

Person Centered Information

Person's legal name: Javier Antunez Date of last update: 09/03/2017
What name does this person prefer to be called? Javi Date of birth: 05/15/2011

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

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

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

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

Communication

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

Youth's perspective:

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

Family and/or guardian's perspective:

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

Additional input:

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

Life in current living arrangements

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

Youth's perspective:

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

Family and/or guardian's perspective:

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

Additional input:

None

Pre-employment and/or work

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

Youth's perspective:
Javi wants to be a welder or a baseball player.
Family and/or guardian's perspective:
Javi's dad loves to take Javi to work and says that Javi will follow him around the shop and pretend to be a welder.
Additional input:
none

Employment-related skills

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

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

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

N/A

School and life-long learning

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

Youth's perspective:
<ul style="list-style-type: none">• Javi loves his school and his teachers, but also misses his mom and dad when he is there.• Javi is excited to be in the first grade this year.• Javi wants to learn to write his name.• Javi wants to learn to ride a two wheel bike like his big brother.
Family and/or guardian's perspective:
<ul style="list-style-type: none">• Javi is doing much better in school and seems happier now that his teachers and his family are

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

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

Additional input:

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

Community and social life

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

Youth's perspective:

Javi will start Little League this year.

Family and/or guardian's perspective:

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

Additional input:

Javi teacher says that

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

Relationship map

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

Relationships

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

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

Characteristics of people who best support Javi

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

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

Health and wellness

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

Youth's perspective:
Javi likes his mom to be with him at the doctor (he prefers to sit on her lap and have his mantita).
Family and/or guardian's perspective:
Javi's family is very informed about nutrition and work together to be fit and healthy.
Additional input:
None

Financial life

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

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

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

Protection and advocacy

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

Youth's perspective:
Javi can say “no” when he doesn't like something.
Family and/or guardian's perspective:
<ul style="list-style-type: none"> • Javi's family advocates for him on things he is too little to understand or make decisions about. • They encourage Javi to make decisions and choices wherever it is appropriate. • Javi's family wants Javi to feel in control of his life and give him choices whenever possible. • Javi will scream, hit, or throw things if he does not feel safe, happy, or secure. • He is very afraid of strangers and would let it be know if someone tried to hurt him or take him from a safe place.
Additional input:
None

Cultural considerations

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

Youth's perspective:
<ul style="list-style-type: none"> • Javi likes to eat the food his abuelita makes. • Javi likes to help his mom and abuelita make tamales and cakes. She is a great baker.
Family and/or guardian's perspective:
<ul style="list-style-type: none"> • Javi and his family attend church every Sunday (Our Lady of Grace Church). • Both Spanish and English are spoken in Javi's home. • Javi's mom sometimes likes to have an interpreter present when Beto or Marta are at meetings so that the interpreter can explain things that mom does not feel comfortable interpreting
Additional input:
None

Sexuality

Education priorities or needs, safety considerations, etc.

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

Mental health

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

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

Behavioral health

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

Youth's perspective:
<ul style="list-style-type: none">• Javi works with his family and teachers to follow his PBSP.• Javi feels better when he is sleeping well through the night.• Javi gets upset when he is around too many people and loud noises.• Javi feels uncomfortable when he isn't with his family

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

Transportation

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

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

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

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

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

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

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

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

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

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

Hopes and dreams

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

Youth's perspective:

- Javi wants to grow up to be a welder like his dad. He loves to sit in a safe place while his dad welds.
- Javi also might like to be a professional baseball player. He loves to watch baseball with his dad, brother, and sister.
- Javi wants to visit his abuelita Adora. He loves when they visit her in Mexico, but he hates to fly.
- Javi wants to be tall like his uncle Ramon.
- Javi wants to have Tres Leches for his birthday. It is always his favorite.
- Javi wants to ride a bike without training wheels like his big brother. He loves to watch his brother do tricks.

Family and/or guardian's perspective:

- Mom and dad are very proud of all that Javi has accomplished this year.
- They know that Javi will be able to do anything he wants and will help him in any way they can.

