

## Practicum 18: Achieving Personal Outcomes

Name (please print): \_\_\_\_\_

Date: \_\_\_\_\_

### Instructions:

- As you complete this practicum, please take the information that you've learned in module 18: Achieving Personal Outcomes and think about how it applies to the work you do when providing people support.
- **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. However, the quality of the content is more important than the length. **Please type your answers if possible.**

Your work will be evaluated on the following scale:

1. Practice-BASIC mastery of knowledge and skills
2. Proficient-INTERMEDIATE mastery
3. Advanced-FULL mastery

For North Dakota DD certification, this practicum must be evaluated at "Practice" level or better. If the evaluation of your work sample indicates that more information is needed, the practicum will be returned to you with comments on how you can improve your work sample before you resubmit it.

*Note: If you plan to submit this practicum for NADSP credentialing, a "Proficient" level of mastery is required. You will also be required to complete a Reflective Statement for NADSP submissions. NADSP credentialing is optional.*

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### Describe A Person You Support:

1. Describe a person you support. Include their gender, age, communication method, mobility, level of support, types of support provided by the agency and others in their life, and other important information about the person.
  
2. Describe the way the person learns and thinks: (Use Chapter 3 in the module to help you think about these questions)
  - a. Abstract Thinking – Does the person require concrete examples (actual objects) to understand? For example, would the person have trouble understanding a word like "apple" if they could not see an apple? Does the person understand past, present, and future? How do you know?
  
  - b. Integration of Information – Where does the person usually learn best? If a skill is taught in one setting, is the person able to use the skill in other settings? (Is re-teaching necessary in new environments/places?)
  
  - c. Attention Span and Discrimination Skills – Do distractions (sounds, sights, people, smells, lighting, etc.) make it hard for the person to pay attention? If so, what specific things interfere with the person's ability to learn? What can be done to help the person focus?

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- d. Is the person able to follow more than one-step directions? How many steps can the person remember and follow?
  
- e. Memory – How frequently does this person need to practice when he/she is learning something new?
  
  
  
  
  
  
  
  
  
  
- f. Does the person practice the new skill without prompts from staff?
  
  
  
  
  
  
  
  
  
  
- g. How does the person remember things (i.e., picture schedule, calendar with reminders, alarm watch, repeating information over and over)?
  
  
  
  
  
  
  
  
  
  
- h. Does the person understand cause and effect? How do you know?
  
  
  
  
  
  
  
  
  
  
- i. What strategies work well to help this person stay calm when something is unfamiliar or threatening?
  
  
  
  
  
  
  
  
  
  
- j. Setting and Meeting Goals – What supports does the person need to set and meet goals?

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- k. Language – Which of the following communication strategies work well for this person?
  - simple words
  - short sentences
  - one direction at a time
  - frequent checks to see if the person understands
  - avoiding questions that can be answered with yes or no
- l. Problem Solving – Is the person able to answer:
  - open-ended questions?
  - guided questions?
  - multiple choice questions?
  - yes/no questions?
3. List four potential reinforcers or motivators for this person.
  - a.
  - b.
  - c.
  - d.
4. What are the person's goals? You can include those that are part of the written plan and those which are not part of the current plan.
5. How do the person's goals relate to their preferences, needs, and interests? (Consider what you know about the person from time spent with him/her as well as the plan.

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6. Describe how you assist with carrying out this person’s plan on a day-to-day basis to achieve specific outcomes important to the person.
  
7. Describe a challenge you faced when assisting this person with their current goals. What did you do about it?
  
8. Do you believe that the person is satisfied or dissatisfied with their current goals? Describe how they are communicating this to you.
  
9. What knowledge have you gained from this module that will strengthen your abilities to help the people you support with their current or future outcomes.