



# The Basics for New Providers

## Individual Service Plan (ISP)

### Goal and Objective Development

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**Part B**

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# When creating a Person Centered Plan, we must consider...

- The individual's hopes and dreams and definition of a quality life
- What is Important TO and FOR the individual
- Gifts and capacities of the individual
- The individual's history
- “Answers to the 7 Questions” David Pitonyak, Ph.D.\*

# Hopes and Dreams A Wish List for Life



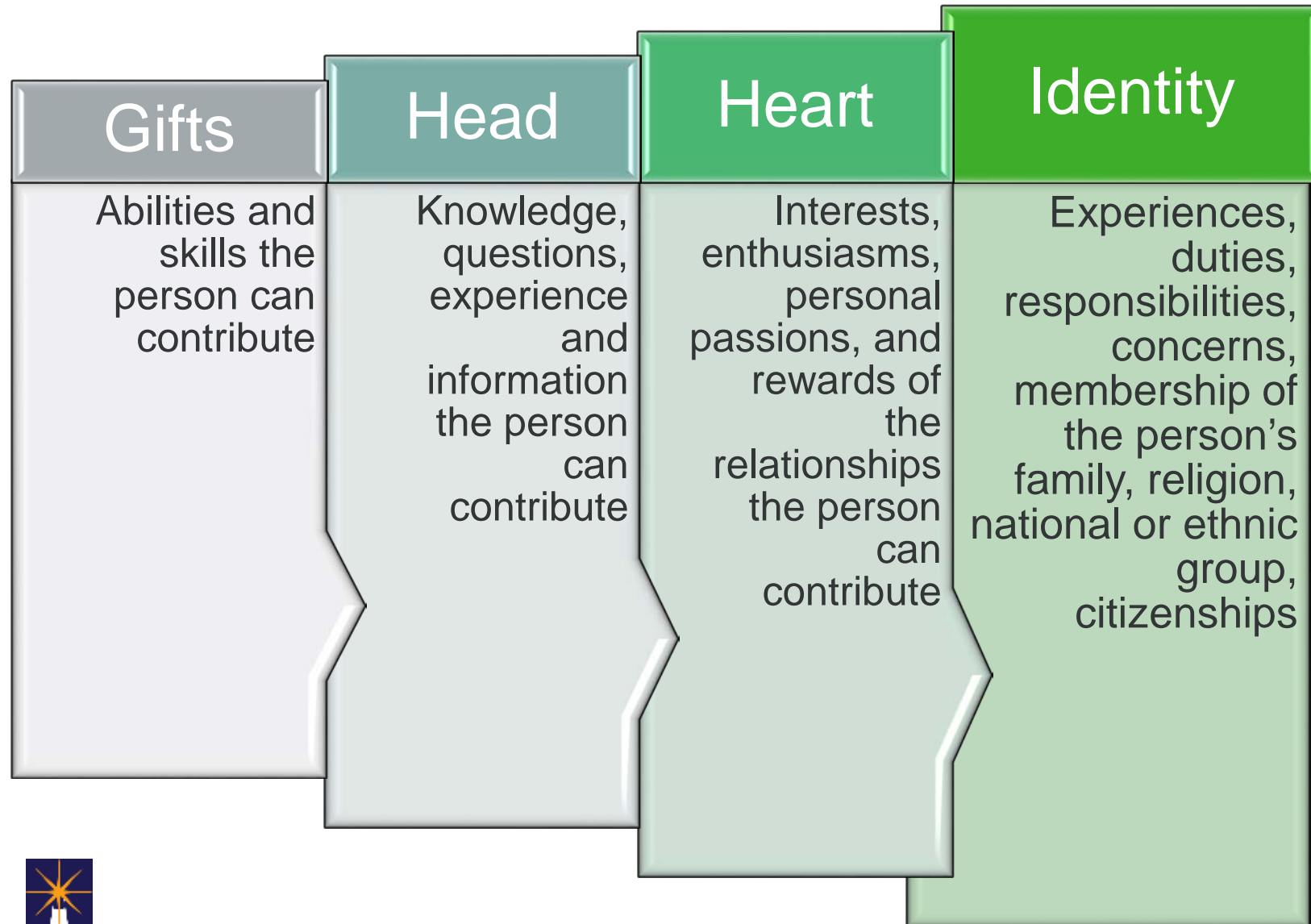
# Important TO and Important FOR\*

“To ensure the development of a person centered Individual Service Plan, we must learn...”

