

Training Objectives

As a result of participating in this segment of training, learners will be able to:

1. Recognize the difference and use of an Individual Service Plan ISP (state’s assessment) and an Individual Instruction and Support Plan IISP (agency’s plan to support person)
2. Recall attributes of the IISP
3. Debate the merits of at least 3 key elements of interactive planning by explaining the value of each element, or the loss that would occur if the element were not included in the planning
4. Recognize sections or domains of an Individual Instruction and Support Plan (IISP)
5. Generalize the broad range of activities that may be considered when developing individual plans
6. Distinguish between what is “important to” the individual and what is “important for” the individual
7. Recount the process from which interactive plans are developed

Estimated Time




Approximately 4 hours depending on the number of participants




Supplies




Laptop or computer connected to a projector/monitor
 External speakers for laptop or computer
 Internet access
 Colored markers
 Sticky notes
 Poster paper (self-adhesive or masking tape for walls)
 Paper and pens for participants
 Toolkit per participant

Preparation before		Print a Facilitator Guide, and review it in detail prior to training. Ensure each participant has a pen and Toolkit.
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**CH 7: INDIVIDUAL INSTRUCTION
AND SUPPORT PLAN**

training		
Opening: Engaging Activity (5 minutes)		
Activity		<p>Take out a pen and before you write anything, imagine:</p> <p>You are unable to act on your own without some assistance....Or... You are no longer able to explain your dreams and desires without someone who knows you well to voice that for you....Or.... You are unable to participate in what you want to do without somebody accompanying you... Now, make a list of the people you would want to be your voice and advocate for you.</p> <p>(Give about 30 seconds to a minute for the participants to write at least one name or more, and then ask them to share those names and why...)</p>
Say		<p>As a Direct Support Professional you are going to be in a position to help support people to have outcomes in their lives that fulfill their visions and goals while still supporting them to achieve lifelong skills. For this segment of training, we are going to look at and practice some of the activities that are done to create person centered support plans.</p>
Teach and Train (10 minutes)		
Say		<p>Although many people you will support are able to speak for themselves and/or act independently, others will require more hands on assistance and all will have a variety of needs for support in and outside of their home. If the person didn't have some identified need for help, he or she would not be receiving services.</p> <p>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.</p> <p>There are actually 2 plans that work together. The first one is the Individual Support Plan or ISP. This is the state's assessment of what the person's needs are and how those needs will be addressed. The other plan is called the Individual Instruction and Support Plan or IISP. The IISP is the supporting agencies' person centered plan that provides the instructions and guides for how to meet the person's needs, dreams, and</p>






		<p>goals for the year.</p> <p>Before we look at how the plan is put together, let’s have a little conversation about how we get to know people starting with each other.</p>
Activity		<p>Getting to know someone. Give each person a small piece of paper. On that piece of paper ask each person to write down some adventure or activity they have done that might surprise the group. Write something that you haven’t shared with anyone in the room, it could be risky, technical, creative, etc. Then have them print their name on it, fold it in half and drop it in a container where no one has access to it but you.</p> <p>If the people in the classroom have gotten chummy with their table partner, mix them up so they each have a new partner. Have them sit across from each other or beside, close enough to have a conversation, far enough away from others to not be overheard.</p>
Say		<p>I am going to read these “activities” out loud one at a time. Listen carefully. If I read your activity, do not admit it. When I finish reading an activity, the person on the left will have a minute to ask their partner questions about the activity so they can decide if the person actually did the activity or not.</p> <p>Then you will switch and the person on the right will have a minute to ask questions about the activity so they can decide if the person actually did the activity or not. Wait until all activities have been read to decide which activity your partner did.</p> <p>Just because you didn’t write the activity down, does not mean you didn’t do it. You can answer as if you did, if you want, but be sure if your activity is read that you answer honestly. This is a getting to know someone activity. After all the activities have been read, you will admit to your activity, and we will see what we learned about each other.</p>
Ask		<p>Complete the activity and ask the following questions:</p> <ul style="list-style-type: none"> • What makes a person unique and fascinating? • How easy or difficult is it to become acquainted with a person if you just read a few paragraphs about him or her? • What questions do you typically ask to get to know someone? • How will you get to know the people you support? • What if you ask a question to someone who doesn’t speak...your language? • Would anyone in the room want people to make plans for you and your life without really knowing who you are?

