

# INDIVIDUAL SERVICE PLAN: Guidance for PLP Case Managers

The Individual Service Plan (ISP) specifies the goals, interventions and delineates the activities and services in response to the unique needs of the student. The ISP is designed to be completed by the student, with your assistance. An ideal time to complete is during an individual session. This ISP is designed to help the student to break the goal into smaller steps in order to reach the desired outcomes. We encourage you to review the **S.M.A.R.T. Goals** document (page 2) to assist the student in creating goals. **ALL SECTIONS OF THE ISP MUST BE COMPLETED.**

## GRAY SHADED AREAS

While the ISP is designed to be completed by the student, you will need to answer all items in the gray shaded areas on the ISP.

- **Which Protective Factor does the goal address?** This question must be answered whether the ISP was created as a result of the Parents' Assessment of Protective Factors (PAPF) or not. If it does not address a PF, then select N/A.
- **Does this ISP serve as a Transitional Plan?** A transitional plan must be created for students who are transferring out of the PLP, for students who are expected to graduate, or for seniors needing extra support post-graduation.

## S.M.A.R.T. GOALS

ISP goals should reflect what the student is working on to achieve for themselves in specific areas of her/his life, concerns identified during individual sessions or as a result of a low score on the PAPF pre/post-test. **Goals must be S.M.A.R.T., Specific, Measureable, Achievable, Realistic and Time-Oriented.** For example, while a student with a goal of being a "Be a Good Parent" may be **achievable** and **realistic**, it is not **specific, measurable or time-oriented.** (see page 2 for more details on S.M.A.R.T. Goals). Students can create more than one goal. So for example, if a student wants to focus on career planning but you deem it necessary for the student to improve their school attendance, you can recommend completing two goals.

## SPECIFIC STEPS

This section outlines the specific steps needed to achieve his/her **S.M.A.R.T.** goal. You should check -in with the student based on the "Target Completion Dates" during case management, but no later than every 6 months. Steps should be specific & timely.

## DATES

It is very important to have the student document dates of when both the goal will be completed AND when the step for each goal will be completed. These dates serve as a timeline which will keep the student on track and help them track their progress. When a step is completed, it is necessary to celebrate this success with the student.

## PROGRESS NOTES

This section is to be completed by both the student and you. When reviewing the goals, the student should select the Emoji which best describes where they are as it relates to the completion of the goal. You should document any notes with regards to the student's overall progress/challenges in completing his/her goals.

## ADDITIONAL RESOURCES

For more information on completing an ISP, staff can view the ISP Webinar.



# S.M.A.R.T. Goal Setting

**S**

## Specific

*A specific goal has a better chance of being accomplished than a broad goal.*

Is the goal clear and easy to understand? (Not subject to interpretation)

What does the student want to accomplish?

When does the student want to accomplish the goal?

**M**

## Measurable

*Keeping track of progress serves as an incentive to keep working towards a goal.*

Can the student's progress for this goal be tracked?

How will the student know when this goal is accomplished?

Will any systems have to be created to track progress?

**A**

## Achievable

*The student's goal must be achievable.*

What supports will the student need to achieve this goal?

What are some challenges the student will face?

Can the goal be broken down into small achievable steps?

Ask the student, "how do you know you can achieve this goal?"

**R**

## Realistic

*Unrealistic goals are setting a student up for failure.*

Based on what you know about the student, is this a realistic goal?

Is the student motivated to achieve the goal?

Are there other things that need to be addressed before this particular goal is accomplished?

**T**

## Time-Oriented

*Time frames help to establish a sense of urgency and help the student from being distracted.*

Did you record a start date or targeted end date?

Should this be a short-term or long-term goal?

Take into consideration other obligations the student may have.

**¿Qué es un plan de servicio individual?**

Usted y su administrador de casos tienen la oportunidad de trabajar juntos en un plan de Servicio Individual (ISP). Piense en un ISP como una manera de reflexionar sobre una meta que desea lograr en un área específica de tu vida.

**¿Por qué necesito escribir mis metas?**

Todos soñamos con hacer o completar algo. Es más probable que logrará una meta cuando implementa un plan. A veces ayuda si empieza con lo que espera lograr (el resultado), pero entonces hay que pensar sobre las etapas específicas para asegurar éxito.

**¿Qué contiene el ISP?**

El ISP podría contener objetivos que abordan algunos o todos de los siguientes ámbitos: la vida universitaria o de preparación para la carrera, o la universidad crianza o co-padres, los estudios, cuidado infantil o salud mental, financiera o cualquier otra de las cosas que son importantes para usted. Puede incluir áreas en su vida que no le satisface o si necesita más ayuda. Su administrador de casos puede hacer sugerencias o recomendaciones basadas en tus conversaciones en sus sesiones individuales o basadas en las cosas que se necesitan. Por ejemplo, si usted está en peligro de no ser promovido al grado siguiente, tu administrador de casos podría recomendar que haga un ISP para ayudarlo a pasar sus clases.

