

Happyville Compassionate Care

Individual Support Plan (ISP)

Client Name:	<i>Emma J</i>	Preferred Name:	<i>EmmaJ</i>
Date Plan Developed(Date of Assessment):		Plan Review Date(one month after date of assessment):	
Estimated Plan End Date:	<i>N/A</i>		

Participants in the development of this support plan			
Participants	Role	Copy Provided	Date Provided
<i>Emma J</i>	<i>Client</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Harry</i>	<i>Support Care Worker</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>xxx</i>	<i>Family member</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>xxx</i>	General Practitioner	<input type="checkbox"/> Yes <input type="checkbox"/> No	

SECTION 1	
Background Information of the Client: Emma J	
Includes clients background, current status, client strengths and concerns and any relevant safety issues.	
<p>Emma is a 35-year-old woman with a mild hearing difficulty. She experiences occasional difficulty in hearing and understanding conversations. Emma has recently graduated and is highly motivated to enhance her computer skills, as she believes it will improve her employability and open up new opportunities. Emma's mild hearing difficulty does not significantly impact her daily life and does not require her to use hearing aids. She wants to build a sound career and live independently. Emma currently lives with her mother who is very supportive of her and is keen for her to live independently and have a great career.</p>	
Assistive technology needs and resources :can benefit from speech to text software and visual learning resources such as hand gesture practice sheets, communication cards.	
Student take verbal consent from Emma and her family member participating in the role play and complete below	
Emma and her family member has given consent for this support plan to be shared with those outlined above and to be included with any referrals made on their behalf.	
Student Signature(on behalf of Emma and her family member):	Date: <i>13/10/20XX</i>

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SECTION 2	
Initial Assessment:	<i>Name of support worker</i>
Goal:	<i>Harry J will work with Emma J to assist her in her skills development to learn computer skills to support her employability needs.</i>
Client Name:	<i>Emma J</i>
Initial Skills Assessment Outcomes: <i>Ensure your initial assessment includes identifying existing skills, preferences and goals of the person and strategies and resources to employ to meet their goals</i>	
Include Emma's two (2) existing skills: (Approximate word count 70-80 words) <i>Assessor note: Students must identify two(2) existing skills of Emma during the role play. For example : Sample answers are provided below of the existing skills however this will vary based on the student conversation with Emma .Students are supposed to describe how the existing skill can be utilised in ongoing skills development.</i> <ol style="list-style-type: none"><i>1. Determined to learn new skills: Emmas strong desire to learn new skills effectively indicates that he has developed persistence in overcoming his speech impediment. Despite the challenges he faces, he continues to strive for improvement and actively seeks ways to enhance his communication skills.</i><i>2. Skills in Technology: Emma is comfortable navigating technology as evident has fundamental knowledge of computer operations, including navigating the operating system, using email, and basic internet browsing. can leverage this skill in assisting with her skills development to learn about</i>	
Include Emma's two(2) goals: (Approximate word count 75-95 words) <i>Assessor note: Students must identify two(2) goals of Emma based on their conversation in role play. sample answers are provided below however this will vary based on the student conversation with Emma .Students are supposed to describe the goals that align with Emma's desire to learn computer skills given her disability.</i> <ol style="list-style-type: none"><i>1. Supportive Environment: Emma values and prefers an environment that understands her communication needs and provides support and encouragement in her pursuit of self-improvement. She appreciates an environment that fosters her desire to enhance her computer skills and values her independence and career aspirations.</i><i>2. Independence and Career Success: Emma's goal is to live independently and have a successful career, and she believes that enhancing her computer skills will contribute to achieving these goals.</i>	
Include Emma's two (2) preferences (Approximate word count 90-100 words)	

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Assessor note: Students must identify two(2) preferences of Emma based on their conversation in role play. sample answers are provided below however this will vary based on the student conversation with Emma. Students are supposed to describe the preferences that align with the goals and there needs.

1. Adaptive Communication Methods: Emma prefers adaptive communication methods that accommodate her hearing difficulty, such as using visual cues or verbal prompts to support her understanding and interaction. She seeks strategies that enhance her communication effectiveness and help her overcome any barriers caused by her hearing impairment.
2. Supportive Environment: Emma values and prefers an environment that understands her communication needs and provides support and encouragement in her pursuit of self-improvement. She appreciates an environment that fosters her desire to enhance her computer skills and values her independence and career aspirations..

Include two(2) resources that includes exploring the use of one (1) assistive technology that supports Emma in Skills development

(Approximate word count 90-100 words)

Assessor note: Students must identify two(2) resources based on their conversation in role play sample answers are provided below the resources should be as per Emma's background information and assistive technology that he could benefit from provided above however the wording may vary

1. Visual Learning Resources: Emma can benefit from visual learning resources, such as video tutorials or instructional videos, that provide demonstrations and visual aids to enhance her understanding of software applications and online tools.
2. Online Learning Platforms: Emma can utilize online learning platforms, such as Udemy or Coursera, to access courses and tutorials specifically designed to enhance computer skills. These platforms offer a wide range of software application courses, providing step-by-step guidance and hands-on practice.
3. Use of speech to text software: converts spoken words into written text. It can be used on various devices to transcribe conversations, lectures, or any spoken content in real-time, helping individuals with hearing disabilities to read and understand.

SECTION 3

Family Member/Carer

Ensure you include who participated and the outcomes of the initial assessment listed above as discussions that occurred with family/carers and include how Emma's family can support her in skills development.

Name of family member/ Carer -

(Approximate word count 175-185 words)

Assessor note: Sample answer provided below however student wording may vary.

During the discussions, it was recognized that Emma is very close to her mother who is her primary carer. She plays a vital role in providing emotional support and encouragement. We discussed understanding of her day to day challenges due to her hearing difficulty, We discussed about the strategies that could assist Emma in her skills development. I engaged in an open conversation about strategies to support Emma's goals which included seeking Emma's mothers insights on how she can contribute to creating a supportive environment at home, considering factors like communication methods, daily routines, and

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any specific challenges Emma may face. Recognize that emotional support plays a significant role in Emma's journey. Encourage her to offer encouragement, positive reinforcement, and understanding throughout the learning process. Reminded her of the impact their support can have on Emma's motivation and self-confidence. I explored ways in which her mother can actively participate in Emma's skill-building activities. This can include assisting her with finding appropriate online courses, practicing verbal cues or communication exercises together, or encouraging her to pursue networking opportunities related to her desired career.

(Student signature):		Date:	___ / ___ / ___
Person completing this review:		Date:	___ / ___ / ___
Signature:		Position:	