

A1 - BLOCK 2

Training Toolkit



Funded by
the European Union

TOPIC 5

THE ROLE OF SUPPORTS

LEVELS OF SUPPORTS & EVALUATION PROCESS

ID-GAMING: DEVELOPMENT OF A TRAINING PROGRAM FOR THE IMPROVEMENT OF QUALITY OF LIFE OF PERSONS WITH INTELLECTUAL DISABILITIES THROUGH “SERIOUS GAMES”



2020-1-PT01-KA204-078873

The level of needed supports should be identified for the following areas

- intellectual ability,
- adaptive behavior,
- health,
- participation,
- context (environments and cultures).



Level of supports



After evaluating the specific needs of each person, answering these questions can help us to plan the most appropriate type of support strategies :

How often?

How much?

What type of support?

Taking in account the opinions and preferences of the person, we analyse his/her competences, and consequently, we plan the specific support strategy, according to this **intensity scale**:

Supports on an "as needed basis". It is characterized by its **episodic** nature.

For example if someone needs help to find a new job.

INTERMITTENT

need of help from time to time

EXTENSIVE

need of help everyday in some areas of life

Support in a life area that an individual needs everyday and is not limited by time. For example **support in the home and/or support in work.**

LIMITED

need of help in certain moments of the life

PERVASIVE

need help on almost all moments

Support may occur over a limited time span such as **during transition from school to work or in time-limited job training.** This type of support has a **limit on the time** that is needed to provide appropriate support for an individual.

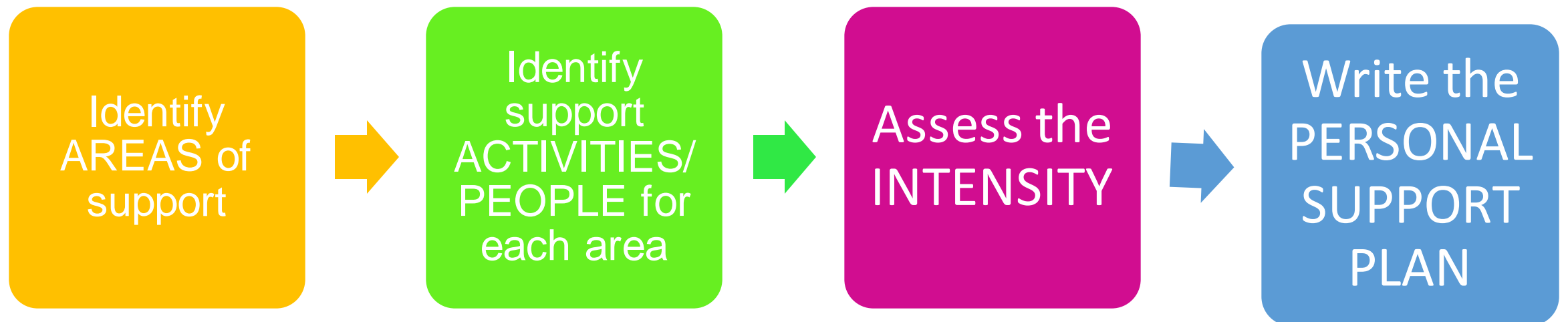
Constant support across environments and life areas and may include life-sustaining measures. A person requiring pervasive support will need assistance **on a daily basis across all life areas.**



