<table>
<thead>
<tr>
<th>SIS Item &amp; ISP Item</th>
<th>SIS Item Expanded Item Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1 Using the toilet</td>
<td>• Access the bathroom. (i.e. mobility, getting to the bathroom, communicating need, operating door)</td>
<td></td>
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<tr>
<td></td>
<td>• Pull clothes up/down</td>
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<tr>
<td></td>
<td>• Assist individual to get in and out of the toilet</td>
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<tr>
<td></td>
<td>• Change brief</td>
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<tr>
<td></td>
<td>• Clean self and washing hands</td>
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<tr>
<td></td>
<td>• Use a catheter or other alternative for voiding</td>
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<tr>
<td></td>
<td>• Maintain dignity and respect while using toilet</td>
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</tr>
<tr>
<td>ISP: Adaptive/Self-Help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-2 Taking care of clothes (includes laundering)</td>
<td>• Sort clothes</td>
<td></td>
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<tr>
<td>ISP: Know &amp; Do Adaptive/Self-Help</td>
<td>• Put clothes in the washer-dryer (measuring soap, action associated with cleaning clothes)</td>
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<tr>
<td></td>
<td>• Store clothes and collect clothes to be cleaned</td>
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<tr>
<td></td>
<td>• Use a laundry mat</td>
<td></td>
</tr>
<tr>
<td>A-3 Preparing Food</td>
<td>• Prepare simple meals (more than one step)</td>
<td></td>
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<tr>
<td>ISP: Cooking/Appliance use</td>
<td>• Prepare daily menu</td>
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</tr>
<tr>
<td></td>
<td>• Use stove/oven and microwave</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make coffee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tube feeding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Set up plate, arrange mechanical devices that aid eating, provide specialized utensils</td>
<td></td>
</tr>
<tr>
<td>A-4 Eating Food</td>
<td>• Facilitate ingestion through the mouth, chewing &amp; swallowing</td>
<td></td>
</tr>
<tr>
<td>ISP: Meals/Eating</td>
<td>• Assist with utensil and teach utensil use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cut food on plate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assist with positioning to facilitate swallowing and digestion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Support during tube feeding (waiting, check for residuals, flushing tube with water</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Regulate food intake</td>
<td></td>
</tr>
</tbody>
</table>
| A-5 | Housekeeping and Cleaning | • Vacuum  
• Straighten up the room  
• Change sheets  
• Put items away  
• Sanitize the bathroom  
• Put trash in the trash can and take out trash  
• Wash dishes |
|-----|---------------------------|--------------------------------------------------------------|
| ISP: Know & Do  
Adaptive/Self-Help | | |
| A-6 | Dressing | • Select appropriate clothes  
• Putting clothes on (doing zippers, doing snap (abrochador), buckles (cinturon), Velcro  
• Shoes with Velcro, Tie laces (lazos)  
• Choose weather appropriate clothing |
| ISP: Adaptive/Self-Help | | |
| A-7 | Bathing and taking care of personal hygiene and grooming needs | • Take shower or bath  
• Get in and out of the shower/bath  
• Brush teeth  
• Hair care (wash, comb, brush)  
• Wash hands, keep clean through the day  
• Change clothing protectors  
• Obtain a hair cut  
• Perform nail and skin care |
| ISP: Water Safety  
Adaptive/Self-Help | | |
| A-8 | Operating home appliances | • Air conditioning  
• Heater  
• Operate the fans  
• Television-radio on/off  
• Operating other appliances not mentioned elsewhere |
| ISP: Cooking/Appliance Use  
Adaptive/Self-Help | | |
### B-1: Getting from place to place throughout the community (transportation)

**ISP: Know & Do**
- Walk or use a wheelchair
- Get to recreational activities (bowling, movies, aerobic classes, restaurants)
- Take a cab/riding a bus
- Learn how to take the bus/cab

A person who cannot drive themselves nor access public transportation independently would receive a rating of 4 = full physical assistance.

