

Person's legal name: Javier Antunez Date of last update: 09/03/2017

What name does this person prefer to be called? Javi Date of birth: 05/15/2011

Ask Javi, Javi's family or guardian, and those who are close to them what their current priorities are. What are the things happening right now that Javi or Javi'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 Javi 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 Javi or family doesn't want to discuss it, note that on this form.

Communication

How Javi 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:

- Javi likes his new speech therapist, Joanna; they work well together.
- Javi likes to use his leap frog to practice saying words.
- Javi speaks some words in both English and Spanish.
- Javi has a communication chart that he carries with him (his school also has a copy).

Family and/or guardian's perspective:

- Javi's parent say that he has come so far in this last year
- They are excited that he is talking more; They have really noticed Javi's speech getting more clear this year. People who are not close to Javi still have some trouble understanding him, but close family and teachers are noticing the difference.

Additional input:

- Javi's speech can be difficult to understand and he has a limited vocabulary.
- Javi can become frustrated when others don't understand him. He is working with his family, teachers, and speech therapist, Joanna.
- Don't give Javi too much information all at once. Provide him with one instruction at a time clearly and then give him time to respond.
- It helps Javi if you point out and show him what you are asking him, especially when using prepositions.

Life in current living arrangements

Where and with whom Javi lives, where he wants to live, options for where he can live (including non-disability specific options), planning to live more independently or on his 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:

- Javi lives with his mom and dad, his brother and sister, and his abuelita, Marta.
- Javi shares his room with his brother, Mateo.
- Javi likes to have his mantita (special blanket).
- Javi is proud that he is sleeping in his own bed more often.
- Javi takes a book to bed each night and likes to look at the pictures and sing.
- Javi plays games with his siblings.
- Javi loves to watch cartoons on Sunday, especially Arthur, Sesame Street, Thomas and Friends, Dora the Explorer, and Ben 10.
- Javi likes to watch his mom cook.
- Javi likes to ride his bike.

Family and/or guardian's perspective:

- Javi and his parents have been working hard to find ways that Javi will sleep in his own bed throughout the night.
- Javi needs some help with using utensils, using a toothbrush, and using coloring crayons and other writing tools.
- Javi needs help putting on and taking off clothing and tying his shoes.
- Javi needs help washing and drying his hands.
- Javi needs help cleaning up after going to the bathroom.

Additional input:

None

Pre-employment and/or work

What does Javi want to be when he grows up? Describe careers Javi 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:

Javi wants to be a welder or a baseball player.

Family and/or guardian's perspective:

Javi's dad loves to take Javi to work and says that Javi will follow him around the shop and pretend to be a welder.

Additional input:

none

Employment-related skills

In what ways does Javi shine? Describe his 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.

Javi is a hard worker who loves to be involved and help both his mom and dad with chores and shopping.

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.

N/A

School and life-long learning

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

Youth's perspective:

- Javi loves his school and his teachers, but also misses his mom and dad when he is there.
- Javi is excited to be in the first grade this year.
- Javi wants to learn to write his name.
- Javi wants to learn to ride a two wheel bike like his big brother.

Family and/or guardian's perspective:

- Javi is doing much better in school and seems happier now that his teachers and his family are

following his PBSP, though mom would like Javi to continue having fewer difficult days at school. When Javi is having a difficult day, he will cry, ask for his mom to come get him, yell, or hit others.

- Javi is learning to say his last name. Learning this is important to his family, but Javi also says he wants to talk well like his brother. Mom says, this means he wants to be able to pronounce more words, including his last name.

Additional input:

- Javi is in first grade and is doing better with a smaller classroom and the more 1:1 attention from his teachers that he is getting at his new school.
- He spends part of his day in his first grade class and part in his resource classroom.
- Javi works with his family and his teachers on talking about what he did at school each day.
- Javi prefers to observe the other children in his class playing but will not often take part. Don't force Javi to take part. Invite him and let him decide to include himself when he feels comfortable.
- Javi has a PBSP at school that the school paid for.

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:

Javi will start Little League this year.

