

Person Centered Information

Person's legal name: Anna Moore Date of last update: 09/30/2017

What name does this person prefer to be called? Anna Date of birth: 03/03/2001

Ask Anna, Anna's family or guardian, and those who are close to them what their current priorities are. What are the things happening right now that Anna or Anna's family wants to strengthen or maintain? Are there issues of concern that need to be addressed?

Seek to understand more about the current priorities by asking follow-up questions when needed.

Record the information you learn on this form. The amount of information you record in each topic area will vary depending on Anna and family's priorities, how well you know them, and what they want to share.

If you don't have information about a particular topic area because it is not a current priority or Anna or family doesn't want to discuss it, note that on this form.

Communication

How Anna communicates wants/needs/pain, assistive devices used for communication, accommodations needed, receptive and expressive communication skills, reading/writing skills, opportunities to gain or maintain skills, etc.

Youth's perspective:

- I love talking about basketball and watching games with others is fun.
- I will tell people when I need something.
- I like to be included in decisions about my life.
- I like to talk on the phone.

Family and/or guardian's perspective:

Mom says:

- Anna is good at typing, but I'm concerned about Anna getting on line. Anna will give out her personal information (including online) to any boy who asks for it.
- She can read, but needs quite a bit of help reading things that are complicated.
- Anna always loved to have books read to her when she was a baby.
- She is good at making rhymes and creating new words with language...she really enjoys this. She listens to songs and makes new words, or makes silly words out of names.

Additional input:

Staff says:

- Anna communicates her needs clearly. She does take a little time to get to know someone well enough to be truly comfortable opening up fully. She seems to become frustrated when people do not take her input seriously or treat her like she is too young to understand.
- Even though she can take things very personally, staff have noticed that she does have the ability to let things go.
- Anna is working on communicating her frustrations in a more positive way. She can get upset and start yelling at people and throw objects at times, like when she is extremely upset.

Life in current living arrangements

Where and with whom Anna lives, where she wants to live, options for where she can live (including non-disability specific options), planning to live more independently or on her own, contributions to household costs (rent, food, utilities), contributions to household chores and responsibilities, daily routine, activities at home, hobbies, games, pets, family, accessibility throughout home, modifications in home, personal care, safety.

Youth's perspective:

- I hate where I live and I am living with two other people who I don't like at all.
- I want to move back in with my mom really bad.
- I want to live on my own when I get out of school.
- I like watching basketball.
- Cooking is one of my favorite things and I am good at it.
- I help with making the menu for the month and cook for everyone sometimes.
- I hate doing laundry.
- I like staff to be like Sam and Jim. I like it when they help me with stuff and make me feel better when I am mad or sad.
- I don't like it when people boss me around or don't know how to do stuff.

Family and/or guardian's perspective:

Mom says:

- Anna cares a lot about how she looks physically and takes care of her appearance.
- Anna dresses very nicely and likes having nice clothes.
- She would get angry when I could not afford to buy her the same clothes as her friends.
- Anna can do a lot around the house, but she sometimes would refuse to help or forget to do chores. She won't work for me.
- She does like to cook and would help with that.

Additional input:

Staff says:

- Anna cooks the meal of her choice at least once a week for everyone at home. She can cook best using the oven but is working on cooking on the stove top. She helps with planning the monthly menu, so she can chose which day she will cook.
- She's a very good cook as well as she is a good baker.
- She's very helpful around the house and loves praises of for a job well done (“good job”).
- Anna keeps her room clean most of the time.
- Shopping for clothes is something she enjoys but she does not like washing clothes.
- Anna talks about moving back in with her mother. She likes to visit her as much as possible.
- Anna is intelligent. She can figure out the complexity of the world around her, and if needed, she'll ask for help.
- When times are challenging, she finds a way to overcome the tough times by listening to her CDs in her room, or wanting to just shoot hoops at the basketball court.
- Anna cannot currently live with her mom. Her mom says she is afraid of Anna's behavior and the way she can be violent with her and her other children.

