

Individualized Life Skills Plan Policy (3.1)

Good Days Adolescent Special Needs Center, LLC – Fort Myers, FL

Good Days Adolescent Special Needs Center (GDC) is dedicated to providing personalized, strengths-based life skills training that supports each student's growth toward independence, social competence, and self-advocacy. This policy establishes the framework for the development, implementation, and review of Individualized Life Skills Plans (ILSPs) for all enrolled students.

Purpose

The purpose of this policy is to ensure that each student at GDC receives an individualized plan that aligns with their developmental level, therapeutic needs, and future goals. The Individualized Life Skills Plan (ILSP) serves as the foundation for instruction, therapy, and progress monitoring throughout the student's participation in the program.

Scope

This policy applies to all GDC staff involved in assessment, planning, instruction, and documentation of student progress, including the Director, Occupational Therapist, Trainers, and related service providers.

Guiding Principles

The ILSP process is guided by the following principles:

- Each student is unique, with individualized strengths, challenges, and aspirations.
- Collaboration between staff, families, and the student is essential for meaningful goal setting.
- Plans must be flexible and regularly reviewed to reflect progress and evolving needs.
- The ILSP emphasizes skill-building, not compliance, and promotes autonomy through achievable objectives.

Plan Development

An Individualized Life Skills Plan shall be developed for each student within 30 days of enrollment. The process includes:

1. ****Initial Assessment:**** The Director or designated therapist conducts a comprehensive assessment of the student's adaptive, social, and functional skills.
2. ****Family Input:**** Parents or guardians participate in identifying priorities, goals, and relevant history.
3. ****Goal Setting:**** SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals are established across skill domains such as daily living, communication, socialization, and vocational readiness.
4. ****Plan Documentation:**** The ILSP is formally documented and signed by the Director, parent/guardian, and relevant staff.

Implementation

The ILSP guides all instruction, therapy, and student activities. Trainers and therapists are responsible for implementing interventions and supports that correspond with each goal. Staff must:

- Follow ILSP objectives during daily instruction.
- Record progress and observations consistently.
- Adjust strategies as necessary to maintain student engagement and success.

Progress Monitoring and Review

Progress toward ILSP goals shall be reviewed at least quarterly or more frequently as needed. Each review includes:

- Evaluation of progress data and staff reports.
- Input from parents and, when appropriate, the student.
- Documentation of any plan modifications or updated goals.
- Revisions to strategies or supports as determined by the Director or clinical team.

Confidentiality

All ILSPs and related records are confidential and maintained in the student's secure file. Access to ILSP documentation is limited to authorized staff and the student's parent or guardian in accordance with HIPAA and FERPA regulations.

Staff Training and Responsibility

All staff involved in implementing ILSPs must be trained in individualized instruction methods, data collection, and documentation standards. The Director and Occupational Therapist are responsible for ensuring staff understand and adhere to the procedures established in this policy.

Quality Assurance

The Director will conduct regular audits of ILSPs to verify consistency, accuracy, and compliance with GDC standards. Findings from these audits may be used to guide professional development and improve program quality.

Approved: December 2025

Next Review: December 2026