

Person Centered Thinking and Backwards Planning Template

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Who is Your Team?

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YOUTH NAME	CASE MANAGER	CURRENT GRADE	CURRENT YEAR	TARGETED GRADUATION DATE
SHARIE GOODMAN	JANET JONES - IS	7	2020	2026- MAYBE

PARENT/FAMILY NAME(S)	CONTACT INFORMATION
Parents: <ul style="list-style-type: none"> Simon and Kelly Goodman 	Simon Cell: 473-354-8812 Simon email: simon.goodman@gmail.com Kelly Cell: 473-354- 9090 Kelly email: kellycreations@gmail.com
Brothers: <ul style="list-style-type: none"> Jonathan Goodman (17) Baxter Goodman (13) 	Contact through Simon or Kelly
Simon's Sister (lives in Columbus and is close to Sharie): <ul style="list-style-type: none"> Jackie Albany 	Cell: 473 - 885-0912 Work: 473-410 - 0993 Email: Jackie.Albany@yahoo.com
Kelly's Bother (lives in Dayton and frequently helps out with Sharie's family needs) <ul style="list-style-type: none"> Robert Rogers 	Cell: 936 - 880- 3681 Work - 936 - 245 - 8000 ext: 34 (or ask for Robert) Email: rogersrob@gmail.com

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QUESTION 1 WHAT DO WE KNOW ABOUT THE YOUTH'S DESIRED ADULT OUTCOMES?

How will I continue to learn when I become an adult?	What employment goal is in my future?	What will I do as a member of my community?
<p>As an adult, everyday I will learn by watching others as they show me what to do until I can learn to do it by myself or with less help.</p> <p>I will learn new skills by having others demonstrate what I need to do in the environment or situation where it will happen and have me practice many times.</p>	<p>Sometime in my adult life, when all the supports are in place, and the right job is identified, I will be employed in the community.</p> <p>I will always look for the opportunities to work in my community as I learn more skills and have more experiences. <i>Jobs must fit me and my talents!</i> I will use opportunities and relationships to help expand my path to employment. My path to employment includes building my skills, learning more about the world of work, volunteering and other steps. Observing others carefully is also a way to learn more. As technology grows and the technology supports evolve, I will look to how that can change my future in employment.</p>	<p>I will be part of my community in my adult life ... grocery shopping, volunteering, and contributing to the community in ways that are yet to be identified.</p> <p>With support, I will look for opportunities in my community to benefit my community by volunteering, using the library to learn, learning to expand my skills in selecting and purchasing the items. Physical health and fitness are important as well as Mental Health which is enhanced by connecting with others.</p>
I am not interested in these things	I am not interested in these things	I am not interested in these things
<p>Going to a school to learn.</p>	<p>Sitting at home all day. Trying to work on things that do not interest me or spending lots of time trying to do things that someone else actually needs to do for me.</p>	<p>Sitting at home all day</p>