<p>Say</p>		<p>Make a plan to get to know the people you support, take your time, listen, speak their language, ask questions, and if someone says a person is mean, manipulative, smart, funny, etc., find out for yourself.</p>
<p>Toolkit</p>		<p>Invite participants to view this the Toolkit section for this chapter; the ISP assesses 7 key domains and 2 exceptions.</p>
<p>Note</p>		<p>Note to Facilitator: Write these categories on a white board, and as the participants answer the questions, jot down some of their ideas.</p>
<p>Immerse (20 minutes)</p>		
<p>Ask</p>	<p>?</p>	<p>Home Living Activities What kind of tasks occur in your home? Responses may include: housekeeping, laundry, eating and cooking, bathing, toileting, etc. These types of activities are addressed here.</p> <p>Community Living Activities What kind of activities do you participate in within your community? Responses may include: transportation, shopping, team sports, banking, etc. These activities are addressed here.</p> <p>Lifelong Learning Activities What kind of activities do you learn or want to learn during your life? Responses may include: computers, languages, French cooking, technology, playing an instrument, reading, keeping a budget, self-management, etc.</p> <p>Health and Safety Activities What kind of activities do we do for ourselves when it comes to our own safety and health? Responses may include: taking medication, recognizing and avoiding hazards, wearing a seatbelt, ambulating and moving around, physical fitness, etc.</p> <p>Social Activities What kind of socializing do you do in your home or in the community? Responses may include: socializing in home and community, recreational activities, maintaining friendships, volunteer work, etc.</p> <p>Employment Activities What kind of employment help assistance, might be needed for people who have developmental and/or intellectual disabilities? Responses may include: accessing accommodations, interacting with coworkers and supervisors, learning and using job skills.</p> <p>Protection & Advocacy Ask the group about activities that might be about advocating for oneself, and what those might look like for a</p>





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		<p>person who is receiving services. Responses may include: self-advocacy, budgeting, voting, making choices, protection from exploitation.</p>
<p>Say</p>		<p>The 2 exceptions are: Exceptional Behavior Supports As you learned in the chapter <i>Introduction to Positive Behavior Support</i> sometimes people need extra support to be successful due to challenging behaviors What kinds of ideas might be included in a Positive Behavior Support Plan? Responses may include: specific strategies in a positive behavior support plan for people who need extra support to live successfully in the community.</p> <p>Exceptional Medical Supports may include, specific medical and health care support for a person who needs that extra physical/health care to live successfully in the community which will be addressed in the chapter titled, <i>Personal Care Skills and Support</i>.</p> <p>The tool used to create the ISP includes specific questions that are asked by the Case Manager. The answers which range from needing full hands on assistance to completely independent are documented and scored which results in areas of strength and areas of need from which the goals for the ISP are determined.</p>
<p>Ask</p> 		<p>Imagine again for a moment when the case manager asks the questions regarding the 7 domains, who would answer realistically about a person’s abilities in self advocacy, toileting skill, cooking and feeding, transportation and safety skills? Staff Friend Family member</p>
<p>Say</p>		<p>Of course, don’t forget the Person him or herself Asking questions about these domains is another way to get to know a person...but don’t ask about toileting first! That is kind of personal!</p>
Teach and Train (10 minutes)		
<p>Say</p>		<p>Each year, each individual has a Support plan meeting during which time the ISP and the IISP are evaluated, updated, and changed. As a DSP, you become a key support for the person who is setting goals and</p>

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		<p>making plans for their life over the next year.</p> <p>It takes planning to work collaboratively on new ideas or refreshed old ideas. It takes honest reflection from the people who know an individual best to analyze and critique the past year’s experiences. It takes integrity to admit when somebody was unable to achieve their goals, and how we can be responsible to even change that, try again with renewed vigor or a new plan of approach. It takes thoughtful reflection to just admit that reaching a particular goal isn’t going to work with the approach being used, so back to the drawing board!</p> <p>When it is time to prepare for the Plan Review and time to create a new year’s plan, the date must be set and the team who will work on it has to come together. This is an important annual event. Some people look forward to it while others don’t get excited about it.</p>
Apply- Demonstrate Learning Application to Real Work (35 minutes)		
<p>Activity</p>		<p>For this activity, put small groups together and have them design an invitation and guest list for an annual IISP meeting for a character from a book or TV program, i.e., Huck Finn, Sponge Bob or his friend Patrick, Eeyore from Winnie the Pooh, a well-known Disney character, or choose a character themselves. The invitation should explain what to bring, why the meeting is occurring, and the invitation list should only include people who have positive regard for the character. Remember, the guests invited should be willing to contribute ideas as well as commit to helping the ideas come to life. The guests should be an active participant in activities the person may want to participate in during the next year. Your task is to make this event anticipated, exciting, valuable, etc. Where should it occur?</p> <p>When all of the small groups have completed their guest lists and invitations, have them present and share with the large group.</p>
<p>Note</p>		<p>Note to Facilitator: Move around the room and see if the groups need any help or ideas to make their invitation, and to encourage groups to be creative.</p>
<p>Ask</p> 		<p>How would it feel to you, if somebody else was planning your goals without you?</p> <p>Remember that each of us wants to be directing our own lives: Nothing about me without me. If we don’t include the person in their own plan, there is a pretty good</p>






