

ACTION PLAN  
PERSONAL OUTCOMES and SUPPORTS FOR DAILY LIFE  
TIP SHEET

Personal outcomes are what the person wants to learn or do in the upcoming year and are identified by listening to and learning from the person. If you gather information about personal outcomes from others, be sure to ask how they know a specific item is a personal goal and what makes them think the information is true. If the person identifies many personal outcomes or goals, identify those that are the most important.

Everyone cannot achieve every outcome they desire. If an outcome cannot be achieved second best options should be considered. The person should be provided information about all alternatives, pros and cons of the alternatives and given the opportunity to choose their preferred course of action. All steps should be taken to get as close to the final outcome as possible.

Supports for Daily Life includes goals needed or preferred to ensure the person's health, safety and welfare and to support the individual's growth and development that are identified by others.

There is no set number of outcomes/goals that a person must have. It varies with every person. There must be at least one outcome, goal, or action for every service the person receives. In addition, if a person is receiving multiple day services such as employment and community based day services, there must be at least one outcome, goal or action for both services. For example, there must be at least an outcome, goal or action which focuses on employment and there must also be at least an outcome, goal or action that focuses on what the person will be doing during community based services.

Use the following questions and topics to prompt discussion and identification of Personal Outcomes and goals for Supports for Daily Living that are needed to ensure the person's needs are met in ways they prefer and that progress is made toward achieving the Personal Outcomes they've identified.

- A. General probing questions to help the person think about and identify Personal Outcomes may include but are not limited to:
1. What do you want your life to be like in the future?
  2. What things are important to you?
  3. What are your hopes and dreams?
  4. What help do you need to make these things happen?
  5. What things in your life would you like changed?
  6. What things do you like about your life?
  7. Are there things you want to learn about or learn?
  8. How would you describe your life?

9. How do you feel about your life?
10. What are the things you like best about your life?
11. What have you done that you feel good about?
12. What things have you accomplished?
13. Do you like where you live?
14. Would you like to change anything about where you live?
15. Are there any new activities that you would like to do or try?
16. What is a good day?
17. What is a bad day?
18. Do you want a job?
19. What type of job would you like to have?
20. Sometimes things happen that make your life better or happier. Has that happened to you?
21. What is your worst nightmare?

B. Home/Living Situation:

1. Review information included in the Personal Focus Home section of the ISP. Is the person dissatisfied with any part of his/her home life/living situation? What would the person like to be different about his/her home life/living situation? Use this information to develop outcomes or goals.
2. If the person has had limited experiences with various home/living situations, consider outcomes or goals to help the person gain more experience so he/she can make more informed decisions about his/her home life/living situation.
3. Use ICAP and other assessment information to identify skills the person can gain and ways the person can maintain, improve or slow regression of existing skills.
4. Are there critical things that need to be maintained to help the person be happy, healthy, safe and secure in their home? Are there concerns that these things will not be maintained or are expected to change in the near future? If so, consider developing outcomes or goals to ensure they will be maintained or that the changes will be managed.
5. Are there risk issues related to the person's home/living situation? If so, consider outcomes or goals to address those risks.
6. Are there things the person has difficulty doing or cannot do because of a lack of modifications, adaptations, equipment or supplies? If so, consider outcomes or goals for those things the person has difficulty with or cannot do and develop actions to obtain the needed modification, adaptation, equipment or supplies.

C. Day Activities and Work

1. Review information included in the Personal Focus Day Activities section of the ISP. Is the person dissatisfied with any part of his/her job or what he/she does during the day? What would the person like to be different about his/her job or what he/she does during the day? Use this information to develop outcomes or goals.

2. If the person has had limited experiences with different jobs and work environments, volunteer experiences, post secondary educational opportunities, or the types of day activities available, consider outcomes or goals to help the person gain more experience so he/she can make more informed decisions about work, educational opportunities and day activities.
3. Use ICAP and other assessment information to identify skills the person can gain and ways the person can maintain, improve or slow regression of existing skills.
4. Are there critical things that need to be maintained to help the person be happy, healthy, safe and secure in his/her job or day activities? Are there concerns that these things will not be maintained or are expected to change in the near future? ? If so, consider developing outcomes or goals to ensure they will be maintained or that the changes will be managed.
5. Are there risk issues related to the person's job, work situation or day activities? If so, consider outcomes or goals to address these risks.
6. Are there things the person has difficulty doing or cannot do because of a lack of modifications, adaptations, equipment or supplies? If so, consider outcomes or goals for those things the person has difficulty with or cannot do and develop actions to obtain the needed modification, adaptation, equipment or supplies.

