

# Instruction Plan Individual Support

How to develop and write an  
effective Individual Instruction and  
Support Plan

A Six-module training  
Designed for writers of  
Goals and IISPs



## MODULE B

### Module B Learning Objectives:

- Evaluate which information from ISP and Person-Centered planning tools needs to be included in the IISP
- Identify Risks and Interventions which need to be included in the IISP
- Describe the difference between instruction and support
- Complete the body of the IISP (everything except the habilitation goals)

What you need to know about my history.....

“Some risks, some suffering, is integral to our common humanity. It is impossible to defend against it without destroying the fabric of human life. But without vigilant and vigorous protection, people with disabilities are far too often neglected and abused. This is the dilemma we face: how do we collectively protect people without patronizing them or destroying their opportunities?”

- John O'Brien / Responding to Vulnerability



**A Hazard** is a potential source of harm or damage that may pose a level of risk. Most hazards are possibilities with only a theoretical risk of harm. Hazards can be actions, activities or objects.



**A Risk** is the likelihood or potential that a specific action or activity (including inaction) will lead to an undesirable outcome.

Hazard and vulnerability can interact together to create risk. Not every hazard is a risk. It is when the hazard coincides with the individual's vulnerabilities that the hazard becomes a risk.

*For example: motor vehicles are a hazard, but when combined with a lack of traffic safety skills or a habit of running into the street; they become a risk. Cleaning products can be a hazard, but when combined with someone who has PICA or can't tell the difference between Pine Sol and apple juice; they become a risk.*

# Simplified Risk Scoring by color

The Risk scoring can be easily explained by using colors similar to the traffic light system; Green for Go, Yellow for Caution, and Red for Stop. Risks are rated on two separate scales, one for Consequences and one for Likelihood.



- Green is used in both scales. It signifies "Negligible" on the Consequences scale and "Rare" on the Likelihood scale. Like a traffic light, green means you can go if it is safe. Before proceeding you must take the minimum precaution of looking both ways.
- Yellow is "Moderate" on the Consequences scale and "Possible" on the Likelihood scale. A yellow signal indicates that caution is required—be prepared to stop, analyze the situation and proceed with caution.
- Red signifies "Catastrophic" on the consequences scale and on the Likelihood scale it represents an "Almost certain" likelihood. A red signal says STOP. This is the time to stop and you may not proceed until something has shifted to make it safe to do so.

Consequences	Negligible	Moderate	Catastrophic
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Likelihood	Rare	Possible	Almost Certain
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Note: Other colors can be added for more specificity (i.e. chartreuse green for risks that fall between Negligible/Rare and Moderate/Possible. Orange for risks falling between Moderate/Possible and Catastrophic/Almost Certain as shown on the Risk Matrix).

Catastrophic (5)	6	7	8	9	10
Major (4)	5	6	7	8	9
Moderate (3)	4	5	6	7	8
Minor (2)	3	4	5	6	7
Negligible (1)	2	3	4	5	6
	Rare (1)	Unlikely (2)	Possible (3)	Likely (4)	Almost Certain (5)

<b>Matrix Key</b>	<b>Consequences</b>	<b>Likelihood</b>
	5 Catastrophic	5 Almost Certain
	4 Major	4 Likely
	3 Moderate	3 Possible
	2 Minor	2 Unlikely
1 Low	1 Rare	

The numbers are associated with the "consequences" (how bad) and the "likelihood" (how often). Adding the two numbers together is a way to score the risk and set priorities for planning. All risks which are identified must be documented regardless of rating, showing that there was a discussion of the risks and the possible safeguards. If no action is taken, documentation must show benefits of risk outweighed consequences, thorough documentation notes, discussions and participants.

**Instruction** means an active process of teaching a particular skill or subject in an attempt to move towards greater independence and /or maintain current skills and abilities.

**Support** means the implementation of services provided to meet assessed needs.

- Write a meaningful and measurable goal
- Identify and write Habilitative components to goals
- Identify potential adaptations or accommodations to reach goal
- Break a larger goal into appropriate steps to accomplishing a goal

WHAT IS IMPORTANT  
TO YOU?



