

Standardized Assessment Workgroup

Thursday November 15 2018

Agenda

1:30 – WELCOME, REVIEW, AND FOLLOW UPS

- 1:50 Description:** We'll do a round of introductions for those joining us. We'll review the scope of work. We'll identify other tools (such as the ICAP) and identify workgroup members to be researchers to report back on those other tools. We'll follow up on the items from last time:
- Jennifer: Provide an update on the Oregon supplemental questions.

1:50 – TOWARDS A STANDARDIZED TOOL

- 2:50 Description:** We'll continue our discussion by reviewing the Supports Intensity Scale (SIS). We'll think about and discuss the opportunities and challenges of implementing the SIS as an assessment tool.

2:50 – OPEN COMMENTS SECTION

- 3:00 Description:** Time set aside for non-participants to pose questions to the group and/or make comments.

State Representatives

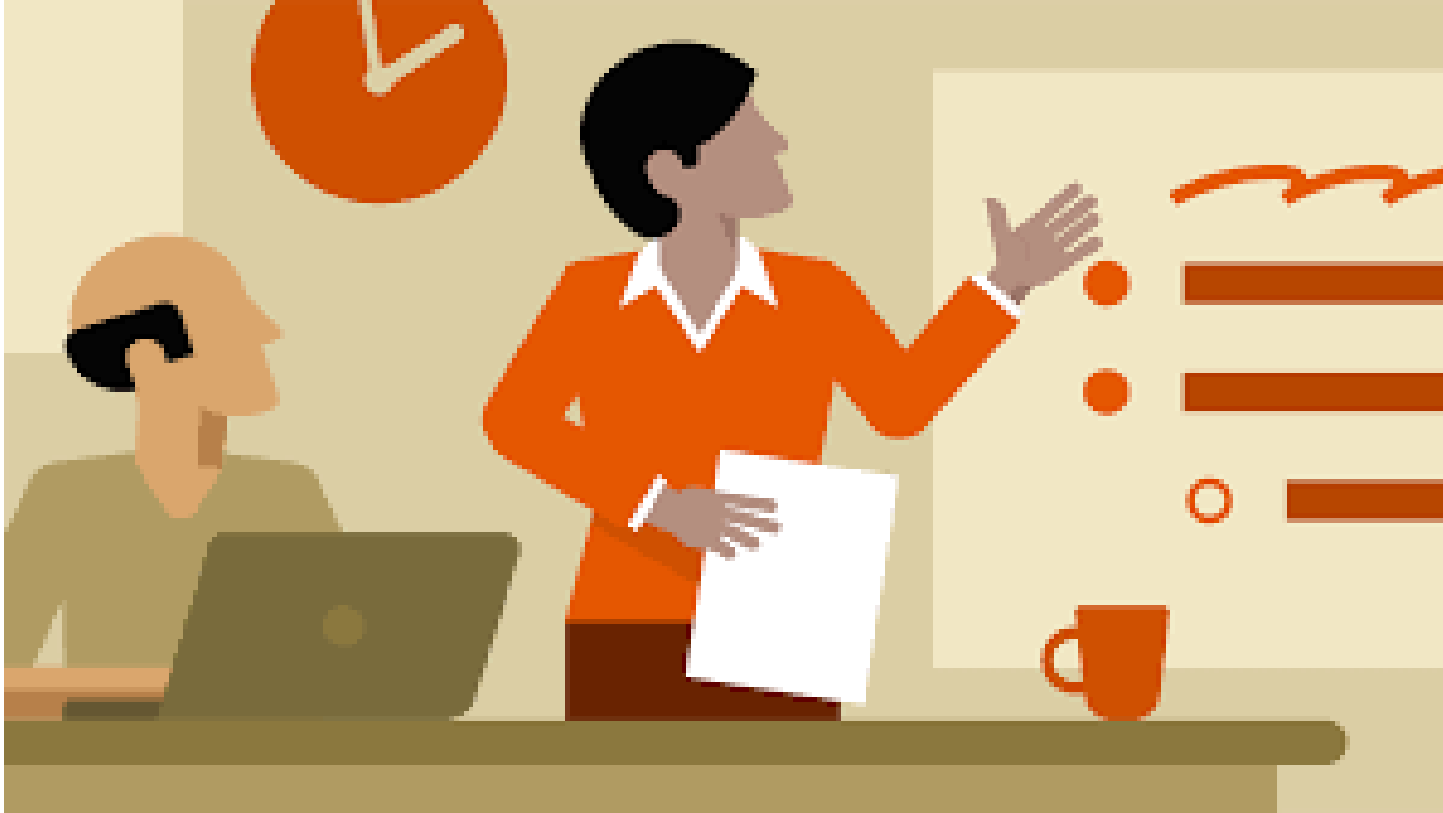
1. Jennifer Perkins (DDSD)
2. Bard Hill (DAIL)
3. Jackie Rogers (DDSD)

