

SIS Activities Essential Elements

A.	Home Living Activities	Consider supports to:
1.	<p>Using the toilet: The essential element of this activity is using the bathroom throughout the day.</p>	<ul style="list-style-type: none"> • Getting in and out of the bathroom; on and off the toilet. • Getting dressed and undressed as related to toileting. • Cleaning self. • Washing hands. • Maintain privacy. • <i>Consider if relevant:</i> Use of a incontinence pads, catheter, or colostomy bag.
2.	<p>Take care of clothes: The essential element of this activity is doing laundry; cleaning and maintaining clothing.</p>	<ul style="list-style-type: none"> • Sort clothes for washing. • Put clothes in washer and dryer. • Measure soap and turn dials. • Fold and put clothes away. • Consider if typical: ironing or repairing clothes. • <i>Do not include:</i> Waiting time while clothes are washed or dried. • <i>Do not include:</i> Transportation to Laundromat or cleaner (B1)
3.	<p>Preparing food: The essential element of this activity is cooking meals (breakfast, lunch, and dinner).</p>	<ul style="list-style-type: none"> • Prepare and cook simple and complex meals: pouring cereal and making a sandwich to cooking on the stove and/or oven. • Collect needed items, wash, cut, and/or mix food. • Make snacks involving more than one step. • Plan meals within budget (score nutrition or portion sizes in E6). • <i>Consider if relevant:</i> Prepare food for blending or tube feeding.
4.	<p>Eating Food: The essential element of this activity is ingesting food once it is prepared and served.</p>	<ul style="list-style-type: none"> • Use utensils. • Cut food on plate. • Drinking liquids. • <i>Consider if relevant:</i> Regulate food intake to prevent choking. • <i>Consider if relevant:</i> Assist with tube feeding, or jaw positioning. • Do not include: Shopping for food (B6) or clean up time (A5).

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A.	Home Living Activities	Consider supports to:
5.	<p>Housekeeping and Cleaning: The essential element of this activity is cleaning and maintaining one's bedroom, as well as, the common areas of the household.</p>	<ul style="list-style-type: none"> • Light cleaning activities such as straightening or vacuuming, to deep cleaning needs. • Use cleaning supplies. • Use vacuum, mop, broom, duster, etc. • Remove trash. • Clean after meals, store leftovers, wash dishes, use dishwasher. • Clean appliances as required. • <u>Do not include:</u> Purchasing cleaning products (B6) • <u>Do not include:</u> Yard maintenance or home repairs.
6.	<p>Dressing: The essential element of this activity is dressing for the day, and changing clothes during the day when necessary.</p>	<ul style="list-style-type: none"> • Select clothes appropriate for the day's activities, for weather, or style. • Put clothes on and remove clothing. • Manipulate zippers, snaps, buckles, and laces. • Identify when clothing needs to be changed due to being soiled, dirty or inappropriate.
7.	<p>Bathing and taking care of personal and grooming needs: The essential element of this activity is taking a bath/shower and taking care of typical grooming needs.</p>	<ul style="list-style-type: none"> • Get in and out of bath or shower, set water temperature. • Wash self, including hair. • Brush teeth, shave, brush hair, nail/skin care, etc. • <i>Consider if relevant:</i> Assist with menstrual care.
8.	<p>Operating Home Appliance: The essential element of this activity is using common appliances.</p>	<ul style="list-style-type: none"> • Use as is relevant for the client, home computer, TV, stereo, or radio • Use the telephone. • <i>Consider if relevant:</i> toaster, coffee maker, microwave, etc. • <i>Consider if used on a regular basis:</i> items such as air conditioners, heaters, fans, etc. • <u>Do not consider:</u> Appliances used for cleaning (A5) or doing laundry (A2).
9.	<p>Using currently prescribed equipment or treatment: The essential element of this activity is using in-home medical equipment or in-home therapies.</p>	<ul style="list-style-type: none"> • <i>Consider if relevant:</i> Use and care of medical equipment prescribed by a medical professional (Hoyer lifts, C-Pap machine, wheelchair). • <i>Consider if relevant:</i> follow and utilize physical, occupational, speech therapy exercises as prescribed by a therapist. • Score No Support if neither is relevant for the client.

