

# INDIVIDUALIZED PLAN (IP) AND INDIVIDUAL SERVICES & SUPPORT PLAN (ISSP) (June)

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## Individualized Plan (IP) and Individual Service & Support Plan (ISSP)

- ◆ Purpose of and requirements for IP & ISSP
  - ◆ Purpose of assessments
  - ◆ ISSP Process
  - ◆ IDT process
  - ◆ IP and ISSP implementation responsibilities; teaching & support strategies, data collection, etc.
- \*Service Plan (SP) is often used in place of the term Individualized Plan (IP)

This section is designed to provide an overview the skills needed to understand the Individualized Plan (IP) and the Individual Service and Support Plan (ISSP) process. This section is designed for the direct services staff who are implementing the programs. This section is *not* designed for the person who is writing the ISSP.

### Individualized Plan

#### Purpose of IP

An IP is an Individualized Plan. This refers to the actual document and to the meeting at which the document is developed. The purpose of the IP is to have the Interdisciplinary Team (IDT) meet at least annually (although they can meet more often as needed) to look holistically at the consumer's life. The IP determines the long and short term goals of the person receiving services. It is a legal document that should represent all facets of the life of the person receiving services. The person receiving services has the right to be notified of the date and time of the IP as well as choosing who should attend and whether or not they want to attend themselves.

With Angels Service LLC, the month prior to a service plan expiring the provider will receive an update and the most recent 90 day service review will be sent to the case manager unless the provider wishes to provide an alternative statement of recommendation and service update for the case manager.

#### Requirements of IP

Individual Plans are generally facilitated by the case manager/CCB

The areas covered in the IP must at least contain the following: With these details being included in the Service plan, the service plan becomes an important part of person specific training

- ◆ Abilities
- ◆ Strengths
- ◆ Preferences
- ◆ Desires
- ◆ Needs (of person receiving services and possibly of their family)
- ◆ Services and supports needed (of person receiving services and possibly of their family)

- ◆ Decisions made by the Interdisciplinary Team—including but not limited to rights suspension, existence of appropriate services and supports, the actions necessary for the plan to be achieved and a existence of the services and support funded by the Department. This is to be provided in sufficient detail as to provide for a clear understanding by the service agency of expected responsibilities and performance
- ◆ Describe the results to be obtained from the provision of services and supports
- ◆ Document the authorized services and supports funded by the Department and the projected date of initiation
- ◆ List of the Interdisciplinary Team participants and their relationship to the consumer
- ◆ Statement of agreement signed by the consumer (or person legally authorized to sign for them) and a representative of the CCB

Copies of the IP shall be disseminated to all persons involved in developing the IP within 30 days. The IP shall remain in effect for a period not to exceed one year. The IP must be reviewed and updated as necessary to accurately reflect the person receiving services' current needs and circumstances.

### **Assessments**

Many agencies have assessments already developed. Assessments must be completed before the IP date. The assessment must be relevant to the person receiving services—neither too broad or detailed—depending on the skill level. All ISSPs (individual training goals and support plans) must be developed in conjunction with an assessment.

### **IDT process**

The Interdisciplinary Team is convened by the Community Centered Board and is comprised of individuals paid and unpaid who are involved in the consumer's life. This can include but is not limited to the following: The person receiving services, parent or guardian if a minor, family and friends, legal guardian or authorized representative, case manager, residential staff, day program staff, transportation staff, vocational staff, psychologist/psychiatrist, therapist, nurse, etc. The actual people involved vary based upon the needs and circumstances of each individual receiving services.

### **IP Implementation Responsibilities**

During the IP, strategies for services and supports for the person receiving services will be developed. Services and support coordination will be provided in partnership with the person receiving services, the parents (if a minor), legal guardian, and public and private service agencies to the extent that such partnership is requested by the person receiving services. At that time, implementation of these services and supports will be assigned. The person/program is held responsible for the areas they are designated to implement. Any changes in this implementation must be agreed upon by the IDT and an addendum to the IP must be developed. Changes to the IP and/or addendum requests should start with the case manager. Direct support professionals are a key part of the implementation process; ensuring that someone's needs, goals and desires and being met is a serious responsibility!!

## **Individual Service and Support Plan (ISSP)**

## Purpose and requirements for ISSP

DDS Regs. 16.430:

Written Individual Service and Support Plans shall be developed by service agencies to address the prioritized needs for training (i.e. instruction, skill acquisition), habilitation, and/or supports as developed by the IDT in the IP in such areas as: personal, physical, mental, and social development, and to promote self sufficiency and community inclusion.

An ISSP is developed for goals in which the person receiving services is expected to increase their current level of skill or to maintain their current level of skill. Each ISSP must be developed specifically for the consumer for whom it is written. One ISSP cannot be used for two or more persons receiving services.

