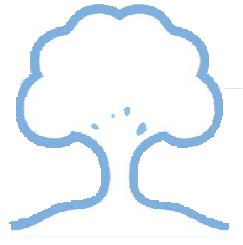




*Individualized Support Project
(ISP)*

Developed by: University of South Florida

Kate Gara, Roseann Adamo, Pam Buschbacher



The Individualized Support Project is a model of early intervention that is specifically designed for children who have challenges with communication, social interaction and behavior. It was developed to support families learn skills they need to facilitate their child's development.



History of the Model

1. Began as the Preschool Training Project in 1985
(Dunlap)
 - West Virginia, Ohio, Kentucky
2. Funded as a model demonstration project in Florida
(Dunlap, Fox, Philbrick)
 - implemented in Tampa
 - replicated in Gainesville & Tallahassee
3. Funded for outreach in CT & PA (1998-2001)
(Fox, Buschbacher, Dunlap)

History of the Model (cont'd)

4. Adopted for implementation statewide in NH 1999
(Ann Dillon with Jumpstart)
5. Funded for retraining and implementation through
Ken-Crest Services (2005-Present)





It is focused on four major goals:

1. Helping families feel more proficient and confident in their interactions with their child.
2. Promoting the child's intellectual, social, communication and behavioral development.
3. Reducing or eliminating the child's problem behavior.
4. Promoting the long term progress of the child.



Individualized Support Project Model Components

ASSESSMENT

- Family Guided Developmental & Ecological Assessment
- Functional Assessment of Problem Behavior (FAIF & Direct Observation)
- Person Centered Planning



FOCUSED INTERVENTION

- Comprehensive & Written Support Plan
- Communication based Intervention
- Community Inclusion
- Family Support
- Person Centered Planning



TRANSITION SUPPORT

- Family Support
- Early Childhood Education Support



Positive Behavior Support

- Step 1: Establish a team and identify goals
- Step 2: Gather information – functional assessment
 - a. Functional Assessment Interview
 - b. Direct Observation and recording
- Step 3: Develop hypothesis (best guess)
- Step 4: Design & write Positive Behavior Support Plan
- Step 5: Implement, monitor, and evaluate outcomes

Observation Card

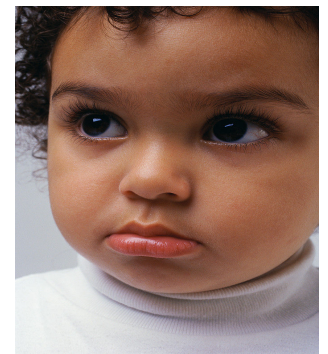
- Name _____ Observer _____ Date _____
- General Context: _____ Time _____
- Trigger:
- Problem:
- Maintaining sequence:
- Possible Function: _____
- _____

Person Centered Planning (PCP) is a collaborative creative approach that....

Establishes a vision for the child's life

Emphasizes abilities rather than deficits

Creates a circle of support for the child and family





Person Centered Planning: Tri-fold Purpose

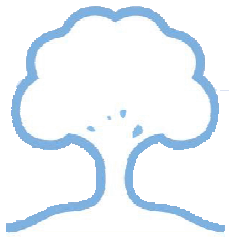
Step 1: Personal Profile

Step 2: Planning Process

Step 3: Create network of support

Person Centered Planning

MAPS are a visual reminder that the meeting is informal and creative.





Person Centered Planning Maps and Materials

Materials necessary for person centered-planning process include:

- **chart paper**
- **markers (red, blue, green, purple)**
- **masking tape**
- **35mm camera**

The families keep the original maps and we keep the photographed copy (with the families permission) in our records



Maps

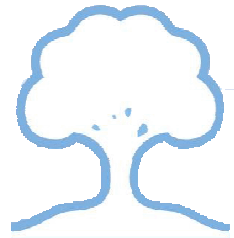
- **Who we are and How We Feel** – Those in attendance and how they feeling
- **Background and History** – Summary of child's medical and developmental history
- **Who is (Focus Child)** – Unique personality characteristics, abilities and talents
- **Typical Day-** Typical activities and child's reaction to those activities





Maps

- **Preferences/What Works and What Doesn't-** Personal preferences, gifts, and interests & conditions to avoid
- **Choices** – Decisions made by the person and those made by other people
- **Vision** – Ideas about personal dreams and desires for the future
- **A Plan** – Steps necessary to begin to realize the dream



The Facilitator

- Upon arrival checks seating and lighting
- Describes the process and color coding
- Describes purpose of the 1st map and begins discussion
- Briefly summarizes each map
- Highlights noteworthy information
- Remains neutral and unbiased
- Keeps the discussion focused and guides participants through the PCP and Mapping process



The Facilitator

- Leads the group through the planning process by setting the agenda and encouraging everyone to participate
- Summarizes the process and wraps up the meeting

Family Guided Intervention

The family works in conjunction with the interventionist(s) to develop a Positive Behavior Support Plan that works with the family's daily routines.





The PBS Plan

- Hypotheses Statements
- Long Term Supports
- Prevention Strategies
- Replacement Skills (Social & Communication)
- Consequences (How to respond when challenging behaviors occur)

Home & Community – Based Intervention

- Teach child new skills to replace problem behavior
- Coach family and others in use of strategies
- May include visual strategies, picture schedules and social stories





Challenges

- Requires creativity and problem solving. Not a cookbook.
- Requires collaborative teaming
- Requires consistent and comprehensive support
- Recognizes and builds on the capacities of children and families