

Person Centered Information

Person's legal name: Linh Shawna Tiem

Date of last update: 05/21/2017

What name does this person prefer to be called? Shawna

Ask Shawna and those close to her what her current priorities are. What are the things happening right now that Shawna 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 Shawna's priorities and how well you know her.

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

Communication

How Shawna 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:

Shawna says she has a hard time reading sometimes and likes her mom to help her.

Additional input:

Shawna needs support with reading and writing. She is skilled at reading traffic signs and signing her name but needs extra help reading complicated information and filling out forms. Her mom also helps her communicate effectively with doctors, helping with understanding and explaining complex information.

Life in current living arrangements

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

Shawna says she is much happier now that her mom and her live in separate homes. Shawna moved

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into her own home right next to her mom earlier this year. Shawna's son just moved in with her a month ago. He had been living at her mom's, but now Shawna feels confident with him in her home. She wants to take a parenting class to help her learn more about being a good mom.

Additional input:

Shawna has very good skills for maintaining the health and safety of her home. She is able to clean, cook, and take care of all her own (self-care) needs. Where she might need some additional assistance is with shopping for food and other household items; her mom supports her, and they want that to continue without any outside help.

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:

Shawna likes working with her mom at her mom's cleaning service. They clean homes together and she wants to continue to do so. Her mom pays her salary and Shawna is happy with her income. She works Monday-Friday 7am-4pm. Shawna wants to take over the business when her mom retires in about 5 years.

Additional input:

Shawna and her mom say that Shawna does not need any additional assistance with employment. Shawna is very responsible about work and her mom helps her to get to and from each site and stay on task.

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.

Shawna is very good at cleaning and talking to the clients. She and her mom have done it together full-time since Shawna turned 18, but Shawna has always been great at this type of work. She says she has all the skills she needs for her current job.

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.

Shawna wants to work with her mom and not have any one else help her.
She likes how things are.
She is really good at her job and enjoys the relationship she shares with her mom there.
She likes that her job is at a pace that she is used to and that there aren't other people around to disturb her while she's working.
She likes the hours that she works at her current job (7am-4pm)

School and life-long learning

Things Shawna 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:
Shawna says she graduated from school and doesn't want to go to college. She says if she wants to learn something new she will talk to her mom about it.
Additional input:
None

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:
Shawna likes spending time with her friend, Stacy. They live near one another. Shawna says she does what she wants and doesn't want any help with finding any additional social activities. Shawna also love playing Bunco once a month at Brian and Nancy's. Otherwise, she says she likes to stay home, go to Stacy's, or go next door to her mom's and spend time with her son. She says she doesn't have time for anything else because she is focusing on working and being a good mom and taking care of her son.
Additional input:
None

Relationship map

	People who are important to Shawna:	Others in Shawna's life:
Family	Anh (mom) David (son)	Eun and Ki (Aunts in California)
Friends	Stacy (best friend)	Brian and Nancy (friends from Bunko)
People at work, school or in the community	Margo and Linda (employees at work) Julie Ross (neighbor and friend)	Dietz and Joel (maintenance workers in mobile park)
People paid to provide support	none	

Relationships

Anything about current relationships Shawna 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.

Person's perspective:
Shawna says she likes her relationships the way they are. She doesn't want any more friends. She likes Stacy because Stacy isn't bossy and calls her every day. She doesn't want to ever talk to her

son's dad. Shawna doesn't want any help making friends. Shawna says she was having some problems with a woman who is dating her son's dad. This person kept calling her and "harassing" her, but that has since ceased and she just wants them to leave her alone.

Additional input:

Shawna and her mom are very close. They spend most of their time together. In the past, Shawna had some problems with girls harassing her. This was reported to county abuse investigator. The result of the investigation was that the abuse was unsubstantiated. Shawna worked this out by ignoring these girls and not calling them back or responding to them.

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.

Shawna likes people who stay out of her personal business (wants family privacy, no questions about her personal life unless she asks for help). She likes people who respect her. She doesn't like people who ask her a bunch of questions and treat her like she doesn't know anything. She says she likes being around people who are not too loud or boss her around. Shawna works best with people who give her time to process information and not rush her. She likes people who she knows well and who she doesn't have to explain herself to.

Health and wellness

Relationships with medical professionals, developing skills for taking care of herself, 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:

Shawna says she is healthy and eats right. She is trying to lose some weight; she and her mom are walking every day.

Additional input:

Anh (Shawna's mom) helps her make and keep medical appointments. Anh also goes to all her medical appointments with her and supports her to understand medical information. Shawna is not currently on any medication, but if she were her mom would support her with taking properly. Shawna wants her mom to do so.

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:

Shawna says she wants her mom to take care of her money. She doesn't like to carry any money. She is afraid she will lose it.

Additional input:

Anh Tiem (mom) is Shawna's rep payee for SSI.

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:

Shawna feels like she has learned to stick up for herself. She says she doesn't carry any money so she isn't worried about people stealing from her. She says she doesn't go online anymore, so she isn't talking to anyone who can hurt her.

Additional input:

Mom says that Shawna had some problems in the past with going online and telling strangers where she lived. This was over three years ago when she was still in high school. Since then, she and her mom say it has not been a problem and that Shawna doesn't have contact with any strangers.

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:

Shawna wishes she knew how to speak Vietnamese like her mom. She says she celebrates the same holidays as everyone else.

Additional input:

Shawna's mom says they celebrate Christmas and Easter. They go to Mass once a year and go to The Passion Play on Easter. They are Catholic, but mom says she stopped going to church every week a few years ago. They don't have a preferred church.

Sexuality

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:

Shawna says she doesn't want a boyfriend. She says she is too busy being a mom and has not had good luck in her past relationships.

Additional input:

Mom says she doesn't get involved in this part of Shawna's life.

Mental health

Concerns about mental health; relationship with any mental health professionals; availability of helpline or other resources for Shawna, 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:
Shawna says she isn't as depressed as she was a couple years ago. She doesn't want to take medication anymore because it makes her a “zombie.” She isn't interested in trying any other medications with her doctor's guidance. She says she feels pretty good.
Additional input:
Shawna has had some history of depression. Her mom says she is not worried about this. PA has given Shawna and her mom information on mental health resources and let Shawna know that if she wants any support in the future, it is available to her.

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:
None
Additional input:
None

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:
Shawna wants a bus pass so that she can get to the place she wants and needs to go. She says her mom can take her most of the time, but she likes to go do things with her friend, Stacy, and wants to take the bus.
Additional input:
Shawna has safe and reliable transportation from her mom. Her mom wants to continue to provide rides to Shawna, like she always has. Shawna needs support to ride the bus safely and get to and from her destination without getting lost. Shawna needs support to read signs, the bus map, and communicate effectively with the driver (e.g. Shawna would not ask the driver for help if she were lost or confused). Shawna's needs help to know what bus to take and when. She needs support to stand at the bus stop safely (e.g. reminders to stay back when the bus is coming and to wait for others to get off before she gets on). Shawna's friend, Stacy, is skilled at using the bus and is willing to support Shawna while they ride together.

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.

Person's perspective:
Shawna does not use any assistive devices, although she does have a cell phone and knows how to use it and call 911 for emergencies.
Additional input:
None

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.

Person's perspective:
Shawna does not have any modifications in her home or family vehicle.
Additional input:
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:
Shawna says all she wants is to be a good mom. She is happy with the way things are. She tells her mom about her dreams.
Additional input:
Shawna's mom (Anh) says she would like Shawna to just be happy.

Anh thinks they have a great relationship and want to see that continue.

Other individualized planning documents

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. Also consider documents from other agencies like Child Welfare such as Family Strengths and Needs Assessment or Child's Needs and Strengths assessment.

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

None

Contributors to person's perspective

Name	Relationship
Linh Shawna Tiem	Self

Contributors to additional input

Name	Relationship
Ahn Tiem	mom
Rory Captain	Personal Agent

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