### B-2: Participating in recreation/leisure activities in community settings

**ISP: Desired Activities**
- The focus of this item is participating versus accessing.
- Do not include school, work or vacations

### B-3: Using public services in the community

**ISP: Know & Do**
- Meet with providers and supports coordinators
- Apply for food stamps
- Using the post office, bank, health care clinic (i.e. for flu shot)
- Representative's office
- Municipal Building (i.e. to take care of utilities)
- Library

### B-4: Going to visit friends and family

**ISP: Desired Activities**
- Transportation (bus, taxi, car/van)
- Arrange/plan visit
- Set up needed supports (i.e. assistive devices, interpreters, behavior and medical supports)
### B-5 Participating in preferred community activities (church, volunteer, etc...)

**ISP: Desired Activities**

- Volunteer
- Participate at church
- Other community activities valued by the individual not addressed by other items

### B-6 Shopping and purchasing goods and services

**ISP: Know & Do Learning and Cognition**

- Make a shopping list
- Count change
- Write a check
- Get a refund
- Interview and purchase a service, housekeeper, wedding service, electrician, plumber, photographer

*Does not include* surfing the internet and occasionally looking at advertised goods

### B-7 Interacting with community members

**ISP: Stranger Awareness Social/Emotional**

- Interact with community members when shopping, eating out, using public services, etc...
- Using a social conversation (please/thank you)
- Communicate effectively

### B-8 Accessing public buildings and settings

**ISP: Know and Do**

- Physically enter public building, park, stores
- Recognizing hours of operation
- Follow the rules to avoid losing access (i.e. being quiet in a library)
### C-1 Interacting with others in learning activities

**ISP:**

- Know & Do
- Social Emotional

- Interact with students and instructors
- Follow the instruction
- Express oneself (share ideas and express a need for assistance)
- Get along with others

### C-2 Participating in training/educational decisions

**ISP:**

- Desired Activities
- Know & Do

- Choose a course/workshop
- Plan a schedule
- Set Up Goals
- Fill out Applications
- Participate in IEPs/Training Program Plans

### C-3 Learning and using problem-solving strategies

**ISP:**

- Learning/Cognition

- Learn and apply problem solving to every day situations

What to do if:
- miss an appointment
- lock yourself out
- miss the bus
- have a problem
- get in an argument
- need to prioritize goals
- cut self
- there is a fire or someone hurt themselves, etc...

### C-4 Using technology for learning

**ISP:**

- Know & Do

- Support needed to use:
  - Computer
  - Calculator
  - Communication devices
  - Note-taking devices (such as a voice recorder)
  - Devices needed to view educational materials
  - TDDs/TYYs
<table>
<thead>
<tr>
<th>C-5</th>
<th>Accessing training/educational settings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Locate courses or workshops (through community college, parks department, community education program, CIL, etc…)</td>
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<tr>
<td></td>
<td>• Obtain resources to pay for the classes</td>
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<tr>
<td></td>
<td>• Transportation</td>
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<tr>
<td>ISP:</td>
<td>Know &amp; Do</td>
</tr>
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<td></td>
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<tr>
<td>C-6</td>
<td>Learning functional academics (reading signs, counting change, etc…)</td>
</tr>
<tr>
<td></td>
<td>• Reading signs, clocks, calendar</td>
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<tr>
<td></td>
<td>• Writing or typing</td>
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<td></td>
<td>• Finding telephone number/or looking in yellow book</td>
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<tr>
<td></td>
<td>• Completing forms and applications</td>
</tr>
<tr>
<td></td>
<td>• Budgeting and balancing the check book</td>
</tr>
<tr>
<td>ISP:</td>
<td>Learning/Cognition</td>
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<td></td>
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<tr>
<td>C-7</td>
<td>Learning health and physical education skills</td>
</tr>
<tr>
<td></td>
<td>• Learning about medication (how/what/when to take)</td>
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<tr>
<td></td>
<td>• Following proper diet</td>
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<td></td>
<td>• Recognizing health care needs (breast exam, when to contact a doctor, etc…)</td>
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<tr>
<td></td>
<td>• Care for cut and minor injuries</td>
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<td></td>
<td>• Avoid hazard such as traffic, poisons, people with contagious illness</td>
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<td></td>
<td>• Do exercises as recommended by doctor</td>
</tr>
<tr>
<td>ISP:</td>
<td>General Health &amp; Safety</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C-8</td>
<td>Learning self-determination skills</td>
</tr>
<tr>
<td></td>
<td>• Identify personal goal and make plan to achieve</td>
</tr>
<tr>
<td></td>
<td>• Gain opportunity to self-direct daily living activities</td>
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<tr>
<td></td>
<td>• Use decision-making skills</td>
</tr>
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<td></td>
<td>• Express individual preference</td>
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<td></td>
<td>• Speak up for oneself</td>
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<tr>
<td></td>
<td>• Understand rights</td>
</tr>
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<td></td>
<td>• Understand consequence and responsibility associated with choices and decisions</td>
</tr>
<tr>
<td>ISP:</td>
<td>Learning/Cognition</td>
</tr>
</tbody>
</table>
### C-9
**Learning self-management strategies**
- Reward self after completing a major task
- Learn conflict and resolution
- Learn to maintain desired routines
- Learn to spend money within one’s budget

