





PCP ISP Instructional Sample (Supported Employment) Part V. Plan for Supports

 Things to know.
  Instructions.

 This instructional sample and all forms referenced are available at www.dbhds.virginia.gov. Go to Person-Centered Practices under Quick Links. A sample of Jack's ISP, with supporting documentation, and additional guidance materials can also be found on the website. Information on the Person-Centered Thinking training and tools referenced in this instructional manual can be found at <http://www.dbhds.virginia.gov/ODS-Self-AdvocateResources.htm>.

 When added to an individual's services after the annual meeting, the newly identified provider reviews the individual's annual Shared Plan (Part III) to identify the outcomes they will be addressing. The newly added provider marks on the shared plan the outcomes they will be addressing. If there are no appropriate outcomes for the identified service, the provider may add an outcome through the Person-Centered Review process described in this sample. The newly added provider will receive parts I, II, III and IV of the individual's ISP. The provider will add their name to the outcomes that will be included in their Plan for Supports, sign part IV with the current date and return modified Parts III, IV and their Part V to the SC for review and adding to the entire ISP.

 In the example below, notice that Jack's newly added Supported Employment provider is addressing four of Jack's existing outcomes as indicated in the highlighted rows.

Part III. Shared Planning

Outcome #	What is IMPORTANT TO ME this year?	What does success look like? DESIRED OUTCOMES	How often or by when?	Who's going to support me?
1	<i>Privacy and time alone.</i>	<i>Jack has time away from the others at home and at the day program to do something he enjoys on his own.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i>

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09

				<i>Day Support: New Adventures</i>
2	<i>Following his own routine every morning.</i>	<i>Jack has a calm and relaxed morning routine, with time after breakfast for sitting on the porch or something else he enjoys.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i>
3	<i>Gardening.</i>	<i>Jack helps plant and tend a vegetable garden.</i>	<i>Weekly</i>	<i>Residential: River Creek, LLC.</i> <i>Day Support: New Adventures</i> <i>Support Coordinator: Oakridge CSB</i>
4	<i>Being out and about in his community.</i>	<i>Jack uses local businesses and attends neighborhood events.</i>	<i>Weekly</i>	<i>Residential: River Creek, LLC.</i> <i>Day Support: New Adventures</i>
5	<i>Being strong</i>	<i>Jack lifts weights regularly.</i>	<i>3 times Weekly</i>	<i>Day Support: New Adventures</i>
6	<i>Foods he likes.</i>	<i>Jack selects his menu and tries different dishes made with ingredients he likes.</i>	<i>Weekly</i>	<i>Residential: River Creek, LLC.</i>
7	<i>Being with friends at the Coffee Counter.</i>	<i>Jack hangs out at the Coffee Counter with his buddies on Sunday afternoons.</i>	<i>Weekly</i>	<i>Brother</i>
8	<i>Sleep.</i>	<i>Jack sleeps through the night without waking and wandering around.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i>

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09

				<i>Support Coordinator: Oakridge CSB</i>
9	<i>Watching sit-coms, comedies & stand-up comics</i>	<i>Jack watches comedies and goes to the comedy club.</i>	<i>Weekly</i>	<i>Residential: River Creek, LLC.</i>
10	<i>Keeping in touch with family and friends. Getting mail.</i>	<i>Jack calls and sends birthday and holiday cards to friends and family.</i>	<i>Weekly</i>	<i>Residential: River Creek, LLC. Day Support: New Adventures</i>
11	<i>More money.</i>	<i>Jack earns more money.</i>	<i>Monthly</i>	<i>Support Coordinator: Oakridge CSB Supported Employment: Work Today, Inc. 3/1/09</i>
Outcome #	What is IMPORTANT FOR ME this year?	What does success look like? DESIRED OUTCOMES	How often or by when?	Who's going to support me?
12	<i>Staying safe around highways</i>	<i>Jack remains safe around traffic.</i>	<i>As needed</i>	<i>Residential: River Creek, LLC. Support Coordinator: Oakridge CSB</i>
13	<i>Support for diabetes</i>	<i>Jack's blood sugar remains stable.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i>

