

**FORM FOR THE DETERMINATION AND CLASSIFICATION OF
SUPPORT AND ASSISTANCE SERVICES**

SPECIFIC SUPPORT OR ASSISTANCE SERVICES

CLASSIFICATION CHART

IDENTIFICATION OF USER

Surname and given name of user: _____
User No.: _____
Date of birth: _____ Sex: F M
Program service: _____

IDENTIFICATION OF RESOURCE

Name of resource: _____
Resource No.: _____
Name of person in charge: _____
Address: _____
Telephone No.: _____

IDENTIFICATION OF INSTITUTION

Provider in charge: _____
Institution: _____
Telephone No.: _____
Signature: _____

IDENTIFICATION OF COMMON SUPPORT OR ASSISTANCE SERVICES

FTR or IR « foster home », « group residence » or other:
IR « supervised apartment », « rooming house » or other:

PARTICIPANTS IN THE MEETING

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DATE OF THE CLASSIFICATION / (D) / (M) / (Y) _____

USERS NOTICE:

The classification chart is intended to the case workers who are responsible to fill in section 2 of Form for the determination and classification of support and assistance services.

Presented as a booklet, this chart is a handful tool. For a proper usage, it is important to print it in its original format with the following setup:



- Select recto verso print mode
- Select legal page format
- Select landing orientation

17 APPOINTMENTS

Accompany the user to appointments of a psychosocial or family nature or for school-work-other, or with health professionals or for outside activities.

N.B. Count 3 hours for an appointment.

1. No intervention
2. Slight verification with or without adaptation
3. Help, monitor, encourage, promote, remind.....
4. Accompany the user less than once per month to appointments
5. Accompany the user once or twice per month to appointments
6. Accompany the user more than twice but up to 4 times per month to appointments
7. Accompany the user more than 4 times per month to appointments

DETAILS:

16 PHYSICAL (care)

Health problems, physical and sensorial incapacity requiring special care and services from health professionals other than medications.

1. No intervention.....
2. Slight verification with or without adaptation of user in exercising and applying the means recommended by a professional.....
3. Help, observe, remind, stimulate, supervise.....
4. Perform non-invasive care activities for daily life
5. Accompany a user showing a risk or difficulty in exercising and applying the means recommended by a professional
6. Apply invasive care techniques for breathing

DETAILS:

1 FEEDING

Eat properly without risk of choking and risk to the user's health.

N.B. The descriptor includes meals and snacks.

1. No intervention.....
2. Slight verification with or without adaptation
3. Help, monitor, remind, stimulate, supervise
4. Feed a baby
5. Teach a child to eat
6. Accompany or feed a user showing a risk or difficulty
7. Teach a user showing a risk or difficulty to eat
8. Initiate the gesture so that the user showing a risk or difficulty feeds himself or herself.....
9. Feed a user requiring a special technique.....
10. Apply invasive care (tube feeding)
11. Control the feeding of a user showing a risk or difficulty

DETAILS:

2 DRESSING

Choose proper clothes. Dress and undress properly. Same actions for any orthosis and prosthesis.

- 1. No intervention
- 2. Slight verification with or without adaptation
- 3. Help, monitor, stimulate, supervise, verify
- 4. Dress and undress a baby.....
- 5. Teach a child to dress and undress
- 6. Accompany, dress and undress a user showing a risk or difficulty.....
- 7. Teach a user showing a risk or difficulty to dress and undress.....
- 8. Initiate the gesture so that the user showing a risk or difficulty dresses and undresses
- 9. Dress and undress a user requiring a special technique.....

DETAILS:

15 PHYSICAL (medications)

Distribution and administration of medications.

- 1. No intervention
- 2. Slight verification with or without adaptation of medication intake
- 3. Help, observe, remind, stimulate, supervise
- 4. Distribute medications
- 5. Administer prescribed medications
- 6. Administer medications requiring supervision

DETAILS:

14 AUTONOMOUS LIFE

Reach or maintain autonomy in domestic life activities.

Examples: laundry, house maintenance, errands, budget management, transportation management, cooking, use of means of communication, etc.

- 1. No intervention
- 2. Slight verification with or without adaptation of user in domestic life activities .
- 3. Help, advise, monitor, promote, remind, stimulate, supervise, verify
- 4. Accompany the user in domestic life activities.....
- 5. Teach the user to perform domestic life activities
- 6. Accompany or teach a user showing a risk or difficulty to perform domestic life activities.....

DETAILS:

3 HYGIENE

Wash oneself (body, hair) properly.

- 1. No intervention
- 2. Slight verification with or without adaptation
- 3. Help, monitor, prevent, remind, stimulate, supervise, verify
- 4. Wash a baby
- 5. Teach a child to wash
- 6. Accompany or wash a user showing a risk or difficulty
- 7. Teach a user showing a risk or difficulty to wash
- 8. Initiate the gesture so that the user showing a risk or difficulty washes himself or herself
- 9. Wash a user requiring a special technique

DETAILS:

4 HYGIENE (continued)

Self-care.

Examples: partial washing, daily activities (brushing teeth, combing hair, shaving, etc.) and periodical activities (nail maintenance, menstrual hygiene, etc.)

1. No intervention
2. Slight verification with or without adaptation
3. Help, monitor, prevent, remind, stimulate, supervise, verify
4. Perform self-care for a baby
5. Teach self-care to a child
6. Accompany or perform self-care for a user showing a risk or difficulty
7. Teach a user showing a risk or difficulty to perform self-care
8. Initiate the gesture so that the user showing a risk or difficulty performs self-care
9. Perform self-care for a user according to a special technique

DETAILS:

13 INTEGRATION

Attendance and maintenance of user in his or her integration activities (school-work-other).

1. No intervention
2. Slight verification with or without adaptation
3. Help, advise, monitor, encourage, promote, stimulate, supervise
4. Teach the user to perform activities related to school-work-other attendance .
5. Accompany or teach a user showing a risk or difficulty to perform activities related to school-work-other attendance
6. Control the user's regular attendance in school-work-other activities

DETAILS:

12 CONDUCT (self-destructive behaviours)

Control self-destructive behaviours.

Examples: self-mutilation, suicidal ideas-gestures, eating disorders.

- 1. No intervention
- 2. Slight verification with or without adaptation
- 3. Help, assure, advise, monitor, observe, supervise
- 4. Be attentive and vigilant as to the user's self-destructive behaviours.....
- 5. Make the environment safe for the user
- 6. Teach a user showing a risk or difficulty to control self-destructive behaviours.....
- 7. Control the user's self-destructive behaviours

DETAILS:

5 ELIMINATION

Perform all activities related to that function.

Examples: going to the restroom, remove clothes, using the toilet and toilet paper, flushing the toilet, putting clothes back on, washing hands.

- 1. No intervention
- 2. Slight verification with or without adaptation
- 3. Monitor, prevent, remind, supervise
- 4. Change the diaper of a baby.....
- 5. Toilet train a child.....
- 6. Accompany the user in elimination activities
- 7. Change the incontinence pants of a user
- 8. Toilet train a user showing a risk or difficulty
- 9. Help a user to eliminate according to a special technique.....
- 10. Apply techniques of invasive care for intestinal or bladder elimination

DETAILS:

6 MOBILITY (transfers)

Have the mobility to transfer oneself (bath, chair, bed, toilet).

- 1. No intervention.....
- 2. Slight verification with or without adaptation
- 3. Monitor, remind, stimulate, supervise
- 4. Perform transfers of a baby
- 5. Accompany a user showing a risk or difficulty to perform his or her transfers .
- 6. Perform transfers of a user showing a risk or difficulty

DETAILS:

11 CONDUCT (relationship capacity)

Have suitable relationships.

Examples: absence of boundaries, asocial behaviour, cruelty, stubbornness, invasion, hostility, oversexualization, inability to adapt to others, inhibition, intimidation, isolation, bad acquaintances, non-observance of rules, opposition, provocation, socialization, problems, vulnerability.

- 1. No intervention.....
- 2. Slight verification with or without adaptation
- 3. Help, advise, monitor, prevent, remind, make aware
- 4. Promote socialization
- 5. Teach the user to develop better social and problem solving abilities
- 6. Accompany or teach a user showing a risk or difficulty to develop better social and problem solving abilities
- 7. Control the user's relationship disorders.....

DETAILS:

10 CONDUCT (emotions)

Control emotions.

Examples: mood swings, threatening anticipations, apprehension, sleep disorder, excessive exuberance or sadness, extreme fatigue, excessive worrying, hypersensitivity, emotional lability, lack of interest, mutism, obsession, fear, withdrawal, somatization, excessive verbalization.

- 1. No intervention
- 2. Slight verification with or without adaptation
- 3. Help, advise, monitor, encourage, prevent, remind, reassure, supervise
- 4. Promote the experience of various kinds of activities
- 5. Teach a user to manage emotions
- 6. Accompany or teach a user showing risk or difficulty to control emotions
- 7. Control the user's emotional disorders

DETAILS:

7 MOBILITY (move around)

Move around safely.

- 1. No intervention
- 2. Slight verification with or without adaptation
- 3. Monitor, remind, stimulate, supervise
- 4. Teach a child to walk
- 5. Accompany a user showing a risk or difficulty in moving around
- 6. Teach a user showing a risk or difficulty to move around

DETAILS:

8 MOBILITY (stairs)

Climb and go down stairs safely.

- 1. No intervention
- 2. Slight verification with or without adaptation
- 3. Monitor, remind, stimulate, supervise
- 4. Teach a child to climb and go down stairs
- 5. Accompany a user showing a risk or difficulty to climb and go down stairs

DETAILS:

9 CONDUCT (impulses)

Control impulses.

Examples: febrile agitation, physical aggressiveness, sexual aggressiveness, verbal aggressiveness, hyperactive behaviour, inappropriate sexual behaviour, compulsion, anger fit, disturbing, intrusive wandering, low tolerance to frustration, running away, impulsiveness, irritability, acting-out, unchecked use of alcohol-drug-gaming-Internet, vandalism, theft.

- 1. No intervention
- 2. Slight verification with or without adaptation
- 3. Help, advise, monitor, prevent, remind, supervise
- 4. Teach a user to manage his or her impulsiveness
- 5. Make the environment safe
- 6. Accompany or teach a user showing a risk or difficulty to control impulsiveness.....
- 7. Control a user's misconduct

DETAILS:
