3DSE ROADMAP

A Guide for Prospective Provider Agencies

*A presentation by Heart of Unlimited Boundaries, Inc
through the Innovative Technological Grant SFY 21*

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Grant Snapshot

The Innovative Technology Solutions Grant enabled the Heart of Unlimited Boundaries, Inc. (The HUB) to research, strategically plan and implement the glimmer of an idea and make it a reality. What we had long imagined – that 3-D Printing and Self-Employment were viable and exciting opportunities for persons with developmental disabilities – was proven to be exactly that. The HUB validated our curriculum, processes and practices for 3 cohort groups, and the results were astounding! We were able to train and inspire a diverse set of individuals with different skill levels, issues and strengths, and all were able to master the process and graduate ready, with the help of their support teams, to begin the process of starting their own small businesses. All of these elements are replicable and scalable by any DD certified agency.

The following will provide an overview of why self-employment by means of 3D printing may be the solution for many capable individuals who struggle to work in the community and how any certified DD waiver provider can implement the same program using the Career Planning model as defined by medicaid. The following contains the reasoning behind the concept, the specific descriptions and rates of career planning services, sample forms used to document and track career planning services and other useful information.

For more information on Heart of Unlimited Boundaries or questions about our 3DSE program contact info@unlimitedboundaries.org

Why 3D printing may be the solution for many!

Why is the 3D – Self Employment (3DSE) concept so viable for individuals with disabilities? Is it financially feasible for Providers to incorporate in their service array?

What *is* 3D printing in the first place?

3-Dimensional Printing, a form of additive manufacturing, is not a new concept, originating with the first patent in the 1980s. That patent has expired, leaving the industry wide open to home 3D printers at ever more affordable prices.

The term 3D printing can be used to define several different types of additive manufacturing processes. For the purposes of this document, and The HUB's Career Planning program, we focus on the most common form, referred to as Fused Deposition Modeling or FDM, wherein a

machine deposits raw materials in a layer by layer format utilizing a CNC (computer numeric control) program to produce a solid object. Hence the term "additive manufacturing". The machine continues to add material until the object is complete.

Historically, many of the objects around us were created using the process of deductive manufacturing.

The industry started with a big piece of material, such as wood or steel, and whittled away at it until the desired object was formed, typically generating more in waste than the object itself.

This is starting to sound technical isn't it? How would a person with a developmental disability possibly understand or be successful managing such a process? First, yes, it can be very technical. But then, so is a smart phone. But many of the individuals served by DD know how to use one. If an individual's severity level prevents them from understanding how to use a cell phone, then 3D printing is probably not feasible for them either. This program targets individuals with physical challenges and "high-functioning" cognitive or neurological challenges who find it difficult to find or maintain community employment, but are capable of utilizing common modern electronics.

Most of us do not understand the electronics or programming that makes a device, such as a smartphone, work, yet we successfully operate one every day. One simply needs to know the "user interface" or the steps required to tell the device to perform a certain task.

Why is the 3D printing process well suited for individuals with special needs?

Typical Barriers to Community Employment

There are of course typical barriers to community employment for someone with a physical, cognitive or neurological impairment. First, the lessor and most widely addressed challenge is that of a person with a physical disability. Although such persons face a day-to-day struggle with transportation, ease of access, maneuvering a chair in a congested area and so on, many times there are mechanized solutions that make community employment possible such as specialized vehicles, ramps, door openers, etc. The same is true for other physical disabilities related to sight, hearing and speech. Although society has a long way to go to provide equal opportunity to those with a physical or sensory handicap, the solution is simply a matter of effort, not a lack of knowledge.

However, what is the solution for someone diagnosed with moderate to severe autism wherein there is extreme sensitivity to common, unavoidable stimuli? We cannot simply mechanize away the sights, sounds, crowds and distractions in every workplace. In addition, especially in the case of ASD, one's ability to effectively and efficiently communicate in a manner understood by the typically developmental population is critical to being an integral part of a workplace team. The same communication barrier holds true for cognitive delay. Communication combined with an expectation to maintain a certain pace often prevents some very capable people from following their passion or competing in a fast-paced work environment.

