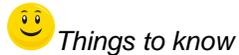


Virginia's ID and DS Waiver PC ISP Instructional Sample

Individual Support Plan



This instructional sample and all forms referenced are available at www.dbhds.virginia.gov. Go to Person-Centered Practices under Quick Links. A sample of Jack's ISP, with supporting documentation, and additional guidance materials can also be found on the website

Information on the Person-Centered Thinking training and tools referenced in this instructional manual can be found at <http://www.dbhds.virginia.gov/ODS-Self-AdvocateResources.htm>.

Part I. Essential Information

Essential information is needed for accessing services and supports. This information may be stored and shared in a single version called the **Essential Information long form** or it may be captured in an existing paper or electronic record and indexed for easy access, distribution and regulatory review.

The CSB begins gathering essential information from the individual, family members and others at intake. Essential information required by providers is shared by the support coordinator (SC) with new providers as they are selected by the individual. Existing providers receive only those changes in information from previous years with the use of an Essential Information Update form (i.e., **providers supporting individuals prior to 4/1/09 only need to receive updates to their existing information**). Any changes in the information during the year are shared between the provider and support coordinator (SC). The SC is responsible for forwarding updates as needed to all providers.

Required Information:

Essential information may be stored, indexed and shared in any format. This index is for a support coordination record. Each provider is responsible for maintaining their own essential information and updating it as needed. Essential information required for a support coordination record is listed below. The information designated with ** in this support coordination record is what is forwarded to a new provider.

As a single point of entry, the CSB will have eligibility and other information not required in Waiver provider records.

Location in Record:

For easy access and regulatory review, indicate where in the individual's record the essential information can be found.

Note how Oakridge CSB describes for the reviewer where the individual's Essential Information can be found in their paper record.

Required Information:	Location in the record:
Contact Information	<i>Laminated card on inside front flap of record</i>
Emergency Contacts/Representation	<i>Laminated card on inside front flap of record</i>
Psychological or Developmental Evaluation	<i>Tab 4 "Evaluations & Assessments"</i>
Current Level of Functioning Survey	<i>Tab 4 "Evaluations & Assessments"</i>
Support Coordination and Provider Contacts	<i>Tab 2 "Provider Information"</i>
**Communication and Sensory Support	<i>Tab 5 "Social/Family Assessment"</i>
**Adaptive Equipment, Assistive Technology and Modifications	<i>Tab 5 "Social/Family Assessment"</i>
**Health, Medications, Physicals	<i>Tab 3 "Health Information"</i>
**Summary of Social/Developmental/Behavioral/Family History/Previous Interventions and Outcomes	<i>Tab 5 "Social/Family Assessment"</i>
**Summary of Employment and Educational Background	<i>Tab 5 "Social/Family Assessment"</i>
**Exceptional Support Needs/Risk Assessment (SIS Section IV)	<i>Tab 5 "Social/Family Assessment"</i>
**Ability to Access Services and Supports	<i>Tab 5 "Social/Family Assessment"</i>
**Legal, Financial and Advocacy Issues	<i>Tab 5 "Social/Family Assessment"</i>
**ISP Parts I-IV	<i>Tab 1 "Jack's Plan"</i>
ISP Part V	<i>Tab 1 "Jack's Plan"</i>

Part II. Personal Profile



Part II is a planning tool to help individuals (and people who support them) to 1) identify a preferred life, 2) pinpoint aspects of life in which improvements or changes are desired and 3) focus supports on desired outcomes, gifts, talents and preferences.



The Person Profile is not intended as a comprehensive description of the person (although a one-page profile taught in the Person-Centered Thinking training or the “I want a good life” workbook is recommended for providers to use when developing supports). **The Personal Profile is a tool for targeting what’s working in each important aspect of an individual’s life and needs to be maintained or improved and what isn’t and needs to be stopped or changed.**



People can work on their personal profiles any time during the year. It is completed with the person before the annual planning meeting, ideally by someone s/he chooses or who knows the individual well. When this is not possible, the profile is completed with the assistance of the support coordinator. Input from other partners can be provided at the meeting and changes to the profile that are desired by the individual are typed or handwritten directly on the profile at that time by a recorder. The support coordinator shares a copy of the final profile (typed or handwritten) with providers following the meeting.

A Good Life: *What does a good life look like to me?*



A Good Life is from the individual’s perspective, either directly, or for individuals who need the support, what the team agrees is the individual’s perspective. If it’s from the team’s perspective, start by exploring **Talents and Contributions** and **What’s working and What’s not working** in all life areas before completing the box below. Write it as if it’s happening today in ways that can be easily understood and visualized by others. Do not use “system-language” or anything else you’d not use if you were writing about your good life.



Note that since Jack is unable to communicate in traditional ways, Jack’s planning team considered the things they’ve learned about him that make him happy, and were then able to imagine what a good life might mean to him. This is explained by stating “Jack’s planning team thinks...” As they imagined, they regularly checked in with Jack. What Jack says himself is used in quotes.

Jack’s planning team thinks that he’d like to live in a home in a friendly neighborhood with just his 2 “buddies,” Joe and Jerry, with Stephanie (and others like her) to help him every day. An ideal neighborhood for Jack would be “the village,” with shops, banks and restaurants in walking distance and with sidewalks and slow traffic, so he can hang out with others from the neighborhood. In his good life, Jack goes to “the village” almost every day for different things, and sees familiar faces and neighbors to talk to on the way. Sometimes he has lunch with one or more of the new friends he’s made. He falls asleep and wakes up to the radio playing country rock. He has the same morning routine every day of the week, but sleeps in on Saturdays and Sundays. He also has more time to get his routine done, since there’s no hurry to get anywhere. On Fridays and Saturdays, he stays up maybe 2 hours later than usual to watch a DVD, go somewhere or play a game with friends. He has a varied and healthy diet of foods he chooses, he grows his own vegetables and he eats “gourmet” every once in awhile. In his good life, he shares meals with Joe and Jerry and sometimes with neighbors and other friends. He spends his free time working in the yard, mostly in his garden. He works part-time in a landscape business and makes enough money to eat out at least once a week in the neighborhood village.

Talents and Contributions: *What do people who know and care about me say about me? How do I contribute to friends, family and my community?*



Using our personal gifts and talents, particularly for contributing to others, helps make us strong, be included in "community" and make friends of similar interests. Traditional planning looks at fixing deficits. Person-centered planning helps people use their gifts and talents in making a life in the community. Individual's plans should support outcomes in which talents, contributions and inclusion in the community are emphasized.



Talents and Contributions are from everyone's perspective. Describe abilities and attributes that people like about the person. Consider things the individual does to help and make others feel welcome, comfortable and appreciated. Be specific so anyone reading this would know what it is the individual does.

Jack has a kind smile and uses it often with people he likes. He makes people feel special and important when he smiles at them.

Jack is strong and likes to help others. He is always willing to help lifting and moving big boxes and furniture.

Jack likes to work hard, especially physical work.

Jack is kind to others, laughs at people's funny jokes, repeats them and is fun to be around.

Jack is good with yard work and handling tools. When someone is with him, he can find the tools, rake, turn the compost, trim the jasmine, clean and put things away when he's done.

Jack likes to let others know he's thinking of them. He remembers birthdays of family and friends and wants to call or send a card on these occasions and to everyone at holidays.

Jack likes to try different kinds of foods, and the more "gourmet" (or different) the better.



*Pay particular attention to what makes an individual **unique**. Jack's team might have remembered how he loved Sushi and Tapas at the last 2 socials, which made quite a splash with the cooks. Unique gifts and talents aren't always readily seen, but can turn out to be the perfect way to contribute and be included.*



The final section of the Personal Profile (beginning on the following page) provides a snapshot of what's working in the individual's life and what isn't. Eight areas of a typical life are divided into various aspects that can make it a good (or not so good) life. The person, with his or her planning partner or support coordinator, identifies at least one thing that's important and working and one thing that's important and not working in each of life's aspects. Other members of the team can help fill in the blanks at the planning meeting, but the Personal Profile should not be a compilation of everything everyone knows about the person. It is a tool for targeting supports in the most effective manner towards the person's preferred life in the community.



Everything that's working and needs improvements and everything that's not working will not necessarily have its own outcome, but each would be expected to be addressed in the individual's life (or explained in Part IV). Some might be addressed in the supports that are provided (e.g., better lighting and special knobs for the stove) or within several of the individual's outcomes (e.g., meeting people in a new job and in participating in community activities).

Home

What's working? <i>Things I would like to stay the same</i>	What's not working? <i>Things I would like to see changed</i>
<p> Consider what's important to the person and working well in each of the aspects of a good life covered in this profile. "Working" means it makes one feel good, happy and satisfied. These are things that need to stay the same, happen more often in the future or be improved to broaden the individual's experience.</p> <p> "What's working" helps identify the individual's desires and needs for consistency and growth.</p>	<p> Consider what's important to the person and not working in each of the aspects of a good life covered in this profile. "Not working" means it makes one feel bad, unhappy, dissatisfied. These are the things that need to end, change or improve to "working" status.</p> <p> This column helps identify an individual's desires and need for change.</p>
<p>Home <i>Living in the same place as his friends, Joe and Jerry.</i></p> <p> Jack's good life will include living with or close to Joe and Jerry.</p>	<p><i>Living with too many people (8 in the home) and a roommate who doesn't like him to play his music after 9 p.m. If he wakes in the night, he wanders around, because he "can't sleep" and is "grumpy" the next day.</i></p> <p> Some things that are not working will be easy to discover just by thinking about that aspect of life.</p>
<p>Routines <i>Breakfast and dinner with Joe and Jerry.</i></p> <p> Some things that are working are easy to maintain.</p>	<p><i>Having his morning routine not go as he likes. Not being able to do things when he wants to do them. Helping Jack with what he can do himself. Not giving him privacy. Putting on shirts that have tags that scratch his neck. Not getting to sit on the porch with his coffee.</i></p> <p> Some things that are not working will be harder to uncover and might mean asking others or using PCT tools.</p>
<p>Independence <i>Making his own decisions about when to stay home and when to go to the day program. Helping John Turner (the contracted lawn service) in the yard.</i></p> <p> Just like talents and contributions, things that are working are perfect places to find ways to help the individual learn and grow.</p>	<p><i>Not being able to work in the yard or go places in the community when he'd like to.</i></p> <p> Some things that are not working are easy to change.</p>
<p>Privacy <i>Jack likes using John T's tool shed as a retreat when he wants to be alone.</i></p> <p> Some things that have worked for awhile, might not really "work" for the person.</p>	<p><i>No place set aside in the house for Jack to be alone when he needs it.</i></p> <p> Having a place for privacy besides the shed might work much better for Jack.</p>

<p>Safety at home <i>Joe and Jerry let other people know when Jack isn't feeling well. If he seems confused or doesn't answer, they help him sit or lie down and sip some orange juice.</i></p>	<p><i>Walking long distances alone along the wrong side of the busy highway to get to Krispy Kreme to visit his "buddies."</i></p> <p> <i>Some things that are not working for the individual's health or safety, but are important to the individual, can be difficult change and take compassion and creativity.</i></p>
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Community and Interests

<p style="text-align: center;">What's working? <i>Things I would like to stay the same</i></p>	<p style="text-align: center;">What's not working? <i>Things I would like to see changed</i></p>
<p>Neighborhood <i>Living close (less than a mile) to shops and restaurants that Jack likes to visit.</i></p>	<p><i>Has to be driven across the highway to the shops and restaurants he likes to visit, so doesn't happen often and doesn't have a "neighborhood."</i></p> <p> <i>Some things that are not working can usually be improved, even when they can't be completely fixed in one year.</i></p>
<p>Inclusion in community <i>Jack knows several of the older men who hang out at Krispy Kreme.</i></p>	<p><i>Leaving the house and walking across the busy highway to get to Krispy Kreme. Eating the donuts at Krispy Kreme. It would be nice if there was somewhere else Jack might like to go hang out.</i></p>
<p>Safety in my community <i>Once Jack's at the Krispy Kreme shop, someone calls and he waits to be picked up by someone from the group home. Some KK employees call John Turner, who will take him home.</i></p>	<p><i>Walking on the highway. Going to Krispy Kreme on his own. Only people who know Jack well know how to communicate with him.</i></p>
<p>Things I enjoy/hobbies <i>Hanging out "with Joe and Jerry." Visits to the Krispy Kreme and being with the guys there. Helping John Turner. Being in the tool shed looking at and touching the tools. Using the hammer to build (and to break things when "mad"). Getting cards and letters in the mail. Making people smile. Being outside. Working hard. Trying new "gourmet" ("no cans") foods. "Being strong."</i></p> <p> <i>Things that are working well might need to happen more often, in different ways or through broader experiences. Jack needs friends at places besides where "sweets" are served. There might be several ways Jack can help John Turner more.</i></p>	<p><i>Jack doesn't get to do enough of what he enjoys. Making Jack do things he doesn't like to do. Making him be with the group when he wants to be alone. He only gets a few cards a year and doesn't have much in the way of new experiences to discover what he might enjoy.</i></p>

Relationships	
What's working? <i>Things I would like to stay the same</i>	What's not working? <i>Things I would like to see changed</i>
Family and friends <i>Being able to eat meals and "hang out" almost daily with Joe and Jerry. Getting mail from Jack's 2 sisters and sometimes his brother on holidays.</i>	<i>Waiting for months at a time for something in the mail. Not being able to send mail to his family and friends as much as he'd like.</i>
Being understood by others <i>Jerry and Joe helping him to tell others what he needs. Waiting for as much as 2 minutes for Jack to respond. Having Stephanie to teach other support staff what Jack's communicating.</i>	<i>Getting wishes to be known by people who don't know him well. When direct support staff change and take awhile to learn the routines he needs and things that help him to have a good day.</i>
Qualities of those who support me <i>Jack likes to be around people who have soft voices, close doors and drawers quietly, use a firm, but gentle touch. He likes smiles and humor and enjoys being talked to about the day or what is happening, but not too much chatter, since he wants to join in too, and it takes him at least a minute of silence to say something. People who like to listen to country rock music, be outside a lot and walk (one of his favorite pastimes).</i>	<i>Jack takes a long time to answer a question, and it's usually repeating what he last heard. It doesn't work for staff who help him to talk a lot or hurry him along, without giving him time to make his choices. He does not like to be told or asked something more than once and sometimes during the busy morning that happens a lot.</i>
Culture, traditions <i>Celebrating Thanksgiving with his sisters. Celebrating the 4th of July and his birthday with his brother.</i>	<i>Not participating in holiday celebrations where he lives, in his neighborhood or with friends.</i>
Spirituality, religion <i>When Jack has time to sit on the screened-in porch in the morning, listen to the birds ("chickadee, chickadee"), he has a calmer and easier day.</i>	<i>Jack doesn't get to sit on the porch on the mornings when things are harried. He may have already gotten upset and didn't want to be anywhere with staff.</i>
Work and Alternates to Work	
What's working? <i>Things I would like to stay the same</i>	What's not working? <i>Things I would like to see changed</i>
Days <i>When he gets to be with John T in the yard or in the tool shed, he is busy and working hard.</i>	<i>Jack won't get on the van a couple of times a week and falls asleep in the day program. Not having a job that uses his "strong muscles."</i>
Evenings <i>Spending time with Joe and Jerry on the porch when it's warm or in the rec room</i>	<i>Not doing anything in the neighborhood or larger community. Not getting to watch his</i>

<i>watching Comedy Central and other shows that make them laugh.</i>	<i>favorite shows very often. Always asking to go to a live show.</i>
Weekends <i>Once or twice a month, John T or some of his workers will be around on a weekend and enjoy it when Jack chooses to help out.</i>	<i>Not being able to stay up later on Friday and Saturday, and having to get up at the same time as on the weekdays.</i>
Learning & Other Pursuits	
What's working? <i>Things I would like to stay the same</i>	What's not working? <i>Things I would like to see changed</i>
New or improved abilities <i>When his friend and groundskeeper, John T gives him opportunities to use different tools and try different yard tasks.</i>	<i>John T is usually there on Saturdays, when Jack is supposed to be doing his household chores and learning about his budget. Jack wants to be outside with him and is distracted from learning.</i>
New experiences <i>Jack's interest in gardening and being in the yard.</i>	<i>Training in budgeting skills and cleaning his room are not experiences Jack is interested in anymore.</i>
Money	
What's working? <i>Things I would like to stay the same</i>	What's not working? <i>Things I would like to see changed</i>
Money and finances <i>Informing Jack about his money, buying power and consequences of his decision when he's shopping, rather than before or after.</i>	<i>Budgeting sessions, because he just wants to wander around the room and spend time asking him to sit down.</i>
Personal control <i>Having his own spending money when he goes shopping.</i>	<i>Not having much money to spend. Not going out because of little money.</i>
Transportation and Travel	
What's working? <i>Things I would like to stay the same</i>	What's not working? <i>Things I would like to see changed</i>
Transportation <i>Riding with the group home manager in the front of the van. His brother taking him places once in awhile.</i>	<i>Not having transportation to "the village" on a regular basis.</i>  <i>Some things that are not working will stretch the imagination of the team.</i>
Travel <i>Visiting his sisters in D.C. once a year at Thanksgiving.</i>	<i>Not being able to see his sisters more.</i>

Health and Safety	
What's working? <i>Things I would like to stay the same</i>	What's not working? <i>Things I would like to see changed</i>
Foods, cooking, meals and supplements <i>Jack loves the Sunday meals when they make them "from scratch."</i>	<i>Processed and other foods that Jack doesn't like on the menu regularly. Eating donuts at Krispy Kreme.</i>
Exercise and movement <i>Interest in "being strong." Loves walking and can walk fast.</i>	<i>No activities (aside from helping John once in awhile) to keep his muscles strong.</i>
Medications <i>Stephanie and a few other staff know how to support Jack with sugar checks & insulin administration.</i>	<i>New and relief staff don't always know how and lack the skills needed to assure his safety.</i>
General wellness <i>Being generally healthy, following diabetic diet. Moving around a lot.</i>	<i>Not eating enough when doesn't like the food. Not enough routine exercise.</i>

Part III. Shared Planning

 **Part III: Shared Planning** is about working collaboratively to identify **what's important to the person, what's important for the person and the changes that are needed or desired for the person's description of "a good life."** Shared planning is working together each year to decide what improvements need to be made, what successful outcomes would be and who will help make success happen. Outcomes are not developed before planning by individual providers, but by the person with the help of all partners during the annual meeting.

 Writing outcomes takes thought and practice. Outcomes do not have to be long and can describe a number of possibilities. What is important about writing outcomes is that they describe success in a way that is desirable to the individual, observable and understood the same by all partners. Refer to outcome examples below in column three and in the guidance document **Outcome and Support Examples** available on the website.

 If an individual desires changes to the outcomes during the year, a Person-Centered Review (PCR) update is completed, signed by the individual and others as needed/required and sent to the SC for approval. The SC is responsible for assuring that any requested changes are in agreement with the individual's wishes, signs and returns the PCR to the provider. The provider will then develop supports with the individual, add to Part V, sign and return to the SC for review.

<p>Outcome #</p> <p>➔ Outcome numbers are for reference only.</p>	<p>What is IMPORTANT TO ME this year?</p> <p>➔ Identify from the profile, what's important to the individual this year. Decide upon those important TOs that are working and can be improved and not working and need to be changed. The SIS/any other assessments are reviewed to assure that nothing was missed when planning for important TO.</p>	<p>What does success look like? DESIRED OUTCOMES</p> <p>➔ Develop an outcome statement that clearly describes the change desired for each "Important to Me" item. If important to the person, designate days and times in the outcome statement (ex: Sunday afternoons).</p>	<p>How often or by when?</p> <p>➔ Decide how often the person desires the outcome to happen – "daily," "weekly," "monthly," "as needed."</p> <p>In the case of one time events (within the plan year), enter the date by which it should happen.</p>	<p>Who's going to support me?</p> <p>➔ Include the name and type of each service provider or other partner who agrees to help with each outcome. Individual supports for shared outcomes will be developed in Part V: Plan for Supports by each provider with the individual following the annual meeting.</p>
1	<i>Privacy and time alone.</i>	<i>Jack has time away from the others at home and at the day program to do something he enjoys on his own.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i> <i>Day Support: New Adventures</i>
2	<i>Following his own routine every morning.</i>	<i>Jack has a calm and relaxed morning routine, with time after breakfast for sitting on the porch or something else he enjoys.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i>
3	<i>Gardening.</i>	<i>Jack helps plant and tend a vegetable garden.</i>	<i>Weekly</i>	<i>Residential: River Creek, LLC.</i> <i>Day Support: New Adventures</i> <i>Support Coordinator: Oakridge CSB</i>

4	<i>Being out and about in his community.</i>	<i>Jack uses local businesses and attends neighborhood events.</i>	<i>Weekly</i>	<i>Residential: River Creek, LLC.</i> <i>Day Support: New Adventures</i>
5	<i>Being strong</i>	<i>Jack lifts weights regularly.</i>	<i>3 times Weekly</i>	<i>Day Support: New Adventures</i>
6	<i>Foods he likes.</i>	<i>Jack selects his menu and tries different dishes made with ingredients he likes.</i>	<i>Weekly</i>	<i>Residential: River Creek, LLC.</i>
7	<i>Being with friends at the Coffee Counter.</i>	<i>Jack hangs out at the Coffee Counter with his buddies on Sunday afternoons.</i>	<i>Weekly</i>	<i>Brother</i>
8	<i>Sleep.</i>	<i>Jack sleeps through the night without waking and wandering around.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i> <i>Support Coordinator: Oakridge CSB</i>
9	<i>Watching sit-coms, comedies & stand-up comics</i>	<i>Jack watches comedies and goes to the comedy club.</i>	<i>Weekly</i>	<i>Residential: River Creek, LLC.</i>
10	<i>Keeping in touch with family and friends. Getting mail.</i>	<i>Jack calls and sends birthday and holiday cards to friends and family.</i>	<i>Weekly</i>	<i>Residential: River Creek, LLC.</i> <i>Day Support: New Adventures</i>
11	<i>More money.</i>	<i>Jack earns more money.</i>	<i>Monthly</i>	<i>Support Coordinator: Oakridge CSB</i>

Outcome #	What is IMPORTANT FOR ME this year?  Identify from the profile and SIS/any other assessments, what's important FOR the individual that needs to happen this year in order for the individual to remain healthy, safe and valued in the community.	What does success look like? DESIRED OUTCOMES  Develop an outcome statement that clearly describes the change desired for each "Important For Me" item. If important for the person, designate days and times in the outcome statement (ex: Sunday afternoons).	How often or by when?  Decide how often the person desires the outcome to happen – "daily," "weekly," "monthly," "as needed." In the case of one time events (within the plan year), enter the date by which it should happen.	Who's going to support me?  Include the name and type of each service provider or partner who agrees to help with each outcome. . Individual supports for shared outcomes will be developed in Part V: Plan for Supports by each provider with the individual following the annual meeting.
12	<i>Staying safe around highways</i>	<i>Jack remains safe around traffic.</i>	<i>As needed</i>	<i>Residential: River Creek, LLC.</i> <i>Support Coordinator: Oakridge CSB</i>
13	<i>Support for diabetes</i>	<i>Jack's blood sugar remains stable.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i> <i>Skilled Nursing</i>
14	<i>Staying healthy</i>	<i>Jack is clean each day, maintains his current weight and has good medical and dental check-ups.</i>	<i>Daily and as needed</i>	<i>Residential: River Creek, LLC.</i>
15	<i>Clean clothes and home</i>	<i>Jack has clean clothes and lives in a tidy, organized home.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i>

16	<i>Meeting financial responsibilities</i>	<i>Jack budgets and pays his bills.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i> <i>Day Support: New Adventures</i>
17	<i>Being understood by others</i>	<i>Jack shares his preferences and choices.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i> <i>Day Support: New Adventures</i>
18	<i>Receiving supports as agreed to in his plan</i>	<i>Jack's desired outcomes are achieved.</i>	<i>Monthly</i>	<i>Support Coordinator: Oakridge CSB</i>

Part IV. Agreements



Part IV is the opportunity for the team to assure that “Part III Shared Planning” is person-centered and that it reflects the desires and perspectives of the individual. It also helps provide final assurances to all partners that the planning has been comprehensive and addresses the needs and desires of the individual.



The first page of Part IV is completed once each year at the closing of the annual planning meeting. Ask the individual and team to use the following questions to think about whether the shared plan matches the person’s profile. If so, the following questions should be answered with a “yes. For any “no,” discuss the reasons, attempt to resolve and record the result in the space provided.

Individual - Does my plan match...?			
what makes me happy?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	what I need to be safe?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
my dreams?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	how I contribute?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
being with people that I like?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	new things I want to learn?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
where & how I want to live?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	my work dreams?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
things I like to do?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	the support that I need?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
how I want to travel?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	people who support me?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
how I want to handle my money?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	how I describe a good life?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>If the answer is “no” to any of these questions, go back to that part of the profile and consider again. Please describe the reason for any questions above remaining “no” at the end of the meeting and any plan to resolve. <i>The team believes that Jack would like to live with fewer people and in a more lively neighborhood, but if the changes that are identified for this year are made, he will be a lot closer to getting his dreams. Partners will check with Jack on a regular basis on how he’s doing at his current home.</i></p>			
Team			
Are there any unfinished tasks from my plan that are not yet completed?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does any team member have an objection to any outcomes in my plan?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there any outcomes that are in conflict with what’s most important to me?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Do I need financial planning or benefits counseling in order to maintain or maximize resources?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there any conflicts in my plan that create a health and safety concern?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Are there any IMPORTANT TO or IMPORTANT FOR information elsewhere (such as in the SIS or PCT TOOLS) that are not addressed in this plan?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Please describe the reason for any questions above being marked “yes” and any plan to resolve. <i>Jack’s SIS shows that it is important to Jack to play basketball, but he said at his ISP meeting that he’s no longer interested.</i></p>			



The second page of Part IV is the show of agreement to support the individual toward his or her desired outcomes as outlined in Part 3, Shared Planning. This page is the team signature page that also includes spaces at the bottom to record other contributors to the information and plan.



Each partner participating in the Shared Planning will sign, provide their relationship to the individual and date the form to indicate commitment to assist the individual in achieving the outcomes as agreed upon at the meeting. The recorder for the meeting will complete the information on partners who contributed, but could not be present. New providers during the year will get a copy of the signature page from the SC, and after selecting the outcomes from the ISP to assist the individual in achieving, the provider signs, dates and returns along with the new matching Part V Plan for Supports).

Signatures of partners who agree to help me with my plan:		
Individual		Date 02/10/09
Support Coordinator	<i>Gloria Jones</i>	Date 02/10/09
Guardian/ Authorized Representative		Date
Partner <i>Stephanie Klein</i>	Relationship/service/support DSP	Date 02/10/09
Partner <i>Marshall Morgan</i>	Relationship/service/support DSP	Date 02/10/09
Partner <i>Melissa Schaffer</i>	Relationship/service/support DSP	Date 02/10/09
Partner	Relationship/service/support	Date
Partner	Relationship/service/support	Date
Partner	Relationship/service/support	Date
Names of partners who contributed to my plan and were not here for planning:		
John Turner		
Quarterly review dates: 1- 6/1/09, 2- 9/1/09 , 3- 12/1/09, 4-3/1/10		
Comments:		