Funded by the European Union

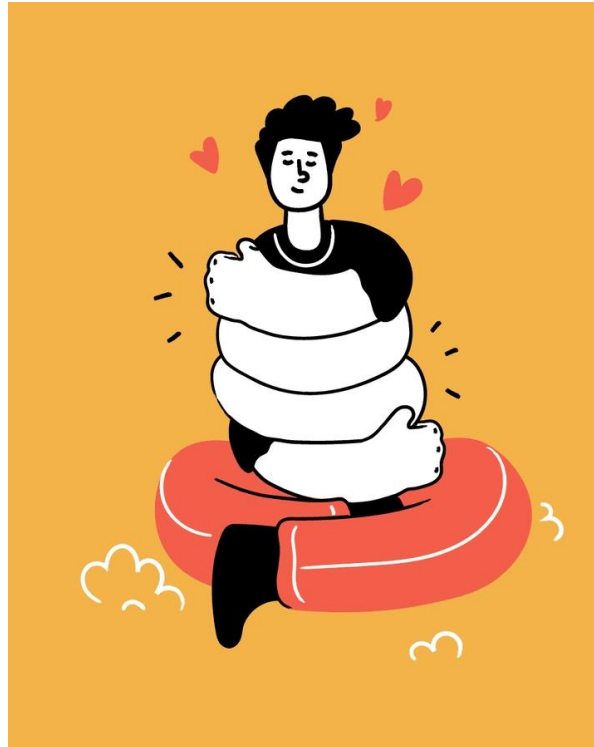
THE EVALUATION PROCESS

At the time of defining the profile of supports (if it is needed and its intensity), the 2002 system of the AAMR (American Association on Mental Retardation) proposes an evaluation process of 4 steps:



Identify AREAS of support

- Identifying **what is important** to his/her preferences and desires and for other needs identified by the team, including professional recommendations of the person and his/her supports (family, friends, professionals)
- Identifying what fits with the **individual's goals and strengths.**

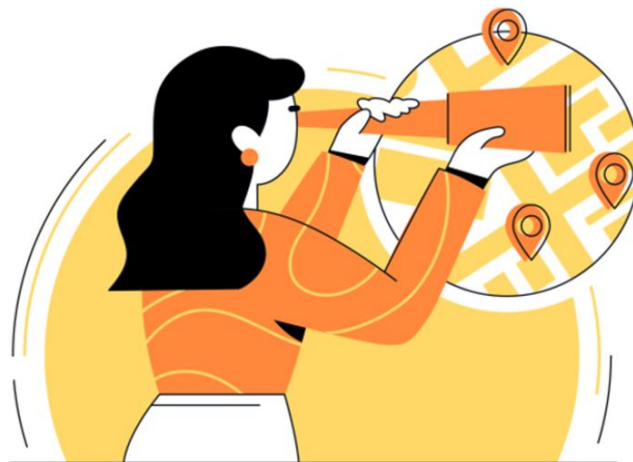


The most effective way to discover the strengths and desires of a person is in natural, informal conversations and interactions with the person and/or a trusted advocate for the person.

Remember that *the person is the expert on his/her own life* and whatever she/he communicates is important and deserves attention.

Identify support
ACTIVITIES/
PEOPLE for each
area

- **Align support needs to specific support strategies**
(the effective use of various resources that assist in addressing the needs of a person and enhance his or her functioning. **This is the “how”**, it may be the use of technology --> self-propelled vacuum to help with housecleaning, setting up a reminder schedule to assist the individual to complete tasks, accessing generic supports or teaching new skills).
- specify a **support objective** for each support strategy (the **desired result** of specific support strategies. The objectives are concrete, tangible and can be measured or validated. These are tied to the goals of an Individual and are often steps along the way to reaching a goal)
- identifying **who is responsible** for implementing each support strategy and support objective

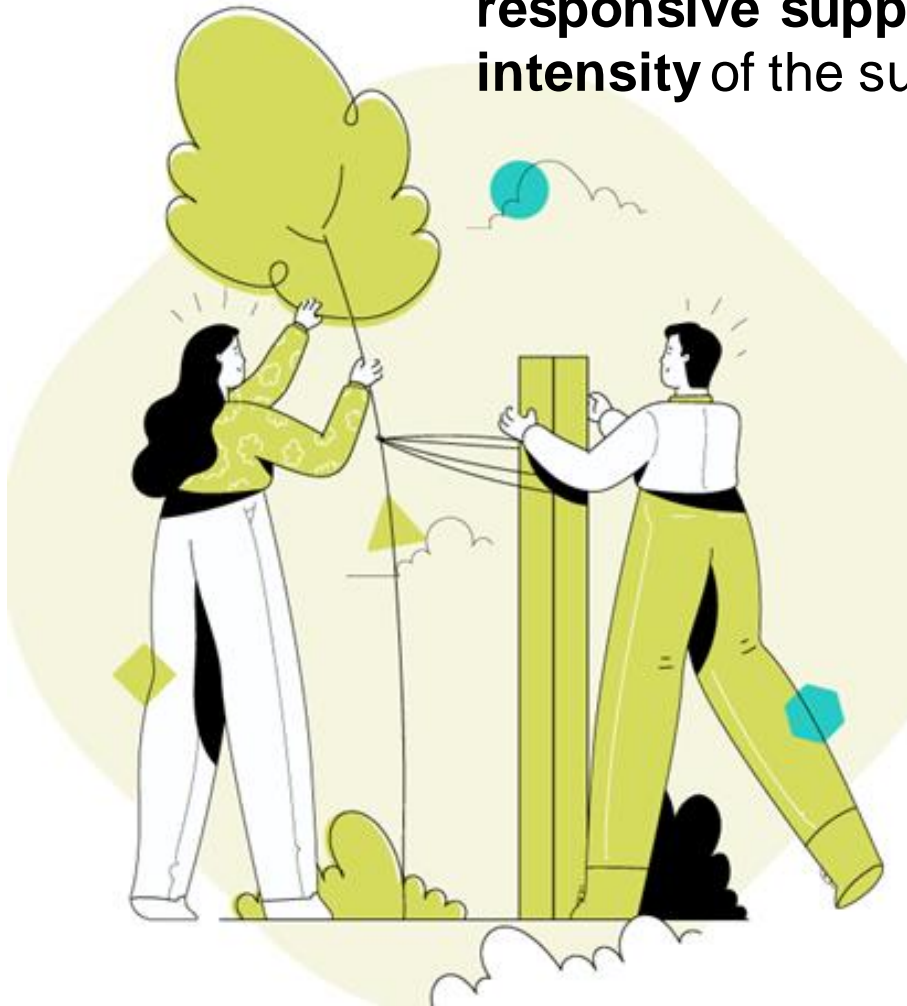


It is important to understand how the person defines the result or benefit of supports for her/himself (what does success look like to the individual).

Understanding his/her point of view will help to align the support strategies and support objectives with the identified goals and measure if the personal outcome has been achieved.

Assesst the INTENSITY

The needs and circumstances of a person will change over time so it is important to **periodically revise** the strategies and services applied and to **identify flexible and responsive supports** and **assess the level of intensity** of the support needed.



Write the PERSONAL SUPPORT PLAN

It outlines goals and the steps to follow in order to meet those goals.
It actively involves the person throughout the process and builds upon his/her strengths and supports.

It should be based on a set of principles that reflects what is important to and for the person and be meaningful for him/her and his/her supports.

It provides clear goals, objectives, support strategies and outcomes all based on the Quality of Life domains and fits with the Individual's strengths and desired life.



Funded by
the European Union



Acknowledgments

This document was written with the support of the Erasmus+ funding programme under grant agreement PT01-KA204-02020-1- 78873



Funded by
the European Union

The European Commission's support to produce this publication does not constitute an endorsement of its contents, which reflects the views only of the authors. The Commission cannot be held responsible for any use which may be made of the information contained therein.

The contributions of the 'Development of a Training Program for the Improvement of Quality of Life of Persons with Intellectual Disabilities Through Serious Games' project partners to the creation of this document are gratefully acknowledged.

The other deliverables of the ID GAMING project can be found on the project webpage <https://id-gaming-project.eu/>



Funded by
the European Union