#### D. Relationships and Community Membership

Review information included in the Personal Focus Relationships and Community Membership section of the ISP. Is the person dissatisfied with the type or number of relationships he/she has? What would the person like to be different about his/her relationships with others? Is the person dissatisfied with the amount of or type of community membership and involvement he/she has? What would the person like to be different? If the person's life only includes paid relationships, we would expect to see discussion and possibly outcomes/actions that would help promote opportunities to develop relationships.

1. Use this information to develop outcomes or goals. If the only relationships a person has are with paid relationships such as direct support staff outcomes or goals should be considered
2. If the person has had limited experiences with developing relationships or participating in his/her community, consider outcomes or goals to help the person gain more experience so he/she can make more informed decisions about relationships and involvement in the community.
3. Use ICAP and other assessment information to identify skills the person can gain and ways the person can maintain, improve or slow regression of existing skills.
4. Are there critical things that need to be maintained to help the person be happy, healthy, safe and secure in the community or to maintain existing relationships? Are there concerns that these things will not be maintained or are expected to change in the near future? ? If so, consider developing

outcomes or goals to ensure they will be maintained or that the changes will be managed.

5. Are there risk issues related to the person's relationships and/or community activities and involvement? If so, consider outcomes or goals to address these risks.
6. Are there things the person has difficulty doing or cannot do because of a lack of modifications, adaptations, equipment or supplies? If so, consider outcomes or goals for those things the person has difficulty with or cannot do and develop actions to obtain the needed modification, adaptation, equipment or supplies.

#### E. Chronic Medical Conditions (Health, Mental Health, and Psychiatric)

1. Review information included in the Personal Focus Chronic Medical Conditions section of the ISP. Is the person dissatisfied with any part of his/her health and healthcare services? What would the person like to be different? Use this information to develop outcomes or goals.
2. If the person has had limited knowledge regarding his/her health issues, current health care and treatment or alternative treatment options, consider outcomes or goals to help the person gain more knowledge so he/she can make more informed decisions about health issues, care and treatment.
3. Use ICAP and other assessment information to identify skills the person can gain and ways the person can maintain, improve or slow regression of existing skills.
4. Are there critical things that need to be maintained to help the person be happy, healthy, safe and secure? Are there concerns that these things will not be maintained or are expected to change in the near future? ? If so, consider developing outcomes or goals to ensure they will be maintained or that the changes will be managed.
5. Are there risk issues related to the person's health or behavior? If so, consider outcomes or goals to address these risks.
6. Are there things the person has difficulty doing or cannot do because of a lack of modifications, adaptations, equipment or supplies? If so, consider outcomes or goals for those things the person has difficulty with or cannot do and develop actions to obtain the needed modification, adaptation, equipment or supplies.

#### F. Mealtime Issues and Eating

1. Review information included in the Personal Focus Mealtime Issues section of the ISP. Is the person dissatisfied with mealtimes, his/her ability to eat, diet, etc.? What would the person like to be different about mealtimes, the food he/she eats, etc.? Use this information to develop outcomes or goals.
2. If the person has had limited knowledge of his/her diet, food restrictions, eating difficulties, etc. consider outcomes or goals to help the person gain

- more knowledge so he/she can make more informed decisions about food, eating and mealtime issues.
3. Use ICAP and other assessment information to identify skills the person can gain and ways the person can maintain, improve or slow regression of existing skills.
  4. Are there critical things that need to be maintained to help the person be happy, healthy, safe and secure? Are there concerns that these things will not be maintained or are expected to change in the near future? ? If so, consider developing outcomes or goals to ensure they will be maintained or that the changes will be managed.
  5. Are there risk issues related to the person's mealtimes or eating? If so, consider outcomes or goals to address these risks.
  6. Are there things the person has difficulty doing or cannot do because of a lack of modifications, adaptations, equipment or supplies? If so, consider outcomes or goals for those things the person has difficulty with or cannot do and develop actions to obtain the needed modification, adaptation, equipment or supplies.