Provider Representatives

1. William Ashe (UVS)
2. Theresa Earle (HCRS)
3. Jennifer Stratton (LCMHS)

Recipient Representatives

1. Susan Yuan (Parent)
2. Beth Masters (Parent)
3. Kaiya Andrews (Recipient)



Meeting Roles

- ☐ **Time Keeper:** ?
- ☐ **Minute Taker:** ?
- ☐ **“Jargon” buster:** ?
- ☐ **Mileage Stipends:** Recipients / family members who are not participating as part of their job may receive mileage stipends
- ☐ **Volunteers for Researching Other Tools:** ?

In Scope

- **Explore** alternative standardized assessment tools
- **Make a recommendation** for the uniform, standardized tool that will determine what services individuals need.
- **Identify** the needs for transitioning to a new tool.
- **Develop** a process for implementing a new tool.

Not in Scope

- **Consider** an algorithm for translating the services identified by the tool into a monetary amount.
- **Design** the payment mechanism by which providers are paid for services.
- **Explore** how provider agencies will report to the state.

Reviewing the Scope of Work

Towards a Standardized Tool

Scope of Work: Explore alternative standardized assessment tools

**A Needs
Assessment
Tool should
be:**

- Valid, reliable, and consistent
- Person-centered
- Able to guide and inform our processes
- Reasonable to implement

Brief Overview of SIS

Specifically designed to measure the pattern and intensity of supports an adult with intellectual and developmental disabilities needs to be successful.

Based on the assumption that people with ID/DD differ in the nature and extent of support they need to participate in community life compared to people in the general population.

Supports are resources and strategies that promote personal development and enhance functioning, and *support needs* refer to the pattern and intensity of supports necessary for a person to participate in activities of daily life

Unlike other Assessment tools which focused on skill deficits - what the person can't do, the SIS-A is Strength Based. SIS-A reflects a **different way of thinking** about assessment, focusing on the support needs, not deficits. Guided discussion asking “what will it take?” instead of “what can't you do?”

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

It evaluates the pattern and intensity of needed supports in:

- 6 Life Activity Domains (common to ALL persons),
- Protection and Advocacy activities,
- Exceptional Medical and behavioral support needs

What the SIS Is not:

It's not a profile of a person's hopes and dreams. One of the 80 questions may spark interest in an activity, or may raise awareness of gaps in a person's life.

It is not an interest inventory

It doesn't measure personal outcomes

It doesn't provide specific support strategies

Is not a replacement for person-centered processes.

Is not a resource allocation strategy. Results will not *tell* you what services/how much service a person should get.

While it wasn't created for resource allocation, states noticed how reliable and valid the results are, the strengths-based aspect of the questions and that the results of the SIS are arranged in a format that is well positioned to lend itself to aligning with resources/support packages.

Some states use it as one of several components considered when assigning levels of service

At least one state is using it to identify residential needs only.

Some states are using it as a guide, some closely and some more loosely, for ranges of service level

Uses related to Services and resource allocation

Vermont Council of Developmental and Mental Health Services

NEEDS ASSESSMENT

Name:

D.O.B.:

Recorder (name & title):

Date:

Informant(s) (name(s) & relationship to consumer):

Supports requested:

☐ **Housing & Home Supports:** Supports related to current or needed living arrangements.

☐ **Community Supports:** Supports related to being an included and contributing member of the community such as volunteer, recreational, and self-advocacy activities, board member responsibilities, establishing/maintaining friendships.

☐ **Work Supports:** Supports related to obtaining or maintaining employment.

☐ **Service Planning & Coordination:** Supports related to coordination and monitoring of services.

☐ **Respite Care:** Supports to give breaks to caregivers in order to maintain living situation/placement.

☐ **Crisis Supports:** Supports that aid in the prevention of crisis and that assist people in crisis situations.

☐ **Clinical Interventions:** Supports needed to meet therapeutic needs such as individual and group therapy, occupational therapy, physical therapy, speech and language therapy, consultation, psychiatric, and team training.

☐ **Transportation:** Specialized transportation:

☐ **Other:** Please specify:

The discussions here in VT have so far been about using it to replace our current needs assessment, and looking at the 7 areas it measures, seeing the results/percentiles in those areas to identify areas where supports may be effective in helping a person achieve success.

