



## PCISP Training June 17, 2021

1. PCISP Myths and Facts
2. PCISP Rubric Pilot Update
  - Person-Centered
  - Strengths-Based
    - Updated Replacement Words/Phrases
  - Integrated Supports
    - Options Graphic
3. Domain Language-developing a PCISP
4. Life Course Tools/Assessments
  - One-page Profile
  - Communication MAP
  - Integrate Support Star
  - Tool for Developing a Vision
  - Exploring Decision-Making Supports
  - Tool for Developing an Outcome
5. Competency Check

The expectations, policies and monitoring of BDDS home and community-based services has transformed over the years as state and federal regulations progressed and changes occurred in state leadership. The adoption of the LifeCourse Framework by DDRS and the continued evolution of person-centered thinking has given BDDS the tools and direction to support individual's holistically through person-centered strength-based thinking and enhancing opportunities for integrated supports and experiences. It comes as no surprise that through this transformation there are some common misconceptions, old ideologies or myths that are no longer part of BDDS HCBS waivers. Following is a list of the most common myths and facts:

**Myth:** Every service must have an outcome.

**Fact:** Not all services require an outcome. The outcome should be relevant, meaningful, driven by the individual/family, and achievable in a year's time. The outcome should address the gap between what is currently happening and what the individual prefers. For those services that do require being tied to an outcome, the service(s) should act as a complement to achieve that outcome. The service can be part of the outcome, strategy, action steps, and/or who/when.

**Myth:** The PCISP is used to support the LOCSI and should include LOCSI information.

**Fact:** The PCISP can be used as a source of information to support the LOCSI but is not the only source of information nor should it be used that way. The purpose of the PCISP is to be the roadmap to a person's good life. Including information directly from the LOCSI or to support the LOCSI is unnecessary and undesired.

**Myth:** The PCISP must be written in first person.

**Fact:** There are no magic words. The PCISP should be written to represent to the viewpoint of the person whose plan it is. The style and language should be consistent, be understandable to the person/family and be a clear reflection of that person's life goals, preference and aspirations.

**Myth:** The services in the PCISP cannot be used to maintain an individual's present skills, preferences and circumstances.

**Fact:** An individual may want and desire to utilize services to continue living their current best life. Services may be used this way. Teams should also be guiding individuals and families to think about the next life stage and support them to plan accordingly.

**Myth:** Every life domain/every section of the PCISP has to be completed.

**Fact:** There is no requirement that every life domain or section of the PCISP be completed. The sections of the PCISP should not be a copy/paste of another section. For each life domain completed the information should be comprehensive and relate to the specific life domain. There is also no requirement that each completed life domain have an outcome. Outcomes should be meaningful, driven by the individual/family and address the gap between what is currently happening and what the individual prefers in that life domain. There is no need to enter N/A in any section of the PCISP.

## Strength Based

*The PCISP clearly identifies the individual's strengths based upon their input along with the input of the entire team (i.e. guardian, family member, friends, case manager, providers, direct support professionals, etc.). It recognizes the strengths and assets of the family unit, if one exists. Outcomes are designed to foster skill building from a strength-based perspective. The PCISP builds upon those strengths, desires, and needs leading to the development of comprehensive and integrated solutions which support them in living their vision of a good life within their community.*

<b>Exemplary</b> (3 Points)	<b>Proficient</b> (2 Points)	<b>Marginal</b> (1 Point)	<b>Unacceptable</b> (0 Points)
<p>About me section identifies the strengths and assets of the individual AND what people like and admire is reflective of input from the individual's team.</p> <p><b>AND</b></p> <p>Support needs are communicated using language that is respectful and explains the need.</p> <p><b>AND</b></p> <p>The strengths, assets and/or interests of the individual and/or family are leveraged in the outcomes, strategies and/or action steps to foster skill building.</p> <p><b>AND</b></p> <p>Outcomes that foster skill building are used to advance the individual towards their identified good life or vision of a preferred life specific to the coordinated life domain.</p>	<p>About me section identifies the strengths and assets of the individual AND what people like and admire is reflective of input from the individual's team.</p> <p><b>AND</b></p> <p>Support needs are communicated using language that is respectful and explains the need.</p> <p><b>AND</b></p> <p>The strengths, assets and/or interests of the individual and/or family are leveraged in the outcomes, strategies and/or action steps to foster skill building.</p>	<p>About me section identifies the strengths and assets of the individual AND what people like and admire is reflective of input from the individual's team.</p> <p><b>AND</b></p> <p>Support needs are communicated using language that is respectful and explains the need.</p> <p><b>BUT</b></p> <p>Outcomes, strategies and action steps DO NOT foster skill building through enhancing strengths and interests of the individual and/or family, if applicable.</p>	<p>PCISP does not identify any strengths of the individual and/or family.</p> <p><b>AND/OR</b></p> <p>About me section does not identify strengths or assets of the individual AND what people like and admire is not reflective of input from the individual's team.</p> <p><b>AND/OR</b></p> <p>Support needs of the individual and/or family are communicated using derogatory or demeaning language.</p> <p><b>AND/OR</b></p> <p>Information is copied from LOCSI or LOCSI is attached.</p>