“What is **Important TO** the person is that which makes a person *satisfied, content, comforted, fulfilled and happy.*”

“What is **Important FOR** the person is what is needed to protect the *person’s health and safety, and support the person to be a valued and contributing member of their community.*”

# Gifts and Capacities



# What makes you special?

- What makes your heart sing?
- What are you really good at?
- How do you contribute to your fellow man?
- What are you proud of?



# Think of a person you support

- What makes the individual special?
- What is the individual really good at?
- What contributions does he or she contribute to fellow man?
- Did the list include his/her self help skills and ability to behave appropriately?



# History Map

MAPS

My History



About Me



My Gifts

Action Plan

✓
✓
✓
✓
✓
✓
✓



# MAP

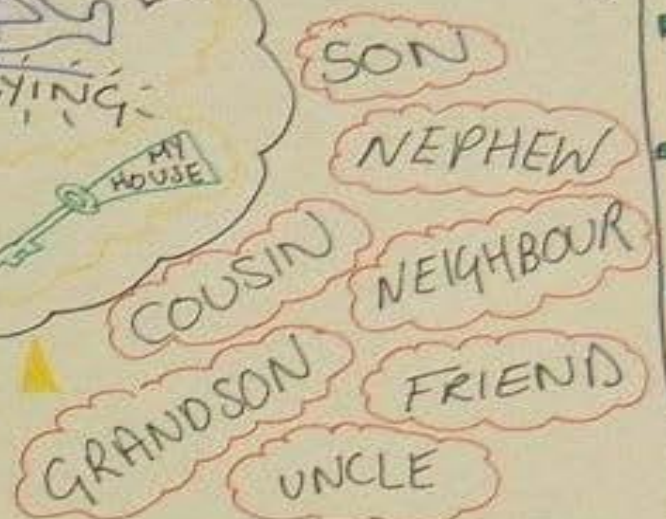
## MY STORY



## DREAMS



## WHO IS?

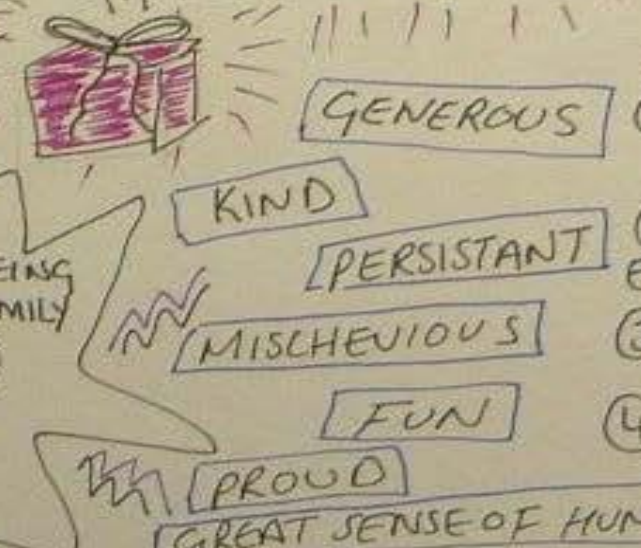


## NEEDS NOW

- FRIENDS
- EMPLOYMENT
- RE-LOOK AT HOME SITUATION
- RE-LOOK AT HOW SPENDING DAY



## STRENGTHS GIFTS + TALENTS



## ACTION PLAN

- ① DEVELOP CIRCLE OF SUPPORT.
- ② CONTACT SUPPORT EMPLOYMENT UNIT
- ③ SHARE + INVOLVE CIRCULAR MANAGER
- ④ PLANNING FOR MORE SOCIAL OPPORTUNITIES WITH CIRCLE

## NIGHTMARE

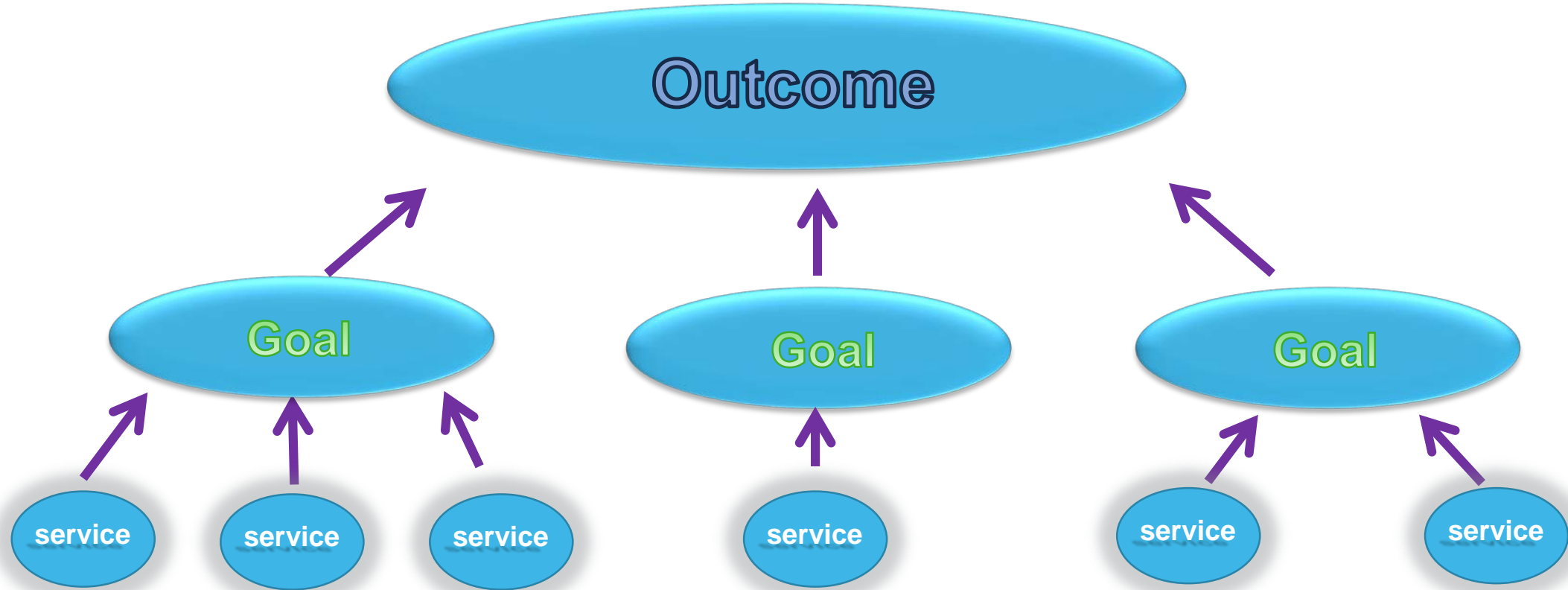


# The 7 Questions

- How can we help the person to achieve a sense of health and well-being?
- How can we help the person to expand and deepen his/her relationships?
- How can we help the person to have more fun in ordinary, everyday community places?
- How can we help the person to have more power?
- How can we help the person to make a contribution to others?
- How can we help the person learn valued skills?
- How can we help the person's supporters to get the support they need?



# The Outcome



***The Outcome effects the goals, supports and the services – not the other way around!***

***Gail Godwin, Shared Support, Maryland***

# Goals



**Outcome:** To develop social connections in the community

**Goals:** Going to recreational park or an event of choice. Build independence. Keep door key to home. Purchase items, explore hobbies, join clubs.



**Outcome:** Renovate bedroom.

**Goals:** Rearrange furniture in room. Choose theme and color combination. Shop for items needed. Hang pictures, and curtains, add posters of interests.