Additional input:

None

Other individualized planning documents

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

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

IEP

Contributors to youth's perspective

Name	Relationship
Javier Antunez	Self

Did anyone else contribute their perspective on behalf of Javi?

☒ Yes ☐ No

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

Name	Relationship
Irita Oro Antunez	mom
Roberto Antunez	dad

Contributors to additional input

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

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Risk Identification Tool

Person's legal name: Javier Antunez

Date of last update: 09/04/2017

HEALTH AND MEDICAL

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

SAFETY

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

FINANCIAL

Risk	Yes / No / History	SC/PA follow-up
22. Potential for financial abuse: 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 type="radio"/> Yes <input checked="" 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
26. Physical aggression: Engages in behavior that is aggressive toward others	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
27. Self-injury: 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 type="radio"/> No <input checked="" type="radio"/> History	<input type="checkbox"/>
28. Property destruction: Engages in property destruction	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
29. Leaving supervised setting: 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"/>

Person receiving services: Javier Antunez

Date of last update: 09/04/2017

Risk	Yes / No / History	SC/PA follow-up
30. Unsafe use of flammable materials: Engages in the unsafe use of flammable materials	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
31. Substance abuse: Abuse of alcohol or illegal drugs	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
32. Illegal behavior: 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"/>
33. Court-mandated restrictions: 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"/>
34. Ingesting non-edible objects: 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"/>
35. Non-edible objects in mouth: 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"/>
36. Refusing medical care: 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"/>
37. Extreme food or liquid-seeking behavior: 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><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></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
38. Illegal or high risk sexual behavior: 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"/>
39. Undesirable sexual behavior: 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"/>
40. Harm to animals: Engages in behavior that is harmful to animals	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
41. Use of objects as weapons: 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"/>
42. Unsafe social behavior: 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 type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
43. Other behavior issues: 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
Javier Antunez	Person receiving services
Irita Antunez	Mom
GiGi Wonderly	Services Coordinator

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ISP Meeting Agenda

Person's legal name: Javier Antunez

ISP meeting date: 09/04/2017

Preferred name: Javi

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 Javi 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 Javi wants to talk about at the meeting
- Assessed needs and how Javi wants to be supported
- Any supports Javi needs to more fully participate in planning his/her life, to understand his/her rights or to understand his/her ISP
- Anything that Javi wants support to work toward, change and/or learn
- What others believe is important for Javi 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.
Javi was very excited to be in first grade this year. He switched schools so that he could be in a smaller classroom. This has really seemed to help him in his learning and to have fewer moments of sadness or frustration throughout the day. His parents are very proud of him.	No action, just information
Javi is working with his speech therapist, Joanne, and seems to be doing well with her. He likes Joanne and enjoys the time he spends with her. He is currently working with Joanne on gaining vocabulary and pronunciation of the words he knows. Javi's parents would like him to be able to pronounce his name by the end of the school year. They would also like him to be telling them one thing he has done each day.	Javi will continue to work with his family, speech therapist, and teachers on forming words and expressing himself.

<p>Javi's mom is concerned that Javi is still hitting and throwing or breaking things when he is frustrated. She does feel like his positive Behavior Support Plan is effective and that his behavior has improved at home, though she feels like he is still being aggressive at school. Javi's teachers have confirmed this. She would like to continue to work with his teachers to make sure that they are following his Positive Behavior Support Plan and that everyone is on the same page. SC also assessed the risk of physical aggression and property destruction as a high risk as even though the supports in place work well most of the time at home, there is still some concern that even with these supports in place, Javi and others are still at high risk at times.</p>	<p>Family will communicate with teachers to insure that everyone is following the Positive Behavior Support Plan. The plan seems to be working well at home and mom does not think it needs to be altered, but if after she talks with teachers there is some update that needs to occur, she will let Services Coordinator know if the plan might need to be changed or if some more training needs to occur on the current plan. Javi will also continue to take part in social group on Wednesdays. Javi's parents will also do some family training so that they will continue to have the skills and knowledge to best support Javi. Javi will continue to work with behavior specialist throughout the year for ongoing assessment and make any changes to the Positive Behavior Support Plan at home.</p>
<p>Javi is not sleeping through the night about half the time. When he does not sleep well, he is not as happy the next day. He is also still having a difficult time falling asleep at night and it is taking about an hour to get Javi to get to sleep in his own bed. His family is following the Positive Behavior Support Plan and does feel that it is working, as before Javi would not sleep in his own bed at all without becoming angry and aggressive. Mom is hopeful that if they continue to stick with the plan, Javi will be able to follow his routine better and sleep in his own bed (falling asleep in his own bed more quickly and sleeping better throughout the night).</p>	<p>Javi and his family will continue to follow his Positive Behavior Support Plan for going to bed at night.</p>
<p>Javi's mom and dad continue to need periodic breaks from caring for Javi. This gives them time to recharge and it gives Javi some practice in being away from them. Javi really likes his relief care provider, Mimi. She has a lot of fun things at her house and she is very good with Javi. She follows the Positive Behavior Support Plan and he is always in good spirits when mom picks him up.</p>	<p>Added Relief Care to ISP chosen services</p>
<p>Javi will start Little League this year. He is very excited to be like his older brother. His mom is a little worried that this is too much for Javi, but dad says he will help Javi and make sure that things don't go too fast for him. Dad says he is willing to help with coaching so that Javi will have the extra support he needs.</p>	<p>Javi and his family will take action on this.</p>

Javi got a new bike for Christmas and he is really excited about it. He wants to learn how to ride a two-wheeled bike like his brother. Javi's dad and brother will help him learn and practice riding his bike safely, at first with training wheels and then without. At this time, his dad would prefer that Javi only practice riding his bike when he is with him.	Javi and his family will take action on this.
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At the end of the meeting, the SC/PA leads the team to review the finished ISP and support documents.

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Individual Support Plan (ISP)

Person's legal name: Javier Antunez

Preferred name: Javi

Plan effective dates: 10/01/2017 – 09/30/2018

One page profile for: School

What people like and admire about Javi:

Javi loves his family.
Javi is always a great helper to his mom. He loves to help her around the house and while she is cooking.
Javi loves to spend time with his abuelita (grandmother).
Javi is a sweet boy. He will always share his treats with his brother and sister.
Javi wants to make people happy. He will put his hand on your back and pat it if he thinks you aren't feeling well.
Javi is learning many new things and his family is very proud of him for working so hard.



What is important to Javi:

His mantita (special blanket)
His mom and family (being with them)
Being in a quiet environment and feeling safe
Not having too many people around him (Javi will hide his face, ask to go home, or start to cry if he is feeling overwhelmed by others)
His stuffed tiger, Petie (a must for bedtime and any overnight trips)

How to best support Javi:

Be gentle with Javi. Use a soft voice
Learn his communication style and read his communication chart.
Help provide a structured and quiet environment.
Reassure Javi that he is safe.
Let Javi join in when he feels comfortable but don't pressure him to interact.
Know what activities Javi likes best to help him transition from home to school.
Follow Javi's Positive Behavior Support Plan

Desired outcomes

Desired outcome: Javi will be playing on a Little League Team.

What supports this outcome? Informal Supports, Community Resources

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Family will sign Javi up in a couple months	Javi and his family	By May of 2017	SC Prog Notes	None

Desired outcome: Javi will be saying his last name.

What supports this outcome? Informal Supports, Community Resources

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Javi will continue to work with his speech therapist and practice with teachers and family.	Javi, speech therapist, family and school teachers	By June 1017	SC Progress Notes	None

Desired outcome: Javi will be telling his mom one thing he did at school each day.

What supports this outcome? Informal Supports, Community Resources

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Javi will continue to work with his speech therapist and practice with teachers and family.	Javi, family and school teachers	By march of 2017	SC Progress Notes	None

Desired outcome: Javi will be riding a two wheel bike.

What supports this outcome? Informal Supports

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Javi will continue to practice with his dad and brother.	Javi and his family	As soon as Javi is ready	SC Progress Notes	None

Desired outcome: Javi will be playing nicely with others (no hitting).

What supports this outcome? Behavior Consult./Supports, Informal Supports

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Javi and those who support him will continue to follow his home Positive Behavior Support Plan (PBSP) (He also has a PBSP at school that the school paid for). His behavior specialist will continue to work with him and his family.	Behavior Specialist/ Family/ Teacher's at school	Javi, Behavior support specialist for school/home, and all those who support Javi at home and school	By June of 2016	SC Progress Notes

Desired outcome: Javi will be sleeping in his own bed all night.

What supports this outcome? Behavior Consult./Supports, Informal Supports

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Javi and his family will work together with his behavior specialist to help Javi feel safe and secure in his own bed. He will always have his special blanket, his stuffed tiger, a glass of water, and go to the restroom before bed. He will have his nightlight.	Behavior Consult./Family	By March of 2017	SC Progress notes	None

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.**

No career development plan

Highest education level completed to date: Early childhood education

Reason for no Career Development Plan (*choose one*):

- ☒ **A.** Person is under age 14 and does not want a Career Development Plan at this time.
See the “Pre-employment and/or work” section of the Person Centered Information form (SDS 4115) for known preferences about working and the skills and strengths of the youth.
- ☐ **B.** Person is at least 60 years old or will be 60 this ISP year, does not want to access any ODDS Employment Services and does not want a Career Development Plan at this time.

Chosen case management services

Chosen case management provider: River Beaver CDDP	
Authorized dates: <input checked="" type="checkbox"/> Same as plan effective dates	
Required frequency of case management contact: Quarterly	Prime number: XOXOXOX
Case management will monitor the effectiveness of services and supports being provided, Javi's satisfaction and well-being, and progress toward identified desired outcomes throughout the year.	
Other anticipated case management services during the year include: SC will work with Javi and his family quarterly or more often throughout the year to see how his plan is or is not working for him and his family. SC will coordinate the development of the plan and revise it as needed to meet his needs and provide the resources available to help him achieve his and his family's desired outcomes. SC will let Javi and his family know when she hears about resources and trainings close their home that will help them develop skills to support Javi safely and in a way that works best for their family. SC will coordinate Spanish translation/interpretation whenever Javi's family requests this or when she feels information would be more accessible to them if they had it available in Spanish. SC will respond to crisis that Javi might experience throughout the year and support his family as needed if they experience crisis that affects their ability to support him.	
Javi's preference on how case management is provided: Javi and his family would like to have meetings at their home. Mom prefers phone calls over email, but she feels most comfortable getting and giving important information in person.	

Informal supports, community resources and other voluntary services and supports

Describe supports	Provided by
Javi has all of his assessed needs, including Positive Behavior Support Plan (PBSP) needs met when he is not at school or with paid provider.	Mom, dad, other family members
Javi needs opportunities to practice skills he has gained, interact with others, and learn new skills. Transportation and supervision	Little League Association of America, Mom, dad, other family members
Javi needs ongoing speech therapy to help him learn skills for forming words to speak more clearly, increase his vocabulary, and communicate more effectively.	Joanne (Speech therapist)-private pay
Javi needs opportunities to work in facilitated groups with other kids where he can learn skills for getting along well with others and gaining more social skills. He goes each Wednesday.	The Fun Zone-social skills training group

Javi needs behavior support at school and at home. He also needs his behavior support specialist to reassess and revise, as necessary, his current PBSP at school.

School (teachers, behavior support specialist)

Chosen State Plan Personal Care (SPPC) services

☒ None selected

Chosen family support services

☒ None selected

Chosen K plan services

Service element: SE151 In-Home Supports for Children

Service code: OR526-Attendant Care support/supervision, DD, home or community

Number of units: 8	Unit type: Hour(s)	Per (frequency): Month
Authorized dates: <input type="checkbox"/> Same as plan effective dates	Start date: 10/01/2017	End date: 05/31/2018
Number of units: 15	Unit type: Hour(s)	Per (frequency): Month
Authorized dates: <input type="checkbox"/> Same as plan effective dates	Start date: 06/01/2018	End date: 08/31/2018
Number of units: 8	Unit type: Hour(s)	Per (frequency): Month
Authorized dates: <input type="checkbox"/> Same as plan effective dates	Start date: 09/01/2018	End date: 09/30/2018

Chosen provider type(s) and current rate(s) (PSW, non-PSW independent provider, provider organization, general business, etc.):
PSW \$14/hr

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

Javi will occasionally need paid supports when the natural supports from his parents are not available.

- Bathing (supervision and being safe in the tub, reminders not to turn on the hot water, safety with soaps)
- Using the toilet (wiping properly) and cleaning up after using the bathroom and before eating meals
- Tying shoes, dressing, undressing
- Socializing appropriately (follow Javi's Positive Behavior Support Plan (PBSP))
- Communicating his wants and needs (know Javi's communication chart).

Javi's preference on how this service is delivered:

- Javi wants to only go over to Mimi's (attendant care provider) for a couple hours during the daytime.
- He doesn't like to stay overnight if at all possible.
- Javi must have his special blanket and Petie, his stuffed tiger.
- Javi needs a few minutes to say goodbye to his mom and then some time to adjust when his mom leaves. At these times, he needs gentle reassuring and then refocusing on a task he enjoys.
- Javi needs his relief care provider to follow his PBSP and be willing to learn his communication style.

Service element: SE151 In-Home Supports for Children

Service code: OR570-Behavior Consultation, Assessment and Training for DD

Number of units: 18	Unit type: Hour(s)	Per (frequency): Plan year
Authorized dates: <input checked="" type="checkbox"/> Same as plan effective dates		

Chosen provider type(s) and current rate(s) (*PSW, non-PSW independent provider, provider organization, general business, etc.*):
Independent Contractor

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

Javi needs ongoing support from his behavior specialist for behavior that puts him and others at risk of harm.

Javi's preference on how this service is delivered:

- Javi likes working with Lucy and they get along very well.
- He likes to work with her at his home.
- Javi likes when Lucy comes about 30 minutes after he gets home from school, has had his snack, and had some time to adjust from school to home.

Chosen waiver services

Service element: SE151 In-Home Supports for Children

Service code: OR360-Family Training, per session

Number of units: 2	Unit type: Event(s)	Per (frequency): Plan year
Authorized dates: <input checked="" type="checkbox"/> Same as plan effective dates		

Chosen provider type(s) and current rate(s) (<i>PSW, non-PSW independent provider, provider organization, general business, etc.</i>): Independent Contractor
List needs identified by the needs assessment that this service will address: Javi has a Positive Behavior Support Plan (PBSP) that requires physical intervention at times. His family wants to learn how to do this safely and get additional training on how to safely support Javi at home. Mom, dad, and grandmother will take an OIS-P training course.
Javi's preference on how this service is delivered: Javi's and his family would prefer this training be as close as possible to their hometown.

Chosen K plan residential services

☒ None selected

Additional chosen services

☒ None selected

Risk management plan

Emergency preparedness (<i>natural disasters, power outages, community disasters, etc.</i>): Javi and his family have a Ready Book (emergency disaster planning book) and he practices emergency drills at school. He is never alone and will always have someone to help him in a disaster or emergency.
Preventing abuse (<i>physical, emotional, financial, sexual, neglect</i>): Javi has a supportive family that he is always with if not at school. They keep him safe from harm. His parents watch him closely for changes in his behavior that might be an alarm that he has been hurt or is ill or injured.
What happens if Javi can't be reached (<i>timelines for notifying others, who to contact, etc.</i>)? If Javi is missing, look for him for up to 5 minutes and then call 911.

Known risks

Risk	High risk ⓘ	Describe the issue and how it is addressed or note where other information can be found. ⓘ
Property Destruction Physical Aggression	<input type="checkbox"/>	<p>Javi has a Positive Behavior Support Plan (PBSP) at home and at school (school plan written by school behavior specialist).</p> <p>Family and teachers has been trained on PBSPs for their respective environment/site and will continue to receive more training so that they can safely and effectively respond both pro-actively and reactively to Javi's challenging behaviors. The PBSP for home is working better than the PBSP for school, so Irita (mom) will have meeting with school to see how things might be revised. Irita will let SC know if she feels she needs additional support with this meeting from SC.</p> <p>Javi's family keeps his home clean and free of things he might be able to harm himself or others with although he does not use items as weapons, he does get angry and break or throw things, so supervision is provided, and unsafe items are kept locked and away.</p>

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

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

Does Javi'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.

Does Javi have a nursing care plan?

☒ No ☐ Needed ☐ Yes, it is found at:

Back-up plans (<i>in the event that primary support is not available</i>):
Home: Javi would live with his Aunt Gerte if anything were to happen to his parents (555-555-5555). She can also be called anytime to pick up Javi.
Work/school/day supports: Mom and dad (Irita and Roberto) are emergency backup. If they are unreachable, his grandmother -Marta (555-665-7676) or his Aunt-Savia Torino (555-997-5555) should be called as backup.
Other: N/A

Differences

Note any differences between the contents of this plan and what Javi wants:	<input checked="" type="checkbox"/> No known differences
Note any differences between the contents of this plan and what any other ISP contributor wants:	<input checked="" type="checkbox"/> No known differences

Legal relationships

Type of legal relationship	Name(s)
Parent(s) of minor child who retain parental rights:	Beto and Irita (dad and mom)

Acknowledgments

The personJavi 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 Javi needs to understand his rights or to understand this plan, if any:

SC will work with Javi and his family quarterly or more often throughout the year to see how his plan is or is not working for him and his family. SC will coordinate the development of the plan and revise it as needed to meet his needs and provide the resources available to help him achieve his and his family's desired outcomes. SC will let Javi and his family know when she hears about resources and trainings close their home that will help them develop skills to support Javi safely and in a way that works best for their family. SC will coordinate Spanish translation/interpretation whenever Javi's family requests this or when she feels information would be more accessible to them if they had it available in Spanish. SC will respond to crisis that Javi might experience throughout the year and support his family as needed if they experience crisis that affects their ability to support him.

Did the SC/PA offer options about available case management providers?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Describe the options offered about settings where Javi can live and receive supports. This must include non-disability specific options. Javi's mom and dad were given a list of all the service setting options in Oregon (see signed Rights and Responsibilities form in file). They are not interested in having their boy live anywhere else but in their home while he is still a minor child. SC also let Javi's family know about the other setting in which Javi can receive services for his after school activity program. Javi is currently going to the Fun Zone to gain social skills and play with other children (see Informal Supports section). The only other available option where this particular service is provided locally is at the ARC. Javi and his family like where Javi is at the Fun Zone and they do not want to change that in any way. He likes the location and the people there.	

Describe the options offered about settings where Javi 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 Javi?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Does this ISP reflect the services Javi chooses and the outcomes Javi wants to work toward?	<input checked="" type="radio"/> Yes <input 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 Javi's family provides supports, does this ISP reflect what is needed for the family to effectively provide supports?	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Has Javi 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 Javi given the opportunity to choose the location of his ISP meeting?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Was Javi given the opportunity to choose who participated in his ISP development?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Did Javi receive notification of his DHS rights?	<input checked="" type="radio"/> Yes <input type="radio"/> No

ISP team — does this ISP reflect...	
Independence: Having control and choice over one's own life.	<input checked="" type="radio"/> Yes <input type="radio"/> No
Integration: 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
Productivity: 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

Agreement to this plan

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

- **Services coordinator/personal agent/ODDS residential specialist:** Ensure the plan meets Javi'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 Javi	Present at meeting?	Signature	Date	Comments
Javier Antunez	Person receiving services	<input checked="" type="checkbox"/>			
GiGi Wonderly	Services Coordinator	<input checked="" type="checkbox"/>			
Irita Antnuez	mom	<input checked="" type="checkbox"/>			

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