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		<p>chance he or she won't be too invested in working toward achieving those goals.</p> <p>Another person who could be welcomed and invited in this process is the Necessary Supplemental Accommodation Representative. The NSA rep is either chosen by the individual or assigned by DSHS to advocate for a person who might need that 3rd party representative in order to receive the services that will more fully enrich their life.</p>
Teach and Train (5 minutes)		
Toolkit		Invite participants to look in the Toolkit section of this chapter where they will find the 7 key domains plus the 2 exceptional additions of behavioral and medical supports.
Say		<p>Earlier in the chapter entitled <i>Residential Service Guidelines (RSGs)</i> we talked about them and how they are addressed to create a full life for individuals receiving services. Although the RSGs are not exactly the same as the key domains of the IISP, they are still intricately connected to each other.</p> <p>An example of that connection would be the domain “Social Activities,” and the service guideline “Relationships.” It is fairly difficult to have a fulfilling social life if you are not spending time with the people who are the most important to you. Likewise, if the whole team doesn't know who is important to the individual, then how can planning to create or maintain a valued social life be accomplished?</p>
Apply- Demonstrate Learning Application to Real Work (55 minutes)		
Activity		Have one person from each group get a piece of self-adhesive chart paper to put on the wall. Each group will come up with a creative poster using words and possibly drawings.
Say		Place your caricature or name of the character you choose in the center of the paper. Then create a list of activities/goals the character would either experience or want to learn over the next year to enrich their lives. Once you have your list of activities for your character, go back and assign which of the Residential Service Guidelines each activity addresses (you do not have to address every guideline). Remember to use the group's knowledge of your character and their unique and fascinating personality to make plans for their imaginary life.


<p>Note</p>		<p>Note to Facilitator: If there is room on the poster write it on the poster and if the group needs more paper have smaller pieces that can be taped beside it. Roam from group to group to ensure the task is understood and being carried out, and to make sure the groups can defend their ideas for goals.</p>
<p>Activity</p>		<p>After each group has made a poster of their plan and potential activities for goals choose a Residential Service Guideline each activity would address. For example, if seeking employment in an animal shelter for Eeyore is one of the goals being considered, that might address status, relationships, and integration. Sometimes the Residential Service Guidelines overflow into each other, especially if we are really looking at the whole person.</p>
<p>Immerse (15 minutes)</p>		
<p>Show</p> 		<p>Show the <i>Make a Difference Workshop, 2014</i> video (10:00). Then have a discussion about how goals are meant to have a positive impact on an individual.</p>
<p>Say</p> 		<p>Judging from what you saw in the video, what would be happening in Seth Lee’s life if he and his staff didn’t think outside the box of how to make a difference in Seth’s life?</p>
<p>Apply- Demonstrate Learning Application to Real Work (50 minutes)</p>		
<p>Toolkit</p>		<p>Invite participants to turn in the Toolkit section of this chapter, where there is a chart depicting the key elements of interactive planning.</p>
<p>Activity</p>		<p>In your small groups choose at least three elements to discuss. Your discussion should support the importance of the value and also how not including that element in the planning process could be devaluing to the individual whose plan is being created.</p> <p>For example, if the group is having a Support plan meeting for Eeyore, and his good friends and advocates Piglet and Christopher Robin are not included in the planning team, what detriment is that to Eeyore, and why should they be part of the interactive planning?</p>

