



This Is My Plan: "Matthew"
Annual IHP Meeting Date: 7/22/15
IHP Revision dates (if applicable):

Home Address: 19350 Euclid Ave, Ohio 44117

Home Phone #:

Birth Date: XX-XX-94

Guardian:

Medicaid #:

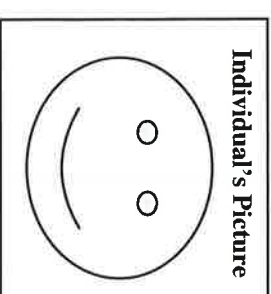
Guardian Address:

Medicare #:

State ID (EXP Date):

Guardian Phone #:

Admission Date (to this site): XX/XX/09



Interdisciplinary Team Members:

Print Name

Signature

Title/Relation

Agency

Phone

I understand and _____ agree to / _____ disagree with the supports described in this plan. I understand I may revoke my consent at any time.

If you/your guardian are dissatisfied with the strategies described in this plan or the process used for their development, you may seek administrative resolution by contacting Gina Kerman, Executive Director at (440) 724-7571.

Individual's Signature _____ Date _____

Guardian Signature (if applicable) _____ Date _____

(Completed/Signed cover page to be scanned and saved to electronic documentation)

WHAT WE LIKE AND ADMIRE ABOUT YOU

WHAT IS IMPORTANT “TO” THE PERSON IN EVERYDAY LIFE

What is important TO a person includes what makes them feel happy, content, fulfilled and comforted. Include what the person considers important in relationships, places to spend time, things to do, the rhythm or pace of life. Document what really matters in their life.

What is important “TO”:	Outcome:
<ul style="list-style-type: none">• Visit with his grandmother• All of his favorite snacks• One-on-one time with his favorite staff.• A walk to the pop machine is one of Matthew's favorite things.. Talk to him while walking. Let him put in the money, press the button, take out the pop himself. (He can do it all independently, but might need help if using a dollar bill rather than coins.)• Matthew should know that he can take a break in the ball pit whenever he wants to. We need to help him identify when he is feeling “off” so he can take a break before he head bangs or gets aggressive	<ul style="list-style-type: none">• Matthew will have a good day.
<ul style="list-style-type: none">• It is important to Matthew to be able to have food that he likes and feel in control of his food choices	<ul style="list-style-type: none">• Matthew is on a regular diet. However, he is picky when it comes to food and may need a different choice of food. He will flip the table over, or start banging his head.

WHAT IS IMPORTANT “FOR” THE PERSON IN EVERYDAY LIFE

What is important FOR a person includes Health and Safety, Wellness and Prevention, Emotional Health, Things that help the person be a valued member of their community. (Example: support with safety in the kitchen, having food pureed and thick it in liquids, staff need to be able to see him/her at all times, etc.)

What is important “FOR”:	Outcome:
<ul style="list-style-type: none">• It is important that Matthew manages his mental health symptoms. If Matthew is kept busy doing interesting things in the real world, there is less “space” for him to be distracted by internal stimuli (unpleasant thoughts in his head). Suggest activities to Matthew throughout the day, and try to keep him occupied	<ul style="list-style-type: none">• Matthew will be happier and have safer behavior

			agitated, change the subject ("Matthew are you having a good day?"). Listening to favorite music, spelling simple words, or counting backwards from 10 can also help him calm.
Matthew can get agitated in the bathroom	This could mean he is having intrusive thoughts, because he is feeling rushed, or both		He does appreciate a routine in the bathroom at night: he gets his pajamas and hygiene kit with help. He sits on the toilet; staff prompts him to get undressed for the tub. He might need a prompt for every step of getting undressed. (Take off your socks; OK, take off your jeans, etc.) Don't over-prompt him; remember it make take him five minutes to hear what you said and do it, and if you keep repeating it, he will get agitated. Let him go as slow as he wants. In the shower/tub, he can do all bathing tasks himself, but moves very, very, very slowly.
Matthew can get agitated at meals	It is likely that he becomes agitated because he doesn't like what is on his plate, or doesn't feel like people are listening to what he wants.		Try to honor all of his requests. If he says he doesn't want something, offer him alternatives that he will like better. Matthew does not like white sauces or creamy white foods (mayonnaise, cole slaw, etc.). He does not want them to even touch his plate. Help Matthew get what he wants to eat, and to avoid what he doesn't like.
Matthew likes to wear socks to bed.	He usually needs them to feel comfortable to go to bed		Ask Matthew do he want to put on socks or hand him a pair of socks to put on.
He might sit in the bed with his legs up	He is waiting for you to tell him to put them down		Ask Matthew would he like to put his legs down

MY RELATIONSHIPS/COMMUNITY MEMBERSHIPS

People I like to have in my life, people who help me, who I have fun with, people who I love and support, and people who make me feel loved and supported. My connections in the community I live in.

My relationship with my grandmother and staff is very important to me.

WHO HELPS ME MAKE DECISIONS: (Guardianship)

Identify guardianship and document if individual and his/her team agrees that guardianship status is appropriate.

	<p>he might hurt are out of the room. One staff person (ideally someone with a good relationship with Matthew) can attempt to calm him verbally, but multiple people should not try to talk to Matthew when he is upset.</p> <p>If he is able to calm on his own, a staff person does not need to monitor him up close; it is OK to give him space.</p> <p>If Matthew is hurting himself or other people, and all other attempts to keep everyone safe have failed, he may need to be physically restrained. Matthew is surprisingly strong when he is this upset, and a supine restraint may be required. If necessary, up to five people may help with the supine hold.</p> <p>Release the hold as soon as Matthew shows that he is calm. At a minimum, attempt to release every 15 minutes.</p>
Diet	<ul style="list-style-type: none"> • NDD Level 4 Regular. • Supplements: Ensure Plus 3x/day • Restrictions: Milk due to sensitivity (use Lactaid) • Physical activity should be encouraged and reinforced

IMPORTANT SAFETY PROCEDURES

List important procedures related to risk management. Include any important meal time procedures, procedures related to mobility to reduce falls, medical procedures (such as seizures), and/or restrictive measure approved by the Human Rights Committee, etc.

In the past, Matthew has worn elbow immobilizers, to make it harder for him to hit himself during and after a supine restraint. Team would like to fade out using the elbow immobilizers. Staff should attempt to keep Matthew safe through other pro-active and reactive means, and re-evaluate the elbow immobilizers at his quarterly and semi-annual reviews. If Matthew is hurting himself or other people, and all other attempts to keep everyone safe have failed, and the supine restraint described above is not sufficient to keep him safe, staff can apply elbow immobilizers, and should remove them as soon as Matthew is showing safe behavior. As well as the team lift and transfer.

MY ENVIRONMENT

List any modifications made to the environment that has created a more supportive, positive and safer environment. Include any risk of rights that have been approved by the Human Rights Committee if necessary.

N/A

SEE IEP

MY PLAN FOR SUCCESS: (Employment/Day Services)

I need assistance in the following areas so that I can be successful with my future employment/day service. I need support (skill development) in the following areas to foster my success wherever I choose to work and/or attend day services.

SEE IEP

I along with my team agree current Employment/Day Services is appropriate at this time. YES: ☒ X NO: ☐

I would like to explore other options at this time. YES: ☐ NO: ☒ X

TRANSPORTATION

Identify transportation needs. Individual will receive transportation to and from Rosemary/Ola school in Tremont by Rosemary center staff as scheduled.

Offer Frequent Reassurance during Transition. The entire process of Matthew leaving home/school, boarding the bus, and returning home is a transition. Given that transitions can increase Matthew's anxiety, during the entire process Matthew will need much reassurance. Reassurance can be offered by giving him positive feedback, e.g., "You're doing a good job," or by giving him information, e.g., "Matthew, we will be arriving to school in a few minutes." Offer reassurance as frequently as possible. Use positive distractions as well, e.g., "Hey, Matthew did you see that big truck." (He does not care for animals so staff may not want to note any animals that are seen while in route.)

Develop a Transportation Routine. Matthew positively responds to structure and routine. Whenever possible, Matthew should continue to board the bus last. Develop a familiar routine as he boards or exits bus, e.g., similar greeting or farewell each day as well as procedure when securing/unsecuring his harness. When disruptions to routines, occur, acknowledge the change and provide reassurance.

Parameters for Safe Transport.

Matthew should be seated so that he cannot reach other passengers, due to his history of lashing out at others when he is agitated during a ride. At a minimum, he should have his own seat and seat in front of him should be empty. Transportation staff may make additional seating arrangements that ensure health and welfare of everyone being transported based on all of their needs, e.g., have Matthew seated in front seat on bus and backseat on van, empty seat beside Matthew, etc.

Communicate Extended Delays (longer than 5 minutes). Waiting for the bus tends to trigger anxiety for Matthew which can lead to target behaviors. Whenever and as soon as possible, transportation should communicate with home/school about extended delays, i.e., arrival or departure times later than 5 minutes. When the bus will be arriving/departing later, home and school staff will then delay preparing Matthew to

STRENGTHS, NEEDS, PRIORITIES AND CORRESPONDING SKILL DEVELOPMENT GOALS AND/OR SERVICE SUPPORTS

This IP follows the functional skill areas of the CFA, identifying the individual's strengths and prioritizing the needs, resulting in the team's determination of Skill Development goals and/or Service Supports.

Goals will be stated in behavioral terms, time-sensitive and with clear measurable objectives denoting frequency/duration along with whom is responsible for implementation.

- **"A" - High Priority:** high priority need, skill development goal and/or behavior strategy to be addressed in accordance with this IP – daily documentation of program strategy can be found in the individual's documentation.
- **"B" - Medium Priority:** will be identified to be implemented when high priority goals are either accomplished or discontinued.
- **"C" - Low Priority** – These items are not considered by the team to be a Skill Development priority at this time but may be identified as an HPC assignment.

Include program area, goal, and frequency. Make sure there is a frequency written in a span (1-5X weekly) and DSP is responsible for providing the services.

TOILETING:

To increase independence with toileting

After Matthew has a BM, he will pull toilet paper from the roll independently and wipe himself thoroughly with 0 – 3 verbal prompts 25% of the opportunities 3/3 months.

Frequency 20-25x/month 15mph 08/16

Priority <u>"A" - High Priority</u>	Identify Support <input checked="" type="checkbox"/> Skill Development (PIP) <input type="checkbox"/> Service Support <input type="checkbox"/> I am Independent <input type="checkbox"/> N/A
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EATING AND DINING

Matthew can independently bring his utensils to his mouth. He can assist with setting up his area at meal time and assist with placing his dirty dishes in the sink. He will need assistance with cutting up his food and pouring his drink.

Priority <u>"C" - Low Priority</u>	Identify Support <input type="checkbox"/> Skill Development (PIP) <input checked="" type="checkbox"/> Service Support <input type="checkbox"/> I am Independent <input type="checkbox"/> N/A
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DRESSING/UNDRESSING

Matthew will need assistance to pick out clothes that are weather appropriate. Matthew will dress himself with verbal prompts. He may need assistance with buttons and zippers

Priority <u>"C" - Low Priority</u>	Identify Support <input type="checkbox"/> Skill Development (PIP) <input checked="" type="checkbox"/> Service Support <input type="checkbox"/> I am Independent
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depending on how he is feeling or the activity in which he is participating at the time. When he sees an object, photograph, picture, black-and-white symbol, colored symbol, or printed word he will often say the name of what he sees, a phrase related to what he sees, and/or read the word. Sometimes he will see a word and say a phrase containing the word in it. He also responds to basic gestures and simple sign language combined with words and phrases. Matthew demonstrates understanding of visual input and responds well to it. Visual input helps him to process the information. Matthew demonstrates understanding of one and two-step directions, especially if they are within a familiar routine. He demonstrates understanding of verbal words, yet he has most success when the surrounding environment is calm and the words are spoken in a phrase or sentence given in a calm, conversational tone and loudness level. Matthew generally needs 30-60+ seconds to process verbal

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information and he may take one minute or several minutes to respond. It is important to give Matthew this processing time and wait before repeating the information. If verbal information is repeated too quickly or if an adequate amount of time is not provided between verbal prompts, Matthew may not like it, he may feel "rushed", he may get frustrated, and he may respond negatively. He responds well to "First ____, Then ____" to help him focus on the activity or task in which he is currently involved.

☐ *I am Independent*

X *N/A*

EXPRESSIVE COMMUNICATION:

To increase effective communication.

Matthew will make a choice when offered two options, with 0-3 verbal prompts 60% of the opportunities 3/3 months

Frequency 20-25x/month 15mph 08/16

Expressively, Matthew uses the following methods individually and/or in combinations to communicate with people within his environment: facial expressions, eye contact, eye gaze aversion, reaching toward, pushing away, walking toward, walking away, words, phrases, simple sentences, vocal intonations, change in loudness level of voice, yelling, simple gestures, photographs, pictures, black and white or colored symbols, printed words/phrases/simple sentences, overall body language to expressively communicate within his environment. Matthew makes choice from objects, pictures, words, or options that are presented verbally to him. He may use his name when indicating his preference, for example "Matthew wants the ____". Matthew may talk in a voice that ranges from a whisper to a conversational level and if he is upset he may yell words or phrases. He will participate in a conversation by responding to a question and generally needs prompts to ask a question. He will take turns within a game and within a conversation with prompting. Matthew will spell words, count, and play a game on the iPad when given prompts as needed depending upon the type of game. Matthew also likes to sing words to some songs that he likes.

Priority
"A" - High
Priority

Identify Support
X Skill Development (PIP)

☐ Service Support

☐ I am Independent

☐ N/A

Matthew does not understand the complete steps for phone use. However when his grandmother call he will listen on the phone.

<u>"C" - Low Priority</u>	<input type="checkbox"/> Identity Support <input type="checkbox"/> Skill Development (PIP) <input type="checkbox"/> Service Support <input type="checkbox"/> I am Independent X N/A
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COMMUNITY SAFETY:

Must be within sight of staff.

Comments: Matthew must never be left alone while out in the community. Matthew will need assistance to stay with the group and to keep him safe and comfortable. He needs close supervision in the community to keep him and others safe.

<u>"C" - Low Priority</u>	<input type="checkbox"/> Identity Support <input type="checkbox"/> Skill Development (PIP) X Service Support <input type="checkbox"/> I am Independent <input type="checkbox"/> N/A
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HOME SAFETY:

Matthew will need verbal prompts to evacuate or otherwise remove him self from dangerous situations. However Matthew will still ned to rely on staff to assist him on his need to recognize fire hazards.

<u>"C" - Low Priority</u>	<input type="checkbox"/> Identity Support <input type="checkbox"/> Skill Development (PIP) X Service Support <input type="checkbox"/> I am Independent <input type="checkbox"/> N/A
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HEALTH CARE/WEELLNESS:

To improve safety skills

- Matthew will refrain from picking at his skin when given 0-3 verbal prompts 60% of the opportunities for 3/3 months

Frequency 20-25x/month 15mph 08/16

<u>"A" - High Priority</u>	<input checked="" type="checkbox"/> Identity Support <input checked="" type="checkbox"/> Skill Development <input type="checkbox"/> Service Support <input type="checkbox"/> I am Independent <input type="checkbox"/> N/A
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MEDICATIONS:

To increase self-medication skills

Matthew will pick up his medication out of his medication cup and place it in his mouth with 0-3 verbal prompts 60% of the opportunities for 3/3 months.

Frequency 20-25x/month 15mph 08/16

<u>"A" - High Priority</u>	<input checked="" type="checkbox"/> Identity Support <input checked="" type="checkbox"/> Skill Development (PIP) <input type="checkbox"/> Service Support <input type="checkbox"/> I am Independent <input type="checkbox"/> N/A
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		<input type="checkbox"/> <i>I am Independent</i> <input checked="" type="checkbox"/> <i>N/A</i>
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MONEY AND PURCHASING SKILLS:

To increase independence with money management

- At least once each month, Matthew will go on a community outing, select a purchase, and hand his money to the clerk, or he will purchase a soda from the vending machine, with 0 – 3 verbal prompts 50% of the opportunities in 3/3 months

Frequency 1x/4 /month 15mph 08/16

Priority "A" - High Priority	Identify Support x Skill Development (PIP) <input type="checkbox"/> Service Support <input type="checkbox"/> I am Independent <input type="checkbox"/> N/A
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CIVIC RESPONSIBILITY:

Matthew does not understand the concept of voting.

Priority "C" - Low Priority	Identify Support <input type="checkbox"/> Skill Development (PIP) <input type="checkbox"/> Service Support <input type="checkbox"/> I am Independent <input checked="" type="checkbox"/> N/A
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HUMAN SEXUALITY:

Description of Support Needed:

N/A

Priority "C" - Low Priority	Identify Support <input type="checkbox"/> Skill Development (PIP) <input type="checkbox"/> Service Support <input type="checkbox"/> I am Independent <input checked="" type="checkbox"/> N/A
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4:30	Recreational Activity	4:30	Recreational Activity
5:00	Hygiene/M meal Preparation	5:00	Hygiene/M meal Preparation
5:30-5:45*	Dinner	5:30-5:45*	Dinner
6:00	Hygiene	6:00	Hygiene
6:30	Recreational Activity	6:30	Recreational Activity
7:00	Recreational Activity	7:00	Recreational Activity
7:30	Recreational Activity	7:30	Recreational Activity
8:00-9:30	Snack/Hygiene/Leisure/TV/Quiet Time; Bath; Bed	8:00-9:30	Snack/Hygiene/Leisure/TV/Quiet Time; Bath; Bed

*All times are subject to change, depending upon individual preferences and choices.

Meeting Minutes:

Individual/Guardian: "Mary" is very happy with Matthew new plan. She mentioned Matthew still need assistance with brushing and shave him self. She was also excited to hear we removed his elbow immobilizers and team transport and lift out of his plan.

Nursing: Debbie (LPN) went over his medical report for the year.

Employment/Day Program: Matthew will continue to attend Rosemary/OLA school which is ran by educational service center

QIDP: today at Matthew annual we discussed he is IP plan, and his future plans for community intergradation.

UI/MUI trends and patterns: no trend or patterns at this time

Team Recommendations: The team recommended all goals and IP is followed as written

Assessments: (Document applicable assessments)