In cases that involve something other than a physical disability, it is a lack of knowledge and understanding that prevents us from offering the same employment opportunities. And this will remain the case until medical science catches up with mechanical and electronic engineering. Until such time, we must think outside the box.

How does 3DSE eliminate these barriers? *Tearing down barriers layer by layer*

Although self-employment by means of 3D printing can alleviate many of the challenges faced by a person with a physical disability, we serve an ever-increasing number of individuals with Autism Spectrum Disorder (ASD). People with autism and other like diagnoses often display communication challenges, sensory sensitivity, self-stimulation and other behaviors that most typical developmental individuals can find disturbing, or at minimum, distracting. How can 3D printing as a means of self-employment address these issues?

Communication: The importance is obvious, and the necessity exists in most any community-based employment. Many on the spectrum are unable to verbalize yet have an average or above average IQ. The process of 3D printing involves communicating with a computer, which most on the spectrum find much easier and on which many have an above average aptitude. If the person can make it to advanced levels of the most popular game or is proficient in using social media, he can certainly understand and administer the steps required to make a 3D printer function. In its simplest form it is no different than asking a printer to print a document. Purchasing supplies, advertising, and selling an item online, even communicating with a buyer can all be done via the computer without the need to verbalize. Theoretically, an individual could create a successful online business without ever leaving his house or speaking with anyone (not recommended, but possible), enabling the computer connection to be their link to the community.

Behaviors and Self-stimulation: Somewhat interchangeable, the terms behavior and self-stimulation (often referred to as "Stimming") can involve an uncontrollable repetition of physical movement such as "hand flapping" or self-injurious actions like biting, punching or pinching themselves or others. Verbal behaviors may include echoing or repeating of words, sudden outbursts, screaming or expressing certain sounds. In no way is this an exhaustive list, but suffice to say these actions and others like them are undesirable in the workplace, especially in a customer service or retail setting. As mentioned earlier, the severity of these uncontrollable behaviors has no direct correlation to the IQ of the individual. Given a computer and told to type a letter, many affected with this condition will produce work equal to or greater than their neurotypical peers.

Many times, it is other people or environmental stimuli that trigger the behavior in the first place. Such behaviors do not impact the machine and are unlikely to trigger them. To the contrary, it is our experience that the fascination with the machine has a calming effect.

Environmental Stimuli: People with moderate to severe ASD can be overly sensitive to almost any type of environmental stimuli, not just loud sounds or bright lights. Any type of sounds, sight, smell, touch, movement, temperature or other stimuli can be a trigger for certain individuals. As each person has unique triggers, it is impossible to engineer a one-size-fits-all solution, like a wheelchair ramp. Since we cannot eliminate all environmental stimuli and thus far are unable to adequately determine the cause and remedy of the over-sensitivity, the best solution is to engineer a custom environment for each individual.

Someone who is self-employed, working from home or in the environment of his choice, has a greater chance of doing the work he loves and is good at, without the need to cope with or be distracted by the stimuli of a typical jobsite as the worker and his support network ensure the work environment will meet his (or her) needs.

Productivity: Anyone can become distracted at the workplace. However, for a person with ASD, some distractions can become overwhelming and often lead to "behaviors" causing a lack of productivity for the employee and his coworkers. And depending on the type of work, it stands to reason that a physical, neurological or cognitive disorder will result in lower productivity than a typical

developmental peer. Although, some studies show that a person with a diagnosis may have higher productivity due to his lack of socialization or strict adherence to a routine, employers often shy away from hiring someone who has an obvious challenge.

