

SERVICE OUTCOME AND SUPPORT

Name: Andrew Fariss Outcome #: 1
 Date of development: 4.5.2021, reviewed 11.3.2021
 Projected start date for implementation: 11.11.2021
 Date by which progress towards accomplishing the outcome will be reviewed and evaluated: April 2022

Outcome statement with measurable and observable criteria for outcome achievement:

Andrew enjoys completing his puzzles and does not like it when his pieces are lost. Andy typically utilizes 1-2 requests to put his puzzles away after he has finished using them during morning activity time but will at times independently initiate putting away his puzzles once he notices lunches being prepared. Andy is interested in taking care of his puzzles and further developing his independence in this area.

Daily, Andrew will put his puzzle pieces away before lunch in 95% or more of all trials over the next 6 months.

Methods or actions that will be used to support the person and to accomplish the outcome:

Andy may utilize his puzzles throughout his day and will practice this outcome during each natural opportunity. Only the morning trial before lunch will be documented daily.

15-20 minutes prior to the scheduled lunch time, Andy will be informed that his lunch will be ready in 15 minutes and asked to finish up his puzzles.

1. Once Andy has completed his puzzle, staff will acknowledge that Andy has finished his puzzle and will model placing one of the completed puzzle pieces in the puzzle bin. Staff may say "Andy good job you finished your puzzle, let's put the pieces back in the bin before lunch" (or something similar) as staff place one of the puzzle pieces from the completed puzzle board in the bin for Andy.
2. If after 5 minutes Andy has not placed his puzzle pieces in the bin, he will be reminded of the task by tapping his dominant hand, then tapping the closes puzzle piece and final pointing to the puzzle piece bin
3. If after another 2 minutes Andy still has not put some of his puzzle pieces in the bin, he will be physically assisted Hand over Hand to place one puzzle piece in the bin while repeating "Andy let's put your pieces back in the bin."

If Andy puts one or more puzzle pieces away in the bin himself, the outcome will be documented as achieved (Y).

If Andy does not put his puzzle pieces away, the outcome will be documented as not achieved (N).

If Andy does not achieve the outcome, he will be reminded that if he doesn't want to lose his puzzle pieces, he should put them away and will be offered physical assistance to put his remaining pieces away.

Changes or modifications necessary to the physical and social environments:

Andy is not able to access the puzzle bin unless it is placed on the table in front of him. Andy enjoys doing his puzzles near his peers at the table. Staff will ensure Andy has access to the puzzle bin.

Equipment and/or materials required:

Andy's puzzle board, puzzle pieces and puzzle bin

Techniques that are used that are consistent with the person's communication mode:

Andy communicates non-verbally by touching or eye gazing at pictures, or reaching towards, grabbing objects he may want. Andy may also make some vocalizations. He is receptive to short verbal communication and physical prompts and responds best to familiar staff, during one-to-one interactions.

Techniques that are used that are consistent with the person's learning style:

Andy has good receptive skills and is able to understand short verbal phrases in English. He learns through routine and repetition and is best supported with verbal and physical prompts. Andy does benefit from hand over hand assistance when learning new tasks.

Data collection method:

Documentation will be recorded and charted daily. Charting will include a "Y" or "N" indicating success.

Names of staff or positions responsible for implementing the supports and methods:

Program Supervisor (PS), Lead Direct Support Professional (LDSP), and Direct Support Professionals (DSP).