Habilitation Program Writing

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Training Overview

- Habilitation Basics
- Baselines
- Formal Habilitation Programs
  - Goals
  - Short-Term Objectives
  - Scoring
  - Tasks
  - Teaching Methods
  - Reinforcement
- Test Mode
- Entering Data

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Habilitation Basics

- Definition: A process aimed at helping attain, keep, or improve skills and functioning.

- Both DD waivers are habilitative waivers.

- Waiver services are intended to increase independence.
    - To qualify for a DD waiver, a person's disability must be expected to be lifelong.
    - However, services must be aimed at helping participants be as independent as possible.

- Increased independence increases dignity in life.

- When a participant is taught a skill, rather than it being done for them, that time can be spent elsewhere, teaching another skill.

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Habilitative Services

- Independent Provider Waiver Services requiring Habilitation:
  - Community Integration
  - Independent Living
  - Supported Family Living
  - Supported Employment-Individual
  - Supported Employment-Follow Along
- Descriptions of all services are in the Policy Manual: http://dhhs.ne.gov/Guidance%20Docs/DHHS-DD%20Policy%20Manual.pdf

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Persons Responsible for Habilitation

- Formal habilitation programs (sometimes called ISP programs) are required for all habilitative services.
  - Data is collected on formal habilitation programs.
- The provider is responsible for writing and implementing habilitative programs for the participants they work with.
- Informal habilitation also should be done.

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Determining Habilitation Programs

- Formal and informal habilitation can be done for ANYTHING. Any task any person does can be made into a habilitation program.
- There is an ISP team process for determining which programs should be run.
  - Based on assessed needs and participant preferences.
  - Long-term goals for habilitation programs must be approved by the team before they are implemented.
- Baselines can help determine what programs are needed.
  - Baselines can be run without team approval.

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Baselines

- Baselines are a type of assessment done to measure a person's current skills, in order to determine two things:
  - Is a formal program needed?
  - What areas of the task require assistance and how much?
- To determine what to baseline, observe the participant for strengths and needs.
  - Strengths are things a participant can do with minimal support/assistance.
  - Needs are typically things a participant needs quite a bit of support to do.
- Talk to the participant about what they want to learn.

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How to do a Baseline

- Once you determine what task you want to baseline, break the task down by steps.
    - Steps can be big, tiny, or anything in between.
    - Steps depend on the level of skill the person already has.
    - To get enough information to know how to break down the task, you can observe the participant attempting to complete the task and discuss the task with the participant.
- Baselines should be run at least four times over the course of no more than a month.
- Baselines should be run each time the task is completed.

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Baseline Example

Laundry Baseline: Task Breakdown

- Gather clothes
- Sort clothes into light and dark
- Pour proper amount of soap in cup
- Pour soap into machine
- Add clothes evenly to washer
- Set water temperature
- Set wash cycle
- Start washer

- Move clothes to dryer
- Add dryer sheet
- Set dryer temperature
- Set dry cycle
- Clear lint trap
- Start dryer

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Collecting Baseline Data

- Each time the task is done, baseline data should be collected.
- In the example laundry baseline, we decided to collect data by counting the number of prompts needed for each task of the laundry routine.
- You can enter a baseline into Therap or do it on paper.
- In your packet, you have an example of a baseline (Handout #2).

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Baseline Results – Refer to Handout #2

- As you can see in the "results" column, most steps required one or two prompts. Some of the steps were done independently.

- The recommendation from the baseline is to create a formal laundry program.

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Prompt Types

- There are many types of prompts, including:
  - Verbal Prompts
  - Gestural Prompts/Cues
  - Modeling/Demonstration
  - Hand-over-Hand or other physical prompt
- The prompt level should be as least intrusive as possible.

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Questions?

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Accessing the ISP

- Discussion at the ISP meetings is an important part of habilitative services, including writing habilitation programs.

- The ISP team makes the determination what programs are run and what the Long-Term Objectives (LTO) should be.

- Independent providers have access to the ISP document in Therap.

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Accessing the ISP

- Individual Tab: Individual Support Plan Section

Individual Support Plan

Personal Focus Worksheet	Search | Unified Search
Individual Support Plan	Acknowledge | Search | Unified Search

- Type in the participant name.

- Select most recent plan.

- Programs/LTOs are found in the "Action Plan" section.

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Formal Habilitation Programs

- Formal Habilitation programs have similar components as a baseline, but there are more specific requirements for certain sections.

- When you baseline in Therap, it is easy to transfer the information to a new program using the "Discontinue and Copy" function.