3D printing for the purpose of self-employment will allow an individual to work at his own pace, in an environment without distraction. There is no competition or comparison to typical developmental peers. And most importantly, THE MACHINE DOES THE WORK! Of course, there is pre and post work that must be completed, however, most of the time required to complete an object from start to finish is done by the machine, with no intervention from anyone. So, the individual can be post-processing, boxing up or shipping one item, while the next is in progress. This not so with ANY other type of self-employment commonly found in the world of special needs, such as selling arts and crafts, mowing lawns or cleaning.

The most common type of self-employment for individuals with special needs, especially when the diagnosis involves a cognitive delay or neurological challenge, is making small crafts and woodworking items to sell online or in a consignment shop. And although there is great pride in making something and joy when it is purchased, most items are purely decorative and the perhaps many are purchased by the consumer out of kindness. Crafts are time consuming, messy and it is difficult to reproduce the same item over and over, and typically cannot bring a large price. Clearly, 3D printing has many advantages over handmade items.

No artistic talent required – Just technical training: The artistic talent of the individual using a simple interface to tell the machine to print makes no difference. The printer does not care whether the print button is pushed by a person with special needs or a rocket scientist; the end result will be exactly the same. It is important to note the skills required to design an item and the software used to build the special file can be complex, but designing your own item is not required for knowing how to print it once the file is created. There are literally millions of files already available, ready to print.

The printer can make functional items: Technically, it can make practically any item or geometry you can imagine. One of the greatest advantages over 'crafting' is the ability to create objects the buyer can actually use! From kitchen utensils, adaptive devices, business card holders or tool caddies, the possibilities are endless and the target market becomes…everyone.

Repeatability: The printer will produce the exact same item every time. This makes it possible to better sell online, because an item the individual can produce can be posted, and he can wait to print the next one until an order comes in, saving materials costs and allowing customization from the buyer.

3D Printing is the Future of Manufacturing

Crafting and woodworking and many of the other skills we have traditionally taught individuals with special needs are a thing of the past. While these employment fields are still somewhat viable, there are limited opportunities and the profit margins are usually quite low. Although the 3D printing process and equipment are still foreign to some, it is one of the top 10 industries of growth. In 2013 the 3D printing market was estimated at $4.1 billion. The number is now $21 billion for year 2020 and is estimated to double in size every three years. *(3D Hubs, The 3D Printing Trends Report 2019).*

3D printers are now commonplace in every school and college and some schools have started using the software and hardware as early as 3rd grade.

While a self employment 3D Printing business may not be for everyone, for the tech savvy "transition age" individuals who are moving from the routine of school into adulthood, this could be a tremendous source of purpose, pride, inclusion and most importantly, income! It is a skill that will only grow in demand for the foreseeable future.

Is it safe? As with any electrical device, there are certain risks involved, but no more than a stove or microwave; with precautions, such as dedicated smoke detector and built in software enhancements, the printer is no more or less dangerous than the toaster.

Is it expensive? As with any technology, there is a broad range of products. The average personal printer is around $400.00, with a low-end unit costing as little as $129.00. Specific

software is needed; there is plenty of free software, but for another $150.00, the same software used by many major makers can be purchased. Additionally, there are the consumables. A roll of filament, or the raw material used to produce an item, averages around $25.00 per roll. To put that in perspective, you can make 15 fancy business card holders from one roll at an average materials' cost of $1.60 each. If these can be sold for a low end of $6 each, there is a profit of $5.40 per item, for very little hands-on time investment!

The cost of a printer and starter supplies for each graduate of the program, and the typical expenses of starting any business may be out of reach for some. There may be County Board resources available in your area, but this is a non-reimbursed area through DD at this point. OOD providers have more options for equipment and supplies, as the program is easily replicable through OOD service options. This is part of the Self-Employment Planning phase and engages the individual's support team to help brainstorm the best options.

Is it a financially feasible option for the typical provider?

