

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: River Creek, LLC. Service: Residential

Outcome #	<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?
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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 Jack has time away from the others at home and at the day</p>	<p><u>Privacy and time alone:</u> Helping Jack get time alone when he needs it.</p>	<ul style="list-style-type: none"> - watch for pacing and repeating others when observed remind Jack that he can take time away from others - provide option for a quiet area on the porch or in his room or elsewhere in the house - offer relaxing music or another activity of his choice - remind others that Jack is having time alone 	<p>As needed</p>	<p>30 minutes [3.5 hours weekly]</p>

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

<p>program to do something he enjoys on his own.</p>		<p>- observe Jack every few minutes to determine if he is calm. Help Jack return to the regular routines of the house by quietly walking beside him.</p>		
<p>2 Jack has a calm and relaxed morning routine, with time after breakfast for sitting on the porch or something else he enjoys.</p>	<p><u>Following his own routine every morning:</u> Waking, Showering, shaving, preparing breakfast, making coffee, Dressing, Sitting on the porch.</p> <p>😊 Notice that all supports for outcome 2 have been grouped because they occur together.</p>	<p>Waking - waking with country music - reset alarm for next day</p> <p>Showering - Jack undresses himself for showering - assure Jack sets water temperature to yellow mark in shower - Jack pumps his own shampoo - DSP gently washes his hair and back - Male supporter when possible - respect privacy by closing bathroom door - gentle firm pressure to body - use bench in shower - Reminders help keep him on track - cues such as "Ready yet, Jack?" "Don't forget the towel." (While gesturing to the towel bar) are helpful</p> <p>Shaving - Jack uses his own electric razor with reminders - likes musk aftershave, which Jack can apply himself</p> <p>Breakfast -prefers eggs and toast or cereal - likes oatmeal and fruit, Jack can prepare oatmeal, but DSP must cut fruit -does not like sausage</p> <p>Making Coffee - Jack is nervous around the stove, but is comfortable using the Mr. Coffee. - follow the pictorial instructions for measuring out the correct amount of coffee and water - Jack fills correct receptacles, turns on the coffee maker and</p>	<p>Daily</p>	<p>1.5 hours [10.5 hours weekly]</p>

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

		<p>putting items away with reminders.</p> <ul style="list-style-type: none"> - DSP also helps with pouring coffee. -Jack adds his own cream. <p>Dressing</p> <ul style="list-style-type: none"> - Support Jack with selecting clothing that matches is appropriate for the weather and activities. - check for labels or hanging threads on clothing before Jack gets dressed. - After he's dressed, DSP will do the final "once-over" and help Jack if his clothes need buttoning, fastening or tucking. 		
3 Jack helps plant and tend a vegetable garden.	<u>Gardening:</u> taking him somewhere to learn about gardening (skill-building)	<ul style="list-style-type: none"> - take Jack to the local nursery to learn about vegetables he would like to grow, - talk with gardeners about having a garden, - visit the arboretum, - take nature hikes to look at plants, - visit the woman's club rose garden - visit the local library and other places in the community to learn plants of interest and how to care for a garden. 	Weekly	3 hours [3 hours weekly]
3 Jack helps plant and tend a vegetable garden.	<u>Gardening:</u> shopping for garden supplies and tools (skill-building)	<ul style="list-style-type: none"> - walk with Jack to the local grocer to look at and purchase seeds and supplies for his gardening activities. - help Jack find what he's interested in and explain options for buying and saving. 	Weekly	1 hour [1 hour weekly]
3 Jack helps plant and tend a vegetable garden.	<u>Gardening:</u> working in the garden (skill-building)	<ul style="list-style-type: none"> - help Jack tend his own garden and clean up tools - 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>	Weekly	2 hours [2 hours weekly]

