

Person's legal name: Paul Kiel

Date of last update: 10/15/2017

What name does this person prefer to be called? Paul

Ask Paul and those close to him what his current priorities are. What are the things happening right now that Paul 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 what you learn on this form. The amount of information you record in each topic area will vary depending on Paul's priorities and how well you know him.

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

## Communication

*How Paul 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.*

### Person's perspective:

Paul feels he has good skills in communication. Paul loves reading and doesn't need any help with reading or writing.

It really helps when others use as little figurative language or sarcasm as possible when speaking to him. Paul doesn't want people to be vigilant about this but just to keep it in mind, especially when he is trying to learn something new.

It is most helpful to provide Paul with instruction in written form. He enjoys language in writing because it provides him with time to process the information.

### Additional input:

Paul has excellent expressive skills both in written and verbal form but needs more help understanding the meaning of non-verbal information he receives during social interaction. He has strong skills in receptive communication when in written form.

Paul needs additional time to process info when he is interpreting social context/reading body language.

## Life in current living arrangements

*Where and with whom Paul lives, where Paul wants to live, options for where Paul can live (including non-disability specific options), planning to live more independently or on his own, looking for a new home or moving out of family home, rents or owns, private room, contribution to household, daily routine, activities at home, hobbies, pets, family, roommates, accessibility throughout home, meal planning, shopping, preparing meals and cooking, cleaning, skills for maintaining own household, modifications in home, safety.*

**Person's perspective:**

Paul says he likes living with his mom and sister, but he wants to move out as soon as he has enough money and finds an apartment he feels is suitable for him.

- He wants to live in an apartment so he won't have to do yard work.
- He doesn't want any roommates.
- He wants to live where he can walk to the bus stop and be close to his mother.
- He wants to bring his cat, Ramona.
- He wants his mom to make him meals and bring them over to him once a week but will clean his own home and pay his bills.

When Paul is at home he likes to:

- work on his computer
- watch movies/TV
- read
- walk on the treadmill
- paint and make pottery
- listen to his records, his iPod, or Spotify
- just think his thoughts

Paul is dedicated to working gaining more skills and remembering to do more things without needing reminders, so he can be more independent.

**Additional input:**

Paul helps his mom with daily chores and is responsible for:

- Cleaning his room: Mom reminds him to wash his sheets and dust when it needs it.
- Doing the dinner dishes, putting food away, and washing off all the counters: Paul needs a little help (reminder) noticing when the job is complete.
- Feeding his animal (1 cat: Ramona): Paul needs to be reminded to feed his cat, but he does a good job with this task once he gets started.
- Vacuuming: Paul's mom reminds him when it is time to vacuum and shows him where he might have missed a spot.
- Doing his own laundry: Paul's mom made a task list with steps so he could have written instructions to follow. Paul needs some reminders to stay on task and follow the list. His mom will tell him when it is time to do laundry. She will remind him to follow the written instructions.

Mom says Paul sometimes gets sidetracked when he isn't interested in a chore and she will have to remind him to stay on task, listen for the washer or dryer to buzz, and go to the next step.

Paul knows how to cook a few meals on the stove top and in the oven.

- He can use the microwave independently to make frozen meals and warm up leftovers.
  - Paul can follow a written recipe with some oversight to not experiment too much with ingredients or oven temperatures.
- He can measure the ingredients but will sometimes want to add more to see what might happen.
- Paul needs prompting to respond when the timer goes off and reminders to turn off the oven and

stove.

- He also needs a little oversight to be safe around the kitchen (use knives safely and pay attention to cutting and not look away at something that catches his attention)
- Paul will lose interest in the task of cooking a meal if it takes too long to prepare.

Mom feels like Paul would be safe to live on his own with some help making sure he did cleaning and laundry at least once a week.

Mom feels like it would be helpful if someone other than she were able to help Paul with some of these tasks once he is living on his own (cleaning, shopping for items other than food). She doesn't mind bringing him meals now and then, but she wants Paul to start gaining some of his own independence. Paul's mom also wants him to hire a provider to help him when she is not available.

She will continue to support him with food shopping and setting up meals that he can warm in the microwave for now.

## Pre-employment and/or work

*Career goals, developing job skills, interests, job exploration, financial concerns, social security benefits concerns, job development for self-employment or paid work, current job, job satisfaction, workplace safety, childcare needs, co-workers, work routine, work environment, planning for retirement, etc.*

### Person's perspective:

Paul says he could be an artist, but he also feels like he wouldn't make adequate money doing this. He says that it is very rare for an artist to make a decent living without additional employment. Paul says he has sold several pieces but did not get the money he would have liked.

He says he might like to be a salesman. He wants to sell things door to door and not at a store. He says he dislikes shopping and does not really like going into stores.

Paul still feels pretty bad about losing his job at the City Car Park. It has taken him some time to feel better about working again and thinks he is ready to now. He likes the job coach, Joe (ABC Provider Org), who he worked with at City Car Park and hopes he can work with him again when he finds a new job.

### Additional input:

Paul has had 3 jobs in the past year and a half (doing some data entry for the ESD, cleaning the floors and taking care of the garbage, as well as other cleaning tasks at Pizza Hut, and washing cars for City Car Park).

In school he learned to write a resume, fill out job applications, and practice doing job interviews. Paul looked online to find out ways to write a good resume and brought this information back to his teacher so that she would be able to share this information with others.

### Data entry at ESD:

He worked at the ESD for a year during his last year in school. He was not paid for this job; it was a work experience opportunity. He liked the people he worked with and was very good at this job, but he said he was often bored and didn't really like using the computer they provided him. He felt it was not as fast or reliable as the one he has at home. He wanted more to do and felt like he didn't have enough to keep him busy.

Paul did not like it when people kept coming in and out of the office all day. He said it was disruptive

to his work and he liked it much better when it was quiet and he could concentrate. Paul's coworkers said he did a great job while he was there; his data entry skills were very good and he was always on time and ready to work. His supervisor felt he would be well suited for working with computers, but Paul said he did not want to work with computers unless he could use his computer at home.

### **Pizza Hut:**

After Paul graduated, he put in an application on his own and got a job at Pizza Hut. He was paid minimum wage for this job. His tasks included cleaning up the tables, taking out the garbage, and mopping the floors along with some other cleaning tasks.

Paul's co-workers and supervisor at Pizza Hut trained him to do the tasks at this job. Paul said he did not want any additional support from the Brokerage/OVRS etc. for this job.

Paul did not like this job because the environment was too shiny. His mom had thought this would not be a good match for him because of the shininess, but he wanted to try. After about a month, Paul asked to quit the job because he felt like it made him too dizzy. He also said he smelled like pizza when he got off work and he did not like that either.

### **Washing Cars:**

After leaving Pizza Hut, Paul went to OVRS for help finding a job. OVRS helped him get a job washing cars for the city. He hired ABC Provider as his job coach. He felt like he did a good job, but his supervisor called the job coach and said that Paul scratched some of the cars when he used a brush he had brought from home to clean them. The job coach worked with Paul to only use the tools he was provided with to wash the cars. Paul was not convinced by the job coach and did the same thing about a week later. After this, Paul's supervisor told him and his job coach that he did not think it was a good fit. Paul said he realized that the cars were getting scratched after he tried the second time but felt, at the same time, like they weren't getting clean without the brush.

Paul is currently getting some help again through OVRS to find a new job. Last year, Paul developed a Discovery Profile with an Independent Contractor before going back to OVRS and provided this document to them. He wants to continue to work with ABC for job support once he finds a new job.

Paul has so many interests and those people who are supporting him are encouraging Paul to try the things he loves to do, and finds great interest in, to what he might like to do for work (see learning section). It is also important for Paul that he have the ongoing support and reminders he needs to understand what is and is not his responsibility, supporters who listen to what works and doesn't work for him and a little help to communicate to his supervisors when he is having a concern or needs something to change.

## **Employment-related skills**

*Interests, hobbies, talents, strengths, prior work experience, education, reading and writing skills, communication skills, computer skills, organization, timeliness, reliability, areas of focus if still in school, etc.*

Excellent computer skills and can do maintenance on a computer; hard working; ambitious; and always on time and ready to work. He is willing to try new tasks; funny; has excellent reading and writing skills; and is eager to learn. He has a wide variety of interests and knowledge (especially art, culture, and science). He is easy to get along with; focused when doing tasks he finds interesting; able to ride the bus to and from work; creative and artistic; asks lots of questions; takes work seriously. He is good with budgeting and money handling; is able to work on his own; and has good research skills.

## Employment-related preferences

*Hours, time of day, days of week, mornings, evenings, pay, location, environment, people and coworkers, noise level, distance from home, type of job, type of tasks, pace, etc.*

- Paul will not work outside if the weather is too hot or it is raining.
- Paul does not want to be around too many people when trying to work or have too many distractions (likes it quiet).
- Paul wants to work with people who know a lot about things and who like to talk, but not if it disrupts his focus.
- Food service might not work for Paul if it means smelling like food when he leaves.
- It is important to Paul that the environment is not shiny (makes him dizzy).
- Paul says he will work any day of the week except for Friday and will work in the day or the night as long as he does not have to get up earlier than 6:30 am and as long as he can be in bed by 11:00 pm.
- Paul wants to get paid as much as he possibly can.
- Paul does not currently drive, so he says he wants a job close to home where he can either walk to work or take the bus.
- Paul likes instructions to be written down.

## School and life-long learning

*Things Paul would like to learn, classes interested in taking, continuing education, personal or professional development, accessing school options, graduation preferences and diploma options, transition, etc.*

### Person's perspective:

Paul is “somewhat” interested in going to community college, but he isn't sure it is worth the investment.

Paul says he tries to learn something new every day. Paul loves to learn. He watches and reads about other cultures, science, and art on his computer all the time.

### Additional input:

He is an incredible artist and has created many pieces and had about three or four shows while in high school.

He asks a lot of questions and loves to engage in conversation with others about the things he has most recently learned.

His interests change all the time depending on what he finds on the computer. If you know something or have learned something recently, he will ask you many questions about it and is incredibly interested in what other people know. He will often go back to his computer and read more about the things people share with him.

Paul's mom is trying to help him see how the interests he has around learning, computers, and art can connect to what he would like to do for employment. Paul feels like his interests around learning and what he should/can do for work are two separate things.

Paul's mom feels he would need some extra assistance in college. He is able to do the work but will not always stay on task or complete homework the way the teacher has asked unless he has close oversight. Paul needs extra time to complete projects and papers and some additional support for understanding lectures.

He would do well if lectures were able to be written out and presented to him so that he can take them back to a quiet place and read them several times until he feels he understands them well.

Paul would also need to have understanding from his instructors and other students when he is having seizures, so that he would be safe in class.

Paul would also do well with online classes as he responds well, is engaged with, and feels comfortable with this medium. It would be useful for Paul to have a tutor that can provide him with the extra help he needs in class and with homework.

## Community and social life

*Recreation or leisure activities, community activities, 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.*

### Person's perspective:

Paul is involved with his mosque (Masjid Al Tawheed Peace Center in Talent, OR) and takes part in activities there every Friday.

Paul also goes out with his cousins and does things about once a month.

Paul loves to go to record stores, outdoor flea markets, the art museum, and car shows.

Paul only wants help from his friends and family to do social things. He did not like working with a provider in the community. He said it made him feel uncomfortable.

### Additional input:

Paul is very social when he is engaged with people who include him and who he finds interesting. He has more difficulty being proactive about meeting people or including himself. With some support for finding places to meet people who have similar interests, he makes friends easily with those who seek out his friendship or when he has time to warm up to new people.

Paul's PA has informed him that if he does want support in the community with finding and taking part in activities that he can tell his PA and she will help him hire someone.

## Relationship map

	People who are important to Paul:	Others in Paul's life:
Family	My mom (Susie), My sister (Lori), My cousins, My dad (Bob)	Aunts (Marta and Sarah), Uncles (Rubin and Darab), Grandparents
Friends	Aaban, Wes	
People at work, school or in the community	N/A	
People paid to provide support	N/A	

## Relationships

*Anything about current relationships Paul 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.*

<b>Person's perspective:</b>
Paul has friends at mosque and likes to spend time with his cousins. He has several friends from school that he no longer sees but is not very interested in connecting with them. Paul says he would not mind having more friends. He says he would like to find a way to meet more people, but he is not sure where to look. He says he would like to have someone to do things with and just hang out with. Paul wants to find people who he can talk to when his mom is not available. Paul would like to make friends at activities without his mom or anyone else there.
Paul says he likes the people he knows and they like him. He doesn't feel he needs help with getting to know them better or spending more time with them. He would like to get to know some new people, but does not really know where to find new people. Paul would like to see his dad more, but wants to ask his dad about this without anyone intervening.
<b>Additional input:</b>
Paul's mom says that he has a desire to see his dad more often. She mostly lets dad and Paul work out their relationship on their own as this seems to be the best way for Paul.

## Characteristics of people who best support this person

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

<b>Person's perspective:</b>
<ul style="list-style-type: none"><li>• Paul needs to think about things for a while before he jumps into them. He would like to work with someone who isn't too pushy and gives him time to process information and activities.</li><li>• Paul appreciates people who can pay attention to their language, not use too much figurative language, and not be sarcastic too much of the time.</li><li>• He likes people who talk a lot and who know about interesting things but who also know when to be quiet so he can concentrate.</li><li>• He prefers the company and support of women, but he doesn't mind men.</li><li>• He is intimidated by big men who are "gruff."</li><li>• Paul likes people who let him try things out his own way and who don't tell him how to do things.</li><li>• Paul works well with people who have writing skills so that they can write down instructions. He likes to watch and observe but learns best when he can experiment and study written instructions.</li></ul>
<b>Additional input:</b>
None

## Health and wellness

*Relationships with medical professionals, developing skills for taking care of himself, medical equipment, things that make medical appointments successful, skills for making and keeping medical appointments, physical fitness, sports, preventative care, health screenings, nutrition, nursing services, occupational therapy, dental care, planning for end of life care, advance directive, etc.*

### Person's perspective:

Paul says he despises being sick and that he takes his medication for seizures because he knows it makes his seizures "slightly better." He wishes he could find a medication that would make his seizures stop altogether.

He won't go outside if it is too hot because he is fearful that this could give him more seizures. He also won't go outside if it is raining. He says this could cause him to become ill.

When he is out in the community or at work he does not want anyone to call 911 if he has a seizure. He says he will start to blink a lot and that people should just let it pass. He says it will pass in about a minute and there is nothing the doctor can do. He says that he is safe because he doesn't usually fall when he has a seizure and if he is having a bad seizure day he just stays home and rests.

Paul says he got his medical alert necklace so that his mother would feel better when he was out on his own, but he has never had to use it. He adds that he will usually be able to tell when he is going to have a seizure and will sit down or lean on something.

He must know what is in everything he eats as it might contain ingredients he is allergic to.

He likes to be healthy and be in shape. It is very important to Paul that he be able to walk every day. If the weather is not good (too hot or raining), he will walk on his treadmill. He says he tries not to get overheated when he is working out because this might cause a seizure.

Paul says he drinks plenty of water because of his seizure meds that can make him dehydrated.

### Additional input:

Paul can sometimes have 5 to 7 seizures per day --most days he has just 1 or 2. Sometimes they keep him from taking part in activities (have kept him from school and work). His seizures usually last a about a minute or less. He starts to blink his eyes, opens and shuts his mouth, and will be unresponsive while he is having a seizure. He can get very tired and disoriented, especially if he has had several in a day, so it is sometimes better for him to go home and lie down. He has been on several medications throughout his life, but his seizures have never been fully controlled by medication.

Paul needs some support taking his medication. He often forgets to take it, so his mom reminds him. Mom also provides some assistance while Paul fills the pill minder. Paul will sometimes miss filling a day if he is not fully engaged in this task, so his mom will prompt him until the minder is filled correctly. He can then get it out of the pill minder and take it independently once reminded. Paul does not seem to have any resistance to taking medication as he knows it helps to control his seizures. Paul does have a watch that has been set to remind him to take his medication, but if he is engaged in another task he will not respond to this, so his mom continues to remind him.

Paul has many allergies to food. He cannot eat peanuts, milk, soy, nuts from trees, eggs, or wheat. (He gets a rash; he does not get anaphylactic shock from these foods.) Paul is very careful about the ingredients in food. He knows what he can and cannot eat and won't eat out or at others homes unless it is a close relative who he trusts really knows his diet. Paul could go to the store and purchase the



things he needs if he felt comfortable in the store. If the floor in the store is too shiny, he won't feel comfortable. He knows the particular stores he feels comfortable in and sticks to those. He can tell others where these stores are if necessary.

Paul will hesitate to go to the doctor until speaking with his mother who will talk to him about his feelings, which will sometimes help him to feel more confident. Paul feels like he might become sick if he goes to the doctor and that the doctor can't really do much to help him anyway. Mom feels like Paul is a very healthy person and he rarely gets ill. Paul will need more encouragement to be proactive about going to the doctor independently or making doctor's appointments independently, but his mom feels he has the skills to do this if not the desire. She says that if Paul has an appointment, he will definitely remember it and be on time if he feels reassured about going.

Paul needs reminders every day to keep good oral health, but will do a pretty thorough job once he is prompted. He does not mind going to the dentist for a cleaning.

Paul needs reminders to take showers. He will sometimes need to be reminded to do a more thorough job in the shower and his mom will prompt him to look to his written instruction. Paul is trying to grow a beard so chooses not to shave, but he does need a little help with this if he decides a beard isn't for him or desires it to be trimmed in a particular fashion.

## Financial life

*Budgeting, managing money, using cash, counting change, planning for the future, special needs trust, benefits, risk of exceeding resources, managing credit, education, controlling money, etc.*

### Person's perspective:

Paul wants to have enough money for art supplies, buying gifts for his loved ones, books, movies/music, records, paying for rent and Internet. Paul feels like it is important to have money to pay the bills and buy food. He says he would never give money to someone he didn't know. He would always like to have more money.

He feels like he is responsible with his money and does not want or need a rep payee. He makes sure to budget for the things he wants after he has paid his bills and bought food. His mom never has to remind him to pay his rent or the internet bill.

### Additional input:

Paul understands budgeting and is very responsible with his money.  
Paul's mom will take Paul down to the Social Security Administration office so that he can be his own Rep Payee.

## 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, personal privacy, any supports that interfere with privacy, identity protection, etc.*

### Person's perspective:

Paul says he would tell his mom if he felt like someone was trying to take advantage of him. He knows what he wants and likes and thinks he does a good job asking for these things. He doesn't have any problem saying "no" if he feels uncomfortable doing something.

### Additional input:

Paul is usually a really good advocate for himself. Once he feels comfortable around people, he will

be clear about his likes, dislikes, wants, and needs.

He knows how to keep himself safe in many situations, like sticking to neighborhoods and places he knows well but needs some reminders about places he is unfamiliar with (e.g. who is safe to ask for help or directions).

He understands his health needs and is vocal about what they are.

## Cultural considerations

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

### Person's perspective:

Paul loves his family very much. He goes to his Grandma's every year for Christmas and this is his favorite day of the year. He likes the family aspects of the holiday, even though he doesn't celebrate it religiously. Paul goes to mosque at Masjid Al Tawheed Peace Center in Talent, OR every week. He says he likes to go and see his cousins there. Paul says he would like to be buried in the Islamic tradition. Paul says that his dad's side of the family and his mom practice Islam. His grandparents and aunts on his mom's side are Baptists.

### Additional input:

Mom says that Paul has a living will that his she helped him prepare and he did choose a place to be buried. Mom says his only request was that he be buried somewhere near home and so Paul looked it up on Mapquest and chose a site.

## Sexuality and/or intimate relationships

*Education, family planning, privacy, anything that interferes with privacy, opportunities to express sexuality, dating, places and events to meet potential partners, online dating, safety considerations, etc.*

### Person's perspective:

Paul says he would like to have a wife someday, but he doesn't really think he is ready right now. He says he had a girlfriend in Middle School and would like to look into having another. Paul says he isn't really sure what sort of education he would need around this but said he had sex-ed in middle school. He would like to be a dad someday.

### Additional input:

None

## Mental health

*Concerns about mental health; relationship with any mental health professionals; availability of helpline or other resources for Paul, family or supporters; things or people that make appointments better; effective strategies; accommodations needed; skills for making health care decisions; support to make informed health care decisions, etc.*

### Person's perspective:

Paul says he was feeling depressed in high school and he went to see a therapist. He didn't mind going and felt the therapist was a very nice woman. Paul says he doesn't feel he needs to see a therapist anymore.

**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.*

**Person's perspective:**

Paul feels any behavioral needs he had in the past are no longer an issue.

**Additional input:**

Paul started a fire in the outside garbage can about 3 years ago. He said he wanted to see what would happen. At the time, the fire department came and told Paul why it was important not to use fire or flammable materials in a way that is not safe. His mom also spoke to him and gave him information on what could happen if he played with fire. Paul said he learned the lesson, but mom still has some concern that Paul might try and experiment with lighters and matches, so she talks to him about it periodically so he will remember that it probably isn't safe. Paul does what he wants (comes and goes as he pleases) and has his own spending money, but mom does not feel that Paul would buy a lighter for this purpose. Paul and his family continue to talk about fire safety and PA gave resources on fire safety and prevention tips so Paul could educate himself more online, which is his learning preference.

**Transportation**

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

**Person's perspective:**

Paul wants to get his driver's license. He knows if he doesn't have a seizure for a year he can get his driver's license. Paul says he enjoys walking when he can, but if not he can take the bus just about anywhere it goes.

He gets a bus pass from his dad. His dad works for the transit authority.

Paul wants to be able to get around independently at night and on Sunday when the bus is not running (Cab).

**Additional input:**

Paul's mom is willing to take him to the places he needs to go when the bus isn't running and when the weather is bad.

**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.*

<b>Person's perspective:</b>
Paul says he uses his computer when he wants to know how to do things. He also has a life alert that he uses to make his mom feel safe.
Paul wears glasses.
Paul has a cell phone and he knows how to call for emergencies.
<b>Additional input:</b>
Paul has a weekly pill reminder and a watch that reminds him to take his pills. He does not always respond to the watch, so his mom reminds him to take his medication. She hopes he will be able to use the watch for reminders once he lives on his own.
Paul has written instructions for doing some chores, like laundry, to help him remember the steps. He also uses a task list to remind him to wash a little better.

**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 such as strobe-light fire or carbon monoxide detectors, bed shakers, etc.*

<b>Person's perspective:</b>
Paul feels more comfortable with padding on his treadmill.
Paul has padded the corners of their coffee table, the kitchen counter, and his tread mill so that just in case he does fall, he won't injure himself.
<b>Additional input:</b>
None

**Hopes and dreams**

*Personal goals, career goals, education goals, vacations to take, purchases to make, things to achieve now or in*

*the future, things to do or try, experiences to explore, marriage and children, long- and short-term.*

**Person's perspective:**

Paul wants to go to the Louvre in Paris. He has researched this at length and this is his number one goal in life. He has watched and read the travel expert, Rick Steves, and he plans to follow much of Rick's advice.

Paul wants to build his own home someday. He wants to build it with his Uncle who is a contractor.

Paul wants to get his driver's license. He knows he would be a great driver.

Paul wants to have one child someday. He does not care if it is a boy or a girl, as long as it's healthy. He would also like to get married but not for a while.

Paul hopes one day to not need a provider at all.

**Additional input:**

Paul's mom has been saving money for about 3 years so she can take a vacation with Paul to Paris. They hope to go in the Spring of next year. Paul loves art and is an artist. Going to the Louvre means the world to him and his mom is really happy that she is able to help him get there.

If Paul doesn't have a seizure for 1 year, his doctor will write him a release to get his license.

**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:

Discovery Profile

## Contributors to person's perspective

Name	Relationship
Paul Kiel	Self

Did anyone else contribute their perspective on behalf of Paul?

Yes  No

## Contributors to additional input

Name	Relationship
Susie Kiel	Mom
Kitty Fields	Personal Agent

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