**CPNSSS**

# Form for Determining and Classifying Support and Assistance Services

**Sections**

*Support and Assistance Services Required from a Resource*

**and**

*Form for specifying and Classifying Specific Support or Assistance Services*

Preliminary Document for Training Purposes

September 2011

1

**CURRENT SITUATION AND LEGAL FRAMEWORK:**

The *Act respecting health services and social services* (AHSSS) (Section 303) requires that services provided by intermediate or family-type resources be classified according to the level of support or assistance users need.

Up until now, two separate classifications with distinct classification forms existed for intermediate and family-type resources.

After implementation and analysis of the *Act respecting the representation of family-type resources and certain intermediate resources and the negotiation process for their group agreements*, ministerial policies now support using a single, simplified classification form for intermediate and family-type resources, based mainly on the extent of services they must provide the users entrusted to them by a public institution.

**PURPOSE OF FORM**

The form is designed to determine what services the resource is required to provide to meet user needs. In order to do this, it is necessary to

1.  determine the support and assistance services all resources are required to provide to all users;

2.  determine the support and assistance services specific to each user and, in conjunction with the resource, specify them if necessary; and

3.  classify these services based on the level of the services the resource is required to provide.
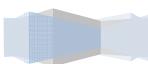
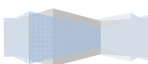# SUPPORT AND ASSISTANCE SERVICES REQUIRED FROM A RESOURCE
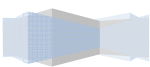
**DETERMINING REQUIRED SUPPORT AND ASSISTANCE SERVICES**


**LEVEL 1**

These are basic services most resources must provide to all types of user. Exceptions include resources such as structured apartments, whose services are classified in LEVEL 2. These basic services include the following:


❖ Maintaining the living environment

❖ Providing a comfortable and safe environment

❖ Preparing and serving meals

❖ Taking care of clothing

❖ Making necessary purchases for user

❖ Ensuring adequate user hygiene

❖ Managing user assets and belongings

❖ Supporting and assisting user in daily activities

❖ Creating a respectful living environment

❖ Promoting user access to activities organized by the resource or the community

❖ Managing all required health and psychosocial services

❖ Protecting user from abuse

❖ Ensuring good staff availability and interaction with user

❖ Helping user integrate into the resource and their social environment

❖ Cooperating with user care partners

❖ Helping identify and provide user-specific support and assistance services

❖ Helping user maintain ties with family and significant people in his life

**DETERMINING SUPPORT AND ASSISTANCE SERVICES NORMALLY REQUIRED FROM STRUCTURED APARTMENT- OR ROOMING HOUSE-TYPE RESOURCES**

**LEVEL 2**

❖ Providing a safe, clean, functional apartment

❖ Ensuring that user's daily domestic activities are carried out

❖ Ensuring that user's daily living activities are carried out

❖ Ensuring user maintain a healthy lifestyle

❖ Managing user assets (if necessary)

❖ Managing all health and psychosocial services required by user

❖ Protecting user from abuse

❖ Ensuring staff availability at all times

❖ Cooperating with user care partners

❖ Helping identify and provide user-specific support and assistance services
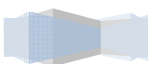
# FORM FOR SPECIFYING AND CLASSIFYING SUPPORT AND ASSISTANCE SERVICES
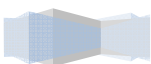
## INSTRUCTIONS

❖ The referring institution first evaluates the user's condition and level of functioning using its usual evaluation tools before completing the Form for Specifying and Classifying Support and Assistance Services. The resource follows the main thrust of the case management plan to specify the activities the resource must carry out with respect to the user.

❖ The form must be completed no later than 30 days after the arrival of a new user at the resource, or 60 days, if necessary, for user subject to the *Youth Protection Act*.

❖ The caseworker responsible for completing the form must know the user well, or if not, complete it with the help of a caseworker who does.

❖ The referring institution is responsible for determining the support and assistance services specific to the user's condition. These services are required by the user.

❖ The caseworker, in conjunction with the resource, indicates on the form the activities the resource must provide for each descriptor. More than one activity per descriptor may be required to meet the user's needs.

❖ In cooperation with the resource and where necessary, the caseworker provides details on the activity in the box provided, in accordance with the user's best interest and state of health and well-being, as well as applicable laws, regulations, procedures, protocols, and other care rules. The referring institution provides the resource with relevant excerpts of the procedures, protocols, and other required care rules, as necessary. It ensures that the resource has all the information, documentation, and training required to provide a service. The form must be updated when a change in the user's condition affects the activities the resource is required to provide.

