

Person Centered Information

Person's legal name: Linh Shawna Tiem

Date of last update: 05/21/2017

What name does this person prefer to be called? Shawna

Ask Shawna and those close to her what her current priorities are. What are the things happening right now that Shawna wants to strengthen or maintain? Are there issues of concern that need to be addressed?

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

Record what you learn on this form. The amount of information you record in each topic area will vary depending on Shawna's priorities and how well you know her.

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

Communication

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

Person's perspective:

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

Additional input:

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

Life in current living arrangements

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

Person's perspective:

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

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

Additional input:

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

Pre-employment and/or work

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

Person's perspective:

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

Additional input:

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

Employment-related skills

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

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

Employment-related preferences

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

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

School and life-long learning

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

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

Community and social life

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

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

Relationship map

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

Relationships

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

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

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

Additional input:

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

Characteristics of people who best support this person

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

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

Health and wellness

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

Person's perspective:

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

Additional input:

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

Financial life

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

Person's perspective:

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

Additional input:

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

Protection and advocacy

Self advocacy skills, skills for saying “no” to things that are unwanted, making choices and decisions, opportunities to gain or practice skills, protection from exploitation, participating in self-advocacy groups or activities, personal privacy, any supports that interfere with privacy, identity protection, etc.

Person's perspective:

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

Additional input:

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

Cultural considerations

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

Person's perspective:

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

Additional input:

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

Sexuality

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

Person's perspective:

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

Additional input:

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

Mental health

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

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

Behavioral health

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

Person's perspective:
None
Additional input:
None

Transportation

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

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

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

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

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

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

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

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

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

Person's perspective:
Shawna does not have any modifications in her home or family vehicle.
Additional input:
None

Hopes and dreams

Personal goals, career goals, education goals, vacations to take, purchases to make, things to achieve now or in the future, things to do or try, experiences to explore, marriage and children, long- and short-term.

Person's perspective:
Shawna says all she wants is to be a good mom. She is happy with the way things are. She tells her mom about her dreams.
Additional input:
Shawna's mom (Anh) says she would like Shawna to just be happy.

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

Other individualized planning documents

Examples include Essential Lifestyle Plan (ELP), Personal Futures Plan, and also documents from school such as Summary of Performance, Individual Education Plan (IEP), Individualized Family Service Plan (IFSP), Individualized Learning Plan (ILP) or a 504 plan. Also consider documents from other agencies like Child Welfare such as Family Strengths and Needs Assessment or Child's Needs and Strengths assessment.

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

None

Contributors to person's perspective

Name	Relationship
Linh Shawna Tiem	Self

Contributors to additional input

Name	Relationship
Ahn Tiem	mom
Rory Captain	Personal Agent

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Risk Identification Tool

Person's legal name: Linh Shawna Tiem

Date of last update: 05/21/2017

HEALTH AND MEDICAL

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

SAFETY

Risk	Yes / No / History	SC/PA follow-up
13. Water temperature safety: 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"/>
14. Fire evacuation safety: Needs any assistance to evacuate when a fire or smoke alarm sounds	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
15. Household chemical safety: 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"/>
16. Vehicle safety: 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"/>
17. Court-mandated protection: <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: Shawna has a restraining order filed at the County that says her ex boyfriend, Mike Doke, can not be in her mobile home park or call her.	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
18. Significant risk of exploitation: Evidence, signs, or circumstances of significant increased risk of abuse or exploitation	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> History	<input type="checkbox"/>
19. Enters into contracts that he/she may not be able to complete: 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"/>
20. Safety and cleanliness of the residence: 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"/>

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

FINANCIAL

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

MENTAL HEALTH

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

BEHAVIOR

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

EVALUATIONS

No evaluations used

CONTRIBUTORS

Name	Title/relationship
Linh Shawna Tiem	Person receiving services
Rory Captain	Personal Agent
Anh Tiem	Mom

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ISP Meeting Agenda

Person's legal name: Linh Shawna Tiem ISP meeting date: 06/06/2017

Preferred name: Shawna

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 Shawna 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 Shawna wants to talk about at the meeting
- Assessed needs and how Shawna wants to be supported
- Any supports Shawna needs to more fully participate in planning his/her life, to understand his/her rights or to understand his/her ISP
- Anything that Shawna wants support to work toward, change and/or learn
- What others believe is important for Shawna 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.
Shawna wants to get a bus pass. She doesn't feel like there is any other relevant information to discuss. She did mention that she would like to live with her son again someday, but not right now; maybe in a year or so. Shawna did not want to discuss this further.	PA added desired outcome for bus pass and living with son. Included a chosen community transportation service to ISP and send service contract to general business.
PA asked Shawna what she would do if she smelled smoke or saw flames in her home. Shawna could not remember the number to 911. She said she would look toward the source of the fire. Shawna, PA and mom discussed the ways that Shawna could respond to emergencies.	PA gave Shawna tools and resources to help her respond appropriately to fire. See Risk Management Plan.
PA discussed back up plans with Shawna	Shawna and PA came up with a back up plan for if Something happened to Shawna mom. Added the plan to ISP. PA gave Shawna information about the PSW registry

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: Linh Shawna Tiem

Preferred name: Shawna

Plan effective dates: 07/01/2016 – 06/30/2017

One page profile for: Home

What people like and admire about Shawna:

Shawna is kind and considerate. She will always check in with others to make sure they are feeling well, and she loves to send thoughtful notes to those in her life.
 Shawna is a great cook. She loves to make dinner each night with her mom.
 Shawna is an immaculate housekeeper.
 Shawna has beautiful eyes.



What is important to Shawna:

Shawna likes her privacy and doesn't like people interfering with her life.
 Shawna's son, David, is her number one priority. If he is happy, she is happy.
 Her mom--she is very close to her.
 Shawna wants her son's dad to be out of her life forever.
 Shawna wants to keep getting help from her mom and not from anyone who doesn't know her.

How to best support Shawna:

Give Shawna time to respond to information. Give her one or two bits of info and let her think about it until she responds.
 She likes to have her mom with her if there will be important information that she is meant to remember or do something about.
 Quick meeting with small amounts of information work best for Shawna.

Desired outcomes

Desired outcome: Shawna lives happily and safely with her son in her own home.

What supports this outcome? Informal Supports

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Shawna will continue to work with her mom on gaining more parenting skills.	Shawna and mom, Ahn	Now and ongoing	PA progress notes	None
2 Shawna will take a parenting class at the local hospital.	Shawna	By June 2017	PA progress notes	None
3 Shawna will tell her mom or her PA if she is feeling overwhelmed, so that others know she needs some extra support and can take action.	Shawna, mom, and PA	Now and ongoing	PA progress notes	None

Desired outcome: Shawna will be riding the bus on her own.

What supports this outcome? Informal Supports and Non-Med. Comm. Transport

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 PA will send Shawna a bus pass each month.	PA	monthly through plan year	PA progress notes	None
2 Stacy, Shawna's friend, will help Shawna practice navigating her community safely so she will not get lost.	Shawna and Stacy	weekly until Shawna feels confident	PA 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.**

Working-age adults

Highest education level completed to date: High school - modified or alternate certificate

Status with VR: Currently receiving VR services Wants a referral to VR Other/not applicable

Notes:

Describe Shawna’s current employment status and what she wants to do now by selecting A or B:

A. Currently **working** in competitive, integrated employment and/or small group employment:

1. How many hours a week on average does Shawna **currently** work?

40 hours in competitive, integrated employment

0 hours in small group employment

2. How many hours a week does Shawna **want** to work in competitive, integrated employment?

40 hours

3. This ISP year, Shawna wants to (*check all that apply*):

Retain current job

Advance in current job (*get a raise/promotion, learn new skills, etc.*)

Explore interests in individual, integrated employment through an employment path, discovery or other time-limited service

Get a new job

Get an additional job

- Retire — is at least 60 years old or will be this ISP year. *Employment outcomes are not required.*
- No longer continue in individual, integrated employment and/or small group employment. *Complete "Decision not to explore employment" section.*

Known/current barriers to working in an individualized, integrated job	How will barriers be addressed? If the person has a desired employment outcome, include strategies to address known barriers within the outcome.
Shawna has no barriers to maintaining her current integrated job. Things are working very well.	N/A

Desired employment outcomes

Desired employment outcome: Shawna will run the family house cleaning business when her mom retires (approximatel 5 years from now).

What supports this outcome? Informal Supports

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Shawna will continue to work closely with her mom to maintain the tasks she has already become skilled at.	Shawna and mom, Ahn	now and ongoing	PA Progress notes	None
2 Shawna will have new responsibilites added to her job description every year.	Shawna and mom, Ahn	now and ongoing	PA Progress notes	None
3 Shawna will be solely responsible for two client's homes by the end of 2018.	Shawna and mom, Ahn	by December 2018	PA Progress notes	Shawna and her mom, Anh, have developed a plan outlining the steps they will take to get here.
4 Shawna will find one new client by the end of 2018.	Shawna and mom, Ahn	by December 2018	PA Progress notes	Shawna and her mom, Anh, have developed a plan outlining the steps they will take to get here.

Chosen case management services

Chosen case management provider: Brokerage - TQC

Authorized dates: Same as plan effective dates

Required frequency of case management contact: Monthly

Prime number: 0000003

Case management will monitor the effectiveness of services and supports being provided, Shawna's satisfaction and well-being, and progress toward identified desired outcomes throughout the year.

Other anticipated case management services during the year include:

PA will monitor monthly by checking in with Shawna about how she is gaining skills to respond appropriately in the event of a fire or other emergency situation. PA will also check in with Shawna to give her information about community resources that might support her to meet her Desired Outcomes, like parenting classes and children/family play groups. PA will coordinate Shawna's ISP each year and make revisions as needed based on changes in need and desired outcomes.

Shawna's preference on how case management is provided:

Shawna likes to meet at PAs office unless absolutely necessary for PA to come to the house. Shawna likes her PA to call her mom and coordinate meetings.

Informal supports, community resources and other voluntary services and supports

Describe supports	Provided by
<p>Shawna needs support shopping for and preparing meals. She needs support to find items in the store, purchase the most cost effective items, make healthy choices, prepare ingredients and use the stove and oven safely (e.g. setting the temp and timer correctly and remembering to turn off appliances). Shawna needs support budgeting for bills and other items she needs, paying for items (monetary exchanges), and managing her finances so she pays her bills on time and in the correct amount. Shawna needs support to communicate effectively with people in her community to conduct business (i.e. utilities companies, banks, medical professionals) and to understand complicated information she receives from day to day so that she can make informed decisions about her life. Shawna needs support for reading and writing. She can read some signs, but needs support for most information, especially if it is complicated.</p>	<p>(Mom) Anh Tien</p>
<p>Support for navigating the community while on the bus. Shawna needs support reading signs and finding her way to and from her destination. She needs support for communicating effectively with the bus driver, waiting safely at the bus stop, finding the proper bus route and knowing when to get on and off the bus.</p>	<p>Stacy (Shawna's friend)</p>

Shawna needs support at work to stay on task, knowing what tasks need to be completed, and finishing a task to completion. She is very skilled at most all the tasks at work, but needs periodic redirection from her mom. She needs support to learn new tasks and support for transportation to all the places she needs to go while performing her work (i.e. she goes from home to home while performing cleaning duties).

(Mom) Anh Tien

Chosen State Plan Personal Care (SPPC) services

None selected

Chosen family support services

None selected

Chosen K plan services

Service element: SE149 Support Services for Adults

Number of units: 1	Unit type: Each	Per (frequency): Month
Authorized dates: <input checked="" type="checkbox"/> Same as plan effective dates	Start date:	End date:

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

General Business (\$35/mo)

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

- Shawna needs support navigating the community; reading signs and finding her way to and from her destination.
- She might become lost or confused without support while riding the bus, so she needs someone to help her get to and from her destination safely; getting on and off at the correct spot, and waiting safely at the bus stop.

Shawna's preference on how this service is delivered:

- Shawna wants her bus pass mailed to her mom's house each month.
- Shawna has a friend, Stacy, whom she wishes to help her while navigating the community.
- Shawna trusts Stacy and Stacy is very skilled at navigating the bus routes.

Chosen waiver services

None selected

Chosen K plan residential services

None selected

Additional chosen services

None selected

Risk management plan

Emergency preparedness (*natural disasters, power outages, community disasters, etc.*):

Shawna is on her county's Disaster Registry. She lives next door to her mom and would go there in case of an emergency. She has been given additional resources from her PA to respond to emergencies, including an Emergency handbook from local emergency response center and an emergency response sheet to put on her fridge to provide information to emergency responders when necessary.

Preventing abuse (*physical, emotional, financial, sexual, neglect*):

Shawna has a rep payee for SSI. She has good skills for being safe in the community and around strangers.

What happens if Shawna can't be reached (*timelines for notifying others, who to contact, etc.*)?

Shawna's mom is in constant contact with Shawna. If she is unable to contact Shawna and fears Shawna is in danger, she will contact 911. PA let Shawna know that she will need to contact her monthly to check on fire safety and Shawna said she would be available. If PA cannot get a hold of Shawna, she will call Shawna's mom and see if she has heard from her.

Known risks

Risk	High risk [Ⓢ]	Describe the issue and how it is addressed or note where other information can be found. [Ⓢ]
Fire Evacuation Safety	<input type="checkbox"/>	Shawna's PA gave her a "911" emergency sticker to put on her phone so she would remember the number to call. Her PA and Mom also reminded Shawna that if she ever smells smoke in the house or sees fire, to go outside and call "911." Shawna's mom will remind Shawna of this ongoing, and PA will monitor monthly until he feels Shawna has a plan she can follow safely in case of fire.
Court Mandated Protection (against ex-boyfriend, Mike Doke)	<input type="checkbox"/>	Shawna does not call Mike or attempt to see him. If she sees him near her home, she will call 911. Everyone in her mobile home park is aware that Mike can not be there. If she sees him in the community, she will leave the area. Mike has not attempted to call or come to the mobile home park in 2 months, since the restraining order was put into place.

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

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

Does Shawna'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 Shawna 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: If something happened to Shawna's mom, who is her primary support provider, Shawna would continue to live on her own and would hire someone to help her with the things her mom helps her with. Shawna thinks this might be a PSW. Shawna's neighbor, Julie Ross has said that she would help out any time, so Julie could be support in the interim, if something happened to mom and Shawna needed immediate support, before a PSW can be hired. For now, PA provided Shawna with the PSW registry information so that Shawna can begin looking at back up options.

Work/school/day supports: Margo and Linda (employees of Anh and Shawna) help Shawna at work when mom is sick or not available. If this changed, Shawna would hire someone to help her at work. She says that she can always hire an employee to assist her and does not want to hire a PSW for this.

Other:

Differences

Note any differences between the contents of this plan and what Shawna 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)
Representative Payee:	Anh Tien (mom)

Acknowledgments

The person Shawna 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 Shawna needs to understand her rights or to understand this plan, if any:

Shawna needs help reading and writing and understanding complex information. Her mom will help her understand her plan and support her to advocate for the chosen services she wants to meet her needs.

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 Shawna can live and receive supports. This must include non-disability specific options. PA told Shawna that she has the right to have her supports provided in the following settings: In-home (which she is), 24-Hours Residential, Foster, or Supported Living. PA explained to Shawna what each of these settings were. Shawna said she likes living next door to her mom and with her son. Shawna and her PA also talked about that Shawna has lived in her mobile park for 20 years and loves it there. She has lots of close neighbors and feels safe. If Shawna ever changes her mind, she will talk to her mom, Anh about living options.	

Describe the options offered about settings where Shawna 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 Shawna?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Does this ISP reflect the services Shawna chooses and the outcomes Shawna 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 Shawna'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 Shawna 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 Shawna given the opportunity to choose the location of her ISP meeting?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Was Shawna given the opportunity to choose who participated in her ISP development?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Did Shawna receive notification of her 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 Shawna's strengths and preferences, support needs as identified by an assessment, and the services and supports that will assist Shawna to achieve her identified desired outcomes.

- **Services coordinator/personal agent/ODDS residential specialist:** Ensure the plan meets Shawna'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 Shawna	Present at meeting?	Signature	Date	Comments
Linh Shawna Tiem	Person receiving services	<input checked="" type="checkbox"/>			
Rory Captain	Personal Agent	<input checked="" type="checkbox"/>			
		<input 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.