

Curtin University

School of Occupational Therapy
and Social Work

INDIVIDUAL SUPPORTED LIVING REVIEW SCORING BOOKLET

2nd Edition

Professor Errol Cocks
Dr Stian H Thoresen



Australian Government
Australian Research Council



THE UNIVERSITY OF MELBOURNE



THE UNIVERSITY OF SYDNEY

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BACKGROUND INFORMATION

Information about the Rater:

Rater's name: _____

Phone: _____ Email: _____

Agency/Relationship to Person whose arrangement is being reviewed:

Name:

Date: ___/___/_____ Signature: _____

Information about the Person whose arrangement is being reviewed:

Name: _____

Address: _____

Age (DoB): ____/____/_____

Gender:

☐ Male ☐ Female

Disabilities (main disability and additional disabilities): _____

_____

_____

Support needs:

☐ High ☐ Moderate ☐ Low

Contact Person/s within the arrangement:

1. Name: _____ Relationship: _____

Phone: _____ Email: _____

2. Name: _____ Relationship: _____

Phone: _____ Email: _____

Information about the Arrangement:

How long has the person lived in this arrangement? _____

Describe the type of housing (such as house, unit, or apartment):

_____

Is the housing owned, rented (public or private), owned, or rented by someone else?

_____

Describe the form of living arrangement (Living alone, with or without supports; Living with a friend or intimate partner; Living with a co-resident; Living with a host family; Other type of arrangement):

_____

_____

Where did the person live before and what form of housing was it (such as family home, ISL arrangement, group home, hostel, other)?

_____

_____

List the agency or agencies who support this arrangement:

_____

_____

Information about other people living with the person:

Name	Relationship to person – partner, friend, family member, co-tenant/co-resident, support worker

Additional notes:

_____

_____

_____

INSTRUCTIONS

The Individual Supported Living (ISL) REVIEW SCORING BOOKLET is specifically designed for reviewing established ISL arrangements. Information and evidence to review an ISL arrangement can be gathered by talking to different people involved in the arrangement, observing how the arrangement is set up, and by examining documents. Talking to different people in different settings can provide useful information. It may be appropriate to visit as a group or as an individual, depending on the person's wishes.

After information has been gathered, each team member individually and independently scores each attribute. All team members should then meet and discuss each Attribute and agree on a conciliated score. During the conciliation process, participants should not share their own initial score until a conciliated score has been agreed. Additional information or observations that come up during a conciliated scoring discussion may change initial scores.

Having a trained facilitator who is external to the arrangement is beneficial. A facilitator can help to reach an agreement on a score. Scores should be assigned based on agreement rather than voting.

The Review Scoring Booklet must be used together with the Individual Supported Living MANUAL which should be studied prior to the review.

- Please read the ISL Manual and familiarise yourself with the ISL Framework before you attempt a review.
- Have the Manual available so you can check the indicators and evidence while you score each Attribute.
- Remember to look for additional opportunities for development in the arrangement for each Attribute you review.

The review process should be respectful, especially if a visit to someone's home is involved. Personal information should be treated confidentially.

Each Attribute is scored on the following scale:

1. **Not Addressed:** There is no evidence that the Attribute is being addressed.
2. **Not Developing:** There is little evidence to support the indicators and little evidence to suggest that the Attribute is developing.
3. **Developing:** There is some evidence to support the indicators and some of the evidence suggests that the Attribute is developing.
4. **Well-developed:** Most evidence shows that the indicators are being addressed and most of the evidence suggests that the Attribute is well-developed or developing.
5. **Optimal:** All the evidence indicates that the Attribute is fully developed and cannot be improved.

Over the following pages, please tick inside the box you feel best describes each Attribute. Consider:

- The strength of the evidence for each Indicator and Attribute.
- The areas that need to, or can be developed further.
- Writing down notes and/or reasons why you chose a particular score.

Theme 1: Leadership

An ISL arrangement needs leadership. At least one person has clear and strong ideas. The leader or leaders are persistent. Anyone can be a leader, including persons with disabilities, family members, and service providers.

1.1: The arrangement is based upon a clear vision and strong ideas				
1 Not Addressed	**2 Not Developing**	**3 Developing**	**4 Strong**	**5 Optimal**

1.2: Key people provide the leadership to set up and continue the arrangement				
1 Not Addressed	**2 Not Developing**	**3 Developing**	**4 Strong**	**5 Optimal**

Notes:

Theme 2: My Home

'My Home' means that the ISL arrangement creates the person's own home, not just somewhere to stay.

2.1: The person has secure tenure in the home				
1 Not Addressed	2 Not Developing	3 Developing	4 Strong	5 Optimal

2.2: The person does normal things that people do in their homes				
1 Not Addressed	2 Not Developing	3 Developing	4 Strong	5 Optimal

2.3: The person's home clearly reflects who the person is and what he or she likes				
1 Not Addressed	2 Not Developing	3 Developing	4 Strong	5 Optimal

Notes:

Theme 3: One Person at a Time

ISL arrangements avoid grouping persons with disabilities. Each living arrangement is unique. It focuses on each person with disabilities. His or her 'voice' is central. Each arrangement is centred on the person, based on personal knowledge of the person, and guided by people who genuinely like the person and always want to do what is best for him or her.

3.1: The arrangement is developed around the person				
1 Not Addressed	**2 Not Developing**	**3 Developing**	**4 Strong**	**5 Optimal**

3.2: The arrangement does not group persons with disabilities				
1 Not Addressed	**2 Not Developing**	**3 Developing**	**4 Strong**	**5 Optimal**

Notes:

Theme 4: Planning

ISL arrangements require careful planning, short-term and long-term. Planning may take a lot of time and effort. The planning is focused on the person. It is done by people close to the person who know him or her well. The planning will include safeguards and reviews of the living arrangement.

4.1: Planning focuses on the person				
1 **Not Addressed**	**2** **Not Developing**	**3** **Developing**	**4** **Strong**	**5** **Optimal**

4.2: People close to the person are involved in planning				
1 **Not Addressed**	**2** **Not Developing**	**3** **Developing**	**4** **Strong**	**5** **Optimal**

4.3: The person's future is central to planning				
1 **Not Addressed**	**2** **Not Developing**	**3** **Developing**	**4** **Strong**	**5** **Optimal**

Notes:

Theme 5: Control

The person at the centre of the ISL arrangement and others who are close to him or her, particularly family members, have a big influence on the arrangement. This may include hands-on management of the arrangement including its planning, development, and implementation.

5.1: The person and those close to him or her (if appropriate) have control over the person's life				
1 Not Addressed	2 Not Developing	3 Developing	4 Strong	5 Optimal

5.2: Self-determination for the person is central to the arrangement				
1 Not Addressed	2 Not Developing	3 Developing	4 Strong	5 Optimal

5.3: The person and others close to him or her (if appropriate) have control of the arrangement				
1 Not Addressed	2 Not Developing	3 Developing	4 Strong	5 Optimal

Notes:

Theme 6: Support

Support in an ISL arrangement comes from many people including family, friends, neighbours, advocates, and paid workers. These supports are both formal and informal. The ISL arrangement aims to balance formal and informal supports. The supports are flexible and may change as the person's needs change.

6.1: Supports are flexible and adapt to changes in the person's needs				
1 Not Addressed	**2 Not Developing**	**3 Developing**	**4 Strong**	**5 Optimal**

6.2: A variety of supports are in place that suit the person				
1 Not Addressed	**2 Not Developing**	**3 Developing**	**4 Strong**	**5 Optimal**

Notes:

Theme 7: Thriving

ISL arrangements improve the person's lifestyle and well-being. They help the person to grow and develop. The person grows in independence, self-determination, skills, and valued roles in the home and community.

7.1: The person's lifestyle and well-being are improving				
1 Not Addressed	**2 Not Developing**	**3 Developing**	**4 Strong**	**5 Optimal**

7.2: The person has valued roles				
1 Not Addressed	**2 Not Developing**	**3 Developing**	**4 Strong**	**5 Optimal**

7.3: There are many opportunities for growth and development				
1 Not Addressed	**2 Not Developing**	**3 Developing**	**4 Strong**	**5 Optimal**

Notes:

Theme 8: Social Inclusion

ISL arrangements build wider community inclusion in two ways:

- By encouraging personal relationships with community members and not grouping persons with disabilities.
- By encouraging community participation and not separating persons with disabilities from the community.

8.1: The person has close and long-lasting relationships				
1 Not Addressed	2 Not Developing	3 Developing	4 Strong	5 Optimal

8.2: The person has a rich social network				
1 Not Addressed	2 Not Developing	3 Developing	4 Strong	5 Optimal

8.3: The person takes part in the community				
1 Not Addressed	2 Not Developing	3 Developing	4 Strong	5 Optimal

Notes:

Summary Scoring Sheet

Attribute	1 Not Addressed	2 Not Developing	3 Developing	4 Strong	5 Optimal
1.1 The arrangement is based on a clear vision and strong ideas					
1.2 Key people provide the leadership to set up and continue the arrangement					
2.1 The person has secure tenure in the home					
2.2 The person does normal things that people do in their homes					
2.3 The person's home reflects who the person is and what he or she likes					
3.1 The arrangement is developed around the person					
3.2 The arrangement does not group persons with disabilities					
4.1 Planning focuses on the person					
4.2 People close to the person are involved in planning					
4.3 The person's future is central to planning					
5.1 The person and those close to him or her (if appropriate) have control over the person's life					
5.2 Self-determination for the person is central to the arrangement					
5.3 The person and others close to him or her (if appropriate) have control of the arrangement					
6.1 Supports are flexible and adapt to changes in the person's needs					
6.2 A variety of supports are in place that suit the person					
7.1 The person's lifestyle and well-being are improving					
7.2 The person has valued roles					
7.3 There are many opportunities for growth and development					
8.1 The person has close and long-lasting relationships					
8.2 The person has a rich social network					
8.3 The person takes part in the community					



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