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B.	Community Living Activities	Consider supports to:
1. T	<p>Getting from place to place throughout the community (Transportation):</p> <p>The essential element of this activity is transportation. How does the person get from one location in the community to another?</p>	<ul style="list-style-type: none"> • Transportation to and from public settings, recreational activities, job sites, medical appointments, shopping trips. • Scheduling transportation. • <i>Consider if relevant:</i> supports to access public transportation. • <i>Consider if relevant:</i> To get a wheel chair or other medical equipment in and out of a vehicle. • <u>Do Not Consider:</u> Transportation to a learning environment (C5) or to friends and family (B4).
2.	<p>Participating in recreation/leisure activities in the community:</p> <p>The essential element of this activity is taking part in and performing community activities, once there.</p>	<ul style="list-style-type: none"> • Set up activities (planning, purchasing tickets or other needed items at the activity). • Engage in the activity once there. • <u>Do Not Consider:</u> School or work, vacations, or segregated events.
3.	<p>Using public services in the community:</p> <p>The essential element of this activity is completing typical errands in the community.</p>	<ul style="list-style-type: none"> • Identify and use community/government resources such as the bank, post office, or library. • <i>Consider if relevant:</i> Completing tasks to use needed services like Medicaid, food stamps, Social Security, identification cards. • <i>Consider if relevant:</i> Meet with service providers.
4. T	<p>Going to visit friends and family:</p> <p>The essential element of this activity is transportation. When the person visits friends and family, how do they get there?</p>	<ul style="list-style-type: none"> • Transportation required to places where the person has an opportunity to interact with others whom are considered close friends or family members • Arrange or plan visits. • <i>Consider if relevant:</i> supports needed for the visit. • <i>Consider if relevant:</i> supports to access public transportation. • Do Not Consider: Paid Staff persons.

“T” indicates transportation when determining support ratings.

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B.	Community Living Activities	Consider supports to:
5.	<p>Participating in preferred community activities (church, volunteer, etc):</p> <p>The essential element of this activity is participating in an activity the person feels is valuable and rewarding.</p>	<ul style="list-style-type: none"> • Take part in activities that the individual truly values and considers important in their lives. • Consider if relevant: participating in a spiritual function, volunteering for a community organization, public activism. • <i>Consider if relevant:</i> community activities the client most enjoys and looks forward to doing.
6.	<p>Shopping and purchasing goods and services:</p> <p>The essential element of this activity is locating needed items at the store, and buying those items.</p>	<ul style="list-style-type: none"> • Locate and select personal and household items. • Typical shopping trips to the grocery store, department stores, or convenience stores. • Purchase items by using a payment card, cash or check. • <i>Consider if relevant:</i> Selecting items in catalogues and/or shop for a specific item on the internet. • <i>Consider if relevant and typical:</i> assistance with refunds.
7.	<p>Interacting with community members:</p> <p>The essential element of this activity is speaking to and engaging with people in the general public who may not be familiar to the person.</p>	<ul style="list-style-type: none"> • Interact and be understood by others the person may come into contact with while in the community. • <i>Consider as relevant:</i> store clerks, neighbors, other customers in a store, staff at a restaurant, etc. • Interacting in a polite manner. • Maintain socially appropriate boundaries.
8.	<p>Accessing public buildings and settings:</p> <p>The essential element of this activity is getting in and out of buildings the person typically frequents, and obeying the rules of the building.</p>	<ul style="list-style-type: none"> • Physically enter or exit buildings the person typically uses. • Locate offices, restrooms, stores, or rooms within the building. • Follow rules once in the building.