Family and/or guardian's perspective:

Mom and Dad are concerned about Javi's aggression towards others when he becomes frustrated.

Additional input:

Javi teacher says that

- he a sweet boy and continues to gain skills for socializing but still has fear around it and is hesitant to take part in play with other children
- Javi's PBSP is working well at home, but he is still hitting at school.

Relationship map

	People who are important to Javi:	Others in Javi's life:
Family	Mom (Irita) Dad (Roberto "Beto") Brother (Mateo) Sister (Diana) Marta (abuelita/grammie)	Ramon (uncle) Sava Torino (aunt)
Friends	Quanto and Lupin (friends at school)	Logan, Sierra, Patrick (neighbors)
People at work, school or in the community	Teachers (Ms. Goode and Ms. Francie)	
People paid to provide support	Joanna Blessing (Speech Therapist) Bindi Wheeler (Behavior Specialist)	

Relationships

Anything about current relationships Javi 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:
Javi loves his family. He is a little afraid of new people and needs time to make friends.
Family and/or guardian's perspective:
<ul style="list-style-type: none"> • Javi has a very close family who are very supportive of him. • Mom and dad would like Javi to make more friends at school. • His brother and sister are kind and gentle with him and this is very helpful when Javi is upset or not feeling well.
Additional input:
Javi's teacher says he is making lots of positive progress at school and that he played soccer with a group of children recently, which is something he would not have done at the beginning of the year. She will be talking with Javi's behavior specialist next week to see about updating his PBSP, Javi is still hitting at school when he is upset or when others don't understand him.

Characteristics of people who best support Javi

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:
Javi said he likes people like: <ul style="list-style-type: none">• Mom and Dad• Abuelita Marta (grammie)
Family and/or guardian's perspective:
<ul style="list-style-type: none">• People who follow the structure set up for Javi• People who are calm and don't get worked up when Javi is upset.
Additional input:
Speech Therapist says: <ul style="list-style-type: none">• People who understand or are willing to learn Javi's communication style

Health and wellness

Relationships with medical professionals, child/adult specialists, developing skills for taking care of himself, 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:
Javi likes his mom to be with him at the doctor (he prefers to sit on her lap and have his mantita).
Family and/or guardian's perspective:
Javi's family is very informed about nutrition and work together to be fit and healthy.
Additional input:
None

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:
<ul style="list-style-type: none">• Javi likes to bring back the recycle cans for change and buy candy with his brother and sister.• Javi gets to buy one treat a week with the money he saves in his bank.• Javi knows what pennies are.

Family and/or guardian's perspective:

None

Additional input:

None

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:

Javi can say “no” when he doesn't like something.

Family and/or guardian's perspective:

- Javi's family advocates for him on things he is too little to understand or make decisions about.
- They encourage Javi to make decisions and choices wherever it is appropriate.
- Javi's family wants Javi to feel in control of his life and give him choices whenever possible.
- Javi will scream, hit, or throw things if he does not feel safe, happy, or secure.
- He is very afraid of strangers and would let it be know if someone tried to hurt him or take him from a safe place.

Additional input:

None

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:

- Javi likes to eat the food his abuelita makes.
- Javi likes to help his mom and abuelita make tamales and cakes. She is a great baker.

Family and/or guardian's perspective:

- Javi and his family attend church every Sunday (Our Lady of Grace Church).
- Both Spanish and English are spoken in Javi's home.
- Javi's mom sometimes likes to have an interpreter present when Beto or Marta are at meetings so that the interpreter can explain things that mom does not feel comfortable interpreting

Additional input:

None

Sexuality

Education priorities or needs, safety considerations, etc.

Youth's perspective:
N/A
Family and/or guardian's perspective:
Mom and dad have no concerns and discuss sexuality with Javi, as they do with their other children, as questions come up at this time.
Additional input:
None

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:
Javi likes his play group that he goes to after school on Wednesday (The Fun Zone-social skills training group). This is an activity he does to help him get exercise through play.
Family and/or guardian's perspective:
<ul style="list-style-type: none">• Javi has been diagnosed with ADHD.• Javi's takes medication for ADHD that his family feels is working well.• Javi has a diet that avoids foods that might make him feel agitated like sugar and artificial ingredients. His family is able to do this as a group quite easily.• Javi has play time each day where he is physically active.• Javi's family follows his PBSP.
Additional input:
None

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">• Javi works with his family and teachers to follow his PBSP.• Javi feels better when he is sleeping well through the night.• Javi gets upset when he is around too many people and loud noises.• Javi feels uncomfortable when he isn't with his family

Family and/or guardian's perspective:
<ul style="list-style-type: none"> • Javi has a PBSP for home and school. Javi's family feel like his PBSP is working really well at home. He has not hit or thrown objects for a couple months now. • Javi is working hard to be gentle with other children and his family; he wants to feel good.
Additional input:
<ul style="list-style-type: none"> • Teacher: Sometimes Javi becomes tearful and sad when his mom drops him off to school in the morning. He might scream, flail his arms and legs, and hold tight to his mom. He will need about 30 minutes to adjust to this change in the morning with his teacher quietly reassuring him and getting him busy with a task he enjoys. • Teacher: Javi arrives at school a few minutes after the other kids when there is less activity in the hall and the other children are more settled. He begins his day in a classroom with less activity and fewer children in order to start his day a little calmer. • Teacher: Javi will become tearful and sad periodically throughout the day, but if his PBSP is followed he will transition more quickly from aggression, sadness, or anger to being busy with a task. Javi works with his behavior specialist, Lucy, about 1x a month for check-ins to see how things are going and to update supports as needed. • Behavior Specialist: Javi and his family are doing a great job following his Positive Behavior Support Plan (PBSP) and feel like Javi is much happier.

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:
<ul style="list-style-type: none"> • Javi loves to ride in the car; it makes him feel calm. • He does not like to ride the school bus
Family and/or guardian's perspective:
<ul style="list-style-type: none"> • Javi's family takes him to all the places he needs to go. • Javi uses a child car seat and will sit in the seat without any safety concerns.
Additional input:
None

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:
<ul style="list-style-type: none">• Javi likes his leap frog.• Javi carries his communication chart with him.• Javi will point to his communication chart to show others what he means to say.
Family and/or guardian's perspective:
Communication Chart works well
Additional input:
Teacher: It is helpful if others prompt Javi to get his communication chart and point to what he wants, needs, or feels.

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:
None
Family and/or guardian's perspective:
None
Additional input:
None

Hopes and dreams

What Javi wants to do or be, family goals, Javi's goal for now and the future, education goals, where Javi 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 Javi would like to see his life transform, transition from school to work/family home to living on his own, etc.

Youth's perspective:
<ul style="list-style-type: none">• Javi wants to grow up to be a welder like his dad. He loves to sit in a safe place while his dad welds.• Javi also might like to be a professional baseball player. He loves to watch baseball with his dad, brother, and sister.• Javi wants to visit his abuelita Adora. He loves when they visit her in Mexico, but he hates to fly.• Javi wants to be tall like his uncle Ramon.• Javi wants to have Tres Leches for his birthday. It is always his favorite.• Javi wants to ride a bike without training wheels like his big brother. He loves to watch his brother do tricks.
Family and/or guardian's perspective:
<ul style="list-style-type: none">• Mom and dad are very proud of all that Javi has accomplished this year.• They know that Javi will be able to do anything he wants and will help him in any way they can.
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
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Contributors to youth's perspective

Name	Relationship
Javier Antunez	Self

Did anyone else contribute their perspective on behalf of Javi?

Yes No

Irita Oro Antunez	Mom
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Contributors to family and/or guardian's perspective

Name	Relationship
Irita Oro Antunez	mom
Roberto Antunez	dad

Contributors to additional input

Name	Relationship
GiGi Wonderly	Services Coordinator
Linda Wasco	Spanish Interpreter
Alice Goode	Classroom teacher
Joanna Blessing	Speech therapist
Bindi Wheeler	Behavior Specialist

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