



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 #:

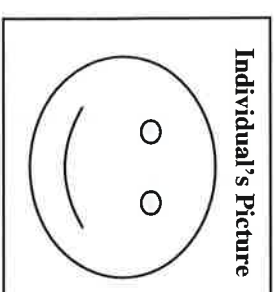
Guardian Address:

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

To get to know the person and what others appreciate about their gifts, ask the team to think about what attracts others to this person.

Matthew is a great young man. He follows direction very well when he wants to. Matthew can be very soft spoken and quiet. He loves to sing songs especially the theme song from the show threes "company".

MY HOPES & DREAMS

What is your best future? What are your long term hopes and dreams?

I want to be able to express my wants and needs in a way staff and my peers will better understand.

MY GIFTS, TALENTS & THINGS I'M GOOD AT

What things do you enjoy doing in your neighborhood, at home, during the day and at night? What are things you are especially good at?

Matthew is good at spelling, reading, riding his bike, swinging, going for walks, and arts and crafts. He enjoys spending time with his grandmother whenever she comes to rosemary center to visit.

GOOD DAY/BAD DAY

What makes me happy/safe? What makes a great day and what supports need to be in place to assist me in having a successful day. Additionally, what makes a bad/frustrating day? This will help the team be aware of things that are stressful and/or aggravating and can be minimized/avoided.

GOOD DAY

- Going to the store to buy his favorite snacks
- Playing with peers
- Going to purchase pops rom the vending machines
- Staff allowing me to have alone time.
- Laying in the ball pit
- Music (he loves Rihanna, Usher, and the Golden Girls theme song)
- Wearing hats and things that cover his face
- Arts and Crafts: drawing, coloring, painting
- Games: spelling, IPAD use
- Going for walks (especially to the pop machine)
- Playing Basketball

BAD DAY

- Not knowing how to express his feelings
- Having to many demands put on him at once
- People rushing him through his routine

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

ROUTINES AND RITUALS

Routines and rituals ease us through our days, comfort us when we need it and help us mark special occasions.

Matthew needs his staff to be patient with him. Sometimes, it can take him five minutes to process what you are saying or asking him to do. Don't ask over and over, or rush him; that just increases his frustration. Let Matthew take his time.

Encourage Matthew to choose which bathroom he uses, and when he needs to go. He feels safe in the bathroom when the person helping him is patient and kind. Matthew can get agitated in the bathroom, either because 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.

Encourage Matthew to choose which bathroom he uses, and when he needs to go. He feels safe in the bathroom when the person helping him is patient and kind.

HOW DO I COMMUNICATE?

How do I express my wants, needs and desires?

Matthew communicates verbally. Staff has to give him time to process the question.

ACTIONS THAT MAY NOT BE UNDERSTOOD BY OTHERS

When I Do This	It Means This	You Should Do This
Signs that Matthew is getting upset: his leg is bouncing fast while sitting at the table, or unpleasant facial expressions (squeezing his eyes closed, squinting & smiling on one side of his face only, looking like he's about to cry).	Sometimes Matthew gets upset because of the thoughts in his head, or if he feels that people aren't listening to him	If you see these signs, ask Matthew what he wants. Help him get what he wants, if it's reasonable. If you are unable to help him get what he wants, offer him alternatives with a kind tone of voice. ("Sorry, there isn't any chicken right now. How about some _____ or some _____.")
If Matthew is agitated in general, and can't figure out what he wants, he might say "I lost something."	That usually shows that Matthew is very agitated	Ask him if he wants to put on his helmet or sit in the ball pit, or offer one of his favorite things (going for a walk, etc.). If he wants to talk about what he lost, talk about it. If talking about it makes him look more

		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.

Kathleen Ottow (Grandmother); the team agrees that guardianship is appropriate

MY SUPERVISION NEEDS:

Level of supervision I need to ensure my health and safety.

Matthew should be hearing distance at all times. However Staff must be positioned in the bathroom to assist Matthew as needed. Matthew is able to pull his trousers up and down, urinate, discard paper in the toilet, flush, and wash his hands, with verbal prompts. Matthew may engage in repetitive OCD like behaviors (please give him time and be patient). He may sit and stand at the toilet repeatedly, causing him to soil his trousers at times. Matthew may have his privacy but staff should be within hearing distance and ready to respond if needed. During waking hours he is 1:5 and when he is sleep he is 1:10. Matthew can lather his washcloth, bathe, and towel dry but he will need significant prompting. He will need assistance with adjusting the water temperature

MY MONEY AND POSSESSIONS: (Financial Management)

I will need the following assistance with maintaining my current benefits and finances. To ensure I am informed of my finances I review and sign off on my "Client Banking – Transactions Inquiry" account monthly which indicates funds available to me. In addition Rose-Mary Center Finance Department audits my personal allowance spending on a monthly basis. This helps to keep my money protected.

Matthew does not understand the concept to manage his money independently, and needs assistance. However he will tell you what he wants and would like to buy. His grandmother and Rose-Mary Center will continue to help him.

RISK SUMMARY: I May Be At Risk of (Medical, Behavioral, etc.)

Include diet texture needs, important steps for positive communication, positive and proactive procedures supporting behavioral needs, etc.

What it is?	What I need from you to keep me safe?
Head banging/Hitting himself in the head	If Matthew bangs his head, offer him his helmet, or ask him if he needs anything. Matthew may bang his head so hard that it starts bleeding, and he might be so upset that he throws his helmet at you. If he is injuring his head and will not put on his helmet, he needs his staff to help him protect his head from severe harm. Put the helmet on for him. If necessary, to protect Matthew from immediate harm, hold his hands down as taught in CPI long enough for a staff to put his helmet on for him (ideally, while he is sitting in a chair). Soft things such as mats and pillows could be put between his head and an object to protect him from injury. Matthew does not need to wear his helmet if he has stopped banging his head, but he can always choose to wear it if he wants.
Hitting, head butt, and biting others	If so, attempt to block as taught in CPI, and redirect him somewhere comfortable to calm (such as in the ball pit). Sometimes, he may be in the ball pit but still not able to calm. Manage the environment the best you can. Remove chairs and heavy objects that he might throw, and make sure that people that

	<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

MY HOME: (My Future Plan)

Identify the individual's desires for future living arrangements.

Currently he lives at Rosemary Center with nine other individuals and he has a private bedroom. Matthew does have ownership and control over his own possessions. Matthew will continue to require the supports and services of an ICF/DD. However Matthew will be moving to a wavier home in the future.

MY PLAN FOR SUCCESS: (Home)

I need assistance in the following areas so that I can be successful with my future living arrangement. I need the following support (skill development) to foster my success wherever I choose to live.

- To increase appropriate behaviors.
- To increase effective communication.
- To increase independence with toileting
- To increase independence with hygiene
- To increase independence in domestic skills
- To increase independence with money management
- To improve safety skills
- To increase self-medication skills
- To increase independence with Desensitization skills.

I along with my team agree current residential needs are appropriate at this time. YES: ☒ X _____ NO: _____

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

MY PATH TO EMPLOYMENT/DAY SERVICES

Identify current day programming/employment placement. What are the individual's desired employment outcomes?

Matthew is currently in school at OLA in Tremont, the team will continue to talk about his path to employment at his IEP meetings

Matthew is on level 3 on their Path to Employment. Individual receives supervision at a 1:5 ratio while at their day program.

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

board the bus, e.g., getting his coat/packing his belongings, etc. Offer appropriate positive distractions, e.g., give him a preferred activity, ask him to help etc.

Calm Behavior Prior to Boarding the Bus. Matthew should be calm prior to boarding the bus, i.e., not actively engaging in behaviors which threaten health/welfare of himself or others, e.g., severe SIB or aggressive. Staff should recognize that Matthew's disruptive behaviors or loud/angry screaming may be a precursor to him engaging in behavior which threatens health/welfare. If he is only displaying screaming behavior, staff must use their discretion about transporting Matthew by gathering additional information, e.g., school staff are reporting that he has not been engaging in severe physical aggression or severe SIB a ½ hour prior to the end of the day but only disruptive behaviors, and therefore, transportation decides to proceed with transporting Matthew as though it is a typical school day.

If Matthew exits the school building in his helmet and/or elbow immobilizers, transportation staff should determine the reason Matthew is wearing protective equipment before allowing him to board the bus. If school staff are indicating that Matthew has been aggressive or engaged in severe SIB a ½ hour prior to the end of the school day or boarding the bus and/or are recommending that Matthew wear the protective equipment while being transported, Matthew should not be transported with other students. That is, Matthew should not be wearing or need his helmet and/or elbow immobilizers onto the vehicle if he is truly calm. However, if Matthew has displayed a period of calm, e.g., ½ hour prior to boarding the bus and is asking to wear his helmet on the vehicle, he should be allowed to make this choice to wear his helmet.

Whenever possible, all staff should plan ahead of time and minimize confusion for Matthew, e.g., having him leave the school believing he will board the bus only to be told he needs to wait for another bus. That is, if Matthew has struggled throughout the school day and, particularly, in the afternoon, the school should notify transportation so that arrangements can be made ahead of time and school staff could delay preparing Matthew to board the first bus.

After Boarding the Bus/While in Route. Should Matthew already be on the bus and the bus is transporting him to/from school when he begins displaying severe SIB, aggression, or other behavior that threatens anyone's health/welfare, transportation will safely pull to the side of the road or safe area as soon as possible, and follow behavior support strategies outlined above in Matthew's plan.

MY HEALTH

I take certain medication to keep me healthy and safe. See my current med list. My staff helps me understand what my meds are for and the things I need to do to stay healthy.

Autism, Severe MR, Obsessive Compulsive D/O, Severe self-injuring behaviors, Impulse Control D/O, Intermittent Explosive Disorder

See physician's orders for current medication list.

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".	<div>Priority <u>"A" - High Priority</u></div> <div> <input checked="" type="checkbox"/> Identify Support <input type="checkbox"/> Skill Development (PIP) <input type="checkbox"/> Service Support <input type="checkbox"/> I am Independent <input type="checkbox"/> N/A </div>
Frequency 20-25x/month 15mph 08/16	

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.

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.	<div>Priority <u>"C" - Low Priority</u></div> <div> <input type="checkbox"/> 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 </div>

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

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

	<input type="checkbox"/> N/A
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ORAL HYGIENE:

To increase independence with hygiene	Priority <u>"A" - High</u> <u>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
• Matthew will place tooth paste on his tooth brush with 0 – 3 verbal prompts, 60% of the opportunities 3/3 months.		
: Frequency 20-25x/month 15mph 08/16		

BATHING/SHOWERING:

Must be within sight of staff. Staff must remain in the bathroom and be positioned to respond.	Priority <u>"C" - Low</u> <u>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
Comments: Matthew can lather his washcloth, bathe, and towel dry but he will need significant prompting. He will need assistance with adjusting the water temperature		

PERSONAL HYGIENE:

Matthew will need verbal prompts to lather and wash himself while taking a shower. He will also need verbal reminder to use the toilet. When Matthew is finished using the toilet he should be given verbal prompts to wipe himself thoroughly	Priority <u>"C" - Low</u> <u>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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MOTOR SKILLS:

Matthew will participate in sensory and gross motor activities when given verbal prompts.	Priority <u>"C" - Low</u> <u>Priority</u>	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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RECEPTIVE COMMUNICATION:

Description of Support Needed: Receptively, Matthew demonstrates understanding of spoken words, phrases and simple sentences. He will turn his head toward the direction of sound and will sometimes make eye contact with a person	Priority <u>"C" - Low</u> <u>Priority</u>	Identify Support <input type="checkbox"/> Skill Development (PIP) <input type="checkbox"/> Service Support
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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.

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.

☐ I am Independent
X N/A

Priority
"A" - High
Priority

Identify Support
X Skill Development (PIP)
☐ Service Support
☐ I am Independent
☐ N/A

ADAPTIVE EQUIPMENT

List items and purpose of adaptive equipment. Include use of technology.

To increase appropriate behaviors.

Matthew will refrain from head banging when given 0 – 3 verbal prompts, for 60% of the opportunities for a quarterly average

If Matthew bang his head staff should use his hard helmet for protection

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

Priority
"A" - High
Priority

Identify Support
☒ Skill Development (PIP)
☐ Service Support
☐ I am Independent
☐ N/A

HOUSEHOLD MAINTENANCE:

To increase independence in domestic skills

- Matthew will participate in a domestic task when given 0-3 verbal prompts 60% of the opportunities 3/3 months.

1. Taking out the garbage
2. Washing dishes
3. Placing dirty laundry in the washing machine
4. Folding clean towels/aprons

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

Priority
"A" - High
Priority

Identify Support
☒ Skill Development (PIP)
☐ Service Support
☐ I am Independent
☐ N/A

CLOTHING CARE:

With physical and hand over hand assistance to complete all steps of laundry care

Priority
"C" - Low
Priority

Identify Support
☐ Skill Development (PIP)
☒ Service Support
☐ I am Independent
☐ N/A

FOOD PREPARATION:

Matthew is able to assist with food preparation with physical prompts

Priority
"C" - Low
Priority

Identify Support
☐ Skill Development (PIP)
☒ Service Support
☐ I am Independent
☐ N/A

PHONE USE:

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"/> Identify 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"/> Identify 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"/> Identify 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"/> Identify Support X 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"/> 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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RECREATION/LEISURE ACTIVITIES AT HOME:

<p>Activities/Tasks: Provide Matthew with items to manipulate or encourage participation in gross motor activities. Staff should make attempts to communicate with Matthew when he appears to be getting agitated. Offer him different tasks to deter his agitation. When he is agitated, he may try to slap someone else or engage in self-injurious behaviors. It is critically important not to verbally push him too far. He will be offered the activities two at a time. He will be asked to communicate his preference by verbalizing his selection, pointing to, or taking one of the items presented. Staff should make a point to offer him these items throughout the day. When he does not want to do something, he will not do it. Throughout the day, Matthew should be abundantly praised when his attention is focused on appropriate activities. Refer to the following for possible choices:</p> <ul style="list-style-type: none">- Sensory stimulations, i.e., textural, olfactory, audio or taste- Arts and Crafts: drawing, coloring, painting- Puzzles- Games- Going for walks- Group activities- Basketballs- Music.	<p>Priority "A" - High Priority</p>
	<p>Identify Support</p> <p><input checked="" type="checkbox"/> Skill Development (PIP)</p> <p><input type="checkbox"/> Service Support</p> <p><input type="checkbox"/> I am Independent</p> <p><input type="checkbox"/> N/A</p>

SOCIAL SKILLS:

Matthew will interact with his caregivers and peers when given verbal prompts.	Priority "C" - Low Priority	Identify 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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RESPONSIBILITY:

Description of Support Needed:	Priority "C" - Low Priority	Identify Support
Matthew does have the ability to take care of personal items and items of others.	<input type="checkbox"/>	Skill Development (PIP)
	<input type="checkbox"/>	Service Support
	<input type="checkbox"/>	I am Independent
	X	N/A

READING/TELLING TIME/NUMBERS/MATH:

Matthew loves to read books.	Priority	Identify Support
	<u>"C" - Low</u>	<input type="checkbox"/> Skill Development (PIP)
	Priority	<input type="checkbox"/> Service Support

	<input type="checkbox"/> <i>I am Independent</i> X N/A
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MONEY AND PURCHASING SKILLS:

To increase independence with money management

<ul style="list-style-type: none"> 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 <u>“A” - High Priority</u>	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 <u>“C” - Low Priority</u>	Identify 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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HUMAN SEXUALITY:

Description of Support Needed:

N/A	Priority <u>“C” - Low Priority</u>	Identify 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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ROSE-MARY CENTER
Individual Daily Schedule

Name: Matthew
DOB: 10/30/1994
DOA: 09/30/2009
Med #: 104451965899

Time	School Days	Time	Non-School Days
7:30 AM	Wake-up	8:30 AM	Wake-up
7:45A M	Hygiene/dressing	9:00	Hygiene/dressing
8:15A M	Breakfast	9:30	Breakfast
8:30	Transporting**	10:00	Hygiene
		10:30	Leisure
		11:00	Rec. Activity
9:00		11:30	Rec. Activity
9:30			TV
10:00		12:00	Hygiene
10:30		12:15	Leisure/M meal Preparation
11:30		12:30 PM	Lunch
12:00 PM	RMC School See Master Schedules For School And Summer Recreation Program)	1:00	Hygiene
1:00		1:30	Recreational Activity
2:00		2:00	Leisure
3:00		2:30	Hygiene
		3:00	Snack
3:15	Transportation	3:30	Hygiene
4:00	Recreational Activity	4:00	Recreational Activity

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)

X	CFA	X		
<input type="checkbox"/>	<i>Bowel Assessment</i>	X		<input type="checkbox"/> Falls Risk Assessment
X	<i>Self-Med Assessment</i>	X	<i>Dietary Assessment</i>	
			<i>Nursing Assessment</i>	
			<i>Functional Behavioral Analysis</i>	

Attachments:

<input type="checkbox"/>	<i>Employment/ADS Goals and Progress</i>	<input type="checkbox"/>	<i>Social History</i>	<input type="checkbox"/>	<i>Consents</i>
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HAS RESTRICTIVE MEASURE NOTIFICATION FORM BEEN SUBMITTED TO DODD: ☐ **Yes** ☐ **No** ☐ **N/A**

IP completed by QIDP

Signature of QIDP	Date
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