



Implementation of the Supports Intensity Scale®

Learning Session for IACP

August 20, 2014

Balancing Incentive Program (BIP)

- Iowa's award:
 - July 1, 2012 – September 30, 2015
- States required to implement:
 - Efficient access to services
 - Consistent and fair assessments
 - Conflict-free case management

Core Standardized Assessments (CSA)

- Uniform assessments to determine individual need, person-centered
- Supports Intensity Scale® (SIS) for persons with intellectual disability, used in over 30 states
- Assessments will be selected for other populations receiving HCBS
- Telligon, Inc. selected as CSA vendor

Assessment Results

- Assessment can be used for:
 - Eligibility for LTSS
 - Individual need for supports and services
 - Development of service plan
 - Equitable and consistent resource allocation
- Initial resource allocation implementation possibly 3 years
 - Adjustments additional 2-3 years

Frequently Asked Questions

- FAQ will be published on webpage
- BIP/CSA webpage,
<http://dhs.iowa.gov/ime/about/initiatives/BIPP/CSA>
- Submit questions to
DHSCoreStandardizedAssesments@dhs.state.ia.us

Opportunity

- SIS interview is opportunity to gain knowledge to inform goals and service planning
- Collaborative effort with member and family
- Helps identify member's preferences
- Choice is a key indicator of quality of life

Learning Session Topics

- SIS implementation process
- Full assessment scheduling process
- Overview of SIS
- Qualified respondents
- SIS use for service planning

Planned Schedule

- One-third of population receiving ID Waiver or ICF/ID services as of July 1, 2014
- Sample divided into assessor assignments
- Assignments divided into monthly targets
- Persons newly entering services to receive full assessment within 30 days of referral
- Interview in member home, provider office or other private location

Limits of One-third Sample

- Must be representative of state – rural and urban
- Distributed across the state
- Not one-third of each facility or provider caseload
- Will not include children under age 16
- Children's version expected next year
- Will include persons over 72

Scheduling Full Assessments

- Telligen schedulers will contact targeted case managers:
 - Confirm member information
 - Identify respondents and contact information
 - May include guardian/representative
 - May include providers
 - Accommodations necessary
 - Interpreter services
 - Location, dates and time of day options
 - Special guidance



Confirming Respondents

- Participation in the assessment interview
 - Attend complete assessment
 - Share knowledge of support needs
- Must know the member three months
- Should be someone who usually works with the member and knows support needs

Providers as Respondents

- Someone who usually works with the member and knows support needed in multiple environments
- Participation is similar to annual review when TCMs and providers meet

Newly Entering Services

- Scheduler and TCM will determine if there are two qualified respondents
- Scheduler will contact provider for availability
- Waiver referrals arrive via ISIS
- Facility referrals come from ICF/IDs
- Transfer from one ICF/ID to another is not “newly entering services”
- May need to wait until qualified respondents are available

Scheduling Communication

- Telligent scheduler calls or emails respondents
 - Member
 - Family Member
 - Representative
 - Provider
- Appointment confirmation letter to w/flier
 - Things you should know about SIS
 - Tips for a successful interview

Provider Participation in Interview

- Collaborative effort
- Not about supports provided today
- Is about supports needed to be successful in the community
- Focused on member need for supports, not on member deficits
- More later in this presentation . . .

Completed SIS

- Report emailed to TCM
- Eventual plan is to post report on IMPA for TCM to retrieve
- TCM will use report to inform service plan – more later in this presentation
- TCM may share report with member, family member and/or provider

What is the Supports Intensity Scale®?

- Planning tool designed to measure the level of practical supports required by a person with an intellectual or developmental disability to be successful in the community
- Developed by American Association of Intellectual and Developmental Disabilities (AAIDD)

Why SIS?

