

# 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.

## **What is an Individual Service Plan?**

You and your case manager have the opportunity to work together on an Individual Service Plan (ISP). Think of an ISP as a plan develop to reflect on a goal you want to achieve in a specific area of your life.

## **Why do I need to write down my goals?**

We all have dreams of doing or completing something. Goals are more likely to happen, if you set a plan in motion. Sometimes it helps to start with what you hope to accomplish (the end result), but then you must think about the specific steps you will need to take to ensure success.

## **What goes on my ISP?**

Your ISP could contain goals that address some or all of the following life areas: college or career preparation, parenting or co-parenting, academic, child care or mental health, financial or any other things that are important to you. It can include areas in your life that you are not happy with or need more help with. Your case manager may make suggestions or recommendations based on your conversations in your individual sessions or based on things that are needed. For example, if you are in danger of not being promoted to the next grade, your case manager might recommend you do an ISP to help you pass your classes.

## **Can I include others in my plan?**

Absolutely! You may want a person you trust such as a family member, a teacher, even a friend to help you develop your ISP.

## **How many goals do I need to set?**

You may create as many goals as you'd like. Just keep in mind that this number should be realistic and attainable. It is probably best to set one or two at a time to make sure you can accomplish them.

## **What if I don't know what goal to set for myself?**

That's okay, even some adults are still trying to figure things out. One way to start thinking about goal setting is to think of the things that are important to you. Ask yourself:

- "What do I value?"
- "What dreams do I have for myself?"
- "What are some things I want for myself right now?"
- "What kind of parent do I want to be?"
- "What are some parenting goals that I want to set for myself?"
- "What are my plans after high school?"

## **What happens after I complete this plan?**

After you complete the plan, you can start tackling one specific step at a time. Your case manager will check in with you during case management sessions to see if you are making progress in completing your goal or to help you get back on track with your goal.



# Parent Linking Program Individual Service Plan



Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

New Jersey Department of Children and Families Funded Program

<b>Student's Name:</b> _____ <b>Student's Grade:</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 creating ISP:</b> _____
<b>What type of goal would you like to create?</b> <input type="checkbox"/> Parenting <input type="checkbox"/> Child <input type="checkbox"/> Child Care <input type="checkbox"/> Transportation <input type="checkbox"/> Family/Relationship <input type="checkbox"/> Education <input type="checkbox"/> Employment <input type="checkbox"/> Health & Nutrition <input type="checkbox"/> Housing <input type="checkbox"/> Other: _____	<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>When would you like to complete Goal?</b> ____/____/____	<b>Does this ISP serve as a transition plan?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No

## S.M.A.R.T. GOAL

**My Goal is to...**

**SPECIFIC STEPS:** Breaking down your goal into small achievable steps will allow you to see that you are making progress. What specific steps will you need to take to achieve your S.M.A.R.T. goal? List them below

1	Who is Responsible for carrying out the step?	Start Date	Target Completion Date
1	<input type="checkbox"/> Me <input type="checkbox"/> Case Manager <input type="checkbox"/> Other: _____		
2	<input type="checkbox"/> Me <input type="checkbox"/> Case Manager <input type="checkbox"/> Other: _____		
3	<input type="checkbox"/> Me <input type="checkbox"/> Case Manager <input type="checkbox"/> Other: _____		
4	<input type="checkbox"/> Me <input type="checkbox"/> Case Manager <input type="checkbox"/> Other: _____		

Youth Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Case Manager Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## PROGRESS NOTES

Date	Done            Working on it            I'm stuck            Not Started	PLP Staff Comments	Student Initials	Case Mgr. Initials
	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			