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AGENCY FOR PERSONS WITH DISABILITIES

Course: The Person-Centered Support Plan

Module 4 – Developing Personal Goals

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Slide 1	AGENCY FOR PERSONS WITH DISABILITIES Person-Centered Support Plan Instructions Module 4
Slide 2	Module 4, Developing Personal Goals and Outcomes This Module will provide an overview of: <ol style="list-style-type: none">1. What defines personal goals and outcomes2. The sections of the Support Plan that relate to past accomplishments, present and immediate goals, and future outcomes3. Key points related to developing personal goals using a person-centered approach
Slide 3	What are personal goals? Personal goals document the accomplishments, supports, dreams, hopes, desires and activities that the individual would like to see in his or her life. Developing meaningful goals is what should drive the support planning process. The goals that the individual chooses guide providers and others who assist them. Support Plan goals are the basis for developing implementation plans. The ultimate purpose of personal goals is help the support team to work hand in hand with the individual towards independence and a meaningful life!
Slide 4	Personal goals are the pathway to <ul style="list-style-type: none">• Being able to decide where to live• Having access to the community• Remaining connected to family and friends• Obtaining employment, and

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	<ul style="list-style-type: none"> • Having meaningful relationships
Slide 5	<p>This video is from an APD self-advocate, Robyn Stawski, describing the role of the waiver support coordinator and how the support planning process has affected her life.</p> <p>“The role of the Waiver Support Coordinator is: to share the available resources and community resources with me available in my community; be open-minded and willing to be educated and share changes or future adaptations that may be needed in my current iBudget; brainstorm with me to problem-solve and to seek inclusion and integration in the community; as well as to understand and support my decisions as an individual whose mind is fully able to comprehend and make appropriate decisions, but due to my physical limitations, my body and motor skills don’t always cooperate and follow through.”</p>
Slide 6	<p>Based on this understanding of personal goals:</p> <p>Support Plan goals must be chosen by the individual and be based on outcomes in their life that they desire. It is the role of the Waiver Support Coordinator to help the individual choose services, both paid and unpaid, that will assist them to achieve their goals.</p>
Slide 7	<p>The process of developing meaningful personal goals starts by looking back at what the individual has already accomplished, envisioning the outcomes they would like to see over time, and then deciding on the present goals to focus on this year to work toward those future plans.</p>
Slide 8	<p>The goals identified in the support plan typically fall within one of two categories: Goals related to assessed needs, such as medical or behavioral needs, and goals related to the individual’s hopes, dreams and future plans, such as being able to get a job, or live in a house.</p>
Slide 9	<p>We can think of these goals as focusing on either what is important FOR the individual or what is important TO them.</p>
Slide 10	<p>(no narration)</p>
Slide 11	<p>To address only goals related to what is important TO the individual, important health and safety needs may go unmet.</p>
Slide 12	<p>But to address only goals related to what is important FOR the individual, would lead to a life that is safe and healthy, but may not be meaningful!</p>
Slide 13	<p>A good support plan will have goals that strike a balance between the two, having goals that address both a person’s assessed needs and desires at the same time.</p>

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Slide 14	<p>For example, Michael’s assessed needs include:</p> <ul style="list-style-type: none">• “Michael will do his own laundry.”• “Michael will take his medication by himself.” <p>Merely addressing these assessed needs may not lead to a more meaningful life. However, Michael also has a desire to make more money each month to buy things he likes. Based on this desire, he needs to gain skills to be able to get a paid job. His team of supports will need to assist him in achieving the steps that will lead to getting a paid job.</p> <p>These steps would include increasing independence with his laundry and personal hygiene (to look professional at an interview and maintain his job) and, to learn to take his medication on time (so that he can be healthy at work). Support Plan goals addressing both his assessed needs and his personal goals would include:</p> <ul style="list-style-type: none">• “Michael will get a job.”• “Michael will do his own laundry.”• “Michael will take his medication by himself.” <p>The result of addressing his assessed needs while supporting him to meet his personal goal, is a more fulfilling life based on what Michael specifically desires.</p>
Slide 15	<p>Past Accomplishments an Future Plans</p> <p>The following sections describe the goals and outcomes the individual worked on in the past twelve months, progress made on those goals, and then what they would like to work on in the year to come.</p> <p>What I Accomplished Last year</p> <p>The information in this section will be used as part of the WSC’s annual report as required by Florida Statutes. The Annual Report is a report of the supports and services received by the individual throughout the past year, a description of progress toward meeting goals, how services and supports assisted them to achieve their goals, and any information about significant events in the recipient’s life during the previous year. This information should be written from the person’s perspective and where appropriate, should reference annual reports produced by other providers such as Behavioral Services, Physical or Occupational Therapies, or Residential Habilitation services.</p> <p>Goals I worked on last year</p> <p>List out each goal that was included in the previous year’s support plan and then summarize the progress that the individual made on those goals.</p> <p>The following is an example of how to develop this section. Look over the example by pressing pause at the bottom of your screen.</p>
Slide 16	<p>Past Accomplishments example for Michael. Screen capture only, no audio.</p> <p>What I Accomplished Last Year</p>

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My accomplishments last year:

Michael had many accomplishments this past year. Michael now has a job at a movie theater. He recently said, "I want to get a different job working with lumber and tools." He also had some conflict at work and lost hours most likely due to the theatre changing their staff schedules. Michael was not able to get tickets to a car race because he did not save enough money. He was able to watch all the races on the "big screen" and invited a co-worker over to watch it and hang out. Michael did not meet his short-term goals related to decreasing aggression at home. He continues to have conflict with one of his housemates, especially when he is stressed and feeling anxious. Michael's Behavior Analyst has been working with him and group home staff to on how to talk to with others and resolve disagreements. Michael has become more independent with personal hygiene and prefers to shower at night. He needs some prompts for hygiene activities but will complete them independently. Michael still needs reminders to take medications. Michael said, "I had a pretty good year."

Goals I worked on last year and progress on each goal

Goal a: Get a paid job. Progress a: Accomplished goal and works at a movie theatre.

Goal b: Get along better with housemates. Progress b: Michael did not meet his short-term goals. Continues to engage in physical aggression when disagreements occur.

Goal c: Go to a car race. Progress c: Michael did not save enough money for a ticket this year due to working less hours.

Goal d: Get ready on my own for work. Progress d: Michael needs less prompts and reminders to complete hygiene tasks now.

Goal e: Take medications without help. Progress e: Michael still needs reminders to take medications but can take them once reminded.

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Past Accomplishments example for Jonathan. Screen capture only, no audio.

What I Accomplished Last Year

My accomplishments last year:

Jonathan made some progress on all his goals last year. Jonathan was excited to show that he now can feed his dog by himself. His guardian, Tom, said that he seems happier when he visits home on the weekends now. Group home staff assisted him in decreasing PICA and being redirected to items that are safe for him. Utilizing a picture board in the kitchen has helped him to communicate when he wants something. Jonathan made a friend a school and they started playing ball together independently during free time. Jonathan decreased aggression by 30% both at school and at home. He reached two of his short-term objectives with the help of his Behavior Therapy and group home staff. Jonathan has followed steps to fill his dog's food dish with verbal prompts.

Goals I worked on last year and progress on each goal

Goal a: Jonathan will feed his dog by himself. Progress a: Jonathan can feed his dog with verbal prompting.

Goal b: Jonathan will decrease PICA and aggression. Progress b: Jonathan had no ER visits as a result of behavior this year. He has decreased his PICA and aggression substantially. However, aggression still occurs

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	<p>when he is frustrated.</p> <p>Goal c: Jonathan will make friends in his age group. Progress c: Jonathan made one friend at school. He initiates social play more often at home than in the prior year.</p> <p>Goal d: Jonathan will use his iPad or communication board to express his needs/desires. Progress d: Jonathan used his iPad with prompts. Jonathan used his communication board at home at times. He has made progress, and this continues to be an important goal for him.</p>
<p>Slide 18</p>	<p>Past Accomplishments example for Gloria. Screen capture only, no audio.</p> <p>What I Accomplished Last Year</p> <p>My accomplishments last year:</p> <p>“I did a lot last year. I grew my own garden out back. I have flowers and want to grow vegetables, too.” Gloria’s companion indicated that Gloria directed her to help her research the best types of vegetables for her back yard. Her companion reported that Gloria also is developing friendships with her neighbors because she is outside more and active. Gloria said, “I planned my own football party. I picked the food and invited my friends from next door. Aunt Susie came, too.” Gloria also increased her cooking skills. She is now able to point out ingredients in a recipe and can cook simple meals from a recipe. Gloria’s occupational and physical therapists assisted her with navigating in the kitchen and increasing arm and leg strength. Her physical therapist documented a marked improvement when she started working in her garden more.</p> <p>Goals I worked on last year and progress on each goal</p> <p>Goal a: I would like to cook on my own. Progress a: Gloria has gained independence with cooking and can prepare simple meals from a recipe.</p> <p>Goal b: I would like to learn how to grow flowers and vegetables. Progress b: Gloria has worked with companion to research and plan the garden and decide what type of flower bed.</p> <p>Goal c: Improve strength so that she can be more independent at home. Progress c: Gloria has made progress with PT and OT goals to strengthen arm strength and assist with transfers by bearing weight.</p> <p>Goal d: Have my own group of friends. Progress d: Gloria hosted a football party and invited her neighbors. However, she continues to need encouragement to initiate social activities.</p>
<p>Slide 19</p>	<p>My Personal and Future Plans (What I want in the next few years)</p> <p>The information captured here should describe the individual’s long-term plans for what they would like to see in their life over the next few years.</p> <p>This information should be used for annual planning by all providers and is the basis for developing implementation plans as applicable. This is a live document and should be updated as desired by the individual throughout the support plan year.</p> <p>Personal Goals</p> <p>These are the most important things that the individual would like to work on this year. Goals should be as specific as possible. Include what specific service or support will help the individual achieve those goals and, whether the supports are paid or unpaid.</p>

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The following is an example of how to develop this section. Press pause at the bottom of your screen, then resume the program when ready.

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My Personal and Future Plans example for Michael. Screen capture only, no audio.

What I Want in the Next Few Years: (Supports, accomplishments, dreams, desires, interests, or activities I want in my life in the next few years)

Michael said, "I want to live in my own home close to my brother." He said, "I want to go to a car race."

Michael also told his supported employment coach that he would like to change jobs and work at a hardware store with "lumber and tools." Michael also indicated that he would like to take medications on his own without being told when to do it. Michael said, "I want a girlfriend."

Personal Goals [Identify]: The most important things I want to achieve this coming year. Identify goals/desired outcomes and be as specific as possible. What service will help me? Paid or Non-Paid. If non-paid, provide name and relationship.

Michael indicated that he would like to work on the following this year:

Goal a: Getting a new job working with lumber and tools. Service a: Supported Employment. Paid or Non-Paid a: Paid

Goal b: Going to go to a car race. Service b: Residential Habilitation in coordination with his brother. Paid or Non-Paid b: Paid and non-paid (brother)

Goal c: Increasing ability to do my own self-care and medications. Service c: Residential Habilitation initially. Supported Living Coaching possibly in the future. Paid or Non-Paid c: Paid

Goal d: Getting along with my roommates and learn how to have less problems. Service d: Behavior Therapy. Also attending free Communication Savvy class offered at the local disability resource center next month. Paid or Non-Paid d: Paid and non-paid (community resource and brother will accompany him)

Goal e: Meet more friends besides my housemates. Join the local chapter for the racecar fan club and attend monthly meetings. Service e: Life Skills Development 1 - Companion. Paid or Non-Paid e: Paid

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My Personal and Future Plans example for Jonathan. Screen capture only, no audio.

What I Want in the Next Few Years: (Supports, accomplishments, dreams, desires, interests, or activities I want in my life in the next few years)

Jonathan wants to develop his communication and social skills. He (his guardian) would like for him to decrease frustration and aggression when trying to communicate, increase his ability to use his communication device so that he can express his needs and wants, and decrease PICA behavior. Jonathan would like to be able to play outdoors more with balls, trikes, and his dog Charlie. Jonathan would like to participate in community sports activities for kids his age. Jonathan would like to have more Pixar movies.

Personal Goals [Identify]: The most important things I want to achieve this coming year. Identify goals/desired outcomes and be as specific as possible. What service will help me? Paid or Non-Paid. If non-paid, provide name and relationship.

Goal a: I would like to make friends and decrease aggression. Service a: Residential Habilitation, School,

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Behavior Therapy. Paid or Non-Paid a: Paid

Goal b: I would like to attend Community Recreation. Service b: School, Tom Brown. Paid or Non-Paid: Non-paid (School and guardian).

Goal c: Jonathan would like to tolerate hand over hand assistance with his personal hygiene takes. Service c: Residential Habilitation, Occupational Therapy. Goal Paid or Non-Paid c: Paid.

Goal d: Jonathan wants to increase his use of his iPad to communicate. Service d: Residential Habilitation, Speech Therapy. Paid or Non-Paid d: Paid.

Goal e: Jonathan would like to decrease PICA and remain safe. Service e: Residential Habilitation, Behavior Therapy. Paid or Non-Paid e: Paid.