- Looks at supports needed, not at deficits
- Has excellent range of reliability (.87 inter-rater reliability coefficients)
- Helps identify the support needs of people with disabilities by
 - Fostering positive expectations for life experiences
 - Identifying requirements for planning delivery of consumer-driven, individualized supports
 - Covering topics that drive quality of life – **choices** in social, work and living environments

Who is a SIS Assessor?

- Background of experience with populations
- Completes extensive training to administer the SIS assessment
- Passes the test-retest and inter-rater reliability (IRQR) certification
- Recertified annually through a test-retest inter-rater reliability (IRQR) test

Who is a SIS Respondent?

- Consumer who is able to provide reliable answers
- Individual has known the person being evaluated for at least 3 months
- Has recently observed the person in one or more environments for substantial periods of time (TCM, parent/guardian, friend, staff, job-coach, teacher, self)
- Must have two qualified respondents

How is the SIS Completed?

- Interview with the member/applicant and respondents
- Respondents come to consensus on the score to indicate
 - Type of support
 - Frequency of support
 - Daily support time for each question
- Interview time – 1.5 to 3 hours

Administering SIS/Team Scoring

- If person uses assistive technology, the person should be rated with technology in place (communication system, etc.)
- SIS Respondents should rate ALL items, even if the person is not currently performing a listed activity or has no intention of participating in a particular activity
- There are no answers of “not applicable”
- Ratings reflect a typical day and dominate support

What Does SIS Measure?

- Section I: Support Needs Scale - 49 life activities in six subscales
 - Home Living
 - Community Living
 - Lifelong Learning
 - Employment
 - Health and Safety
 - Social Activities

SIS Measures Continued

- Section II: Protection and Advocacy Activities
 - Eight advocacy items
 - Protection of self and others
 - Money management
 - Legal issues

SIS Measures Continued

- Section III: Exceptional Medical and Behavioral Support Needs
 - 15 medical conditions
 - 13 problem behaviors associated with disability
 - Assumption that certain medical conditions and challenging behaviors predict need for increased levels of support

SIS Interview

- Introduction
- Exceptional Medical/Behavioral Rating Key
- Medical Supports
 - Example: oxygen – needs help putting on tubing and turning it on
- Behavioral Supports
 - Example: hits others when upset

Medical & Behavioral Supports Rating Key

Exceptional Medical and Behavioral Support Needs

Please rate any current extraordinary support needed. Consider if the absence of the contribution could pose an important health or safety risk.

Note: In choosing an appropriate score for this section remember to gauge the level of currently needed contribution by the support person. The critical question to answer when completing the medical items is "What is the significance of the following medical conditions for this person in regard to extra support required?" The critical question to answer when completing the behavioral items is "What is the significance of the following challenging behaviors for this person in regard to extra support required?"

0 = No 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.

1 = Some Support Needed

Some 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

2= Extensive Support Needed

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

Other(s):

Add support for as many exceptional medical conditions or challenging behaviors as needed, but do not be redundant (i.e., do not rate something twice that has been considered under a different item)

Rate exceptional supports needed to manage any condition or behavior that is listed

Score each condition requiring exceptional support independent from one another



Medical Supports Results

Part A - Exceptional Medical Support Needs		
Item	Support Needed	Comments
8. Turning or positioning	2 - Extensive Support Needed	
14. Lifting and/or transferring	2 - Extensive Support Needed	
15. Therapy services	1 - Some Support Needed	
16. Other: head of bed up to prevent issues with hiatal hernia	1 - Some Support Needed	
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. Parental feeding (e.g., IV)	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	
Total Score	6	
General Comments		