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QUESTION 2: WHAT DO WE KNOW? PERSON-CENTERED THINKING

<p>Preferences Who I choose to spend my time with.</p> <p>What I choose to do during my free time.</p> <p>How I prefer to receive information</p> <p>How I prefer to communicate</p> <p>Preference for working. Alone? With 1 person? Groups?</p> <p>Environmental preference. Open? Private? Active? Quiet? Bright? Dark?</p>	<p>Prefers:</p> <ul style="list-style-type: none"> ● Being with people, especially my brothers ● Listening to music and moving to the rhythm ● TV shows with families, cartoons like Sponge Bob and Teen Titians ● Wearing bright color and 'girly' clothing ● Using gestures and voice (few words and sounds) to communicate rather than ACC device 	<p>Interested in:</p> <ul style="list-style-type: none"> ● People's faces ● Textures - how things feel ● Movement - Watching it and experiencing it ● Being with people that are not 'care-taking' or 'teaching' her ● Animals of all types - Especially dogs 	<p>Interests What fascinates me.</p> <p>What gains my attention</p> <p>What is meaningful to me</p> <p>What is motivating/ reinforcing to me.</p> <p>Hobbies or collections</p> <p>Favorite things, people, places, etc.</p> <p>What I like to do around the house.</p>
<p>Skills/Strengths Talents, gifts, abilities</p> <p>What I am good at doing.</p> <p>When I am most independent.</p> <p>What helps me to be successful.</p> <p>My skill set for learning.</p>	<p>Skills, Strengths, Talents include:</p> <ul style="list-style-type: none"> ● Making others smile ● Gaining others interest in wanting to spend time with her. ● Understanding much of what is said to her if spoken in well -paced clear, concrete language ● Use of simple ACC device to communicate choices, yes, no (although not her preference) 	<p>Needs include:</p> <ul style="list-style-type: none"> ● Opportunities to rest during the day ● Support for all daily living, hygiene, feeding due to limitations in fine and gross motor skills ● Identification of and learning to use AT for daily, routine activities for current and future (adult) life. ● Learning how to regulate strong emotions ● Much assistance with navigating power wheelchair and total assistance moving manual wheelchair 	<p>Needs What challenges me.</p> <p>What requires help.</p> <p>What is difficult for me.</p> <p>When I request assistance.</p> <p>What helps me feel comfortable or safe.</p> <p>'Needs' that currently require another person to be present.</p>

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QUESTION 3. WHAT ELSE DO WE NEED TO KNOW	QUESTION 4. HOW WILL WE FIND THE ANSWERS?
Q1. Does Sharie have other interests or preferences that we might use to build on for adult life and learning?	<ul style="list-style-type: none"> ● Review information from several years ago for possible interests ● Interview brothers (already have much info from parents) ● Facilitate new experiences and record reactions of interest, disinterest or dislike
Q2. Why does Sherie avoid using the ACC device? And/or why is her voice / gestures the preferred communication modality?	<ul style="list-style-type: none"> ● Use the A-B-C format to determine if there is a relationship between using voice/gestures and how others react vs. using ACC and the reactions she receives. ● Review options available on device ● Observation of using device - when, what, how and other's reactions
Q3. Why is learning to navigate use the power wheelchair so difficult and progress so slow?	<ul style="list-style-type: none"> ● OT assessment of abilities to manipulate the controls. ● Contact equipment company to inquire about other types of controls ● Vision check - Is there a visual acuity issue that may be compromising the navigation?
Q4. Will Sherie initiate the request for assistance if adult does not anticipate her needs?	<ul style="list-style-type: none"> ● Identify activities where others routinely assist Sherie. Plan to have adults close at hand, but not step in and not show obvious attention. Another adult observes and records data of the attempts.
Q5. What are some possible future employment options that Sherie may be able to pursue? What type of support might be available for her to participate in employment?	<ul style="list-style-type: none"> ● Pursue Q 1 to identify other PINS. ● Use Discovery process tools to identify potential employment options ● Consider unique, entrepreneur type opportunities
Q6. What types of strategies will assist Sharie to learn to calm when beginning to become agitated, angry or possibly anxious?	<ul style="list-style-type: none"> ● Review records to determine if there are strategies from past that may have been effective ● Determine if an FBA has been done to determine the function and triggers of this escalated behavior. If not, begin an FBA process
Q7. What would a "Good Day" include for Sharie as she leaves high school and moves into adult life?	<ul style="list-style-type: none"> ● Review PINS with team ● Use "Good Day" process to outline a projected adult life that will begin shortly after high school. https://www.imdetermined.org/quick-links/good-day-plan/

**As information emerges from the actions in Question 4 above, review and update the profile (Question 2).
Then move to Question 5 to begin the *Backwards Planning*.**

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QUESTION 5.

**WHAT STEPS DO WE NEED TO TAKE TO MOVE THE YOUTH FROM WHERE HE/SHE IS NOW ...?
TO WHERE HE/SHE WANTS TO BE?**

“Where is the Youth Going?”

Desired Adult Outcome

- Select an outcome or goal to focus on from Question 1 and **update** based on new information
- Or
- Draft an adult outcome that **combines one or more** of the three target areas (employment, education, adult living)

- Postsecondary Employment Goal
- Adult Education/Training Goal - Ongoing Adult Learning
- Adult Living - Community Membership Goal
- X Combination

In the future in her adult life, Sherie will be part of her adult community. With necessary support she will take part in adult living activities, such as grocery shopping, wellness and volunteering. She will also be part, even if it is a small part, of the workforce in her community. Employment must occur on Sherie’s timeline and will require a unique job, with required supports and co-workers and supervisors that see Sherie’s unique talents.

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BACKWARDS PLANNING

Desired Outcome/Adult Goal: *In the future in her adult life, Sherie will be part of her adult community. With necessary support she will take part in adult living activities, such as grocery shopping, wellness and volunteering. She will also be part, even if it is a small part, of the workforce in her community. Employment must occur on Sherie's timeline and will require a unique job, with required supports and co-workers and supervisors that see Sherie's unique talents.*

Frequently identified Skill/Knowledge Areas to Target in Backwards Plan

1. Interests, Strengths, Preference, Needs (Identification of, or use of this information)
2. Communication
3. Independence
4. Social/Social – Emotional
5. Vocational/Work/Employment Skills
6. Leisure Skills
7. Academic Skills
8. Connections to Agencies/Others
9. Self-Help/Daily Living Skills and Abilities
10. Self-Determination/Self-Advocacy knowledge and skill

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Current Date: <u>1/2021</u> Current Skill (Baseline) identified by AATA or Discovery (or other known information)	Steps to Reach Milestone Target Date to Accomplish <u>11/2021</u>	Steps to Reach Milestone Target Date to Accomplish <u>5/2023</u>	Steps to Reach Milestone Target Date to Accomplish <u>5/2024</u>	Steps to Reach Milestone Target Date to Accomplish <u>5/2025</u>	Target Dates: <u>Unsure</u> may be 2026+ Future skill or milestones required in order to achieve desired goals/outcomes
<p>Interests, Strengths, Preference, Needs See Q2. Minimal is known, especially those PINS that could be used to guide employment and community engagement</p>	<ul style="list-style-type: none"> ● Use methods identified in Question 4 to answer Q1 and identify additional PINS ● Meet with OOD and Employment Navigator to brainstorm potential PINS for community engagement ● Increase of community experiences aligned with PINS (2 days/week) ● Begin Discovery methods to to develop career path and community engagement path ● SSA to attend all transition planning/IEP meetings 	<ul style="list-style-type: none"> ● Increase of community experiences aligned with PINS ● Use Discovery methods to continue to develop career path and community engagement path ● Identify additional skills or supports needed to be developed to address potential barriers ● Possible referral to OOD to for Pre-ETS with CBDD ● SSA to attend all transition planning/IEP meetings 	<ul style="list-style-type: none"> ● Possible referral to CBDD for waiver for Employment Services (Career Discovery) ● Possible referral to OOD open case for ongoing services ● Community outreach for opportunities to connect with those in retail, health care, wellness, etc. that she will be potentially using as an adult. Engage with as frequently as possible. ● SSA to attend all transition planning/IEP meetings 	<ul style="list-style-type: none"> ● Expand community outreach for opportunities to connect with those in retail, health care, wellness, etc. that she will be potentially using as an adult. Engage with as frequently as possible. ● Draft an adult “Good Day” daily schedule with family and identify current connections for a good day as well as additional connections. ● Make connections and expand experiences ● SSA to attend all transition planning/IEP meetings 	<p>Interests, Strengths, Preference, Needs Employment/ Community membership identified based on expanded PINS. Plans implemented to pursue employment/ engagement</p>
<p>Communication Use of simple ACC device to communicate choices, yes, no. gestures and voice (few words and sounds)</p>	<ul style="list-style-type: none"> ● Use the OCALI SIFTS tool to identify the AT features Sharie needs to be able to communicate more effectively (High and Low Tech) ● Identify qualified person to provide AT assessment. ● Provide SIFTS information to assist with AT assessment. ● Obtain needed device, tools, resources to create a more effective communication system for Sharie. 	<ul style="list-style-type: none"> ● Continue development of communication system ● Train all staff, family and Sharie on system ● Gather ongoing data on the initiation, response and variety of communication that Sharie is using. ● Modify as necessary 	<p><i>To be detailed after AT assessment information and data collection.</i></p>		<p>Communication Uses a communication system where she is able to initiate and respond effectively with a variety of people.</p>