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<p>4 Jack uses local businesses and attends neighborhood events.</p>	<p><u>Being out and about in his community:</u> Walking to and using neighborhood businesses</p>	<ul style="list-style-type: none"> - before going out check on Jack's attire, suggest changing and support, if needed. - accompany Jack to local businesses in the community neighborhood close to his home. - remind Jack to look before crossing streets and discuss other safety precautions along the way such as using crosswalks, listening and watching for traffic. - let Jack lead the way with minimal reminders - quietly help Jack greet people he sees regularly, - model and support Jack in using the businesses. 	<p>Weekly</p>	<p>2 hours [2 hours weekly]</p>
<p>6 Jack selects his menu and tries different dishes made with ingredients he likes.</p>	<p><u>Foods he likes:</u> menu planning and grocery shopping (skill-building)</p>	<ul style="list-style-type: none"> -support Jack with writing out his weekly menu by exploring new and different foods that he might like. - use the cookbooks, magazines and the internet to identify new food choices and recipes to discuss with Jack. - drive Jack to the local Food Market and support him with selecting the new and different foods listed on his menu. 	<p>Weekly</p>	<p>2 hours [2 hours weekly]</p>
<p>6 Jack selects his menu and tries different dishes made with ingredients he likes.</p>	<p><u>Foods he likes:</u> Preparing preferred food dishes for lunch (skill-building)</p>	<ul style="list-style-type: none"> - support Jack with preparing lunch each day from his menu that is posted on the refrigerator. - do all stovetop and removing from the oven as Jack prefers. - Jack helps with mixing and preparing foods in the microwave and toaster. - help Jack to use different kitchen tools needed in food preparation 	<p>Daily</p>	<p>1 hours [7 hours weekly]</p>
<p>6</p>	<p><u>Foods he likes:</u> :</p>	<ul style="list-style-type: none"> - support Jack with preparing dinner each night and lunch the 	<p>Daily</p>	<p>1 hour</p>

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Jack selects his menu and tries different dishes made with ingredients he likes.	Preparing preferred food dishes for dinner (skill-building)	following day from his menu that is posted on the refrigerator. - DSP completes all stovetop and removing from the oven as Jack prefers. - Jack helps with mixing and preparing foods in the microwave and toaster. - help Jack to use different kitchen tools needed in food preparation.		[7 hours weekly]
8 Jack sleeps through the night without waking and wandering around.	<u>Sleep:</u> finding activities and items that help with sleep	- support Jack with learning about good sleep habits and negotiating with his roommate about letting the radio play quietly until 10. - Jack will be supported to try different activities and items (teas, music, relaxation techniques) that might improve his ability to sleep. - new learning will be recorded in a Log.	Daily	30 minutes [3.5 hours weekly]
9 Jack watches comedies and goes to the comedy club.	<u>Watching sit-coms, comedies & stand-up comics:</u> renting comedy videos at the local video store each week	- walk with Jack to the local Video store each week and help him with selecting different comedy videos of interest to him. - help Jack with exchanging the videos each time he goes to the store. -help Jack with inserting and starting the DVD, using the remote and putting it away.	Weekly (2x)	2 hours [4 hours weekly]
9 Jack watches comedies and goes to the comedy club.	<u>Watching sit-coms, comedies & stand-up comics:</u> going to a comedy club	- help Jack budget for his comic trips by asking if he would like to place any money in his envelope marked "comedy club savings" during weekly budgeting - Place money in as desired by Jack. - assist with locating options for clubs and dates to attend - support Jack with transportation and routine supports during events.	weekly	15 min [15 minutes weekly]

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<p>10 Jack calls and sends birthday and holiday cards to friends and family.</p>	<p><u>Keeping in touch with family and friends.</u> <u>Getting mail:</u> Making phone calls and preparing and writing letters each week</p>	<ul style="list-style-type: none"> - support Jack with writing at least one letter each week to a friend or family member. - Jack can write some words and signs his name. - assist with adding any information that Jack would like added once he has finished. - support Jack by folding the letter and placing it in an envelope with a stamp for mailing. - Jack likes to drop his letter off at the mailbox during his neighborhood walk each week. 	<p>Weekly</p>	<p>1 hour [1 hour weekly]</p>
<p><u>Outcome</u> #</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><u>Important FOR Me</u></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</p>	<p><u>Support Instructions</u></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>

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	care.") Activities that do not occur together should be listed separately.			
12 <i>Jack remains safe around traffic.</i>	<u>Staying safe around highways</u>	<ul style="list-style-type: none"> - discuss the importance of not walking on local highways and staying around the neighborhood each day. - inform Jack that should he want to leave to go to Krispy Kreme or somewhere else that he should inform DSP to arrange the trip. - Anytime Jack leaves his home without letting someone know, DSP is to <ol style="list-style-type: none"> 1. contact 911 to report the concern 2. Contact a supervisor for direction 	Nightly	30 minutes [3.5 hours weekly]
13 <i>Jack's blood sugar remains stable.</i>	<u>Support for diabetes:</u> <i>following his diabetic diet</i>	<ul style="list-style-type: none"> - discuss healthy diabetic food choices as prescribed by Jack's doctor. - explain the benefits of healthy eating such as stable energy levels, as well as having healthy eyes and a healthy body. - discuss various low sugar free foods that are available - support Jack by preparing a list of foods for discussion during menu planning each week. 	Weekly	1 hour [1 hour weekly]
13 <i>Jack's blood sugar remains stable.</i>	<u>Support for diabetes:</u> <i>checking blood sugar and assisting with insulin</i>	<ul style="list-style-type: none"> - support Jack by following the procedures in his current diabetic protocol attached to this plan for supports. 	Daily (2x)	30 minutes [7 hours weekly]
13 <i>Jack's blood sugar remains stable.</i>	<u>Support for diabetes:</u> <i>having regular exercise</i>	<ul style="list-style-type: none"> - support Jack in selecting and enjoying an exercise or relaxation activity of his choosing each day. 	Daily	30 minutes [3.5 hours weekly]

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<p>14</p> <p>Jack is clean each day maintains his current weigh and has good medical and dental check-ups.</p>	<p><u>Staying healthy:</u> Regular medical and dental check-ups, Taking medications, Personal care.</p>	<ul style="list-style-type: none"> - support Jack with taking his medications as prescribed each day. - ask Jack to hold out his hand and place medications in Jack's hand at each time pills are prescribed. - scheduling and attending regular dental appointments (every 6 months) and annual check-ups with his doctor. - When emergencies arise, Jack will be supported to access emergency medical care as needed. - support Jack by completing weekly checks of his nails and provide nail care as needed. 	<p>Daily and as needed.</p>	<p>30 minutes [3.5 hours weekly]</p>
<p>14</p> <p>Jack is clean each day maintains his current weigh and has good medical and dental check-ups.</p>	<p><u>Staying healthy:</u> Evening routine</p>	<ul style="list-style-type: none"> - remind Jack to brush his teeth each night - support Jack with purchasing toothpaste and soap during weekly shopping trips. - Jack washes his face and changes into his night clothes with reminders 	<p>Daily</p>	<p>15 minutes [1.75 hours weekly]</p>
<p>15</p> <p>Jack has clean clothes and lives in a tidy, organized home.</p>	<p><u>Clean clothes and home:</u> Housecleaning</p>	<ul style="list-style-type: none"> - help Jack complete a chore in his home three days out of the week. - Jack likes dusting and vacuuming. - provide additional support as needed to assure Jack lives in a clean living space. 	<p>Weekly</p>	<p>3 hours [3 hours weekly]</p>