Behavioral Supports Results

Part B - Exceptional Behavioral Support Needs		
Item	Support Needed	Comments
8. Prevention of non-aggressive but inappropriate behavior	2 - Extensive Support Needed	
12. Maintenance of mental health treatments	2 - Extensive Support Needed	
1. Prevention of assaults or injuries to other	1 - Some Support Needed	
2. Prevention of property destruction (e.g., fire setting, breaking furniture)	1 - Some Support Needed	
7. Prevention of sexual aggression	1 - Some Support Needed	
9. Prevention of tantrums or emotional outbursts	1 - Some Support Needed	
13. Prevention of other serious behavior problem(s): anxiety	1 - Some Support Needed	
3. Prevention of stealing	0 - No Support Needed	
4. Prevention of self-injury	0 - No Support Needed	
5. Prevention of pica (ingestion of inedible substances)	0 - No Support Needed	
6. Prevention of suicide attempts	0 - No Support Needed	
10. Prevention of wandering	0 - No Support Needed	
11. Prevention of substance abuse	0 - No Support Needed	
Total Score	9	
General Comments		

SIS Interview – Supports Needs Scale

- Rating Key
- Support Needs Scale
 - Home Living Activities
 - Example: bathes on own, needs direction with shaving
 - Employment Activities
 - Example: stay on task, get job done in 8 hours
 - Lifelong Learning Activities
 - Example: can identify problem, can't fix problem

SIS Interview – Supports Needs Scale Continued

- Community Living Activities
 - Example: able to ride bus, bus doesn't run in evening
- Health and Safety Activities
 - Example: able to take meds if direction provided through each step
- Social Activities
 - Example: able to be socially appropriate with reminders

SIS Interview Continued

- Supplemental Protection and Advocacy Scale
 - Eight Protection and Advocacy Activities
 - Example: needs encouragement to advocate for self

Supports Needs and Protection & Advocacy Rating Key

<p style="text-align: center;">Type of Support</p> <p>If engaged in the activity over the next several months, what would the nature of the support look like?</p> <p><i>Important Question to Answer:</i> Which support type characterizes or most dominates the assistance that others would provide?</p>	<p style="text-align: center;">Frequency</p> <p>If you were going to be (insert item) over the next several months, how often would support be needed to be successful?</p> <p><i>Important Question to Answer:</i> How often would support be needed if the person were to participate? Do not focus on how often the activity actually occurs in the person's current life.</p>	<p style="text-align: center;">Daily Support Time</p> <p>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 the support?</p> <p><i>Important Question to Answer:</i> How much time would be invested by others in providing support on a day that the person needs support to participate in the activity?</p>
<p>0 = none</p> <ul style="list-style-type: none"> No support needed at any time <p>1 = monitoring (<i>reminders</i>). For example:</p> <ul style="list-style-type: none"> Checking in, observing & giving reminders to complete the activity Asking questions to trigger the individual to complete steps within the activity <p>2 = verbal/gesture prompting (<i>coaching</i>). For example:</p> <ul style="list-style-type: none"> Giving verbal/gestural direction Walking a person through required steps Providing visual prompts Modeling some or all of the steps <p>3 = partial physical assistance (<i>help through doing</i>). For example:</p> <ul style="list-style-type: none"> Some, but not all, steps require hand over hand assistance Some, but not all, essential elements completed for the person (could include speaking for the person to ensure successful communication) <p>4 = full physical assistance (<i>doing for</i>). For example:</p> <ul style="list-style-type: none"> All, or nearly all, steps require hand over hand assistance All, or nearly all, essential elements need to be completed for the person (could include speaking for the person to ensure successful communication) 	<p>0 = none or less than monthly</p> <p>1 = at least once a <u>month</u>, but not once a week</p> <p>2 = at least once a <u>week</u>, but not once a day (up to 6 days a week)</p> <p>3 = at least once a <u>day</u>, but not once an hour (at least 7 days a week)</p> <p>4 = <u>hourly</u> or more frequently (24 hours a day)</p>	<p>0 = none</p> <p>1 = less than <u>30 minutes</u></p> <p>2 = 30 minutes to less than <u>2 hours</u></p> <p>3 = 2 hours to less than <u>4 hours</u></p> <p>4 = 4 hours or <u>more</u></p> <div style="text-align: right;">  <p>aaidd American Association on Intellectual and Developmental Disabilities</p> </div>