❖ The form must be updated at least once a year or more often if required. It must be updated at least every 6 months for user 2 years of age and younger.

❖ The referring institution is responsible for entering the completed form into the computer system on time. All descriptors must have at least one activity checked and, when necessary, the box describing the activity in detail must be filled out.

❖ Once the data has been entered, the form must be submitted to the resource, duly completed and signed by the designated person at the referring institution. The total number of points and the level of service must appear on that copy.
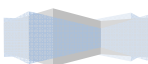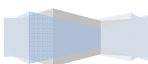
**Service:** A verbal or physical action in a given situation to support and assist a user. It comprises a set of activities whose characteristics must be suited to the user's specific situation.

**BASIC ACTIVITIES**

| | |
|---|---|
| **Adapt** (or adaptation) | Adjust or modify the environment to meet user's needs. |
| **Assist** | Help user to do something, assist them in carrying out work or a task, help him make good choices. |
| **Ensure** | Guarantee, supply, make sure. |
| **Advise** | Guide user with advice. Help them find their own solutions. |
| **Distribute medication** | Give medication prepared by an authorized professional to user who can administer it himself. |
| **Structure** | Guide, direct, structure, and limit user. Create a living environment with clear limits. Establish boundaries and rules. |
| **Encourage** | Promote in specific ways. Raise user's spirits. Boost user confidence. |
| **Promote** | Act for the good of user. Help develop a skill or ability. Help user achieve. Have the user's interests at heart. |
| **Observe** | Consider carefully. Examine by watching. |
| **Prevent** | Take measures to avoid negative situations for user. Make sure in advance that user has what he needs to meet his needs. Inform ahead of time. |
| **Remind/Return** | Remind user to carry out certain actions. Return user to a certain state or frame of mind. |
| **Reassure** | Give user a sense of security removes fear and anxiety. Secure. Calm. Take a level-headed, neutral, understanding attitude when user becomes emotional. |
| **Sensitize** | Make user receptive to something. Make user aware of certain situations. Make user more sensitive to feelings and perceptions. Make user more sensitive to others. |
| **Stimulate** | Boost user's level of activity and energy. Motivate him. Encourage user to adopt appropriate behavior, attitudes, and expressions, and to carry out actions expected of him. |
| **Supervise** | Observe user's behavior or an activity carefully in order to intervene if necessary. |
| **Check** | Make sure something is correct. Watch user to make sure he is doing what is expected of him. |

### HIGHER LEVEL ACTIVITIES

| | |
|---|---|
| **Accompany** | Go or do with user. |
| **Administer medication** | Involves a certain level of control and assistance in taking medication. Medication is administered when user is not able to take it himself due to a physical or behavioral disability, or cognitive deficiency. |
| **Initiate** | Initiate an action. |
| **Teach** | Help user learn or relearn<br>- information,<br>- attitudes,<br>- behaviors,<br>He needs to behave properly and teach him how to use this information or learn these behaviors. |
| **Control** | Intervene with authority to stop or provoke a behavior. Intervene positively, firmly, fairly, neutrally, and appropriately for user. |
| **Activity with a user with a difficulty** | Activity to deal with obstacles encountered due to user disabilities related to the descriptors. A disability may be sensory (visual, auditory), medical (physical or psychiatric), or related to cognitive and behavioral disorders. |
| **Activity with a user at risk** | Activity involving increased, direct structureing to prevent user from having an accident. |
| **Invasive care** | Care or exploration that goes beyond physiological barriers or is carried out in an artificial opening in the human body, or that causes a more than superficial lesion on the body. |
| **Noninvasive care** | Care that does not go beyond physiological barriers or risk harming the user. |
| **Substitute** | Perform actions on behalf of user. |
| **Special technique** | Complex technique requiring knowledge, skills, and expertise to be carried out safely. |
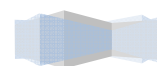
# Classification Form

**Identification of User**

User's last name and first name:

User file number:

Date of birth:

Sex: F ☐ M ☐

Program/Department:

**Identification of Resource**

Name of resource:

Resource code:

Name of director:

Address:
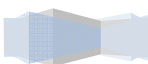
Telephone number:

**Identification of Public Institution**

Caseworker:

Institution:

Telephone number:

Signature:

**Classification**

Total of highest ratings:

Level of service:

Date of classification :

**Date and signature**

Date form was submitted to resource:

Signature of designated person:

# DESCRIPTION OF ACTIVITIES BY DESCRIPTOR

| Eating |
| :---: |
| **Eating properly, without choking or health risk** |
| **N.B.: the descriptor includes both meals and snacks** |

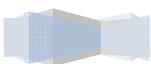| | ACTIVITIES | | RATING |
| :--- | :--- | :---: | :---: |
| 1. | No intervention ................................................................................. | ☐ | B |
| 2. | Quick check with or without adaptation ........................................... | ☐ | B |
| 3. | Assist, structure, remind, stimulate, supervise ............................... | ☐ | B |
| 4. | Feed a baby ..................................................................................... | ☐ | |
| 5. | Teach a child to eat ......................................................................... | ☐ | |
| 6. | Feed or help a user presenting a risk or difficulty .......................... | ☐ | |
| 7. | Teach a user presenting a risk or difficulty to eat .......................... | ☐ | |
| 8. | Initiate eating in a user presenting a risk or difficulty ………………… | ☐ | |
| 9. | Feed user requiring a special technique ......................................... | ☐ | |
| 10. | Provide invasive care (tube feeding) .............................................. | ☐ | |
| 11. | Control eating of user presenting a risk or difficulty ...................... | ☐ | |

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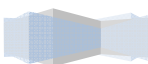
## Dressing

**Choosing appropriate clothing. Dressing and undressing correctly. Same for orthoses and prosthetics, if applicable.**

| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Assist, structure, stimulate, supervise and check | ☐ | B |
| 4. | Dress and undress a baby | ☐ | |
| 5. | Teach a child to dress and undress | ☐ | |
| 6. | Dress, undress or help a user presenting a risk or difficulty | ☐ | |
| 7. | Teach a user presenting a risk or difficulty to dress and undress | ☐ | |
| 8. | Initiate dressing in a user presenting a risk or difficulty | ☐ | |
| 9. | Dress and undress a user requiring a special technique | ☐ | |

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## Hygiene

### Washing (body, hair) correctly

| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Assist, structure, prevent, remind, stimulate, supervise, check | ☐ | B |
| 4. | Wash a baby | ☐ | |
| 5. | Teach a child to wash | ☐ | |
| 6. | Wash a user presenting a risk or difficulty or help with the task | ☐ | |
| 7. | Teach a user presenting a risk or difficulty to wash | ☐ | |
| 8. | Initiate washing in a user presenting a risk or difficulty | ☐ | |
| 9. | Wash a user requiring a special technique | ☐ | |

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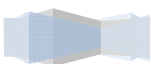
## Hygiene (cont'd)

### Personal Grooming

**Examples: washing hands and face, carrying out daily activities (brushing teeth, combing hair, shaving, etc.) and periodic activities (taking care of nails, menstrual hygiene, etc.).**

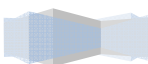| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Assist, structure, prevent, remind, stimulate, supervise, check | ☐ | B |
| 4. | Do personal grooming for a baby | ☐ | |
| 5. | Teach a child how to do his or her own personal grooming | ☐ | |
| 6. | Groom a user presenting a risk or difficulty or help in the task | ☐ | |
| 7. | Teach a user presenting a risk or difficulty to do own personal grooming | ☐ | |
| 8. | Initiate grooming in a user presenting a risk or difficulty | ☐ | |
| 9. | Groom a user using a special technique | ☐ | |

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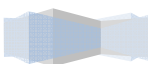
## Elimination

**Carry out all activities associated with this function**

**Examples: getting to the toilet, undressing, using the toilet and toilet paper, flushing the toilet, dressing, washing hands**

| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Structure, prevent, remind, supervise | ☐ | B |
| 4. | Change a baby's diaper | ☐ | |
| 5. | Potty train a child | ☐ | |
| 6. | Help a user with activities associated with using the toilet | ☐ | |
| 7. | Change a user's incontinence diaper | ☐ | |
| 8. | Potty train a user presenting a risk or difficulty | ☐ | |
| 9. | Help a user with elimination using a special technique | ☐ | |
| 10. | Use invasive techniques associated with elimination | ☐ | |

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## Mobility (transfers)

### Having enough mobility to transfer to bath, chair, bed, or toilet

| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Structure, remind, stimulate, supervise | ☐ | B |
| 4. | Transfer a baby | ☐ | |
| 5. | Help a user presenting a risk or difficulty to transfer | ☐ | |
| 6. | Transfer a user presenting a risk or difficulty | ☐ | |

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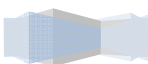
## Mobility (moving around)

### Moving around in the resource safely

| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Structure, remind, stimulate, supervise | ☐ | B |
| 4. | Teach a child to walk | ☐ | |
| 5. | Help a user presenting a risk or difficulty when moving around | ☐ | |
| 6. | Teach a user presenting a risk or difficulty to move around | ☐ | |

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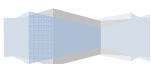
## Mobility (stairs)

### Going up and down stairs safely

| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Structure, remind, stimulate, supervise | ☐ | B |
| 4. | Teach a child to go up and down stairs | ☐ | |
| 5. | Help a user presenting a risk or difficulty when going up and down stairs | ☐ | |

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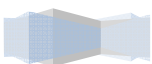
## Conduct (impulses)

### Controlling Impulses

**Examples: excessive agitation, physical aggression, sexual aggression, verbal aggression, hyperactivity, inappropriate sexual behavior, compulsion, rages, disturbance, intrusive wandering, low tolerance of frustration, running away, impulsiveness, irritability, acting out, uncontrolled alcohol or drug use, excessive gaming or Internet use, vandalism, theft**

| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Assist, advise, structure, prevent, remind, supervise | ☐ | B |
| 4. | Teach a user to manage impulsiveness | ☐ | |
| 5. | Ensure a safe environment | ☐ | |
| 6. | Help or teach a user presenting a risk or difficulty to control impulsiveness | ☐ | |
| 7. | Control user misconduct | ☐ | |

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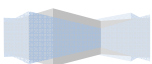
## Conduct (emotions)

### Controlling Emotions

**Examples: mood alterations, perceived threats, apprehension, sleep disorders, excessive exuberance or sadness, extreme fatigue or anxiety, hypersensitivity, emotional lability, lack of interest, mutism, obsession, fear, withdrawal, somatization, excessive talking.**

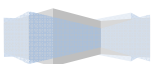| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Assist, advise, structure, encourage, prevent, remind, reassure, supervise | ☐ | B |
| 4. | Encourage a user to try various types of activities | ☐ | B |
| 5. | Teach a user to manage emotions | ☐ | |
| 6. | Help or teach a user presenting a risk or difficulty to control emotions | ☐ | |
| 7. | Control a user's emotional disorders | ☐ | |

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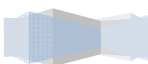
## Conduct (relational capacity)

**Examples: lack of boundaries, asocial behavior, cruelty, stubbornness, invasiveness, hostility, hyper-sexualization, inability to adapt to others, inhibition, intimidation, isolation, bad company, inability to follow rules, opposition, provocation, socialization disorder, vulnerability.**

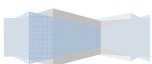| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Assist, advise, structure, prevent, remind, sensitize | ☐ | B |
| 4. | Promote socialization | ☐ | B |
| 5. | Teach a user to develop better social and problem-solving skills | ☐ | |
| 6. | Help or teach a use presenting a risk or difficulty to develop better social and problem-solving skills | ☐ | |
| 7. | Control a user's relational disorders | ☐ | |

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## Conduct (self-destructive behavior)

**Examples: self mutilation, suicidal ideas or actions, eating disorders**

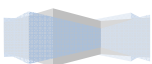| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Assist, ensure, advise, structure, observe, supervise | ☐ | B |
| 4. | Be attentive and vigilant with regard to user's self-destructive behaviors | ☐ | B |
| 5. | Make the user's environment safe | ☐ | |
| 6. | Teach a user presenting a risk or difficulty to control self-destructive behavior | ☐ | |
| 7. | Control a user's self-destructive behavior | ☐ | |

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## Integration

**Attending and persisting in integration activities (school, work, etc.)**

| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Assist, advise, structure, encourage, promote, stimulate, supervise | ☐ | B |
| 4. | Teach a user to carry out activities related to school, work, etc. | ☐ | |
| 5. | Help or teach a user presenting a risk or difficulty to carry out activities related to school, work, etc. | ☐ | |
| 6. | Structure user's attendance at school, work, etc. | ☐ | |

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## Independent Living

**Achieving or maintaining autonomy with respect to household tasks**

**Examples: laundry, housekeeping, food shopping, budget management, transportation, meal preparation, communication, etc.**

| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation that user has correctly carried out household tasks. | ☐ | B |
| 3. | Assist, advise, structure, promote, remind, stimulate, supervise, check | ☐ | B |
| 4. | Help a user with daily household tasks | ☐ | |
| 5. | Teach a user to carry out household tasks | ☐ | |
| 6. | Help or teach a user presenting a risk or difficulty to carry out household tasks | ☐ | |

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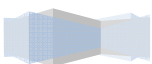
## Physical Problems

**Health problems, physical or sensory disability requiring special care and services from healthcare professionals**

| | ACTIVITIES | | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation that medication has been taken | ☐ | B |
| 3. | Quick check with or without adaptation that user have done the exercises or used the methods recommended by a healthcare professional | ☐ | B |
| 4. | Help, observe, remind, stimulate, supervise | ☐ | B |
| 5. | Distribute medication | ☐ | B |
| 6. | Carry out noninvasive care activities of daily living | ☐ | |
| 7. | Administer prescribed medication | ☐ | |
| 8. | Administer medication requiring structureing | ☐ | |
| 9. | Help a user presenting a risk or difficulty do exercises or use methods recommended by a healthcare professional | ☐ | |
| 10. | Use invasive care techniques related to breathing | ☐ | |

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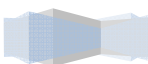
## Appointments

**Accompany user to his psychosocial, family, school, work, and other appointments, to appointments with healthcare professionals, and outside activities.**

**N.B.: Plan 3 hours per appointment**

|  | ACTIVITIES |  | RATING |
|---|---|---|---|
| 1. | No intervention | ☐ | B |
| 2. | Quick check with or without adaptation | ☐ | B |
| 3. | Assist, structure, encourage, promote, remind | ☐ | B |
| 4. | Accompany a user to appointments less than once a month | ☐ | B |
| 5. | Accompany a user to appointments once or twice a month | ☐ | |
| 6. | Accompany a user to appointments 3 to 4 times a month | ☐ | |
| 7. | Accompany a user to appointments 5 times or more a month | ☐ | |

Details:

_____

_____

_____

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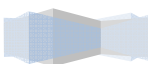
# DESCRIPTION OF ACTIVITIES
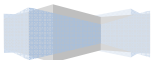
## No Intervention

*Basic service that allows users to carry out the activity themselves*
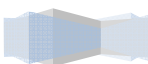
Descriptors concerned: All

> The resource lets user correctly carry out activities related to the descriptor himself.
>
> If user cannot carry out activities safely or without difficulty, someone other than the resource (family member, etc.) will do him on an ongoing basis.
>
> The resource does not intervene when the descriptor does not apply.

**Example:**

❖ User does not have to go up and down stairs safely because he is in wheelchairs.

❖ If user have no independent living objective, no intervention is required.

❖ User display no self-destructive behavior; the same is true for the integration descriptor

## Quick Check with or without Adaptation

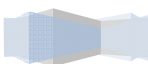*Basic service that allows or encourages user to carry out the activity himself*

Descriptors concerned: All

The resource partially checks the means user use to carry out the activity correctly. It is confident that user puts his personal resources and those of his support networks to good use. User does what is expected of him. Occasional structuring and minimal call to order.

Or the resource carries out a quick check with adaptation, by which it adjust or modifes the environment (inside or outside the living environment) to meet user's needs.

**Examples:**

❖ Check whether user who is going to do an activity have followed hisroutine before leaving and are prepared, i.e., he is clean and suitably dressed, his lunch is made, etc.

❖ Prepare, place, and arrange all objects and technical aids within user's reach. Or carry out simple actions to help user do activities himself.

❖ Assign user a place where they can carry out an activity quietly, safely, and without mess.

❖ For user who presents a choking risk or has trouble swallowing, the resource adjusts the texture of solids and the consistency of liquids to help him eat without choking.

❖ Place familiar objects in the room, as well as objects to help user get his bearings (time, space, people).

❖ Provide light supervision to help user with self reflection after a detox session.

**Assist, Ensure, Advise, Structure, Encourage, Promote, Observe, Prevent, Remind/Return, Reassure, Sensitize, Stimulate, supervise, Check**

_Basic_ service that encourages or helps user in carrying out the activity himself

Descriptors concerned: all

The resource offer descriptor-related activities that provide numerous opportunities to learn or maintain skills. These are basic activities adapted to user's specific characteristics. It can be done individually with users or in the presence of others.

The activities help user develop or maintain a satisfactory level of functioning. When asked by staff to carry out the activities, user does so with little or no resistance

Individualized, flexible service that requires basic support or assistance skills on the part of the resource.

**Examples:**

❖ Structure user to prevent abusive consumption of alcohol or drugs, and excessive gaming or Internet use.

❖ Observe and listen to user who finds it hard to do an activity and help him find solutions. Decode user's difficulties when he is unable to express him an appropriate manner. Detect warning signs in order to quickly intervene.

❖ Provide the equipment user needs to carry out descriptor-related activities as he becomes necessary.

❖ Place and structure user, and remind him of the limits and rules regarding the choice and quantity of items or products he can use and the time available for the activity (eating, hygiene, going to the toilet).

❖ Show user how to choose clothing suitable for the temperature and circumstances. Encourage him to wear clothing that is easy to put on and take off (loose pants with elastic waist, shoes with Velcro fasteners, etc.).

❖ Help user finish dressing (zippers, buttons, laces).

❖ Tell user that it's time to go to a quiet place to calm down and find his own solution to his behavioral problems.
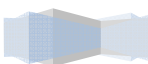
❖ Help user look forward to attending a scheduled activity. Redirect user's feelings of fear or wanting to give up. Prevent, stimulate, reassure.

❖ Help user takes responsibility for his independent living activities so he maintains his skills. Allow user, even those with poor learning potential, to carry out activities so he keeps busy, feel useful, and has better self-esteem. Encourage child to make his bed and pick up his toys.

❖ Make and keep track of appointments for user.
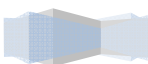
## Encourage User to Try Various Activities

*Basic service that helps or encourages user in carrying out activities*
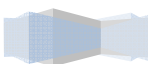
Descriptor concerned: Conduct (emotions)

The resource provides descriptor-related activities (conduct [emotions]). The service can be provided at any time of day, and the activities can be done individually with the user or as a group.

The purpose of the service is to keep user in an emotional state that contributes to his well-being. The objective is to stop persistent, anxiety-provoking thoughts and prevent negative emotions.

The service takes into account user's interests and tastes.

**Examples:**

❖ Encourage user to try various types of activities by turning his attention to an activity that is significant and pleasant, or talking about happy memories.

❖ Do activities that help user express his emotions.

❖ Give user a repetitive task to change his mindset.

❖ Do activities that boost user's self-esteem.

## Promote socialization

*Basic service that helps or encourages user in carrying out an activity*

Descriptor concerned: Conduct (relational capacity).

The activities provided by the resource can occur at any time of day. They are general and flexible and can be done individually or as a group. The service is relatively simple and must be flexible to take into account user's interests and tastes.

**Examples:**

- ❖ Encourage shyer user to develop relationships with others.
- ❖ When appropriate, encourage user to take part in recreational activities outside the resource.
- ❖ Introduce user to other people or invite him to introduce himself.
- ❖ Encourage user to become active in the community's social and service organizations.
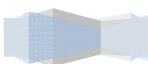
## Be Attentive and Vigilant

*Basic* service that accompanies users

Descriptor concerned: Conduct (self-destructive behavior)

> The resource is vigilant with user who has demonstrated self-destructive behavior in the past. This involves paying attention and being vigilant rather than taking specific actions.

**Example:**

❖ Be attentive and vigilant with respect to the behaviors of user under supervision to prevent his condition and level of functioning from deteriorating.
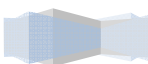
## Teach

*Higher level service that accompanies user in carrying out an activity*

**With children**

Descriptors concerned: Eating, dressing, hygiene, personal grooming, elimination, mobility

(moving around, stairs).

The resource provides learning activities and takes the time required to carry him out. These are regular activities appropriate for the child's age and stage of development. The child is shown how to do the activity through words, gestures, or examples. The child is structured, guided, and reassured. Learning tools may or may not be used.

The objective of the activity is to help the child acquire the information, behaviors, and attitudes he or she needs to develop, and teach the child how to use this information or acquire these behaviors.

**Examples:**

❖ Guide a child who is learning to walk at every step to reduce the fear of falling or getting hurt.

❖ Teach a child the skills related to eating, dressing, hygiene, personal grooming, potty training, walking, and going up and down stairs.
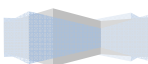
**Adults and Adolescents**

Descriptors concerned: Conduct (impulsiveness, emotions, relationships), integration, independent living

For adults and adolescents, the resource provides learning activities and takes the time necessary to carry them out. The means used are adapted to user characteristics, taking into account the user's stage of development. User may or may not have difficulty with the descriptor (e.g., learning to manage emotions) or may be learning something new. Learning tools may or may not be used.

The objective of the activity is to increase autonomy. The activity should generally yield short- and medium-term results.

**Examples:**

❖ Show adolescents how to carry out their activities, follow a routine, prepare their belongings, honor their commitments, etc.

❖ Teach basic social skills.

❖ Teach household chores to user who will soon be moving into an apartment.
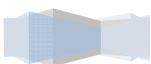
**User presenting a risk or difficulty**

Descriptors concerned: eating, dressing, hygiene, personal grooming, elimination, mobility (moving around), conduct (impulses, emotions, relationships, self-destructive behaviors), integration, and independent living.

The service may involve a certain level of complexity and require special skills. Learning tools may or may not be used.

User present a risk or difficulty related to the descriptor, and the service provided by the resource is aimed at teaching him to overcome or come to terms with these obstacles. Even if user has the potential to learn, results may take some time to materialize.

**Examples:**

❖ Closely structure the dressing sequence of user with a pervasive developmental disorder and remind him of the steps.

❖ Use strategies or techniques to resolve incontinence (enuresis or encopresis) problems.

❖ Explain to user how to deal with his health restrictions.

❖ Use pictograms, emulation pictures, etc.

❖ Sensitize user to signs leading to loss of control of him impulses, emotions, or social skills. Show him how to find solutions to his problems, identify his emotions, and act in a socially acceptable manner.
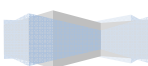
## Accompany

*Higher* level service that accompanies user

Descriptors concerned: Eating, dressing, personal grooming, elimination, mobility, conduct, integration, independent living, physical problems (exercises and methods recommended by a healthcare professional)

The resource accompany user when it is with the user during a descriptor-related activity, whether inside or outside the resource. When necessary, the resource accompanies user to appointments with he's doctor, professor, employer, and so on. It also accompanies user when user have guests over and require a caregiver to be present throughout the visit.

**Examples:**

❖ Closely watch over user who has a tendency to gulp down he's food to prevent him choking.

❖ Stay with user while he bathes to show him which products to use and how in order to prevent mess.

❖ Partially assist user who has some trouble moving around.

❖ Accompany user to medical, psychosocial, family, school, work, or other appointments, or to outside activities.
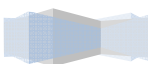
## Carry Out an Activity, Use a Special Technique

*Higher level service that carries out an activity on behalf of the user*

Descriptors concerned: mobility, eating, dressing, hygiene (washing and grooming), elimination.

The resource carry out actions that user cannot do himself.

User's situations can vary considerably, but in all cases, user is hardly able or completely unable to accomplish the activity. Either he has not reached that stage in his development (baby) or it is risky or difficult for him to carry out the descriptor-related activity.

The activity may require special techniques, training, or specialized knowledge (approaches, special skills, helpful attitude, compliance with protocol instructions, and so forth).

**Examples of carrying out an activity**

❖ Transfer a baby or user presenting a risk or difficulty

❖ Feed, dress/undress, wash, groom, change a baby or adult diaper

**Examples of using a special technique**

❖ Use a special technique to feed a user who does not accept certain food textures.

❖ Massage user's cheeks and jaws so that he opens his mouth.

❖ Use a special technique to get user to accept being touched during hygiene care or personal grooming.

❖ Comply with instructions in protocols.

❖ Use equipment when manipulating user, if required.
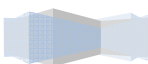
## Make the Environment Safe

*Higher level service that carries out the activity on behalf of the user*

Descriptors concerned: Conduct (impulses and self-destructive behavior)

The resource must prevent incidents and accidents. It secures the environment of user who is presenting serious conduct-related problems (impulses, self-destructive behavior).

**Example:**

❖ Remove objects that could injure the user or others or cause serious damage to the living environment.
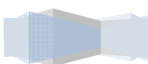
## Initiate

*Higher* level service that helps user or carries out the activity on behalf of the user

Descriptors concerned: eating, dressing, hygiene, personal grooming

The resource initiates an action to get user to carry out an entire activity by himself.

**Examples:**

❖ Present a spoon and put it in user's hand

❖ Lift an arm to encourage user to put on a jacket; show user their pants, etc.
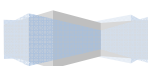
## Physical Problems (various)

_Basic_ service that allows or encourages user to carry out the activity himself.

