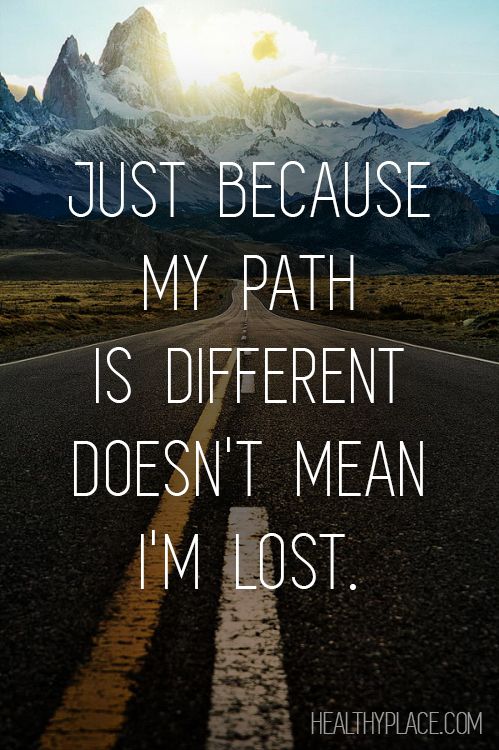


## Reading and Following

## the

## Individual Instruction and Support Plan

(IISP)

[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjqmMu_1bnLAhVFKGMKHZY3BhMQjRwIBw&url=https://www.pinterest.com/pin/332844228690690977/&psig=AFQjCNGG2fE4J4zF4FQ_-00H3cPR6-gesA&ust=1457819906353025) [](https://www.google.com/imgres?imgurl=http://uppervalleynhvt.com/wp-content/uploads/2015/01/Path-of-Life-Sculpture-Garden-1024x683.jpg&imgrefurl=http://uppervalleynhvt.com/path-of-life-garden/&h=683&w=1024&tbnid=Bkisrf9dQgAWuM:&docid=UtdYOQRYb2Bg1M&ei=UUXjVorkC8aAjwOG1Z3gCA&tbm=isch&ved=0ahUKEwjK0MiD1rnLAhVGwGMKHYZqB4wQMwhSKBgwGA)

Reading and Following the IISP

**Instructions to trainer:**

**This course was developed by the Developmental Disabilities Administration. It is approved for continuing education credits to train as it is written and may not be altered in any way.**

* **You may add the use of Individual Instructions and Support Plans for people at your agency that you support.**
* **The minimum amount of time to teach this course is 2.5 hours (in the case of a single staff who is relatively familiar with the plan). The maximum allowed CEs for this course is 6 hours. The number of CEs given should reflect the number of classroom hours used up to the maximum.**

**CE code:** CE1617097

**Pre training**: about two weeks before the event (or more if rooms are scarce)

1. room reservation (do you need internet, power for more than two people, a projector or other electronics)
2. materials to purchase
3. people to co-ordinate with

**Pre training**: the week before

1. Prepare all handouts, sign-in sheets, certificates (see templates), evaluations
2. Make easel charts for presentations (list by topic here)
   1. Ground Rules
   2. Housekeeping
3. Connect with room reservation and confirm
4. Gather equipment and all materials used in the training
5. Ensure you are familiar with the format of your agency’s IISPs
6. Review and practice presentation
7. For each student, you will need to have at least the IISP (preferably the whole client file) for one person with whom they work available for the class. It is the best use of this class time for them to go through the exercises for someone with whom they will work – and **the training cannot be done without an IISP to read**

**Materials:**

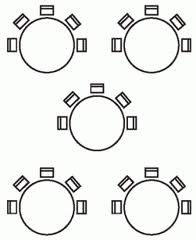
1. Laptop, power cords, Ethernet cord, speakers
2. Projector or large monitor
3. Paper
4. Pens
5. Table tents / name tags
6. Markers
7. Fiddlers (for Kinesthetic Learners have some table toys – pipe cleaners, play doh, other manipulative items that don’t make noise)
8. Post-it notes
9. Sign in sheet (see template at the end of this guide) Per WAC 388-829: original or scanned / electronic copy to trainer files for 6 years from this date.
10. Certificates (see template at the end of this guide) Original to participant and copy to personnel file.
11. One IISP of a client they will work with for each staff attending training

**Day of the event:**

**1.** Arrive early enough to arrange the room the way you want it. If you are going to have small group discussions and activities you may want to set up the room for that from the beginning. Set up any electronics and test them before people arrive. Do you need speakers so they can hear video clips? Do you need a microphone so people can hear you speak?



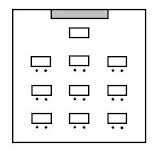
This method reduces table movement in the middle of training and allows for movement and safety evacuation.



This is the way it would look if you have round tables.

All chairs are facing a table and the front of the room.

Make sure you have a table large enough for your projector, laptop, and materials like a binder, water, pen.

[](http://www.google.com/imgres?imgurl=http://www.gisborneconferences.com/myimages/classroom.jpg&imgrefurl=http://www.gisborneconferences.com/meeting-layout.asp&h=195&w=195&tbnid=0r-dbTlArdjaSM:&zoom=1&docid=7nfHbCAbKvki-M&ei=C_O3VJXpKYOnyQTEsYHwCg&tbm=isch&ved=0CEkQMyhBMEE4yAE&iact=rc&uact=3&dur=377&page=7&start=228&ndsp=44)

This style of set-up works when you don’t plan to have group discussions larger than two people. Please note how it allows for easy access to each seat and easy emergency evacuation.

In all cases every person:

* Can see the front of the room
* Has writing space on the table in front of them
* Does not have to turn around to see the speaker or presentations.
* Can be formed into small groups quickly
* Has elbow room
* Can safely escape in an emergency

**2.** Set up a sign-in space large enough to hold handouts you want people to pick up, name tags/table tents, a pen and the sign in sheet with name of the training, date and name of the facilitator/trainer. As the trainer, you are required to maintain the original sign in sheet for 6 years.

3. Hang up posters that you need during the training.

4. Prepare materials for activities.

5. Test your equipment. Add links to your menu tray for easy access. Open presentation and adjust focus and size. Show your welcoming slide or instructions for making a name tag.

6. Consider having an activity that early arrivers can work on prior to start time. Puzzles, brain teasers all make people feel welcome.

7. Consider playing music as people enter, during lengthy activities and at the end of the day. Music should be soft enough to hear but not jumpy or heavy metal. Classical music can be effective.

8. Be ready 15 minutes before people start to arrive so that you can greet each person, provide instructions on name tags/table tents

**CE Course: How to read and follow IISPs**

**Purpose** of this class is to train direct support professionals how to read and follow clients’ IISPs.

**Time:** After completing this 2.5 to 6 hour Continuing Education Course, participants will be able to:

1. Navigate the IISP
2. List at least 3 things they should specifically avoid when working with this client based on their profile (in curriculum, as to list as many as can find)
3. List at least 3 things they should specifically do when working with this client based on their profile (in curriculum, as to list as many as can find)
4. Find other plans for the client
5. Describe how other plans such as the ISP, PBSP or a cross systems crisis plan interface or relates to the IISP
6. Describe Risks and interventions for the client
7. List any potential barriers to consistently implementing the interventions as written (NOTE: There needs to be a follow-up action step)
8. Explain why the interventions are necessary and what may occur if they are not implemented
9. Describe things (if any) that they would do *for* the client without the client’s involvement
10. Describe why it’s important to know what’s important *to* the person to effectively support what important *for* the person
11. Describe the best approach(es) for involving and teaching the client
12. Describe any special protocols or equipment in place to help teach and / or support the client
13. Describe which Habilitative Goals they are expected to support (including when and how often)
14. Describe the instruction they are to provide for Habilitative goals
15. Describe anticipated barriers to supporting Habilitative goals (time, behaviors, lack of progress, environmental issues)
16. Describe ways to address (overcome) the barriers
17. List where to document client’s progress for Habilitative goals
18. Explain why it is important to read, understand and follow the IISP for each client with whom they work
19. List any potential barriers to implementing the IISP as written

There are 3 components to the resources provided to you in this curriculum:

1. Facilitator’s Guide
2. Participant Toolkit
3. Power Point (optional and not needed for small classes)

This class can also be taught one-to-one with staff by adapting the activities to a more personal interaction. Class time, especially in small classes, will vary greatly depending on experience and skill level of class participants. Teach with enthusiasm and in a way that shows that you believe the IISP is important and that your staff can & will make a difference. Add breaks as needed to allow staff a chance to stretch.