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09

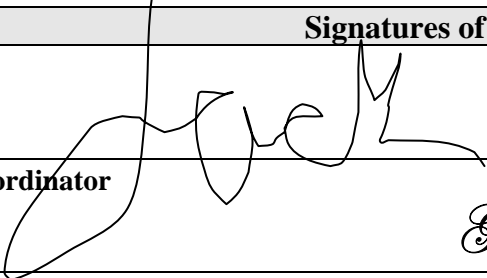
				<i>Skilled Nursing: Nurses @ Home</i> <i>Supported Employment: Work Today, Inc. 3/1/09</i>
14	<i>Staying healthy</i>	<i>Jack is clean each day, maintains his current weight and has good medical and dental check-ups.</i>	<i>Daily and as needed</i>	<i>Residential: River Creek, LLC.</i>
15	<i>Clean clothes and home</i>	<i>Jack has clean clothes and lives in a tidy, organized home.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i>
16	<i>Meeting financial responsibilities</i>	<i>Jack budgets and pays his bills.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i> <i>Day Support: New Adventures</i> <i>Supported Employment: Work Today, Inc. 3/1/09</i>
17	<i>Being understood by others</i>	<i>Jack shares his preferences and choices.</i>	<i>Daily</i>	<i>Residential: River Creek, LLC.</i> <i>Day Support: New Adventures</i> <i>Supported Employment: Work Today, Inc. 3/1/09</i>

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09

18	Receiving supports as agreed to in his plan	Jack's desired outcomes are achieved.	Monthly	Support Coordinator: Oakridge CSB



Note that Jack's newly added Supported Employment provider has signed Jack's existing Part IV with the current date.

Signatures of partners who agree to help me with my plan:		
Individual		Date 02/10/09
Support Coordinator	<i>Gloria Jones</i>	Date 02/10/09
Guardian/ Authorized Representative		Date
Partner <i>Stephanie Klein</i>	Relationship/service/support DSP	Date 02/10/09
Partner <i>Marshall Morgan</i>	Relationship/service/support DSP	Date 02/10/09
Partner <i>Melissa Schaffer</i>	Relationship/service/support DSP	Date 02/10/09
Partner Marty Lowe	Relationship/service/support Supported Employment DSP	Date 2/26/09

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09






Partner	Relationship/service/support	Date
Partner	Relationship/service/support	Date
Names of partners who contributed to my plan and were not here for planning:		
John Turner		
Quarterly review dates: 1- 6/1/09, 2- 9/1/09 , 3- 12/1/09, 4-3/1/10		
Comments:		

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09



A plan for supports is required for each service, including support coordination. Waiver providers are responsible for developing this portion of the ISP with the individual (after the shared plan is developed) and getting it to the support coordinator for final review and coordination of the entire ISP. Part V, Plan for Supports includes the supports activities and support instructions that are tailored specifically to the preferences of the individual and that support the accomplishment of the individual's outcomes.

Provider: Work Today, Inc. Service: Supported Employment

<u>Outcome</u> #	<u>Important TO Me</u>	<u>Support Instructions</u>	<u>How often or by when?</u>	<u>How Long?</u>
<p> Record the outcome number and statement (found in column 3 of Part III, Shared Plan) for each outcome in which the provider agrees to support the individual to achieve.</p>	<p> Transfer what's "important TO" the person from Part III: Shared Planning (column 2) for each agreed-upon outcome and identify the activities that are planned to help the individual achieve each outcome.</p> <p>Support Activities may be grouped when they occur together (e.g. working with tools and gardening may occur in sequence and can be grouped under the important to statement "support with gardening.") Activities that do not occur together should be listed separately.</p>	<p> Describe how the provider's supports will be tailored to the individual's choices and preferences. Use simple and precise bullet statements of what's important to the individual and what anyone would need to know to support the person. If the outcome focuses on skill-building, be certain to include information about supporting the individual toward the development of new skills or knowledge.</p>	<p> List in this column how often the supports are expected to occur in this column (e.g. "daily," "twice weekly," "monthly.") If there are specific days the supports need to occur, list those days (e.g. Tuesdays).</p>	<p> Estimate of the length of time to be spent on this outcome when it occurs.</p>

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09

	Note "skill building," if supports are intended for helping an individual learn and use new skills.			
11 Jack earns more money.	<p><u>More money:</u> Working at the local plant nursery. (skill-building)</p> <p>😊 Notice that Jack has found a job that relates to his interest in becoming a gardener.</p>	<ul style="list-style-type: none"> - pick Jack up at home and drive to Nathan's Plant Nursery. - support Jack with developing skills related to his employment. -develop graphic representations of each of Jack's work tasks for the employer to use on the daily work list. - remind Jack to greet his supervisor and obtain his daily work list each morning when he arrives for work. -teach Jack to read the graphic work list and mark off when completed. - teach Jack the names of the equipment and supplies he uses in his work (i.e. garden hose, fertilizer, soil, peat moss, etc.) and how to care for them. -assist Jack during break to sit and snack and get to know his co-workers. - model tasks on Jack's list as needed so that Jack may observe how his work is to be completed (i.e. using the garden hose, repotting plants, sweeping area, etc.). explain to Jack what you're doing and why, but wait a couple of minutes before speaking again to give Jack time to respond. -model and help Jack learn to ask for help when needed and to return the completed work list to his supervisor. -remind Jack to gather his things and tell his co-workers good-bye. - Help Jack clean up, gather belongings and drive him home after work. 	Weekly (3x)	2 hours (6 hours weekly)
<u>Outcome</u> #	<u>Important FOR Me</u> List the support activities	<u>Support Instructions</u> Describe how supports will be tailored to the	How often or by when?	How Long?

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09

	<p>for each desired outcome</p> <p>➡ Record the outcome number and statement (found in column 3 of Part III, Shared Plan) for each outcome in which the provider agrees to support the individual to achieve.</p> <p>➡ Transfer what's "important FOR" the person from Part III: Shared Planning (column 2) for each agreed-upon outcome and identify the activities that are planned to help the individual achieve each outcome.</p> <p>Support Activities may be grouped when they occur together (e.g. checking blood sugar and providing insulin may occur in sequence and can be grouped under the important for statement "support with diabetic care.") Activities that do not occur together should be listed separately.</p>	<p>individual's preferences and profile.</p> <p>➡ Describe how the provider's supports will be tailored to the individual's choices and preferences. Use simple and precise bullet statements of what's important to the individual and what anyone would need to know to support the person. If the outcome focuses on skill-building, be certain to include information about supporting the individual toward the development of new skills or knowledge.</p>	<p>➡ List in this column how often the supports are expected to occur in this column (e.g. "daily," "twice weekly," "monthly.") If there are specific days the supports need to occur, list those days (e.g. Tuesdays).</p>	<p>➡ Estimate of the length of time to be spent on this outcome when it occurs.</p>
<p>13 <i>Jack's blood sugar remains stable.</i></p>	<p><u>Support for diabetes:</u> <i>Responding in emergencies</i></p>	<p><i>- when Jack appears disoriented, tired and sluggish, thirsty or dizzy, following his personal protocol for diabetic support, which is in his Plan for Supports book and accessible to Job Coaches at all times.</i></p>	<p><i>As needed</i></p>	<p><i>30 minutes - in place of scheduled supports</i></p>
<p>14 <i>Jack is clean each day maintains his current weight and has good medical and dental check-</i></p>	<p><u>Staying healthy:</u> <i>Taking medications, Personal care.</i></p>	<p><i>- support Jack with taking any medications as prescribed each day while at work.</i> <i>- ask Jack to hold out his hand and place medications in Jack's hand at each time pills are prescribed.</i> <i>- When emergencies arise, Jack will be supported to access emergency medical care as needed.</i> <i>--when Jack forgets he's supposed to be eating during his lunch or break time, quietly remind him.</i></p>	<p><i>Weekly (3x)</i></p>	<p><i>30 minutes</i> <i>(1.5 hours weekly)</i></p>

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09

ups.		- support Jack as needed with personal care. Jack is able to use the restroom without support, but may need some assistance refastening and tucking in his shirt afterwards.		
16 Jack budgets and pays his bills.	<u>Meeting financial responsibilities:</u> Banking: check cashing and deposits.	- support Jack with collecting his paycheck every other Friday from his work site secretary in the administrative offices. - support Jack with going to the National Bank on 5 th street to cash his check (in Sharon's line when possible). - Jack signs his own check - support Jack with completing the deposit slip and retrieving \$30.00 in cash for spending money. - Jack uses a leather wallet and may need support assuring that his money is securely placed inside and the wallet back in his right rear pocket.	Monthly (2x)	1 hours (30 minutes weekly)
17 Jack shares his preferences and choices.	<u>Being understood by others:</u> Sharing preferences	- support Jack by helping him identify when to convey work issues to his employer or co-workers. - model successful interactions with co-workers and support Jack with conveying his needs and concerns to others as needed.	Weekly (3x)	30 minutes (1.5 hours weekly)



The PFS is signed by the individual and others as requested/required and is sent to the SC for review and filing in the individual's record before the start date of the new ISP year.