WHAT IS IMPORTANT  
FOR YOU?



**Residential  
Guidelines**

- Competence
- Health & Safety
- Integration
- Relationships
- Power & Choice
- Status

**\$ Money**

**% Percent**

**+ Gain**

**- Lose**

**# Number**

**< Less Than**

**> More Than**

### Habilitation definition:

Services delivered by residential services providers intended to assist persons with developmental disabilities 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.

## How **SMART** is your Goal?

**S**

- **Specific** - the goal should be as specific as possible. Include What (what is the exact goal), When (How often / how much), Where will it take place, and Who (which staff / shift responsible)

**M**

- **Measurable** - How will you measure your goal? What is the starting measure (baseline)

**A**

- **Actionable** - What specifically will the staff do to support the client do to achieve their goal?

**R**

- **Relevant** - How is the goal important to the person? Does it meet the definition of Habilitation - skills necessary to live successfully in the community?

**T**

- **Time-bound** - includes a timeframe of when the goal is expected to be accomplished



## Tips for refining a goal

1. Start with the person's goal
  - Use first person language only if the person actually states the goal in that manner
  - This can include goals to support Positive Behavior Support
2. Go deeper as needed by asking "why"
  - Use this strategy if goal is too broad, or if it seems unattainable and you want to help person find alternative goal to meet the same objective
3. Ask what necessary skills does the person need to acquire, retain or improve upon to reach their goal?
  - This is the Habilitation component
  - Remember that this includes socialization & adaptive skills – it does not have to be the performance of a task
  - Focus on what is *important to* the person
4. Choose a skill to start with if there are multiple needs
  - Start with most important or most attainable
5. With the end-goal in mind, figure out what you will measure to see if progress toward goal is being made
  - What is the current level (baseline)
  - What do you want to get to (goal)
  - What method of measurement will be used? (Module E of this training will have more information on data collection)

# MODULE D

## Module D Learning Objectives:

- Select the appropriate time, place & people to instruct the plan;
- Describe the difference between a skill deficit and motivational issue;
- Evaluate when adaptations are appropriate
- Explain the teaching method you will use; and
- Prepare complete, concise instructions for DSPs to use when teaching the skill.

1. Decide \_\_\_\_\_ you will teach the skill; in the person's \_\_\_\_\_, the \_\_\_\_\_, or across \_\_\_\_\_.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Decide \_\_\_\_\_ and \_\_\_\_\_ the skill will be taught. It may be a specific \_\_\_\_\_, \_\_\_\_\_, and/or \_\_\_\_\_.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. When assigning \_\_\_\_\_ will teach the skill, you can assign a particular \_\_\_\_\_ or a \_\_\_\_\_.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Skill:** \_\_\_\_\_

Where will the skill be taught?

Person's Home       Community       Other: \_\_\_\_\_

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**When will it be taught?**

Monday    Tuesday    Wednesday    Thursday    Friday    Saturday    Sunday

Time of day / specific time: \_\_\_\_\_ Day of month / specific date: \_\_\_\_\_

Other: \_\_\_\_\_

**Who will teach it?**

Whoever is on duty at scheduled time of goal

Specific role / job title: \_\_\_\_\_

Specific person: \_\_\_\_\_

Plan for if this person is not available: \_\_\_\_\_

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**Barriers / Challenges:** \_\_\_\_\_

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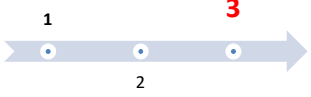


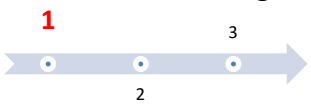





**Adaptation Idea(s) I am excited to try:** \_\_\_\_\_

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## Teaching Methods:

Write the number of the teaching method on the line next to the correct definition:

<p>1</p> <p style="text-align: center;">Backward Chaining</p> 	<p>_____.</p> <p>Something is added or withdrawn to the environment to increase the likelihood of recurrence.</p>
<p>2</p> <p style="text-align: center;">Modeling</p> 	<p>_____.</p> <p>Learner is prompted to do the first step in a series of tasks, trainer completes the rest. Once learner masters the first, they are prompted to complete the first 2 steps; and so on until the learner completes the entire sequence independently.</p>
<p>3</p> <p style="text-align: center;">Least to Most</p> 	<p>_____.</p> <p>Reinforcing a series of gradually changing responses that move closer to the desired result.</p>
<p>4</p> <p style="text-align: center;">Forward Chaining</p> 	<p>_____.</p> <p>Trainer completes all but the last step in a series of tasks, and prompts the learner to do the last. Once learner masters this, they are prompted to complete the last 2 steps; and so on until the learner completes the entire sequence independently.</p>
<p>5</p> <p style="text-align: center;">Shaping</p> 	<p>_____.</p> <p>An instructional practice that carefully constructs interactions between students and their teacher. Teachers clearly state a teaching objective and follow a defined instructional sequence.</p>
<p>6</p> <p style="text-align: center;">Most to Least</p> 	<p>_____.</p> <p>Trainer first physically guides the learner through the entire task and then gradually reduces the amount of assistance needed.</p>
<p>7</p> <p style="text-align: center;">Reinforcement</p> 	<p>_____.</p> <p>Trainer completes several brief role plays with learner to practice new response method.</p>
<p>8</p> <p style="text-align: center;">Systematic Instruction</p> 	<p>_____.</p> <p>Learner ascertains how to act or perform by observing another person.</p>
<p>9</p> <p style="text-align: center;">Behavioral Rehearsal</p> 	<p>_____.</p> <p>Learner is given the opportunity to complete task with the least amount of assistance necessary. The learner receives more physical prompting as they make an error.</p>

# MODULE E

## Module E Learning Objectives:

- Define 3 types of data collection
- Demonstrate how you would apply a collection method
- Design effective data collection documentation

*For each of the examples below, turn the measurement from measuring staff documentation to measuring the client's progress*

*Example #1:* Joe's goal is to lose 25 pounds over the next 6 months by taking a walk in his neighborhood at least 20 minutes 5 times per week. Staff document on a goal summary sheet each day that they ask Joe if he would like to take a walk.

How would you change documentation and measurement to measure the desired result?

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How would you change documentation and measurement to measure steps toward reaching goal?

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*Example #2:* Mary is diabetic and has a goal to maintain her blood glucose level between 95 and 110 when she checks it each morning. Staff are instructed to work with Mary twice per week to research which foods are the healthiest choices for her to make. They document the number of times that they offer to work with Mary on research.

How would you change documentation and measurement to measure the desired result?

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How would you change documentation and measurement to measure steps toward reaching goal?

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*Example #3:* Alex is working on keeping calm when something changes in his environment to reduce incidents involving property destruction. Each time he gets upset, the staff document what upset him and what they did to support him to become calm.

How would you change documentation and measurement to measure the desired result?

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How would you change documentation and measurement to measure steps toward reaching goal?

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## Types of Data Collection

1. You can document the real object or outcome resulting from the person's behavior – this is called a \_\_\_\_\_.
2. Breaking an activity into small steps and measuring performance level of each step is a \_\_\_\_\_.
3. You can have a set time for observing a person and documenting the number of times the behavior occurs. This is called \_\_\_\_\_.

For each of the examples below; write the number of the type of documentation you think would be best to use for measuring the objectives below:

1. Permanent Product
2. Task Analysis
3. Time Sampling

	Reduction in number of medication refusals
	Ability to count change at the grocery store
	Trying to stop smoking
	Increasing number of showers taken each week
	Reduce frequency of verbal aggression toward roommate
	Maintaining blood sugar within acceptable level
	Increasing independence with laundry

- State when data indicates that you should revise a goal
- Describe 4 different changes that could be made to the goal
- Complete the habilitative goal draft(s) for your client

Goals need to be revised:

1) When they are \_\_\_\_\_;

2) Any time requested by the \_\_\_\_\_ or \_\_\_\_\_;

3) At least \_\_\_\_\_ - \_\_\_\_\_; and

4) If \_\_\_\_\_ indicates that the \_\_\_\_\_ is not effective after a reasonable period, but no longer than 6 months.