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| Opening: Engaging Activity (5 minutes) | | |
| **Ask**  **Say** |  | Let’s do a quick survey - Stand up (or raise your hand) if you would read, or at least glance at, the instruction manual before:   1. Using a new coffee pot for the first time? 2. Driving a rental car you are unfamiliar with? 3. Putting together an entertainment unit from Ikea? 4. Sky diving?   It seems like people are more inclined to look for instructions before doing some of these things – why is that? (give time for answers, if not mentioned suggest that some of these things are more complicated, dangerous and/or critical to get right)  One more question – how many of you believe that the people you are paid to support may be more complicated than a coffee pot and that it is critical that you get things right? If you agreed, then you are absolutely right! People are far more complex than objects and tasks, and what you do at work could literally be the difference between life and death.  Thankfully, we do get a set of “instructions” in the form of the Individual Instruction and Support Plan; and today we will focus on how to read and follow those directions.  By the end of this class, you will be able to:   1. Navigate the IISP; 2. List at least 3 things you should specifically do when working with this client based on their profile; 3. List at least 3 things you should specifically avoid when working with this client based on their profile; 4. Find other plans for the client; and 5. Describe how other plans such as the ISP, PBSP or a cross systems crisis plan interface or relates to the IISP. 6. Describe Risks and interventions for the client 7. List any potential barriers to consistently implementing the interventions as written (NOTE: There needs to be a follow-up action step) 8. Explain why the interventions are necessary and what may occur if they are not implemented 9. Describe things (if any) that they would do *for* the client without the client’s involvement 10. Describe why it’s important to know what’s important *to* the person to effectively support what important *for* the person 11. Describe the best approach(es) for involving and teaching the client 12. Describe any special protocols or equipment in place to help teach and / or support the client 13. Describe which Habilitative Goals they are expected to support (including when and how often) 14. Describe the instruction they are to provide for Habilitative goals 15. Describe anticipated barriers to supporting Habilitative goals (time, behaviors, lack of progress, environmental issues) 16. Describe ways to address (overcome) the barriers 17. List where to document client’s progress for Habilitative goals 18. Explain why it is important to read, understand and follow the IISP for each client with whom they work 19. List any potential barriers to implementing the IISP as written   So, let’s get started!  Orient to class expectations such as cell phone use, break times (if any), whether you want them to hold their questions to when you solicit them or raise them as they occur, exits, etc. |
| Immerse (3 -10 minutes) | | |
| **Activity** |  | Ask each person to say the following about themselves (after giving instructions, introduce yourself using these questions)   * Name * One sound that I really can’t stand is…. * One thing of mine you better not touch is…. * One thing that makes me smile is….. |
| Teach and Train (15 minutes) | | |
| **Say** |  | Just with that brief introduction, we probably learned something helpful for getting along with each other during this training. People don’t usually introduce themselves using these kinds of helpful hints, *and* it can be really important to know what you better not touch or how to make someone smile!  Fortunately, the IISP has some of the most important information written about the person such as their likes, dislikes and ways to effectively communicate.  Before we look at individual sections, let’s take an overall look at what is in this plan. Please take out your plan and start with page 1 (go through each page and explain the headings and what they should find in the section based on the way your agency writes plans).  When you get to the part that references other plans – talk about what these are and where to find them. (If possible and available, have staff physically find each of these plans)  One plan you should know about is the ISP (have them find this to review while you are describing it). This is completed at least once a year by the DDA Case Manager. It contains information used for a variety of purposes, including outlining the level of support a person needs and the supports they are receiving. It also sets the staff hours that your agency receives. You may be asked to participate in this assessment meeting as you get to know people better. Much of the IISP is based on this plan, but the IISP will typically be the most current since agencies are required to update them when certain changes occur.  Speaking of you – if you aren’t already; you will soon become one of the most valuable people to help advocate for the person you support and ensure that their plan reflects current information. Whether it is participating in a meeting, helping the person you work with to identify IISP goals, or notifying your supervisor when you notice a new risk or see something that needs to be updated…..YOU are in a position to make a difference! |
| Apply – Demonstrate Learning Application to Real Work (40 minutes) | | |