Individual: _____ Date: 2/22/09


Representative: _____ Date: _____

Provider: Marty Lowe _____ Date: 2/22/09

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09

General Schedule of Supports

Provider: Work Today, Inc. Service: Supported Employment

 Complete a general schedule for the support activities identified in Part V. Include the total number of hours of support to be provided each day and per week. As long as supports are provided at the agreed upon frequency and length, they may change days and times they occur, based on individual preferences (unless exact scheduling is required for health and safety).

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1:45-2:00 Pick up and drive to Nursery 2:00-4:30 Obtain task list, begin work, share preferences and complete personal care as needed 4:30 – 5:00 Clean-up 5:00-5:15 Drive home		. 1:45-2:00 Pick up and drive to Nursery 2:00-4:30 Obtain task list, begin work, share preferences and complete personal care as needed 4:30 – 5:00 Clean-up 5:00-5:15* Drive home *5:00-6:00 banking every other week 6:00-6:15 Drive home		1:45-2:00 Pick up and drive to Nursery 2:00-4:30 Obtain task list, begin work, share preferences and complete personal care as needed 4:30 – 5:00 Clean-up 5:00-5:15 Drive home
Comments: <i>Safety Support, Responding in emergencies: Jack’s safety supports for diabetic care will be implemented as needed in place of regular support activities.</i>						
Total hours or units per week: 9.5 hours/week			Total weekly periodic support hours: 0			

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09

Supporting Documentation for Person-Centered and Regulatory Reviews

Support Checklist

Provider: *Work Today, Inc.* Service: *Supported Employment*



*The **Support Checklist** is a way to confirm that supports are provided as agreed in the plan for supports. Direct Support Professionals (DSPs) are responsible for providing agreed upon supports as detailed in Part V Plan for Supports, assuring individual preferences as each support is provided.*



*The **Support Checklist** provides a quick way to record when supports are provided as detailed in the plan. A description of the supports that will be provided, as well as the expected frequency, is found on the left-hand side of the checklist. There is a box for each day of the month (or day of the week if using the weekly version available at www.dbhds.virginia.gov). DSP initials indicate that supports were provided as agreed and that there is no new learning to report. When supports are not provided as agreed or there is new learning to report, a note is made in the support log. When incidents occur, during skill-building or for gathering important information about the individual, a learning log can also be used.*



When using signatures and initials for documentation, remember to maintain a name and signature/initial page.

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09

Support Checklist for: Jack G.

ISP Dates: from 8/1/09 to 2/28/10

Month: August Year: 2009

Provider: Work Today, Inc. Service: Supported Employment

Supports	when	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Initials indicate that supports are provided as described in the support instructions in Part V of the current ISP.																																	
Important TO																																	
10. Working at Nathan's nursery	Tues Thurs Sat				ML		ML		ML			ML		ML		ML				A	ML		ML			ML		ML		ML			
Important FOR																																	
13. diabetic supports	As need- ed																I																
14. staying healthy	Tues Thurs Sat				ML		ML		ML			ML		ML		ML				A	ML		ML			ML		ML		ML			
16. banking	Every other week						ML															ML											
17. sharing preference	Tues Thurs Sat				ML		ML		ML			ML		ML		ML				A	ML		ML			ML		ML		ML			

Key (The use of any code requires a log entry):

- Initials = support provided,
- Circled initials = support provided/notation in log
- C = chose not to participate,
- A = individual not present,
- I = incident
- O = other

VA ISP Checklist rev. 07/01/09

Printed Name: Marty Lowe

Initials: ML

Date: 8/1/09

1

Printed Name: _____

Initials: _____

Date: _____

Printed Name: _____

Initials: _____

Date: _____

Printed Name: _____

Initials: _____

Date: _____

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09



The **Support Log** is for recording ongoing learning about the individual. It is used to explain why supports weren't provided as agreed, to discuss progress or problems and for routine sharing and storing of information. If there are not routine daily notes, then short weekly (or monthly) summaries of activities and progress towards individual outcomes are included in the support log.



The **Support Log** is simply the date and details of the event. Include the outcome number(s) referred to in the note along with the date to help with locating information for person-centered and regulatory reviews.

Support Log	
Date	Details
8/8/09 Outcomes 10, 14, 16, 17	<p>Skill-building: Jack attended work each day as scheduled. He continues to need a few reminders to get his task list in the mornings. He lost his task list on Thursday and needed a brief explanation that it was “OK” and a reminder that he could get another copy from the manager. He apologized several times, but was assured that it was not a problem. His tasks this week included watering plants, moving a grouping of shrubs and clearing gravel from the re-usable plant trays. The job coach modeled each day how to remove the winding hose from the reel. Jack was able to do it himself on Saturday and continues to need reminders about which nozzle to use and how much water pressure. He moved shrubs without any problems and cleared gravel from the plant trays with reminders and help on how to put the gravel in the right place as he cleaned. The job coach supported Jack with visiting the National Bank on Thursday. Jack was supported to straighten his clothes after trips to the restroom. Jack enjoyed seeing Sharon, his teller, and smiled frequently over having his paycheck. The job coach reminded Jack of the checking process and his teller was patient as Jack completed his transaction. Physical support was needed to help Jack get his money to stay in his wallet.</p> <p style="text-align: right;"><i>Marty Lowe 8/8/09</i></p>
3/13/09 Outcomes 10, 14, 16, 17	<p>Skill-building: Today was important because Jack was invited to go to the mulching station where large trees are made into mulch. Jack appeared very excited and commented on how big the mulch pile was at the station. His supervisor treated him and another employee to a cold drink afterwards. Jack has completed all work tasks this week including watering the plants, unrolling packing materials and moving plants into the shade as they were delivered. Jack is now able to retrieve the hose, but continues to need physical support with the water pressure. Jack now carries a bandanna to wipe his forehead off with when he sweats.</p> <p style="text-align: right;"><i>Marty Lowe 8/8/09</i></p>
3/15/09 Outcome 13	<p>Incident: See Learning Log dated 8/15/09.</p> <p style="text-align: right;"><i>Marty Lowe 8/8/09</i></p>
3/19/09	<p>The job coach received a call from Jack’s residential provider who stated that he is sick today and will be seeing his doctor this afternoon. No services today.</p> <p style="text-align: right;"><i>Marty Lowe 8/8/09</i></p>

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09



The **Learning Log** (Smull and Sanderson: Learning Community for Person Centred Practices - www.elpnet.net) is available to help individuals and people who support them sort and process what works and what doesn't work with daily activities and supports. It can be used to help us identify what went right and what went wrong and how to do things better next time. A learning log is a good tool for figuring out what happened in unexpected incidents, whether the individual is learning new things or more about the individual's personal choices and preferences.




The first column of the **Learning Log** provides a location for recording the date and signature. Include the outcome number(s) referred to in the note with the date for the ongoing person-centered and regulatory review. The second column briefly describes what happened. The third column lists the people who were there. The fourth column lists what worked well (so it can continue) and what didn't work (so it can change). The **Support Log** indicates when the **Learning Log** is completed.


Learning Log				
Date and Signature	What did the person do? (what, where, when, how long?)	Who was there? (name of people supporting the person, friends and others)	What did you learn about what worked well? What did the person like about the activity? What needs to stay the same?	What did you learn about what didn't work? What did the person not like about the activity? What needs to be different?
8/15/09 Marty Lowe	Jack showed signs of weakness today. A co-worker found him lying on the ground.	Jack, Marty Lowe, co-worker	It helped following his diabetic protocol as written and reminding Jack that it was "OK" to take a break.	It did not help to leave Jack lying on the gravel. He said it hurt and as soon as possible he was supported physically to move to a grassy area.

This Learning Log belongs to: Jack G. ID# 512 ISP Start: 8/1/09 End: 2/28/10
 Learning Log 07/01/09 Smull and Sanderson: Learning Community for Person Centred Practices - www.elpnet.net

Person-Centered Review (PCR)








Jack's sample PCR (without the additional explanation) and a blank PCR are available at www.dbhds.virginia.gov.

 The Person-Centered Review is used by the provider to communicate to the SC when outcomes are changing as desired by the individual. The SC confirms with the individual as needed and approves each change. Once approved, the new outcomes, support activities and instructions are added directly to the provider's plan for supports. There may be multiple supports for each outcome and support activities can be grouped on the plan in column 2 when they occur together.






 The PCR is a way of recording new learning with the person and describes the condition of each agreed upon outcome in Part V: Plan for Supports. The provider name, service and the purpose of the review are indicated below. Note that there are five boxes. The first four boxes refer to a quarter of the ISP year and the last box is available for changes between quarters as needed or requested by the individual.

Provider: Work Today, Inc. Service: Supported Employment






Purpose of review: 1st , 2nd , 3rd , 4th , Update

<u>Outcome #</u>	Desired outcomes (Important TO)	Describe progress toward each outcome. (Include new learning, barriers, successes and relevant medical information in each instance)	Start/End	Condition (Check all that apply)
 List the outcome number for reference only.	 List the ISP outcomes that are important TO the individual and addressed in Part V below.	 Report the person's general status and progress toward his or her outcomes below. Be certain to include any observed progress toward outcomes. If the outcome focuses on skill-building, be certain to include information about what the person says or does to indicate the development of new skills or knowledge.	 Enter the date the outcome began or will end (if stopping)	 Mark "progress" if progress toward the outcome has occurred during the reporting period. Mark "continued" if the outcome will continue into the next quarter. Mark "ended" if the outcome is being ended.
11	<i>Jack earns more money.</i>  Notice that the report includes what	Jack earned \$187.00 during his first month of employment. He states that he enjoys his job and learned a variety of new skills related to plant care. He watered plants, learned to use the hose reel on his own with	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended  Notice that

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09

	<i>Jack can now do that indicates his learning and skill development. He has developed the ability to use the water hose with a little support setting the water pressure.</i>	some physical support setting the water pressure. He can now name 3 different kinds of plants and shrubs.		<i>“progress” is marked above because Jack made progress toward outcome #11.</i>
Outcome #	Desired outcomes (Important FOR)	Describe progress toward each outcome. (Include new learning, barriers, successes and relevant medical information in each instance)	Start/End	Condition (Check all that apply)
 List the outcome number for reference only.	 List the ISP outcomes that are important FOR the individual and addressed in Part V below.	 Report the person’s general status and progress toward his or her outcomes below. Be certain to include any observed progress toward outcomes. If the outcome focuses on skill-building, be certain to include information about what the person says or does to indicate the development of new skills or knowledge.	 Enter the date the outcome began or will end (if stopping)	 Mark “progress” if progress toward the outcome has occurred during the reporting period. Mark “continued” if the outcome will continue into the next quarter. Mark “ended” if the outcome is being ended.
13	<i>Jack’s blood sugar remains stable.</i>	Jack had one incident during the month on 8/15/09. His diabetic protocol was followed and he was able to regain his energy and finish work that day. No medical care was required and his brother and residential provider were notified per his protocol.	3/1/09	<input type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
14	<i>Jack is clean each day maintains his current weight and has good medical and dental check-ups.</i>	Jack was supported each day to straighten his clothes and maintain his appearance. He didn’t take any prescribed or OTC medications during work this quarter.	3/1/09	<input type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
16	<i>Jack budgets and pays his bills.</i>	Jack received two pay checks this reporting period. One paycheck was a little low due to him being sick on 8/19/09. Jack understands that he	3/1/09	<input type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended

This ISP belongs to: Jack G. ID# 512 ISP Start: 3/1/09 End: 2/28/10 Revision: 8/1/09


		does not yet have sick benefits through his job. He always likes to wait in Sharon's line at National Bank even if it's the longest.		
17	<i>Jack shares his preferences and choices.</i>	Jack was able to communicate his preferences on the job with some support. He had difficulty know when to approach his manager or a coworker for support or with questions. Spoken reminders help with this when problems occur on the job.	3/1/09	<input checked="" type="checkbox"/> Progress <input checked="" type="checkbox"/> Continued <input type="checkbox"/> Ended
Outcome #  List a new outcome number for reference only.	Additional desired outcomes  List any new ISP outcomes below.	Describe the expected benefits of this change as Important TO or Important FOR the individual.  Describe the benefits for the person in terms that describe either important TO or important FOR. If the outcome focuses on skill-building, be certain to identify new outcomes as "skill-building" to indicate the development of new skills or knowledge.	Start/End  Enter the date the outcome will begin.	How often or by when?  Enter how often the outcome is expected to occur (i.e. daily, weekly, monthly, as needed or enter a date for one time events).

Please describe any significant events not reported above:

Describe the individual's satisfaction with supports: Jack expresses that he likes his job and the support he receives each week.

Is an ISAR included with this update to reflect changes in support hours?

Yes, because hours are changing Not needed: no change in support hours

 When outcomes are not changing, only the provider is required to sign the PCR. When outcomes change, the individual (and others as requested/required), the provider and the SC must also sign.

Individual: _____ Date: 8/31/09

Representative: _____ Date: _____

Provider/Agency: Sven Thomas/New Adventures Day Support Date: 8/31/09

Outcome changes approved by Support Coordinator:



Jack didn't have any changes during this shorter reporting period. So the SC did not need to sign.

Support Coordinator

Date