

## Part V. Plan for Supports

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 need to be tailored to the individual's preferences and profile.	How often or by when?	How Long?
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>	<u>Privacy and time alone:</u> <i>Helping Jack get time alone when he needs it.</i>	<ul style="list-style-type: none"> <li>- watch for pacing and repeating others when observed and remind Jack that he can take time away from others</li> <li>- provide option for a quiet area in the day center or on the patio</li> <li>- offer relaxing music or another activity of his choice</li> <li>- remind others that Jack is having time alone</li> <li>- observe Jack every few minutes to determine if he is calm; watch for signs of being ready to return.</li> <li>-once he is ready support him in returning to the activity.</li> </ul>	<i>Weekly 3x</i>	<i>30 minutes</i>
3  <i>Jack helps plant and tend a vegetable garden.</i>	<u>Gardening:</u> <i>Helping Jack learn about different plants and flowers and gardening (skill-building)</i>	<ul style="list-style-type: none"> <li>- each day when services occur, review gardening books with Jack</li> <li>- talk with him about how gardens are developed and maintained</li> <li>- show him plants and flowers on the center grounds</li> <li>- 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</li> <li>- help him "hang out" with the grounds crew and learn about weeding, planting and mulching.</li> </ul>	<i>Mondays And Wednesdays</i>	<i>1 hour</i>

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<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"> <li>- take Jack to a local park or plant store to look at his favorite plants</li> <li>- if he has funds, support him as needed with making a purchase</li> <li>- Support Jack with weekly watering of his plants while at the center</li> </ul>	<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"> <li>- each week, support Jack with spending time in his community</li> <li>- review the local paper for events and activities that interest Jack</li> <li>- provide transportation to the event, activity or store and support him in his interactions with others</li> <li>- if Jack becomes anxious find a location away from any noise and take five minutes for him to calm down</li> </ul>	<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"> <li>-support Jack with obtaining a scholarship to the YMCA</li> <li>- request that Jack bring workout clothes each Monday by talking with Jack and his residential provider</li> <li>- Each week on Mondays take him to the YMCA for fitness training, swimming and jogging</li> <li>- support Jack to safely lift weights/exercise and to interact with others while there</li> </ul>	<p>Weekly</p>	<p>3 hours</p>
<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"> <li>- support Jack with creating gifts to give to friends and family</li> <li>- Jack likes to create drawings and write letters</li> <li>- Support Jack with trying out different methods of painting and drawing</li> <li>- when Jack finishes a painting/drawing ask him who he would like to send the drawing to</li> <li>- support Jack in purchasing stamps and with mailing his drawing/painting to his chosen friend or family member.</li> </ul>	<p>Weekly</p>	<p>2 hours</p>

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<u>Outcome #</u>	<u>Important FOR Me</u> List the support activities for each desired outcome	<u>Support Instructions</u> Describe how supports need to be tailored to the individual's preferences and profile.	How often or by when?	How Long?
13 Jack's blood sugar remains stable.	<u>Support for diabetes:</u> Responding in emergencies	- 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.	As needed	30 minutes - in place of scheduled activities
14 Jack is clean each day maintains his current weigh and has good medical and dental check-ups.	<u>Staying healthy:</u> Taking medications, Personal care.	- 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.	As needed weekly.	30 minutes
16 Jack budgets and pays his bills.	<u>Meeting financial responsibilities:</u> Budgeting for activities	- 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.	Weekly	1 hour
17 Jack shares his preferences and	<u>Being understood by others:</u> Sharing preferences	- support Jack by offering choices during each activity through the day. - provide him with up to 2 minutes to communicate his	daily	30 minutes

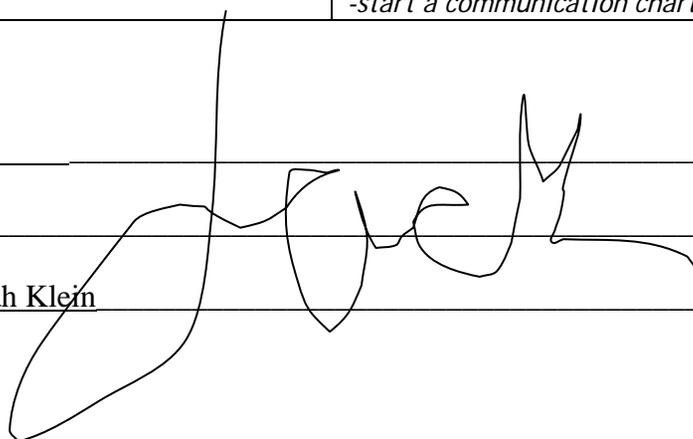
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<i>choices.</i>		<i>choice.</i> - if needed, remind him that there is no rush and that he can take the time he needs to answer - if he doesn't decide in two minutes let him know that you will check back shortly (within 10 minutes). - start a communication chart		
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Individual: \_\_\_\_\_ Date: 2/22/09