| **Activity**    **Toolkit**  **Page 2** |  | Let’s start by taking a look at what is often called the person’s “profile” or “snapshot”. This is the part of the IISP that summarizes a few important things. (Have everyone turn to that page and verify they have found it before moving on). This information is there not just because it is interesting, but also because it should shape how you work with the person. You will be most effective if you adapt how you do your work based on each person’s preferences.  I would like you all to spend the next 5 minutes reading just this information for your client, and ask questions about anything you don’t understand.  Now that you have read the information; turn to your toolkit and fill out the things **you** should DO and AVOID when working with this person. After giving sufficient time (about 10 minutes), have them find a person they do not know in the room and take turns sharing what they wrote and why. Have the person who is the shortest share first. |
| **Ask** |  | What questions do you have about the other plans, where to find them, or why they exist?  What did you learn that will help you to be more effective when you work with this person?  What did you learn that will help you to create a positive environment?  Are there barriers that you see or anything that will be hard for you to do / not to do?  (if so, what ideas do you / the group have to help? You may need to refer staff with major issues to their supervisor/HR/discuss further on break) |
| **Say** |  | The next part of the IISP is all about risks and interventions. So that you understand the importance of reading and understanding areas of risk and intervention, I want to tell you a true and unfortunate story:  In 2011, a young man moved out of the Francis Hadden Morgan Center into a Supported Living program in the community. It was a known part of his history that he would drink anything out of mild containers. It was a part of his plan to ensure that chemicals and cleaners were kept locked up. DDA Quality Assurance visited and identified that this wasn’t being consistently done and the agency followed up. Within a few months after he moved into the community, Laundry soap was left unsecured in a milk jug on top of the washing machine, he ingested it and ultimately died as a result.  I am sure that staff had no intention to do harm, yet because they weren’t vigilant and did not follow the client’s plan – the worst possible outcome occurred. |
| **Ask** |  | Give a personal example of one or more things that you are at risk of such as allergies to food or medication, risks you take based on your behavior (smoking, sky diving, jay-walking; etc.) to convey the idea that all people (not just those with disabilities) have some risk in their lives based on their history, vulnerabilities and activities.  Ask: “What are some of the things that you are at risk of?” (Give participants time to think and respond briefly, but don’t spend too long or let anyone dominate the conversation with stories). |
| Immerse (25 minutes) | | |
| **Say** |  | There are 2 places in the IISP / that are considered a part of the IISP that cover risk: The section that identifies all known risks and their interventions, and the one-page risk summary. Of course, the section that identifies all risks has more information and details than the summary. This should include every known risk that the person may have and let you know what you are supposed to do to prevent, reduce, avoid or respond to the risk. Risks are specific to a person based on their history and/or vulnerability. More information about assessing risk is available on the DDA website.  The one-page summary repeats those risks that are really big – those that could be life threatening or extremely harmful. We want to make sure that those really stand out and are in the forefront of your mind when you are working with this person.  If you have *any* questions on how you are supposed to prevent, avoid or respond to these risks – please ask. If I can’t answer your questions, I will let you know who to ask. You should find out the answer to your question *before* you are responsible to work with this person. Your supervisor and/or the identified Peer Coach are typically good people to ask *(this statement can be modified based on your agency’s protocols).* |
| **Activity** |  | Read over the Risk section of the IISP, including the one-page summary of risks.  I am going to have you bring the plan with you and walk to the area of the room with the sign that best identifies the highest risk written on your plan. If your plan includes at least one “Life Threatening” risk – stand by that sign; if it doesn’t have any Life Threatening, but has at least one “Really Bad” thing – stand by that sign; and if the worst thing in the plan would be considered “kind of bad” – stand by that sign.  (If anyone hasn’t moved, ask if there are no risks at all identified in the plan. If there are risks, help them figure out where to go).  Ask each person what the risk(s) are that fall in that category where they are standing. Ask what specifically could happen if staff don’t provide the intervention which is listed. |
| Apply – Demonstrate Learning Application to Real Work (25 minutes) | | |
| **Toolkit**  **Page 3** |  | Have people go back to their seats and open their toolkits. Ask them to fill out the Risk / What could happen / What I need to do page. Ask them to write it in their own words, not worrying about being fancy or politically correct.  Give plenty of time for everyone to finish and ask any questions – this is important!  Have them find someone new and take turns sharing what they wrote with each other. Have the person who has the fewest speeding tickets go first. |
| **Ask** |  | Especially now that we have talked about what could go wrong, I don’t think that I need to remind you how important it is that you have everything that you need to follow this plan.  What do you think might get in your way of following this plan?  What can we do to address this? |

