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GUIDELINES FOR QUALITY INDIVIDUAL PLANS

PROMOTING OBJECTIVES AND INTEGRATED ACTIVITIES THAT ARE:

- AGE-APPROPRIATE
- COMMUNITY REFERENCED
- FUNCTIONAL
- GENERALIZED
- BASED ON INDIVIDUAL'S PREFERENCES AND CHOICES

JULY, 1987

These guidelines were written to assist families and individuals with disabilities to assess whether the written individual plan meets state-of-the-art criteria.

Major questions for the 1980s are **relevance** of programs and effectiveness of services: What assistance and adaptations are needed by an individual with a disability to be able to live in an integrated society as self-sufficiently as possible?

The essence of quality is what supports are provided in response to individual needs, wants, choices, and interest. These supports must be individualized and suitable.

INSTRUCTIONS:

The following questions can be applied to objectives on individual education plans for children and a variety of individual program and habilitation plans for adults. Each question can be answered "yes" or "no." After reviewing all objectives, indicate whether the criteria were met for all, some, or no objectives.

The results can be used to focus discussions during team meetings and to help negotiate with staff to design individual plans that reflect best practices. For example, this information may assist individuals to be actively involved in meetings by asking questions. This information can help pinpoint areas of agreement or disagreement during team meetings.

We encourage mass reproduction of these guidelines for distribution to families and individuals with disabilities.

SUMMARY OF GUIDELINES

CRITERIA	ALL OBJECTIVES	SOME OBJECTIVES	NO OBJECTIVES
Age-Appropriate (Same chronological age):			
Would these **materials** be used by a nondisabled person of the same chronological age?			
Would these **skills** be performed by a nondisabled person of the same chronological age?			
Community Referenced (Natural community settings):			
If objectives are met, will there be **participation** in a variety of integrated community settings?			
Are objectives meeting basic skills needed in the **future?**			
Functional (Necessary for increased independence):			
If the person does not learn skills described in the objective, will **someone else have to do those activities?**			
Do the activities involve **mutual interaction** with nondisabled peers?			
Generalization (Apply skills to several situations):			
Are skills taught or performed with **natural cues and reinforcement?**			
Are the skills taught in the **natural settings** where they will need to be performed (home, community settings)?			
Choice (Individual strengths, needs, and preferences):			
Are the objectives based on a **comprehensive assessment** that emphasize strengths of the individual?			
Do the objectives reflect individual's **choices and interests?**			
Do the objectives reflect family's **choices and interests?**			