### Replacement words/phrases

- Aggressive → Protective, animated, expressive
- Helpless, Hopeless → Unaware of capabilities, opportunities
- Lazy → Less motivated, ambivalent, prevents future hurt/disappointment
- Manipulative → Resourceful, Good at getting needs/wants met
- Resistant → Chooses not to, Isn't ready for, Not open to, Persistent, Cautious
- Weaknesses → Barriers to change or needs
- Suffering with → Working to recover from, experiencing, living with
- Obnoxious → Good at pushing people away
- Rude, Arrogant → Good at affecting people
- Attention-seeking → Good at caring about and loving themselves
- Close-mouthed → Loyal to family, friends
- Different, Odd → Underappreciated
- Stubborn Defiant → Good at standing up for themselves
- Tantrum, Fit, Outburst → Sending A Big Message

### PCISP Positive examples

- Negative: I can't have any food that isn't pureed. I need a gate to keep me out of the kitchen.
- Positive: Foods that are safe for me need to be pureed. A gate between the kitchen and living keeps me safe at mealtimes because I love all foods.
- Negative: I will elope from my home when given the opportunity
- Positive: I enjoy accessing my community and it is important for me to have a gate and lock on my front door to keep me safe.
- Negative: Since Ruth is non-verbal, she tends to cry, drop to floor and push and/or pull at others when she is mad or angry.
- Positive: I vocally and physically express myself when I need someone's attention.

## Person Centered

*All team meetings should only occur when the individual is present AND, if applicable, the family or guardian. The PCISP is driven by the individual and family. The outcomes, wants, and needs are centered on the individual's and/or family's vision for a good life. Their desires, cultural beliefs, and values are recognized, respected, embraced, and reflective in outcomes, formal services, and community activities. The PCISP demonstrates the individual's informed choice and allows for opportunities for learning.*

<b>Exemplary</b> (3 Points)	<b>Proficient</b> (2 points)	<b>Marginal</b> (1 Point)	<b>Unacceptable</b> (0 Points)
<p>My good life and/or vision of a preferred life specific to any life domain are reflective of the individual's input and/or interests.</p> <p><b>AND</b></p> <p><i>If applicable:</i> PCISP identifies the wants and desires of the guardian.</p> <p><b>AND</b></p> <p>Outcomes, strategies, and/or action steps are linked to the individual's interests, good life and/or vision of a preferred life specific to the coordinating life domain.</p> <p><b>AND</b></p> <p>Team discussions reflect input from the entire team, including the individual and family, while demonstrating informed choice and opportunities for experiences that lead to individual's vision of a good life.</p>	<p>My good life and/or vision of a preferred life specific to any life domain are reflective of the individual's input and/or interests.</p> <p><b>AND</b></p> <p><i>If applicable:</i> PCISP identifies the wants and desires of the guardian.</p> <p><b>AND</b></p> <p>Outcomes, strategies, and/or action steps are linked to the individual's interests, good life and/or vision of a preferred life specific to the coordinating life domain.</p>	<p>My good life and/or vision of a preferred life specific to any life domain are reflective of the individual's input and/or interests.</p> <p><b>AND/OR</b></p> <p>Individual's interests, desires and wants are identified in the PCISP.</p>	<p>PCISP states that it is written without the individual present.</p> <p><b>AND/OR</b></p> <p>PCISP states that it is written without the guardian (if applicable) present.</p> <p><b>AND/OR</b></p> <p>Individual's interests, desires and wants are not identified anywhere in the PCISP.</p> <p><b>AND/OR</b></p> <p>Individual and/or family vision for a good life is not identified anywhere in the PCISP.</p> <p><b>AND/OR</b></p> <p>Individual and/or family's, if applicable, cultural beliefs and values are violated, discriminated against, disrespected or disregarded.</p>

## Integrated Supports

*Everyone accesses an array of supports. Integrated supports provide opportunities for greater self-determination and experiences that propel the individual towards their vision of a good life. Integrated supports are continuously developed and maintained as determined by the individual's interests and preferences. The identified areas of integrated supports include: personal strengths and assets, technology, community based, relationships, and eligibility specific/paid supports.*

<b>Exemplary</b> (3 Points)	<b>Proficient</b> (2 points)	<b>Marginal</b> (1 Point)	<b>Unacceptable</b> (0 Points)
<p>PCISP identifies an array of integrated supports</p> <p><b>AND</b></p> <p>Includes all five of the identified areas of integrated supports listed above in all completed life domains stated outcomes, strategies, action steps and/or accompanying who/when.</p> <p><b>AND</b></p> <p>Team discussions reflect a plan for and/or delivery of a coordinated timely follow-up with the individual and his/her IST to review what has been working, what has not been working and to redirect efforts, if necessary, or to discuss if the individual's interests/priorities have changed.</p>	<p>PCISP identifies an array of integrated supports</p> <p><b>AND</b></p> <p>Includes a minimum of three of the identified areas of integrated supports listed above in all completed life domains stated outcomes, strategies, action steps and/or accompanying who/when.</p>	<p>PCISP identifies an array of integrated supports throughout</p> <p><b>AND</b></p> <p>Includes a minimum of two of the identified areas of integrated supports listed above in at least one completed life domains stated outcomes, strategies, action steps and/or accompanying who/when.</p>	<p>PCISP does not identify any integrated supports throughout.</p> <p><b>OR</b></p> <p>PCISP identifies <i>only eligibility specific</i> supports (paid supports) within all of the stated outcomes, strategies, action steps and/or accompanying who/when.</p> <p><b>OR</b></p> <p>PCISP does not identify any areas of integrated supports within all of the stated outcomes, strategies, action steps and/or accompanying who/when.</p>



