

Champions assure progress is linked to the *ISP*



IDEA 3: TRACKING THE PROGRESS THROUGH DOCUMENTATION



IN A NUTSHELL:

How do we show that people are doing the things that are important to them and are getting out into their communities? Like everything we do, we need to start with how documentation can be owned by the person. A group of stakeholders thought about how to show that each person is asked what (s)he wants to do during the day and evening, spends most of his/her time doing the things that are in his/her individual plan and definition of a meaningful day and spends time in ordinary places in the community doing the things (s)he wants to do.

LIVING IT:

A Creative Way of Tracking Progress

A Community Practice Reviewer visited a person's home. The person receiving services, the Family Living provider, and the reviewer had a good talk about what the person had been doing that was meaningful in his life. He likes to be in plays. He likes to buy art at art flea markets. He likes to make art. They showed the reviewer a scrapbook of dated photos, a collage showing gatherings he was part of, as well as art he made and collected. The reviewer saw concrete evidence of outcomes of things the person likes to do that helped bring the written documentation alive.

BRINGING IT TO LIFE: THOUGHTS AND IDEAS

Find out how a person likes to remember the good things that (s)he wants in life and use those ways to bring written documentation alive. See *TRY IT OUT* below for examples of how to do this.

Here is what the group of stakeholders says you should see if documentation is good and meaningful choices are being offered throughout each person's day:

- the ISP has lots of clear and specific ideas about what the person enjoys and where s/he likes to spend time.
- daily notes show that each person is given lots of choices for things to do each day that are meaningful the him/her in a way (s)he can understand (what choices are being offered, how they are being communicated, and how often),
- if you ask direct support staff, they can tell you what and how choices were offered to and made by each person supported,
- if you observe the person, you can see how choices are being offered throughout the

day that are personally meaningful and understandable, and, like many people,

- each person has his/her own date book or calendar that shows what (s)he did, and when and where (s)he did it.

Here are some additional elements that should be observable and documented:

- the expanding variety of experiences the person has had to be able to make informed choices,
- the communication supports that are in place and being used throughout the day to make choices (for example: how is a person's communication device programmed so that the person can make a variety of choices – including being able to say "no" and to show if (s)he doesn't like an activity)
- that the person's ability to answer and the staff's ability to understand that answer match (for example: the person has a unique method of signing and staff members can communicate using that method),

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- evidence that the person is accomplishing desired outcomes.

✓ **CHECK IT OUT:** **GOOD RESOURCES**

- See *Selection 8: And Yet More...*, *Sample Daily Note*, *Documenting Community Building*
- You can get technical assistance on documentation by submitting a Request for Intervention Form to your DDS Regional Office. See the map of DDS Regional Office contact information on the DDS website at: <http://www.health.state.nm.us/preview/ltsd/providerlocations/pagedevelopment/providerlocationspg06.htm>

TRY IT OUT: ACTIVITIES, EXERCISES AND COMPELLING QUESTIONS

Find out how a person likes to remember the good things that (s)he wants in life and use those ways to bring written documentation alive. This can also be useful for letting new people in the person's life

- For example, if a person likes music, (s)he can pick a song that reminds her/him of what happened, make up a song about what happened.
- If a person likes to cut out photos, (s)he could create a collage of photos from magazines that show what happened.
- If a person likes to draw, (s)he could draw a picture of what happened.
- If a person likes to take photos, (s)he could take photos of an event, put the photos in a scrape book, frame them, or make a collage.
- A person might like video. If so, video clips could be taken at important happenings.

Spend a few minutes with a group of people talking about how you document to show that each person is:

- 1) asked what (s)he wants to do during the day and evening in a way that is meaningful to and understandable by that person,

- 2) spends most of his/her time doing the things that are in his/her individual plan and definition of a meaningful day, and
 - 3) spends time in ordinary places in the community doing the things (s)he wants to do.
 - If someone asked if these three things were happening, what would you show them?
 - Compare how you are currently documenting that these three things are happening with the samples in *LIVING IT: AN EXAMPLE OF TRACKING THE PROGRESS* and in *Selection 8: And Yet More...*, *Resource 2: Tracking the progress: how some providers are doing it.*
 - Look at the ISP of a person you know. Does it include lots of ideas about what the person likes to do and where and when those things can happen? If it does not, what and how could you add to it? Share your ideas of how to improve and expand the ISP with the person and his/her team as soon as possible.
- Look at the daily notes written by others who support the person. Do they show that choices were given and made in a way that is meaningful and understandable to each person? Draft a way to change the form to remind people to write information about choices.
 - Does the person have a date book that shows that (s)he spends time in the community doing the things (s)he enjoys? If there is no date book or you have ideas to make it better, meet with the person to make it happen.
 - Share your new documents with anyone who needs to know and use them.

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