

Practicum 62: QDDP Guidelines

R4/21

Name (please print): _____

Date: _____

This practicum measures how you apply the knowledge and skills you learned from module 62: Guidelines for QDDPs to the supports you provide.

Instructions:

- **Option 1: Read the sample scenario and answer each question.**
- **Option 2: Attach an existing Person Centered Plan and answer each question.**
- **For either option,** use as much room as you need to explain each answer fully. You may attach or use additional pages if needed. The amount of space in this document is not an indication of the length of your answer. The quality of the content is more important than the length. Please type your answers if possible.

Option 1

Derek has lived with his parents for the past year after completing the special education curriculum at his local high school. Derek is approaching his 23rd birthday and does not have any siblings. The past year he has not been involved in any vocational or residential program. His parents are seeking both types of services. Derek's transitional plan did identify some useful information that your agency can use to do some planning. This information includes:

Derek's strengths:

- *Assertive and empathetic – he will not allow others to bully him nor will he stand by and allow it to happen to others. In the past, this has resulted in some fights with others at school.*
- *Follows a routine both at home and at school. He will plan his own free time to a point. All of his free time is spent listening to music that has been downloaded for him on his computer.*
- *Will work and follow through on two-step directions, and when the routine has become learned, he does not need direction to start a task. Natural cues will prompt him to begin the routine or activity.*
- *Independent in all personal care routines.*
- *Knows how to get around his immediate neighborhood (usually a 1-2 block area).*
- *Has strengths in math and reading maps. In school he could do math calculations (simple addition, subtraction, multiplying, and dividing) on his own and he likes to read and study maps of states and local counties.*
- *Good health.*

Derek's areas of support:

- *Some vocational exploration has been done in the area of janitorial work and stocking shelves. Nothing further has been done by the parents to pursue employment.*
- *Derek speaks in short two-word to three-word phrases and, unless you have known him for a while, his speech is not intelligible.*

Practicum 62: QDDP Guidelines

R4/21

- *Some recent behavioral incidents have been happening at home when he has been told that he cannot do something or have something. These incidents have resulted in swearing and physical threats with incidents of property destruction.*
- *His parents have not required much of Derek at home. All household tasks have been done for him and, when asked to do his laundry or help around the house, his parents report that these requests have started some behavioral incidents.*
- *Derek is trustworthy not to wander around the neighborhood, but has had little opportunity to be alone without supervision. It is not known if he can go for more than an hour without supervision.*

1. As the QDDP of the receiving agency, list what information you will need immediately to begin serving Derek in your residential and vocational services.
2. You will begin the 30-day evaluation period when Derek arrives at the residential and vocational programs of your agency. Based on the information you already have, what assessment data will you need to collect in the first 30 days?
3. Based on Derek's past regarding behavioral incidents, you want to make sure staff have some actions to follow (within the first 30 days), should he begin to threaten staff and destroy property. Summarize the methods you will train staff in for these possible incidents.

Practicum 62: QDDP Guidelines

R4/21

Continue to answer the following questions using information from the above scenario and the additional information below. You will also be expected to draw on knowledge you have gained from the modules *Working with Families*, *Writing Behavioral Objectives*, and *Legal Issues*.

After the 30-day meeting, the team decided vocational pursuits and household tasks are a priority for the coming year. Derek is agreeable to these priorities, but he seems to expect that he will be moving back home soon. Guardianship was discussed with the parents, but they do not want Derek to make decisions without their final approval. His parents have expressed concern over Derek's supervision level and want him to have a one-to-one staff as they are unsure of his ability to be safe in the neighborhood.

4. Based on the priorities the team has set, what actions would you take to begin the development of Derek's vocational services/supports?

5. What concerns (if any) do you have with the guardianship level and what would be your steps in addressing it?

6. How would you address the concerns Derek's parents have with his supervision level?

7. Write a learning objective related to the household task priority the team has set.

8. Write a support objective that is exploratory in nature related to the vocational priority and include any data, information, and instructions for the staff member that will be completing the activity.

R4/21

Derek has been supported by your agency for a little more than 10 months now. The parents have had some time to adjust to Derek's placement and seem more at ease with his absence from their home. Derek has adjusted and he is making progress in learning household tasks. Your concern turns to the other areas of his life that were not prioritized in the last team meeting. Some behavioral challenges (verbal threats) have occurred in the last month. You decide that you will need to gather information/assessment data to begin addressing these areas.

9. According to person-centered planning, it is important to develop plans that address enhancing the individual's strengths and competencies (*Assessment and Setting Goals, Person Centered Planning*). What data will you collect and how will you direct the team to consider these in the next planning meeting?
10. What assessments must be reviewed and updated for the next team meeting (the annual meeting)?
11. What will be your first step in addressing the emerging behavioral issues?

Practicum 62: QDDP Guidelines

R4/21

- **Option 2** - Attach an existing Person Centered Plan and answer each question. Indicate whether or not this is a plan that you have participated in developing.

Date of plan development: _____.

1. What services is the person currently receiving? What assessments were done to support these services?
2. What are the person's goals? How were these goals determined? Do they match the person's interests and preferences?
3. Are there any behavioral issues? If so, explain.
 - What methods are being used to address challenging behavior?
 - What are the replacement behaviors?
4. Does the person have a guardian?
 - Does the level of guardianship seem appropriate? Why or why not?
 - Is the person still included in making decisions? How?
 - If the person is not involved in making decisions, what steps can you take to promote this?

Practicum 62: QDDP Guidelines

R4/21

5. What is one learning objective the team has set?
 - Why was this chosen?
 - What progress has the person made?
 - If no progress, what is being done to address lack of progress?

6. Does the person have any rights restrictions? If so:
 - What is the rationale for the restriction(s)?
 - What alternatives were tried prior to implementation of the restriction(s)?
 - What steps were taken to assure due process?
 - Under what conditions would the rights restriction(s) be removed?

7. What assessments would you recommend be reviewed and updated for the next annual person-centered planning meeting?