Supports Intensity Scale – Adult Version

Let's Discuss:

- General Role
- Policy (how often, by whom?)
- Documentation (SIS database, where it is stored, how it is used)
- What ways could providers use the assessment data?
- Training on completing a SIS.
- Measure of Exceptional Needs. (Behavioral/medical)
- Areas measured and funding priorities (what does this leave out, pros/cons)

ID/TRACKING NUMBER _____

NAME _____

LAST FIRST MIDDLE

ADDRESS _____

CITY, STATE, ZIP _____

PHONE _____

PRIMARY LANGUAGE [CHECK ONE]

☐ ENGLISH ☐ SPANISH ☐ OTHER [PLEASE SPECIFY] _____

PRIMARY COMMUNICATION MODE [CHECK ONE]

☐ VERBAL ☐ AUGMENTATIVE / ALTERNATIVE

DATE OF BIRTH _____

MO Day YR

GENDER ☐ MALE ☐ FEMALE

SIS—A ADMINISTRATION DATE _____

MO DAY YR

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 _____

IQ RANGE [Check one]

☐ < 50 ☐ 51–70 ☐ > 70 ☐ Unknown

ADAPTIVE BEHAVIOR RANGE [Check one]

☐ < 50 ☐ 51–70 ☐ > 70 ☐ Unknown

RACE [Check one]

☐ White

☐ African American or Black

☐ Asian

☐ American Indian or Alaska Native

☐ Native Hawaiian or Pacific Islander

☐ Identifies with 2 or more races

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

☐ Chronic Health Condition [please specify] _____

☐ Other _____

RESIDENCE [Check one]

☐ Lives in own home

☐ Family home including living with relatives

☐ Small congregate setting [< 7 residents]

☐ Midsize congregate setting [7–15 residents]

☐ Large congregate setting [> 15 residents]

☐ Nursing home

☐ Other _____

LOCATION [Check one]

☐ Urban ☐ Suburban ☐ Rural

EDUCATIONAL ATTAINMENT [Check one]

☐ Less than high school

☐ Completed high school

☐ Any postsecondary education

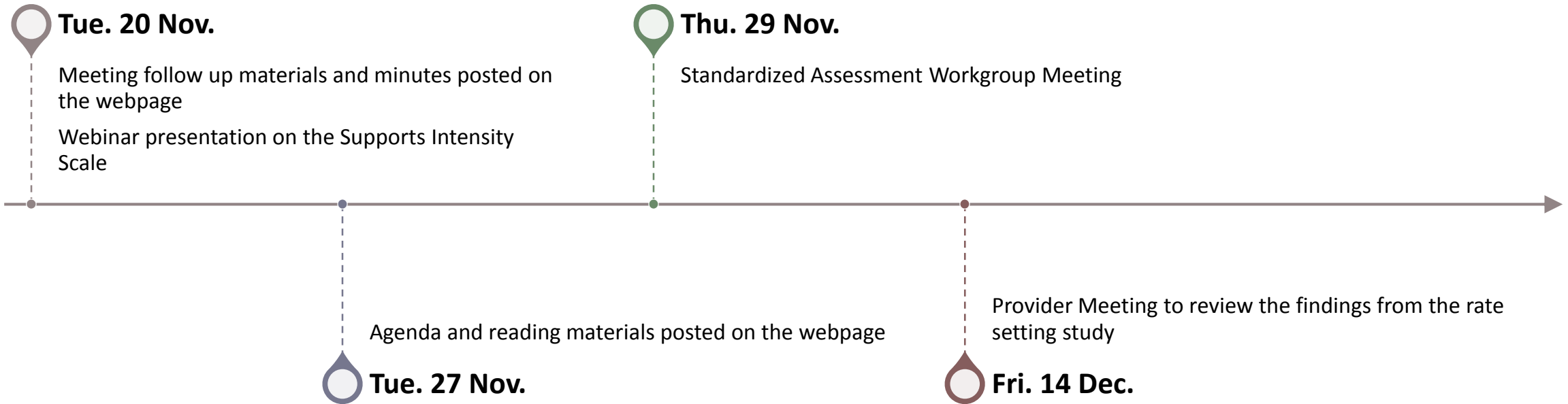
CURRENT EMPLOYMENT [Check all that apply]

The Supports Intensity Scale – Adult (SIS-A)



Open Comments

DISCUSSION AND FEEDBACK



Up Next