

# Person Centered Information

Person's legal name: Jacob Ramos-Weber

Date of last update: 04/04/2019

What name does this person prefer to be called? Jake

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

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

## Communication

*How Jake 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:

I tell people what's on my mind. I speak English, mostly, but also know German, Spanish, and sign. If I want something, I'll tell my parents or my workers. If someone is bothering me, I'll tell them to leave me alone.

I'm good at conversations. Some people find it hard to talk to strangers, but not me. I'm a friendly guy.

### Additional input:

Jake is very social and likes meeting new people. He enjoys sharing his interests with others, especially music and upcoming events in Portland. One of his favorite questions to ask new people is who their top three favorite musicians/bands are. He is not shy around new people and lets others know what is on his mind. He primarily uses words to communicate, but his facial expressions and postures also tell us a lot about how he is feeling.

Jake knows a few words and phrases in German, Spanish, and ASL.

Jake typically understands what others say to him, and will say 'what?' or 'huh?' if he's not sure what someone means. He had some trouble with some abstract concepts, and it helps him to have concrete examples. For instance, when making important decisions, it's helpful for Jake to talk through specific possible consequences/outcomes before he feels comfortable making a decision. Susan and Louisa have also used info graphics and animated videos to talk to Jake about COVID-19 and ways to stay safe.

Jake prefers not to be given more than three instructions at once.

Jake sometimes needs support to anticipate how others (especially strangers) will respond to comments or compliments. It helps him to talk about this and get reminders of topics that may make others feel uncomfortable.

When Jake becomes stressed out, his ability to verbally express himself and understand others is limited, especially outside the family home. During these times, Susan and Louisa will offer him two choices using the hands (i.e. touch this hand for yes, this hand for no). Jake also knows a few basic signs (yes, no, wait, stop) that he can use at these times. Louisa and Susan shared that it is best to not overwhelm Jake with information at this time. They will help Jake into a quiet space away from others, where he can calm down.

If Jake is frustrated or doesn't like what someone is saying, he will make a low humming sound and turn away from the person. It is important to let Jake calm down before continuing to talk to him.

## Life in current living arrangements

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

### Person's perspective:

I live at home my my moms. I'm the man of the house. When they need help moving something, I do it. They usually want help with the garbage.

I like living at home for now. I would think of moving out later, but not right now.

It would be cool to have a roommate who was my age, especially if they liked music and wanted to go to concerts with me. We could have a huge record collection in the living room!

No one makes a pasteles like Mom. I would want her to cook for me still if I moved out.

I do chores around the house- my moms make me. Some of it isn't bad- raking leaves, taking out the trash, but most of it is boring. Folding my clothes is the worst.

Before COVID, I would eat breakfast and drink coffee with Mom and Mama before heading off to work. When I got home, I was the only one there for like an hour. I'm very responsible. It was nice to have the space to myself- I got to be myself and really think. Now Mama is working from home, which I don't like as much. When Mom and Mama go grocery shopping, I can be alone.

### Additional input:

Susan and Luisa shared that Jake has really become more independent in the last few years. He now helps out a lot more around the house, and he will do the dishes almost every night. They shared that they get into verbal arguments with Jake about other chores, especially keeping his room clean and folding his laundry. They feel that they have to remind Jake to stay on task every few minutes, so that he can focus and finish chores that he's not interested in. With COVID-19, Susan shared that they've been "getting under each other's skin" (small arguments and frustrations over trivial things),

but this has been getting better now that everyone is adjusting to spending so much time at home.

Louisa and Susan want Jake to start thinking about moving out in the next few years. They believe Jake would be more happy living with a roommate or two who are his age. They are proud that he spends time home alone and feel that this is a sign that he is getting more ready to live on his own. They feel that Jake would continue to need their help in an apartment.

Jake loves Louisa's cooking and will help her in the kitchen, but doesn't enjoy cooking for himself. Jake will make himself sandwiches and microwave leftovers when they are not home.

## 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:

Working for Frank Productions is the best, but I don't work very much these days. I got to meet Holy Sons and AgesandAges. They were both so cool. Plus everyone there knows me and likes my taste in music. I can wear my headphones and no one says anything about it.

Cleaning is so boring. I hate it. It's nice to be in the different venues, but cleaning is boring. I wish they would put me completely on promotions. I could promote all the bands and show touring bands the city.

I also want to stop cleaning because I have to work with two others from AE (Advanced Employment). They're pretty slow at their jobs, so I have to do everything. They don't like me. This is the only thing I get to do right now, so I'm glad I get to leave the house.

I think good coworkers get their share done and mind their own business.

I want to work 20 hours a week again, so I can make more money and still have time alone at the house after work. If they really needed me I might work more than that. Right now, I'm only working a few hours a week because of COVID. I wear a mask and gloves. I can't wait until COVID is over and I can get more hours.

### Additional input:

Jake is well liked at Frank Productions. Frank, the company owner, has visited Jake at work on multiple occasions and often remarks on what a good job he does. All the full time staff know Jake by name.

Jake has become more unhappy with the cleaning part of his job. Jake is not interested in these tasks and will often try to avoid doing them. To complete these tasks, Jake uses staff prompts and reminders about steps in the process.

A few times this past year, Jake has walked off the job site and was missing for several hours. In a

few instances, Jake came back on his own. On another occasion, his parents drove around downtown until they found him. This is especially concerning because when Jake is overwhelmed or anxious, he is less able to communicate his thoughts. His parents are very concerned this may lead to an altercation with someone in the community as Jake has attempted to push or hit others away when he has felt overwhelmed in the past.

When Jake is excited about a job, such as hanging fliers for an upcoming show, he is focused and interested in the work. At these times, Jake does not require support from staff beyond help in unexpected situations.

Jake prefers working one on one with staff, rather than sharing support. Jake likes to set his own pace, and can get frustrated when he feels that other are not working as efficiently as him.

With COVID-19, Jake is only doing cleaning jobs for Frank Productions a few hours a week, since there are no shows at this time. The plan is to increase Jake's hours when shows begin again. Jake wears a mask and gloves at work.

## **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.*

Jake is friendly and engaging. He likes to stay up to date on what is happening around the city, especially in terms of music and shows. He knows a lot about music genres and bands. Jake also uses calendars on his phone, and sets reminders for himself with support.

Jake graduated with a modified diploma in 2018.

In high school, Jake volunteered at the local library and worked at a thrift store. At the thrift store, he handled money with supervision. He says working for Frank Productions is by far his favorite job.

Jake wears PPE (mask and gloves) consistently and is good at keeping social distance (6 feet) between himself and others.

## **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.*

Jake says he prefers to start work at 10 or later, because he likes to sleep in. He also wants to be home by 4 pm, so that he can have at least an hour of time alone.

Jake wants to continue to work in the music industry. He is interested in working at a record store or a guitar store. He especially wants to work with bands on tour.

Jake wants to work with people around, but prefers to have his own independent tasks.

## School and life-long learning

*Things Jake 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:

I want to continue at guitar lessons. I want to write my own music one day and perform it on stage. The coffee shop on my block does open mic. Tony says I should sign up.

I want to learn more Spanish and German.

I want to learn to host visiting bands, showing them around the city and getting booked at cool venues. I could hang out with them and show them all the cool spots.

I want to go out by myself. Right now, I get really stressed out. Mom and Mama say I need to learn how to first, but I don't really want their help. Tony said he can help, which is fine with me.

### Additional input:

It is important to Susan and Louisa that Jake continue to grow his independence. They want him to learn more skills around the house (such as doing his own laundry) that will be important when he moves out. Right now, their top priority is helping Jake to manage his anxiety, especially when he is out in the community. They would like Jake to go out by himself and be safe.

Susan and Louisa have been putting post-it's on objects around the house with their Spanish and German names.

## 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:

I like going to concerts and shows. Portland is great, and there's always things going on. I have a big calendar in my room with everything that's going on. I can research online, plus I'm signed up for newsletters from a bunch of venues. I can't wait until shows start up again. I'm getting bored at home.

I have been learning the guitar at a guitar store with this guy named Paul. We've been doing lessons over Zoom for the last few months.

Usually I go out with Tony or my moms. It would be nice to know more people my age.

I would like to go to more bars, but no one wants to go out after 9 pm.

I used to go to mass every week with Mom, but it's pretty boring. I usually just go on Easter and Christmas now.

**Additional input:**

Jake loves to be busy and active. He is always looking around for shows, concerts, and events around the city. Jake is often limited by the availability of his PSW and parents. Right now, Jake needs support to manage his anxiety when he is out in the community. While Tony tries to flex his time to go with Jake to events he's excited about, many of these events have been later at night and conflict with Tony's schedule. Jake has also been showing interest in going out to bars. Tony feels uncomfortable taking him, as Tony does not drink for religious reasons. Jake sometimes goes with Louisa, though he often expresses that he wishes he had friends his own age to go with.

Right now, Jake primarily takes walks around the neighborhood and downtown. He eats out at restaurants with outdoor dining. Jake is still interested in community events, but talks about these events with Louisa, Susan, or Tony to decide if he feels comfortable attending in light of COVID-19.

On Wednesdays, Jake takes guitar lessons over Zoom. Paul Johnson, his teacher, understands some of his support needs and is very open to providing accommodations. Before COVID-19, Jake would go to Strings & Strums for guitar lessons. Susan would usually go with and wait outside the lesson room. Occasionally, she would go in to support Jake if he becomes overwhelmed.

Jake also spends some time with the next door neighbor, Archie. Archie makes handcrafts in his garage and will keep the door open for Jake to hang out while he's working. Jake does not need support at these times and Archie can call Jake's parents if he needs help to navigate a situation. Jake wears a mask and practices social distancing when spending time with Archie- this is something that they are both comfortable with.

Nicholas is Jake's best friend from high school. After graduation, Nicholas moved with his parents to Wisconsin. Jake video calls Nicholas on Facebook Messenger every week and is planning to hang out with Nicholas when they're able to visit in-person. When Jake and Nicholas would spend time together, Nicholas's or Jake's parents would provide any needed support.

Louisa and Susan would love to see Jake become more involved in his community. He is able to seek out and explore activities of interest. The biggest limiting factor is having supporters in the community and being safe during the pandemic. They wish Jake could make a few good friends who have the same interests, though they think he may have to gain more skills before being safe without them or his PSW. They've also discussed hiring another PSW, but they have not yet been able to find anyone who would be a good fit for Jake.

## Relationship map

	People who are important to Jake:	Others in Jake's life:
<b>Family</b>	Mom (Louisa) & Mama (Susan)	Oma (grandmother), Charles (cousin), Greta (aunt)
<b>Friends</b>	Nicholas (best friend from high school)	Archie (neighbor), Williamson (family friends)
<b>People at work, school or in the community</b>	Paul (guitar teacher)	Frank (owner of Frank Productions) Stella (employee of Frank Productions)
<b>People paid to provide support</b>	Tony (PSW)	Latoya Davis (behavioral consultant), Trisha Mandy (Job Coach), Joy Renaldo (Personal Agent)

## Relationships

*Anything about current relationships Jake 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.*

<p><b>Person's perspective:</b></p> <p>My best friend is Nicholas. We went to high school together, but he's in Wisconsin now. We still talk over Facebook. He's likes playing online video games. I'm trying to convince my parents to buy me an Xbox so we can play online together.</p> <p>Archie is the next door neighbor. I hang out on the couch in his garage while he makes stuff- mostly bird houses and dream-catches and stuff like that. Archie is cool.</p> <p>Tony is the best. We do everything together. Tony and I went to high school together, but he graduated before I did. Tony always knows the best jokes and the best bands. He introduced me to some of my favorites!</p> <p>I want a girlfriend!</p>
<p><b>Additional input:</b></p> <p>Nicholas has been a great friend since Jake was 10 years old. They grew up together. Jake was very sad when Nicholas moved, but they have been able to talk over the phone and keep in touch. Jake is very excited for Nicholas to visit this summer.</p> <p>Tony has been a very important support for Jake. Tony has a very calm energy and takes everything Jake says and does in stride. They share some interests in music, and Jake likes spending time with someone his own age. Sometimes we (Louisa &amp; Susan) have to help Jake understand why Tony can't work late nights to go to concerts.</p>

Jake has shown interest in having a girlfriend. Sometimes Jake has trouble knowing what to say when he is interested in a woman and anticipating the impact his words may have. Jake could benefit from additional tools and resources to help him understand and explore relationships and dating. Jake has talked about online dating as a way of meeting people. Jake usually won't talk to his parents about dating, but has discussed it at length with Tony.

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.

Person's perspective:
I need people who listen to me and care about what I have to say. They need to be calm and not tell me what to do when I'm feeling stressed. I like Tony a lot because he's my age and he likes music. It helps when people know about the bands that I listen to. If I got another PSW, I want them to drink at a bar with me.
Additional input:
It is important that those who support him have a calm energy. Jake can be unpredictable at times, and when his supporters get overwhelmed and upset, it only makes Jake more upset and anxious. Supporters must use a calm voice with Jake and always have compassion for him. It does not work when supporters make negative assumptions about him or his intentions. It works well for Jake to be supported by men, especially men his own age. It helps when supporters share interests with Jake, such as speaking Spanish or German, playing a musical instrument, or listening to some of the same music as Jake.

Health and wellness

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

Person's perspective:
I take meds in the morning. I eat my vegetables. I get exersize- I'm on my feet at my job I know about COVID and keep my community safe.
Additional input:
Jake is a very healthy young man. He keeps active and eats well. He has an alarm on his phone which reminds him when to take his medications. His parents set up his pill minder weekly.  Jake has annual check-ups with his primary care doctors and quarterly follow-ups with his psychiatrist. Jake goes with Louis or Susan to all of his appointments.  Jake is good at practicing social distancing and wearing his mask when he leaves the house. Jake



does need reminders to wash his hands for the full 20 seconds, but is good at remembering to wash his hands before he leaves the house and after he comes home.

For Jake to be healthy and safe, it is important that his PBSP is followed.

## 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:

I make some money at my job. I'd like to save for something big, like a new guitar or a trip to Wisconsin or an Xbox, but usually I end up spending it all on concert tickets and records.

### Additional input:

Susan and Louisa are Jake's rep payees. They use his SSI to pay for his rent, food, clothes, and any additional bills. Jake also earns money from Frank Productions which gets deposited into his personal account. Jake has a debit card for this account which he uses. He has overdrawn a few times, but has overdraft protection on the account so that he does not get charged when this happens. Tony has helped Jake get an app on his phone so that he can view his balance. Jake is able to handle cash and makes his own purchases at stores.

Since Jake turned 18, there have been a few issues with Jake signing up for credit cards, payday loans, and other Internet "deals". Louisa and Susan have helped Jake to pay back these debts and further discussed ways of saving, rather than borrowing money.

## 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:

I tell others when something is bothering me.  
I'm in charge of my own life, and I let others know it.

### Additional input:

Jake is a great self-advocate. He is very aware of himself and others. In high school, Jake would always let others know if another student was treating him poorly. Jake lets his mothers know when he is not feeling well.

An important step increasing autonomy is Jake going into the community without supervision. Right now, his parents are concerned about his unsafe behaviors and anxiety. The team is looking into possible supports for community involvement, such as having a supporter "on call" for Jake who he could contact if he has any issues.

Jake has fallen for online scams in the past, especially involving offers that seem 'too good to be true'. He has taken an online internet literacy course. He has conversations with his parents or PSW when he's tempted by an online 'deal'.

## 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:

I have family all over the world- in Puerto Rico, Germany, California, Florida, and Minnesota. Mama is from Germany. We always have a big party at our house for Oktoberfest. She knows lots of Germans who live in Portland.

Mom's grandparents are from Puerto Rico. She makes a lot of family recipes and does most of the cooking at our house. She's also teaching me some Spanish.

I used to go to mass with mom when I was growing up, but now I only go for Easter and Christmas. I was baptized and confirmed Roman Catholic.

If people don't like that I have two moms, I don't talk to those people.

Christmas is my favorite holiday. I love the decorations and presents, but the music is horrible.

### Additional input:

It is important to Louisa and Susan that Jake learn German and Spanish. They want to pass down many of their family traditions. Louisa wants Jake to be able to cook some of the family recipes, but he has not shown interest in learning how to cook. Louisa would like Jake to visit Puerto Rico and see where her grandparents grew up, but thinks that may not happen for several years. Susan also wants Jake to meet many of her extended family in Germany, but thinks it would be best for her family to visit Oregon first.

Louisa is Roman Catholic and wishes her son were more interested in attending mass. She understands that he is making his own decisions now, and is glad he still comes to services on Christmas and Easter.

## Sexuality and/or intimate relationships

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

### Person's perspective:

I learned about safe sex in high school, and know how to use a condom

I will not talk to my moms about sex, but I've talked about it with Tony

I am thinking about online dating, but I think my moms worry about me meeting people online. I want a girlfriend today.

### Additional input:

Jake will not talk to his parents about sex, though they will try to talk to him about safe sex from time to time. They make sure Jake knows there are condoms in his dresser drawer.

Tony shared that Jake wants a girlfriend and wants to be sexually active. Jake also is interested in the social aspect of dating. Susan and Louisa think it may be best to put dating 'on hold' during the pandemic.

## Mental health

*Concerns about mental health; relationship with any mental health professionals; availability of helpline or other resources for Jake, 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:

I get stressed a lot, especially when people are telling me what to do. Sometimes I just need to be left alone. I'm learning how to calm my body down.

My moms want me to find a new therapist. AJ was awesome, but everyone else has been boring so far. I'm not a kid anymore, so I don't think I need one.

### Additional input:

Jake has significant anxiety and some issues with impulse control. Up until this year, he was seeing a therapist who he had met with for years. This therapist moved out of state, and Jake has not wanted to meet anyone new. Susan and Louisa are exploring therapy options that might be more appealing to Jake. Many of the previous therapist's suggestions are included in the current PBSP.

Jake is currently taking anti-anxiety medication.

## 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:

I don't like talking about behaviors, I get told all the time about "appropriate" and "inappropriate" behaviors. I'm tired of it.

I get stressed out a lot, especially when I leave the house. Music helps, and talking to my moms. People need to know to leave me alone when I'm feeling stressed.

### Additional input:

Jake's positive behavior support plan has changed a lot over the past few years. It was developed and is maintained by Latoya Davis, his behavioral consultant. Latoya is very intentional about developing the plan with him. He prefers not to talk about the plan with his parents, but he does have a trusted relationship with Latoya. with Latoya provided coaching and support as Jake trained his employers on his PBSP. Jake, Susan, Louisa, Advanced Employment staff, and Tony all work to implement the PSBP.

In a lot of ways, Jake has grown coping skills and become increasingly independent. Jake does still need some supports to help him, especially in the community. Jake agrees that he needs these supports to gain more skills, especially because he wants to become more independent and begin a career in music. In the moment, Jake may become upset at supports and in some situations he will yell at his parents or other supporters to "leave him alone". In these times, it's helpful to ask Jake if he wants to take a break and listen to music.

Susan and Louisa are very concerned about Jake being alone in the community, as his behavior is often unpredictable. Susan's biggest fear is that Jake would be hurt or arrested.

Jake's behavior concerns are primarily related to his anxiety or feeling overwhelmed. Jake has asked that we not include any specifics of behavioral concerns in the PCI. He is okay with this information being included in the behavior support plan (PBSP) and Functional Behavior Assessment (FBA).

## 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:

My parents drive me where I need to go. I also take the bus with Tony.  
Driving in Portland is crazy, I would rather use Uber or Lyft or get a bus pass

### Additional input:

Jake gets most of his rides from his parents and Advanced Employment staff. Jake also uses the bus and Lyft with his PSW- Tony brings along hand sanitizer for them to use afterward. His parents want him to have more experience using the bus and Lyft and hope that he will be able to do both independently in the next few years.  
There are several restaurants that Jake can walk to with someone.

## 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:

My cell phone is important, especially because it plays music.

### Additional input:

Jake used a visual calendar until this year. Now he uses a calendar on his phone with reminders set.  
Susan: When Jake becomes agitated or stressed out when he's in the community, he uses his music to calm himself.  
Luisa and Susan help Jake to make sure his phone is charged whenever he leaves the house. Jake also has "find my phone" enabled in case he should ever not be able to be located by his parents.

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

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

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

<b>Person's perspective:</b>
None at this time
<b>Additional input:</b>
No specific environmental modifications at this time.

## 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.*

<b>Person's perspective:</b>
I want to have an exciting life, like being a famous musician. I would play music all around the world have have lots of fans.
Right now an exciting life would mean going out to concerts, house shows, and bars.
I could see myself having a family one day, but I don't want to be tied down when I'm still young. I do want a girlfriend right now though.
I would love to visit Germany and meet some of Mama's family.
<b>Additional input:</b>
Susan shared that she would like Jake to one day meet his cousins in Germany, but worries that traveling over a long period of time might cause extreme stress. She is talking to her aunt and cousin about visiting Portland first, so Jake can become more familiar with them and learn about what a trip to Germany would look like.
Susan and Luisa wish that Jake could have close friends. They also want him to learn skills so that he can be on his own in the community. They feel Jake wants to be more active, but is limited by their and his PSWs availability.
Tony shared Jake can do anything he puts his mind to and that he wouldn't be surprised to see Jake headlining a show in a few years.

## 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:  
Individaulized Plan for Employment (IPE)

## Contributors to person's perspective

Name	Relationship
Jacob Ramos-Weber	Self

Did anyone else contribute their perspective on behalf of Jake?

☐ Yes ☒ No

## Contributors to additional input

Name	Relationship
Susan Weber	Mother
Luisa Ramos-Cruz	Mother
Tony Martin	PSW
Joy Renaldo	Personal Agent
Trisha Mandy	Job Coach

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.