#### G. What Else Is Important to the Person

1. Review the Personal Focus What Else Is Important to the Person section of the ISP. Are the person's non-negotiables being supported? Are preferences being respected? If not, consider developing outcomes or goals to support the delivery of non-negotiables and respect for preferences.
2. If little is known about the person's non-negotiables and preferences, consider developing outcomes or goals to identify them.
3. Are there critical things that need to be maintained to ensure non-negotiables are supported or that preferences are respected? Are there concerns that these things will not be maintained or are expected to change in the near future? ? If so, consider developing outcomes or goals to ensure they will be maintained or that the changes will be managed.
4. Are there risk issues related to the non-negotiables or preferences? If so, consider outcomes or goals to address these risks.
5. Are there non-negotiables that cannot be provided or preferences that cannot be honored because of a lack of modifications, adaptations, equipment or supplies? If so, consider outcomes or goals to ensure non-negotiables are provided and preferences are respected and develop actions to obtain the needed modification, adaptation, equipment or supplies.

#### H. Personal Funds Management

1. Review information included in the Personal Focus Personal Funds Management section of the ISP. Is the person dissatisfied with the way his/her funds are managed, his/her involvement in managing personal funds, budgeting, paying bills, spending money, etc.? What would the

- person like to be different? Use this information to develop outcomes or goals.
2. If the person has had limited knowledge of his/her personal funds and/or how they are managed, paying bills, the amount of money available, how money is used, etc. consider outcomes or goals to help the person gain more knowledge so he/she can make more informed decisions about management of his/her personal funds.
  3. Use ICAP and other assessment information to identify skills the person can gain and ways the person can maintain, improve or slow regression of existing skills.
  4. Are there critical things that need to be maintained to help the person manage his/her personal funds or maintain financial security? Are there concerns that these things will not be maintained or are expected to change in the near future? ? If so, consider developing outcomes or goals to ensure they will be maintained or that the changes will be managed.
  5. Are there risk issues related to management of the person's funds? If so, consider outcomes or goals to address these risks.
  6. Are there things the person has difficulty doing or cannot do because of a lack of modifications, adaptations, equipment or supplies? If so, consider outcomes or goals for those things the person has difficulty with or cannot do and develop actions to obtain the needed modification, adaptation, equipment or supplies.

#### I. Decision Making

1. Review information included in the Personal Focus Decision Making section of the ISP. Is the person dissatisfied with his/her involvement in making decisions about his/her life, how decisions are made, etc.? What would the person like to be different? Use this information to develop outcomes or goals.
2. If the person has had limited experiences with making decisions, consider outcomes or goals to help the person gain more experience so he/she can be more involved in decisions about his/her life. These outcomes or goals should include appropriate safety nets to ensure that consequences from decisions are managed.
3. If the person's rights are restricted, outcomes or goals should be developed to ensure those restrictions are lifted as soon as possible.
4. Use ICAP and other assessment information to identify decision making skills the person can gain and ways the person can maintain, improve or slow regression of existing decision making skills.
5. Are there critical things that need to be maintained to help the person make decisions? Are there concerns that these things will not be maintained or are expected to change in the near future? If so, consider developing outcomes or goals to ensure they will be maintained or that the changes will be managed.

6. Are there risk issues related to decisions the person makes? If so, consider outcomes or goals to address those risks.
7. Is the person's ability to make decisions diminished because of a lack of modifications, adaptations, equipment or supplies? If so, consider outcomes or goals for those things the person has difficulty with or cannot do and develop actions to obtain the needed modification, adaptation, equipment or supplies.

J. Communication

1. Review information included in the Personal Focus Communication section of the ISP. Does the person feel that others understand what he/she is communicating to/with them? What would the person like to be different? Use this information to develop outcomes or goals.
2. If the person has had limited ability to communicate, be understood by others or to understand others, consider outcomes or goals to help the person gain or improve his/her ability to communicate both expressively and receptively.
3. Use ICAP and other assessment information to identify communication skills the person can gain and ways the person can maintain, improve or slow regression of existing communication skills.
4. Are there critical things that need to be maintained to help the person effectively communicate? Are there concerns that these things will not be maintained or are expected to change in the near future? If so, consider developing outcomes or goals to ensure they will be maintained or that the changes will be managed.
5. Are there risk issues related to the person's ability to communicate? If so, consider outcomes or goals to address those risks.
6. Does the person have difficulty communicating because of a lack of modifications, adaptations, equipment or supplies? If so, consider outcomes or goals for the communication issues and develop actions to obtain the needed modification, adaptation, equipment or supplies.