

# Chapter 7

# Individual and Instruction Support Plan (IISP)

## **Creating the Plan**

Each individual will have a support plan that will guide you to help them to achieve their vision and goals for their lives. You will read each person's plan to gain a better understanding of his or her needs, historical information, for example where he came from, health care needs, medications he takes, guardian status, and more.

There are multiple plans to be considered that make up the IISP. To develop the IISP the support team comes together to discuss with the individual, their goals and the plan to achieve those goals. The meeting that is held is referred to as the Person Centered Planning meeting and is made up of the individual, their family members of their choosing, a Guardian if they have one, friends of their choosing, the case manager, familiar staff and the person writing the plan. The individual may also select a Necessary Supplemental Accommodation Representative (NSA) of their choosing to help advocate for their wants and needs. An Individual Support Plan (ISP) is developed with the case manager, the individual and others of their choice. The purpose of the ISP is to determine supports needed to assist the individual to meet their goals. This assessment determines a support level of numbers 1-6 which also determines the amount of funding needed. Additional plans will be developed for financial, communication, therapies, and other items determined by the assessment or by the team based on knowledge of the individuals wants and needs. All of these additional plans are part of the IISP and will contain information related to support of the individual. For our purposes in this training we focused on determining the activities of a meaningful life and how they fit into the residential guidelines.

Each year, the team gets together to create a new plan by evaluating progress and making adjustments accordingly.

## **Working the Plan**

As you meet the people you work with, you will also read their support plans, and look at their goals. DSPs with a history of supporting the person will show you how to best support the person and follow the IISP based on the relationship they have established with the person.

Keep in mind that while you all have different personalities, strengths, and weaknesses, it is also imperative that you get to know each individual's personality, strengths, and weaknesses and understand what drives or inspires them. Come to know what their motivation is, what attention span limits might exist, as well as their rate of learning. Adjust your own processes so your support methods match their personality and what works best for them.

# Fundamentals

- **Motivations** can be internal or external. You go to bed earlier than your usual time because you are tired (internal) and you have to be at work very early tomorrow (external). Or you take a shower because a skin condition feels better in warm water (internal) but you know your chances for employment are better if you smell okay (external).
- **Attention span** and **frequency** varies for each of person. Some people could work for hours on following a specific recipe to make a soufflé while others are going to be happy with a cooked egg! So how much time will a person be willing to spend to learn a new task? And in the context of learning to make a soufflé how frequently do people make soufflés? If it is a required task at a job, then probably quite frequently, but if it is just a holiday occasion, then frequency is rare.
- **Rate of Learning** refers to how fast of a learner a person is and also how much practice a person needs to master a skill. This also can be affected by motivation, attention span, learning and teaching styles, difficulty of the task, and the effectiveness of the reinforcement. A fast learner can have more robust goals while a person who learns more slowly will need fewer more basic tasks drawn out over a longer period of time with more opportunities to practice to become efficient.
- **Pace of teaching** and teaching styles are also determined by the interest level and **learning preference** of the person and the teaching skills of the coach. A good coach will use many tactics including visual, auditory, and kinesthetic opportunities to help teach a desired skill. The pace will be set by the person who really must go at his or her own pace.

Always remember: it is really crucial to have a **relationship** with the learner, to engage with him or her within the learning activity but also outside of it. Being able to maintain interest in the task and performing the task during the actual time of day when the task is typically done will help to guide the normal rate or pace of the activity.

# Fundamentals