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C.	Life-Long Learning Activities	Consider supports to:
1.	<p>Interacting with others in learning situations: The essential element of this activity is speaking to and engaging with fellow students and instructors in a classroom environment.</p>	<ul style="list-style-type: none"> • Communicating appropriately with fellow students and instructors. Consider situations in the community where the person is with others and there is a teacher. Consider school, community college, park or YMCA programs. • Express oneself and/or understand others. • Follow instructions and/or communicate need for assistance. • Get along with others in a structured learning environment.
2.	<p>Participating in training / educational decisions: The essential element of this activity is deciding on a class the person would like to take.</p>	<ul style="list-style-type: none"> • Express a desire to take a class or pursue a learning goal. • Locate and read a course catalog. • Deciding which course to take per available schedule. • <i>Consider if relevant:</i> Participate in Individual Education/Program Plans or development of an individualized plan.
3.	<p>Learning and using problem-solving strategies: The essential element of this activity is recognizing and resolving problems which occur per the client's daily routine or schedule.</p>	<ul style="list-style-type: none"> • Identify or recognize when something goes wrong and potentially alters daily routine or schedule. • Identify and utilize strategies to resolve the problem. • Apply strategies to real life situations.
4.	<p>Using technology for learning: The essential element of this activity is using a computer or other technology in a classroom environment.</p>	<ul style="list-style-type: none"> • Operate computers or other technology used as part of the classroom instruction or curriculum. • <i>Consider as relevant:</i> The use of devices client would need to participate in the classroom (other students may not need) such as augmentative communication devices, note taking devices, TDDs, and TYTs, or other materials.
5. T	<p>Accessing training / educational settings: The essential element of this activity is transportation to an educational setting, and registering for classes.</p>	<ul style="list-style-type: none"> • Obtain transportation and/or get to and from the training /educational. • Find the classroom once at the educational setting. • Register for classes. • Obtain resources for paying tuition for classes.

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C.	Life-Long Learning Activities	Consider supports to:
6.	<p>Learning functional academics (reading signs, counting change, etc.):</p> <p>The essential element of this activity is learning and applying basic literacy skills as needed.</p>	<ul style="list-style-type: none"> • Apply basic reading and writing skills when typically required. • Apply basic math skills as needed. • Tell time or use a calendar to identify upcoming events. • Recognize simple signs or symbols.
7.	<p>Learning health and physical education skills:</p> <p>The essential element of this activity is learning and applying basic health information; to know how to stay healthy and fit, and when to seek care.</p>	<ul style="list-style-type: none"> • Understanding one’s health conditions and how to care for oneself. • Knowing the importance of having a doctor and when to make an appointment. • Knowing one’s medications and when to take them. • Follow and maintain a proper diet. • Understanding the importance of exercise or being active to one’s health.
8.	<p>Learning self-determination skills:</p> <p>The essential element of this activity is directing what the person would want to have or be included in their life; having a goal and understanding the steps to achieve that goal.</p>	<ul style="list-style-type: none"> • Gain opportunities to learn and direct daily living activities and/or routines. • Expressing or identify a personal goal. • Understanding and applying the steps to achieve goals. • Identify and express individual preferences. • <i>Consider as relevant:</i> Understand consequences and responsibilities associated with choices and decisions.
9.	<p>Learning self-management strategies:</p> <p>The essential element of this activity is being in control of one’s time, resources, or self.</p>	<ul style="list-style-type: none"> • Manage one’s time or daily schedule to allow for needed tasks to be accomplished (time management). • Manage spending money or allotted resources to insure their effective use (money management). • Learning and using strategies to manage and resolve conflict with others. • Learning to reward oneself for achieving a goal or completing a task.

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D.	Employment Activities	Consider supports to:
1.	<p>Accessing/receiving job task accommodations: The essential element of this activity is identifying a needed job accommodation and communicating that need to an employer.</p>	<ul style="list-style-type: none"> • Identify an accommodation needed by the person to be able to perform their job and; • Communicate and arrange for a needed accommodation from an employer. • <i>Remember:</i> Ratings should not reflect the use of the accommodation, only the identification and advocacy for. The assistance with job tasks is addressed in D2. • Some examples of job accommodations are: a job coach, a quiet workplace, proper height of work surface, wheelchair accessibility, modified job strategies, scheduling of work time, work sharing, etc.
2.	<p>Learning and using specific job skills: The essential element of this activity is developing and utilizing the skills to complete work assignments.</p>	<ul style="list-style-type: none"> • If the person is currently working, consider supports needed to do the job. • If the person is not currently working, consider supports needed to learn and perform job tasks (consider how the person learns and completes other tasks in their lives). • <i>Consider if relevant:</i> Follow company rules and policies. • <i>Consider if relevant:</i> Completing time sheets. • <i>Consider if relevant:</i> Learning a new task if the job tasks changed.
3.	<p>Interacting with co-workers: The essential element of this activity is positive and appropriate communication with co-workers.</p>	<ul style="list-style-type: none"> • Communicate and be understood by co-workers regarding both work-related matters • Engage or socialize appropriately with co-workers informally. • Avoid arguments or disputes with co-workers, using polite language, etc. • Request assistance or ask for help from co-workers.
4.	<p>Interacting with supervisors/coaches: The essential element of this activity is positive and appropriate communication with supervisors.</p>	<ul style="list-style-type: none"> • Communicate and be understood by supervisors regarding work related matters. • Engage or socialize with supervisors in an appropriate manner. • Communicate problems or concerns. • Request time off. • <i>Consider if relevant and typical:</i> Request additional training. • <i>Consider if relevant:</i> assistance to communicate with a job coach.

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D.	Employment Activities	Consider supports to:
5.	<p>Completing work related tasks with acceptable speed: The essential element of this activity is remaining productive and keeping pace throughout the day.</p>	<ul style="list-style-type: none"> • Work at the same level of productivity as that of a typical worker throughout the day. • Support to “catch up” on work duties to complete in a timely manner. • Minimize and/or avoid things that distract attention from work related tasks. • Reduce frustration, anxiety, and/or agitation over time.
6.	<p>Completing work-related tasks with acceptable quality: The essential element of this activity is performing work-related tasks to the quality and accuracy of a typical worker.</p>	<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. • Recognize and correct mistakes. • <i>Consider if relevant:</i> development and implementation of quality control standards such as a checklist, or picture manual).
7.	<p>Changing job assignments: The essential element of this activity is adjusting to change on the job.</p>	<ul style="list-style-type: none"> • Adjust to a new job assignment or task at the current job. • Adjust and transition to a new routine or schedule. • Being flexible to take on new assignments that may be more difficult and challenging. • <u>Do Not Consider:</u> Learning or completing the work task (D2).
8.	<p>Seeking information and assistance from an employer: The essential element of this activity is asking for company information and potential job benefits offered by the employer.</p>	<ul style="list-style-type: none"> • Acquire information from employer regarding the benefits of the company such as insurance benefits, employee assistance programs, pension or retirement programs. • Acquire information from employer regarding the company’s policies and procedures such as dress code, or accruing sick or leave time (vs. asking for time off D4). • Completing any forms regarding benefits or employee assistance programs. • <i>Remember:</i> This is information or assistance typically outside direct supervisor (D4).

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E.	Health and Safety Activities	Consider supports to:
1.	<p>Taking medications:</p> <p>The essential element of this activity is taking medications properly.</p>	<ul style="list-style-type: none"> • Prepare medications (set up) for the person to take. • Take medication at the correct time and prescribed levels. • Fill a pill-box, create a schedule or other methods to increase participation. • <i>Consider if relevant and typical:</i> Recognize and report side-effects to care-giver or physician. • <i>Consider if relevant:</i> Prepare medications for ingestion when pills cannot be swallowed. • <u>Do Not Consider:</u> Recording medication unless directed by a physician.
2.	<p>Avoiding health and safety hazards:</p> <p>The essential element of this activity is recognizing and avoiding potential hazards at home and in the community.</p>	<ul style="list-style-type: none"> • Recognize and avoid household items which are potentially dangerous to the person. • Consider as relevant, avoiding the inappropriate use of household chemicals, using electronic plugs or extension cords, standing away from a hot oven or stove, tripping hazards, etc. • Recognize and avoid safety hazards in the community. Consider as relevant street safety, using crosswalks, walking safely in a parking lot, etc.,. • <i>Consider as relevant:</i> Identifying and avoiding strangers.
3.	<p>Obtaining health care services:</p> <p>The essential element of this activity is making medical appointments and communicating health care needs to providers.</p>	<ul style="list-style-type: none"> • Make and coordinate health care appointments. • Communicate with health care providers and participate in an office visit. • <i>Consider if relevant:</i> Complete health care forms, show medical cards. • <i>Consider if relevant:</i> Obtain medical services such as lab work or MRI. • <i>Consider if typical:</i> Get any new prescriptions, resulting from the appointment, filled.
4.	<p>Ambulating and moving about:</p> <p>The essential element of this activity is moving safely in one's environment.</p>	<ul style="list-style-type: none"> • Move from one place to another. • Negotiate even and uneven terrain, steps, curbs, etc. • <i>Consider if relevant:</i> Make transfers relevant to mobility such as to/from bed, chair, walker, wheelchair, etc. • <i>Consider if relevant:</i> Put on a prosthesis relevant to mobility.

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E.	Health and Safety Activities	Consider supports to:
5.	<p>Learning how to access emergency services: The essential element of this activity is knowing when and how to contact emergency services.</p>	<ul style="list-style-type: none"> • Learn to and call 911 in a real life situation. • Provide information to dispatcher. • Plan and practice prescribed responses to prepare for emergencies. • <i>Consider if relevant:</i> Learn and use a personal emergency response system when needed
6.	<p>Maintain a nutritious diet: The essential element of this activity is eating healthy.</p>	<ul style="list-style-type: none"> • Practice good nutrition and make good decisions for eating food which are healthy for the person. • Plan (but not shop or prepare) healthy/nutritious meals. • Avoid problems associated with poor nutrition.
7.	<p>Maintain physical health and fitness: The essential element of this activity is staying active and fit.</p>	<ul style="list-style-type: none"> • Exercise sufficiently to avoid medical problems • Select and plan activities for physical health and fitness options. • <i>Consider if relevant:</i> Locate a gym or activity and access facilities for maintaining fitness
8.	<p>Maintain emotional well-being: The essential element of this activity is maintaining positive mental health.</p>	<ul style="list-style-type: none"> • Strategies and supports to assist the person if feeling sad, depressed, anxious, etc. • Use relaxation techniques or coping strategies to manage emotions. • Maintain routines or structures for well-being. • <i>Consider as relevant:</i> Access mental health resources or clinical therapy services

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F.	Social Activities	Consider supports to:
1.	<p>Socializing within the household: The essential element of this activity is effective positive interaction and communication with others in the home.</p>	<ul style="list-style-type: none"> • Interact and engage in a socially appropriate manner with housemates and visitors to the person’s home. • Share interests or information in a cooperative way. • Respect others privacy or boundaries. • Gain social interaction such as time setting up and using augmentative communication devices. • <i>Consider if relevant:</i> Set up augmentative communication devices to interact with others.
2.	<p>Participating in recreation/leisure activities with others: The essential element of this activity is socializing and communicating with others who are engaged in a recreational activity with the person.</p>	<ul style="list-style-type: none"> • Socialize and engage with others during a recreational/leisure activity. • Cooperate and interact during the activity such as taking turns, being supportive, sharing, etc. • Being socially appropriate by respecting personal boundaries, privacy, or boundaries. • <i>Consider if relevant:</i> Set up augmentative communication devices to interact with others.
3.	<p>Socializing outside the household: The essential element of this activity is socializing and interacting with familiar people outside the household.</p>	<ul style="list-style-type: none"> • Interact and engage in a socially appropriate manner with others the person knows outside the household. • Share interests or information in a cooperative way. • Respect others privacy or boundaries. • <i>Consider if relevant:</i> Set up augmentative communication devices to interact with others. • <u>Do Not Consider:</u> Interacting with others the person may not be as familiar (B7).
4.	<p>Making and keeping friends: The essential element of this activity is making new friends or maintaining current friendships.</p>	<ul style="list-style-type: none"> • Recognize or identify potential friendships. • Use the telephone or other communication means to maintain friendships. • Plan and schedule activities to get together with others. • Learn and use social and other skills related to friendships.

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F.	Social Activities	Consider supports to:
5.	<p>Communicate with others about personal needs: The essential element of this activity is expressing needs to the appropriate person.</p>	<ul style="list-style-type: none"> • Identify a need or a problem that is important to the person. • Inform others about a personal need.
6.	<p>Using appropriate social skills: The essential element of this activity is being polite.</p>	<ul style="list-style-type: none"> • Use social skills when interacting with others such as shaking hands or other social greetings, saying please and thank you, using social graces. • Maintain personal boundaries. • Recognize how others feel and respond appropriately. • Use expected behaviors in typical social situations.
7.	<p>Engaging in loving and intimate relationships: The essential element of this activity is beginning and/or maintaining a romantic relationship.</p>	<ul style="list-style-type: none"> • Recognize or identify a potential partner. • Plan dates and activities to promote a healthy relationship. • Learn and apply skills related to relationships such as dating skills, understanding personal boundaries, and respect for partner.
8.	<p>Engaging in volunteer work: The essential element of this activity is taking part in a volunteer activity.</p>	<ul style="list-style-type: none"> • Identify and contact a community group seeking volunteers and setting up a potential opportunity. • Participate in organized activities as a volunteer. • Apply one's own skills to the volunteer effort. • <u>Do Not Consider:</u> Employment activities.

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G.	Protection & Advocacy Activities	Consider supports to:
1.	<p>Advocating for self: The essential element of this activity is speaking up for oneself.</p>	<ul style="list-style-type: none"> Recognize situations which call for advocacy such as access to services and resources, medical care or employment, gaining accessibility, or directing care, and, Effectively communicate and assert an interest, desire, need, or right — and negotiate to resolve it. Explain the importance of things in a variety of settings or situations. Recognize and make informed choices and take responsibility for decisions related to advocacy.
2.	<p>Managing money and personal finances: The essential element of this activity is maintaining banking accounts, budgeting money, and paying bills.</p>	<ul style="list-style-type: none"> Reconcile and balance all bank accounts. Pay bills. Assist person to live within their means. Manage income responsibly; insure correct and timely bill payment. Reduce possibility of financial exploitation. <i>Consider if relevant:</i> Manage credit card accounts.
3.	<p>Protecting self from exploitation: The essential element of this activity is guarding against being taken advantage of.</p>	<ul style="list-style-type: none"> Identify and respond to a situation when another person is attempting to take unfair advantage of the person through promises or requests. Learn and use skills relevant to recognizing and avoiding exploitation. <i>Remember:</i> This is different than “Protective Supervision.” Consider supports needed when another is attempting to take unfair advantage.
4.	<p>Exercising legal responsibilities: The essential element of this activity is abiding by laws and exercising civic responsibilities.</p>	<ul style="list-style-type: none"> Comply with basic laws such as not littering, not stealing, not hitting others, etc. <i>Consider if relevant:</i> Supports needed to vote.

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G.	Protection & Advocacy Activities	Consider supports to:
5.	<p>Belonging to and participating in self-advocacy organizations:</p> <p>The essential element of this activity is participating in organizations.</p>	<ul style="list-style-type: none"> • Identify and participate in self-advocacy organizations such as People’s First or other disability groups. • Identify and participate in support groups for a particular life situation such as a grief and loss, Alcoholics’ Anonymous, Domestic Violence support group, Gamblers Anonymous.
6.	<p>Obtaining legal services:</p> <p>The essential element of this activity is attaining legal assistance.</p>	<ul style="list-style-type: none"> • Identify when legal assistance is needed. • Identify and contact an attorney or legal assistant. • Participate in initial visits to explain issues. • Complete legal documents.
7.	<p>Make choices and decisions:</p> <p>The essential element of this activity is making informed choices and decisions.</p>	<ul style="list-style-type: none"> • Make simple decisions like what to eat or wear, to more complex decisions which are typical and relevant for the person. • Identify people who can assist with decision making influence choice and/or decisions • Make good decisions and understand the consequences of various decisions
8.	<p>Advocating for others:</p> <p>The essential element of this activity is speaking up for others.</p>	<ul style="list-style-type: none"> • Recognize situations which call for advocacy such as another’s access to services and resources, medical care or employment, gaining accessibility, or directing care, and, • Advocate or speak up for another person in a respectful manner— and negotiate to resolve it. • Explain the importance of things in a variety of settings or situations. • 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 • <u>Do Not Consider:</u> Recognizing an emergency and calling 911 (E5).

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H.	Exceptional Medical Support Needs	Description
1.	Inhalation or oxygen therapy	<ul style="list-style-type: none"> • Uses nebulizer, oxygen, and/or C-PAP. Do not consider: inhaler.
2.	Postural drainage	<ul style="list-style-type: none"> • Needs positioning to help drain secretions/mucus in the lungs.
3.	Chest PT	<ul style="list-style-type: none"> • Needs chest physical therapy to help with drainage of secretions (e.g., chest percussion for Cystic fibrosis).
4.	Suctioning	<ul style="list-style-type: none"> • Needs suctioning of secretions (e.g., suctioning a tracheotomy)
5.	Oral stimulation or jaw repositioning	<ul style="list-style-type: none"> • Needs physical assistance or oral stimulation to help with nourishment.
6.	Tube feeding (e.g. nasogastric)	<ul style="list-style-type: none"> • Uses a nasogastric or gastrostomy tube for nourishment.
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"> • Needs assistance with repositioning or turning in chair or bed to prevent sores.
9.	Dressing of open wounds	<ul style="list-style-type: none"> • Needs assistance with cleaning and dressing current wounds of chronic open sores.
10.	Protection from infectious diseases due to immune system impairment	<ul style="list-style-type: none"> • Requires universal precautions to prevent infectious disease due to weakened immune system (e.g., HIV, chemotherapy, cancer, hepatitis, allergies, multiple sclerosis).
11.	Seizure management	<ul style="list-style-type: none"> • Needs assistance with seizure precautions and management (e.g., helmet, bit block, controlled environment, timing seizures, PRN prescriptions). Does not include taking medication on a regular basis (E1).
12.	Dialysis	<ul style="list-style-type: none"> • Uses peritoneal dialysis or hemodialysis.
13.	Ostomy care	<ul style="list-style-type: none"> • Needs assistance with ostomy (e.g., colostomy, tracheotomy, or any other stoma).
14.	Lifting and/or transferring	<ul style="list-style-type: none"> • Needs assistance for lifting, and/or transferring person to and from chair, bed, etc.
15.	Therapy services	<ul style="list-style-type: none"> • Needs assistance implementing recommendations given regarding PT, OT, Speech-language therapy, or psychological therapies.
16.	Diabetes	<ul style="list-style-type: none"> • Needs assistance to manage diabetes and symptoms.
17.	Other(s) - Specify	<ul style="list-style-type: none"> • Exceptional Medical Supports not listed above. Document the exceptional medical support not the diagnosis or condition.

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I.	Exceptional Behavioral Support Needs	Description
1.	Prevention of assaults or injuries	<ul style="list-style-type: none"> Hits, punches, kicks, bites or intentionally harms others.
2.	Prevention of property destruction	<ul style="list-style-type: none"> Defaces property, breaks windows, damages furniture, sets fire, etc.
3.	Prevention of stealing	<ul style="list-style-type: none"> Steals or takes others' property or shoplifts, etc. Either deliberately or otherwise.
4.	Prevention of self-injury	<ul style="list-style-type: none"> Engages in self-injurious behavior such as, head banging, eye gouging, skin picking, cutting, etc.
5.	Prevention of PICA	<ul style="list-style-type: none"> Eats inedible substances, such as cigarette butts, paper, or other objects.
6.	Prevention of suicide attempts	<ul style="list-style-type: none"> Attempts to hurt oneself with the intention of suicide.
7.	Prevention of sexual aggression	<ul style="list-style-type: none"> Engages in sexually aggressive behavior, including pedophilia, sexual assault, etc.
8.	Prevention of non-aggressive but inappropriate behavior	<ul style="list-style-type: none"> Engages in inappropriate sexual behavior, such as masturbating in public, exhibitionism, stalking, etc.
9.	Prevention of tantrums or emotional outbursts	<ul style="list-style-type: none"> Screams, curses, throws objects, threatens physical violence, verbally demeans others, cries excessively.
10.	Prevention of wandering	<ul style="list-style-type: none"> Runs away or wandering off with the risk of getting lost or injured.
11.	Prevention of substance abuse	<ul style="list-style-type: none"> Engages in excessive consumption of alcohol, misuses prescription medication, uses illegal drugs or other toxic substances, such as sniffing glue, paint, etc.
12.	Maintaining mental health treatments	<ul style="list-style-type: none"> Takes psychotropic medication and complies with prescribed mental health treatments.
13.	Managing attention seeking behavior	<ul style="list-style-type: none"> Inappropriately and excessively directing attention to oneself by not respecting boundaries, knocking over household items, harming oneself, etc.
14.	Managing uncooperative behavior	<ul style="list-style-type: none"> Refusing to comply with completing needed tasks such as taking medication, bathing, dressing, etc.
15.	Managing agitated/over-reactive behavior	<ul style="list-style-type: none"> Overly anxious and or responsive to an event, social situation, or change in routine.
16.	Managing obsessive/repetitive behavior	<ul style="list-style-type: none"> Thought or behaviors compelling the person to perform repetitive tasks, organize their environment, or verbalize phrases inappropriately and which impact ability to complete daily tasks.
17.	Prevention of other serious behavior problem(s)	<ul style="list-style-type: none"> Document Exceptional Behavioral Support not listed.

“T” indicates transportation when determining support ratings.

Revised 2/1/2011