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<p>15 Jack has clean clothes and lives in a tidy, organized home.</p>	<p><u>Clean clothes and home:</u> Doing laundry</p>	<p>- help Jack wash his clothing each week on Sunday. - remind Jack that he needs to collect all clothing from his hamper and take them to the laundry room. - give spoken directions to Jack to help him measure the correct amount of detergent and sort the clothes into separate loads by lights, darks and towels. - Jack also needs physical help folding his clothes once they are clean and with putting them away in the proper locations in his room.</p>	<p>Weekly</p>	<p>1 hour [1 hour weekly]</p>
<p>16 Jack budgets and pays his bills.</p>	<p><u>Meeting financial responsibilities:</u> Budgeting, paying bills</p>	<p>- support Jack with paying bills each week as needed and with managing his finances. - Jack likes to have money in his pocket and DSP will support him with budgeting to have \$25.00 each week for spending. - Jack keeps his money in a wallet that he carries at all times.</p>	<p>Weekly</p>	<p>1 hour [1 hour weekly]</p>
<p>17 Jack shares his preferences and choices.</p>	<p><u>Being understood by others:</u> Sharing preferences</p>	<p>- 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).</p>	<p>daily</p>	<p>30 minutes [3.5 hours weekly]</p>
<p>19 Jack has support doing something at home he chooses when schedules change.</p>	<p><u>Support at home when his daily schedule is disrupted.</u></p>	<p>- support Jack with selecting other existing outcomes to focus on when his scheduled day activity is cancelled or Jack doesn't want to go. - record activities and supports provided when alternate plans occur.  Notice that the residential provider added a periodic support outcome after planning, once the approval for periodic supports was received.</p>	<p>As needed</p>	<p>Up to 15 hours weekly</p>

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: River Creek, LLC. Service: Residential



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
8:00-12:00pm <i>Morning routine. Medications, diabetic care, Exercise</i>	7:00-9am <i>Morning routine, Medications, diabetic care, Exercise</i>	7:00-9am <i>Morning routine, Medications, diabetic care, Exercise</i>	7:00-9am <i>Morning routine, Medications, diabetic care, Exercise</i>	7:00-9am <i>Morning routine, Medications, diabetic care, Exercise</i>	7:00-9am <i>Morning routine, Medications, diabetic care, Exercise</i>	8:00-10:00am <i>Morning routine, Medications, diabetic care, Exercise</i>
12:00-1:00 <i>Diabetic care, lunch</i>	9:00-3:00pm <i>Day Support</i>	9:00-12:00pm <i>Shopping for garden supplies</i>	9:00-3:00pm <i>Day Support</i>	9:00-12:00pm <i>Going to nurseries and plant shopping</i>	9:00-3:00pm <i>Day Support</i> 3:00-5:00pm <i>Budgeting, paying bills, Saving for comedy club</i>	12:00 -5:00pm <i>lunch</i> <i>Renting videos privacy</i>
1:00-5:00pm <i>Laundry, Housecleaning, privacy</i>	3:00-5:00pm <i>menu planning and grocery shopping, privacy</i>	<i>Working in garden</i> 12:00 -5:00pm <i>lunch privacy</i>	3:00-5:00pm <i>Walking and using neighbor-hood businesses, privacy</i>	12:00 -5:00pm <i>lunch privacy communication</i>	5:00-9:00pm <i>dinner diabetic care</i>	5:00-9:00pm <i>dinner diabetic care</i>
5:00-9:00pm <i>dinner diabetic diet diabetic care Evening routine Better sleep</i>	5:00-9:00pm <i>dinner diabetic care Evening routine Better sleep</i>	5:00-9:00pm <i>dinner diabetic care Evening routine Better sleep</i>	5:00-9:00pm <i>dinner diabetic care Evening routine Better sleep</i>	5:00-9:00pm <i>dinner diabetic care Evening routine Better sleep</i>	5:00-9:00pm <i>dinner diabetic care Keeping in touch with friends/ family</i>	5:00-9:00pm <i>dinner diabetic care</i>
<i>Overnight Highway safety</i>	<i>Overnight Highway safety</i>	<i>Overnight Highway safety</i>	<i>Overnight Highway safety</i>	<i>Overnight Highway safety</i>	<i>Evening routine Better sleep Overnight Highway safety</i>	<i>Evening routine Better sleep</i> <i>Overnight Highway safety</i>
Comments: During the use of Periodic Supports, Jack can select from any outcome on his Plan for Supports.						
Total hours or units per week: 72 total hours				Total weekly periodic support hours: <i>Up to 15 hours weekly</i>		

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: *River Creek, LLC* Service: *Residential*



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: River Creek, LLC.

Service: Residential

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

Important TO																																
1. privacy	daily	SK	SK	SK	FA	FA	A	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK
2. morning routine	daily	SK	C	SK	SK	FA	A	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK
3. garden, learning (skill-building)	weekly					FA																										
3. garden, shopping	weekly				FA							FA							FA								FA					FA
3. garden, working (skill-building)	weekly				FA							FA							FA								FA					FA
4. neighborhood	weekly						SK						SK																SK			SK
6. menu/groceries (skill-building)	weekly		SK														SK															SK
6. preparing lunch	daily	SK	SK	SK	FA	FA	A	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK
6. preparing dinner	daily	SK	SK	SK	FA	FA	A	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK
8. sleep items	daily	SK	SK	SK	FA	FA	A	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK	SK	FA	Kt	Kt	SK	SK	SK
9. renting videos	weekly 2x			SK								SK							SK												SK	
9. comedy	weekly						A																									

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: Stephanie Kline Initials: SK Date: _____

Printed Name: Faith Anderson Initials: FA Date: _____

Printed Name: Kathryn Tanner Initials: Kt Date: _____

Printed Name: _____ Initials: _____ Date: _____

1

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: River Creek, LLC.

Service: Residential

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

chb																																	
10. friends and family	weekly						A						AI								AI								AI				
Important FOR																																	
12. Safe around highways (safety)	nightly				I																												
13. diabetic diet	weekly	SK									SK						SK															SK	
13. blood sugar and insulin	Daily (3x)	SK	SK	SK	FA	FA	A	AI	SK	SK	SK	SK	SK	FA	AI	AI	SK	SK	SK	SK	SK	FA	AI	AI	SK								
13. regular exercise	daily	SK	SK	SK	FA	FA	A	AI	SK	SK	SK	SK	SK	FA	AI	AI	SK	SK	SK	SK	SK	FA	AI	AI	SK								
14. medications and routine care	daily	SK	SK	SK	FA	FA	A	AI	SK	SK	SK	SK	SK	FA	AI	AI	SK	SK	SK	SK	SK	FA	AI	AI	SK								
14. evening routine	daily	SK	SK	SK	FA	FA	A	AI	SK	SK	SK	SK	SK	FA	AI	AI	SK	SK	SK	SK	SK	FA	AI	AI	SK								
15. house-cleaning	weekly	SK									SK						SK								SK							SK	
15. laundry	weekly	SK									SK						SK								SK							SK	
16. budget/bills	weekly						A							AI																		AI	
17. sharing preferences	daily	SK	SK	SK	FA	FA	A	AI	SK	SK	SK	SK	SK	FA	AI	AI	SK	SK	SK	SK	SK	FA	AI	AI	SK								
19. periodic supports	As needed																				SK												

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: Stephanie Kline Initials: SK Date: _____

Printed Name: Faith Anderson Initials: FA Date: _____

Printed Name: Kathryn Tanner Initials: Kt Date: _____

Printed Name: _____ Initials: _____ Date: _____

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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
3/2/09 Outcomes 2	This morning Jack said that he was "too tired" to complete his morning routine. He didn't shave today. He did shower and have his coffee the way he likes it and ate a piece of toast after about 1 hour after waking. He still chose to attend day support and went looking at supplies for his garden later in the day. <i>Kathryn Tanner 3/2/09</i>
3/3/09 Outcomes 3	Skill-building: Jack expressed that he enjoyed working in his garden. He bought seeds at the local store and I supported Jack with understanding how and when to plant the seeds according to package directions. Jack chose several flower varieties as well as vegetables. He said that the blue flowers are his favorite. He demonstrated that he could identify, which plants require full sun by locating the sun picture on several seed packets. <i>Faith Anderson 3/3/09</i>
3/3/09 Outcome 12	Incident: See Learning Log dated 3/3/09. <i>Faith Anderson 3/3/09</i>
3/6/09	Jack went fishing with his brother today and will be back first thing in the morning. He left at 7am and should be back by 8 am tomorrow. <i>Kathryn Tanner 3/6/09</i>
3/22/09 Outcome 8	Tonight Jack tried a new tea, chamomile, and said that he really liked it. He had the tea and listened to some soft classical music before bed. He said that the tea is something he would like every night. He said that he has been sleeping better and not waking up as much. <i>Sarah Klein 3/22/09</i>

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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?
3/3/09 Outcome 12 Faith Anderson 3/3/09	Tonight Jack left the house without telling anyone and set off the door alarm.	Jack, DSP, home supervisor	DSP contacted 911 and supervisor, Max Wilson. M. Wilson responded by driving to the Krispy Kreme where Jack was found unharmed. Jack was glad to be home and having some tea seemed to help him calm down before he went back to bed.	DSP went to the front porch immediately, but Jack had already left the property. DSP talked with Jack about how the highway is dangerous, which seemed to upset him. DSP completed an incident report and will discuss the incident with the supervisor to determine what may help Jack in the future.

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 Learning Log 07/31/08 Smull and Sanderson: Learning Community for Person Centred Practices - www.elpnet.net

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: River Creek, LLC Service: Residential

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 on all but 5 days during the quarter. These five days were missed because Jack spent them with his brother as recorded in his support log. Jack indicates he likes being able to get away from his housemates and having some time alone each day. Jack does better with reminders to find a private space before he becomes agitated. He also likes help	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended

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		finding activities to do during his alone time. He especially likes sitting on the back porch, listening and watching the birds.		
2	<i>Jack has a calm and relaxed morning routine, with time after breakfast for sitting on the porch or something else he enjoys.</i>	Jack's morning routine was completed every day he was at home. We have learned that Jack likes unscented soap and a large bath towel. He also likes his first cup of coffee with cream and sugar and then he fixes it black.	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
3	Jack helps plant and tend a vegetable garden. (skill-building)	Jack has spent more of his money on video rentals this quarter and has less for buying tools and supplies for gardening. As a way to save money, DSP is working with Jack to learn to start plants from seed. He can now identify and name three seed plants that he wants to grow this year.	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
4	<i>Jack uses local businesses and attends neighborhood events.</i>	Each week Jack walked around his neighborhood as planned. He met two neighbors and has found a bank teller he likes to see each week. He has learned to stop and look for traffic before crossing the street and smiles and speaks to others without concern.	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
6	<i>Jack selects his menu and tries different dishes made with ingredients he likes. (Skill-building)</i>  Notice that the report includes what Jack can now do that indicates learning. Jack has learned how to identify different	<i>We have learned that Jack likes certain "free foods" that don't affect his blood sugar such as green beans and salad. He likes pushing his own cart at the grocery store as well and was able to enjoy visits each week. He is able to identify different fruits and vegetables correctly when at the grocery store such as bananas, pears, apples, green beans and lettuce.</i>	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended  Notice that "progress" is marked above because Jack made progress toward outcome #3

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	<i>fruits and vegetables at his local grocery store.</i>			
8	<i>Jack sleeps through the night without waking and wandering around.</i>	Jack sleeps through the night more often and has decided that he likes a cup of tea before bed each evening. He prefers Earl Grey or Jasmine. DSP helps him to fix it, carry it to the porch (or recreation room) and relax before bed. This outcome is being changed since sleeping is no longer a concern to focus on having tea each night.	3/1/09	<input type="checkbox"/> Progress <input type="checkbox"/> Continued <input checked="" type="checkbox"/> Ended
9	<i>Jack watches comedies and goes to the comedy club.</i>	Jack has been renting an extra video each week, which has left him less money for his garden supplies. DSP spoke with him about this choice and Jack said watching the comedy is most important. DSP will work with Jack to identify ways to save money on his garden supplies.	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
10	<i>Jack calls and sends birthday and holiday cards to friends and family.</i>	Jack has purchased a monthly planner and he directed the DSP in listing all of his family members and friends' birthdays. He has also added in all holidays and states that he wants to send holiday cards this year to some people. He has sent a card or letter each week during the quarter and has received four back - one from his cousin, Terry, two from his younger sister, Sarah and one from his older sister, Jennifer.	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	 List the ISP	 Report the person's general status	 Enter	 Mark "progress" if

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<i>outcome number</i> for reference only.	outcomes that are important FOR the individual and addressed in Part V below.	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.	the date the outcome began or will end (if stopping)	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.
12	<i>Jack remains safe around traffic.</i>	On one occasion this quarter Jack left home early in the morning at 5:00am. DSP contacted 911 and the supervisor when the event happened. Jack was located at the Krispy Kreme waiting for it to open. He stated that he wanted to see his friends. Since the incident, Jack is reminded each evening that his schedule for Krispy Kreme is on Thursdays during his walk and again on Sundays with his brother. He says that he will always let someone know when he wants to leave the home.	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
13	<i>Jack's blood sugar remains stable.</i>	Jack met with Dr. Glass on April 14 th and received a very positive report. Dr. Glass stated that Jack's labs are stable and that the exercise and improved food choices are having a positive affect on Jack's health. Jack had 5 incidents this quarter in which DSPs provided comfort and orange juice. Protocol remains unchanged and will be followed in the coming quarter. Jack has participated in weekly discussions about his diet. He says that he likes having green beans with dinner and has found a sugar-free ice cream that he buys at the store each week. When asked, Jack states that he likes trying out new foods that he can have. He also call his neighborhood walk part of his	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended

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		"exercise" and says "its good for me." Each day DSP spoke with Jack about the benefits of the activities he is doing such as walking in his neighborhood, exercising and working in his garden.		
14	<i>Jack is clean each day, maintains his current weight and has good medical and dental check-ups.</i>	Jack was supported with all routine supports needed for staying clean each day. He was supported with nail and hair care each week. He experienced a cold on March 11, 2009 and stay home from day support that day. He met with Dr. Glass on April 14 as reported above. No dental appointments were needed this quarter; Jack will be supported to schedule a dental cleaning next month.	3/1/09	<input type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
15	<i>Jack has clean clothes and lives in a tidy, organized home.</i>	Jack was helped on a routine basis to complete daily chores including meals, laundry and cleaning. Jack says that he enjoys doing his laundry on Sunday and has learned to separate the blue jeans out on his own. He continues to struggle with keeping the lights and darks separate, but DSP continues to practice this with him each week.	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
16	<i>Jack budgets and pays his bills.</i>	Jack continues to show stress during budgeting sessions. He is now offered breaks or the option to stop participation when seen as anxious or pacing so that he can participate with managing his own money. Budgeting occurred each week as needed and supporters are hopeful that the offers for breaks will support Jack's involvement.	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 was able to share his preferences each day when supports were provided. He continues to benefit from additional time so that he can share his ideas and opinions.	3/1/09	<input type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended

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19	Periodic supports when plans are cancelled.	Periodic supports were used on March 18 th during the past quarter due to Jack not sleeping well and staying home from day support. Jack received needed support that day to remain comfortable and chose other outcomes from his ISP that day.	3/1/09	<input 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).
20	Jack attends a local garden club where he makes new friends.	It's important TO Jack to have more friends. Jack will benefit from attending the gardening club at the local college where he can make some new friends.	6/15/09	Weekly
21	Jack prepares and enjoys tea each evening before bed.	It is important TO Jack to have tea each night. He expresses that this helps him to sleep better.	6/1/09	Daily

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 and that he likes learning about gardening and watching "funny movies" each week. He states that he is very pleased with the supports he receives.



Be certain to include family satisfaction as well when applicable.

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.

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Individual: _____ Date: 05/24/09
Representative: _____ Date: _____
Provider/Agency: Melissa Schaffer / River Creek, LLC 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 6/1/09
Support Coordinator Date

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