# INTEGRATED SUPPORT OPTIONS

Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.


LIFE DOMAIN	PERSONAL STRENGTHS & ASSETS	RELATIONSHIPS	TECHNOLOGY	COMMUNITY BASED	ELIGIBILITY SPECIFIC
<div><div>Daily Life &amp; Employment</div></div>	<ul style="list-style-type: none"><li>• Work/volunteer experience</li><li>• Summer jobs</li><li>• Vision or dream for job or career</li><li>• Responsibilities at home or school</li><li>• Makes choices and decisions</li><li>• Communicates ideas, needs, thoughts to others</li><li>• Knowledge of a variety of different jobs/careers</li><li>• Good social skills</li><li>• Practices everyday living skills</li></ul>	<ul style="list-style-type: none"><li>• Coworkers</li><li>• Parents, siblings, spouse, children, grandparents, other family</li><li>• Friends</li><li>• Teacher</li><li>• Mentors</li><li>• Parents/family of friends</li><li>• Business partner</li></ul>	<ul style="list-style-type: none"><li>• Electronic reminders</li><li>• Alarm clock</li><li>• Cell phone</li><li>• iPad educational/life skills apps</li><li>• Online resume builders</li><li>• Online classes or training</li><li>• Internet job search</li><li>• Calculator</li><li>• Computer</li><li>• iPhone/smart phone</li><li>• iPad apps</li></ul>	<ul style="list-style-type: none"><li>• Volunteering</li><li>• Competitive employment/careers</li><li>• Colleges, universities, tech school</li><li>• Micro-enterprises</li><li>• Self employment</li><li>• Tutors</li><li>• Parent/Teacher Association (PTA)</li><li>• Summer Reading Program (library)</li></ul>	<ul style="list-style-type: none"><li>• Work crews/enclaves</li><li>• Job coaches</li><li>• Supported employment</li><li>• Special college programs</li><li>• Special Education/IEP's</li><li>• HeadStart</li><li>• Vocational Rehabilitation</li><li>• Case manager/support coordinator</li><li>• Sheltered workshops</li><li>• Day habilitation</li></ul>
<div><div>Community Living</div></div>	<ul style="list-style-type: none"><li>• Knowledge of how to navigate community</li><li>• Drives, rides bus, cab, or other public transportation</li><li>• Housekeeping skills</li><li>• Can prepare simple meals/snacks</li><li>• Can spend time alone or away from family</li><li>• Knowledge of different types of living options</li></ul>	<ul style="list-style-type: none"><li>• Parents, siblings, spouse, children, grandparents, extended family</li><li>• Friends</li><li>• Roommates</li><li>• Neighbors</li><li>• Same age peers (college age, aging)</li></ul>	<ul style="list-style-type: none"><li>• Adapted living space</li><li>• Environmental technology</li><li>• Remote monitoring</li><li>• iPad apps</li><li>• Facetime/Skype</li><li>• Electronic reminders</li></ul>	<ul style="list-style-type: none"><li>• Home Ownership</li><li>• Rental home/apartment</li><li>• Co-op for housing or transportation</li><li>• Public transportation (bus, train, taxi)</li><li>• Universal design</li><li>• Neighborhood Watch</li><li>• Home Owner's Association</li><li>• Food Pantries</li></ul>	<ul style="list-style-type: none"><li>• Independent Supported Living (ISL)</li><li>• Independent Living Center</li><li>• Shared Living/host family</li><li>• Institutions</li><li>• Intermediate Care Facility (ICF)</li><li>• Group Homes</li><li>• Meals on Wheels</li><li>• Section 8 Housing Vouchers</li></ul>
<div><div>Social &amp; Spirituality</div></div>	<ul style="list-style-type: none"><li>• Has hobbies and interests and needed supplies</li><li>• Knowledge/experience playing games or other social activities</li><li>• Outgoing, friendly personality</li><li>• Understands social cues and norms</li><li>• Has money/budget for social activities</li><li>• Interest in/belief in faith/higher power</li><li>• Belongs to/has roles in a faith community</li><li>• Exposure/experience going to weddings/funerals</li><li>• Good conversation skills</li></ul>	<ul style="list-style-type: none"><li>• Friendships</li><li>• Dating/relationships</li><li>• Members of your faith community</li><li>• Friends of parents/siblings and other family members</li><li>• People with a shared interest or hobby</li></ul>	<ul style="list-style-type: none"><li>• Online social clubs</li><li>• Social media (Facebook, Twitter, Instagram,Pinterest, etc)</li><li>• Online games</li><li>• Email</li><li>• Texting</li></ul>	<ul style="list-style-type: none"><li>• Parks and Recreation</li><li>• Service/social club/groups</li><li>• Inclusive faith community</li><li>• Sports teams and clubs</li><li>• Preschool</li><li>• Playground</li><li>• Community Centers</li><li>• Churches/Places of Worship</li></ul>	<ul style="list-style-type: none"><li>• Separate or special church service</li><li>• Special group outings &amp; activities</li><li>• Special Olympics</li><li>• Special passes</li><li>• Social skills classes</li></ul>
<div><div>Healthy Living</div></div>	<ul style="list-style-type: none"><li>• Communicates with doctors and other medical professionals</li><li>• Knowledgeable about own disability or special healthcare needs</li><li>• Knows how/when to seek help for health issues</li><li>• Understands changes as body becomes adult, and has well woman/man checkups</li><li>• Manages (or helps manage) own medication and other healthcare needs</li><li>• Understands health risks associated with smoking, drinking, drug use, unprotected sex)</li><li>• Knowledge and/or ability to plan/execute healthy meals; eats a healthy diet</li><li>• Has health insurance</li><li>• Gym membership/exercises regularly/rides bike</li><li>• Medical home</li></ul>	<ul style="list-style-type: none"><li>• Family member or school staff implement therapy</li><li>• Parents, siblings, grandparents, other family members (help with meds, healthy eating, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Pill-minders</li><li>• Chat with a nurse/nurseline</li><li>• Tele-medicine</li><li>• Web-MD</li><li>• Fit-Bit/Nike Fuel Band</li><li>• Exercise equipment (ie treadmill)</li><li>• Health/fitness apps for iPad</li><li>• Smart Toothbrush</li></ul>	<ul style="list-style-type: none"><li>• Gym membership</li><li>• Community Centers</li><li>• Neighborhood/City Pool</li><li>• Community Health Centers</li><li>• Health fairs</li><li>• Family/General practice providers</li><li>• YMCA</li><li>• Neighborhood pharmacy</li></ul>	<ul style="list-style-type: none"><li>• Center-based therapies (PT, OT, Speech, etc)</li><li>• Special/institutional medical care</li><li>• Home/community based therapies</li><li>• Special Olympics Healthy Communities Initiative</li><li>• Medical home</li><li>• IHP</li></ul>







