# Chapter 3

## Considering the Individualized Recovery Plan (IRP): The Role of the Interpretative Summary in Formulating an Integrated Understanding of the Person

*(3 Exercises)*

*Chapter 3, Exercise I: The Interpretative Summary as a Person-Centered Tool*

Consider the following statements describing the role of the interpretative summary in developing an effective IRP and an integrated understanding of the person. Discuss which statements offer an accurate reflection of the ways the interpretative summary can be a useful resource in the recovery-focused person-centered planning process ("True") and those that do not ("False").

| Statement | | True | False |
|---|---|---|---|
| 1 | There is only one way to write an interpretative summary, and it should be followed at all times. | | |
| 2 | The interpretative summary is an effective step in the development of the IRP because it integrates the assessment data and presents essential findings. | | |
| 3 | In order to have a full understanding of the person, he or she must be assessed for stage of change. | | |
| 4 | The interpretative summary focuses on the person's strengths, abilities, and preferences and does not consider medical necessity. | | |
| 5 | The interpretative summary provides the foundation for prioritization of the person's goals. | | |
| 6 | Never share the interpretative summary with the individual receiving services; it is a confidential clinical interpretation that becomes the property of the clinician. | | |
| 7 | The interpretative summary should explore the person's cultural background. | | |
| 8 | The interpretative summary provides an important bridge from the "what" of assessment data to the "why" of understanding the person. | | |
| 9 | Only the clinician should prioritize the goals for the IRP. | | |
| 10 | Asking the question: *"This is how I am seeing you and your situation at this moment; did I get it right?"* can assist in building a trusting relationship with the person. | | |

*Chapter 3, Exercise II: Prioritizing Goals*

The following exercise provides a useful self-reflection tool that can be valuable for both practitioners and participants when struggling with the tasks of balancing priorities.

***Directions:***

1. Each person considers the following questions.
    - What process do you use when you identify priorities for yourself? For others? In collaboration with others?
    - What are some of the conflicts/challenges you encounter in each situation? What are some of the common themes of what these issues are? What techniques/processes do you use to resolve these conflicts?
2. Individuals then pair up with another person and share their responses to the above questions.
3. Each pair then reports out to the larger group so that the general themes that arose can be identified and discussed.

*Chapter 3, Exercise III: Identifying and Prioritizing Life Role Goals in Personalized Recovery Oriented Services (PROS)*

Consider and discuss the following statements to determine which ones accurately describe the identification and prioritization of goal statements in PROS ("True") and which ones present inaccurate descriptions ("False").

| | **Statement** | **True** | **False** |
|---|---|---|---|
| 1 | A life role goal is a statement of what the PROS participant wants to achieve as part of his or her recovery process. | | |
| 2 | On the IRP each goal must be related to the person's diagnosis. | | |
| 3 | Goal statements should be short-term and time-sensitive. | | |
| 4 | Cultural considerations do not play a part in identifying goals. | | |
| 5 | Goal statements must be realistic so that the person is protected from possible disappointment. | | |
| 6 | Quality of life goals are always secondary to treatment goals. | | |
| 7 | Goal statements should be written from a positive perspective. | | |
| 8 | "I" statements of PROS participants' goals should be re-worded in professional language in order to demonstrate medical necessity. | | |
| 9 | All goals identified by the person should be included as active goals on the IRP. | | |
| 10 | If a PROS participant states that he or she has no goals, it is appropriate for the practitioner to explore areas of interest with the person. | | |