**The resource distributes medication:**

The resource simply distributes medication to user who is able to take the medication himself. User is aware of what he is taking and why he is taking it.

_Higher_ level service that accompanies users or carries out the activity on behalf of the user

**The resource carries out noninvasive daily living activities:**

The resource carry out activities that user cannot do himself. This is care that does not go beyond physiological barriers or risk harming user.

**Examples:**

- ❖ Put on compression stockings.
- ❖ Apply a transparent adhesive film.
- ❖ Apply a dry bandage.
- ❖ Empty a urine collection bag.
- ❖ Put on a urinary condom.
- ❖ Measure capillary blood glucose
- ❖ Take blood pressure (pre-post medication, structureing).
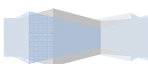
**The resource administers prescribed medication:**

The resource administers medication to user who is unable to do so himself, particularly due to a physical or behavioral disability or a cognitive deficiency. The service involves a certain level of control and help with taking the medication.

**The resource administers medication requiring structuring:**

Structuring is necessary to ensure that user has actually taken the medication. The resource is asked to make observations and submit them to designated individuals. Structuring the side effects of the medication may be required.

**Examples:**

❖ Watch user to make sure he does not hide or spit out the medication.

❖ Provide a clear report on the administration of the medication or its effects to a doctor, nurse, or other health professional.
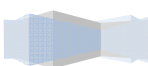
**The resource helps user who is at risk or has difficulty doing exercises or using methods recommended by a healthcare professional:**

The resource helps user do exercises or a use method recommended by a healthcare professional or carries out these actions on user's behalf. It ensures that recommendations are followed correctly.

**Examples:**

❖ Do daily stretching exercises with spastic users

❖ Do exercises recommended by a physiatrist or occupational therapist

❖ Teach sign language

❖ Do stimulation exercises

❖ Teach Braille

❖ Follow a nutritionist's advice (special diet, liquid diet, weight loss diet, etc.).

❖ Do clapping exercises
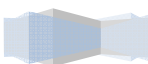
## Providing Invasive Care

*Higher level service that carries out the activity on behalf of the user*

The resource provides invasive care when it uses care or exploration methods that go beyond physiological barriers or into an artificial opening in the human body, or cause a more than a superficial lesion on the body.

These services always require prior training.

**Examples:**

**Eating**:

- ❖ Force feeding users with a feeding tube (including through an artificial opening)
- ❖ Irrigation of a feeding tube

**Elimination:**

- ❖ Stimulation of anal reflex (rectal touch)
- ❖ Rectal cleaning
- ❖ Pushing rectal muquosa inside anal margin
- ❖ Colostomy collection appliance: empty and clean bag (including changing the collar).
- ❖ Intermittent bladder catheterization
- ❖ Open bladder irrigation with an injection syringe
- ❖ Urinary stoma collection devices: empty and clean collection bag, change collection device
- ❖ Maintenance of permanent bladder drainage system (change urine bag)

**Breathing:**

- ❖ Administer oxygen with a mask or nasal prongs.
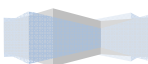
## Controlling

*Higher level service that carries out the activity on behalf of the user*

Descriptors concerned: eating, conduct (impulses, emotions, relationships, self-destructive behavior), integration.

The resource intervenes with user in difficulty or at risk with respect to the descriptor. It takes decisive action to stop or provoke a user behavior.

User's actions can have serious consequences for him or others. These situations generally cause a great deal of stress and seriously disturb the user and his environment.

Control measures must be used rarely and when all other means prove inadequate. They are effective, firm, fair, neutral, and applied in a manner that is appropriate for the user. They must be backed up by a case management plan and comply with the institution's control measures policy.

**Examples:**

❖ Take decisive action so that user with health problems follows his diet.

❖ Require user with self-destructive behaviors to wear equipment that protects him and prevents him from injuring himself (helmet, gloves, etc.).

❖ Take decisive action to stop an actual or anticipated crisis if a user loses control.

❖ Stop a user's behavior.

❖ Take decisive action to make a user carry out a task.

❖ Put user in a quiet place with some sensory stimulation and structure him.

❖ Structure user showing self–destructive behavior.

❖ Provide transportation to ensure user attendance at school, work, or other activities.

❖ Make user obey and remain in the same room as an authority figure for a given period of time.