

Practicum 18: Achieving Personal Outcomes

Name (please print): _____

Date: _____

This practicum measures how you apply the knowledge and skills you learned from module 18: Achieving Personal Outcomes to the supports you provide.

Instructions:

- Complete Work Sample A (Part I and Part II)
- Complete at least one additional work sample, choosing from B, C, or D.
- **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. However, the quality of the content is more important than the length. **Please type your answers if possible.**

Expectation: There should be enough detail in your description to allow the person who reviews your work to evaluate whether or not your support demonstrates the knowledge, skills, and values of the skill standard. The supports you describe in your explanation must be best practice approaches based on what you learned in the *Achieving Personal Outcomes* training module and other training related to this topic and consistent with the NADSP code of ethics.

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 on at least three of four work samples. You will also be required to complete a Reflective Statement for NADSP submissions. NADSP credentialing is optional.

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Work Sample A

Skill Standard: Assists and/or facilitates the development of an individualized plan based on participant preferences, needs, and interests.

Part I

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 person you support in the area of development and implementation of individualized plan for achieving personal outcomes.
 - a. What are the person's preferences, needs, and interests?

 - b. Describe a challenge or issue related to assisting the person in making sure these preferences, needs, and interests are reflected in their individualized plan and goals.

 - c. Describe how you overcame that challenge or issue by supporting the person to ensure their individualized plan reflected their preferences, needs, and interests.

 - d. Describe how the person you support is involved in advocating for their preferences, needs, and interests during team meetings. How have you supported this person in preparing to advocate for themselves in this area?

 - e. Describe steps you took to prepare yourself to be an active participant in the meeting. What was the outcome of the supports you provided?

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Part I (continued)

3. Describe the person's learning, thinking, and problem solving abilities: (Use Chapter 3 in the module to help you think about these questions about the person's learning characteristics)
 - 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 the piece of fruit weren't physically present? Does the person have a good sense of past, present, and future? Please explain your answer.
 - b. Integration of Information – Where does the person usually learn best? If a skill is taught in one setting, is the person able to perform the skill in any setting? (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 pay attention to the important parts of a task?
 - 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?

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Part I (continued)

- g. How does the person remember things (i.e., picture schedule, calendar with reminders, alarm watch, repeating information over and over)?

- h. Problem Solving – Is the person able to answer (see page 18 of the module):
 - open-ended questions?
 - guided questions?
 - multiple choice questions?
 - yes/no questions?

- i. Does the person understand cause and effect? How do you know?

- j. What strategies work well when this person is confronted with something unfamiliar or threatening?

- k. Setting and Meeting Goals – What supports does the person need to set and meet goals?

- l. Language – Which of the following communication strategies are necessary 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

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Part II

Develop a plan to teach a NEW SKILL (something the person is currently unable to do).

1. Describe the new skill or behavior:
2. Why does the person need to learn this skill (what benefits are there to the person)? (See lesson 5)
3. Write a task analysis (step-by-step instructions) for the new skill. Include 5-15 steps the learner will complete. (See lesson 6)
4. Which of the following sequences will you use to teach the task analysis: forward chaining, backward chaining, or whole task? Why is this learning sequence more effective for this person? (See lesson 6)
5. Where and when will the skill be taught? How often will the teaching sessions occur? (See lesson 5)
6. Who will teach the skill? (See lesson 5)
7. What materials will be used? (See lesson 5)

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Part II (continued)

8. Describe the types of prompts the teacher will use, and how and when prompts will be faded.

9. Describe why you think these prompts will be effective for this person. (See lesson 7)

10. List five potential reinforcers for this person. (See lesson 8)
 - a.
 - b.
 - c.
 - d.
 - e.

11. Describe when reinforcement will be used in this teaching plan and how reinforcement will be faded.

12. How will the teacher provide correction or support when it is needed?

13. Describe how data will be collected and **attach a sample form.**

14. Describe the process that will be used to determine if it is necessary to revise the teaching plan.
(See lesson 10)

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Choose one work sample from B, C or D

Work Sample B:

Skill Standard: Assists and/or facilitates the implementation of an individualized plan to achieve specific outcomes derived from participants' preferences, needs, and interests.

Is this the same person described in Work Sample A?
(If yes, indicate that and skip to question 2.)

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. What are the person's goals (formal and informal)?
3. How do the person's formal and informal 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.)
4. Describe how you assisted with the implementation of this person's plan on a day-to-day basis to achieve specific outcomes important to the person. Identify one or more specific outcomes important to the person and how you supported him/her in achieving it.

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Work Sample Option C:

Skill Standard: Assists and/or facilitates the review of the achievement of individual participant outcomes.

Is this the same person described in Work Sample A?
(If Yes, indicate that and skip to question 2.)

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. What are the person's goals (formal and informal)?
3. Describe how you support the individual and the rest of the team in reviewing the achievement of the person's outcomes.
4. Describe at least one outcome and the informal and formal data you provided to the QDDP or Program Coordinator.
5. Describe at least one challenge, issue, or activity in which you assisted the person with reviewing the achievement of his/her personal outcomes.

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Work Sample Option D:

Skill Standard: Maintains collaborative professional relationships with the participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent, etc.), and recognizes his or her own personal limitations.

Is this the same person described in Work Sample A?
(If Yes, indicate that and skip to question 2.)

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 your professional relationship with the person and the rest of the support team, including those from the agency and the person's parents/family/guardian/friends.

3. Describe how you respect ethical standards of practice regarding confidentiality.

4. Describe a situation in which it was necessary to obtain informed consent and the support you provided.

5. Describe at least one example when you had to ask for help from other team members to support the needs, interests, and preferences of this person.
 - a. Describe the challenge or barrier that you and/or the person faced. Who did you ask for help and what assistance did you request?
 - b. What was the outcome of the collaboration?