

SIS Expanded Item Descriptions

A.	Home Living Activities	Includes supports to:	Does not include:
1.	Using the toilet: (The focus of this question is on supports to accomplish all of the activities necessary for a person to void in a socially acceptable manner)	<ul style="list-style-type: none"> • Access the bathroom and getting on and off toilet. • Undo and redo clothing, snaps, buckles, etc. before and after toileting • Accomplish steps in toileting in a socially acceptable manner • Includes cleaning self and washing hands afterwards • Use a catheter or other voiding alternatives • Preserve dignity and privacy associated with toileting 	
2.	Take care of clothes: (The focus of this question is on supports to accomplish activities involved in taking care of personal clothing)	<ul style="list-style-type: none"> • Sort clothes, put clothes in washer and dryer, measure soap, and any other actions that are directly associated with cleaning clothes. • Use washer and dryer • Fold and put clothing away in dressers, closets, etc. • Iron, sew, and make minor repairs 	<ul style="list-style-type: none"> • Transportation to and from a Laundromat or cleaner • Waiting time while clothes are in washer/dryer.
3.	Preparing food: (The focus of this question is on supports associated with the preparation of meals or snacks requiring more than one step. Not simply opening a package or can.)	<ul style="list-style-type: none"> • Prepare and/or cook desired meals (breakfast, lunch, dinner, and snacks) within his/her budget. • Menu/meal planning • Prepare, wash, cut, and/or mix food • To use appliances (i.e. stove, microwave, toaster, coffee maker) to cook food • Prepare foods and set-up equipment for specialized eating arrangements (i.e. arrange and provide equipment/utensils for tube feedings, puree foods in blender or add thickeners to beverages, set up plate for someone who is blind using clock method, etc.) 	<ul style="list-style-type: none"> • Shopping for food • Cleaning up after meal preparation or meals
4.	Eating Food: (The focus of this question is on supports associated with the ingesting foods and beverages through the mouth)	<ul style="list-style-type: none"> • Assist with or teach utensils use • Cut food on plate • Assist with positioning to facilitate chewing, swallowing, and digestion (where relevant) • Assist during tube feeding (waiting, checking for residuals, flushing the tub with water, etc.) • Regulate food intake (Ex. prevent choking or eating too fast) 	

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A.	Home Living Activities	Includes supports to:	Does not include:
5.	Housekeeping and Cleaning: (The focus of this question is the entire household and supports associated with housekeeping and cleaning tasks necessary to maintain a presentable and healthy environment in a typical home)	<ul style="list-style-type: none"> • Maintain a clean and presentable living area, including sweeping, mopping, dusting, vacuuming, changing sheets • Straighten things up in house, put items away • Clean bathroom • Put trash in trash can, take out trash • Clear and clean after meals, store leftovers, wash dishes, load and unload dishwasher, put soap in dishwasher • Clean appliances (microwave, stove, toaster, blender, etc.) 	<ul style="list-style-type: none"> • Purchasing cleaning items/products • Plant care • Lawn maintenance • Home repairs • Home maintenance • Changing light bulbs • Putting clothes away
6.	Dressing: (The focus of this question is on supports to get dressed for the day and/or change one's clothes during the day when necessary)	<ul style="list-style-type: none"> • Select clothes appropriate for the day's activities • Put clothes on, including zippers, snaps, buckles, and laces • Identify and/or assist when clothing needs to be changed due to being soiled, dirty or inappropriate. • Choose weather appropriate clothing 	
7.	Bathing and taking care of personal and grooming needs: (The focus of this question is on supports to assist individual with tasks associated with bathing and grooming)	<ul style="list-style-type: none"> • Bathe and ensure safety getting in and out of tub or shower • Assist individual in identifying when bathing and grooming is needed • Brush teeth, shave, wash hair, wash hands, hair cuts, nail/skin care, etc. • Assist with menstrual care • Change clothing protectors (i.e. bibs, ponchos, aprons, etc.) 	
8.	Operating Home Appliance: (The focus of this question is on supports associated with the functional operation of common home appliances that are used on a <u>regular</u> basis)	<ul style="list-style-type: none"> • Use items such as air conditioners, heaters, fans, home entertainment systems, TV, Stereo, air conditioner, telephone, toaster, coffee maker, etc. 	<ul style="list-style-type: none"> • Appliances used for cleaning such as vacuum cleaner (covered in #5) • The amount of time the appliance is running • Food processors • Washer/Dryer (covered in #2)

