

The logo features three green blades of grass on the left side, partially overlapping a blue oval. Inside the oval, the text "It's All About The Plan!" is written in a white, sans-serif font. The word "Plan!" is in a larger, bolder font and is colored blue, matching the oval's background.

It's All About The Plan!

The Family/Guardian and the
Individual Support Plan

Facilitator Handbook

September 2014



FRITZ & O'HARE ASSOCIATES

Funded by:
The Nebraska Planning Council on
Developmental Disabilities

Contents

| | |
|---|----|
| About the Course | 2 |
| Handbook and Parent Guide | 3 |
| Customizing for Different Audiences | 4 |
| Beginning the Session..... | 4 |
| Parts 1, 2 & 3: Guidebook, Purpose & Family Stories..... | 5 |
| Parts 4 & 5: Choice & the ISP Process | 6 |
| Parts 6, 7 & 8: The IFM, Documentation and the ISP | 8 |
| Part 9: Making a Difference..... | 10 |
| Parts 10, 11 & 12: Individual, Family & Guardian Rights | 11 |
| Part 13: Individual's Participation | 13 |
| Part 14: Positive Team Relationships | 14 |
| Part 15: Follow Up & Change..... | 15 |

About the Course

It's All About the Plan! is a course designed to provide information to assist individuals with disabilities, their families and guardians in meaningfully participating in the process of planning for the services and supports provided through the school or the adult intellectual/developmental disabilities (I/DD) service system.

The course contains four modules:

- The Student and the Individualized Education Program (IEP)
- The Parent and the Individualized Education Program (IEP)
- The Individual and the Individual Support Plan (ISP)
- The Family/Guardian and the Individual Support Plan (ISP)

It's all About the Plan! was developed by Fritz & O'Hare Associates and Southeast Community College (SCC) in Lincoln, Nebraska. The course is offered online through the Southeast Community College Continuing Education Division.

To register for the course:

Contact SCC's Continuing Education Division

402-437-2700

**For information on obtaining course materials
or participating in a group session, contact:**



FRITZ & O'HARE ASSOCIATES






lloyafritz@windstream.net

maryohare7@gmail.com

Handbook and Parent Guide

This Facilitator Handbook is designed to assist a facilitator in leading a group through the e-learning module, *The Family/Guardian and the Individual Support Plan (ISP)*. While the module may be viewed individually, there may be benefit to watching in a group setting where participants can discuss the content and their questions with a facilitator and each other.

This handbook is designed to assist a facilitator in leading a group in viewing the module and discussing the material. Information is organized to match the outline of the module and includes:

-  Viewing time for each part of the module
-  A summary of topics discussed in the module
-  Suggested questions to facilitate group discussion
-  References to information found in the *Family/Guardian Guide to the Individual Support Plan*
-  Additional information, points to emphasize, or resources

Customizing for Different Audiences

The training may be tailored to participants' needs, interests, or target groups, such as families/guardians of persons new to Developmental Disability (DD) services or those already familiar with the services. In planning the training, the facilitator should consider the audience's priorities, needs, and schedule. It may be necessary to spend more or less time on certain sections to change the focus of the presentation. Facilitators will know their audience best; therefore, final decisions regarding customization are left to their discretion.

The module has 15 parts - most of which are only a few minutes long. Total viewing time for the entire module is approximately 30 minutes. The e-learning module may be presented in one session or broken up for sequential sessions. Portions of the module can be deleted to accommodate the time allotted, goals, focus, or audience. Facilitators are encouraged to use the material in a way that best suits their own particular style.

Beginning the Session

Supplemental information for the course is provided in *The Family/Guardian Guide to the Individual Support Plan*, referred to as Family/Guardian Guide throughout this document. Each participant should be given a Family/Guardian Guide to utilize during the session and to keep as a resource for future use.

Before beginning the session, the facilitator should review the module purpose with participants. The facilitator may also want to remind participants that, while the content may be review for some, it may be new to others.

The purpose of the *Family/Guardian and the Individual Support Plan* course is to provide information to assist families/guardians in meaningfully participating in the ISP planning process and to support the individual throughout the process.

Parts 1, 2 & 3: Guidebook, Purpose & Family Stories

VIEW TIME

3 Minutes

REVIEW

- ✓ The **Individual Support Plan** is required for adults over 21 who receive services funded by the Nebraska Division of Developmental Disabilities (DD).
- ✓ In the module, the person with an Intellectual or Developmental Disability (I/DD) is referred to as **“the individual.”**
- ✓ The **Family/Guardian Guide** has many helpful resources for families and guardians.
- ✓ This course is designed for parents/guardians of individuals who are **eligible for services** through Nebraska’s Division of Developmental Disabilities.
- ✓ **Meaningfully participating** in the ISP meeting is different than merely attending an ISP.

DISCUSSION

1. What are your experiences in participating in an ISP meeting?
2. If you have attended an ISP meeting, do you feel you participated in a meaningful way? Why or why not?
3. If you have not attended an ISP meeting, what are your questions or concerns?
4. What would you like to learn from this course?

TIP

For information about the Nebraska Division of Developmental Disabilities, visit the website: http://dhhs.ne.gov/developmental_disabilities or call: (402) 471-8501 or (877) 667-6266 (toll free).

Parts 4 & 5: Choice & the ISP Process

VIEW TIME

10 Minutes

REVIEW

- ✓ It is important that individuals are given the opportunity to make **choices** regarding:
 - Where they want to live;
 - Who they do or don't want to live with;
 - Who they want to socialize with;
 - What activities they want to be involved in;
 - What career, job, or education they want to pursue;
 - Who they want to provide medical, therapy, or other services;
 - Who they want as their provider; and
 - The services and supports they receive.

- ✓ The ISP is a **written plan or contract between the individual/state/provider** developed by the individual and members of his or her team which identifies:
 - Important developments in the individual's life;
 - Preferences for how they wish to live, work, recreate, and socialize;
 - Personal strengths and capabilities;
 - Life goals, taking into account their wishes, hopes and dreams;
 - Barriers to be overcome;
 - Services and supports needed to achieve goals;
 - Who will provide the needed services and supports.

- ✓ The Nebraska Division of Developmental Disabilities (**DD**) contracts with people or agencies to deliver services. These are referred to as **providers**.

- ✓ Key Terms:
 - **Specialized Providers** are agencies in the community that deliver services.
 - **Non-Specialized Providers** are people hired by the individual or their family to work directly for them to provide services.
 - **Service Coordinators** are state employees responsible for ensuring that individuals receive needed services and supports.

DISCUSSION

1. Are you aware of the individual's preferences or choices on how they want to live their life?
2. Do you feel the individual has been given the opportunity to express preferences and choices and that those have been honored in the ISP process?
3. Do you understand the difference between Specialized and Non-Specialized Providers? What questions do you have about service providers?

GUIDE

Pages 4 and 5: *Eligibility and Services*

Parts 6, 7 & 8: The IFM, Documentation and the ISP

VIEW TIME

5 Minutes

REVIEW

- ✓ **What is the IFM?** The Individual/Family Meeting is known as the IFM and is a pre-meeting held approximately 60 days before the ISP meeting.
- ✓ **Who attends the IFM?** The Service Coordinator, the individual and the legal guardian (if there is one). Others who are important to the individual may also attend, such as family members or friends.
- ✓ **What happens at the IFM?** The Service Coordinator leads the individual through some activities to identify who and what is important in the individual's life.
- ✓ **What is documented at the IFM?** The Service Coordinator drafts the document that will become the Individual Support Plan (ISP).
- ✓ **What happens after the IFM?** Once the IFM document is drafted by the Service Coordinator, he/she sends the document to the guardian and individual for review. The Service Coordinator should be contacted if there are questions.
- ✓ **What is the ISP meeting?** The Individual Support Plan meeting is known as the ISP meeting and is a planning meeting at which decisions are made regarding services. It is held approximately 60 days after the IFM.
- ✓ **Who attends the ISP meeting?** The Service Coordinator, the individual and the legal guardian (if there is one). Others who are important to the individual may also attend, such as family members or friends and specialized provider representative(s) or selected non-specialized provider(s).
- ✓ **What happens at the ISP meeting?** The team reviews the outcomes from the IFM and providers indicate how they propose to provide services to support the individual.

DISCUSSION

1. What kind of things do you think are important to discuss at the individual's IFM and ISP meetings?
2. How will you prepare for the meetings?
3. Do you want to invite someone to attend with you? What role will they play? Remember, if you are not the guardian, it is up to the individual to invite you or others to attend.

GUIDE

Page 6: *Importance of the Plan*

Pages 7-9: *The Planning Process*

TIPS

- ✓ Work to develop a good relationship with the Service Coordinator so that you feel comfortable discussing any bumps in the road.
- ✓ Make sure you understand what is written in the IFM document. If not, ASK for an explanation!
- ✓ If you think the individual has a goal that is not reasonable, talk to the Service Coordinator before the meeting and plan how to address the goal in a manner that is respectful to the individual.

Part 9: Making a Difference

VIEW TIME

2 Minutes

REVIEW

- ✓ The **INDIVIDUAL** is the most important team member.
- ✓ It is up to the team to make things **easy to understand** for the individual and to **promote and support choice**.
- ✓ The team must help the individual set **reasonable goals**.

DISCUSSION

1. How can you make sure the individual is viewed as the most important member of the team?
2. How can you promote and support the individual's choices?
3. Do you expect that the individual may have goals that are not reasonable? If so, how will you handle it?

GUIDE

Page 10: *Preparing for Meetings*

Parts 10, 11 & 12: Individual, Family & Guardian Rights

VIEW TIME

5 Minutes

REVIEW

✓ **Individual's Rights/Responsibilities:**

- Individuals have the same legal rights and responsibilities guaranteed to all other persons under federal and state constitutions and laws.
- The individual has a right to a copy of the ISP.
- If a family member is not the legal guardian, the individual has a right to request the family not attend or be involved with the ISP or their services and supports.
- The individual may request that a particular provider representative not attend the ISP or that a particular staff person is not assigned to work with them. Provider and staff availability may limit this choice, but it is the individual's right to voice the request and make decisions accordingly.
- The individual has the right to information regarding all service options and providers available to him/her.
- Individuals have the right to make informed choices about how they want to live their lives, unless those choices can be proven as harmful to self or others.

✓ **Family's Rights/Responsibilities:**

- If the family has not been appointed as guardian for the individual by a court of law, the individual is their own guardian, responsible for making his or her own decisions.
- The family may request a copy of the ISP if they hold guardian status or if the individual agrees.
- The family is responsible to carry out agreed upon obligations as stated in the ISP.

✓ **Legal Guardian's Rights/Responsibilities:**

- The legal guardian has the authority and responsibility to make decisions on behalf of the individual about such things as where to live, medications and treatment, training and education, etc.
- The legal guardian is responsible for carrying out agreed upon obligations, as stated in the ISP.

DISCUSSION

1. What are your rights as a family member or legal guardian?
2. How can you ensure that the individual's rights are respected?
3. What should you do if you feel the individual's rights are not respected?

GUIDE

Page 14: *Rights and Responsibilities*

TIP

Check out the e-learning companion module: *The Individual and the ISP*. This module is designed to help individuals prepare to meaningfully participate in their ISP meetings. The module includes activities designed to assist individuals in sharing information with their team.

Part 13: Individual's Participation

VIEW TIME

2 Minutes

REVIEW

- ✓ **Involve individuals** in their meeting at their level.
- ✓ **Consider creative ways** to help the individual creatively **express their ideas**, such as making videos or developing posters to share with their team.

DISCUSSION

1. What creative ways can you think of to help the individual share their ideas with their team?
2. Who is best suited to assist the individual in sharing information at their meeting?
3. Discuss the worksheets included in the *“Individual and the ISP”* module and how those might be utilized.

Part 14. Positive Team Relationships

VIEW TIME

3 Minutes

REVIEW

- ✓ You may need to **compromise**.
- ✓ **Don't assume** that what you are asking for is always the best or only solution.
- ✓ **Be open** to other approaches to meet the same goal.

DISCUSSION

1. What did you think of Marguerite's example? Can you think of other ways to handle the situation?
2. Have you ever had a disagreement with the team? If so, how did you work it out?

GUIDE

Page 11: *Relationships and Concerns*

Pages 12-13: *Resolving Conflict*

Part 15. Follow Up & Change

VIEW TIME

2 Minutes

REVIEW

- ✓ If new information comes to light or circumstances change, **the ISP can be adjusted** to address the changes.
- ✓ **You may ask for another meeting** to change the ISP.
- ✓ Your **signature on the ISP indicates your attendance and participation**, not necessarily agreement.
- ✓ If you don't agree with a part of the ISP, you can sign it but **make a note about the parts with which you disagree**.
- ✓ Don't forget to **celebrate and thank team members!**

DISCUSSION

1. What do you think will be your biggest challenge in meaningfully participating in the meetings?
2. What challenges do you face in supporting the individual in meaningfully participating in his or her meetings?
3. What other specific questions or concerns would you like to discuss?

GUIDE

Appendix A: *Fast Facts about Eligibility for Developmental Disabilities Services*
Appendix B: *DD Service Options*
Appendix C: *Personal Focus Worksheet*
Appendix D: *Glossary/Acronyms*