The purpose and requirements of an ISSP are as follows;

- ❑ To provide a written statement of the objective or intent that the ISSP is to accomplish
- ❑ A written explanation of the methodology, strategy or procedure that will be implemented
- ❑ A means for consistent implementation between the various service agencies providing services and supports provided for the person
- ❑ Criteria against which the effectiveness of the ISSP shall be measured and timelines for reviews
- ❑ An ISSP is required whenever a restrictive procedure is to be used—this should include a comprehensive life review, a functional analysis, a description of the behavior to be changed or improved, baseline data, methodology, identification of the person who will monitor the implementation and the person who will implement the ISSP, criteria and timelines. See the other training for more information on behavioral programming and/or restrictive procedures.
- ❑ Physical and/or mechanical restraints can not be a part of an ISSP

## ISSP Process

The development and implementation of the written ISSP shall be the responsibility of the program approved service agency. Each agency is different as to who will actually write the ISSP. Please refer to your agency's policies/procedures to identify who writes the ISSPs. Generally the direct services staff are the people who would implement the ISSP. An ISSP can be designed for either skills acquisition or skills maintenance. (An action plan may also be developed, but may not need the same documentation as an ISSP).

*Please refer to your agency's policies/procedures to identify who writes the ISSPs*

All ISSPs have some common elements—including:

- ❑ Date written,
- ❑ Date implemented,
- ❑ Goal,
- ❑ Objective (to include condition, behavior to be performed, and criteria/timeline),
- ❑ Baseline (must be measurable data),
- ❑ Expected completion date,

- ❑ Review dates (at least quarterly),
- ❑ Methodology (must include at least a reinforcer statement, refusal statement, directions for staff and consumer, logical task analysis, definition of what steps to document),
- ❑ Frequency and codes for data tracking,
- ❑ Signatures for person writing, person running and person receiving services.

### **Implementing the ISSP:**

Various teaching strategies can be employed when running an ISSP (or anytime when working with consumers—not just during the formal implementation of an ISSP). Some examples are included below: *( the trainer could use examples/role plays/small group discussions, etc of these teaching techniques so that staff are very familiar with how to implement these various teaching techniques)*

1. Task Analysis—Breaking down the task into its component parts (such as a recipe book)
2. Instruction Giving—keep language simple and concrete (i.e. have people draw a triangle, circle and square without using those words-to determine if instructions are abstract or concrete)
3. Adaptation—Adapt someone's environment/program to make it functional (i.e. if someone cannot grasp a bar of soap, don't try to teach them that, instead buy soap in a pump)
4. Parallel Talk—talking while doing. If you are going to teach a particular program, have the staff do it first for a while (couple of times/couple of weeks) and explain what they are doing to the consumer, while the staff are completing the task.
5. Apprenticeship—Introducing the person to the program slowly and gradually. (i.e. if you are trying to teach someone to wash dishes, you may want to start off by having staff do the dishes and asking the consumer to help with some of the tasks—can you turn on the water for me? Can you get the towel for me?, etc
6. Waiting—after giving a prompt—wait for the person receiving services to hear it, process it and act on it
7. Chaining—linking one part of the task analysis to the next. This can be used as forward chaining or backward chaining.
8. Modeling—demonstrating the skill for the person receiving services. As staff, we are modeling all the time---make sure you model the behavior that you want other to imitate!
9. Prompting
  - ◆ Independent—person can do the task without any prompting from staff
  - ◆ Gesture
  - ◆ Verbal
  - ◆ Physical—can include a light touch or a hand-over-hand method
10. Repetition—make sure if using this teaching strategy, that you don't make it boring—use repetition as something fun. People are more likely to learn if the process is fun, instead of boring
11. Feedback—to be effective, feedback must be non-judgmental
12. Praise—to be effective, praise must be meant, personal, it must be used.
13. Shaping – providing reinforcement for making small steps toward the desired level of behavior, skill acquisition, etc. until it is fully achieved.

### **Data Collection**

Data collection will vary depending on the ISSP. A separate and individualized data sheet should be developed for each ISSP. However, it is important to remember that the data should match the objective!! Data must be taken as often as the program calls for it. Data is necessary to determine if the person receiving services has maintained, increased or decreased their skill/ability level, and helps determine if staff are using the correct teaching techniques.

In order to determine the effectiveness of a plan, the following components need to be measurable:

- 1) Baseline (starting point of plan)
- 2) Objective (where do you want to be at the end of a plan)
- 3) Criteria (how do you know the objective was met)

### **Role of Direct Services Staff when implementing an ISSP**

- ◆ Read and follow the ISSP exactly as written. The ISSP is written to provide for consistency between several staff running the programs.
- ◆ Familiarize yourself with the methodology, frequency and data collection key.
- ◆ Carry out the ISSP as per the written program.
- ◆ Document outcome using the data collection key.
- ◆ Report any problems or questions
- ◆ Remember, ISSPs are how we help those we serve to reach their dreams and further their independence. They are a vital function of our agency and of your job.

### ***Supplemental Materials***

- ◆ Sample ISSP and Assessment forms developed by CACCB (subsequent pgs)
- ◆ Some agencies currently training in IP/ISSP classes
  - Developmental Pathways
  - Eastern Colorado Services
  - Developmental Disabilities Resource Center
  - Denver Options
  - CTAT

Information for this section was taken in part from the above mentioned agencies as well as from the book ***Do? Be? Do?*** By Dave Hingsburger Copyright 1998 – Diverse City Press, Inc P.O. Box 738, Magog, Quebec, Canada J1X 5C6 (819) 868-3600 [www.diverse-city.com](http://www.diverse-city.com) \$15.00