

# Person Centered Information

Person's legal name: Anna Moore

Date of last update: 09/30/2017

What name does this person prefer to be called? Anna

Date of birth: 03/03/2001

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

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

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

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

## Communication

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

### Youth's perspective:

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

### Family and/or guardian's perspective:

Mom says:

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

### Additional input:

Staff says:

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

## Life in current living arrangements

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

### Youth's perspective:

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

### Family and/or guardian's perspective:

Mom says:

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

### Additional input:

Staff says:

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

## Pre-employment and/or work

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

### Youth's perspective:

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

### Family and/or guardian's perspective:

Mom says:

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

### Additional input:

Staff says:

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

## Employment-related skills

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

Anna says:

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

Staff says:

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

## Employment-related preferences

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

Anna says:

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

Staff says:

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

## School and life-long learning

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

### Youth's perspective:

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

to bed.)

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

#### Family and/or guardian's perspective:

Mom says:

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

#### Additional input:

Staff says:

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

## Community and social life

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

#### Youth's perspective:

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

#### Family and/or guardian's perspective:

Mom says:

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

#### **Additional input:**

Staff says:

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

## Relationship map

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

## Relationships

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

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

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

### Additional input:

Staff says:

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

## Characteristics of people who best support Anna

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

### Youth's perspective:

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

### Family and/or guardian's perspective:

None

**Additional input:**

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

## Health and wellness

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

**Youth's perspective:**

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

**Family and/or guardian's perspective:**

Mom said she had nothing more to add

**Additional input:**

Staff says:

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

## Financial life

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

**Youth's perspective:**

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

**Family and/or guardian's perspective:**

Mom says:

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

#### Additional input:

Staff says:

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

## Protection and advocacy

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

#### Youth's perspective:

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

#### Family and/or guardian's perspective:

Mom says:

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

#### Additional input:

Staff:

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

## Cultural considerations

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

**Youth's perspective:**

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

**Family and/or guardian's perspective:**

Mom said she didn't have anything to add

**Additional input:**

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

## Sexuality

*Education priorities or needs, safety considerations, etc.*

**Youth's perspective:**

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

**Family and/or guardian's perspective:**

Mom says:

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

**Additional input:**

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

## Mental health

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

### Youth's perspective:

I love my therapist, Sunny. She is the only person who doesn't try and tell me what to do. She listens to me and is nice to me.

### Family and/or guardian's perspective:

Mom says that she is still going to therapy with Anna every other week and is willing to continue.

### Additional input:

Staff Says:

- Unlimited Possibilities provides Family Therapy for Anna and her mother once every two weeks (with some breaks for holidays and vacations). The schedule is in Anna's book.
- Anna sees her therapist privately every other Wednesday.

## Behavioral health

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

### Youth's perspective:

- I like talking and meeting with Sunny. Whenever I am not feeling well or am upset, I call Sunny and she helps me. She makes me laugh too.
- My therapist, Sunny, is the best doctor I ever had. I don't know what I would do if I did not have Sunny to talk to.
- I don't like Rod (behavior specialist). He told my mom I could not come home and wrote my behavior plan without me.

### Family and/or guardian's perspective:

Mom says:

- Anna's behavior scares us.
- She is kind and sweet, and then violent and angry.
- Her behavior keeps her from living in my home.

### Additional input:

Staff says:

- Anna has been doing better since she has changed schools and has made a couple of friends. Her teacher seems to give her the support she needs in class and with interacting with others in class.
- Slamming doors to control others; interrupting others to gain attention; and flirting and/or "hitting on" strangers has required staff to have close supervision.
- To live with her mother again is important to Anna, but her verbal and physical aggression towards her family is a concern to Sharon (mom).
- Anna has expressed that she does not agree that she had a voice in the development of her behavior support plan (BSP). Her behavior specialist, Rod Corlina, at Unlimited Possibilities

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

## Transportation

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

### Youth's perspective:

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

### Family and/or guardian's perspective:

Mom says she has nothing to add

### Additional input:

Staff says:

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

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

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

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

### Youth's perspective:

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

### Family and/or guardian's perspective:

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

**Additional input:**

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

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

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

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

**Youth's perspective:**

Anna does not currently have any specific environmental modifications

**Family and/or guardian's perspective:**

Anna does not currently have any specific environmental modifications

**Additional input:**

Anna does not currently have any specific environmental modifications

**Hopes and dreams**

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

**Youth's perspective:**

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

<b>Family and/or guardian's perspective:</b>
<ul style="list-style-type: none"><li>• I just want Anna to be happy</li><li>• I would love to be in a place someday where we can be friends again</li><li>• I miss having her with me all the time and I want that to change</li></ul>
<b>Additional input:</b>
None

**Other individualized planning documents**

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

List other available documents that can be referenced for more information: IEP, Futures Plan
--

## Contributors to youth's perspective

Name	Relationship
Anna Moore	Self

Did anyone else contribute their perspective on behalf of Anna?

☐ Yes ☒ No

## Contributors to family and/or guardian's perspective

Name	Relationship
Sharon Moore	Mom

## Contributors to additional input

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

This form may contain your personal information. There is some risk someone could steal the information from you when you send this form by email. You may want to mail or fax it if you do not want to take the risk.

You can get this document in other languages, large print, braille or a format you prefer. Contact the Office of Developmental Disabilities Services (ODDS) at 503-945-5600. We accept all relay calls or you can dial 711.

# Risk Identification Tool

Person's legal name: Anna Moore

Date of last update: 10/13/2016

## HEALTH AND MEDICAL

☒ **No risk identified in this section (*skip to next section*)**

## SAFETY

Risk	Yes / No / History	SC/PA follow-up
<b>13. Water temperature safety:</b> Needs any support to adjust water temperature to avoid scalding	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>14. Fire evacuation safety:</b> Needs any assistance to evacuate when a fire or smoke alarm sounds	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>15. Household chemical safety:</b> Needs any support to avoid serious injury from household chemicals	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>16. Vehicle safety:</b> Needs any assistance to remain safe around traffic, while getting in or out of a vehicle or while riding in vehicles	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>17. Court-mandated protection:</b> <i>Someone else</i> has a court-mandated condition or restriction against them to address this person's safety ( <i>e.g. protective orders or restraining orders to keep this person safe</i> ). If yes, list court order and date:	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>18. Significant risk of exploitation:</b> Evidence, signs, or circumstances of significant increased risk of abuse or exploitation	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>19. Enters into contracts that he/she may not be able to complete:</b> Consider the person's capacity to make an informed decision about contracts or agreements he/she enters into.	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>20. Safety and cleanliness of the residence:</b> Conditions within the residence may lead to injury, illness, eviction, or significant loss of property.	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>

Person receiving services: Anna Moore

Date of last update: 10/13/2016

Risk	Yes / No / History	SC/PA follow-up
<b>21. Other safety issues:</b> Consider any other important, serious safety issues at home or in any other setting (e.g. <i>workplace equipment, bullying, harassment</i> ). List specific additional safety risk(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
Comments:		

## FINANCIAL

Risk	Yes / No / History	SC/PA follow-up
<b>22. Potential for financial abuse:</b> Complaints or evidence of significant increased risk of financial exploitation (e.g. <i>provider organization staff or Foster provider handle the person's money, frequently loans money or property to others, bills are unpaid, etc.</i> )	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
Comments:		

## MENTAL HEALTH

☒ No risk identified in this section (*skip to next section*)

## BEHAVIOR

Risk	Yes / No / History	SC/PA follow-up
<b>26. Physical aggression:</b> Engages in behavior that is aggressive toward others	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>27. Self-injury:</b> Engages in behavior that presents an immediate risk of tissue damage to the person, or any behavior that, if continued, presents a significant risk of tissue damage to the person in the near future. Self-injurious behavior may refer to any behavior that can cause tissue damage, such as bruises, redness, and open wounds.	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>28. Property destruction:</b> Engages in property destruction	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>29. Leaving supervised setting:</b> Leaves or attempts to leave supervised settings and is unsafe to do so	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>

Risk	Yes / No / History	SC/PA follow-up
<b>30. Unsafe use of flammable materials:</b> Engages in the unsafe use of flammable materials	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>31. Substance abuse:</b> Abuse of alcohol or illegal drugs	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>32. Illegal behavior:</b> Engages in any behavior that violates federal, state, or local laws	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>33. Court-mandated restrictions:</b> Has any court mandated conditions or restrictions resulting from this person's behavior. If yes, list court order and date:	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>34. Ingesting non-edible objects:</b> Ingests non-edible objects or has a diagnosis of pica	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>35. Non-edible objects in mouth:</b> Places non-edible objects in his/her mouth that may cause poisoning, aspiration or choking	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>36. Refusing medical care:</b> Refused medical services, treatments, or medications or has required mechanical, physical, or chemical restraint to receive medical services or mental health care in the past year. Consider the person's capacity to make an informed decision.	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>37. Extreme food or liquid-seeking behavior:</b> Seeks, grabs, or stuffs food or consumes liquid in a manner that could cause harm. For example, for a person without teeth, it may mean that they will grab food that they cannot safely chew.  <div style="border: 1px solid black; padding: 5px;"> <p><b><i>A current evaluation by a qualified professional is expected to determine if the person is at risk of extreme food or liquid-seeking behavior.</i></b></p> <p>Evaluation results:    <input type="radio"/> Risk present    <input type="radio"/> No risk    <input type="radio"/> Other (see comments)</p> </div>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>

Risk	Yes / No / History	SC/PA follow-up
<b>38. Illegal or high risk sexual behavior:</b> Engages in unsafe sexual behavior such as approaching others for sexual behavior that is unwanted/non-consensual; grabbing others' genitals; touching others' breasts; solicitation for sexual activity; unprotected sex with strangers; any of the following exhibited publicly: masturbation, fondling others, fondling self, talking about sexual activity or using sexual language, or walking into an area disrobed.	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>39. Undesirable sexual behavior:</b> Engages in sexual behavior that is not illegal but socially undesirable. Including: Touching paid providers in a sexually suggestive manner, soliciting sexual activity from paid providers or other professionals in their life, socially undesirable use of sexual language/talking about sexual activity, masturbating/fondling self in common areas of shared housing.	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>40. Harm to animals:</b> Engages in behavior that is harmful to animals	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>41. Use of objects as weapons:</b> Uses weapons or objects in an attempt to injure self or others	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>42. Unsafe social behavior:</b> Consider internet/texting/webcam/media safety risks, lack of awareness of boundaries with strangers, etc. Engages in behaviors that place the person at risk of being victimized or engages in behaviors that place others at risk of being exploited. Consider bodily safety and social interactions with strangers.	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
<b>43. Other behavior issues:</b> Consider any other important, serious behavior issues at home or in any other setting. List specific additional behavior risk(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
Comments:		

## EVALUATIONS

☒ No evaluations used

## CONTRIBUTORS

Name	Title/relationship
Anna Moore	Person receiving services
Julie Lawrence	Services Coordinator
Sunny Duske	Therapist
Jim Chavez	Support Staff
Sharon Moore	mom
Catherine Margaret	Assistant House Manager
Ethel Rogers	ODDS Residential Staff

This form may contain your personal information. There is some risk someone could steal the information from you when you send this form by email. You may want to mail or fax it if you do not want to take the risk.

You can get this document in other languages, large print, braille or a format you prefer. Contact the Office of Developmental Disabilities Services (ODDS) at 503-945-5600. We accept all relay calls or you can dial 711.



# ISP Meeting Agenda

Person's legal name: Anna Moore

ISP meeting date: 11/02/2016

Preferred name: Anna

Based on conversation with the person supported, the team, and/or information gathered in the Person Centered Information Form ([SDS 4115](#)) and the needs assessment, record what Anna and/or team members want to talk about and note the action taken.

## Consider the following:

- Celebrations and achievements from the previous year
- Review One Page Profile(s)
- Anything Anna wants to talk about at the meeting
- Assessed needs and how Anna wants to be supported
- Any supports Anna needs to more fully participate in planning his/her life, to understand his/her rights or to understand his/her ISP
- Anything that Anna wants support to work toward, change and/or learn
- What others believe is important for Anna to work toward, change and/or learn
- Any items from previous agendas that need to be discussed again
- Briefly review goals from the previous ISP. Were there any barriers that need to be addressed?
- Other items not yet addressed that the team needs to discuss

Discussion topic	Action taken/outcome, e.g., desired outcome, issue resolved ( <i>note how it was resolved</i> ), added to Safety Plan, etc.
To schedule more visits with family, especially with Anna's mother.	Anna, staff, and family will work together to support Anna so that she can spend more time with her family.
To discuss supports needed to possibly live with mother again. - To live with her mother again is important to Anna, but her verbal and physical aggression towards her family is a concern to her mother.	Anna will continue working with her therapist, staff, and behavior support specialist so that she can gain the skills she needs to live safely with mom.
"I want to learn how to get a job that pays lots of money" "I want to sell cool clothes or a music store that sells CDs and DVDs. I am okay with any job as long as I don't have to wash dishes". (Anna will need help with applying for a job and know her obligations and responsibilities.)	Anna has been referred to OVRs by her SC. She will also work with school to develop more employment related skills.
- To schedule more activities for teenagers at the group home. To plan with her housemates more effectively when scheduling community activities.	Support staff will facilitate weekly meetings so that housemates can come up with weekly activities that they will enjoy doing together.

- To attend a High School basketball game, and if possible, look into an NBA basketball game in Portland.	Staff will support Anna to go to the basketball game with some friends of her choosing. They will also look into budgeting for and NBA game.
---	--

*At the end of the meeting, the SC/PA leads the team to review the finished ISP and support documents.*

This form may contain your personal information. There is some risk someone could steal the information from you when you send this form by email. You may want to mail or fax it if you do not want to take the risk.

You can get this document in other languages, large print, braille or a format you prefer. Contact the Office of Developmental Disabilities Services (ODDS) at 503-945-5600. We accept all relay calls or you can dial 711.

# Individual Support Plan (ISP)

Person's legal name: Anna Moore

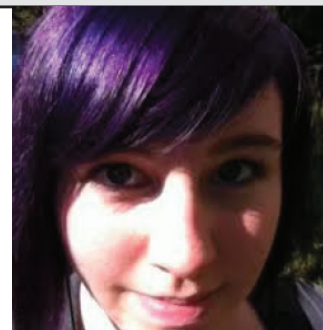
Preferred name: Anna

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 learning 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: XXXOOO
<p>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.</p> <p>Other anticipated case management services during the year include:</p> <p>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</p>	
<p>Anna's preference on how case management is provided:</p> <p>Anna would like meetings to happen at her home after school hours.</p>	

## 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 Organization 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

ISP team — does this ISP reflect...	
<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"/>			

This form may contain your personal information. There is some risk someone could steal the information from you when you send this form by email. You may want to mail or fax it if you do not want to take the risk.

You can get this document in other languages, large print, braille or a format you prefer. Contact the Office of Developmental Disabilities Services (ODDS) at 503-945-5600. We accept all relay calls or you can dial 711.

# Provider Risk Management Strategies

Person's name: Anna Moore

Provider/Site Name: Unlimited Possibilities

List risks identified on the ISP Risk Management Plan or Service Agreement and what support document(s) are in place to address each risk.

Risk	Title of document	Document date	Where kept
Significant risk of exploitation	Safety Plan	11/6/2015	Daily book—support document section
Vehicle Safety Physical aggression Property destruction Unsafe social behavior	Behavior Support Plan (BSP)	8/10/2015	Daily book—support document section
Potential for financial abuse	Financial Plan	11/3/2015	Daily book—support document section

Does this person have a Nursing Care Plan at this location? ☒ No ☐ Yes, where found: \_\_\_\_\_