

# Individual Support Plan (ISP)

Person's legal name: Anna Moore

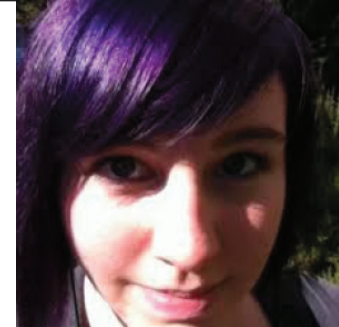
Preferred name: Anna

Plan effective dates: 12/01/2016 – 11/30/2017

## One page profile for: Home

### What people like and admire about Anna:

Anna is very helpful and wants to be informative.  
She is very friendly.  
Can talk with anyone  
Will happily meet and greet new people  
She is very thoughtful and concerned for others.  
Knows how to work a computer very well.  
She is a very good cook especially baking.  
Great self-advocate, will tell you what she wants.



### What is important to Anna:

Playing and watching basketball  
Being fashionable and looking good  
Hanging with friends  
Being able to move back with mom  
Getting a job that pays money  
Meeting potential boyfriends  
Getting a driver's license  
Being able to cheer others up  
Being part of my planning, included in decision making  
Watching teenager type movies and being treated my own age  
My therapist is the best doctor I ever had  
Going shopping for new clothes

### How to best support Anna:

Allow time to visit with people. She really likes meeting and greeting people.  
Do not hover over her when she is doing or leaning a new task.  
She likes to take her time exploring how to get the job done.  
In the morning, give Anna about 5-7 minutes after the alarm goes off then try again.  
Have a snack ready for when she gets home from school.  
Anna needs lots of support and encouragement with homework.

## Desired outcomes

**Desired outcome:** Anna will have her Oregon Driver's License to be more independent and rely less on others for a ride.

**What supports this outcome?** Community Resources, and Residential Services

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Study for the test and schedule to take the test and find a driver's training program.	Jim and Anna, Department of Motor Vehicles, Drivers Training Program	By end June 2017	Activity calendar/chart, SC Progress notes	Included in Action Plan for Desired Outcome
2 Take the drivers written exam	Jim and Anna, Department of Motor Vehicles, Drivers Training Program	By end of August 2017	Activity calendar/chart, SC Progress notes	Included in Action Plan for Desired Outcome
3 Take the driving text	Jim and Anna, Department of Motor Vehicles, Drivers Training Program	By end of Oct 2017	Activity calendar/chart, SC Progress notes	Included in Action Plan for Desired Outcome

**Desired outcome:** Anna will be spending more time with mother and other family.

**What supports this outcome?** Informal Supports, Residential Services

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Have a meeting to discuss options with mom family and staff.	Mom, Unlimited Possibilities House Manager, and Anna	Ongoing	Activity calendar/chart	Action Plan

**Desired outcome:** Anna will attend a professional basketball game.

**What supports this outcome?** Residential Services

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Check Portland game schedule Research cost/budget money and purchase tickets.	House Manager and Anna	by March 2017	Activity calendar/chart	Action Plan

**Desired outcome:** Anna will have a cell phone.

**What supports this outcome?** Residential Services

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Budget for and buy phone.	House Manager, Anna, and	By August of 2017	Spending Log	Action Plan

# Career Development Plan (CDP)

**Oregon is an "Employment First" state:** Oregon believes with the right supports, everyone can work and there is a job for everyone. Everyone has the right to work in the community. See the "[Employment Discussion Guide](#)" for ideas about the employment conversation, which must occur at least annually.

Employment services are not tests people have to pass but resources people can choose. **To receive an employment service, a person must have a goal of at least exploring competitive integrated employment, also known as individual, integrated employment.**

## Transition planning (*for transition-age youth*)

Highest education level completed to date: Grade 9

Expected date of exit from school: 06/08/2020

### The student (*check all that apply*):

- Is attending school and wants to work now. *Develop employment outcomes*
- Is attending school and wants to maintain and advance in current job. *Develop employment outcomes*
- Is attending school and receiving employment supports elsewhere. *Develop employment outcomes*
- Has an IEP post-secondary goal with employment or training focus.
- Is attending school and not receiving any employment supports.
- Is currently receiving or requesting pre-employment transition planning services through Vocational Rehabilitation (VR)

Known/current barriers to working in an individualized, integrated job	How will barriers be addressed? Incorporate the strategies to address barriers in the "Desired employment outcomes" section. Provider(s) must create implementation strategies.
Anna has some behavioral considerations, including unsafe social behavior that could impact employment (see Person Centered Information and BSP.)	Anna will continue to work with those supporting her, including following her BSP, to help her be successful once she finds integrated employment.

## Desired employment outcomes

**Desired employment outcome:** Anna will have a job she likes (selling clothes or music store), is making more money, and saving up to buy a home and a car.

**What supports this outcome?** Residential Services and Community Resources

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Researching what areas of employment Anna would like. Checking into music and clothing stores.	Therapist, House Manager, Sam (preferred staff) and Anna	Ongoing	Daily Log	Action Plan
2 Check in with the school to see what is being learned and worked on there around employment, work interests, job exploration and skill building. Communicate that information to Sam so that he can use this info when working with Anna.	SC will check in with school and communicate that info to Sam and Anna	By the end of January	PA Progress notes	none
3 Anna will be connected with VR to begin identifying jobs of interest and skill building.	SC will make referral to VR, Anna will be responsible for meeting with VR, Staff (Sam) will assist her with appointments.	By May of 2017	Daily Log	Action Plan
4 Budget for car and start saving	Anna and staff (Sam)	Once Anna starts working she will begin to save.	Daily log	Action Plan

## Chosen case management services

Chosen case management provider: Sweet County CDDP	
Authorized dates: <input checked="" type="checkbox"/> Same as plan effective dates	
Required frequency of case management contact: Monthly	Prime number: XXX000
Case management will monitor the effectiveness of services and supports being provided, Anna's satisfaction and well-being, and progress toward identified desired outcomes throughout the year.	
Other anticipated case management services during the year include: SC will follow up about the possible risk of leaving unsupervised settings during regular monitoring check-ins. SC will coordinate supports with Anna's behavior specialist so that Anna feels more confident in participating and is a part of the development of her Behavior Support Plan (BSP). SC will encourage Anna to let her know when she thinks of things she might like to do, try, or learn; and SC will respond by connecting her with community resources or opportunities that Anna might like to take advantage of. SC will continue to look for alternatives to Anna's current home. If there are safe and healthy alternatives that meet Anna's needs, Anna will be given choices as much as possible about where and with whom she lives. SC will coordinate annual planning and make revisions to Anna's plan throughout the year to reflect changing needs and desired outcomes	
Anna's preference on how case management is provided: Anna would like meetings to happen at her home after school hours.	

## Informal supports, community resources and other voluntary services and supports

Describe supports	Provided by
Transportation to and from mom's home for visits Support with behavior while visiting family (see BSP)	Sharon Moore (mom)
Anna needs support to socialize appropriately with other kids. She needs some reminders to speak with respect to others (not call names or tease people) and to take turns (to work through feelings of feeling like she is left out or not getting the same amount of turns as others). She needs some encouragement to try new things, to get herself involved in the activity. She needs reminders to get to the activity on time and to remember what days she is on and what days she goes home (she does and after school program only three days per week and to a Saturday program every other Saturday.)	Kids Unlimited Pop and Lock Saturday Program
Job Development	VR
Anna needs to gain some safe social and sexual skills so that she can have safe relationships.	Highschool, Therapist (Sunny)

**Chosen State Plan Personal Care (SPPC) services**

None selected

**Chosen family support services**

None selected

**Chosen K plan services**

None selected

**Chosen waiver services**

None selected

**Chosen K plan residential services**

*Complete the following only if the person chooses RESIDENTIAL services.*

Service setting: 24-hour Residential - Children DD 142

Chosen provider: Unlimited Possibilities

Authorized dates:  Same as plan effective dates

Anna chooses:  Private bedroom  Shared bedroom

The K plan services already included in residential services:  Attendant care - ADL/IADL  Skill training  Community transportation