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B.	Community Living Activities	Includes supports to:	Does not include:
1. T	<p>Getting from place to place throughout the community (Transportation): (The focus of this question is on activities to support an individual to get from one location in the community to another)</p>	<ul style="list-style-type: none"> • Get to and from places in the community such as grocery stores, banks, shopping centers, etc. • Get to and from work • Walk or use a wheelchair to get to or move about within a community setting • To get a wheel chair in and out of a vehicle • Get to and from recreational activities (Ex. movies, bowling, dining, etc.) • Use public transportation, learn bus route, take a cab, etc. 	
2.	<p>Participating in recreation/leisure activities in the community: (The focus of this question is on supports to assist an individual to participate in community recreation/leisure activities)</p>	<ul style="list-style-type: none"> • Take part in recreation/leisure activities in community settings such as: bowling, going to a movie, eating out, dancing, playing bingo, attending club/organization meetings, concerts, sporting events, hiking, walks in the park, swimming, etc. 	<ul style="list-style-type: none"> • Transportation to and from the activity • Supports to access recreation/leisure activities • School or work • Vacations (since they are not a typical day/week)
3.	<p>Using public services in the community: (The focus of this question is on supports to assist individual in using services in the community that are available to the general public at large)</p>	<ul style="list-style-type: none"> • Meet with providers in the community • Work with support coordinators (Ex. case managers, etc.) • Apply for Medicaid, food stamps, social security, identification cards, driver's license, etc. • Use post office, library, food & clothing banks, shelters, take care of utilities, public incentive or benefit programs, etc. 	<ul style="list-style-type: none"> • Supports needed to access public services • Transportation to and from activity • Shopping for food
4. T	<p>Going to visit friends and family: (The focus of this question is on supports to assist individual in going to places where they can interact with their friends and family)</p>	<ul style="list-style-type: none"> • Get the individual to places where he/she have an opportunity to interact with others whom are considered close friends or family members • Use local transportation (Generally within an hour's drive) • Arrange or plan visits including the support needed for the visit (Ex. setting up assistive devices, interpreters, behavioral/medical supports, etc.) 	<ul style="list-style-type: none"> • Paid Staff persons

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B.	Community Living Activities	Includes supports to:	Does not include:
5.	Participating in preferred community activities (church, volunteer, etc): (The focus of this question is on supports to participate in preferred community activities)	<ul style="list-style-type: none"> Take part in activities that the individual truly values, such as participating in a church function, volunteering for a community organization, participating in public activism (Politics, substance abuse intervention programs, demonstrations, etc.) 	<ul style="list-style-type: none"> Transportation to and from activity
6.	Shopping and purchasing goods and services: (The focus of this question is on supports to shop for goods/services and make purchases)	<ul style="list-style-type: none"> Make shopping lists Count change, write checks, get refunds Interview to purchase a service (Ex. housekeeper, plumber, etc) Purchase through catalogues and/or shop for a specific item on the internet. 	<ul style="list-style-type: none"> “Surfing” the internet and occasionally looking at advertised goods
7.	Interacting with community members: (The focus of this question is on supports to promote positive interactions with community members in whatever context they occur)	<ul style="list-style-type: none"> Interact in a with community members such as neighbors, store clerks, police officers, and others in a socially appropriate manner Communicate effectively and use social conventions such as please and thank you. Maintain socially appropriate boundaries (Privacy, Respect, Physical proximity, touching, etc.) 	<ul style="list-style-type: none"> Transportation since the focus is on interactions
8.	Accessing public buildings and settings: (The focus of this question is on supports to assist individual in accessing public settings such as parks, post offices, libraries, stores, etc.)	<ul style="list-style-type: none"> Physically enter public buildings, parks, stores, swimming pool locker rooms, public restrooms, etc. Follow rules for entering, exiting, and using the facility (Ex. hours a park is open, being quiet in libraries, using doors for entering and exiting, etc. – Since not following public rules results in loss of access to these settings) 	<ul style="list-style-type: none"> Transportation to and from activity where public building and setting is located