Short answer, yes! There are some very specific qualifiers, but for most DD-certified providers, particularly those who are already involved in vocational and employment services, all the specifics can easily be addressed. These 3DSE services have been offered through the Career Planning waiver, which is a one-to-one service delivery. There are several segments of Career Planning; some are outcome-based, and some billed by the quarter-hour. Outcome based service range from $800 - $1100 and unit based services are billed at $54.20 per hour ($13.55 per unit). The following section contains the DODD description and rates of Career Planning Services. The rates are the same for community employment or self employment.

<table>
<tr><td>Career Planning Guide
For 3DSE</td></tr>
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Career Planning is referenced in Rule 5123-9-13 Home and community-based services waivers - career planning.

The elements of Career Planning that apply to this 3DSE Program are these:

- "Career planning" means individualized, person-centered, comprehensive employment planning and support that provides assistance for individuals to achieve or advance in competitive integrated employment.
- Career planning is a focused and time-limited engagement of an individual in identification of a career direction and development of a plan for achieving competitive integrated employment and the supports needed to achieve that employment.
- All Career Planning services require a 1 staff to 1 client ratio.

- Components of career planning include:
  i. <u>Benefits education and analysis</u>.
     1. *If your agency is certified for Benefits education and analysis, you may offer it according to Rule requirements as a 3DSE component*

  ii. <u>Career discovery</u>. Career discovery is an individualized, comprehensive process to help an individual, who is pursuing individualized integrated employment or self-employment, reveal how interests and activities of daily life may be translated into possibilities for integrated employment.
     1. Career discovery results in identification of the individual's interests in one or more specific aspects of the job market; the individual's skills, strengths, and other contributions likely to be valuable to employers or valuable to the community if

offered through self-employment; and conditions necessary for the individual's successful employment or self-employment.

2. This service culminates in development of a written career discovery profile summarizing the process, revelations, and recommendations for next steps which shall be used to develop the individual's vocational portfolio.

Billing Unit: Outcome-based (report required for payment)

Payment Rates: Based on acuity assessment

(A: $1,084.20) (A-1: $1,084.20) (B: $1,626.30) (C: $2,168.40)

iii. <u>Career exploration</u>. Career exploration assists an individual to interact with job holders and observe jobs and job tasks.
   1. Career exploration may include informational interviews with and/or shadowing persons who are actually performing the job duties of the identified occupation. When possible, the individual shall be given an opportunity to perform actual job duties as well.

Billing Unit: Fifteen minutes; Payment Rates: Agency Provider: $13.55

iv. <u>Employment/self-employment plan.</u> Employment/self-employment plan is an individualized service to create a clear plan for employment or the start-up phase of self-employment and includes a planning meeting involving the job seeker and other key people who will be instrumental in supporting the job seeker to become employed in competitive integrated employment.
   1. The service may include career advancement planning for individuals who are already employed.
   2. This service culminates in development of a written employment plan directly tied to the results of career exploration, if previously authorized, situational observation and assessment, and/or career discovery.
   3. For individuals seeking self-employment, this service culminates in development of a <u>self-employment business plan</u> that identifies training and technical assistance needs and potential supports and resources for those services as well as potential sources of business financing given that medicaid funds may not be used to defray the capital expenses associated with starting a business.
   4. A maximum of four employment/self-employment plans may be funded through the individual's waiver in a waiver eligibility span. 5123-9-13 3

Billing Unit: Outcome-based (report required for payment- Payment Rate: $813.15

v. <u>Self-employment launch</u>. Self-employment launch is support to implement a self-employment business plan and launch a business.
1. This service is intended to result in the achievement of an integrated employment outcome consistent with the job seeker's or job holder's personal and career goals as identified in the individual service plan, as determined through career exploration, situational observation and assessment, career discovery, and/or the employment planning process.
2. This service shall not be provided to an individual on place four of the path to community employment as described in paragraph (D)(2)(a)(iv) of rule 5123:2-2-05 of the Administrative Code.

Billing Unit: Fifteen minutes   - Payment Rates: Agency Provider: $13.55

3DSE The Process Steps

If this sounds like your agency, your clients and your community would benefit from such a program, the following describes the steps required to move forward.