Slide 22 **My Personal and Future Plans example for Gloria. Screen capture only, no audio.**

What I Want in the Next Few Years: (Supports, accomplishments, dreams, desires, interests, or activities I want in my life in the next few years)

Gloria said, “I want a garden.” “I want to enjoy the outdoors and go in my backyard independently.” “I want to grow vegetables and cook with them.” Gloria also stated, “I want to have a bigger circle of friends that also likes football and flowers.” Gloria would like for her power wheelchair to get fixed and to get a ramp installed so that she can access her backyard independently. Last, Gloria said, “I want to get stronger with my arms and legs.”

Personal Goals [Identify]: The most important things I want to achieve this coming year. Identify goals/desired outcomes and be as specific as possible. What service will help me? Paid or Non-Paid. If non-paid, provide name and relationship.

Goal a: Get my wheelchair fixed. Services a: WSC/Medicaid State Plan. Service a: WSC/Medicaid State Plan. Paid or Non-Paid a: Paid

Goal b: Get a ramp to the back yard. Service b: WSC, Parents, Companion. Paid or Non-Paid b: Paid/Non-paid (Parents)

Goal c: I want to grow a garden in my back yard.” Services c: Companion, Personal Supports. Paid or Non-Paid c: Paid

Goal d: “I want to get stronger in my arms and legs.” Services d: Personal Supports, Physical Therapy. Paid or Non-Paid d: Paid

Goal e: “I want to make friends that share my interests”. Service e: Companion. Paid or Non-Paid e: Paid

Goal f: “I want to volunteer at a nursery or store.” Service f: Companion. Paid or Non-Paid f: Paid

Slide 23 **Employment**

All individuals, no matter what their abilities, can benefit from having the opportunity to work. Employment is a natural course of adult life and provides the person with a chance to grow financially, contribute to society in a meaningful way and build self-esteem. When brainstorming about future plans, have a conversation about the benefits of working, and what resources are available to help obtain a job or the skills necessary for employment such as Vocational Rehabilitation, and long-term support on the job.

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	<p>Probing questions will help the individual visualize what they want in a job, for example: If they want a job, what kind of job? If they have a job, do they want a different job? What kind of setting would they like to work in? What tasks do they feel they are good at and would like to do on a job? Do they like to work with people, animals, or plants?</p>
<p>Slide 24</p>	<p>When filling out the Employment section identify:</p> <ul style="list-style-type: none"> • Their current employment status, such as “I want a job” or “I have a job” • What is desired for the future, what needs to happen to achieve their employment goals and, what supports, both paid and unpaid supports, that would help the them succeed. <p>Examples of supports include:</p> <ul style="list-style-type: none"> • Vocational Rehabilitation • Supported Employment • Volunteering at a church, non-profits, or other community organization to gain skills <p>In the last section for Employment, indicate whether the person has tried to access services through Vocational Rehabilitation in the past and what was the outcome. If it has been a long time since Vocational Rehabilitation closed the case, the individual may want to obtain these services again.</p>
<p>Slide 25</p>	<p>Keys to the Conversation</p>
<p>Slide 26</p>	<p>When developing goals,</p> <p>Start with the point of view that the person can achieve their goals with the right resources and supports. Understand why something is important to them. This will help assist the individual to decide the most realistic and meaningful steps. For example: If a person’s dream is to become an actress, a job in Hollywood may not become a reality but getting involved in a local theater group could be.</p> <p>Engage the person actively so that they can visualize what they want and communicate their choices. (see Person-Centered Methods)</p> <p>Goals must be individualized and specific. Goals or outcomes that are too broad have little meaning. For example:</p> <p style="padding-left: 40px;">“I want to remain healthy and safe” or “Jonathan wants to receive Companion service” does not describe a specific outcome to guide those supporting them.</p> <p style="padding-left: 40px;">Instead, consider: Jonathan said. “I want to make more friends my age at the park and at school.”</p> <p>Service Descriptions should not determine the goals. Services are NOT goals but a means to achieve the goal. Adult Day Training is a service to reach specific goals such as “gain work skills”, “make friendships outside of my home”, “increase communication skills”, etc.</p>
<p>Slide 27</p>	<p>For more information and specific guidelines on person-centered goal development, see the Person-Centered Support Plan Template and the Support Plan Instructions Manual located on the APD website. The link is provided here.</p>

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Congratulations!

You have completed Module 4 of 4 for the Person-Centered Support Plan.