# INTEGRATED SUPPORT OPTIONS

LIFE DOMAIN	PERSONAL STRENGTHS & ASSETS	RELATIONSHIPS	TECHNOLOGY	COMMUNITY BASED	ELIGIBILITY SPECIFIC
<div><b>Safety &amp; Security</b></div>	<ul style="list-style-type: none"><li>• Home security/alarm system</li><li>• Knows address, phone numbers, other contacts</li><li>• Knows how to appropriately use 911</li><li>• Family/person has an emergency/disaster plan</li><li>• Able to lock/unlock door (with key or code)</li><li>• Carries identification or specific information in wallet or on person</li><li>• Home is modified for safety</li><li>• GPS tracking device</li><li>• Reciprocal knowledge with First Responders</li><li>• Has and knows how to use a debit card</li><li>• Family/person has engaged in financial planning</li></ul>	<ul style="list-style-type: none"><li>• Parents, siblings, grandparents, other family members</li><li>• Friends</li><li>• Neighbors</li><li>• Familiar staff/workers at local stores, restaurants, etc.</li></ul>	<ul style="list-style-type: none"><li>• Automatic bill pay/direct deposit</li><li>• Limited/joint bank account</li><li>• Personal safety devices</li><li>• Remote monitoring</li><li>• Ipad/smart phone apps</li></ul>	<ul style="list-style-type: none"><li>• Powers of Attorney</li><li>• Neighborhood watch</li><li>• Local Police Department</li><li>• Online banking</li><li>• Living Trust</li><li>• LifeLock (identity theft protection)</li><li>• Neighborhood Watch</li></ul>	<ul style="list-style-type: none"><li>• Full guardianship</li><li>• 24 hour supervision</li><li>• Limited guardianship</li><li>• Special Needs Trust</li></ul>
<div><b>Advocacy &amp; Engagement</b></div>	<ul style="list-style-type: none"><li>• Registered to vote, has voter ID, and understands how to vote</li><li>• Knowledge of and membership in advocacy groups or organizations</li><li>• Volunteers</li><li>• Political awareness and advocacy</li><li>• Has had leadership training and/or experience</li><li>• Understands right/wrong, importance of doing the right thing and being a law-abiding citizen</li><li>• Is able to speak up for self- parents modeling, social experiences, group participation</li></ul>	<ul style="list-style-type: none"><li>• Parents, siblings, grandparents, other family members</li><li>• Self-advocate peers</li><li>• Friends</li></ul>	<ul style="list-style-type: none"><li>• Ipad advocacy apps</li><li>• Communication devices</li><li>• Online service group sites</li></ul>	<ul style="list-style-type: none"><li>• Ipad advocacy apps</li><li>• Communication devices</li><li>• Online service group sites</li></ul>	<ul style="list-style-type: none"><li>• Paid advocate</li><li>• Self Advocacy Groups</li><li>• Disability Rights Day at the Capitol</li><li>• Self Advocacy Training</li></ul>
<div><b>Supports for Family Unit</b></div>	<ul style="list-style-type: none"><li>• Family is active and engaged in community, networks, support groups, or mentoring</li><li>• Understands rights and responsibilities</li><li>• Well organized, keeps track of things</li><li>• Has end of life plan/plan for when parents can no longer fulfill their many caring for and caring about roles</li><li>• Has and utilizes social capital/community connections</li><li>• Willing to share their story</li></ul>	<ul style="list-style-type: none"><li>• Grandparents, aunts, uncles, extended family</li><li>• Neighbors</li><li>• Other parents/families</li><li>• Church/worship community</li></ul>	<ul style="list-style-type: none"><li>• Family calendar/schedule apps</li><li>• Online support groups or facebook pages</li></ul>	<ul style="list-style-type: none"><li>• Mom's Day Out programs</li><li>• Preschool</li><li>• Library</li><li>• Counselors</li><li>• Utility assistance programs</li><li>• Child Care</li><li>• After school programs</li></ul>	<ul style="list-style-type: none"><li>• Respite</li><li>• Sibshops</li><li>• Face to Face support groups</li><li>• Special after school care programs</li><li>• Specialized child care centers</li></ul>
<div><b>Supports &amp; Services</b></div>	<ul style="list-style-type: none"><li>• Knowledge of different sources of support and how to navigate systems and organizations</li><li>• Ability to integrate different kinds of support into family and individual's life</li><li>• Knows who to contact for help or guidance</li><li>• Has someone who can/will provide paid services (potential staff and networks to recruit)</li></ul>	<ul style="list-style-type: none"><li>• Parents, siblings, grandparents, spouse, children, other family</li><li>• Neighbors</li><li>• Classmates/former classmates</li><li>• Church/Worship community</li><li>• Teachers</li></ul>	<ul style="list-style-type: none"><li>• Smart Home</li><li>• Remote Monitoring Devices</li><li>• GPS Devices</li></ul>	<ul style="list-style-type: none"><li>• Financial planner</li><li>• Piggy bank</li><li>• Free/Reduced school lunch</li><li>• Bank</li><li>• Community Centers</li><li>• Community clubs (Elks, Eagles, Lions)</li><li>• Pets</li><li>• Service animals</li></ul>	<ul style="list-style-type: none"><li>• Vocational Rehabilitation</li><li>• Division Developmental Disabilities</li><li>• Health and Senior Services</li><li>• Medicaid/Medicare</li><li>• Social Security</li><li>• Food Stamps</li><li>• Medicaid Waivers</li><li>• Mental/Behavioral Health Centers</li><li>• Independent Living Centers</li><li>• Meals On Wheels</li></ul>





[REDACTED]

**Personal Focus:** [REDACTED]

**What's important to and for me and what do others need to know to support me in the area of daily life and employment?**

What is important to: generally is related to joy, comfort, purpose, happiness, contentment, fulfillment, and satisfaction

What is important for: generally includes what is necessary to maintain health and safety

**\*\*Some things might be important to and important for the individual\*\***

What do others need to know to support me: generally includes what is needed to attain these areas above.

**What assessment tools were used in identifying these?**

Review of Documentation: psychiatric evaluation, IEP, medical reports/assessment, FBA/BSP,  
Team Discussion  
Life Course Tool  
Other Person-centered Mapping Tool

**Specify how I communicate with others and the best way to communicate with me.**

How do I express myself?  
What is the best way for others to express themselves to me?  
Do I need extra processing time?  
Do I need support to process and understand social scenarios?  
Are there any social scenarios that staff should help me avoid?

**Vision of a Preferred Life:** [REDACTED]

[REDACTED]

[REDACTED]

### What is currently happening in this domain?

What is currently happening generally includes a current status for the specific domain.

-Daily Life and Employment: daily life activities

-Community Living: where or how an individual lives

-Safety and Security: needs related to finances, general wellbeing, and decision-making

-Healthy Living: medical/mental health, behavioral, nutritional, and wellness needs

-Social and Spirituality: needs related to friendships, relationships, leisure activities, personal networks, and faith community

-Citizenship and Advocacy: needs related to personal value, making choices, setting goals, and assuming responsibility for one's own life

Draft

### What I prefer for this life domain:

What one wants for this life area or if they are satisfied with what is currently happening: should relate to the vision for a good life in the About Me section and drive the outcome (if any) for the specific domain

Draft

Desired Outcome(s):

**What is the desired outcome?**

Answers "I WANT": should be reflective of the individual's vision for a good life and preference for the specific life domain

**Strategies for implementation**

Answers "I NEED": should answer what the individual needs to be able to achieve the outcome; can include potential barriers to success or things previously tried that did not work

**\*\*Include integrated supports in either Strategies/Action Steps sections\*\***

- personal strengths/assets
- relationships
- technology
- community
- eligibility specific

**Action steps needed**

Answers "I WILL": should answer what small steps the individual will take to achieve the outcome

**How will progress be measured?**

Answers "I DID": should answer what success looks like

**Who? When?**

Should include individual, paid and natural relationships, and the time frame for completion (should strive to be attainable within a year).

Team Discussion on Outcomes:

Captures general, relevant team discussion for the specific life domain; can but does not have to include outcome specific discussions

Actions/Activities for My Safety:

[REDACTED]

Answers:

- How were risks assessed?
- What risks are present?
- What action is being taken (for each risk area)?
- What would happen if nothing was done?

Risk plans and BSP should be linked to the PCISP in the Appendix

Has informed consent and HRC approval been received and uploaded into the Document Library?

Draft

Natural Supports: [REDACTED]

Need	Support	Relationship	Frequency
What is the identified need?	What support is being provided?	A non-paid support who is NOT listed in the outcomes	How often is the support being provided?

Draft

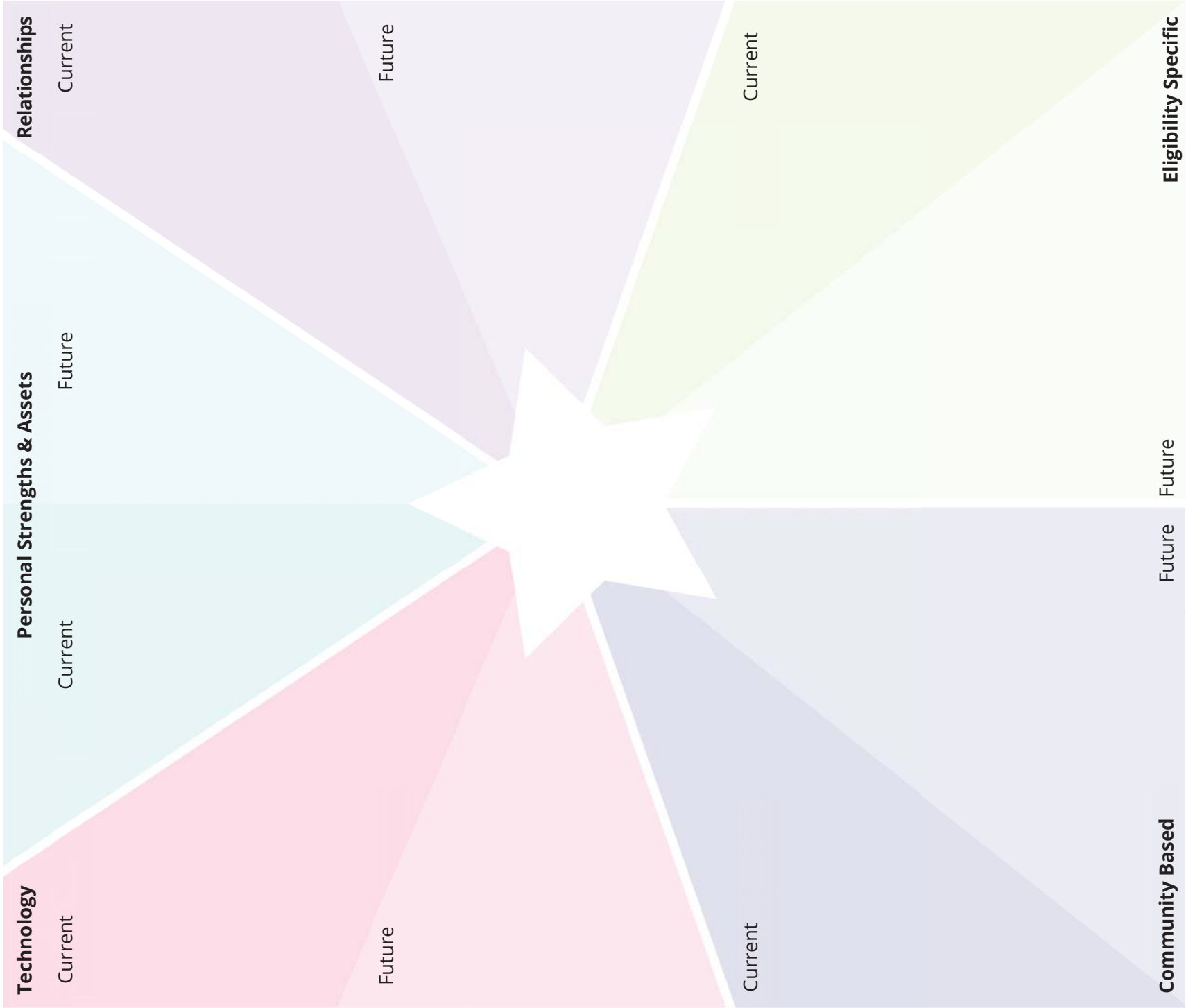
[REDACTED]

[REDACTED]



## Integrated Services and Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



Access the LifeCourse framework and tools at [lifecoursetools.com](http://lifecoursetools.com).