- We are going to use an example where the baseline was not done in Therap, so we are starting a program from scratch.

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Habilitation Program in Therap

Helpful Tips

1. Save and save often.

2. When you click the "Back" button, you will lose all typed work that you have not saved. *Save and save often.*

3. When you are not sure about a program or data, consider using the test mode.

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Habilitation Programs – Getting Started

Start on the Individual tab in the ISP Program section and click "New."

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Habilitation Programs – Getting Started

The ISP program page is divided into sections.

Section 1: ISP Program Description

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Habilitation Programs—Long-Term Objective

Long Term Objective

I will independently complete my laundry routine, 90% of trials over three consecutive months.

About 2906 characters left

The Long-Term Objective (LTO) should outline what is to be accomplished within the next year.

This will be listed in the ISP document.

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Habilitation Programs – Goal/Service

Goal/Service

STO 1: With 2 verbal prompts or less per step, I will complete my laundry routine 75% of trials over three consecutive months.

About 2874 characters left

Goal/Service should outline the current Short-Term Objective (STO).

Reason for ISP Program

I have a job and I need to have a clean uniform for work. I do not know how to do laundry. I have my own washer and dryer.

About 2876 characters left

Reason for ISP Program: Why the participant wants or needs to learn the skill.

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Habilitation Programs – Goals

- Short-Term Objectives (STOs) break the LTO into more achievable pieces.
- STOs build on each other to achieve mastery of the skill.
- Mastery of skills leads to the achievement of the Long-Term Objective.
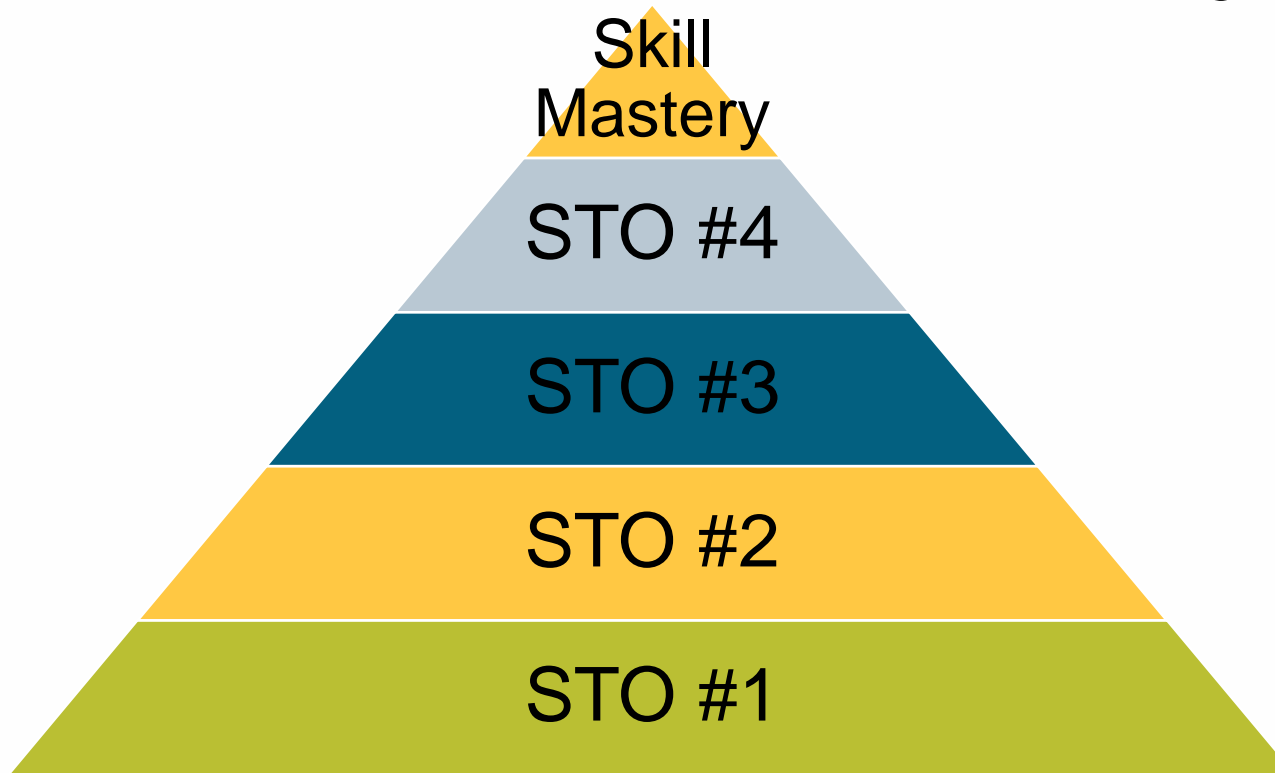
Skill Mastery