**¿Puedo incluir a otras personas en mi plan?**

¡Absolutamente! Es posible que desee a una persona de confianza que tal como miembro de familia, un profesor, incluso un amigo para ayudarlo a desarrollar su ISP.

**¿Cuántos objetivos necesito establecer?**

Usted puede establecer tantas metas como quisiera. Sólo ten en cuenta que el número de metas debe ser razonable y alcanzable. Probablemente es lo mejor establecer uno o dos metas a la vez para asegurar que las puede lograr.

**¿Qué sucede si no sé qué objetivo establecer para mí?**

Está bien, incluso algunos adultos todavía están tratando de averiguar las cosas. Una forma de empezar a pensar en proponerse metas es pensar en las cosas que son importantes para usted. Pregúntese:

- "¿Qué valo?"
- "¿Qué sueños tengo?"
- "¿Qué cosas quiero ahora?"
- "¿Qué tipo de padre/madre quiero ser?"
- "¿Cuáles son algunas metas que tengo acerca de la crianza de mi hijo/a?"
- "¿Qué son mis planes después de graduarme de escuela?"

**¿Qué sucede despues de completar este plan?**

Despues de completar este plan, usted puede abordar cada etapa específica de uno a uno. Su case manager chequeará con usted durante sus sesiones individuales para asegurar que este progresando en completar sus metas o ayudarlo a reencaminarse con la meta.

# Parent Linking Program Plan de Servicio Individual



Fecha de Hoy: \_\_\_\_/\_\_\_\_/\_\_\_\_

New Jersey Department of Children and Families Funded Program

<b>Su Nombre:</b> _____ <b>Grado:</b> <input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior		<b>Name of PLP Staff/Others involved in the creating ISP:</b> _____	
<b>¿Qué tipo de objetivo le gustaría crear?</b> <input type="checkbox"/> Crianza <input type="checkbox"/> Niño/a <input type="checkbox"/> Cuidado infantil <input type="checkbox"/> Transportación <input type="checkbox"/> Familia/Relación <input type="checkbox"/> Educación <input type="checkbox"/> Empleo <input type="checkbox"/> Salud/Nutrición <input type="checkbox"/> Vivienda <input type="checkbox"/> Otro: _____		<b>Was this ISP created as a result of the PAPF?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Which Protective Factor does the goal address?</b> <input type="checkbox"/> Knowledge of Parenting & Child Development <input type="checkbox"/> Knowledge Adolescent Development <input type="checkbox"/> Parental Resilience <input type="checkbox"/> Concrete Supports in Time of Need <input type="checkbox"/> Social Connections <input type="checkbox"/> Social & Emotional Competence of Children <input type="checkbox"/> Social & Emotional Competence of Adolescent <input type="checkbox"/> N/A	
<b>¿Cuándo le gustaría completar el objetivo?</b> ____/____/____		<b>Does this ISP serve as a transition plan?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	

## OBJETIVO S.M.A.R.T.

**Mi objetivo es...**

ETAPAS ESPECÍFICAS: Descomponer el objetivo en etapas pequeñas e alcanzables permitirá que vea el progreso que hace. ¿Cuáles medidas específicas tendrá que tomar para alcanzar su objetivo S.M.A.R.T.? Listarlos abajo.		¿Quién es responsable de completar esto?	Fecha de inicio	Fecha estimada de actualizar la medida
<b>1</b>		<input type="checkbox"/> Yo <input type="checkbox"/> Case Manager <input type="checkbox"/> Otro: _____		
<b>2</b>		<input type="checkbox"/> Yo <input type="checkbox"/> Case Manager <input type="checkbox"/> Otro: _____		
<b>3</b>		<input type="checkbox"/> Yo <input type="checkbox"/> Case Manager <input type="checkbox"/> Otro: _____		
<b>4</b>		<input type="checkbox"/> Yo <input type="checkbox"/> Case Manager <input type="checkbox"/> Otro: _____		

Firma de Estudiante: \_\_\_\_\_

Fecha: \_\_\_\_\_

Firma de Case Manager: \_\_\_\_\_

Fecha: \_\_\_\_\_

## NOTAS DE PROGRESO

Fecha	Done Working on it I'm stuck Not Started	Comentarios de PLP Staff	Iniciales de Estudiante	Iniciales de Case Mgr.
	Done Working on it I'm stuck Not Started			
	Done Working on it I'm stuck Not Started			
	Done Working on it I'm stuck Not Started			