Supports Intensity Scale
Interview and Profile Form
Adult Version (ages 16 and up)

ID/TRACKING NUMBER

Name _____
LAST   FIRST   MIDDLE

Date SIS Completed ___/___/___
YR MO DAY

Address _____

Date of Birth ___/___/___
YR MO DAY

City, State, Zip _____

Phone ___/___/___   Language Spoken at Home _____   Age _____

Individuals or Organizations Providing Essential Supports: Gender ☐ Male   ☐ Female

Name _____   Relationship _____   Phone ___/___/___

Name _____   Relationship _____   Phone ___/___/___

Name _____   Relationship _____   Phone ___/___/___

Other Pertinent Information _____

_____

Respondent Name	Relationship to Individual	Language Spoken
1.		
2.		
3.		

Interviewer _____   Position _____

Agency/Affiliation _____   Phone ___/___/___

Address _____   Email _____

James R. Thompson, PhD   David A. Rotholz, PhD
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Edward M. Campbell, PhD   Wayne P. Silverman, PhD
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aaidd
American Association
on Intellectual and
Developmental Disabilities

Supports Intensity Scale Users Manual

Owen Barr,Bob Gates

Supports Intensity Scale Users Manual:

Supports Intensity Scale James Richard Thompson,American Association on Mental Retardation,2004 The Suuports Intensity Scale SIS is a multidimensional scale designed to determine the pattern and intensity of an individual s support needs The SIS was designed to a assess support needs b determine the intensity of needed supports c monitor progress and d evaluate outcomes of adults with mental retardation and related developmental disabilities Chapter 2   **Supports Intensity Scale** James R. Thompson,2004   *User's Guide* Robert L. Schalock,2007 This practical new Guide on the 2002 AAIDD Definition Manual tells clinicians educators policy makers and program managers how to implement the various components of the AAIDD definition system in their specific job settings The authors discuss the contemporary relevance of the supports based AAIDD definition in the context of issues ranging from special education practices and IDEA mandates to diagnosing individuals with a higher IQ and conducting retroactive diagnoses such as in the Atkins v Virginia case Policy makers and program managers will benefit from discussions on how the supports paradigm can improve quality outcomes of programs and how the 2002 system incorporates the emerging consensus in the field to move towards a supports based approach toward services for people with intellectual disabilities Back cover   *The Handbook of Intellectual Disability and Clinical Psychology Practice* Alan Carr,Christine Linehan,Gary O'Reilly,Patricia Noonan Walsh,John McEvoy,2016-04-12 The Handbook of Intellectual Disability and Clinical Psychology Practice will equip clinical psychologists in training with the skills necessary to complete a clinical placement in the field of intellectual disability Building on the success of the previous edition this handbook has been extensively revised Throughout the text references and website addresses and have been updated to reflect important developments since the publication the first edition Recent research findings on the epidemiology aetiology course outcome assessment and treatment of all psychological problems considered in the book have been incorporated into the text Account has been taken of changes in the diagnosis and classification of intellectual disability and psychological problems reflected in the AAIDD 11 and the DSM 5 New chapters on the assessment of adaptive behaviour and support needs person centred active support and the assessment of dementia in people with intellectual disability have been added The book is divided into eight sections Section 1 Covers general conceptual frameworks for practice diagnosis classification epidemiology and lifespan development Section 2 Focuses on assessment of intelligence adaptive behaviour support needs quality of life and the processes of interviewing and report writing Section 3 Covers intervention frameworks specifically active support applied behavioural analysis and cognitive behaviour therapy Section 4 Deals with supporting families of children with intellectual disability genetic syndromes and autism spectrum disorders Section 5 Covers issues associated with intellectual disability first evident or prevalent in middle childhood Section 6 Deals with adolescent concerns including life skills training relationships and sexuality Section 7 Focuses on residential vocational and family related challenges of adulthood and aging Section 8 Deals with professional issues and risk assessment Chapters cover theoretical and empirical

issues on the one hand and practice issues on the other They close with summaries and suggestions for further reading for practitioners and families containing a member with an intellectual disability Where appropriate in many chapters practice exercises to aid skills development have been included The second edition of the Handbook of Intellectual Disability and Clinical Psychology Practice is one of a set of three volumes which cover the lion s share of the curriculum for clinical psychologists in training in the UK and Ireland The other two volumes are the Handbook of Child and Adolescent Clinical Psychology Third Edition by Alan Carr and the Handbook of Adult Clinical Psychology Practice Second Edition edited by Alan Carr Muireann McNulty   *Handbook of Research-Based Practices for Educating Students with Intellectual Disability* Karrie A. Shogren,2016-10-14 The Handbook of Research Based Practices for Educating Students with Intellectual Disability provides an integrated transdisciplinary overview of research based practices for teaching students with intellectual disability This comprehensive volume emphasizes education across life stages from early intervention in schools through the transition to adulthood and highlights major educational and support needs of children and youth with intellectual disability The implications of history recent research and existing information are positioned to systematically advance new practices and explore promising possibilities in the field Driven by the collaboration of accomplished nationally recognized professionals of varied approaches and philosophies the book emphasizes practices that have been shown to be effective through multiple methodologies so as to help readers select interventions based on the evidence of their effectiveness

Handbook of Evidence-Based Practices in Intellectual and Developmental Disabilities Nirbhay N. Singh,2016-05-11 This handbook presents a diverse range of effective treatment approaches for individuals with intellectual and developmental disabilities IDD Its triple focus on key concepts treatment and training modalities and evidence based interventions for challenging behaviors of individuals with IDD provides a solid foundation for effective treatment strategies theory to implementation issues and the philosophical and moral aspects of care Expert contributions advocate for changes in treating individuals with intellectual and developmental disabilities by emphasizing caregiver support as well as respecting and encouraging client autonomy self determination and choice With its quality of life approach the handbook details practices that are person centered and supportive as well as therapeutically sound Topics featured in the handbook include Functional and preference assessments for clinical decision making Treatment modalities from cognitive behavioral therapy and pharmacotherapy to mindfulness telehealth and assistive technologies Self determination and choice as well as community living skills Quality of life issues for individuals with IDD Early intensive behavior interventions for autism spectrum disorder Skills training for parents of children with IDD as well as staff training in positive behavior support Evidence based interventions for a wide range of challenging behaviors and issues The Handbook of Evidence Based Practices in Intellectual and Developmental Disabilities is a must have resource for researchers clinicians scientist practitioners and graduate students in clinical psychology social work behavior therapy and rehabilitation   **Handbook of Positive Psychology in**

Intellectual and Developmental Disabilities Karrie A. Shogren,Michael L. Wehmeyer,Nirbhay N. Singh,2017-09-21 This handbook examines the wide ranging applications of positive psychology in the field of intellectual and developmental disabilities It discusses the change in perceptions of disability and the shifting use of traditional deficit based treatments It presents evidence based approaches and strategies that promote individuals strengths and capacities and as well as provide supports and services to enhance quality of life Chapters address medical and psychological aspects in intellectual and developmental disabilities such as mindfulness motivation physical well being and self regulation The book also discusses uses of assessment practices in evaluating interventions and client outcomes In addition it explores ways practitioners with positive psychology can focus on what a person is capable of achieving thereby leading to more effective approaches to care and treatment Topics featured in the Handbook include Translating the quality of life concept into practice The Casual Agency Theory and its implications for understanding self determination The Mindfulness Based Individualized Support Plan MBISP and its use in providing support to people with intellectual and developmental disabilities The unique role that friendship plays to people s lives and social well being Supported Decision Making SDM as an alternative to guardianship A positive psychology approach to aging and retirement The Handbook of Positive Psychology in Intellectual and Developmental Disabilities is a must have resource for researchers professors and graduate students as well as clinicians and related professionals in clinical child and school psychology behavioral therapy social work applied behavioral analysis recreational therapy occupational therapy education speech and language pathology psychiatry clinical medicine and nursing

The Oxford Handbook of Positive Psychology and Disability Michael L. Wehmeyer,2013-09-19 This handbook is the first comprehensive text on positive psychology and disability Emphasizing paradigmatic changes in understanding disability the text covers traditional disciplines in positive psychology and applications of positive psychology to domains like education or work **Instructional Strategies for Students With Mild, Moderate, and Severe Intellectual Disability** Richard M. Gargiulo,Emily C. Bouck,2017-01-20 Strategies for Students with Mild Moderate and Severe Intellectual Disabilities is a textbook for undergraduate and graduate students enrolled in special and general education teacher preparation programs as well as practicing professionals offering a solid research based text on instructional methodologies for teaching students with intellectual disability across the spectrum of intellectual abilities The book addresses both academic and functional curricula in addition to behavioral interventions Additionally Instructional Strategies for Students Mild Moderate and Severe Intellectual Disability adopts developmental or life span approach covering preschool through adolescence and young adulthood **Oxford Handbook of Learning and Intellectual Disability Nursing** Owen Barr,Bob Gates,2018-11-22 Fully updated to meet current guidelines and standards of practice this handbook provides concise and practical information for intellectual and learning disability nurses Small enough to slip into a bag for daily reference but still highly detailed this is an invaluable resource for everyone working in the field **Clinician's Handbook of Child Behavioral Assessment**

Michel Hersen,2011-04-28 Given the vast amount of research related to behavioral assessment it is difficult for clinicians to keep abreast of new developments In recent years there have been advances in assessment case conceptualization treatment planning treatment strategies for specific disorders and considerations of new ethical and legal issues Keeping track of advances requires monitoring diverse resources limited to specific disorders many of which give short shrift to child assessment overlooking developmental considerations Much of the existing literature is either theoretical research in focus or clinical in nature Nowhere are the various aspects of child behavioral assessment placed in a comprehensive research clinical context nor is there much integration as to conceptualization and treatment planning The Clinician s Handbook of Child Behavioral Assessment was created to fill this gap summarizing critical information for child behavioral assessment in a single source The Clinician s Handbook of Child Behavioral Assessment provides a single source for understanding new developments in this field cutting across strategies techniques and disorders Assessment strategies are presented in context with the research behind those strategies along with discussions of clinical utility and how assessment and conceptualization fit in with treatment planning The volume is organized in three sections beginning with general issues followed by evaluations of specific disorders and problems and closing with special issues To ensure cross chapter consistency in the coverage of disorders these chapters are formatted to contain an introduction assessment strategies research basis clinical utility conceptualization and treatment planning a case study and summary Special issue coverage includes child abuse assessment classroom assessment behavioral neuropsychology academic skills problems and ethical legal issues Suitable for beginning and established clinicians in practice this handbook will provide a ready reference toward effective child behavioral assessment **Camberwell Assessment of Need for Adults with Developmental and Intellectual Disabilities** Kiriakos Xenitidis,Mike Slade,Graham Thornicroft,Nick Bouras,2021-03-04 The Camberwell Assessment of Need for adults with Developmental and Intellectual Disabilities CANDID is a widely used tool for the assessment of health and social needs of people with intellectual disabilities and mental health problems It uses the assessment approach adopted by CAN the world s leading mental health needs assessment measure Two versions of the CANDID are available CANDID S short version and CANDID R research version Both versions are aimed at researchers and practitioners working with people with intellectual disabilities and are suitable for clinical use in community and hospital based services Fully updated based on current policy practice and terminology this second edition introduces a more intuitive need rating system and an accessible rating algorithm Guidance on how to use the measures is provided as well as an overview of research developments since the first edition The assessment forms are freely available to download from the CAN website researchintorecovery com can and cambridge org **Essentials of Intellectual Disability Assessment and Identification** Alan W. Brue,Linda Wilmshurst,2016-03-31 Brue s Essentials Intellectual Disability is a concise up to date overview of intellectual disability evaluation and assessment This text offers a practical concise overview of the nature of intellectual disability and adaptive

skills functioning in children adolescents and adults Coverage includes the latest information on prevalence causes differential diagnoses behavioral and social concerns test instruments and the new DSM 5 diagnostic criteria The discussion promotes a deeper understanding of the use of assessment data to inform interventions in clinical practice Designed for easy navigation each chapter highlights important points and key cautions to allow quick reference without sacrificing depth A sample assessment report illustrates how findings should be communicated to better inform treatment giving you a practical reference to ensure comprehensive reporting In 2013 the DSM 5 conceptualization of intellectual disabilities was significantly changed It s important for professionals to have access to the most current guidelines from a variety of sources and this book compiles them all into a single reference __Psychiatric and Behavioral Disorders in Intellectual and Developmental Disabilities__ Colin Hemmings,Nick Bouras,2016-03-03 Fully revised this new edition reviews the most up to date and clinically relevant information on the mental health and behavioral problems of people with intellectual developmental and learning disabilities also previously known as mental retardation Providing the latest evidence base from the literature and embracing clinical experience it covers the essential facts and concepts relating to coexisting medical and psychiatric disorders with new and updated chapters on mental health and epilepsy schizophrenia spectrum disorders personality disorders and mental health problems in people with autism and related disorders The disorder based chapters are complemented by chapters on carer and family perspectives possible future developments and contributions highlighting the principles of assessment management and services from global and historical perspectives This is essential hands on practical advice for psychiatrists psychologists and all other mental health professionals including nurses therapists social workers managers service providers and commissioners __Occupational Therapy for Adults With Intellectual Disability__ Kimberly Bryze,2024-06-01 Occupational Therapy for Adults With Intellectual Disability provides occupational therapy practitioners and students with occupation based solutions to serve and empower individuals with intellectual disabilities as well as their families and caregivers towards more self determined authentic lives There are few texts that exist within occupational therapy that support this population Dr Kimberly Bryze and the contributing authors are all occupational therapists who have or currently provide occupational therapy services to adults with intellectual disability in various settings They bring their expertise in scholarship and offer thoughtful evidence based approaches for practitioners to create change for individuals communities organizations and society This text presents an occupational perspective of individuals with intellectual disability given its focus on the following quality of living social well being role competence occupational identity self advocacy occupational justice Occupational Therapy for Adults with Intellectual Disability is ideal for occupational therapy educators who teach content related to adults with intellectual and developmental disabilities occupational therapy practitioners who provide services to adults with intellectual disability in various clinical community and residential settings and occupational therapy students Included with the text are online supplemental materials for

faculty use in the classroom The intentional occupational focus ensures that the content is consistent with recommended practice in current occupational therapy Occupational therapy practitioners will look to this text to provide evidence based interventions and when developing consultative programs for persons with intellectual disability across many different settings **Traditional and Innovative Assessment Techniques for Students with Disabilities** Festus E. Obiakor,Jeffrey P. Bakken,2021-08-11 This finely curated collection of thirteen chapters presents ideas and research on different disability topics from key leaders in the field of the assessment of children with disabilities They help us to properly understand and compare traditional and innovative assessment techniques for students with disabilities The Adolescent Psychotherapy Treatment Planner Arthur E. Jongsma, Jr.,L. Mark Peterson,William P. McInnis,Timothy J. Bruce,2023-12-27 Quickly and efficiently create treatment plans for adolescents in a variety of treatment environments The newly revised sixth edition of the Adolescent Psychotherapy Treatment Planner delivers an essential resource for mental health practitioners seeking to create effective high quality treatment plans that satisfy the needs of most third party payers and state and federal review agencies This book clarifies simplifies and accelerates the treatment planning process for adolescents so you can spend less time on paperwork and more time treating your clients This latest edition includes comprehensive and up to date revisions on treating the victims and perpetrators of bullying and aggression gender dysphoria loneliness opioid use and sleep disorders It includes new evidence based objectives and interventions as well as an expanded and updated professional references appendix You ll also find A new appendix presenting location and availability information in an alphabetical index of objective assessment instruments and structured clinical interviews A consistent focus throughout the book on evidence based practices and treatments consistent with practice guideline recommendations Ranges of treatment options consistent with the best available research and those reflecting common clinical practices of experienced clinicians An essential treatment planning handbook for clinicians treating adolescents in a variety of settings the sixth edition of the Adolescent Psychotherapy Treatment Planner is the key to quickly and efficiently creating individually tailored evidence based and effective treatment plans for adolescent clients *Social Inclusion at Work* Janis G. Chadsey,2008 This book intended for secondary teachers transitional and vocational specialists job coaches and other service providers illustrates how to socially integrate people with disabilities into employment settings *Assistive Technology Assessment Handbook* Stefano Federici,Marcia Scherer,2017-11-23 Assistive Technology Assessment Handbook Second Edition proposes an international ideal model for the assistive technology assessment process outlining how this model can be applied in practice to re conceptualize the phases of an assistive technology delivery system according to the biopsychosocial model of disability The model provides reference guidelines for evidence based practice guiding both public and private centers that wish to compare evaluate and improve their ability to match a person with the correct technology model This second edition also offers a contribution to the Global Cooperation on Assistive Technology GATE initiative whose activities are strongly focused

on the assistive products service delivery model Organized into three parts the handbook gives readers a toolkit for performing assessments describes the roles of the assessment team members among them the new profession of psychotechnologist and reviews technologies for rehabilitation and independent living including brain computer interfaces exoskeletons and technologies for music therapy Edited by Stefano Federici and Marcia J Scherer this cross cultural handbook includes contributions from leading experts across five continents offering a framework for future practice and research   *Abnormal Child and Adolescent Psychology* Linda Wilmshurst,2017-03-03 Written from a developmental perspective Abnormal Child and Adolescent Psychology is organized around five prominent and recurring themes the course of normal development proceeds in an orderly and predictable direction maladaptive behaviors represent deviations from the normal path maladaptive behavior is represented by a continuum of severity symptoms syndromes disorders based on the degree to which behaviors deviate from the norm individual interpersonal contextual and cultural factors interact in a reciprocal way to influence normal development and abnormal deviations theoretical input from diverse perspectives can guide our understanding of underlying processes that precipitate and maintain behaviors and the different developmental pathways that might result The revision will be divided into 5 sections all integrating the DSM 5 and will include a new chapter on child maltreatment and self injurious behavior

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