

## 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 23<sup>rd</sup> 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.*

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- *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.







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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?