**ISP:**
**Know & Do**
**Social/Emotional**

<table>
<thead>
<tr>
<th>ISP:</th>
<th>Know &amp; Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-1</td>
<td>Accessing/receiving job/task accommodations</td>
</tr>
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<table>
<thead>
<tr>
<th>ISP:</th>
<th>Know &amp; Do</th>
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</thead>
<tbody>
<tr>
<td>D-2</td>
<td>Learning and using specific job skills</td>
</tr>
<tr>
<td></td>
<td><strong>Achieve all aspects of acceptable job performance</strong></td>
</tr>
<tr>
<td></td>
<td>• Following company rules</td>
</tr>
<tr>
<td></td>
<td>• Acquire job skills</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ISP:</th>
<th>Know &amp; Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-3</td>
<td>Interacting with co-workers</td>
</tr>
<tr>
<td></td>
<td><strong>Know when to socialize</strong></td>
</tr>
<tr>
<td></td>
<td>• Understand the rules regarding socializing and breaks</td>
</tr>
<tr>
<td></td>
<td>• Avoid arguments with co-worker</td>
</tr>
<tr>
<td></td>
<td>• Using polite language</td>
</tr>
<tr>
<td></td>
<td>• Requesting assistance from co-workers</td>
</tr>
<tr>
<td></td>
<td>• Providing assistance to co-workers</td>
</tr>
</tbody>
</table>
| ISP: Know & Do | • Communicate problems  
• Ask for training when needed  
• Use polite language  
• Avoid arguments |
| --- | --- |
| ISP: Know & Do | • Prevent/cope with distraction  
• Maintain attention  
• Prevent/cope with frustration  
• Working through a task step-by-step at an acceptable speed |
| ISP: Know & Do | • Achieving work-related tasks at the quality of a typical worker |
| ISP: Know & Do | • Adapt to a new work assignment  
• Adapt to changes in the schedule  
• Respond to something atypical happening during the day |
### D-8

**Seeking information and assistance from an employer**

**ISP:** Know & Do

- Identify information that is important to know
- Get info. about benefits, vacation days, availability of employee assistance programs, etc...
- Communicate the need for information or assistance in gaining information

*Does not include* seeking assistance with job skills *(covered in D4)*

### E-1

**Taking medication**

**ISP:** General Health & Safety

- Take medication (as prescribed/recommended)
- Fill a pill box
- Learn about medication
- Recognize labels (warnings, recommendations, instructions)
- Refill medication
- Prepare medications (i.e. if pills can’t be swallowed)
- Report side-effects

### E-2

**Avoiding health and safety hazards**

**ISP:** Traffic

- Avoid walking in traffic
- Use safety rails/non-slip mats
- Use smoke detector, carbon monoxide detector, fire alarms,
- Store chemical safely
- Read safety and danger signs regarding hazards and poisons
- Lock doors at night/not home

### E-3

**Obtaining health care services**

**ISP:** Know & Do

- Communicate health care needs to caregivers
- Make appointment with doctor, dentist, therapist, etc...
- Obtains medical services of medications
- Coordinate health care services (get referrals, get info. to primary, etc...)
- Participate in the office visit
<table>
<thead>
<tr>
<th>Activity</th>
<th>ISP:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ambulating and moving about</strong></td>
<td><strong>Physical Development</strong></td>
</tr>
<tr>
<td>• Physically move around environment</td>
<td>• Make transfers (e.g. to/from bed, chair, walker, wheelchair)</td>
</tr>
<tr>
<td>• Make transfers (e.g. to/from bed, chair,</td>
<td>• Put on prostheses relevant to mobility</td>
</tr>
<tr>
<td>walker, wheelchair)</td>
<td>• Time spent in therapies to improve mobility</td>
</tr>
<tr>
<td><strong>Learning how to access emergency services</strong></td>
<td><strong>Fire Safety</strong></td>
</tr>
<tr>
<td>• Apply emergency skills to real life situations</td>
<td>• Learn to use Personal Emergency Response System</td>
</tr>
<tr>
<td>• Learn to use Personal Emergency Response System</td>
<td>• Plan access to emergency services (know emergency phone numbers, when/how to dial 9-1-1)</td>
</tr>
<tr>
<td>• Plan access to emergency services (know emergency phone numbers, when/how to dial 9-1-1)</td>
<td>• Plan and practice response to emergencies</td>
</tr>
<tr>
<td><strong>Maintaining a nutritious diet</strong></td>
<td><strong>Meals and Eating</strong></td>
</tr>
<tr>
<td>• Maintain a nutritious diet to avoid medical problems associated with poor nutrition</td>
<td>• Learn about good nutrition</td>
</tr>
<tr>
<td>• Learn about good nutrition</td>
<td>• Understand effects of poor nutrition</td>
</tr>
<tr>
<td>• Understand effects of poor nutrition</td>
<td>• Plan diets (select healthy foods, needs specific diet, special diet due to diabetes, allergies, etc..)</td>
</tr>
<tr>
<td><strong>Maintaining physical health and fitness</strong></td>
<td><strong>General Health &amp; Safety</strong></td>
</tr>
<tr>
<td>• Exercise sufficiently to avoid medical problems</td>
<td>• Plan physical health /fitness program</td>
</tr>
<tr>
<td>• Plan physical health /fitness program</td>
<td>• Locate gym or activity</td>
</tr>
<tr>
<td>• Locate gym or activity</td>
<td>• Access the facility or locations for maintaining fitness (sign-up, join group, etc…)</td>
</tr>
</tbody>
</table>
### E-8
Maintaining emotional well-being

**ISP:**
Health Promotion
Social/Emotional

- Maintain a lifestyle to avoid mental health problems (depression, anxiety, anger, etc...)
- Learning self-management (relaxation, anger management, etc...)
- Participate in therapeutic homework and positive behavior support plan
- Access mental health resources

### F-1
Socializing within the household

**ISP:**
Social/Emotional

- Facilitate/promote verbal/non-verbal social interaction (e.g. use of sign language, gestures others understand, writing, using communication devices)
- Setting up communication devices

### F-2
Participating in recreation/leisure activities with others

**ISP:**
Desired Activities
Social/Emotional

- Take part in recreation/leisure activities (sports teams, playing games, hosting a party)
- Cooperating and socializing with others during activity (i.e. following rules)
- Set up assistive technology