1. The DD Provider must have waiver certification in Career Planning or be an OOD provider.
   a. Any of these tips can be adapted for OOD service areas, with the advantage of not using individual's DD funding, and also of having a potential source of funding for equipment and supplies.
2. Create your Core Team, create a Strategic Plan and timelines, and begin to implement your version of 3DSE using the following tips and steps:

3. The potential student will need sufficient funding remaining in his Budget Limitations and an evaluation of his span period to evaluate if he is able to be funded for to the 3DSE Program and IES to follow.
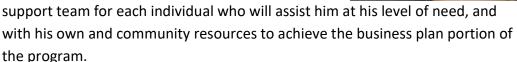   a. Part of the individual's program satisfaction may rest on his continued contact with established programs and peers; this must be taken into consideration in planning his span year.
   b. A source of an untapped market are those qualified individuals who are un-or under employed but who do not want to go to typical day or voc hab programs. These individuals have most of their Budget Limitation funds available to use for Career Planning and IES.
4. The agency needs to understand Career Planning requirements
5. Setting up for 3DSE Printing Program:
   a. Hire an experienced 3D printing professional. The coordinator of the program must have 3D printing experience. This is a critical component to understanding and implementing the program.
      i. It is not as difficult as it might seem – 3D printing is addressed in colleges and high schools / trade schools as a routine offering. Try seeking experts in unexpected locations – HS or university career centers. If they have the 3D skills and the right combination of direct care attitudes, your agency can teach the methodology for interacting with the people we serve.
   b. Select and train the 1:1 staff who will work under the coordinator and actually support each individual.

      i.   Choose how many students you want in your groups based on how many staff, and what size facility and equipment you have to offer. Remember, it is a 1:1 staff / client ratio.

      ii.   You will have the Curriculum and Workbook from HUB's program to utilize for instructional guidance.

   c.   Prepare your area with printers which can be purchased on line. Your 3D print professional can make recommendations. The average printer for this service will cost around $200.00 each.

6. Utilize your Core Team to help plan and spread the word about the launch date!

7. Create your schedule and dates for your pilot program.

   a.   We recommend running the program Tuesday through Thursdays for 8 weeks, this will enable the client to keep in contact with their established programs and supports.

8. Prepare to educate your SSAs – see the Career Planning discussion. Expect to lead them through the process and ensure their understanding of this rarely used waiver process.

   a.   Make sure they list each component of the Career Planning services individually on the IP.

   b.   Explain to them the need to approve the Outcome Based services, and give them the "how to" sheet to record approval on the PAWS form so that you are able to bill when the service is complete.

9. Work on your Self Employment Plan steps

   a.   Remember that this is not a formal Business Plan that requires such individualized supports that it cannot be developed at this phase of the program. Instead, the Self Employment Plan, we convene the support team for each individual who will assist him at his level of need, and with his own and community resources to achieve the business plan portion of the program.

      i.   Be sure you have the outline you choose to use.

      ii.   Sample forms for reference for all phases of the 3DSE project are included below.

      iii.   Ensure you include marketing resources for the area's opportunities including:

1. Local businesses who may show and consign relevant items (example, beauty shops may allow you to sell brush cleaners, or nail polish holders)
2. Flea markets and festivals
3. Local business events, like First Fridays
4. Maker fairs
5. Consignment / craft shops
6. Anything else you can brainstorm

10. Have your expert develop some interesting 3D projects to show on tours
    a. Arrange tours to interested SSAs and individuals, and families. Ensure that you show them 3D printing in progress, and a variety of possible projects they can create and personalize.
11. Create your application and agency required documents for the program, if you choose to amend your current forms.
12. Accept applications and start the enrollment process!
    a. At enrollment – ensure that you plan, schedule and invite the individual's support team to the Self-Employment Plan meeting to discuss the Plan development. This should occur between Exploration and Self Employment Launch, and require a compilation of all the things you have determined about the individual between Discovery and Exploration with the addition of team input.
    b. Discuss with the SSA the future plans for IES follow up.
    c. Discuss NMT for the individual – will you do this or contract with another provider?
    d. Review if the individual has a current benefits analysis; if you are certified, you may schedule and provide this. If not, assist in finding another provider so that the individual and his team know what available funds and earning options are.
    o Discuss plans for purchasing a 3D printer for the business upon graduating. If the individual does not already have a computer, one will be needed. Typical hobby printers are $280 to $300 for a reliable and functional machine. They will also need supplies such as filament and other items when they begin.

13. Start the first group and interact with the Core Team to brainstorm solutions to barriers you will encounter.

14. When the first group graduates, plan a big celebration with certificates and fanfare, and support them in setting up their business at home through IES.

a. They should have a plan for purchasing a 3D printer within their Self Employment Plan, so this should be in place by now.

15. Launch IES as a support, and stay in contact to keep the energy and enthusiasm going.

a. Consider staging your own Maker Fair for PR, 3DSE business exposure and to keep morale at the peak.

16. Review with the Core Team the first pilot and adjust your program as required.

Considering creating your own 3DSE program?

3DSE – Advisory Team

The agency should consider a 3DSE Advisory Team. A start-up provider would benefit from such action, as each region will face different demographics, issues and community strengths. A Core Team can share insights about community business resources, non-profit business incubators, local funding possibilities, regional events and 'influencers' in the area. Having the input of family and an individual with disabilities was a vital aspect of planning and shaping the program is also beneficial. Having other providers with whom to collaborate and DD Board representatives is also a valuable asset to the whole process.

One of the most welcome, and unexpected, revelations of this team process was the whole-hearted alliance of the other agency provider. We learned first-hand that we are more collaborators than competitors and found mutually beneficial ways to serve the individual while bringing in revenue to both agencies. Two examples of this collaboration are that the other agency offered a Benefits Analysis and they helped transport through non-medical transportation to and from the program. When other agencies learned that this self-employment opportunity was short-term, and offered 3 days mid-week, they realized that the individual could keep his same day program on Monday and Fridays, maintaining his existing relationships, and return to some parts of the Day program after graduation and establishing of the 3DSE business. It was clear that together we could help the individual in a truly person-centered platform.

Prospective 3DSE providers should assemble the core team early and meet often to continue to refine their particular program.

3DSE Strategic Plan

The creation of a formalized Strategic Plan is critical to prospective providers. All providers would benefit from this very staged and determined business launch, by creating their own Strategic Plan with their own agency needs and capacities in mind. The Plan would include the expected outcomes, targeted individuals who would benefit, cost projections and start-up tasks and timelines for each action step in the plan. Allow one to two weeks between 3DSE sessions to finalize paperwork, reflect and review, but this may not be as necessary when the projects are well established and underway. One very necessary element is the lead time required for all applicants, requiring a published schedule of 3DSE Career Planning Courses. This allows the word to spread and all parties can plan ahead for transportation and IP revisions.

Identifying whom each agency will contact and how they will promote the opportunity to generate those first participants will look different for every set of influencers and connections.

The eligible population should remain somewhat common, though, as the basic technical skills and capacity must be present.

The timelines determination will be a valuable exercise and allow each agency the elements required to execute each phase of the program, including set-up and staffing. This would include a cost valuation to allow the agency to plan financially until payments for waiver services can be received.

And, of course, planning for long term stability is a crucial element that will be so specific to each agency that this report cannot possibly predict the course strategy. This project encourages all prospective agencies to consider a strategic plan carefully before attempting to replicate the HUB's success.
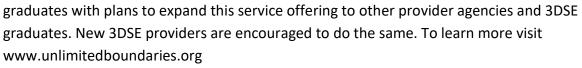
3DSE Project Implementation

The enclosed Instructor Guide / Curriculum defines each step of training process to make the process easy for the new instructor. Also included is a workbook for the student to follow along and list their successes. The student can refer back to this in his self-employment endeavors if he needs a reminder on a seldom-used task or one of his team may be able to troubleshoot with the elements in the book.

The promotion for SSAs and prospective participants is a crucial step in the planning process, as this is such a new concept for everyone, and having items displayed and operational printers before tours is critical. Meeting with SSA's to discuss the ISP and PAWS process is also critical to success and timely billing.

The final step for the new provider is to take a step back and evaluate the successes and areas of need. It is a time for congratulations and celebration and of retooling to launch the next cohort group.

3DSE HUB Expansion

The HUB has created a website with a "shopping cart" feature to allow on-line marketing and sales of products created by the HUB and local 3DSE graduates with plans to expand this service offering to other provider agencies and 3DSE graduates. New 3DSE providers are encouraged to do the same. To learn more visit www.unlimitedboundaries.org
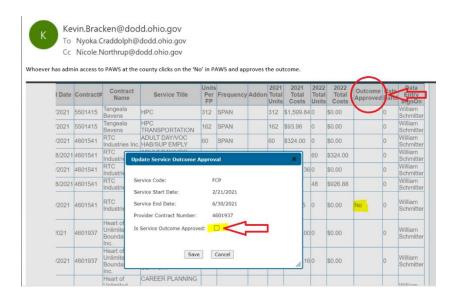
NOTES on Billing and assisting SSAs to follow Career Planning aspects:

- Note that there are three outcome based payments, or two if you do not offer Benefits Analysis. Both Discovery and Self Employment Plan are not paid by the quarter hour, but by the completion of the service, including a written report on each service.
- Of course the more efficient and prepared the agency is, the less actual time you will spend in this aspect, ensuring that the Discovery is thorough and the Plan is well constructed.
- The reports for these Outcome based services must be reviewed and approved by the SSA – Ensure that the SSA understand that this will be coming to him, and that the agency cannot bill until the SSA completes the process of approving and CHANGING THE PAWS entry to reflect acceptance of a satisfactory report. (see below)
- Ensure that the SSA knows he will receive two (or three) reports and that each one must be separately approved in the PAWS section. You may need to really follow up on this!
- The regular rate for 15 minute units is completed and billed in the same manner as all such services, on forms that reflect the require elements and service documentation. Samples of these forms are attached.

How To Approve Outcome Based Services

1. Log into MSS
2. "Search by person"
3. Once you search the person's name, click on "individual number" instead of clicking on "name" of the site.
4. Choose the appropriate approved PAWS.
5. Scroll down to the appropriate service item and then scroll right.
6. Find where the "Outcome Approval" says No and click on the No in the outcome column.
7. Then "check" the box listed "*Is Service Outcome Approved?"* And
8. Click save.

Sample Documentation Form

Provider Documentation Documentation							

DODD Contract Number: _____ Executive Director: _____
Contact Info: _____ Service Address: _____

Name:			Residence Address:				Medicaid #:
Frequency and Duration						Span Dates:	
Date of Service M/Day/YR	Time Start (by quarter hour- AM/PM)	Time Stop (by quarter hour- AM/PM)	Total Units / Total Hours	Total Miles (XXX per month)	Location of Service	Ratio (staff to client)	Log/ Progress Notes: Record SERVICES by service number, activities, any UIs or occurrences and any problems. Also record interests, successes, progress to goal. OUTCOME:
						—:—	
Provider Initials:							
						—:—	
Provider Initials:							
						—:—	
Provider Initials:							
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Provider Initials:							
						—:—	
Provider Initials:							

IP Service #1:	IP Service #2:	IP Service #3:	IP Service #4:	IP Service #5:
IP Service #6	IP Service #7:	IP Service #8:	IP Service #9: Support for outcome:	

Provider Name:	Provider Signature	Provider Initials:
1.		
2.		
3.		

Supervisor review:		Date: