

ID/TRACKING NUMBER

NAME LAST FIRST MIDDLE

ADDRESS

CITY, STATE, ZIP

PHONE

PRIMARY LANGUAGE [CHECK ONE]
☐ ENGLISH ☐ SPANISH ☐ FRENCH ☐ OTHER [PLEASE SPECIFY]

PRIMARY COMMUNICATION MODE [CHECK ONE]
☐ VERBAL ☐ AUGMENTATIVE/ALTERNATIVE

DATE OF BIRTH MO DAY YEAR

GENDER ☐ MALE ☐ FEMALE ☐ OTHER

SIS-A ADMINISTRATION DATE MO DAY YEAR

INDIVIDUALS OR ORGANIZATIONS PROVIDING ESSENTIAL SUPPORTS

NAME RELATIONSHIP

NAME RELATIONSHIP

NAME RELATIONSHIP

RESPONDENTS

NAME RELATIONSHIP

NAME RELATIONSHIP

NAME RELATIONSHIP

INTERVIEWER

NAME

POSITION

AFFILIATION

PHONE EMAIL ADDRESS

REORDER INFORMATION
To order additional manuals and forms, call 202-387-1968 x 216 or email books@aaidd.org

SIS-A, 2nd Ed. Authors:
James R. Thompson • Robert L. Schalock • Karrie A. Shogren • Marc J. Tassé • Michael L. Wehmeyer • Ellis M. Craig • Carolyn Hughes

IQ RANGE [Check one]
☐ < 50 ☐ 50-70 ☐ > 70 ☐ Unknown

ADAPTIVE BEHAVIOR RANGE [Check one]
☐ < 50 ☐ 50-70 ☐ > 70 ☐ Unknown

RACE [Check all that apply]
☐ White
☐ African American or Black
☐ Asian
☐ American Indian or Alaska Native
☐ Native Hawaiian or Pacific Islander

ETHNICITY [Check one]
☐ Hispanic origin ☐ Not Hispanic origin

PRESENCE OF DISABILITIES [Check all that apply]
☐ Intellectual Disability
☐ Autism Spectrum Disorder
☐ Mental Health Diagnosis
☐ Speech Language Impairment
☐ Physical Disability
☐ Low Vision/Blindness
☐ Deaf/Hard of Hearing
☐ Brain Injury (acquired or traumatic)
☐ Dementia
☐ Chronic Health Condition [please specify]
☐ Other

RESIDENCE [Check one]
☐ Lives in own home
☐ Family home including living with relatives
☐ Staffed Housing/Group Home
☐ Nursing Home
☐ Other

RESIDENTIAL LOCATION
☐ Urban ☐ Suburban ☐ Rural

EDUCATIONAL ATTAINMENT
☐ Less than high school
☐ Completed high school
☐ Any postsecondary education

CURRENT EMPLOYMENT [Check all that apply]
☐ Employed
☐ Nonpaid volunteer work
☐ Unemployed
☐ Retired
☐ Other

Copyright 2023 © AAIDD Supports Intensity Scale-Adult Version®, 2nd Ed. | 1

Focus of Change

- ☐ Number of standardized subscales expanded
- ☐ Number of items contributing to the standardized portion expanded
- ☐ Age range expanded from 16-64 years to 16-84 years
- ☐ A larger standardization sample
- ☐ Number of items in Section 1 expanded
- ☐ A reorder of some subscales and some items within subscales
- ☐ Meaning of headings clarified

INTERVIEW AND PROFILE FORM

ID/TRACKING NUMBER

NAME _____
LAST FIRST MIDDLE

ADDRESS _____

CITY, STATE, ZIP _____

PHONE _____

PRIMARY LANGUAGE [CHECK ONE]

☐ ENGLISH ☐ SPANISH ☐ FRENCH ☐ OTHER [PLEASE SPECIFY] _____

PRIMARY COMMUNICATION MODE [CHECK ONE]

☐ VERBAL ☐ AUGMENTATIVE/ALTERNATIVEDATE OF BIRTH _____
MO DAY YEARGENDER ☐ MALE ☐ FEMALE ☐ OTHERSIS-A ADMINISTRATION DATE _____
MO DAY YEAR

INDIVIDUALS OR ORGANIZATIONS PROVIDING ESSENTIAL SUPPORTS

NAME _____ RELATIONSHIP _____

NAME _____ RELATIONSHIP _____

NAME _____ RELATIONSHIP _____

RESPONDENTS

NAME _____ RELATIONSHIP _____

NAME _____ RELATIONSHIP _____

NAME _____ RELATIONSHIP _____

INTERVIEWER

NAME _____

POSITION _____

AFFILIATION _____

PHONE _____ EMAIL ADDRESS _____

REORDER INFORMATION

To order additional manuals and forms, call 202-387-1968 x 216 or
email books@aaidd.org

SIS-A, 2nd Ed. Authors:

James R. Thompson • Robert L. Schalock • Karrie A. Shogren •
Marc J. Tassé • Michael L. Wehmeyer • Ellis M. Craig • Carolyn Hughes

IQ RANGE [Check one]

☐ < 50 ☐ 50–70 ☐ > 70 ☐ Unknown

ADAPTIVE BEHAVIOR RANGE [Check one]

☐ < 50 ☐ 50–70 ☐ > 70 ☐ Unknown

RACE [Check all that apply]

☐ White
☐ African American or Black
☐ Asian
☐ American Indian or Alaska Native
☐ Native Hawaiian or Pacific Islander

ETHNICITY [Check one]

☐ Hispanic origin ☐ Not Hispanic origin

PRESENCE OF DISABILITIES [Check all that apply]

☐ Intellectual Disability
☐ Autism Spectrum Disorder
☐ Mental Health Diagnosis
☐ Speech Language Impairment
☐ Physical Disability
☐ Low Vision/Blindness
☐ Deaf/Hard of Hearing
☐ Brain Injury (acquired or traumatic)
☐ Dementia
☐ Chronic Health Condition [please specify] _____☐ Other _____

RESIDENCE [Check one]

☐ Lives in own home
☐ Family home including living with relatives
☐ Staffed Housing/Group Home
☐ Nursing Home
☐ Other _____

RESIDENTIAL LOCATION

☐ Urban ☐ Suburban ☐ Rural

EDUCATIONAL ATTAINMENT

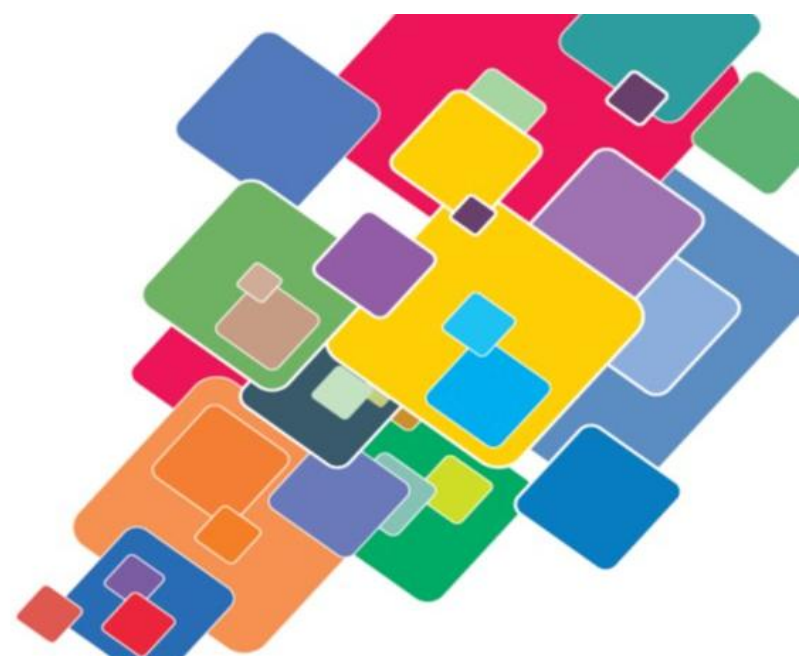
☐ Less than high school
☐ Completed high school
☐ Any postsecondary education

CURRENT EMPLOYMENT [Check all that apply]