## My LifeCourse Portfolio

\_\_\_\_\_’s ONE-PAGE PROFILE

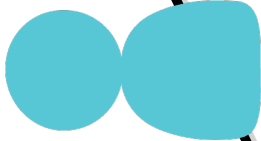
What people like & admire about me

What’s Important to ME

How to Best Support ME

# Life Trajectory Worksheet

<p><b><u>Past Life Experiences</u></b></p> <p>LIST past life experiences and events that supported your vision for a good life.</p>	<p>LIST past life experiences that pushed the arrow toward things you don't want.</p>
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Write current age here

<p><b><u>Future Life Experiences</u></b></p> <p>LIST current/ future life experiences that continue supporting your good life vision.</p>	<p>LIST life experiences to avoid because they push you toward things you don't want.</p>
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VISION for a GOOD LIFE

LIST what you want your “good life” to look like ...

What I DON'T Want

LIST the things you don't want in your life...





## Integrated Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



Access the LifeCourse framework and tools at [lifecoursetools.com](http://lifecoursetools.com)





## Tool for Developing a Vision – Individual

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals with disabilities of all ages think about a specific vision in each life domain for how they want to live their adult life, and prioritize what they want to work on right now that will help move toward the life vision.

LIFE DOMAIN		My Vision for My Future	priority	Current Situation/Things to Work On
 <b>Daily Life Employment</b>	What do I think I will do/want to do during the day in my adult life? What kind of job/career might I like?			
 <b>Community Living</b>	Where would I like to live in my adult life? Will I live alone or with someone else?			
 <b>Social &amp; Spirituality</b>	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?			
 <b>Healthy Living</b>	How will I live a healthy lifestyle and manage health care supports in my adult life?			
 <b>Safety &amp; Security</b>	How will I stay safe from financial, emotional, physical or sexual harm in my adult life?			
 <b>Citizenship &amp; Advocacy</b>	What kind of valued roles and responsibilities do/will I have, and how do/will I have control of how my own life is lived?			
 <b>Supports for Family</b>	How do I want my family to still be involved and engaged in my adult life?			
 <b>Supports &amp; Services</b>	What support will I need to live as independently as possible in my adult life, and where will my supports come from?			



## Tool for Exploring Decision Making Supports

This tool was designed to assist individuals and supporters with exploring decision making support needs for each life domain.

Name of Individual: \_\_\_\_\_

Name of person completing this form: \_\_\_\_\_

Relationship to individual (*circle one*): Self Family Friend Guardian Other: \_\_\_\_\_

How long have you known the individual? \_\_\_\_\_

**For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.**



I can decide with  
no extra support



I need support  
with my decision



I need someone  
to decide for me

### DAILY LIFE & EMPLOYMENT

Can I decide if or where I want to work?			
Can I look for and find a job ( <i>read ads, apply, use personal contacts</i> )?			
Do I plan what my day will look like?			
Do I decide if I want to learn something new and how to best go about that?			
Can I make big decisions about money? ( <i>open bank account, make big purchases</i> )			
Do I make everyday purchases? ( <i>food, personal items, recreation</i> )			
Do I pay my bills on time ( <i>rent, cell, electric, internet</i> )			
Do I keep a budget so I know how much money I have to spend?			
Am I able to manage the eligibility benefits I receive?			
Do I make sure no one is taking my money or using it for themselves?			

### HEALTHY LIVING

Do I choose when to go to the doctor or dentist?			
Do I decide/direct what doctors, medical/health clinics, hospitals, specialists or other health care providers I use?			
Can I make health/medical choices for my day-to-day well-being? ( <i>check-ups, routine screening, working out, vitamins</i> )			
Can I make medical choices in serious situations? ( <i>surgery, big injury</i> )			
Can I make medical choices in an emergency?			
Can I take medications as directed or follow a prescribed diet?			
Do I know the reasons why I take my medication?			
Do I understand the consequences if I refuse medical treatment?			
Can I alert others and seek medical help for serious health problems?			
Do I make choices about birth control or pregnancy?			
Do I make choices about drugs or alcohol?			
Do I understand health consequences associated with choosing high risk behaviors ( <i>substance abuse, overeating, high-risk sexual activities, etc.</i> )?			
Do I decide where, when, and what to eat?			
Do I understand the need for personal hygiene and dental care?			

# CHARTING the LifeCourse



For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.



I can decide with  
no extra support



I need support  
with my decision



I need someone  
to decide for me



## SOCIAL & SPIRITUALITY

Do I choose where and when (and if) I want to practice my faith?			
Do I make choices about what to do and who to spend time with?			
Do I decide if I want to date, and choose who I want to date?			
Can I make decisions about marriage ( <i>If I want to marry, and who</i> )?			
Can I make choices about sex, and do I understand consent and permission in regard to sexual relationships?			



## SAFETY & SECURITY

Do I make choices that help me avoid common environmental dangers ( <i>traffic, sharp objects, hot stove, poisonous products, etc.</i> )?			
Do I make plans in case of emergencies?			
Do I know and understand my rights?			
Do I recognize and get help if I am being treated badly ( <i>physically, emotionally or sexually abused, or neglected</i> )			
Do I know who to contact if I feel like I'm in danger, being exploited, or being treated unfairly ( <i>police, attorney, trusted friend</i> )?			



## COMMUNITY LIVING

Do I decide where I live and who I live with?			
Do I make safe choices around my home ( <i>turning off stove, having fire alarms, locking doors</i> )?			
Do I decide about how I keep my home or room clean and livable?			
Do I make choices about going places I travel to often ( <i>work, bank, stores, church, friends' home</i> )?			
Do I make choices about going places I don't travel to often ( <i>doctor appointments, special events</i> )?			
Do I decide how to get to the places I want or need to go? ( <i>walk, ask a friend for a ride, bus, cab, car service</i> )			
Do I decide and direct what kinds of support I need or want and choose who provides those supports?			



## CITIZENSHIP & ADVOCACY

Do I decide who I want to represent my interests and support me?			
Do I choose whether to vote and who I vote for?			
Do I understand consequences of making decisions that will result in me committing a crime?			
Do I tell people what I want and don't want (verbally, by sign, device), and tell people how I make choices?			
Do I agree to and sign contracts and other formal agreements, such as powers of attorney?			
Do I decide who I want information shared with (family, friends etc.)?			

Outcome	Strategies for Implementation	Action Steps	Measure Progress	Who/When?
I WANT.....	I NEED.....	I WILL.....	I DID.....	



**Daily Life & Employment**

What a person does as part of their everyday life – school, employment, volunteering, communication, routines, and life skills




## GOAL ATTAINMENT | PLANNING AND TRACKING SUCCESS

**GOAL:**

DEFINE SUCCESS	SUCCESS SCALE						
Describe what exceeds expected success would look like for this goal:	★ ★ ★ ★ ★						
	★ ★ ★ ★						
Describe what expected success looks like for this goal:	★ ★ ★						
	★ ★						
Describe what minimum success would look like for this goal:	★						

**Successes: What's working?**

**Barriers: What's not working?**

STRATEGIES	 SUPPORTS	START DATE	TARGET END DATE



# Communication MAP

## Expressing Wants & Needs

How do we know \_\_\_\_\_?

- Who are the people who best understand the messages s/he communicates?
- How does this person let people know s/he has something to say or wants to talk?
- How does this person answer yes or no?
- How do we know if or when the person:
  - ♦ Likes or is enjoying something?
  - ♦ Wants something or someone?
  - ♦ Wants to do something or go somewhere?
  - ♦ Wants to do more of something s/he is engaged in?
  - ♦ Likes someone?
  - ♦ Is happy? Is excited?
  - ♦ Is tired?
  - ♦ Is uncomfortable?
  - ♦ Is bored?
  - ♦ Is hungry, is thirsty, or wants to eat or drink?
  - ♦ Feels sick?
  - ♦ Is in pain?
  - ♦ Feels upset or frustrated?
  - ♦ Feels sad?
  - ♦ Needs to use the restroom?
- Have visuals or pictures ever been tried or used to support his/her vocal communication? (More details!)
- If the person vocalizes, what do the various sounds communicate? (Describe or record)

## Receiving Information from Others

*How I get information*

- Describe how we know s/he understands verbalized messages, questions, feedback
- What features of our communications to him/her are most effective to promote understanding:
  - ♦ Short statements or questions?
  - ♦ Repeating the message after a pause?
  - ♦ Longer silence between spoken messages to allow processing time?
  - ♦ Verbalized messages paired with gestures?
  - ♦ Verbalized messages paired with signs (sign language)?
  - ♦ Verbalized messages paired with visuals/pictures?
  - ♦ Written or typed words, phrases, or sentences?
  - ♦ Questions phrased for a yes or no response?
  - ♦ Showing him/her?
  - ♦ Pointing?
  - ♦ Using gestures? (Describe)
  - ♦ Animation of voice or body language? (Describe)
  - ♦ Using cues in the environment? (Define)
  - ♦ The specific person providing the message? Name(s)
- Is it essential to establish eye contact when communicating something to this person?
- Is close proximity important to effectively provide the message and be understood?
- Is the location of the communication exchange critical? Are some places better than others for understanding a communicated message?







## PCISP Competency Check

Case Manager \_\_\_\_\_

Date \_\_\_\_\_

1. What goes in the first box of each Domain?
2. What section are the risks identified?
3. Where are the integrated supports outlined?
4. What language should be used for each section of the outcomes (Outcome, Strategies, & Action Steps)?

\_\_\_\_\_

5. What are the three areas of focus in the PCISP Rubric?

\_\_\_\_\_

6. True or False: Do all domains need to be fully completed?
7. What domain do you list an individual's relationships and support circle?
8. What domain do you list where or how an individual lives?

9. The outcome should reflect what? (Circle all that Apply)

- A. Individual's vision of a good life
- B. The individual's interests
- C. What is currently happening
- D. The individual's preference for the specific life domain
- E. Actions/Activities for my Safety

10. True or False: Only the CM is responsible for the development of the PCISP?