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<p>Say</p>		<p>After allowing time for the small groups to discuss the value of at least three elements, read each element out loud and ask the groups to share what value they found in it or how it could be detrimental to exclude the element in interactive planning.</p> <ol style="list-style-type: none"> 1. Team Approach (People who know and care about the person are in this together for him/her) 2. Capacities and Opportunities (What she/he can do or may want to try doing, not based on deficiencies) 3. Collective Vision, Inspiration, and Innovation (Together, ideas focus on positive outcomes, adaptations, and accessibility) 4. Collaboration (Input from team members based on the person’s desire to meet his/her goals and an improved quality of life) 5. Invention and Experimentation (Trying new things and beating a new path past former obstacles if necessary) 6. Interests and Choice (A person centered approach of not just what is important to him/her but also important for him/her)) 7. Cultural and Ethnic background (Connecting and celebrating a person’s past, present, and future, including spiritual choice) 8. Considerate of community inclusion, relationship building, personal strengths and areas for improvement, historical information, family dynamics...Residential Service Guidelines
<p>Ask</p>		<p>Do you think you might have more ideas for ways to enrich the life of your character? Because once you have racked your brain for what is going to benefit your character, take a step back, take a deep breath, and think of something else, maybe even bigger and better than what you have come up with so far.</p>
<p>Activity</p>		<p>Instead of thinking of obstacles to overcome, think outside the box: How would it impact a person’s life or make the person feel if we could help to make some really amazing things happen for them like talking using Alternative and Augmentative Communication (AAC) devices, getting access to adaptive equipment, filming their own movie, riding a bicycle with a side car, buying a home of their own, having their own service animal or taking care of a pet, swimming across Lake Tahoe, joining Weight Watchers, etc. (Bring up some of the fascinating and unique activities the participants in the room shared during the Getting to Know You Activity.)</p> <p>Go back to your poster and amp it up a bit. See if you can embellish the activities so they jump out at you. Of course, in reality it will depend on</p>

		the person you are planning with, but don't be limiting. Reach for the stars.
Teach and Train (5 minutes)		
Say		Step away from your planning and think about how the character you are planning for would react right now, if he or she was a real person.
		As we are planning with a person, sometimes team members will have amazing ideas of what would be important FOR a person. For example: It would be good FOR the person to lose weight while it would be important TO the person to have a YMCA membership. Or, it might be important FOR the person to bathe more frequently while it would be important TO the person to have a job. When you can link the TO s and the FOR s together, the possibility for success is increased.
Toolkit		Take a look at <i>FOR</i> vs. <i>TO</i> in the Toolkit section of this chapter.
Activity		So, go back to your posters and look at the activities you were considering putting into the plan. Put a number 2 next to the activities that were important TO the character and a number 4 next to the activities you were considering as being important FOR the character.
		After you have determined what is important TO and FOR , rethink the activities and discover if you can link them together for greater success.
Say		Now that the groups have some very interesting posters, make sure your character is identified with a name so others looking will know who you were planning with.
Apply- Demonstrate Learning Application to Real Work (15 minutes)		
Activity		Tell the groups they are going to stay in their small groups to move from poster to poster to observe what the other groups have created. Give each group a stack of sticky notes, or different colored markers to leave comments, note or circle what they were most impressed with, and even leave added suggestions. Tell them you will allow each group 5 minutes per poster and that all groups will rotate in the same direction when you flash the lights, or blow a whistle, or call out a directive like: "Change." When they get back to their own poster, the groups can take a look at the ideas and comments that might have been added to their poster.
		When each group finishes reviewing their own poster's notes or comments, ask them to share what they liked about the other groups'

		<p>suggestions.</p> <p>Ask the groups to share what was helpful and what they liked about looking at the other groups' posters.</p>
Teach and Train (5 minutes)		
Say		<p>So the planning meeting has ended and there are a lot of engaging ideas to turn into learning goals that will hopefully enrich the person's life. But where do you start?</p> <p>There might even be too many! (which is better than not enough). As a team, narrowing down the formal learning goals to a manageable number is one of the keys to providing measurable goals. It doesn't mean that a person can't have a goal to join the YMCA, it just means the steps to do that won't be measured.</p> <p>Looking at what is important TO and what is important FOR on the planning poster, it is great to choose ideas that the person wants for himself, is motivated to accomplish, and builds on skills he has or has been working on. Never choose learning goals that are meaningless for the person. For example, if he is never ever going to jump out of an airplane why would he be compelled to learn how to pack a parachute?</p> <p>Whatever the planned skill or goal is going to be, ask the following questions:</p> <ul style="list-style-type: none"> • How much can the person do for him or herself? • How much assistance will be required and where do you find this information? • Who will be teaching and capturing the data for the person in the learning process? • How frequently will the person work on the goal? <p>Before the team disbands get a commitment from members who are willing and able to help with supporting the person to achieve their new goals.</p>
Ask		<p>We have covered a lot of information on the ISP and goal setting. Why do you think we do this?</p>

Say		<p>This is a lot of information to remember. But guess what?</p> <p>The plans for the people you will be working with are likely already in place and the opportunity for you to have ongoing input into the plans will be dependent on the role you are going to be playing in the person’s life.</p>
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Teach and Train (10 minutes)

<p>Say</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;">  </div>		<p>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.</p> <p>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. What is their motivation, attention span, and rate of learning? What is the pace of teaching that works for you and how can you capitalize on that by taking into account the person’s preferred learning style? And finally, what is the relationship you (the new person) teaching the skills should have established with the learner (person we support) to make it more successful?</p> <p>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).</p> <p>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.</p> <p>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.</p>
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		<p>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.</p> <p>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.</p> <p>As you plan your learning goals for your character think about how the person is able to do the activity. If you are teaching Eeyore how to cook an egg, you probably will not be teaching him how to crack the egg...he doesn't have hands. So how the task can be adapted to work for him is really crucial to the success of the task. Eeyore will probably have to buy liquefied eggs in a carton with a handle that he can pick up and pour with his mouth.</p>
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Apply - Demonstrate Learning Application to Real Work (10 minutes)



Activity		<p>Now take the goal and break it down into 6 to 10 teachable steps, also known as structured instruction, in the order they would occur. For example:</p> <p>Hand washing</p> <ol style="list-style-type: none"> 1. Turn on water 2. Put hands under water 3. Put soap on hands 4. Rub hands together 5. Rinse hands 6. Turn water off 7. Get paper towel 8. Dry hands 9. Throw towel into trash <p>Provide participants time to consider teachable steps for a learning goal.</p>
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Teach and Train (10 minutes)




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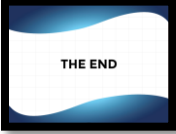



<p>Ask</p>		<p>Ask who can name one or two teaching methods. Write the responses on a whiteboard. Answers may include backward chaining, fading, shaping, forward chaining, or structured teaching/task analysis.</p>
<p>Say</p>		<p>Inform participants that we will see different strategies in the IISP as we teach people new skills.</p>
<p>Apply - Demonstrate Learning Application to Real Work (10 minutes)</p>		
<p>Toolkit</p>  <p>Activity</p> 		<p>Refer to the Toolkit section of this chapter for the group activity. This activity builds on content from the <i>Habilitation Skills</i> chapter.</p> <p>When setting goals and writing directions for IISPs it is an expectation that baseline skills are established first so you know where the person is starting from and what task they hope to be able to accomplish.</p> <p>Send one person from your group to select a random training task from a basket. This will be the task you are going to train your character. Based on what you know about the character, determine (unscientifically) what kind of prompts will be most effective in teaching the new task to the character in your poster and come up with about 5 to 10 steps for the training. (12 minutes)</p> <ol style="list-style-type: none"> 1. Eat a bowl of pudding with a spoon 2. Brush teeth 3. Sort laundry into darks and lights 4. Water a plant 5. Phone a friend 6. Putting on socks <p>Once you have decided what kinds of prompts will work best, then come and select a card from me that has a specific “limit” on it which you will apply to your character. For example: Your character (Winnie the Pooh) lost a leg due to diabetic complications, so snacks will be very difficult to use as a reinforcement, walks in the woods or climbing trees will be challenging, although he uses balloons to get up to bees, etc. Once you get your “limit” will it change how the prompts or how you teach your character to do the task? (5 minutes)</p> <ol style="list-style-type: none"> 1. Had a stroke and now paralyzed on one side of body 2. Head injury results in vision loss 3. Anxiety prevents from going through doorways 4. Traumatic brain injury results in memory loss, doesn’t recognize anybody


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		<p>5. Brain disease causes continual hand tremors 6. Ear infection results in hearing loss</p> <p>Your group will rethink the prompts to use with your character.</p> <p>Also, discuss what would be an effective reinforcement for the character. Reinforcements can be as simple as a genuine compliment or a high five, or they can be tangible like a snack or a shoulder rub, or they can be a rewarding activity like going for a walk or playing a game. The reinforcement should occur naturally within the setting of the task and be appropriate to the age of the person.</p>
Teach and Train (5 minutes)		
Ask		<p>How do you like to be corrected if you make an error? Does your choice of how you are corrected change depending on the situation and who is correcting you?</p> <p>Sometimes it is okay to allow a mistake to occur, but usually in the course of teaching a new task, catching an error early and asking the person what they should do differently puts the ownership of correction back in the hands of the learner. Recognize and praise a person’s willingness to make corrections to improve their skills. Remember we have all been in the position of having to learn something that wasn’t easy, so having the genuine support and encouragement of our coaches is why we remember our best and worst learning experiences.</p> <p>Think about your past experiences with learning a new skill, whether it was in a school classroom, at home, driving a stick shift, crafting a new hobby, or perfecting a sports skill, what were the best of qualities of the coach or teacher who trained you? Those are the qualities you want to bring to the experience of the folks you are supporting.</p>
Apply- Demonstrate Learning Application to Real Work (20 minutes)		
Activity		<p>Have the small group participants take turns practice-teaching the task or skill you chose earlier. Use the prompts your groups discussed, and the potential reinforcement (pretend). Have one of your small group play the character including the “limit.” If you can naturally work in a mistake, then you can also practice some correcting skills.</p> <p>After each person has had the opportunity to practice teaching, have them debrief with each other, specifically what was done well and what was challenging.</p>

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		<p>Large-group Option: Have participants paired for this activity. Small-group Option: Use small groups of 2-4 people.</p> <p>Share the debrief comments with the large group.</p>
Say		<p>Documentation is the final act in capturing the process of learning new tasks and skills to enrich a person’s life. You will be keeping track of the level of support needed, how long it takes, accuracy, accomplishments, and if there are changes to the task that must occur for success to be met.</p> <p>Sometimes a skill is mastered immediately or the person is no longer interested or willing to participate. Goals can be changed, adapted to serve the needs of the person, or redone.</p>
Reflection & Celebration (5 minutes)		
Say		<p>During this session we have practiced and talked about the process of completing person centered planning for an IISP.</p> <p>Now close your Toolkits and turnover your posters. Have one person from your small group get a clean piece of poster paper and as a group, from your memory make a list of the tasks we covered, and any important reminders to make it a more productive and successful plan.</p>
Activity		<p>Review with the whole group to ensure that the following processes were captured on the posters:</p> <ol style="list-style-type: none"> 1. What is an ISP and an IISP 2. Attributes of the ISP 3. Key elements of Interactive Planning 4. 7 Domains plus the 2 exceptions <ul style="list-style-type: none"> • Home living • Community Living • Employment • Protection and Advocacy • Social Activities • Safety • Lifelong learning • Plus: Exceptional Behavioral and Medical Supports 5. Residential Service Guideline Connection 6. Important TO versus Important FOR 7. A wide range of activities and goals 8. Prompts 9. Reinforcement and Corrections

		10. Nothing about me without me, etc.
<p>Say</p> 		<p>Let’s give ourselves a round of applause for the great learning that has occurred here!</p>
<p>Note</p>		<p>Note to Facilitator:</p> <p>OPTION 1: You may want to preview the following Youtube videos on your own, where the differences between people who have the same diagnosis but are very different people are demonstrated, where very personalized plans are required. You may determine one or more are videos you’d like to include here at the end of this chapter.</p> <p>OPTION 2: (recommended): These videos are also included as a resource in the Toolkit section for this sections for participants who want to learn more (these are not placed in our online, visual resources for this chapter).</p> <p>From 20/20 ABC News: Nonverbal Girl with Autism speaks through her computer (Carly Fleischman) http://youtu.be/xMBzJleeOno</p> <p>Carly’s Café, Experience Autism through Carly’s eyes (Carly Fleischman) http://youtu.be/KmDGvquzn2K</p> <p>In My Language, Amanda Baggs is a woman who has a diagnosis of Autism who is so much more! http://youtu.be/JnylM1hl2jc</p> <p>About being considered “Retarded” more profound expressions from Amanda Baggs http://youtu.be/qn70gPukdtY</p> <p>Dreams; people who have Down Syndrome share their goals http://youtu.be/-P4t2jR1g</p>
<p>Activity</p>		<p>Please administer the assessment at the end of this chapter.</p>

Note		<p>Note to Facilitator: As a learning tool it will be important for each participant to leave the training with the correct answers. Please review the answers and ensure that each participant has marked the correct answer. When you review the assessment with participants, note where people are having difficulty and review that section again with the whole group or determine where you will address this in the next chapter. Ensure that you reteach/retrain topics where learning gaps were identified.</p> <p>Due to the confidential nature of the assessments in this course, please collect and shred all upon completion.</p>
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