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C.	Life-Long Learning Activities	Includes supports to:	Does not include:
1.	Interacting with others in learning situations: (The focus of this question is on interactions with fellow students and instructors in an educational setting)	<ul style="list-style-type: none"> • Interact in formal educational settings with fellow students and instructors (Ex. classroom at community college, YMCA, etc.) • Express oneself and/or understand others • Follow instructions and/or communicate need for assistance • Get along with others in a structured learning environment 	
2.	Participating in training / educational decisions: (The focus of this question is on supports for participating, planning, and selecting a course, workshop, class, educational goal, etc.)	<ul style="list-style-type: none"> • Understand and express choices concerning learning choices and goals • Participate in the planning process of an educational pursuit/goal • Participate in Individual Education/Program Plans or development of an individualized plan. (Includes time involved in such planning meetings) • Plan a schedule for training, attend training, and interact with co-participants and instructors 	
3.	Learning and using problem-solving strategies: (The focus of this question is on applying problem solving strategies in an effort to permit client to resolve problems, issues, etc. to real life situations)	<ul style="list-style-type: none"> • Report problems at work or home, resolve differences with others • Learning what to do when you miss bus, appointment, etc. • Reschedule missed appointments • Respond to emergencies (Ex. fire, earthquake, injury, etc.) • Prioritize goals • Use self-management strategies for behavior, anxiety, eating, etc. 	
4.	Using technology for learning: (The focus of this question is on supports to use technology in learning)	<ul style="list-style-type: none"> • Operate computers or other technology that person needs to participate in instructional programs • Use computers, calculators, augmentative communication devices, note taking devices, TDDs, and TYYs, and devices needed to view educational material 	
5. T	Accessing training / educational settings: (The focus of this question is on tasks involved in accessing educational opportunities)	<ul style="list-style-type: none"> • Locate courses or workshops offered through a variety of community providers (Ex. parks district, YMCA, college, etc.) • Register for classes • Obtain resources for paying tuition for classes • Obtain transportation and/or get to and from the training /educational setting. 	

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C.	Life-Long Learning Activities	Includes supports to:	Does not include:
6.	Learning functional academics (reading signs, counting change, etc.): (The focus of this question is on supports to learn functional academics in community settings)	<ul style="list-style-type: none"> • Apply functional academics to real life situations (Ex. learn to tell time, keep a schedule, count money for purchase, read bus schedule, etc.) • Learn writing, typing, budgeting, money management, etc. • Identify day of week and date on a calendar • Find telephone numbers • Read and follow simple instructions, complete forms and applications 	
7.	Learning health and physical education skills: (The focus of this question is on supports to promote development and use of health and physical education skills to real life situations)	<ul style="list-style-type: none"> • Make medical and dental appointments • Learn about medications and how to take them • Learn to apply professionally prescribed treatments • Follow and maintain proper diet and exercise • Recognize health care needs, follow medical protocols, and/or treat minor injuries • Avoid hazards (Ex. traffic, poisons in home, contagious illnesses, unsafe sexual practices, etc.) • Learn home and community safety skills 	
8.	Learning self-determination skills: (The focus of this question is on supports to apply self-determination skills to real life situations)	<ul style="list-style-type: none"> • Identify personal goals and make plans to achieve them • Gain opportunities to learn to self-direct daily living activities • Identify and express individual preferences (ex. make decisions) • Understand rights and use self-determinations skills • Understand consequences and responsibilities associated with choices and decisions. 	
9.	Learning self-management strategies: (The focus of this question is on applying self-management strategies to real life situations)	<ul style="list-style-type: none"> • Learn to reward oneself for achieving a goal or completing a task • Learning and using strategies to manage and resolve conflict • Learning and using strategies to maintain routines that are desired and effective at home and in the community • Learning and using strategies to spend money within one's budget 	

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D.	Employment Activities	Includes supports to:	Does not include:
1.	Accessing/receiving job task accommodations: (The focus of this question is on supports to identify, arrange, and obtain reasonable job accommodations)	<ul style="list-style-type: none"> • Identify, communicate, develop, and implement job accommodations. (Ratings should reflect the support needed to obtain the accommodation - assistance with job tasks is addressed elsewhere) • Advocate for accommodation, problem-solving regarding the accommodation, and garnering resources for the implementation of the accommodation. • Examples of job accommodations are: a quiet workplace, proper height of work surface, wheelchair accessibility, modified job strategies, scheduling of work time, work sharing, etc.) 	<ul style="list-style-type: none"> • Transportation
2.	Learning and using specific job skills: (The focus of this question is on developing specific job skills and applying these skills on the job)	<ul style="list-style-type: none"> • Achieve all aspects of acceptable job performance and not just skills for manipulation of tasks • Communicate needs to complete a task, follow company rules and policies, clean work areas, etc. • Initially acquire jobs skills and general knowledge (May involve fading supports) 	
3.	Interacting with co-workers: (The focus of this question is on supports for positive interactions with co-workers when at work)	<ul style="list-style-type: none"> • Communicate with co-workers regarding work-related matters and informally socialize with co-workers • Understand the appropriate amount of time to socialize during work • Understand rules regarding socializing and breaks • Avoid arguments or disputes with co-workers, using polite language, etc. • Request assistance from co-workers providing help or assistance 	
4.	Interacting with supervisors/coaches: (The focus of this question is on supports for positive interactions that are acceptable and productive in the work place)	<ul style="list-style-type: none"> • Communicate with supervisors and job coaches regarding work related matters and informally socialize with supervisors and job coaches • Communicate problems • Ask for training when needed • Use polite language • Avoid arguments 	

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D.	Employment Activities	Includes supports to:	Does not include:
5.	Completing work related tasks with acceptable speed: (The focus of this question is on supports to accomplish work related tasks at the speed of a typical worker)	<ul style="list-style-type: none"> • Minimize and/or avoid things that distract client's attention from work related tasks • Assist client in remaining focused on work tasks • Reduce frustration, anxiety, and/or agitation over time 	
6.	Completing work-related tasks with acceptable quality: (The focus of this question is on supports to achieve work-related tasks at the quality of a typical worker)	<ul style="list-style-type: none"> • Perform work at a level of quality that is consistent with the performance of other workers with the same job • Assist client in understanding what an acceptable standard of quality work is (Ex. Development and use of a quality checklist, etc.) 	
7.	Changing job assignments: (The focus of this question is on supports in adapting to changes in work tasks/schedules to promote successful transition)	<ul style="list-style-type: none"> • Incorporate different assignment into a job to meet changing needs of the employer • Adjust to a new job assignment or task • Take on new assignments that may be more difficult and challenging • Respond/adapt to unexpected changes at work (Ex. Changes in schedule) 	
8.	Seeking information and assistance from an employer: (The focus of this question is on supports in obtaining/accessing information from an employer)	<ul style="list-style-type: none"> • Contact and get information from an employer regarding the status of one's benefits (Ex. Accrued vacation, sick time, employee assistance programs, etc.) • Gain and identify information that is important to know regarding and individual's employment • Communicate the need for information or the need for assistance in gaining information 	

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E.	Health and Safety Activities	Includes supports to:	Does not include:
1.	Taking medications: (The focus of this question is on supports to follow prescriptions and use over-the-counter medications to address an illness or injury)	<ul style="list-style-type: none"> • Take medication at the correct time and prescribed levels • Fill a pill-box, learn about medications taken, recognize labels, refill medications/prescriptions, etc. • Use prompts, reminders or schedules to take medications • Prepare medications for ingestion when pills cannot be swallowed • Recognize and report side-effects to care-giver or physician 	
2.	Avoiding health and safety hazards: (The focus of this question is on supports to avoid everyday health and safety hazards)	<ul style="list-style-type: none"> • Recognize dangerous situations and personal vulnerability at home and in the community • Utilize things designed to promote safety (Ex. safety rails, non-slip mats, cross-walks, lock doors at night, safety stickers, etc) • Use smoke/carbon monoxide detectors, fire alarms, safe sex practices, safety procedures for storing chemicals, poisons, etc 	
3.	Obtaining health care services: (The focus of this question is on supports to obtain health care services to maintain good physical and mental health)	<ul style="list-style-type: none"> • Communicate with health care providers (doctors/dentists/therapists), make appointments, participate in an office visit, get prescriptions filled as needed, etc. • Obtain help when getting ill • Coordinate health care services 	
4.	Ambulating and moving about: (The focus of this question is on supports to physically move self around the environment at home and in the community)	<ul style="list-style-type: none"> • Make transfers as relevant to mobility (Ex. to/from bed, chair, walker, wheelchair, etc.) • Put on a prosthesis relevant to mobility • Improve abilities to ambulate or move about (also includes time spent in therapies) 	
5.	Learning how to access emergency services: (The focus of this question is on supports to apply emergency skills to real life situations)	<ul style="list-style-type: none"> • Request the right type of assistance, contact 911, provide key information to dispatcher such as address, type of crisis, etc. • Learn and use a personal emergency response system when needed • Plan and develop an emergency preparedness plan (Ex. phone numbers near phone or on refrigerator, self-identification to first responders, etc.) • Plan and practice prescribed responses to prepare for emergencies 	

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E.	Health and Safety Activities	Includes supports to:	Does not include:
6.	Maintain a nutritious diet: (The focus of this question is on supports to eat a sufficiently nutritious diet and avoid problems associated with poor nutrition)	<ul style="list-style-type: none"> • Learn about good nutrition and understanding the effects of poor nutrition • Make healthy choices in selecting foods to eat • Plan healthy/nutritious meals 	<ul style="list-style-type: none"> • Shopping • Transportation
7.	Maintain physical health and fitness: (The focus of this question is on supports to promote physical health and fitness for the individual)	<ul style="list-style-type: none"> • Exercise sufficiently to avoid medical problems associated with poor physical health, fitness, and/or obesity • Select and plan activities for physical health and fitness • Select physical fitness options • Locate a gym or activity and access facilities or locations for maintaining fitness 	
8.	Maintain emotional well-being: (The focus of this question is on supports to promote emotional stability and well-being of individual)	<ul style="list-style-type: none"> • Maintain a lifestyle conducive to avoiding serious mental health problems such as depression. (Ex. Using relaxation techniques, appropriate coping strategies to self-manage behavior/anger, etc.) • Access mental health resources or clinical therapy services • Participate in therapeutic homework and positive behavior support plans • Plan a structured day as related to maintaining mental well-being 	

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F.	Social Activities	Includes supports to:	Does not include:
1.	Socializing within the household: (The focus of this question is on supports to promote use of socially appropriate interactions and communication in the household)	<ul style="list-style-type: none"> • Interact in a socially appropriate manner with others in a household • Facilitate/promote verbal or non-verbal social interaction that is meaningful to the person and others (Ex. sign language, gestures that others understand, writing, etc.) • Share interests or tasks in a cooperative way in the home as well as learning to respect others privacy • Gain social interaction such as time setting up and using augmentative communication devices 	<ul style="list-style-type: none"> • Recreation/leisure activities covered in F2
2.	Participating in recreation/leisure activities with others: (The focus of this question is on supports to participate in recreation /leisure activities that are of interest and at desired levels)	<ul style="list-style-type: none"> • Participate in recreation/leisure activities with others • Facilitate social interactions during recreation and leisure activities • Supports needed to set up assistive devices/technology • Cooperate with others during recreation/leisure activities (Ex. turn taking, relying on others, accepting limitations/boundaries, relying on others, etc.) 	<ul style="list-style-type: none"> • Transportation
3.	Socializing outside the household: (The focus of this question is on supports to promote use of socially appropriate interactions and communications outside of the household)	<ul style="list-style-type: none"> • Interact in a socially appropriate manner with others outside the household • Facilitate/promote verbal or non-verbal social interaction that is meaningful to the person and others (Ex. sign language, gestures that others understand, writing, etc.) • Share interests or tasks in a cooperative way in the home as well as learning to respect others privacy • Gain social interaction such as time setting up and using augmentative communication devices 	<ul style="list-style-type: none"> • Transportation
4.	Making and keeping friends: (The focus is on supports needed to initiate and maintain friendships)	<ul style="list-style-type: none"> • Communicate with peers, arrange meetings with others and join activities with friends, use phone and other communications to maintain friendships • Learn social skills related to friendships • Locate programs/activities that lead to friendships 	
5.	Communicate with others about personal needs: (The focus is on supports needed to communicate his/her personal needs)	<ul style="list-style-type: none"> • Inform others about personal desires and/or problems using verbal, non-verbal, and/or assistive technologies to communicate with others 	

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F.	Social Activities	Includes supports to:	Does not include:
6.	<p>Using appropriate social skills: (The focus of this question is on supports needed to use appropriate social skills)</p>	<ul style="list-style-type: none"> • Learn and use appropriate social skills when interacting with others (Ex. Good manners, Social etiquette, maintaining personal space/boundaries) • Recognize how others feel and to express affect that is congruent with the situation • Learn expected behaviors in different situations and practice knowledge obtained (Ex. social greetings and partings, yelling at football games and not in libraries, hugging loved ones and not strangers, etc.) 	
7.	<p>Engaging in loving and intimate relationships: (The focus of this question is on supports needed to initiate and maintain “intimate” and “loving” relationships)</p>	<ul style="list-style-type: none"> • Plan activities for meeting others to maintain close/intimate relationships • Learn activities that are related to intimate relationships such as dating skills, understanding personal boundaries, and respect for partner • Learn and understand concept of what “consent” means • Maintain romantic relations including but not limited to sexual interactions 	<ul style="list-style-type: none"> • Transportation
8.	<p>Engaging in volunteer work: (The focus of this question is on supports needed to participate as a volunteer in organized projects. Participation is a quality of life issue related to client’s sense of well-being)</p>	<ul style="list-style-type: none"> • Participate in organized activities as a volunteer (Ex. clean the park day, volunteering at a hospital, shelter, charity fund raising, walk-a-thons, etc.) • Contact community groups seeking volunteers • Apply one’s own skills to the volunteer effort 	<ul style="list-style-type: none"> • Transportation • Activities associated with employment

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G.	Protection & Advocacy Activities	Includes supports to:	Does not include:
1.	Advocating for self: (The focus of this question is on supports needed to express personal preferences, needs, wants and explaining why these things are important)	<ul style="list-style-type: none"> • Advocate in all aspects of life, including speaking up for oneself (or communicating) to exercise control over one's life • Learn to advocate in a respectful manner • Recognize and understand choices and decisions related to responsibilities and consequences whether good or bad • Express personal preferences, needs, wants and provide explanations as to why they are important 	
2.	Managing money and personal finances: (The focus of this question is on supports needed to budget money, maintain banking accounts, and pay bills)	<ul style="list-style-type: none"> • Provide protections that an individual may need in place to assure responsible management of money (Ex. supports to live within means, controls to prevent overdrafts (co-signatures), etc.) • Reduce possibility of exploitation (Ex. Keeping/reviewing bank records, monitoring spending and relationships, allowances, etc.) • Learn and apply positive decision-making and protection strategies 	
3.	Protecting self from exploitation: (The focus of this question is on supports needed to protect oneself from exploitation)	<ul style="list-style-type: none"> • Identify when a person is attempting to take unfair advantage of a client (i.e. Promoting his/her own interests at the expense for the client's own interests) • Learn and practice skills relevant to recognizing and avoiding exploitation • Plan for protections against exploitation 	
4.	Exercising legal responsibilities: (The focus of this question is on supports to abide by laws of the community and exercise civic responsibilities)	<ul style="list-style-type: none"> • Understand basic laws and rights as a community member/citizen (Ex. not littering, jay-walking, wearing a helmet when riding a bike, not hitting others, etc.) • Exercise civic responsibilities such as voting 	
5.	Belonging to and participating in self-advocacy organizations: (The focus of this question is on supports to participate in activities of self-advocacy)	<ul style="list-style-type: none"> • Participate in self-advocacy organizations as well as serving on advisory boards • Identify support groups for a particular life situation such as: grief and recovery, substance abuse, victims of violence, etc.) 	

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G.	Protection & Advocacy Activities	Includes supports to:	Does not include:
6.	Obtaining legal services: (The focus of this question is on supports to obtain legal services)	<ul style="list-style-type: none"> • Identify when legal assistance is needed • Contact an attorney for legal advice and/or employ an attorney for legal services 	
7.	Make choices and decisions: (The focus of this question is on supports to make decisions and understand the consequences/responsibilities associated with a decision)	<ul style="list-style-type: none"> • Understand that choices and decisions are related to consequences and responsibilities • Identify people or things that influence choice and/or decisions • Assess opportunities to make choices and decisions and differentiate between the types and level of importance for some decisions (Ex. choosing what to wear versus who to hire as a caregiver) • Make good decision and understand the consequences of various decisions 	<ul style="list-style-type: none"> •
8.	Advocating for others: (The focus of this question is on supports needed by client to advocate for others)	<ul style="list-style-type: none"> • Identify opportunities and situations where advocacy of another is warranted • Get involved in self-advocacy organizations, civic activities, walk-a-thons in an effort to advocate for others • Assist others when they cannot speak out for themselves or express personal preferences. 	<ul style="list-style-type: none"> • •

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When determining whether an item should be rated as a “1” or a “2,” the assessor should consider the consequences if the exceptional medical support is not provided

H.	Exceptional Medical Support Needs	Description
1.	Inhalation or oxygen therapy	<ul style="list-style-type: none"> • Supports associated with administration of oxygen therapy
2.	Postural drainage	<ul style="list-style-type: none"> • Supports associated with positioning client to help drain secretions/mucus in the lungs
3.	Chest PT	<ul style="list-style-type: none"> • Supports associated with chest physical therapy to help with drainage of secretions (Ex. Chest percussion for Cystic fibrosis)
4.	Suctioning	<ul style="list-style-type: none"> • Supports associated with suctioning of secretions
5.	Oral stimulation or jaw repositioning	<ul style="list-style-type: none"> • Supports to provide physical assistance or oral stimulation to help with feeding
6.	Tube feeding (e.g. nasogastric)	<ul style="list-style-type: none"> • Supports to facilitate feeding by nasogastric or gastrostomy tube
7.	Parenteral Feeding (e.g. IV)	<ul style="list-style-type: none"> • Supports to facilitate feeding through use of an intravenous tube
8.	Turning or positioning	<ul style="list-style-type: none"> • Supports associated with repositioning or turning in chair or bed to prevent sores
9.	Dressing of open wounds	<ul style="list-style-type: none"> • Supports to clean and dress wounds of open sores
10.	Protection from infectious diseases due to immune system impairment	<ul style="list-style-type: none"> • Supports to provide universal precautions to prevent infections due to weakened immunity system or infectious disease
11.	Seizure management	<ul style="list-style-type: none"> • Supports to manage seizures and minimize injury (Ex. bite block)
12.	Dialysis	<ul style="list-style-type: none"> • Supports to provide peritoneal or hemodialysis
13.	Ostomy care	<ul style="list-style-type: none"> • Supports to manage care of a colostomy
14.	Lifting and/or transferring	<ul style="list-style-type: none"> • Supports needed in assisting, lifting, and/or transferring client to and from chair, bed, etc.
15.	Therapy services	<ul style="list-style-type: none"> • Supports to assist client with PT, OT, Speech therapy, or psychological therapies
16.	Diabetes	<ul style="list-style-type: none"> • Supports to assist client in managing diabetes and symptoms
17.	Other(s) - Specify	<ul style="list-style-type: none"> • Supports to assist client with medical condition that is not listed

“T” indicates that transportation is considered when determining support ratings.

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SIS Expanded Item Descriptions

I.	Exceptional Behavioral Support Needs	Description
1.	Prevention of assaults or injuries	<ul style="list-style-type: none"> • Supports to prevent client from engaging in behaviors to harm others such as: hitting, punching, kicking, biting, etc.
2.	Prevention of property destruction	<ul style="list-style-type: none"> • Supports to prevent behaviors that results in property destruction such as: defacing property, breaking windows, furniture, etc.
3.	Prevention of stealing	<ul style="list-style-type: none"> • Supports to prevent client from stealing/taking others persons property without their consent
4.	Prevention of self-injury	<ul style="list-style-type: none"> • Supports to prevent client from engaging self-injurious behavior
5.	Prevention of PICA	<ul style="list-style-type: none"> • Supports to prevent client from eating inedible substances
6.	Prevention of suicide attempts	<ul style="list-style-type: none"> • Supports to prevent client from attempting suicide
7.	Prevention of sexual aggression	<ul style="list-style-type: none"> • Supports to prevent client from engaging in sexually aggressive behavior
8.	Prevention of non-aggressive but inappropriate behavior	<ul style="list-style-type: none"> • Supports to prevent client form in inappropriate behavior that is non-aggressive in nature
9.	Prevention of tantrums or emotional outbursts	<ul style="list-style-type: none"> • Supports to prevent client from engaging in tantrums, outbursts
10.	Prevention of wandering	<ul style="list-style-type: none"> • Supports to prevent client form wandering
11.	Prevention of substance abuse	<ul style="list-style-type: none"> • Supports to prevent client from engaging in substance abuse
12.	Maintaining mental health treatments	<ul style="list-style-type: none"> • Supports to assist client in complying with prescribed mental health treatments
13.	Managing attention seeking behavior	<ul style="list-style-type: none"> • Supports to assist client in managing attention-seeking behavior
14.	Managing uncooperative behavior	<ul style="list-style-type: none"> • Supports to assist client in managing uncooperative behavior
15.	Managing agitated/over-reactive behavior	<ul style="list-style-type: none"> • Supports to assist client in managing agitated/over-reactive behavior
16.	Managing obsessive/repetitive behavior	<ul style="list-style-type: none"> • Supports to assist client in managing obsessive/repetitive behavior
17.	Prevention of other serious behavior problem(s)	<ul style="list-style-type: none"> • Supports to assist client in managing behaviors that are not listed

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