Pre-employment and/or work

What does Anna want to be when she grows up? Describe careers Anna is interested in learning more about, developing job skills, transition planning, coordination with school/transition services, financial concerns, concerns about social security benefits, etc.

Youth's perspective:

- I am okay with trying any job as long as I don't have to wash dishes.
- I really enjoy volunteering at Helping Hands. I get to meet a lot of people and make new friends.
- Writing a cookbook would be awesome. I like to try new recipes.

Family and/or guardian's perspective:

Mom says:

- she would love to see Anna get a job she likes and there are many things she would be good at.
- I worry about her losing interest in things.

Additional input:

Staff says:

- Anna does not like to be over directed. She likes to be instructed with the required task, and then be left alone to become familiar with the tasks on her own. Check in after a few minutes but she usually is doing the task correctly.
- She graduates high school in two years. She has talked about not going into the transition program at school.
- She volunteers at Helping Hands, collecting and distributing food to people in need. She enjoys meeting new people.
- Until she gets her driver's license she would need to learn the public transportation system to get to work. She has not been working on this.
- Anna's clothes are beginning to look worn; she needs new clothes for school and work/volunteer.

Employment-related skills

In what ways does Anna shine? Describe her interests, hobbies, talents, strengths, games enjoyed, work experience, education, reading and writing skills, communication skills, computer skills, organization, timeliness, reliability, areas of focus at school, etc.

Anna says:

- I am a very good cook.
- I am good on the phone and I can type.

Staff says:

- Anna knows how to use the computer; she has basic skills. She connects with friends on Facebook and answers e-mail. She does not use Word, Excel, or other processing programs, but could learn them if she had the right instructor. She would like to get her own laptop to increase her skills.
- Anna is outgoing and friendly. She would do well answering phones in an office setting and directing people where they need to go.
- She likes to be helpful. Praises go a long way with her.
- Anna is very skilled with organizing files for others.

Employment-related preferences

To prepare for transition to employment, record any known employment preferences such as number of hours, time of day, days of the week, mornings, evenings, pay, location, environment, people and co-workers, noise level, distance from home, type of job, type of tasks, pace, etc.

Anna says:

- I want to have money to buy a car.
- I want to buy nice clothes.
- I want a job where I don't need staff around breathing down my neck.
- I want to work in a clothing shop or music shop, but will consider other jobs too.

Staff says:

- She talks about having enough money to do the things important to her and buy nice clothes.
- She would not mind driving back and forth to work once she gets her license. Until then, the closer to work the better it would be.
- She is hesitant to learn public transportation.

School and life-long learning

Things Anna would like to learn, classes interested in taking, opportunities for continuity of supports between school and home, options for where Anna can attend school, graduation preferences and diploma options, continuing education plans after finishing school, etc.

Youth's perspective:

- Attending public high school is working right now. I have friends I like there.
- I don't like people turning on my light and waking me up just when my alarm goes off...I need time to get up.
- I like when staff remind me to pick-out my clothes for school before I go to bed. (Anna enjoys the individual support from staff when choosing her clothes, for the next day, before she goes

to bed.)

- I did not like my other high school; kids made fun of me and I had no friends. That's why I just wanted to leave.
- I like my new school. I want to stay there until I graduate because I don't get into fights and kids don't make fun of me.
- I would like to begin studying to get my driver's license so I can drive to school and work when I get a job.

Family and/or guardian's perspective:

Mom says:

- Anna has always had difficulty in school
- She has seemed to enjoy her new school more than the last.
- I was worried about her more in her old school. I felt bad that she did not have many friends, which has seemed to change this year and that makes me very happy.