Additional K plan services included in residential services:  Behavior supports  Nursing supports

List needs identified by the needs assessment that this service will address:

- Support with behavior (see BSP for details about behavior support needs and plan to manage)
- Support with budgeting and financial (support to budget for the things Anna wants to purchase, like clothing throughout the year as well as support to build skills for managing her own finances (e.g. balancing a checkbook and getting her own account at 18 --see financial plan and action plan)
- Support with medical appointments and med administration (support to make and keep appointments as well as understand complicated medical info, advocate for medical needs, and follow through with doctors' orders-see action plan, remind to take meds on time and in the proper dose).
- Support with verbal instruction to learn new tasks (see action plan for household task, including meal prep).
- Provide verbal cues to awake on time for school (follow BSP).
- Provide reminders for maintaining hygiene (shower, brush teeth, clean clothes).
- Support with maintaining nutrition, meal shopping and preparation.
- Emotional support throughout the day.
- Support with school home-work. Support with reading and writing.
- Support with transportation to and from school and community activities when not visiting away from group home.
- Supervision with in hearing at all times.
- Oversight for using computer and using the telephone.
- Support for communicating with the doctor and making and keeping medical appointments.

Anna's preference on how this service is delivered:

- Anna would like someone who will respect her and know her support needs to help her.
- She wants to be listened to.

**Chosen K plan transportation service**  None selected

## Additional chosen services

None selected

## Risk management plan

Emergency preparedness (*natural disasters, power outages, community disasters, etc.*):

Anna has an Emergency Preparedness Plan at her home.

Preventing abuse (*physical, emotional, financial, sexual, neglect*):

Anna is learning skills to become more confident and more able to advocate for herself. She has trusted support staff and family working with her.



What happens if Anna can't be reached (*timelines for notifying others, who to contact, etc.*)?

If Anna is missing for more than 3 hours and cannot be reached by anyone in her life, including her mom, teacher, providers, and friends, 911 will be called.

## Known risks

Risk	High risk ⓘ	Describe the issue and how it is addressed or note where other information can be found. ⓘ
Significant risk of exploitation	<input type="checkbox"/>	Safety Plan
Potential for financial abuse	<input type="checkbox"/>	Financial Plan
Physical aggression Property destruction Unsafe social behavior	<input type="checkbox"/>	Behavior Support Plan Services Coordinator will continue to check in monthly to see how Behavior Support Plan is working or not working and work as a team with Behavior Specialist as adjustments need to be made. SC will begin working with Provider Organizational to seek out a better Behavior Specialist fit for Anna.

Does Anna's plan include the use of safeguarding interventions?

No  Yes, attach a completed IBL form authorizing the use of safeguarding intervention(s).

Does Anna's plan include the use of safeguarding equipment that meet the threshold of restraints?

No  Yes, attach a completed IBL form authorizing the use of safeguarding equipment.

Are any individually-based limitations on HCBS residential setting protections **accepted**?

No  Yes, attach a completed IBL form.

Are any individually-based limitations on HCBS residential setting protections **proposed** but not accepted?

No  Yes, attach a completed IBL form.

Does Anna have a nursing care plan?

No  Needed  Yes, it is found at:

### Back-up plans (*in the event that primary support is not available*):

Home: Call group home 555-555-5555

Work/school/day supports: Call mom 555-355-5555

Other:

## Differences

**Note any differences between the contents of this plan and what Anna wants:**

Anna says she hates where she lives and some of the people who live with her. She wants to go home and live with her mom and siblings. For now, this is not an option for Anna. Anna's verbal and physical aggression concern her mother, who feels her home is not safe with Anna in it until Anna gains some more skills for controlling her behavior. SC will continue to look for other options for Anna so that she can live in a place where she is happier. It is important for Anna to have a BSP that proactively and reactively responds to her challenging behavior, but it is important to Anna that she have a voice in what is written into that plan. The conflict arises between important To and important For in that Anna does not feel she had a voice in the BSP. Anna's behavior support specialist will continue to work with Anna, along with all others supporting her to increase the level of trust she feels in her BSP and that it reflects what is important to her as well as important for her.

**Note any differences between the contents of this plan and what any other ISP contributor wants:**  No known differences

## Legal relationships

Type of legal relationship	Name(s)
Parent(s) of minor child who retain parental rights:	Sharon Moore (mom)
Representative Payee:	Sharon Moore (mom)

## Acknowledgments

The person Anna has the right to make an informed choice about where to live and receive services, to choose which services to use, and to select from available providers to deliver those services in a non-disability specific and community-based service setting.

**Describe the supports Anna needs to understand her rights or to understand this plan, if any:**

Anna needs some help understanding why she needs supports in her life and being reminded about the rights she does have. Anna's support staff will help her understand her plan. When she is with her mom, her mom will help her. Anna's team will support her to advocate for herself and understand her rights.

Did the SC/PA offer options about available case management providers?  Yes  No

Describe the options offered about settings where Anna can live and receive supports. This must include non-disability specific options. Anna and her guardian (mom) were given a list of all the Service Setting options in Oregon including, In-home comp, Foster, or another 24-Hour living home. SC, and Anna and her mom had a conversation about the options that Anna has for where she lives.	
Describe the options offered about settings where Anna can receive employment or day services. This must include non-disability specific, community-based options.	<input checked="" type="checkbox"/> Not applicable
Did the SC/PA review the services available to Anna?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Does this ISP reflect the services Anna chooses and the outcomes Anna wants to work toward?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Did the SC/PA offer options about available providers to deliver chosen services?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If Anna's family provides supports, does this ISP reflect what is needed for the family to effectively provide supports?	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A
Has Anna been provided information about the planning process and how to request changes and updates to the ISP?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Was Anna given the opportunity to choose the location of her ISP meeting?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Was Anna given the opportunity to choose who participated in her ISP development?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Did Anna receive notification of her DHS rights?	<input checked="" type="radio"/> Yes <input type="radio"/> No

<b>ISP team — does this ISP reflect...</b>	
<b>Independence:</b> Having control and choice over one's own life.	<input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Integration:</b> Living near and using the same community resources and participating in the same activities as, and together with, people without disabilities.	<input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Productivity:</b> Engaging in contributions to a household or community; or engaging in income-producing work that is measured through improvements in income level, employment status, or job advancement.	<input checked="" type="radio"/> Yes <input type="radio"/> No

**Describe the reason for any “no” responses and the plan to address it (*additional follow-up information may be described in the "Chosen case management services" section*):**

Anna does not like where she lives and so it is reflected here that her choice is to not live where she lives with residential service (see disagreements). Anna had an argument with her mom the day of her meeting. She said she would not take part in the meeting if her mom was there. Anna said she would rather sit in her room. Her mom did come to the meeting and Anna sat in her room. After her mom contributed to the meeting, and left, Anna came back to the room and contributed during the rest of the meeting.

## Agreement to this plan

These people agree to this plan and associated documents as reflecting Anna's strengths and preferences, support needs as identified by an assessment, and the services and supports that will assist Anna to achieve her identified desired outcomes.

- **Services coordinator/personal agent/ODDS residential specialist:** Ensure the plan meets Anna's current service needs and complies with requirements for the chosen service setting(s) and associated funding.
- **Providers:** Agree to implement and provide the supports that have been designated as their responsibility in this ISP. A signed Provider Service Agreement may be used instead of a signature on this page.

Name	Relationship to Anna	Present at meeting?	Signature	Date	Comments
Anna Moore	Person receiving services	<input checked="" type="checkbox"/>			
Linda Free	Services Coordinator	<input checked="" type="checkbox"/>			
Ethel Roger	ODDS Residential Specialist	<input checked="" type="checkbox"/>			
Julie Lawrence	House Manager	<input checked="" type="checkbox"/>			

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