**Name of individual:** Click here to enter text. **Name of reviewer:** Click here to enter text. **Date:** Click here to enter text.

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| **Minimum Requirements** | **2 Points** | **1 Point** | **0 Points** | **Score** | **Comments** |
| All of the required components should be clear and easy to find**.** The goal must be specific; identifying integrated community places where the participant’s interest, culture, talent, and gifts can be contributed and shared with others with similar interests. Individual and/or guardian signature present within the Community Inclusion Plan. The Community Inclusion Plan should include a list of everyone that participated in the planning meeting. It should include some evidence of the individual’s participation and input, as well as evidence of the participation and/or input from persons of their choice. An indication of participation might be a list of those invited to the planning meeting, a list of participants, and/or a statement of participation signed by the individual. | **Score at this level when all 11 of the components in this section are covered.** | **Score at this level when 7 to 10 of the components in this section are covered.** | **Score at this level when 6 or less of the components are covered.** | 0  1  2 |  |
| **Mark all components included in the Community Inclusion Plan:**  1.Time line for the plan  2. Individual’s name - first and last  3. Individual ADSA ID  4. Service hours  5. Individual’s skills, gifts, interests, and preferred activities  6. Community Inclusion Goal  7. Measurable strategies and time lines (action steps and supports) to meet the goal  8. Identification of persons and/or entities (family, friends, fellow volunteers, etc.) available to assist the individual in reaching his/her goal  9. Identification of other accommodations, adaptive equipment, and/or supports critical to achieve the goal (if applicable)  10. Indication that individual and/or persons of their choice participated in the plans development. Indication of participation may include a list of those invited to the planning meeting, a list of those who attended, and/or a statement of participation signed by the individual  11. Signatures and dates relevant to the plan are included | | |

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| **Skills, gifts, interests, and preferred activities** | **3 Points** | **2 points** | **1 Point** | **0 Points** | **Score** | **Comments** |
| A clear description of the individual’s skills, gifts, interests, and preferred activities.  It should be strength based and give the reader an idea of what is most important to the individual.  This section should paint a clear picture of the individual’s skills and interests that assists the reader to “see” the person throughout the rest of the plan’s contents. | **Score at this level when 3 of the components in this section are covered.** | **Score at this level when 2 of the components in this section are covered.** | **Score at this level when 1 of the components in this section are covered.** | **Score at this level when 0 of the components in this section are covered.** | 0  1  2  3 |  |
| **Mark all included in the Community Inclusion Plan:**  1. Provides a clear picture of the person’s skills and gifts  2. Provides a clear picture of the person’s likes, interests, and preferred activities  3. Provides a clear picture of who the person is and what is important to them | | | |

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| **Community Inclusion Goal(s)** | **4 Points** | **3 Points** | **2 Points** | **1 Point** | **0 Points** | **Score** | **Comments** |
| The plan identifies specific community contribution preferences and a clear goal.  Goals should relate to the community contribution or connection preferences and the individual’s skills, gifts, and interests. Identify integrated community places where the participant’s interest, culture, talent, and gifts can be contributed and shared with others with similar interests.The reader should be able to clearly see the objective of the plan. | **Score at this level when 4 of the components in this section are covered.** | **Score at this level when 3 of the components in this section are covered.** | **Score at this level when 2 of the components in this section are covered.** | **Score at this level when 1 of the components in this section are covered.** | **Score at this level when 0 of the components in this section are covered.** | 0  1  2  3  4 |  |
| **Mark all included in the Community Inclusion Plan:**  1. The preferred community contribution or activities are listed  2. The Community Inclusion goal listed is specific and relates to the individual’s preferences and preferred activities  3. The Community Inclusion goal is specific and relates to the individual’s skills, gifts, interests, and preferred activities.  4. The activities in the plan meet the 4 elements of CI services (*only check the box if all 4 elements are present*):  Individualized  Local  Integrated  Has the ability to contribute to the community or develop meaningful relationships | | | | |  |  |

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| **Quality of Services** | **3 points** | | **2 points** | | **1 Point** | | **0 Points** | | **Score** | **Comments** |
| Does the goal further connect the person to their community and expand the circle of support?  The action steps of the plan support this. | **Score at this level when 3 of the components in this section are covered.** | | **Score at this level when 2 of the components in this section are covered.** | | **Score at this level when 1 of the components in this section are covered.** | | **Score at this level when 0 of the components in this section are covered.** | | 0  1  2  3 |  |
| **Mark all included in the Community Inclusion Plan:**  1. The individual has opportunities to participate in and contribute to their activity or activities to the best of their ability.  2. The individual is supported to expand their circle of support which includes others who are not paid to provide support.  3. The individual is supported to pursue multiple opportunities for community connections if desired. | | | | | | | |
| **Action Steps and Supports** | **7 Points** | **6 Points** | **5 Points** | **4 Points** | **3 Points** | **2 Points** | **1 Point** | **0 Points** | **Score** | **Comments** |
| The plan identifies what steps and supports are necessary to meet the Community Inclusion goal.  It should be clear who is responsible for what to make the plan successful.  The action steps should incorporate these characteristics: Specific, Measurable, Attainable, Realistic, and Time-bound (“SMART goals”). | **Score at this level when all 7of the components in this section are included in the Action Steps.** | **Score at this level when 6 of the components in this section are included in the Action Steps.** | **Score at this level when 5 of the components in this section are included in the Action Steps.** | **Score at this level when 4 of the components in this section are included in the Action Steps.** | **Score at this level when 3 of the components in this section are included in the Action Steps.** | **Score at this level when 2 of the components in this section are included in the Action Steps.** | **Score at this level when 1 of the components in this section is included in the Action Steps.** | **Score at this level when 0 of the components in this section are included.** | 0  1  2  3  4  5  6  7 |  |
| **Action Steps include:**  SMART Goals -  1. Specific  2. Measurable  3. Achievable  4. Relevant  5. Time-bound  6. Identifies the status of the goal (initial, current, continued, modified, complete, or deleted)  7. Identifies responsible party and/or support needed to ensure the action step is successful | | | | | | | |

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| **Other accommodations critical to achieving the Community Inclusion goal** | **2 Points** | | **0 Points** | | | **Score** | **Comments** |
| The plan clearly identifies other accommodations that are necessary to meet the goal.  If no accommodations are necessary, this is clearly stated. | **Score at this level when the components in this section are covered.** | | **Score at this level when the components in this section are not covered..** | | | 0  2 |  |
| If applicable, the plan should clearly identify what the necessary accommodation(s) is/are for the individual critical to achieving the Community Inclusion goal  If not applicable, the plan should clearly state “none” and be consistent to support this throughout other sections | | | | |
| **Respectful and Strengths Based Language** | **3 Points** | **2 Points** | | **1 Point** | **0 Points** | **Score** | **Comments** |
| The plan uses language that is respectful of an individual. | **Score at this level when the component in this section is covered.** | **Score at this level when the component in this section is somewhat covered.** | | **Score at this level when the component in this section is barely covered.** | **Score at this level when the component in this section is not covered.** | 0  1  2  3 |  |
| **Mark the one that best describes the Community Inclusion plan:**  Provides a respectful and strengths-based description of the person that is relevant to the plan. The plan’s emphasis is on assets and supports needed to be successful, not the disability and what an individual cannot do.  Provides a somewhat respectful and strengths-based description of the person that is relevant to the plan. Some of the plan’s emphasis is on assets and supports needed to be successful, not the disability and what an individual cannot do.  Provides mainly a deficit-based description of the person, and/or uses language that is not respectful. The plan’s emphasis on assets and supports is lacking and is too focused on the individual’s disability.  Provides only a deficit-based description of the person and/or uses language that is not respectful. The plan’s emphasis is not assets and supports at all and is solely focused on the individual’s disability. | | | | |
| **Total Score =** | | | | | | | |

**SCORING Guide**

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| **Excellent = 24** | **Above Standard = 20-23** | **Satisfactory = 17-19** | **Below Standard = 11-16** | **Unsatisfactory = 0-10** |