

PCP ISP Instructional Sample Part V. Plan for Supports

 Things to know.
  Instructions.

 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>.

 A plan for supports is required for each service, including support coordination. Waiver providers are responsible for developing this portion of the ISP with the individual (after the shared plan is developed) and getting it to the support coordinator for final review and coordination of the entire ISP. Part V, Plan for Supports includes the supports activities and support instructions that are tailored specifically to the preferences of the individual and that support the accomplishment of the individual's outcomes.

 The Person-Centered Review is used by the provider to communicate to the SC when outcomes are changing as desired by the individual. The SC confirms with the individual as needed and approves each change. Once approved, the new outcomes, support activities and instructions are added directly to the provider's plan for supports. There may be multiple supports for each outcome and support activities can be grouped on the plan in column 2 when they occur together. There is a blank Part V format available at www.dbhds.virginia.gov.

Provider: New Adventures Service: Day Support

| <u>Outcome</u> # | <u>Important TO Me</u> List the support activities for each desired outcome | <u>Support Instructions</u> Describe how supports will be tailored to the individual's preferences and profile. | How often or by when? | How Long? |
|---------------------|--|--|-----------------------|-----------|
|---------------------|--|--|-----------------------|-----------|

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____

| <p>➔ Record the outcome number and statement (found in column 3 of Part III, Shared Plan) for each outcome in which the provider agrees to support the individual to achieve.</p> | <p>➔ Transfer what's "important TO" the person from Part III: Shared Planning (column 2) for each agreed-upon outcome and identify the activities that are planned to help the individual achieve each outcome.</p> <p>Support Activities may be grouped when they occur together (e.g. working with tools and gardening may occur in sequence and can be grouped under the important to statement "support with gardening.") Activities that do not occur together should be listed separately.</p> <p>Note "skill building," if supports are intended for helping an individual learn and use new skills.</p> | <p>➔ Describe how the provider's supports will be tailored to the individual's choices and preferences. Use simple and precise bullet statements of what's important to the individual and what anyone would need to know to support the person. If the outcome focuses on skill-building, be certain to include information about supporting the individual toward the development of new skills or knowledge.</p> | <p>➔ List in this column how often the supports are expected to occur in this column (e.g. "daily," "twice weekly," "monthly.") If there are specific days the supports need to occur, list those days (e.g. Tuesdays).</p> | <p>➔ Estimate of the length of time to be spent on this outcome when it occurs.</p> |
|---|---|--|---|---|
| <p>1</p> <p><i>Jack has time away from the others at home and at the day program to do something he enjoys on his own</i></p> | <p><u>Privacy and time alone:</u> <i>Helping Jack get time alone when he needs it.</i></p> | <ul style="list-style-type: none"> - watch for pacing and repeating others when observed and remind Jack that he can take time away from others - provide option for a quiet area in the day center or on the patio - offer relaxing music or another activity of his choice - remind others that Jack is having time alone - observe Jack every few minutes to determine if he is calm; watch for signs of being ready to return. -once he is ready support him in returning to the activity. | <p><i>Weekly 3x</i></p> | <p><i>30 minutes</i></p> |

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____

| | | | | |
|--|--|--|-----------------------------------|----------------|
| <p>3 Jack helps plant and tend a vegetable garden.</p> | <p><u>Gardening:</u> Helping Jack learn about different plants and flowers and gardening (skill-building)</p> | <ul style="list-style-type: none"> - each day when services occur, review gardening books with Jack - talk with him about how gardens are developed and maintained - show him plants and flowers on the center grounds - help him learn the names of different plants by looking at pictures, matching to what's in the neighborhood and recording his favorites in the support log - help him "hang out" with the grounds crew and learn about weeding, planting and mulching. | <p>Mondays And Wednesdays</p> | <p>1 hour</p> |
| <p>3 Jack helps plant and tend a vegetable garden.</p> | <p><u>Gardening:</u> Visits to local parks and plant stores (skill-building)</p> | <ul style="list-style-type: none"> - take Jack to a local park or plant store to look at his favorite plants - See Support Checklist for detailed instructions <p> Notice that detailed instructions for this support are included on the residential Support Checklist or may be in other formats as determined by the provider.</p> | <p>Weekly</p> | <p>3 hours</p> |
| <p>4 Jack uses local businesses and attends neighborhood events.</p> | <p><u>Being out and about in his community:</u> Attending local events and shopping at local businesses</p> | <ul style="list-style-type: none"> - each week, support Jack with spending time in his community - review the local paper for events and activities that interest Jack - provide transportation to the event, activity or store and support him in his interactions with others - if Jack becomes anxious find a location away from any noise and take five minutes for him to calm down | <p>Weekly</p> | <p>3 hours</p> |
| <p>5 Jack lifts weights regularly.</p> | <p><u>Being strong:</u> Lifting weights (skill-building)</p> | <ul style="list-style-type: none"> -support Jack with obtaining a scholarship to the YMCA - request that Jack bring workout clothes each Monday by talking with Jack and his residential provider - Each week on Mondays take him to the YMCA for fitness training, swimming and jogging - support Jack to safely lift weights/exercise and to interact with others while there | <p>Weekly</p> | <p>3 hours</p> |