STO #4

STO #3

STO #2

STO #1

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Habilitation Programs – SMART Goals

- Short-Term Objectives (STOs) must meet specific criteria.
- Each STO must be S.M.A.R.T.
  - S: Specific
  - M: Measurable
  - A: Achievable
  - R: Relevant/Realistic
  - T: Time-Based/Timely

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Habilitation Programs – Short-Term Objectives

Examples of STOs:

- STO 1: With 4 verbal prompts or less per step, I will complete my laundry routine at 75% over three consecutive months.

- STO 2: With 3 verbal prompt or less per step, I will complete my laundry routine at 80% over three consecutive months.

- STO 3: With 2 verbal prompts or less per step, I will complete my entire laundry routine at 85% over three consecutive months.

- STO 4: With 1 verbal prompt or less per step, I will complete my entire laundry routine at 90% over three consecutive months.

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Habilitation Programs – Criteria for Completion

Criteria for Completion

STO 2: With 1 verbal prompt or less per step, I will complete my laundry routine 75% of trials over three consecutive months.

STO 3: With 2 verbal prompts or less, I will complete my entire laundry routine 75% of trials over three consecutive months.

STO 4: With 1 verbal prompt or less, I will complete my entire laundry routine 75% of trials over three consecutive months.

STO 5/LTO: I will independently complete my laundry routine, 90% of trials over three consecutive months.

About 2511 characters left

Criteria for Completion is where you document the rest of the STOs to complete the LTO.

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Habilitation Programs – Target Completion

Materials Required

> Washer, dryer, soap, laundry basket, dryer sheets.

About 2950 characters left

Materials Required are what items you need to run the program.

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Habilitation Programs – Schedule and Frequency

Section 2: Schedule and Frequency

Schedule and Frequency

Frequency	1
Schedule	Weekly
Comment	

About 3000 characters left

Frequency is the number of times the program will be run.

Schedule is how often the program will be run.

Habilitation Programs – Schedule and Frequency

Maximum Number of Times a Day is how many times the program can be opened each day.

Allow collection of multiple task scores for a single day allows or disallows more than one data entry in a day.

Maximum Number of Times a Day: 10

Allow collection of multiple task scores for a single day: Yes
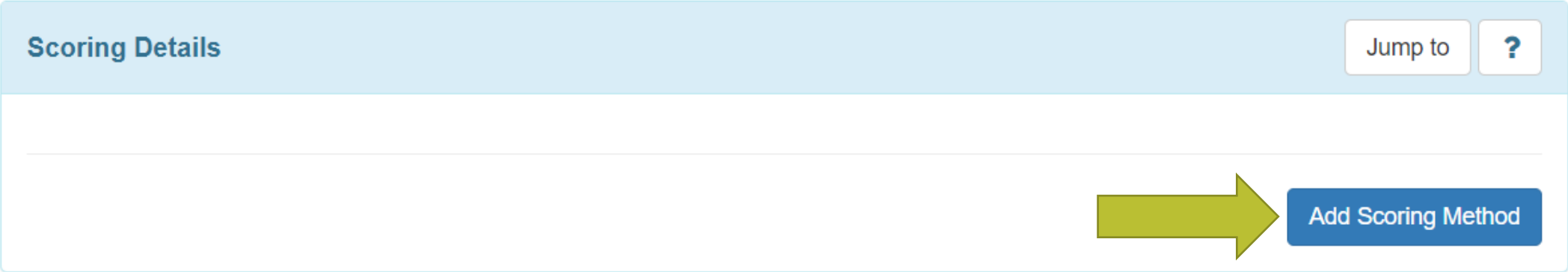
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Habilitation Programs – Scoring Details

Section 3: Scoring Details

The Scoring Details is how data will be collected.

Habilitation Programs – Select Scoring Details

Scoring Details

Scoring Method
- ○ Completion
- ○ Count
- ○ Custom
- ○ Level of Independence
- ○ Service
- ○ Yes/No

Select a pre-populated method or click Define New Scoring Method.

Back   Define New Scoring Method   Continue

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Habilitation Programs – New Scoring Method

* Scoring Method Name

* Number of Scoring Method Levels

2

Add

To define an new scoring method, it must have a name and number of Scoring Method Levels.

