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|  | Toolkit forReading and Following the IISP |

*Please do not use any client names or other confidential information in this workbook*

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| --- |
| List the names of the other plans this person has which I need to read and refer to: |

|  |  |
| --- | --- |
| Things that I should DO when working with this person based on their profile: | 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |

|  |  |
| --- | --- |
| Things that I should AVOID when working with this person based on their profile: | 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Risk**  | **What could happen** | **What I need to do** |
| Example | Eating too quickly  | They could choke and die | Cut up food and stay next to them when they eat |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |

**For each of the domains below, check the box that best describes the type of instruction or support you should be providing for the *majority* of the activities (check more than one if needed):**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | None – the person doesn’t need supports in this area | I will need to “monitor” and only help when needed or asked | I will need to provide motivation  | I will need to give the person reminders | I will need to do this along with the person | I will need to do most things, but involve and teach the person as much as possible | I will need to do most things in this area for the person |
| Home Living |  |  |  |  |  |  |  |
| Community Living |  |  |  |  |  |  |  |
| Life-long Learning |  |  |  |  |  |  |  |
| Employment Activities |  |  |  |  |  |  |  |
| Health and Safety Activities |  |  |  |  |  |  |  |
| Social Activities |  |  |  |  |  |  |  |
| Protection and Advocacy |  |  |  |  |  |  |  |

**What is the best approach to use when working with this person (check one or more):**

[ ]  Be excited and positive [ ]  Offer lots of praise and encouragement

[ ]  Remind person of how great they feel when they do something / how it connects to their goal

[ ]  Ask them to “help you out” by doing part of the task [ ]  Wait and give them time to complete

[ ]  Offer first/then (why don’t you clear the dishes, then we can play a game of Uno)

[ ]  Other:

Habilitative Goals

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal** | **Why it is important to person** | **What is my role?**  | **What do I document?** |
|  |  | [ ]  teach [ ]  encourage / motivate  |  |
|  |  | [ ]  teach [ ]  encourage / motivate  |  |
|  |  | [ ]  teach [ ]  encourage / motivate  |  |
|  |  | [ ]  teach [ ]  encourage / motivate  |  |

What do you think might get in the way of you assisting the client with these goals?

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What can you do to address these potential barriers?

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