

# Support Plan Forms

Module 1: The history of the behavior

Module 2: Identifying times during the day or week that the behavior does or does not occur

Module 3: Health, safety, and well-being

Module 4: Relationships

Module 5: Joy

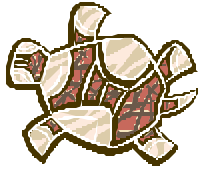
Module 6: Power, choice and control

Module 7: Making a contribution to others

Module 8: Valued Skills

Module 9: Finding out what the person's supporters need

Extra Michael Smull & Susie Harrison form

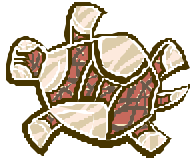


### **Grandmother's Law**

Define three of the person's most troubling behaviors, using words your grandmother could understand; write each description next to a shape:



Remember these shapes!



***Was there a time when the person exhibited significantly fewer difficult behaviors than now?***

Using even intervals (e.g., days, weeks, months, years), use the timeline below to indicate the last time you remember the person doing well.

A large, empty rectangular box with a thick black border, intended for drawing a timeline to track the person's behavior over time.

**The last time we remember  
that things were good (date):**

\_\_\_\_\_

**Today's Date:**

\_\_\_\_\_

Worksheet

## After reviewing the history of the person's behavior....

<p>What did you find?</p>	<p>Based on what you have found after examining the history of the behavior, are there ways that you 'can be more supportive in your day-to-day interactions with the person?</p>	<p>Are there changes that can be made to the person's schedule based on what you have found?</p>
<p>Be specific.</p>	<p>Be specific. What will you <u>do</u>.</p>	<p>Be specific. What will you <u>do</u>.</p>

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 NOON							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5: 00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM -							

Worksheet:

## After examining the person's daily/weekly schedule....

<p>What did you find?</p>	<p>Based on what you found after examining the person's daily/weekly schedule, are there changes that can be made that will be helpful?</p>	<p>Are there ways that you 'can be more supportive in your day-to-day interactions with the person based on what you have found?</p>
<p>Be specific.</p>	<p>Be specific. What changes can be made to the schedule?</p>	<p>Be specific. What will <u>you</u> do?</p>

Worksheet:

After considering the person's overall health status....

<p>What did you learn?</p>	<p>Based on what you have learned, how will you help the person to achieve a better sense of health and well-being?</p>
<p>Is there an underlying health care concern? If so, what?</p>	<p>How will you help the person to feel <u>physically</u> better? Be specific.</p>
<p>Is there an underlying mental health concern? If so, what?</p>	<p>How will you help the person to address the underlying mental health concern(s)?</p>
<p>Is the person experiencing adverse side effects from a medication? If so, what?</p>	<p>How will you help the person to fix the problem with medications?</p>



# Health, safety, and well-being

*How can we help the person to achieve a sense of health, safety, and well-being?*

Person's Name _____ Date: _____	<b>Issue/problem # _____</b> <i>What issue/problem is preventing the person from achieving a sense of health, safety, and well-being?</i>		
	<b>Envisioned solution</b> <i>What is your best guess of what can be done to resolve the issue/problem? What would the solution look like? (Be specific)</i>		
	<b>Chief obstacles</b> <i>What stands in the way of your envisioned solution? (Be Specific)</i>	<b>Action steps</b> <i>What steps will you take to overcome each obstacle? (Be specific)</i>	<b>Person(s) Responsible</b> <i>Expected date of completion</i>
1			
2			
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## Health, safety and well-being

Part 2, Issue/problem # \_\_\_\_\_

Based on what you have learned, what can you do on a day-to-day basis to improve your interactions with the person? (be specific)

Based on what you have learned, what can be done to help the people who support the person to address issues of health, safety and well-being? (Be specific)

List the sources of information (including date) you used to identify the issue/problem (e.g., medical reports, interviews with caregivers, physician recommendations):

## Linda Stengle's Problem-Solving Questions

<ul style="list-style-type: none"> <li>• Is the relationship between the person and the other person unbalanced?</li> </ul>	<p>What can you do to help resolve the issue? Be specific</p>
<ul style="list-style-type: none"> <li>• Are there too few mutual interests?</li> </ul>	
<ul style="list-style-type: none"> <li>• Is this an activity you really want the person to do, or is it something you want him/her to do?</li> </ul>	
<ul style="list-style-type: none"> <li>• Is the activity long enough to encourage the development of a relationship</li> </ul>	
<ul style="list-style-type: none"> <li>• Is the other person afraid to get close to the person?</li> </ul>	
<ul style="list-style-type: none"> <li>• Is the other person too busy to take time to get to know the person?</li> </ul>	
<ul style="list-style-type: none"> <li>• Are needed accommodations available to allow the person to participate in the activity?</li> </ul>	
<ul style="list-style-type: none"> <li>• Could your presence be interfering with the development of friendships?</li> </ul>	
<ul style="list-style-type: none"> <li>• Do the same people tend to participate or are there different people there every time?</li> </ul>	
<ul style="list-style-type: none"> <li>• Are there breaks, joint projects, or committees which allow people time to communicate freely?</li> </ul>	
<ul style="list-style-type: none"> <li>• Is the other person in a relationship with the person out of a sense of duty?</li> </ul>	
<ul style="list-style-type: none"> <li>• Is there enough structure to the activity?</li> </ul>	
<ul style="list-style-type: none"> <li>• Is the person projecting an attitude that is keeping other people away?</li> </ul>	
<ul style="list-style-type: none"> <li>• Do you think something is preventing the other person from appreciating the person's qualities?</li> </ul>	

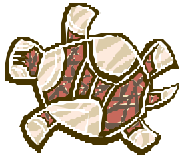
Adapted from Linda J. Stengle's book, *Laying the Foundation For Your Child With A Disability: How to Establish Relationships that Will Last After You Are Gone..* New York: Woodbine



## Difficult Behaviors and A Broken Heart

Make a list of the person's difficult behaviors	Ask, "What does it feel like to be included?"	Ask, What does it feel like to be excluded?"	How might a person who has been excluded act?
			Do the behaviors in this column remind you of anything?

Things you can do to help the person feel included.

List the feelings of inclusion	For each feeling, write down 5 things you can do tomorrow to help the person feel <u>included</u>
	



# Relationships

*How can we help the person to broaden and expand his/her relationships?*

Person's Name _____ Date: _____	<b>Issue/problem # _____</b> <i>What issue/problem is preventing the person from developing new relationships or maintaining existing relationships?</i>		
	<b>Envisioned solution</b> <i>What is your best guess of what can be done to resolve the issue/problem? What would the solution look like? (Be specific)</i>		
	<b>Chief obstacles</b> <i>What stands in the way of your envisioned solution? (Be Specific)</i>	<b>Action steps</b> <i>What steps will you take to overcome each obstacle? (Be specific)</i>	<b>Person(s) Responsible</b> <i>Expected date of completion</i>
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## Relationships

Part 2, Issue/problem # \_\_\_\_\_

Based on what you have learned, what can you do on a day-to-day basis to improve your interactions with the person? (be specific)

Based on what you have learned, what can be done to assist the person's supporters to help him/her to broaden and expand important relationships? (Be specific).

List the sources of information (including date) you used to identify the issue/problem (e.g., interviews with the person and his/her supporters, relationship maps, direct observation):



# Joy

*How can we help the person to experience a greater sense of joy in community places?*

Person's Name _____ Date: _____	<b>Issue/problem # _____</b> <i>What issue/problem is preventing the person from experiencing joy in community places?</i>		
	<b>Envisioned solution</b> <i>What is your best guess of what can be done to resolve the issue/problem? What would the solution look like? (Be specific)</i>		
	<b>Chief obstacles</b> <i>What stands in the way of your envisioned solution? (Be Specific)</i>	<b>Action steps</b> <i>What steps will you take to overcome each obstacle? (Be specific)</i>	<b>Person(s) Responsible</b> <i>Expected date of completion</i>
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## Joy

Part 2, Issue/problem # \_\_\_\_\_

Based on what you have learned, what can you do on a day-to-day basis to improve your interactions with the person? (be specific)

Based on what you have learned, what can be done to assist the person's supporters to make joy a goal? (Be specific)

List the sources of information (including date) you used to identify the issue/problem (e.g., interviews with the person and his/her supporters, observations, evaluations):





# Power, control, and choice

*How can we help the person to expand his/her sense of power, control, and choice?*

Person's Name _____ Date: _____	<b>Issue/problem # _____</b> <i>What issue/problem is preventing the person from experiencing a sense of power, control, and choice?</i>		
	<b>Envisioned solution</b> <i>What is your best guess of what can be done to resolve the issue/problem? What would the solution look like? (Be specific)</i>		
	<b>Chief obstacles</b> <i>What stands in the way of your envisioned solution? (Be Specific)</i>	<b>Action steps</b> <i>What steps will you take to overcome each obstacle? (Be specific)</i>	<b>Person(s) Responsible</b> <i>Expected date of completion</i>
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## Power, control and choice

Part 2, Issue/problem # \_\_\_\_\_

Based on what you have learned, what can you do on a day-to-day basis to improve your interactions with the person? (be specific)

Based on what you have learned, what can be done to assist the person's supporters to support greater power, control and choice? (Be specific)

List the sources of information (including date) you used to identify the issue/problem (e.g., interviews with the person and his/her caregivers, observations):



# A valued contribution

How can we help the person to make a valued contribution to others?

Person's Name _____ Date: _____	<b>Issue/problem # _____</b>		
	<i>What issue/problem is preventing the person from being viewed as a person who can make a contribution?</i>		
	<b>Envisioned solution</b>		
	<i>What is your best guess of what can be done to resolve the issue/problem? What would the solution look like? (Be specific)</i>		
<b>Chief obstacles</b>	<b>Action steps</b>	<b>Person(s) Responsible</b>	
<i>What stands in the way of your envisioned solution? (Be Specific)</i>	<i>What steps will you take to overcome each obstacle? (Be specific)</i>	<i>Expected date of completion</i>	
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## A valued contribution

Part 2, Issue/problem # \_\_\_\_\_

Based on what you have learned, what can you do on a day-to-day basis to improve your interactions with the person? (be specific)

Based on what you have learned, what can be done to assist the person's supporters to support greater power, control and choice? (Be specific)

List the sources of information (including date) you used to identify the issue/problem (e.g., interviews with the person and his/her caregivers, observations):



# Valued skills

How can we help the person to learn skills valued in his/her present and future environments?

Person's Name _____ Date: _____	<b>Issue/problem # _____</b> <i>What issue/problem is preventing the person from learning valued skills?</i>		
	<b>Envisioned solution</b> <i>What is your best guess of what can be done to resolve the issue/problem? What would the solution look like? (Be specific)</i>		
	<b>Chief obstacles</b> <i>What stands in the way of your envisioned solution? (Be Specific)</i>	<b>Action steps</b> <i>What steps will you take to overcome each obstacle? (Be specific)</i>	<b>Person(s) Responsible</b> <i>Expected date of completion</i>
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## Valued skills




Part 2, Issue/problem # \_\_\_\_\_

Based on what you have learned, what can you do on a day-to-day basis to improve your interactions with the person? (be specific)

Based on what you have learned, what can be done to assist the person's supporters to teach or facilitate the acquisition of valued skills? (Be specific)

List the sources of information (including date) you used to identify the issue/problem (e.g., interviews with the person and his/her caregivers, observations, evaluations):

## A Crisis Support Plan...Making sure everyone feels safe

 <p>Assuming there is a crisis support plan in place, is there a clear description of the behavior(s) of concern and do people who spend time with the person know what steps they should take in an emergency?</p>	 <p>Do people feel safe when the person is having a difficult time? If not, what can be done to help people to feel comfortable even on the most difficult of days?</p>	 <p>What can you do to make sure the plan is implemented with fidelity?</p>
<p>If the plan does not include these things, write them here. Be specific.</p>	<p>Be specific. What supports will help people to feel safe?</p>	<p>Be specific. What will <u>you</u> do.</p>



# Support for the person's supporters

*How can we help the person to learn skills valued in his/her present and future environments?*

Person's Name _____ Date: _____	<b>Issue/problem # _____</b> <i>What issue/problem(s) confront the person's supporters?</i>		
	<b>Envisioned solution</b> <i>What is your best guess of what can be done to resolve the issue/problem? What would the solution look like? (Be specific)</i>		
	<b>Chief obstacles</b> <i>What stands in the way of your envisioned solution? (Be Specific)</i>	<b>Action steps</b> <i>What steps will you take to overcome each obstacle? (Be specific)</i>	<b>Person(s) Responsible</b> <i>Expected date of completion</i>
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## Support for the person's supporters

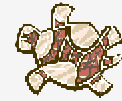
Part 2, Issue/problem # \_\_\_\_\_

Based on what you have learned, what can you do on a day-to-day basis to improve your interactions with the person's supporters? (be specific)

Based on what you have learned, what can be done by others to better support the person's supporters? (Be specific)

List the sources of information (including date) you used to identify the issue/problem (e.g., interviews with the person and his/her caregivers, surveys, observations, evaluations):

## How we will support the person



When this is happening...	And the person does this...	We think it means this...	And we should....

Adapted from the work of Michael Smull and Susie Harrison, ELP Learning Community ([www.allenshea.com](http://www.allenshea.com)).