Back

Continue

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Habilitation Programs – Scoring Levels

Each caption will be an option to select when collecting data.

Scoring Method Name: Verbal Prompts

Number of Scoring Method Levels: 4

Add

Scoring Method Levels

#	Caption for Levels	Label Acronym	Non Reportable
1	Independent	IND	☐
2	1 Verbal Prompt	1VP	☐
3	2 Verbal Prompts	2VP	☐
4	NA	NA	☑

Back

Continue

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Habilitation Programs – Finishing Scoring Details

Default Score and Task Scoring comments can be left as is.

Scoring Details

Jump to   ?

Scoring Method	**Verbal Prompts**
	Independent
	1 Verbal Prompt
	2 Verbal Prompts
	NA (Non Reportable)
Default Score	- Please Select -
Task Scoring Comments	None
Baseline Dates From	MM/DD/YYYY
To	MM/DD/YYYY

Edit Scoring Method

Habilitation Programs – Tasks

Section 4: Tasks

Tasks are the steps to the program that will be measured.

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Habilitation Programs – Tasks are Steps

- Tasks are the steps to the program. You can add as many as you need to complete the program; however, keep in mind that you will have to collect data on each task.

- When your program is measured by step, you want to create a separate task for each step.

- When your program is measured by entirety, you only need one task for the whole program.

- You will enter baseline data for each task in this section.

- You do NOT have to have the same tasks as the baseline, especially when the participant shows they can do some tasks independently.

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Habilitation Programs – Entering Tasks

Task(s)

Task Name

Sort Clothes

* Task Description

I will sort my clothes into light and dark.

About 2957 characters left

Baseline Score For Independent

0

Baseline Score For 1 Verbal Prompt

0

Baseline Score For 2 Verbal Prompts

0

Baseline Score For NA

0 (Non Reportable)

Add each task by entering the information and clicking "Add Another".

When all tasks are entered, click "Continue".

Back

Add Another

Continue

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Habilitation Programs – Teaching Methods

Section 5: Teaching Methods

Teaching methods are instructions on how the program will be run.

Habilitation Programs – Teaching Methods

- Teaching methods are the "meat" of the program. This is where you identify *how* you are going to teach the participant.

- It is very important to be specific and use the least amount of intervention needed for success.

- When you write your teaching methods properly, anybody (no matter if they know the participant or not) should be able to pick up the program and run it exactly how you do.

- Well written teaching methods make data more reliable, and help the participant learn skills faster because they are being given consistent direction.

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Habilitation Programs – Other Teaching Information

The teaching methods section is also used for other purposes, such as pre-teaching, reinforcement, and documentation instructions.

- Pre-teaching is what you do before the start of the program, to help prepare the participant for the task.

- Reinforcement is what is done after the participant successfully completes a step, or the entire program, within set parameters.

- Documentation instructions should be included so you know how to document each task.

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Habilitation Programs – Example Teaching Method 1

Example:

Description

Tony has indicated he wishes to do his laundry on Sundays because he works on Mondays and needs his uniform.

Step 1: On Sunday, at the start of the IP's shift, the IP will remind Tony that he needs to complete his laundry routine. This serves as the initiation and is not recorded as a prompt.

IP will give Tony one hour to start his routine. If Tony does not start his routine within the hour, the IP will prompt Tony to remember his laundry. This will count as the first prompt on Step 1. The IP will give Tony another 30 minutes to start his routine. If he does not, the IP will prompt Tony again. This will be the second prompt for step 1. If Tony does not start within 30 more minutes, the IP will prompt him again (3rd prompt). If Tony does not start the program after 30 more minutes, mark all steps as refused and end the program.

If Tony indicates he wishes to do his laundry at another time, ask him what time he wants to start, then begin the program at that point.

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Habilitation Programs – Example Teaching Method 2

Another example, from a different program:

Teaching Method 1

Step 1: If I have not used the restroom for three hours, start by prompting me to use the bathroom. This is the first verbal prompt. If I do not go to into the bathroom after 30 seconds, give a second prompt (and so on). If I refuse after 6 prompts, document "REF". If I go to the restroom independently, this step will be marked "Independent".

Teaching Method 2

Step 2: Once I have used the restroom, wait 30 seconds to allow me to initiate wiping myself. If I do not wipe after 30 seconds, prompt me to wipe. If I do not after 30 more seconds, initiate a second prompt (and so on). If I do not wipe after the 6th prompt, assist me in wiping with hand over hand assistance and mark "REF".