**Outcome:** Manage clothing/style.

**Goals:** Shopping, organize closet, donate old buy new. Wash/dry clothing, tie-dye. Make fashion statement.



**Outcome:** Budget for vacation.

**Goals:** Balance spending, review bank statements. Go to bank and ask bank representative about different saving accounts. Use ATM card. Develop a budget.



**Outcome:** Operate appliances/electronics in home.

**Goals:** Turn on radio or music player. Use TV remote, use crockpot, use video game console, juicers and/or alarm system.

Examples of goals aimed at choice/control and increased independence

# Outcomes to Goals



**Outcome:** Independent food preparation.

**Goals:** Making a snack lunch. Preparing a simple snack. Make toast. Make coffee.



**Outcome:** Communicate choices effectively.

**Goals:** Use a communication board or device. Learn new gestures/sign language.



**Outcome:** Increase social network.

**Goals:** Make friends, visit friend, getting a job.



**Outcome:** To be physically fit.

**Goals:** Walk a mile on a track. Exercise for 20 minutes. Lose 20 lbs. Select healthy foods in a restaurant. Learn key features of diabetic diet. Lead a Zumba class. Learn to use a FitBit or Apple Watch



**Outcome:** To be a valued member of the community.

**Goals:** Increase number and variety of community trips. Volunteer at Humane Society. Learn social norms, e.g., quiet in library, standing in line. Plan shopping trips.



**Outcome:** Use a computer.

**Goals:** Find information on the internet. Play video games. Learn smartphone features. Use Google. Send email. Social media.

Examples of goals aimed at choice/control and increased independence

# Creating a Goal

- A Goal is the expected performance of a person in a broad activity or skill sequence which can reasonably be accomplished in 1 -3 years. A goal should be clearly defined and have specific objectives. It sets the frame for specific learning objectives.
- How will the person know when the goal is met? The goal should reflect *a definitive outcome* so that it can be determined when it has been reached. (i.e. to “improve,” “participate in”, or “increase,” is not definitive.)
- Example...“Increasing the person’s independent living skills” is too broad. Better goal would be “To use social media to create ongoing, meaningful contacts with friends and family.”



# Ways to Measure Progress

- **Number Correct:** Used to track the number of times successfully completed out of the total number of trials
- **Task Analysis:** Used when teaching self-help skills or any skill that require movement with discrete steps
- **Percent Accuracy:** Use when there is a variable number of opportunities to engage in the desired behavior
- **Duration:** Used to measure the time spent conducting the desired activity
- **Distance:** Used to track the actual distance, like “walking with a another person that walks”
- **Observable Quality:** Used to track the desired quality of the task shown by the person, i.e., helping a peer effectively, cleanliness of apartment



# Training Objectives vs. Service Objectives

**Training Objective:**  
The person's behavior is measured using specific criteria

**Service Objective:**  
The staff's behavior is measured

Sue will complete her laundry, completing all 5 steps of the task analysis for 10 consecutive data sessions.

Sue's staff will arrange transportation each week so that Sue can visit her mother.

Sue will deposit \$5 per week into her savings account.

Sue's staff will take her to the bank to withdraw \$5 per week



# Using prompts

- Using prompts as criteria to measure progress, you must describe the person's response in enough detail to assess progress.
- While prompts are sometimes used by people to measure progress, they actually measure staff behavior instead of the learner's behavior, since staff control the number of prompts delivered.



# Key Areas to Remember



Coaching

Response



Progress



# Key Areas to Remember



## DOS

- Coaching Provided
- Person's Response
- Learned New



## DON'TS

- Only Staff Actions
- Not Matching Objective
- No Progress or lack of Progress



# Resources



- The Learning Community for Person Centered Practices (TLCPCP). Retrieved from <http://tlcpcp.com>
- Mount, Beth. (2017). *Gifts and capacity*. Retrieved from <http://www.bethmount.org/about.html>
- Pitonyak, David. (2014). *Seven Questions*. Retrieved from <http://dimagine.com/>

# Thank you

## Contact Us



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