Completed SIS Assessment

- Assessor enters data in SISOnline
- Emails report to TCM
- Eventually email process will be replaced by uploading to IMPA
- TCM may share report with member, family and provider
- Copies may include the Family Friendly Form and/or the Long Report Form

Results – Family Friendly Report

Part A - Home Living Activities				
Item	Type of Support	Frequency	Daily Support Time	Total Score
5. House keeping and cleaning	2 - Verbal/Gesture Prompting	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	7
7. 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
2. Taking care of clothes (includes laundering)	1 - Monitoring	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	4
3. Preparing food	1 - Monitoring	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	4
6. Dressing	1 - Monitoring	2 - At Least Once a Week, But Not Once a Day	1 - Less Than 30 Minutes	4
1. Using the toilet	0 - None	0 - None or Less Than Monthly	0 - None	0
4. Eating food	0 - None	0 - None or Less Than Monthly	0 - None	0
8. Operating home appliances	0 - None	0 - None or Less Than Monthly	0 - None	0

Completed SIS Assessment

Section 1-Caretaker and Environmental Risk

Part A-Home Living Activities	Score			Important "To" or "For"
	Freq	Time	Type	
1 Using the toilet	0	0	0	
2 Taking care of clothes (includes laundering)	2	1	2	
3 Preparing food	3	2	2	
4 Eating food	2	1	3	
5 House keeping and cleaning	3	1	1	
6 Dressing	0	1	1	
7 Bathing and taking care of personal hygiene and grooming needs	2	1	3	
8 Operating home appliances	2	1	1	

Page Notes:

TCM will use SIS to Develop Service Plan

- Usual process – only using the SIS as a resource
 - Identify desired life experiences and goal
 - Determine the pattern and intensity of support needs
 - Develop the individualized plan
 - Monitor progress

Developing the Individualized Plan

- Review the areas of support needed
- Potential for growth or more independence
- Pair with individual's preferences or priorities
- Determine the goal and action steps
- Score is baseline to help track improvement

Preferences

- Individual wants to make friends and do things with her friends

Support Needs

Part F - Social Activities				
Item	Type of Support	Frequency	Daily Support Time	Total Score
1. Socializing within the household	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. Participating in recreation/leisure activities with others	2 - Verbal/Gesture Prompting	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	7
3. Socializing outside the household	2 - Verbal/Gesture Prompting	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	7
4. Making and keeping friends	2 - Verbal/Gesture Prompting	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	7
7. Engaging in loving and intimate relationships	2 - Verbal/Gesture Prompting	3 - At Least Once a Day, But Not Once an Hour	2 - 30 Minutes to Less Than 2 Hours	7
5. Communicating with others about personal needs services	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	6
6. Using appropriate social skills	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. Engaging in volunteer work	2 - Verbal/Gesture Prompting	2 - At Least Once a Week, But Not Once a Day	2 - 30 Minutes to Less Than 2 Hours	6

Support Needs

- Social activities
- Individual requires verbal/gestural prompts each day to be socially appropriate

Using Reports for Service Planning

- SIS can be “ah ha” for recognizing supports that are already being provided
- Areas with scores of 2 – key opportunities for training
- All score results can be used as baseline for skill development

Key Indicators from SIS Reports

- Home living – frequently used for goals
- Lifelong learning section – “out of the box” ideas for skill development
- Protection and advocacy – skill development focus promotes independence

SIS Informs Approach

- Lifelong learning responses help identify consumer priorities
- Interview discussion promotes consumer choice
- Helps move from monitoring to increased engagement
- Not a skill measurement but a support measurement

CSA Contacts

- Email questions to:
DHSCoreStandardizedAssessments@dhs.state.ia.us
- CSA Toll free number: 1-877-563-6972
- <http://dhs.iowa.gov/ime/about/initiatives/BIPP/CSA>

Questions?