Representative: \_\_\_\_\_ Date: \_\_\_\_\_

Provider: Sarah Klein \_\_\_\_\_ Date: 2/22/09



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**General Schedule of Supports**

**Provider: New Adventures Service: Day Support**

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 <i>Lunch</i> 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 <i>Lunch</i> 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				

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

Important FOR																																							
13. diabetic emergencies	As needed																																						
14. medications and routine care	Weekly (XX)		cg		cg		cg		cg		A		cg		cg		cg		A		cg																		
16. budgeting	weekly						cg					cg																											
17. sharing preferences	Mon, Wed, Fri		cg		cg		cg		cg		A		cg		cg		cg		A		cg																		

**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: Gf Date: \_\_\_\_\_

Printed Name: Carl Gravelly Initials: cg Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Initials: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Initials: \_\_\_\_\_ Date: \_\_\_\_\_

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Support Log	
Date	Details
3/4/09 Outcome 3	<p><b>Skill-building:</b> 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. We will support Jack on his Friday shopping trip to prepare an envelope and purchase stamps and with mailing the picture.</p> <p style="text-align: right;"><i>Gwen Thomas 3/4/09</i></p>
3/9/09 Outcome 3	<p><b>Skill-building:</b> I reviewed a variety of sun loving plants today with Jack. Jack was able to repeat back the names of several plants. Jack and I 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.”</p> <p style="text-align: right;"><i>Carl Gravely 3/9/09</i></p>
3/18/09	<p>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.</p> <p style="text-align: right;"><i>Gwen Thomas 3/18/09</i></p>
3/25/09 Outcome 13	<p><b>Incident:</b> See Learning Log dated 3/25/09.</p> <p style="text-align: right;"><i>Carl Gravely 3/25/09</i></p>

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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  <i>Carl Gravely, 3/25/09</i>	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.

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 DRAFT Learning Log 07/31/08 Adapted from Michael Smull

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**Person-Centered Review**

Provider: New Adventures Service: Day Support

Purpose of review: 1<sup>st</sup> , 2<sup>nd</sup> , 3<sup>rd</sup> , 4<sup>th</sup> , Update

<b>Outcome #</b>	<b>Desired outcomes (Important TO)</b>	<b>Describe progress toward each outcome.</b> (Include new learning, barriers, successes and relevant medical information in each instance)	<b>Start/End</b>	<b>Condition (Check all that apply)</b>
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
3	Jack helps plant and tend a vegetable garden. (skill-building)	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.	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
4	Jack uses local businesses and attends neighborhood	Jack visited many local businesses and events in his community this quarter. He went to a festival that	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended

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	events. (skill-building)	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.		
5	<i>Jack lifts weights regularly.</i> (skill-building)	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. 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.	3/25/09	<input checked="" type="checkbox"/> Progress <input type="checkbox"/> Continued <input checked="" type="checkbox"/> Ended
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
<b>Outcome #</b>	<b>Desired outcomes (Important FOR)</b>	<b>Describe progress toward each outcome.</b> (Include new learning, barriers, successes and relevant medical information in each instance)	<b>Start/End</b>	<b>Condition (Check all that apply)</b>

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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 check-ups.</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. 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.	3/1/09	<input type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
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 type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
<b>Outcome #</b>	<b>Additional desired outcomes</b>	<b>Describe the expected benefits of this change as Important TO or Important FOR the individual.</b>	<b>Start/End</b>	<b>How often or by when?</b>
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	6/5/09	Weekly

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		learning to swim during weekly visits to the YMCA. (skill-building)		

**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

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:

<i>Gloria Jones, SC</i> Support Coordinator	<i>6/1/09</i> Date
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