☐ Employed
☐ Nonpaid volunteer work
☐ Unemployed
☐ Retired
☐ Other _____

Demographic Information

Primary Language : Options include French**Gender:** Options include Other**Race:** Check all that apply**Presence of Disability:** Brain Injury, Dementia, Chronic Health Condition**Residence:** Setting examples rather than by congregate setting size**Current Employment:** Employed option generalized



Section 1:Exceptional Medical and Behavioral Support Needs



Section 1: Exceptional Medical and Behavioral Support Needs

Guidelines:

Extraordinary Supports Needed

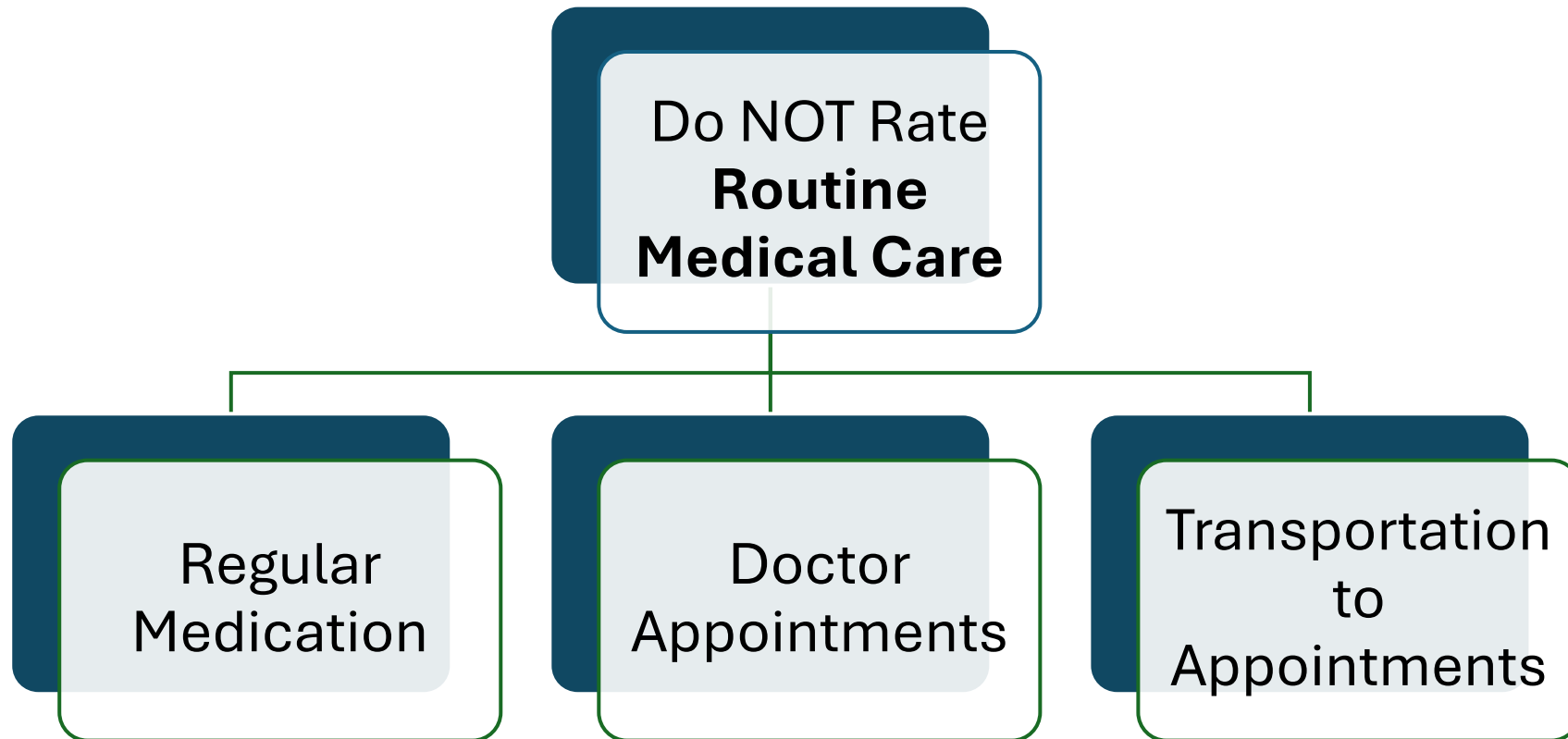
Current Support Needs

Provided by People

Complete All Items

Not All Items May Apply

Section 1A: **Exceptional Medical Support Needs** Anchors



Section 1A: Exceptional Medical Support Needs

SIS-A

18 Items and Other

- Respiratory Care (4 Items)
- Feeding Assistance (3 Items)
- Skin Care (2 Items)
- Other Exceptional Medical Care (10 Items)

SIS-A 2nd Edition

23 Items and Other

- Respiratory Care (4 Items)
- Feeding Assistance (4 Items)
- Skin Care (2 Items)
- Other Exceptional Medical Care (14 Items)
- Therapy Services removed

FEEDING ASSISTANCE

+ 1. Dysphagia (swallowing difficulties)	0	1
--	---	---

OTHER EXCEPTIONAL MEDICAL CARE

+ 2. Ostomy and Catheter care	0	1
+ 3. Gastrointestinal health management	0	1
+ 4. Incontinence management	0	1
+ 5. Hypertension or Hypotension management	0	1
+ 6. Chronic Pain management	0	1
+ 7. Arthritis management	0	1
+ 8. Conditions requiring specialized oral care management	0	1

SELF DIRECTED BEHAVIOR

+ 9. Prevention of self-neglect	0	1
---------------------------------	---	---

Additional Items

SECTION 1A & 1B

Revised Items

- Ostomy and Catheter Care
- Hypertension or Hypotension Management

Additional Medical Items

- Dysphagia
- Gastrointestinal Health Management
- Incontinence Management
- Chronic Pain Management
- Arthritis Management
- Conditions Requiring Specialized Oral Care Management

Section 1B

Exceptional Behavioral Support Needs



Section 1B: Exceptional Behavioral Support Needs

SIS-A

12 Items and Other

- Externally Directed Behavior (4 Items)
- Self-Directed Behavior (3 Items)
- Sexual Behavior (2 Items)
- Other (4 Items)

SIS-A 2nd Edition

13 Items and Other

- Self-Directed Behavior (4 Items)
 - Prevention of Self-Neglect

Section 1B: Exceptional Behavioral Support Needs

14 Items

Externally Directed Behavior (4 Items)

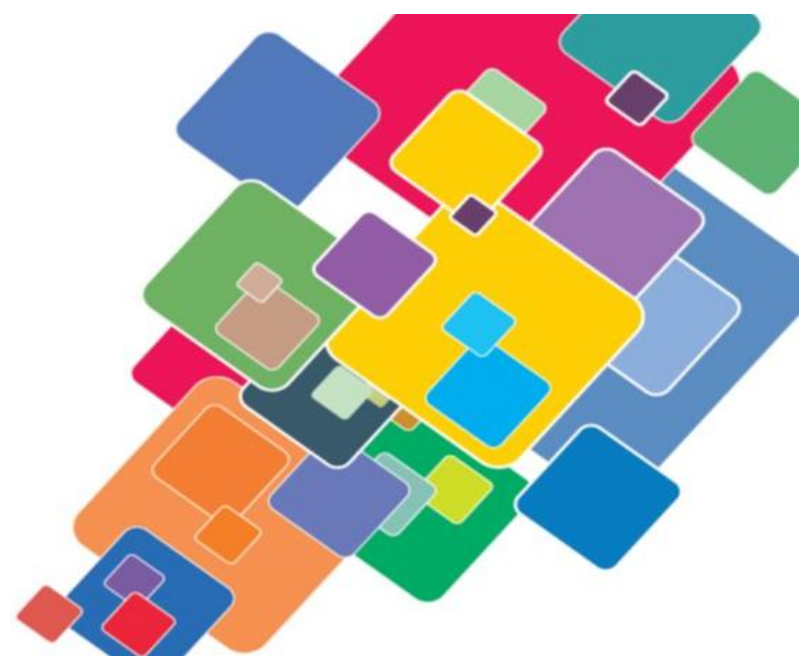
Self-Directed Behavior (4 Items)

Sexual Behavior (2 Items)

Other (4 Items)

Section 2

Support Needs for Life Activities



Section 2: Support Needs for Life Activities



Section 2



Section 2

2015 SIS-A Edition

Support Needs Index

- A: Home Living Activities
- B: Community Living Activities
- C: Lifelong Learning Activities
- D: Employment Activities
- E: Health and Safety Activities
- F: Social Activities

Section 3:

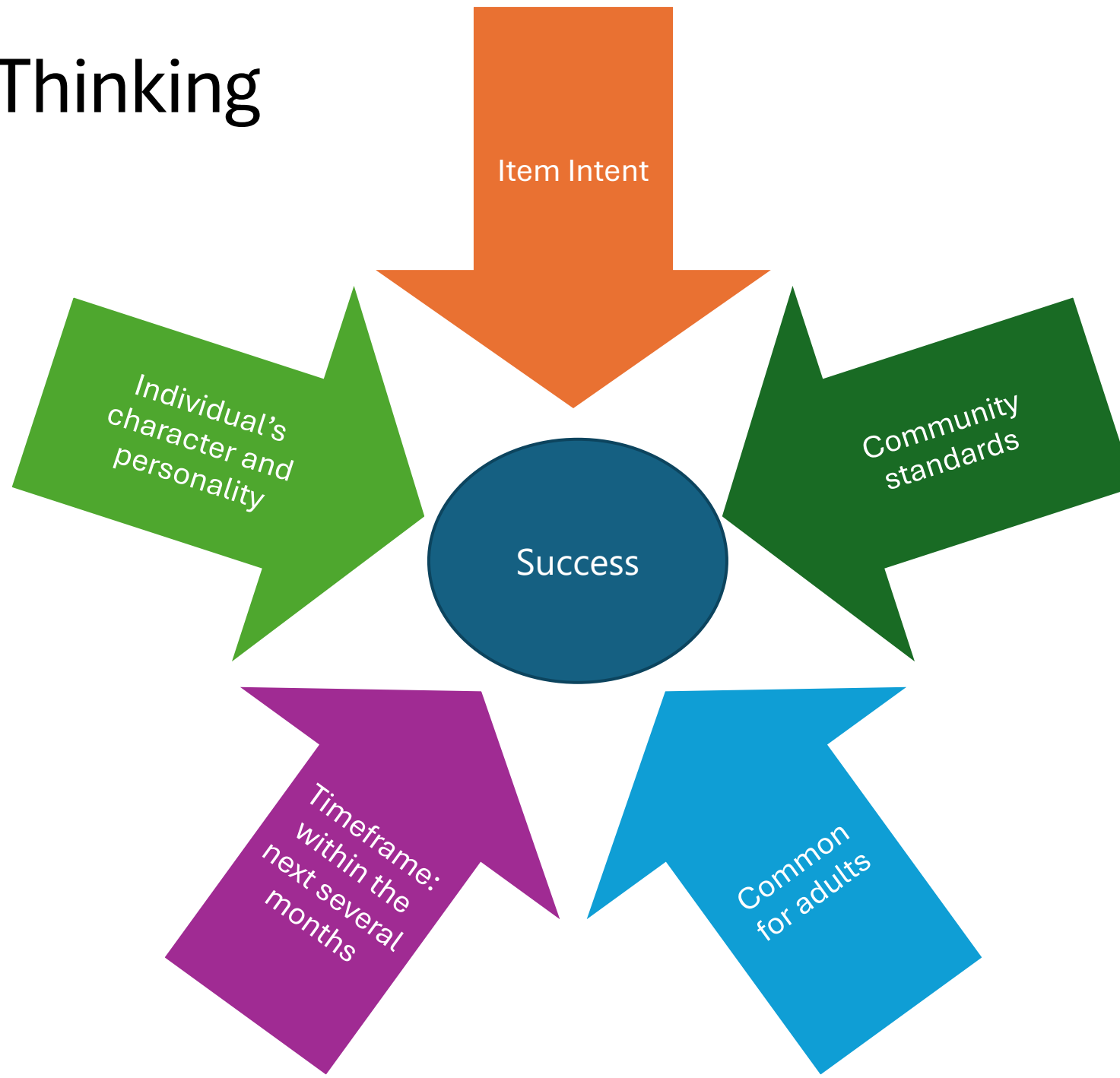
Protection and Advocacy Activities

SIS-A, 2nd Edition

Supports Needs for Life Activities

- A: Home Living Activities
- B: Community Living Activities
- C: Health and Safety Activities
- D: Lifelong Learning Activities
- E: Work Activities
- F: Social Activities
- G: Advocacy Activities

Shape Thinking



Home Living Activities: Reordered

2015 Edition

Section 2A: Home Living Activities																
	TYPE OF SUPPORT					FREQUENCY					DAILY SUPPORT TIME					RAW SCORE
1. Operating home appliances/electronics	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
2. Bathing and taking care of personal hygiene and grooming needs	0	1	2	3	4	0	1	2	3	■	0	1	2	3	4	
3. Using the toilet	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
4. Dressing	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
5. Preparing food	0	1	2	3	4	0	1	2	3	■	0	1	2	3	4	
6. Eating food	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
7. Taking care of clothes, including laundering	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
8. Housekeeping and cleaning	0	1	2	3	4	0	1	2	3	4	0	1	2	■	■	
TOTAL RAW SCORE Home Living Activities																
Enter the Raw Score (max = 92) on the SIS—A Profile, on page 11, Section 2A; Home Living Activities																

2nd Edition

Section 2A: Home Living Activities																
	TYPE OF SUPPORT					FREQUENCY OF SUPPORT				DAILY SUPPORT TIME					RAW SCORE	
1. Bathing and taking care of personal hygiene and grooming needs	0	1	2	3	4	0	1	2	3	■	0	1	2	3	4	
2. Dressing	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
3. Using the toilet	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
4. Preparing food	0	1	2	3	4	0	1	2	3	■	0	1	2	3	4	
5. Eating food	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
6. Taking care of clothes, including laundering	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
7. Housekeeping and cleaning	0	1	2	3	4	0	1	2	3	4	0	1	2	■	■	
8. Operating home appliances/electronics	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
TOTAL RAW SCORE Home Living Activities																
Enter the Raw Score (max = 92) on the SIS-A Profile, on page 11, Section 2A: Home Living Activities																

Work Activities: Reordered

2015 Edition

Section 2D: Employment Activities

	TYPE OF SUPPORT					FREQUENCY					DAILY SUPPORT TIME					RAW SCORE
1. Learning and using specific job skills	0	1	2	3	4	0	1	2	3	■	0	1	2	3	4	
2. Accessing/receiving job/task accommodations	0	1	2	3	4	0	1	2	3	■	0	1	2	3	4	
3. Interacting with coworkers	0	1	2	3	4	0	1	2	3	■	0	1	2	3	4	
4. Interacting with supervisors/coaches	0	1	2	3	4	0	1	2	3	■	0	1	2	3	4	
5. Completing work-related tasks with acceptable speed	0	1	2	3	4	0	1	2	3	■	0	1	2	3	4	
6. Completing work-related tasks with acceptable quality	0	1	2	3	4	0	1	2	3	■	0	1	2	3	4	
7. Changing job assignments	0	1	2	3	4	0	1	2	■	■	0	1	2	3	4	
8. Seeking information and assistance from an employer	0	1	2	3	4	0	1	2	3	■	0	1	2	3	4	

TOTAL RAW SCORE
Employment Activities

Enter the Raw Score (max = 87) on the SIS—A Profile,
on page 11, Section 2D: Employment Activities

2nd Edition

Section 2E: Work Activities

	TYPE OF SUPPORT					FREQUENCY OF SUPPORT				DAILY SUPPORT TIME					RAW SCORE
1. Learning and using specific job skills	0	1	2	3	4	0	1	2	3	0	1	2	3	4	
2. Completing work-related tasks with acceptable speed	0	1	2	3	4	0	1	2	3	0	1	2	3	4	
3. Completing work-related tasks with acceptable quality	0	1	2	3	4	0	1	2	3	0	1	2	3	4	
4. Changing job assignments	0	1	2	3	4	0	1	2	■	0	1	2	3	4	
5. Interacting with coworkers	0	1	2	3	4	0	1	2	3	0	1	2	3	4	
6. Interacting with supervisors/coaches	0	1	2	3	4	0	1	2	3	0	1	2	3	4	
7. Accessing/receiving job/task accommodations	0	1	2	3	4	0	1	2	3	0	1	2	3	4	
8. Seeking information and assistance from an employer	0	1	2	3	4	0	1	2	3	0	1	2	3	4	