### F-3
Socializing outside the household

**ISP:**
Stranger Awareness
Social/Emotional

- Interact with others outside the household (friends, neighbors, coworkers)
| F-4 Making and keeping friends | • Communicate with peers  
• Learns social skills related to friendships  
• Arrange meetings with others and join activities with friends  
• Locate programs/activities that lead to friendships  
• Use phone and other communications to maintain friendships |  |
<table>
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<tbody>
<tr>
<td>ISP: Social/Emotional</td>
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</tbody>
</table>
| F-5 Communicating with others about personal needs | • Inform others about personal problems or desires  

*Include support surrounding verbal-non verbal communication/using communication technologies* |  |
| ISP: Social/Emotional |  |  |
| F-6 Using appropriate social skills | • Demonstrate social skills such as a good manners, social greetings/partings, maintaining personal space  
• Recognize how others feel and their point of view  
• Learn expected behaviors for different situations and practicing (e.g. yelling at football games, whispering in library, hugging loved ones not strangers) |  |
| ISP: Social/Emotional |  |  |
| F-7 Engaging in loving and intimate relationships | • Initiate and maintain intimate relations  
• Plan activities for meeting others for intimacy  
• Learn dating skills  
• Understand personal boundaries  
• Respect partner |  |
| ISP: Social/Emotional |  |  |
### F-8 Engaging in volunteer work

- Take part in volunteer projects (e.g. park clean up, hospital volunteer, shelter volunteer, volunteer at a non-profit)
- Contact a community group in order to volunteer

*This item should not be linked to employment.*

### P&A-1 Advocating for self

- Express personal preferences including wants and needs.
- Exercise control over one’s life (i.e. speak up for self)
- Learn to advocate in a respectful manner
- Recognize responsibilities and consequences related to decisions
- Express why things are important

### P&A-2 Managing money and personal finances

- Budget money (live within means, pay bills)
- Maintain banking accounts (protect from overdrafts, co-signatures, ATM cards, etc…)
- Avoid exploitation

### P&A-3 Protecting self from exploitation

- Identify when some one is trying to take an unfair advantage
- Develop a play to protect against exploitation (ex. of exploitation: frequently borrowing $$, taking food/personal items, using phone excessively, borrowing but not returning, giving things to strangers, etc…)

**ISP: Desired Activities Know & Do**

**ISP: Know & Do**

**ISP: Learning/Cognition**

**ISP: Stranger Awareness**
### P&A-4 Exercising legal responsibilities

- Understanding basic laws (e.g. jay walking, littering, etc…)
- Exercise rights as a community member/citizen
- Vote in elections

### ISP: General Health & Safety

#### ISP: Desired Activities

- Identify support group for a particular life situation (e.g. grief and recovery, substance abuse, victim of violence, etc…)
- Participate in self advocacy organizations/groups (e.g. CIL, Speaking For Ourselves, etc…)
- Serve on an advisory board/committee (e.g. OMR PAC, Speaking For Ourselves, IM4Q)

### P&A-5 Belonging to and participating in self-advocacy/support organizations

- Identify support group for a particular life situation (e.g. grief and recovery, substance abuse, victim of violence, etc…)
- Participate in self advocacy organizations/groups (e.g. CIL, Speaking For Ourselves, etc…)
- Serve on an advisory board/committee (e.g. OMR PAC, Speaking For Ourselves, IM4Q)

### P&A-6 Obtaining legal services

- Contact an attorney for legal advice
- Access legal assistance (e.g. legal aid, Disability Law Project)
- Identify when legal is needed

### ISP: Know & Do

#### ISP: Learning/Cognition

- Make good decisions
- Understand consequences and responsibilities related to decisions
- Identify things that influence decisions (e.g. justify decisions)
- Assess importance of decisions (e.g. choosing what to wear vs. who to hire as support staff)

### P&A-7 Making choices and decisions

- Identify opportunities and situation
- Involvement in self-advocacy organizations, civic activities, etc…
- Assist others when they can’t speak up for themselves or express personal preferences.