Teaching Method 3

Step 3: Once I have used the wiped, wait 30 seconds to allow me to initiate adjusting my clothing (pull pants up, button and zip, pull shirt down). If I do not adjust my clothing after 30 seconds, prompt me to adjust my clothing. If I do not after 30 more seconds, initiate a second prompt (and so on). If I do not adjust my clothing after the 6th prompt, assist me in adjusting my clothing with hand over hand assistance and mark "REF".

Teaching Method 4

Step 4: Once I have adjusted my clothing, wait 30 seconds to allow me to initiate flushing the toilet. If I do not flush after 30 seconds, prompt me to flush. If I do not after 30 more seconds, initiate a second prompt (and so on). If I do not flush after the 6th prompt, assist me in flushing with hand over hand assistance and mark "REF".

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Reinforcement

- Reinforcement is the process of encouraging or establishing a belief or pattern of behavior, especially by encouragement or reward.

- We apply and are recipients of reinforcement every day, probably without even knowing it.

- The most powerful type of reinforcement is called "Positive Reinforcement."
  - Positive reinforcement can be as simple as positive verbal praise.
  - It can also a tangible item, an edible item, or anything a person likes.

- How, when, and what reinforcement is given should be based on the participant, their current skill level, and what is reinforcing to them.
  - The reinforcement should tie to the program, whenever possible.
  - It should be written in the teaching methods.

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Reinforcement Types

Verbal

Good Job!

Well Done!

Tangible

Token System

Edibles

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Reinforcement – Other Things to Note

- You can use mixed types of reinforcement within a program.
  - Some tasks may require immediate verbal or tangible reinforcement.
  - Other times you may give verbal or tangible reinforcement after completion of several tasks.
- You will need to phase out, or replace, reinforcement.
  - When you are using tangible (especially edible) reinforcement, it is important to have a plan of how you are going to phase it out or replace it with a non-tangible.
- Reinforcement must be age appropriate.
- RIGHTS CANNOT BE USED AS REINFORCEMENT!
  - Participants have the same rights as everyone else.
  - A provider cannot use a participant's own property, money, or other rights as a reinforcement.

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Reinforcement Documentation

- Reinforcement is documented as a "Teaching Method."
- It can be documented separately, or within each teaching method.

Teaching Method 3

Reinforcement: verbal praise will be given intermittently throughout the laundry routine as tasks are completed correctly within the prompt level.

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Habilitation Programs – External Module Connection

Section 6: External Module Connection

Do NOT change this response to 'yes.' Doing so will allow you to only enter ISP data on the Therap app, and the SC will not be able to see the data.

Habilitation Programs – Other Details

Section 7: Other Details

Other Details   Jump to   ?

Type of Service Provider	
ISP Program Author	Katie Weidner, Non Specialized Service Provider ⌄
Time Duration Format	Begin Time and End Time ⌄
Are Begin Time and End Time or Time Duration required for data collection?	No ⌄
Allow data collection with Time Overlap	Yes ⌄
Location for data collection	Optional ⌄
Editable Service Provider for data collection?	Yes ⌄
Are Other Comments required for data collection?	No ⌄

The majority of this section auto-populates. The default settings are typically what are needed.

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Habilitation Programs – Files & Images

Section 8: Files and Images

Files & Images   Jump to

Attach File(s)   The total size of all attachments cannot exceed 10 MB

                        [Add File] [Scan File]

Attach Image(s)   [Add Image]

This is where files, such as paper baselines, can be attached.

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Completing the Program

- When you would like to print the program, click "PDF & Printable."
- At the very bottom, there are buttons with several options.
- Once you are finished writing the program, click "Approve".
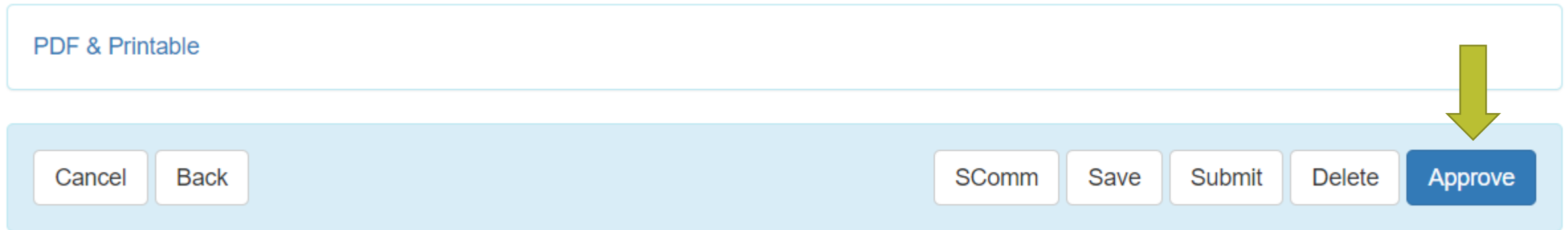
PDF & Printable