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| Opening: Engaging Activity (5 minutes) | | |
| **Ask** |  | Raise your hand if you would clean your house if someone else would do it for you if you didn’t?  Raise your hand if you would cook if someone else would do it for you if you didn’t?  Raise your hand if you have ever struggled with getting someone (it could be someone you support, or even a teenager you have lived with) to do things for themselves?  How many of you have cooked or cleaned *for* someone instead of *with* them because it was faster or you wanted to avoid a power struggle? |
| Teach and Train (5 minutes) | | |
| **Say** |  | If you aren’t clear on what a person you support can and should be doing for themselves, it can be easy for you to inadvertently or even knowingly fall into a trap of providing *support* when they should be providing *instruction*.  Supported Living services are intended to be habilitative, which is a bigger word to say that they should be learning. We will see more about that when we get to the habilitative goals, which are a handful of specific, measurable goals that are selected for the person to learn and for us to monitor their progress. One of the roles we discussed with you when you were first hired is to be a teacher. Habilitation means to teach.  Instruction should not be limited to just these goals – there is learning that can and should occur every day and **you** are the model, teacher and cheerleader for what the person learns.  The IISP gives you information on the best approaches to use in order to encourage and teach, and what the person can do in various areas (also called “domains”). Remember when we talked about the ISP? Let’s go back and look at that again. The ISP documents a number of activities and lists the frequency and type of support that would be needed *if* they were to complete that task. There are some things in here that the person may not be doing or asking for support to do – in those cases the frequency is usually “none or less than monthly”.  Following each domain of the ISP, there are comments that give more detail or information about how these supports are provided.  In many cases, there is more information needed – this can be found in the IISP (ensure staff find the page you are referring to). |