Additional input:

Staff says:

- Most mornings, it's difficult to wake Anna for school. Anna's alarm goes off at 5:30 am, but she turns it off and is back to sleep. What works best is to wake Anna gently every 5-7 minutes until she's up by 6:00 am.
- It was reported that Anna attempted to leave the school campus with two other boys during class room hours. She spent the next day's lunch in the library for this incident. Those supporting Anna at home and at school talked to Anna about this. This is the first time that this has happened and it is not an issue that supporters are concerned about at this time.
- After school, Anna likes to have a snack at home such as chips and salsa; cheese sticks, or a peanut butter and jelly sandwich. After her snack, Anna does a little homework after watching some t.v.
- Anna watches TV for an hour then tries to work on her homework. Anna needs a lot of support and encouragement with her homework. She may find excuses to get out of doing it.

Community and social life

Recreation or leisure activities, community activities, civic engagement, concerts, festivals, churches, accessing community locations, shopping, visiting friends and family, social networking, clubs, social events, volunteer work, safety, opportunities to develop social skills, opportunities to contribute to the community, transportation, etc.

Youth's perspective:

- I like meeting new people. Going to the basketball court is fun.
- I talk with my friends from school on Facebook and on the phone.
- Hanging out with my mom and sister is something I would like to do more of.
- I want to do stuff like watch a movie that's not for little kids. I'm not a little kid. I want to do things that are for teenagers like me.
- I like going to Kids Unlimited. It's a thing I do after school. I go 3 days a week for 2 hours after school. It is activities and stuff. I like to hang out with the kids there. They play basketball, table tennis, video games, and other fun activities.

Family and/or guardian's perspective:

Mom says:

- Anna sometimes may control the situation with others socially by yelling, screaming, and/or slamming doors, then suddenly becoming very nice by talking softly and smiling a lot.
- Anna and her sister, Lisa, will sometimes get into physical fights of hitting and slapping each other during home visits.
- Anna and Lisa do very well during most times talking with each other on the phone.
- Anna will sometimes interrupt other people's conversations and insist on being the center of attention. This seems to be the thing that makes it difficult for Anna to make and maintain friendships with peers.

Additional input:

Staff says:

- Anna is a very social person...she's not afraid to go up to anyone and say, "Hi."
- Anna needs to learn how to be safe in the community and online by not giving personal information to strangers.
- Anna feels she has no friends at the group home.
- She would like to do more things as a group with housemates; she needs to be more proactive with scheduling activities in advance.
- Anna sometimes may interact with one girl she sometimes calls a friend at school.
- She prefers interacting socially with staff or boys.
- She prefers to be with people most of the time, rather than being alone.
- Anna needs to be supervised within visual distance at all times when in the community.
- When attending school dances and/or school events, staff should be within visual supervised distance. If a staff is too close, Anna feels that staff is breathing down her neck. (See BSP for more information.)
- During days that are challenging, Anna may want to spend some private time in her room to help her refocus. Even if she appears to not want company, she will find comfort in having staff check on her every few minutes.
- Anna does have some unsafe social behaviors. She will give out personal information to boys she has just met, and give out personal information online. If a boy or man shows any interest in her, she will go anywhere with them and do anything with them.
- She's very thoughtful. Anna will ask others how their day is and if there's anything she can do to help.
- Anna may try to make people smile and laugh to cheer them up.
- Staff say that they enjoy spending time with Anna because she likes to joke and have lots of conversation with people she likes.
- Anna has a good sense of humor. She likes to joke around, and can sometimes laugh at her own mistakes.
- She has a great smile that lights up the room.

Relationship map

	People who are important to Anna:	Others in Anna's life:
Family	Lisa Moore (sister) Sharon Moore (mom) Sylvia Smith (grandma) Lewis Smith (grandpa)	Sam Phillips (support staff) Jim Chavez (support staff)
Friends	SS	
People at work, school or in the community	Sandy Green (school friend) Ben Mathews (school friend) Michael Harms (school friend)	
People paid to provide support	Sam Phillips (support staff) Jim Chavez (support staff) Sunny (therapist)	Catherine Margaret (assistant house manager) Julie Lorange (house manager) Ethel Rogers (ODDS Res Sp) Roy Olsen (support staff)

Relationships

Anything about current relationships Anna or family/guardian would like to change, making friends, opportunities to make choices about who is involved in planning at home and at school, connections with distant friends and family, personality traits of favorite people, traits or people to avoid, etc.

Youth's perspective:
<ul style="list-style-type: none"> • Visiting my mom is great. I would like to visit her more often. • Sometimes I don't like being around my mom. I use to stay with grandma and grandpa because I fought with my mom a lot. • I really like talking to my sister on the phone but sometimes we fight. • I like meeting new people. • I like my therapist, Sunny. She's really cool. I like talking to her when I am mad or bored. • Sam and Jim are cool. I like them because we joke around, shoot hoops, and ride bikes. Sam is really cool because she helps me get ready for school. • SS is cool. I don't like the other kids because they hate me. I can't stand JB. She needs to stay away from me. (SS and JB are the other people who Anna lives with.) • I hate my teacher because she hates me! She's cool sometimes. • I really hate the other high school I use to go to.
Family and/or guardian's perspective:
Mom says: <ul style="list-style-type: none"> • I love Anna, but can not handle her living with me. • She scares me sometimes and gets along much better with me now that she is not living in my house. • She is very close to her grandparents, but even they started having trouble with Anna as she has become a teenager.

- I want to start being closer to Anna and have her visit me a more, but she needs to follow the rules and be respectful to me.

Additional input:

Staff says:

- Anna cares very much about her family and is very close to them.
- Anna is closest to her mother, Sharon, her grandmother, Sylvia, and her grandfather, Lewis. Anna mostly participates in activities around town with her family, and has gone on overnight trips to Portland with her mom for the weekend.
- Recently she has not visited her mother as much as she would like because Sylvia and Lewis (grandparents) require more support from Sharon (mom).
- It is very important to Anna to improve her relationship with her mom and have as much contact as possible.
- Support staff or Sharon provides transportation for visits to see family.
- Anna and her sister, Lisa, have fun talking on the phone at least once per week. They will need close adult supervision during visits due to past physical aggressiveness towards one another such as slapping and hitting on the face and body. Lisa recently moved in with her boyfriend and no longer lives with her mother.
- Anna is very close to her therapist, Sunny Duske. Anna sees her like a mentor, and someone she would like to be like as an adult. At any time in her day, Anna has the option of phoning Sunny as well as during the evening and weekends if she needs extra support.
- Sam and Jim are her favorite direct support staff and have worked with Anna for about 3 years.
- Prior to entering Unlimited Possibilities, Anna lived at home with her grandparents because her mother has not been able to care for Anna at home for several years. Grandma has Power of Attorney for Anna, but Sharon, her mom, still retains parental responsibilities due to grandma's medical issues.
- Anna works well with Mrs. Behling at her new school. Anna had verbal and physical fights with the other students often at her previous school but not at her current school.
- When Anna is feeling upset and/or depressed, offer Anna to call Sunny, her therapist.
- She is very trusting of other people she's built relationships with and is very loyal with the people she's close to.
- Relationships are built over time with Anna, but she can also warm up to people quickly if they are kind to her.
- Very perceptive...she can pick-up on your actions, behaviors, and/or emotions.

Characteristics of people who best support Anna

Personality characteristics, any personality traits to avoid, specific skills, education, or training needed, recruitment, gender, physical attributes, strengths, interests and hobbies, specific people already identified, specific language spoken, etc.

Youth's perspective:

- Someone who enjoys basketball, watching games and playing at the court.
- Someone who is able to be understanding and does not take things personal during difficult behaviors or situations.

Family and/or guardian's perspective:

None

Additional input:

- Having patience to help with recovering from aggressive reactions and assistance with calming techniques.
- Provides clear instructions and is able to allow mistakes to be opportunity for learning.
- Be more of a peer, providing learning opportunity rather than a parental figure (with good boundaries).

Health and wellness

Relationships with medical professionals, child/adult specialists, developing skills for taking care of herself, medical equipment, things that make medical appointments successful, physical fitness, sports, preventative care, health screenings, vaccinations, nutrition, nursing services, physical therapy, occupational therapy, dental care, etc.

Youth's perspective:

- My staff put my meds in a daily pill cup and give them to me every morning. I don't like taking them.
- Sunny, my therapist, says I should eat breakfast before taking my medications. I don't want to feel sick when I get to school.

Family and/or guardian's perspective:

Mom said she had nothing more to add

Additional input:

Staff says:

- Anna's meds are given to her every morning by staff. Staff set up Anna's med every morning and give to her in a med cup. Anna does not like the taste of her meds so she is given a glass of strawberry milk to wash them down.
- Anna has dry skin at times; she is offered body lotion every morning. Anna may or may not want to apply the lotion.

Financial life

Developing skills to budget and manage own money, using cash, counting change, planning for the future, special needs trust, ABLE account, Social Security benefits, risk of exceeding resources, etc.

Youth's perspective:

- I would like to save money to get my own place after getting out of school.
- There are things I am saving for --like, getting my driver's licenses, shopping for new clothes, getting a cell phone and spending money when visiting my mom.
- I want to learn how to pay my bills and my car payment when I get my own car.
- I want to have a checkbook and credit cards.

Family and/or guardian's perspective:

Mom says:

- Anna would spend all her money on clothes and junk if she could, but I think she is good with counting money.
- Anna has not been raised with much money, so she knows the value of a dollar.

Additional input:

Staff says:

- Anna has shown some interest in learning how to budget her money throughout the week so that she has enough money for the weekend.

Protection and advocacy

Self advocacy skills, skills for saying “no” to things that are unwanted, making choices and decisions, opportunities to gain or practice skills, protection from exploitation, participating in self-advocacy groups or activities, alternatives to guardianship when planning for adulthood, etc.

Youth's perspective:

- I think that I am good at saying what I want
- I would like to learn how to not have such a temper when I am standing up for myself, but I get so mad.

Family and/or guardian's perspective:

Mom says:

- Anna would go with a boy, or anyone for that matter, if they asked her to.
- She would do things that were not safe or maybe not legal if she thought it would get someone to like her.
- She is easily manipulated by people who she wants to like her.
- I am very afraid that Anna will go with someone who could potentially hurt her.

Additional input:

Staff:

- Anna is a good advocate for herself; she lets people know what she wants.
- Anna has a strong spirit and she makes us all admire her for her strength in standing up for herself.
- Anna will also stand up if others are being bullied or upset, which shows great courage.
- Anna does really have a strong sense of wanting to please others. She does not always see how others might not really be her friend. Staff and Anna are working on stranger awareness skills.
- Anna is taking a life-skills/social skills class at school to and she is also working on some of this with her therapist, Sunny.

Cultural considerations

Identity, family, traditions, stories, faith, heritage, rituals, celebrations, holidays, food, clothing, books or literature, items, planning for end of life, etc.

Youth's perspective:

- I like Christmas and Easter, Thanksgiving and my birthday. I go to my Grandmas for those holidays.
- I went to Church with my Grandma, but I don't like it and don't want to go. I would go, but the kids there are mean and they said stuff that hurt me.
- I wouldn't mind finding another Church where the kids were nice. I did like to go to the Wednesday activity they had at the Church when I lived with my Grandma.

Family and/or guardian's perspective:

Mom said she didn't have anything to add

Additional input:

Anna loves going with her family to her grandparents for Christmas and Thanksgiving. Last year, she was not able to spend these holidays with family due to some issues that Anna said she did not want on her person centered information form, but was okay with saying that something happened and that she will talk about it later.

Sexuality

Education priorities or needs, safety considerations, etc.

Youth's perspective:

- I know about safe-sex and I take a class at school.
- I take birth-control for my period, but not because of sex.
- My mom thinks I have had sex, but I haven't.
- I do not have a boyfriend at this time. I had a boyfriend, but he moved. In the future, I would like to get married and have a family.

Family and/or guardian's perspective:

Mom says:

- Anna would go with any boy if he asked her to.
- She is uninhibited and had some issues when she was in middle school.
- I can't stop her, but I think she is way too young and naive to be in a boyfriend-girlfriend relationship.

Additional input:

- Anna talks about wanting a boyfriend.
- She willingly gives her phone number to boys (or men) she has just met.
- Anna has said she wants to get married and have a place of her own.
- Anna is taking a class at school that helps build skills for having safe relationships, including sex education. She will talk about the class when she comes home from school and seems to be learning quite a bit.

Mental health

Concerns about mental health, relationship with any mental health professionals, availability of helpline or other resources for family or supporters, things or people that make appointments better, effective strategies, etc.

Youth's perspective:
I love my therapist, Sunny. She is the only person who doesn't try and tell me what to do. She listens to me and is nice to me.
Family and/or guardian's perspective:
Mom says that she is still going to therapy with Anna every other week and is willing to continue.
Additional input:
Staff Says: <ul style="list-style-type: none">• Unlimited Possibilities provides Family Therapy for Anna and her mother once every two weeks (with some breaks for holidays and vacations). The schedule is in Anna's book.• Anna sees her therapist privately every other Wednesday.

Behavioral health

Concerns about behavioral health, relationship with any behavior professionals, availability of helpline or other resources for family or supporters, effective strategies, etc.

Youth's perspective:
<ul style="list-style-type: none">• I like talking and meeting with Sunny. Whenever I am not feeling well or am upset, I call Sunny and she helps me. She makes me laugh too.• My therapist, Sunny, is the best doctor I ever had. I don't know what I would do if I did not have Sunny to talk to.• I don't like Rod (behavior specialist). He told my mom I could not come home and wrote my behavior plan without me.
Family and/or guardian's perspective:
Mom says: <ul style="list-style-type: none">• Anna's behavior scares us.• She is kind and sweet, and then violent and angry.• Her behavior keeps her from living in my home.
Additional input:
Staff says: <ul style="list-style-type: none">• Anna has been doing better since she has changed schools and has made a couple of friends. Her teacher seems to give her the support she needs in class and with interacting with others in class.• Slamming doors to control others; interrupting others to gain attention; and flirting and/or "hitting on" strangers has required staff to have close supervision.• To live with her mother again is important to Anna, but her verbal and physical aggression towards her family is a concern to Sharon (mom).• Anna has expressed that she does not agree that she had a voice in the development of her behavior support plan (BSP). Her behavior specialist, Rod Corlina, at Unlimited Possibilities

could work more closely with Anna to ensure that there is less conflict between what is important for and to Anna and that Anna feels more confident about the benefits of following her BSP. Anna says she wants a different Behavior support specialist and her Services Coordinator is working on making that happen. Rod and Sunny think this is fine, but also feel like finding someone who Anna like will be challenging. Team will try to find someone who is a better match for Anna.

Transportation

To/from school, activities, or work, learning how to get around independently, learning the bus routes, getting a driver license, vehicle with lift, safety concerns, etc.

Youth's perspective:

- Jim gives me a ride to school. Some days we will ride our bikes if the weather is okay.
- I know my way around town, and I'm good at giving directions when asked.

Family and/or guardian's perspective:

Mom says she has nothing to add

Additional input:

Staff says:

- Direct support staff provides transportation to and from school and community activities including her volunteer work.
- Anna's staff drives her to all medical and counseling appointments as needed.
- Anna has a history of jumping out of a moving vehicle when she is very upset. (See BSP for more information.)
- Sharon (mom) picks her up for family visits on the weekends (and will ask staff ahead of time if she needs staff assistance to bring her to her house).

Assistive devices (AD) or technology (AT) needed to increase independence, reach personal goals or lessen the need for other paid support.

An assistive technology discussion guide is available to help research options, explore funding, acquire devices or technology, and establish monitoring and maintenance for AD/AT already in place.

Wheelchair, scooter, walker, cane, crutches, prosthetic device, and orthotic device, helmet, emergency alert devices (LifeAlert, MedicAlert), alternative or augmentative communication (AAC) device, iPad/tablet, phone, GPS-enabled device, communication chart, audio reader, alternate keyboards, talking photo album, screen reader, screen magnifier.

Youth's perspective:

I want a phone and thinks that will be one way to be on my own in the community and also have a way for others to reach her.

Family and/or guardian's perspective:

Anna will need to be monitored with a phone, but I think it would be good for her to have one so that we can all get in touch with her whenever we want.

Additional input:

Staff will help Anna get a phone. They will then discuss making a Safety Plan for Anna's cell phone use since there is a risk of exploitation with phone use.

Environmental modifications needed to increase independence, reach personal goals, or lessen the need for other paid support.

Research options, explore funding, acquiring modification, establish monitoring and maintenance for modifications already in place.

Padded corners and edges, widened doors and hallways, smooth floors (no carpets), roll-in showers, lowered or raised sinks, counters and cabinets, ramps, lifts (hydraulic, manual or electric), hand rails and grab bars, automatic or manual door openers, doorbells, specialized electrical or plumbing systems, heating and cooling adaptations, emergency indicators like strobe-light fire or carbon monoxide detectors, bed shakers, etc.

Youth's perspective:

Anna does not currently have any specific environmental modifications

Family and/or guardian's perspective:

Anna does not currently have any specific environmental modifications

Additional input:

Anna does not currently have any specific environmental modifications

Hopes and dreams

What Anna wants to do or be, family goals, Anna's goal for now and the future, education goals, where Anna wants to live, vacations to take, purchases to make, things to achieve now or in the future, things to do or try, experiences to explore, how Anna would like to see her life transform, transition from school to work/family home to living on her own, etc.

Youth's perspective:

- I wish I could visit my mom more. I want to be nice to her again.
- I want to live at home with my mom. I don't like it here.
- Anything basketball! I want to go to a real basketball game.
- I like to work at my volunteer job. I get to help people and meet new people.
- I want to get my driver's license so I can drive and do things. I want to drive my grandma and grandpa on trips to the coast.
- Having a boyfriend and living on my own. I want to get married and be happy on my own one day.
- I need some new clothes and shoes.
- I want my own phone and computer so I can look up friends on Facebook and call my mom whenever I want.

Family and/or guardian's perspective:

- I just want Anna to be happy
- I would love to be in a place someday where we can be friends again
- I miss having her with me all the time and I want that to change

Additional input:

None

Other individualized planning documents

Are there others to partner with for services coordination? Check with the family/guardian for other assessments/service plans the person may have to help the DD system better coordinate/maximize supports and services for the person and family/guardian. Examples include Essential Lifestyle Plan (ELP), Personal Futures Plan, and also documents from school such as Summary of Performance, Individual Education Plan (IEP), Individualized Family Service Plan (IFSP), Individualized Learning Plan (ILP) or a 504 plan.

List other available documents that can be referenced for more information:

IEP, Futures Plan

Contributors to youth's perspective

Name	Relationship
Anna Moore	Self

Did anyone else contribute their perspective on behalf of Anna?

Yes No

Contributors to family and/or guardian's perspective

Name	Relationship
Sharon Moore	Mom

Contributors to additional input

Name	Relationship
Ethel Rogers	ODDS Residential Specialist
Jim Chavez	Support Staff
Catherine Margaret	Assistant House Manager
Sunny Duske	Therapist
Rod Corlina	Behavior Specialist
Linda Free	Services Coordinator

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