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____

| | | | | |
|---|--|--|---|---|
| <p>10 Jack calls and sends birthday and holiday cards to friends and family.</p> | <p><u>Keeping in touch with family and friends. Getting mail:</u> Making gifts and sending to friends and family (skill-building)</p> | <ul style="list-style-type: none"> - support Jack with creating gifts to give to friends and family - Jack likes to create drawings and write letters - Support Jack with trying out different methods of painting and drawing - when Jack finishes a painting/drawing ask him who he would like to send the drawing to - support Jack in purchasing stamps and with mailing his drawing/painting to his chosen friend or family member. | <p>Weekly</p> | <p>2 hours</p> |
| <p>Outcome #</p> <p>➔ Record the outcome number and statement (found in column 3 of Part III, Shared Plan) for each outcome in which the provider agrees to support the individual to achieve.</p> | <p>Important FOR Me</p> <p>List the support activities for each desired outcome</p> <p>➔ Transfer what's "important FOR" the person from Part III: Shared Planning (column 2) for each agreed-upon outcome and identify the activities that are planned to help the individual achieve each outcome.</p> <p>Support Activities may be grouped when they occur together (e.g. checking blood sugar and providing insulin may occur in sequence and can be grouped under the important for statement "support with diabetic care.") Activities that do not occur together should be listed separately.</p> | <p>Support Instructions</p> <p>Describe how supports will be tailored to the individual's preferences and profile.</p> <p>➔ Describe how the provider's supports will be tailored to the individual's choices and preferences. Use simple and precise bullet statements of what's important to the individual and what anyone would need to know to support the person. If the outcome focuses on skill-building, be certain to include information about supporting the individual toward the development of new skills or knowledge.</p> | <p>How often or by when?</p> <p>➔ List in this column how often the supports are expected to occur in this column (e.g. "daily," "twice weekly," "monthly.") If there are specific days the supports need to occur, list those days (e.g. Tuesdays).</p> | <p>How Long?</p> <p>➔ Estimate of the length of time to be spent on this outcome when it occurs.</p> |

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____

| | | | | |
|--|--|--|--------------------------|--|
| 13 <i>Jack's blood sugar remains stable.</i> | <u>Support for diabetes:</u> <i>Responding in emergencies</i> | - when Jack shows signs of diabetes (getting tired, very thirsty or dizzy) support him by following his protocol for diabetic care, which is in his support book and is to be accessible to DSP at all times. | <i>As needed</i> | <i>30 minutes - in place of scheduled activities</i> |
| 14 <i>Jack is clean each day maintains his current weigh and has good medical and dental check-ups.</i> | <u>Staying healthy:</u> <i>Taking medications, Personal care.</i> | - support Jack with taking his medications as prescribed each day while at day support. - ask Jack to hold out his hand and place medications in Jack's hand at each time pills are prescribed. - When emergencies arise, Jack will be supported to access emergency medical care as needed. - support Jack as needed with personal care. Jack is able to use the restroom without support, but may need some assistance refastening and tucking in his shirt afterwards. | <i>As needed weekly.</i> | <i>30 minutes</i> |
| 16 <i>Jack budgets and pays his bills.</i> | <u>Meeting financial responsibilities:</u> <i>Budgeting for activities</i> | - support Jack with budgeting his weekly funds for day support activities - support Jack with labeling 3 envelopes -marked "fitness," "plant shopping," "community events." - talk with Jack about how much each activity costs each week and support him with dividing his money between the envelopes - support Jack with retrieving his correct envelope before each activity so that he has sufficient funds to participate. | <i>Weekly</i> | <i>1 hour</i> |
| 17 <i>Jack shares his preferences and choices.</i> | <u>Being understood by others:</u> <i>Sharing preferences</i> | - support Jack by offering choices during each activity through the day. - provide him with up to 2 minutes to communicate his choice. - if needed, remind him that there is no rush and that he can take the time he needs to answer - if he doesn't decide in two minutes let him know that you will check back shortly (within 10 minutes). -start a communication chart | <i>daily</i> | <i>30 minutes</i> |

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____



The PFS is signed by the individual and others as requested/required and is sent to the SC for review and filing in the individual's record before the start date of the new ISP year.

Individual: _____ Date: 2/22/09

Representative: _____ Date: _____

Provider: Sarah Klein _____ Date: 2/22/09

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____

General Schedule of Supports

Provider: New Adventures Service: Day Support

➡ Complete a general schedule for the support activities identified in Part V. Include the total number of hours of support to be provided each day and per week. As long as supports are provided at the agreed upon frequency and length, they may change days and times they occur, based on individual preferences (unless exact scheduling is required for health and safety).

| Sun | Mon | Tues | Wed | Thurs | Fri | Sat |
|---|---|------|---|-------|--|-----|
| | 9:30 – 10:30 <i>Helping Jack learn about different plants and flowers and gardening</i> 10:30 – 11 <i>Helping Jack get time doing something alone when he needs it.</i> 11:00-11:10 <i>Taking medications, Personal care.</i> 11:10-11:30 lunch 11:30-2:30 <i>Lifting weights</i> | | 9:30 - 10:30 <i>Helping Jack learn about different plants and flowers and gardening</i> 10:30 - 11 <i>Helping Jack get time get time doing something alone when he needs it.</i> 11:00-11:10 <i>Taking medications, Personal care.</i> 11-11:30 Lunch 11:30-12:30 <i>Visits to local parks and plant stores</i> 12:30-2:30 <i>Making gifts and sending to friends and family</i> | | 9:30-10:30 <i>Budgeting for activities</i> 10:30 – 11 <i>Helping Jack get time doing something alone when he needs it.</i> 11:00-11:10 <i>Taking medications, Personal care.</i> 11:10-11:30 Lunch 11:30– 2:30 <i>Attending local events and shopping at local businesses</i> | |
| Comments: <i>Safety Support, Responding in emergencies: Jack’s safety support for diabetic care will be implemented as needed in place of regular support activities.</i> | | | | | | |
| Total hours or units per week: 6 units/week | | | Total weekly periodic support hours: 0 | | | |

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____

Supporting Documentation for Person-Centered and Regulatory Reviews

Support Checklist

Provider: *New Adventures Service: Day Support*



*The **Support Checklist** is a way to confirm that supports are provided as agreed in the plan for supports. Direct Support Professionals (DSPs) are responsible for providing agreed upon supports as detailed in Part V Plan for Supports, assuring individual preferences as each support is provided.*



*The **Support Checklist** provides a quick way to record when supports are provided as detailed in the plan. A description of the supports that will be provided, as well as the expected frequency, is found on the left-hand side of the checklist. There is a box for each day of the month (or day of the week if using the weekly version available at www.dbhds.virginia.gov). DSP initials indicate that supports were provided as agreed and that there is no new learning to report. When supports are not provided as agreed or there is new learning to report, a note is made in the support log. When incidents occur, during skill-building or for gathering important information about the individual, a learning log can also be used.*



When using signatures and initials for documentation, remember to maintain a name and signature/initial page.

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____

Support Checklist for : Jack G

ISP Dates: from 3/1/09 to 2/28/10

Month: March Year: 2009

Provider: New Adventures

Service: Day Support

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Supports | when | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|----------|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

Initials indicate that supports are provided as described in the support instructions in Part V of the current ISP.

| Important TO | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|--------------------------------------|-------------|---|----|----|----|---|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1. privacy | Weekly (3x) | | cg | cg | cg | | | | cg | cg | cg | | | | | cg | A | | cg | | | cg | cg | cg | | | | | | | cg | |
| 3. garden, learning (skill-building) | Mon and wed | | Gt | Gt | | | | | Gt | Gt | | | | | | Gt | A | | | | | | Gt | Gt | | | | | | | | |
| 3. garden, trips (skill-building) | weekly | | | | C | | | | | | Gt | | | | | | A | | | | | | | | | | | | | | I | |
| 4. local events | weekly | | | | | | cg | | | | | | | cg | | | | | | | | cg | | | | | | | | cg | | |
| 5. lifting weights (skill-building) | weekly | | Gt | | | | | | | Gt | | | | | | | Gt | | | | | | | Gt | | | | | | | Gt | |
| 10. making gifts (skill-building) | weekly | | | | cg | | | | | | | | | | | | | A | | | | | | | | | | | | Gt | | |

Key (The use of any code requires a log entry):

- Initials = support provided,
- Circled initials = support provided/notation in log,
- C = chose not to participate,
- A = individual not present,
- I = incident
- O = other

VA ISP Checklist rev. 07/01/09

Printed Name: Gwen Thomas Initials: Gt Date: _____

Printed Name: Carl Gravely Initials: cg Date: _____

Printed Name: _____ Initials: _____ Date: _____

Printed Name: _____ Initials: _____ Date: _____

1

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____



The **Support Log** is for recording ongoing learning about the individual. It is used to explain why supports weren't provided as agreed, to discuss progress or problems and for routine sharing and storing of information. If there are not routine daily notes, then short weekly (or monthly) summaries of activities and progress towards individual outcomes are included in the support log.



The **Support Log** is simply the date and details of the event. Include the outcome number(s) referred to in the note along with the date to help with locating information for person-centered and regulatory reviews.

| Support Log | |
|-----------------------|--|
| Date | Details |
| 3/4/09 Outcome 3 | Skill-building: Jack chose not to go shopping at the plant store today. He said it was “way too cold” outside. He chose to stay in the center work on his drawing for his brother. He was supported to use different paints, glue and glitter to make a mountain scene. DSP will support Jack on his Friday shopping trip to prepare an envelope and purchase stamps and with mailing the picture. <i>Gwen Thomas 3/4/09</i> |
| 3/9/09 Outcome 3 | Skill-building: DSP reviewed a variety of sun loving plants today with Jack. Jack was able to repeat back the names of several plants. DSP and Jack went outside and found that several of these plants are located outside the day center. Jack was able to name the parts of the flowers by stating “petals, leaves and stem.” <i>Carl Gravely 3/9/09</i> |
| 3/18/09 | DSP received a call from Jack’s residential provider who stated that he is sick today and will be seeing his doctor this afternoon. No services today. <i>Gwen Thomas 3/18/09</i> |
| 3/25/09 Outcome 13 | Incident: See Learning Log dated 3/25/09. <i>Carl Gravely 3/25/09</i> |
| | |
| | |
| | |

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____



The **Learning Log** (Smull and Sanderson: *Learning Community for Person Centred Practices* - www.elpnet.net) is available to help individuals and people who support them sort and process what works and what doesn't work with daily activities and supports. It can be used to help us identify what went right and what went wrong and how to do things better next time. A learning log is a good tool for figuring out what happened in unexpected incidents, whether the individual is learning new things or more about the individual's personal choices and preferences.



The first column of the **Learning Log** provides a location for recording the date and signature. Include the outcome number(s) referred to in the note with the date for the ongoing person-centered and regulatory review. The second column briefly describes what happened. The third column lists the people who were there. The fourth column lists what worked well (so it can continue) and what didn't work (so it can change). The **Support Log** indicates when the **Learning Log** is completed.

| Learning Log | | | | |
|---|--|---|--|---|
| Date and Signature | What did the person do? (what, where, when, how long?) | Who was there? (name of people supporting the person, friends and others) | What did you learn about what worked well? What did the person like about the activity? What needs to stay the same? | What did you learn about what didn't work? What did the person not like about the activity? What needs to be different? |
| 3/25/09 Outcome 13 Carl Graveley, 3/25/09 | Jack had a 30 minute incident related to diabetes while shopping at Hoover's plant store | Jack, DSP and two other individuals | When DSP saw that Jack was becoming unsteady, it helped to offer an arm for him to hold to get his balance. Following his diabetic protocol helped by giving him a sugared snack and sitting with him until he felt better. DSP contacted Jack's brother and his residential provider as per the protocol - both were appreciative of the contact. | Trying to walk all the way out of the store did not work well since Jack was nearly falling down. It is important to find the closest seat when this type of incident occurs. |
| | | | | |

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10
 DRAFT Learning Log 07/31/08 Adapted from Michael Smull

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____

Person-Centered Review (PCR)

Jack's sample PCR (without the additional explanation) and a blank PCR are available at www.dbhds.virginia.gov.



The PCR is a way of recording new learning with the person and describes the condition of each agreed upon outcome in Part V: Plan for Supports. The provider name, service and the purpose of the review are indicated below. Note that there are five boxes. The first four boxes refer to a quarter of the ISP year and the last box is available for changes between quarters as needed or requested by the individual.

Provider: New Adventures Service: Day Support

Purpose of review: 1st , 2nd , 3rd , 4th , Update

| Outcome # | Desired outcomes (Important TO) | Describe progress toward each outcome. (Include new learning, barriers, successes and relevant medical information in each instance) | Start/End | Condition (Check all that apply) |
|---|--|---|--|---|
| List the outcome number for reference only. | List the ISP outcomes that are important TO the individual and addressed in Part V below. | Report the person's general status and progress toward his or her outcomes below. Be certain to include any observed progress toward outcomes. If the outcome focuses on skill-building, be certain to include information about what the person says or does to indicate the development of new skills or knowledge. | Enter the date the outcome began or will end (if stopping) | Mark "progress" if progress toward the outcome has occurred during the reporting period. Mark "continued" if the outcome will continue into the next quarter. Mark "ended" if the outcome is being ended. |
| 1 | <i>Jack has time away from the others at home and at the day program to do something he enjoys on his own.</i> | Jack was able to spend time alone each week as needed when he became impatient with other group members. Jack was supported to express his needs for other members to "speak more softly" or "not ask too many questions." After a few moments, Jack was usually able to rejoin the group without issue. | 3/1/09 | <input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended |

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____

| | | | | |
|---|--|---|---------|---|
| 3 | <p>Jack helps plant and tend a vegetable garden. (skill-building)</p> <p> <i>Notice that the report includes what Jack can now do that indicates his learning and skill development. He has developed his knowledge of plant types and that green beans are suitable for his diabetic diet.</i></p> | <p>Jack has spent money on his gardening project and purchased such items as magazines, seeds and starting kits, plants and garden tools. At the end of the quarter, he talked about how much he enjoys “digging in the dirt” and states that he has a few plants starting to show signs of growth. He enjoyed shopping at different home stores during the quarter, but stated that he most enjoyed visiting the local farmer’s market downtown. He is now able to name a fern plant and explain that they like the shade while daisies like the sun. He also is able to express that green beans are healthy for his diabetic diet.</p> | 3/1/09 | <p><input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended</p> <p> <i>Notice that “progress” is marked above because Jack made progress toward outcome #3.</i></p> |
| 4 | <p>Jack uses local businesses and attends neighborhood events. (skill-building)</p> | <p>Jack visited many local businesses and events in his community this quarter. He went to a festival that celebrated different cultures, went to his favorite parks to walk on seven occasions, heard a band at the River Jamboree and met different community members during each trip. He is able to identify the post office and explains how people in his community access and use it.</p> | 3/1/09 | <p><input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended</p> |
| 5 | <p><i>Jack lifts weights regularly.</i> (skill-building)</p> | <p>We learned in March of Jack’s interested in learning to swim. At that time, we updated this outcome by completing a person-centered review as an update. Jack lifts weights and says he wants to learn to swim during visits to the YMCA each week with his friends. We are ending this outcome and adding a new outcome that includes swimming as well as weightlifting as Jack has requested. Jack has developed the ability to use three new weight machines this quarter.</p> | 3/25/09 | <p><input checked="" type="checkbox"/> Progress <input type="checkbox"/> Continued <input checked="" type="checkbox"/> Ended</p> |

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____

| | | | | |
|---|--|---|--|---|
| | | He can now explain the use of the Lat Pull-down, bench press and bicep curl machines and point to the muscles that benefit from using them. | | |
| 10 | <i>Jack calls and sends birthday and holiday cards to friends and family.</i> (skill-building) | Jack was supported to mail letters each week to his friends and family. On one occasion, he was out of supplies and did not send a letter, but was supported to buy paper and envelopes that day. He is now able to write the name of his street on the envelope and apply his own stamp. | 3/1/09 | <input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended |
| Outcome # | Desired outcomes (Important FOR) | Describe progress toward each outcome. (Include new learning, barriers, successes and relevant medical information in each instance) | Start/End | Condition (Check all that apply) |
|  List the outcome number for reference only. |  List the ISP outcomes that are important FOR the individual and addressed in Part V below. |  Report the person's general status and progress toward his or her outcomes below. Be certain to include any observed progress toward outcomes. If the outcome focuses on skill-building, be certain to include information about what the person says or does to indicate the development of new skills or knowledge. |  Enter the date the outcome began or will end (if stopping) |  Mark "progress" if progress toward the outcome has occurred during the reporting period. Mark "continued" if the outcome will continue into the next quarter. Mark "ended" if the outcome is being ended. |
| 13 | <i>Jack's blood sugar remains stable.</i> | Jack had one incident related to his blood sugar on 3/25 at Hoover's Plant Store. Jack was supported according to his protocol until rested and ready to return shopping. DSP notified Jack's brother and residential provider that day. | 3/1/09 | <input type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended |
| 14 | <i>Jack is clean each day maintains his current weigh and has good medical and dental</i> | Jack was supported each day to take medications as prescribed. He experienced a sleepless night on 3/18/09 and stayed home that day. | 3/1/09 | <input type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended |

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____

| | | | | |
|---|--|--|--|--|
| | <i>check-ups.</i> | He was supported with basic personal care as well. Jack continues to benefit from physical support with straightening his clothes when returning from the restroom each day he is at day support. | | |
| 16 | <i>Jack budgets and pays his bills.</i> | Jack budgeted his money each week for different activities and events he attended. There were times he became impatient with budgeting and felt more comfortable when he could take breaks. Budgeting is now provided in two sessions to increase his comfort. | 3/1/09 | <input type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended |
| 17 | <i>Jack shares his preferences and choices.</i> | Jack demonstrated an increased ability to make eye contact during the past quarter. Through the use of a communication chart, we were able to understand that when Jack starts making his tennis shoe squeak on the floor he is becoming anxious. At these times, he is offered a choice of different things to do, which seems to help him calm down. | 3/1/09 | <input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended |
| Outcome # | Additional desired outcomes | Describe the expected benefits of this change as Important TO or Important FOR the individual. | Start/End | How often or by when? |
|  List a new outcome number for reference only. |  List any new ISP outcomes below. |  Describe the benefits for the person in terms that describe either important TO or important FOR. If the outcome focuses on skill-building, be certain to identify new outcomes as "skill-building" to indicate the development of new skills or knowledge. |  Enter the date the outcome will begin. |  Enter how often the outcome is expected to occur (i.e. daily, weekly, monthly, as needed or enter a date for one time events). |
| 19 | <i>Jack lifts weights and learns to swim at the YMCA.</i> | It is important TO Jack to learn to swim. His previous outcome #5 focused on lifting weights. This new outcome adds the activity of learning to swim during weekly visits to the YMCA. (skill-building) | 6/5/09 | Weekly |
| | | | | |

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____

Please describe any significant events not reported above:

Describe the individual's satisfaction with supports: Jack expresses that he likes how he is spending his time at day support. He says that he is glad he gets to go swimming each week now as well. No concerns with services or changes needed at this review.

Is an ISAR included with this update to reflect changes in support hours?

Yes, because hours are changing Not needed: no change in support hours



When outcomes are not changing, only the provider is required to sign the PCR. When outcomes change, the individual (and others as requested/required), the provider and the SC must also sign.

Individual: _____ Date: 05/24/09

Representative: _____ Date: _____

Provider/Agency: Sven Thomas/New Adventures Day Support Date: 05/24/09

Outcome changes approved by Support Coordinator:



Jack's SC will sign/date and return the signature page approving any changes.

Gloria Jones, SC

Support Coordinator

6/1/09

Date

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: _____