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| Immerse (45 minutes) | | |
| **Toolkit**  **Page 4** |  | Take some time to read and really understand the information in the ISP and IISP for these domains. Then turn to page 4 in your toolkit and answer the questions. (give ample time, monitor for progress and answer questions as they come up) |
| **Ask** |  | What did you read in the plan that you didn’t understand or don’t think that you can do? (be sure to take time to address all questions)  Even if it takes more time, why do you think it is important for the person to do things rather than having staff do them for them? (if not brought up, highlight purpose and requirement of the program, that we want people to become more independent, because of the status it gives…)  Does anyone’s plan involve using special equipment such as a communication device, Hoyer lift? If so, did you have enough information in the plan to know how to use it and what to do if there are problems with it? (If not, be sure to make note of that for plan revision and answer their questions). |

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| Opening: Engaging Activity (10 minutes) | | |
| **Activity** |  | Lead simple task such as this one:  http://www.wikihow.com/Make-an-Origami-  Give them paper and:   1. Show them a completed star and ask them to make it (give a little time, but you quickly move to next step) 2. Ask if they would like instructions? Then give verbal instructions only – don’t show them as you go along 3. Next, ask if it would help if they saw it as well? Give instructions while completing steps as they can see them, giving feedback along the way (or, you can show the video for them to watch)   Discuss that it is easier to perform a task when you have the correct materials, you have clear instructions, visual aids, assistance and feedback along the way. Mention that everyone learns a little differently, and the habilitation plans are written with this in mind; but generally they will be showing people how to do things (this is called modeling) and giving them feedback along the way. |
| Immerse (25 minutes) | | |
| **Say** |  | In the IISP Habilitative goals, we have identified goals that each person will work on. The habilitative goals in the IISP provide information for staff to equip them with what they need to support the person to work toward their goals.  Each person in Supported Living is required to have at least 2 or 3 Habilitative Goals which we are helping them to achieve. “Habilitative” means services to acquire, retain and/or improve upon the self-help, socialization and/or adaptive skills necessary to reside successfully in home and community-based settings. The goals may be learning to do something new or to do something more independently, working on social skills such as interacting with others, or adaptive skills such as managing emotions, managing time or using adaptive equipment.  Good goals all have several things in common:   * When you read them, you know why the goal is important to the person you support. This will help you to motivate and encourage them to work toward their goal.   + “Important to” includes things that help people feel satisfied, content, comforted and/or happy – they are often things the person likes and will often choose   + Sometimes goals have a component of “important for” – typically health or safety related. Even if it is an “important for” goal; we always try to link to something “important to” the person – otherwise, why would they care?   + Goals are typically written from the perspective of helping to create a healthy balance of important “to” and “for”.   + (optional activity depending on time / comprehension – have students apply this concept to themselves) * You can see the starting point for the goal, also known as “baseline” so that you can see progress over time * You know what the actual goal is – what they are working to achieve * There is something tangible being measured – something that can be observed and/or counted such as the amount of times, the length of time, number of something * When you read the goal, you know *your* part in it – what specifically you are supposed to do in order to support the person achieve their goal; and where and how you are supposed to document.   It is important that you read and follow the plan as written, as consistency is very helpful both when teaching and reinforcing a new skill. |
| **Ask** |  | Ask the class:  Why do you do the things that are important for you?  If they don’t raise these points; you can add:   * Because you are expected to (that’s what adults do, people would think poorly of you if you didn’t, to make Mom proud….) * You need to in order to live / afford the things you want * Because it helps others, if you didn’t do it no one would, you want to set a good example for your kids….   That’s the link between important **to** and important **for**. When we help identify and remind the people we support of their links; we are setting them up for success.  Now ask yourself – can you combine things that are important for you with things important to you (such as going for a walk *with* a friend or *while* listening to your favorite music); or can you do something to remind yourself of the why it is important to you to do that thing that is important for you (such as keeping a picture of your vacation destination with your debit card, or writing out your goals).  If you aren’t doing these things, you may be surprised at how effective they can be in helping you reach your goals. Part of what should be captured in the IISP is how the goal connects to or is combined with something important to the person. Remembering and highlighting this will help you and the person you support be more effective. |
| **Say** |  | When you look at the goals – you should be able to see:   * What specific goal the person has – what are they trying to increase, decrease or retain? * How the goal relates to what is important to the person * What specifically you are supposed to do to teach, encourage and or motivate this goal * What and where you should document   Because this goal should be “important to” the person; if they are frequently “refusing to work on their goals” try to figure out why & notify your supervisor |
| Apply – Demonstrate Learning Application to Real Work (10 minutes) | | |
| **Toolkit**  **Page 5** |  | Turn to your toolkit and fill out page 5 for each of the goals in your client’s plan. If you can’t find all of the information you need, ask for help.  After you have completed the top section of page 5, answer the questions about barriers and ways to overcome them. Discuss as needed. |
| Immerse (15 minutes) | | |
| **Say** |  | Because people change, as you get to know the person and build a relationship – you may find that you have things that you think should be added or modified. The IISP is intended to be a current, useful document – so if you have changes to suggest you should notify (*supervisor/other appropriate person in your agency*).  Understanding how to follow the IISP is one of the most important predictors of success for **you** and **the client you support** – let’s ensure that you feel confident about the material. |
| **Ask** |  | Remind the class of the learning objectives on the last slide, and ask what questions they still have to feel fully confident on each of these. Give opportunities for time to consider each question and get individual answers – either in the group setting or by bringing in supervisors / plan writers specific to the clients with whom the staff will work. As needed, make commitments and follow up dates if there are elements of the plan that need to be revised based on the questions and feedback during the course.  Ensure that staff know who they should contact when they have a question later on regarding client plans. |

Evaluation

Agency Name:       Instructor Name:

Name of course: Reading & Following the IISP CE(D) code: CE1617097

Date:

Disagree Agree

**Evaluation – *circle the appropriate one* lowest highest**

This training met my expectations 1 2 3 4 5

Trainer was easy to understand 1 2 3 4 5

Activities were easy to follow 1 2 3 4 5

Materials / handouts are useful 1 2 3 4 5

What aspect of this training is going to help me most in my job?

What aspect of this training is going to be the most challenging in my job?

What aspect of the curriculum is going to be the most useful to me as a a person who trains new staff to use the IISP?

Best thing about the training?

Please hand this to the trainer and you will receive your certificate. Thank you for attending!

Sign in sheet

Agency Name: Instructor name:

Date: Name of course: Reading & Following the IISP CE#: CE1617097

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| --- | --- | --- |
| **Printed name** | **Signature** | **Initial for** |
|  |  | **second day** |
|  |  | **of training** |
|  |  | **if needed** |
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**Certificate of Completion**

Has successfully completed Continuing Education ****

Course Title: Reading and Following the IISP

Course Code: CE1617097 # hours:       Date:

Training Program:

Program Number:

Instructor Name: Instructor Signature: