

Questions to Help Facilitate the Development of the ISP

In addition to the information in the Annotated ISP, these questions help facilitate the development of the ISP" may help to generate information that ensures the individual and team have considered significant aspects of the individual's everyday life. It should be noted that not all areas are applicable to every individual and therefore not all areas need to be discussed during the ISP meeting. If there is an area of an individual's life that clearly stands out as an area in which the individual needs a change, this area should be included in the information gathering process, as well as, developed into an outcome.

- **Choice and Decision Making:** Is there evidence or information in the ISP that answers the following questions regarding how the individual is being supported to make choices and assume control/responsibility for his/her life?
 - **Day to Day Choices:**
 1. What type of decisions does the individual make on a daily basis?
 2. How can this individual exercise choice and control every day?
 3. Does this individual understand the concepts of cause and effect and responsibility for results of decisions he or she may make?
 - **Decisions about Personal Information:**
 1. Are there personal or private pieces of information concerning the individual that are shared with others outside of the individual's home?
 2. Who is this information shared with?
 3. Is the individual aware that the information might be shared with others?
 4. Can this individual make the decision about who should have access to his or her personal information?
 5. Is there someone else (family member or surrogate) who should be involved in this type of decision?
 - **Decisions about Relationships:**
 1. Who makes decisions regarding who the individual spends time with?
 2. Who makes decisions regarding who this individual's friends are?
 3. Who makes decisions regarding intimate relationships?
 4. Did this individual select his or her SCO?
 5. Did this individual choose the agency and the personnel who provide services to him or her?
 6. What level of choice is important to the individual?
- **Communication:** Is there evidence or information in this section of the ISP that answers the following questions?
 1. How does the individual communicate to make his or her needs known, both in expressive and receptive communication?
 2. Does his or her communication style vary? If so, how and under what circumstances?

3. Are there additional communication methods or strategies that the individual would like to learn or that the team feels might be helpful to explore?
 4. Are there any barriers to accessing these additional methods or strategies?
 5. Do people who the individual knows and relates to (at home, work, school and the community) understand how the individual communicates?
 6. Are the SC and team aware of communication resources to ensure that all persons can communicate effectively with the individual and all communication barriers are addressed?
- Relationships, Family and Friends: Is there evidence or information in the ISP that answers the following questions?
 - Family:
 1. What is the individual's current relationship with his or her family?
 2. Is he or she satisfied with the current relationship with family?
 3. How would the individual like to see his or her relationship with family progress?
 4. Who in his or her family is particularly important to him or her?
 5. Does or how can, contact with the individual's family occur?
 - Friends:
 1. What is the individual's current relationship with his or her friends?
 2. Is he or she satisfied with those relationships with friends?
 3. How often, and where, does he or she see friends?
 4. What can be done to support the individual to build relationships?
 - Housemates:
 1. Has the individual chosen his or her housemates?
 2. Does the individual like his or her housemates?
 3. Does the individual have any problems with his or her housemates?
 4. What are the characteristics of people who the individual gets along with best?
 5. What are the common characteristics of people who the individual does not get along with well?
 6. Are there common rituals or routines that are critical to the individual's relationships?
 - Personal Relationships:
 1. Does the individual have an intimate relationship with another person?
 2. Does the individual want an intimate relationship?
 3. What can the team do to support the individual's interests in this area?
 4. Were health and welfare concerns, such as birth control, discussed?

- Work and Education: Is there evidence or information in the ISP that answers the following questions?
 - Formal Education:
 1. Is the family or team satisfied with the Individual Education Plan (IEP), as applicable? How is it written and how is it implemented?
 2. Do the IEP and ISP coincide?
 3. Will the student transition in the near future?
 - Paid Work:
 1. Has the individual expressed an interest in earning money? (Or more money, if already employed?)
 2. Has the individual worked in the past?
 3. Is the individual working now? If yes, is he or she satisfied with his or her job?
 4. Does the individual have the skills needed to do the work in which he or she is interested?
 5. What skills and work interests does the individual have?
 6. Where could he or she be paid for those skills and work interests?
 7. If the individual is between the ages of 16-26, was an employment supplement completed?
 8. Are there barriers to access employment options?
 9. What are the areas of support the individual needs to participate in paid work?
 - Volunteer Work:
 1. Has the individual expressed an interest in volunteering to help a particular organization?
 2. Has the individual ever volunteered in some way in the past?
 3. Are there particular skills and interests this individual has that could be helpful in a volunteer opportunity?
 4. Are there barriers for accessing volunteer work?
 5. What are the areas of support an individual would need to participate in volunteer work?
 - Continuing Education or Learning:
 1. Is there an area this individual needs to learn more about?
 2. Are there areas of the individual's life that he or she could learn more about in order to increase independence and control over that part of their life (such as learning about budgeting to have more control regarding how he or she spends his or her personal funds)?
- Community Participation and Contributions to the community: Is there evidence or information in the ISP that answers the following questions?
 - Community Activities, Events and Opportunities for Contributions:
 1. What are the individual's skills and interests?

2. Is there a place in the community where these skills and interests would be appreciated?
 3. Are there regular community activities that need volunteers?
 4. Are there annual community activities that need volunteers?
 5. What events does the community sponsor – walks, festivals, parades, fund raising, street fairs, park concerts, etc.?
 6. How can the individual contribute to his or her community? Regular activities? Occasional activities?
- Religious or Spiritual Belonging:
 1. Does the individual have a religious preference?
 2. Does he or she have the opportunity to express it?
 3. Has the individual attended a church/religious organization in the past?
 4. Does he or she have the opportunity to try any religious membership?
 5. What resources would the individual need to be able to establish and maintain a religious membership?
 6. What resources exist in the community that may offer spiritual enrichment?
 - Hobbies, Clubs, or Organizations:
 1. What is the individual interested in?
 2. Is there an organized club or community association related to that interest?
 3. What interests has the individual tried in the past?
 4. Was there a particular interest from the past that has been stopped? Could it start again?
 5. What are the areas of support the individual would need to participate?
- Self-Image and Self Esteem: Is there evidence or information in the ISP that answers the following questions?
 1. Are there people in the individual's life who make him or her feel valued or important?
 2. Does the individual feel that he or she plays an important role in someone's life?
 3. What activities does the individual participate in that makes him or her feel important or valued?
 4. If the individual stopped participating in a regular activity outside of the home, a day program or employment, would he or she be missed by others who also participate in or are affected by that activity?
 - Safety, Health, and Individual Rights: Is there evidence or information in the ISP that answers the following questions?
 - Safe at home, safe at work, safe at school, in the community:
 1. What areas related to safety does someone who supports this individual need to know?
 2. How will they know?
 3. What do they need to do to make sure safety is assured?
 4. What are the individual's feelings related to safety?
 5. Does he or she feel safe at home, in the neighborhood, at work or school?

6. Is the individual able to make decisions about acceptable levels of risk in his or her own life?
 7. What emergency response plans exist for the individual?
 8. Has all information regarding incident and injuries been gathered to guide the team in addressing proactive planning to avoid similar occurrences?
- Health:
 1. Are all medical issues being addressed?
 2. Does the individual have a primary physician?
 3. Are there health treatment practices, protocols and issues that are undesirable to the individual?
 4. Are there ways to make the undesirable treatment more desirable?
 5. Are there issues of health that are out of the context of what is important to the individual?
 6. How can the issues of health be addressed within the context?
 7. Are there issues of health that could have long-term effects?
 8. What quality of life questions exist related to medical care or treatment?
 - Individual Rights:
 1. Is the individual aware of his or her right to privacy?
 2. Does he or she have access to privacy when desired?
 3. Is the individual treated with dignity and respect?
 4. Do people listen to the individual?
 5. Is the individual aware of his or her civil rights?
 6. Have steps been taken to ensure the individual's rights related to services, due process, grievances, and the like?
 7. Is the individual aware of his or her right to be free from and report abuse?
 - Relaxing and Having Fun: Is there evidence or information in the ISP that answers the following questions?
 1. What types of things does the individual do during his or her free time?
 2. Does the individual need to be encouraged to take advantage of his or her free time?
 3. What types of things does the individual do for fun?
 4. What opportunities have been provided to the individual to allow him or her to explore new options for relaxing and having fun?
 5. What type of things would the individual like to do for fun, but is not currently participating in to the extent that he or she would like?
 6. What resources or services would the individual need to participate or to participate more than he or she is able to at the present time?
 - Home Life and Housing: Is there evidence or information in the ISP that answers the following questions?
 1. Who decided where the individual would live?
 2. Was life sharing offered if the individual is receiving residential habilitation services?
 3. Who decided with whom the individual would live?
 4. What does the individual like about his or her current living situation?

5. What does the individual dislike about his or her current living situation?
 6. Did the individual have a say in how he or she is living?
- Satisfaction with Services: Is there evidence or information in the ISP that answers the following questions?
 - Satisfaction with services during the day and with services provided at home:
 1. Did the individual participate in choosing the services he or she receives during the day?
 2. What options were the individual given in choosing his or her services?
 3. Is the individual able to communicate the type of service he or she would like to receive during the day?
 4. How was information obtained about the individual's preference for employment or other services provided during the day?
 5. Were results of applicable satisfaction surveys discussed during ISP development?
 - Satisfaction with Supports Coordination:
 1. How does the individual feel about the service provided by the SC, in terms of accessibility, responsiveness to needs and promptness of addressing requests and issues?
 - Satisfaction with access to services:
 1. Is the individual receiving services that he or she feels are or will be beneficial?
 2. Did the individual participate in selecting the services he or she would receive to meet his/her assessed needs?
 3. Did the individual have a say in who would provide those services?
 4. Did the individual participate in selecting staff that would provide the services?
 5. Is there a mechanism in place that the individual can utilize, without trepidation, to report when he or she is not satisfied with services?