TOTAL RAW SCORE
Work Activities

Enter the Raw Score (max = 87) on the SIS-A Profile,
on page 11, Section 2E: Work Activities

Advocacy Activities: Reordered

2015 Edition

Protection and Advocacy Activities

	TYPE OF SUPPORT	FREQUENCY	DAILY SUPPORT TIME	RAW SCORE	RANK RAW SCORES FROM HIGHEST TO LOWEST
1. Advocating for self	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4		
2. Making choices and decisions	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4		
3. Protecting self from exploitation	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4		
4. Exercising legal/civic responsibilities	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4		
5. Belonging to and participating in self-advocacy/support organizations	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4		
6. Obtaining legal services	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4		
7. Managing money and personal finances	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4		
8. Advocating for others	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4		

TOTAL RAW SCORE
Protection and Advocacy Activities

List the four Protection and Advocacy Activities with the highest Raw Score (from highest to lowest) on the *SIS-A* Profile, on page 12, Section 3

2nd Edition

Section 2G: Advocacy Activities

	TYPE OF SUPPORT	FREQUENCY OF SUPPORT	DAILY SUPPORT TIME	RAW SCORE
1. Making choices and decisions	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	
2. Advocating for self	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	
3. Managing money and personal finances	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	
4. Protecting self from exploitation	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	
5. Exercising legal/civic responsibilities	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	
6. Belonging to and participating in self-advocacy/support organizations	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	
7. Obtaining legal services	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	
8. Advocating for others	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	

TOTAL RAW SCORE
Advocacy Activities

Enter the Raw Score (max = 94) on the *SIS-A* Profile, on page 11, Section 2G: Advocacy Activities

SIS-A Summary Report

- Replaced the SIS-A Family Friendly Report
- Review the standard version
- Compare with current SISOnline mapping
- Determine customizations

SIS-A Summary Report

Supports Intensity Scale - Adult Version© 2nd Ed.
SIS ID:

Report Sample

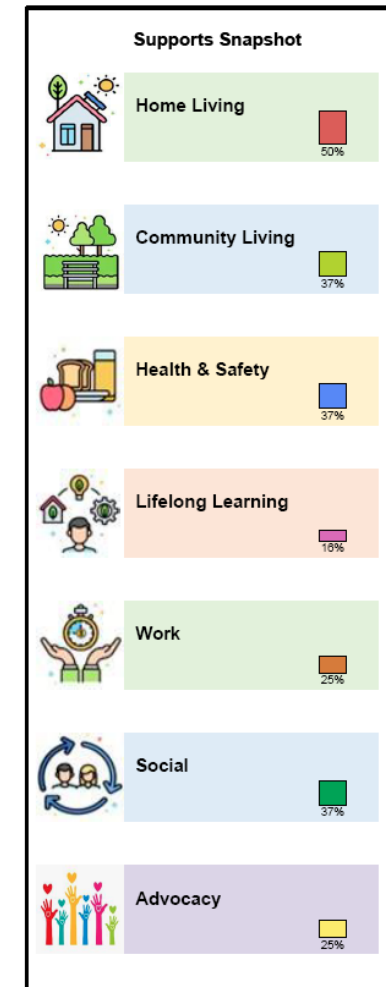
Tracking #:

Residence:

Interview Date:

DOB:

Support Needs Summary



Date printed:

Key Supports



Matters to Me (Important To Me)

Shopping and purchasing goods and services, Going to visit friends and family, Taking medications, Making and keeping friends



Other Priority Supports (Important For Me)

Going to visit friends and family, Taking medications, Avoiding health and safety hazards, Communicating with others about personal needs



Exceptional Medical Support Needs

Seizure Disorder management, Diabetes management



Exceptional Behavioral Support Needs

Prevention of stealing, Prevention of wandering

Page: 1