Cancel   Back   SComm   Save   Submit   Delete   Approve

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Habilitation Program in Therap

Helpful Tips

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Therap's Test Mode

- Test Mode is a helpful feature in Therap.
- You can use the Test Mode to practice creating programs and entering data.
  - Information entered in Test Mode will only be visible in test mode.
  - It will not affect the regular mode of Therap.

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Finding the Test Mode

To get to Test Mode from your dashboard, go to the Settings tab.

Next to Test Mode, click "On."

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Using Test Mode

- When you click Test Mode "on," a red banner will appear at the top of your screen to indicate you are in test mode.
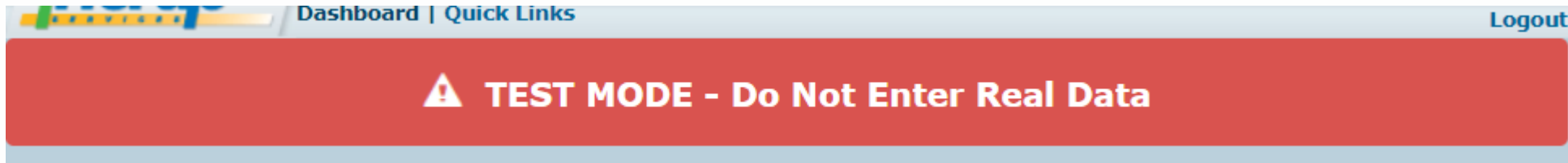
- From here, you can go to your individual tab and practice entering programs, then entering data.

- Before entering any real programs or data, remember to return to normal mode by going to settings and clicking "Off" next to Test Mode.

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Entering Program Data

From the Dashboard, on the Individual Tab, in the ISP Data section, click "New."

Entering Data – Acknowledging the Program

The first time you go to a program, it will have a status of "Not Acknowledged."

Form ID	Provider Program	Site Name	ISP Program	Individual Name	Program Author	Entered By	Create Date	Status	Acknowledgement Status	Time Z
TISP-58003NE-HAW4TUJZX5SNU	Non Specialized Program	Non Specialized Site	Laundry Routine	███████	Weidner, Katie / Program Manager	Weidner, Katie / Program Manager	08/28/2019	Approved	Not Acknowledged	US/Ce

You need to click on the program; it will take you to a screen where you can read the program in its entirety. After doing so, at the bottom of the page click "Acknowledge."

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
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Entering Data – Selecting Date

After you acknowledge the program, Therap will take you to a screen to Select Date for ISP Data Collection.

Select Date for ISP Data Collection

Select Date	
Last Data Collection Date	08/10/2020
Data Collection Date	09/10/2020
Time Zone	US/Central

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Entering Data – Collecting Data

After you enter the date and clicked "next," Therap will take you to the ISP Data Collection Screen.

- The first section has the participant's information and program name.
- The second section has Data Collection Detail, where you will enter the Location and have the option to change the service provider.

Data Collection Detail

Date	09/06/2019
Location	Home
Entered By	Katie Weidner, Program Manager
Service Provider	Katie Weidner, Program Manager Change Service Provider

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Entering Data – Task Scores

The next section is Task scores. This is where you enter the prompt level or other data collection for each task.

Entering Data – Other

The Other section is where you select if the service is billable.

Other

Billable ⦿ Yes ◯ No

Comment

John completed his laundry for the week with two or less verbal prompts per step.

About 2919 characters left

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Entering Data – Submitting

After you click "Submit," Therap will take you to the submission page, where you can choose from different actions.

Back to Form | List

Actions

Enter more data for this ISP Program

Enter data on another ISP Program for this individual

Create Report for this Individual

Choose another Program/Site

Choose another individual

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Resources

- DDD has a Habilitation Program Overview Guide to assist you to write programs. This guide is on the DDD Website on both the Resources and Training pages.

- Therap also has a guide for entering habilitation programs on their website: https://help.therapservices.net/app/answers/detail/a_id/466/kw/iSP%20program

Questions?

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