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<p>Emotional Regulation Generally calm and focused and engaged. But has periods of time when her behavior is aggressive and dangerous.</p>	<ul style="list-style-type: none"> Review records to determine if strategies from past may have been effective Select favorable strategies and modify if necessary If an FBA has not been completed to determine the function and triggers of escalated behavior, begin an FBA process. Develop a positive support plan, train all staff on how and when to use the identified supports. 	<ul style="list-style-type: none"> New Strategies implemented, data collected and reviewed. Modifications to plan completed as needed With antecedent supports, communication support and prompting, Sharie's escalations are reduced by 30% from baseline 	<ul style="list-style-type: none"> New Strategies implemented, data collected and reviewed. Modifications to plan completed as needed With antecedent supports, communication support and prompting, Sharie's escalations are reduced by 80% from baseline. Sharie is initiating calming strategies 20% of the time 	<ul style="list-style-type: none"> Sharie's escalations are reduced by 95% from baseline with proactive support from others. Sharie is initiating calming strategies 60% of the time 	<p>Emotional Regulation Is able to identify when becoming agitated/upset and can use strategies to calm and avoid escalation to rage.</p>
<p>Connections to Agencies/ Others Connected and eligible for CBDD services. Eligible for Medicaid. Has medical providers - some do <u>not</u> follow adult patients. Has met some of the owners/managers of the organizations and agencies she is interested in, but does not yet have a relationship.</p>	<ul style="list-style-type: none"> Identify all current connections to agencies Identify agencies likely to be involved in adult life Begin connections to those that are not connected as of now. Identify community organizations, businesses, etc. that might align with interests and needs. Complete Backwards plan of steps to connect to selected agencies, adult providers, organizations, businesses and medical providers. 	<p><i>To Be completed after gathering information about specific connections, their processes, needed documentation, deadlines, etc.</i></p>			<p>Connections to Agencies/ Others Connected and eligible for all services needed for adult life. Selected provider agencies to assist her with needs. Adult medical providers have been selected and connected. Has relationships with the organizations and businesses she wishes to regularly use or participate with.</p>

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<p>Adult Residential - Future Home</p> <p>Lives in family home with parents and siblings. No connections to providers of residential support. No planning has occurred. Currently has a Level 1 Waiver. No identified adult living skills prioritized. Is not helping with chores or tasks at home. Family and Sharie are anxious and concerned about the future.</p>	<ul style="list-style-type: none"> • Family, teacher, Sharie and SSA use CtLC Tools to develop a vision of adult life. (Trajectory and Integrated Star) • Family (with SSA) explore the IO Waiver supports for Adult Residential life. • Family explores STABLE Account • Family receives information able parent information series • Life skills assessment completed and skills to develop are targeted for home and school instruction. 	<ul style="list-style-type: none"> • Family attends webinars on Stable accounts, Guardianship Options/Shared Decision Making, • Family and Sharie meet provider agencies at Transition Fair and county provider “meet and greet” to develop a ‘short list’. • Projected needed waiver support for future adult life is documented as part of the IEP and ISP. • Life Skills assessment reviewed for progress 	<ul style="list-style-type: none"> • Connections to families of potential roommates are identified youth with similar vision for adult living are made with SSA and teacher assistance. • Family and Sharie begin development of guide for others to get to know and support Sharie in the way that she desires. • Budget discussion with SSAs, families and youth occur ongoing. • Short List providers are discussed and agreed upon. • Skill development continues at home and school. 	<ul style="list-style-type: none"> • IO Waiver in place • Stable account established • Provider selected and relationship has been developed. HPC support for Sharie has begun while Sharie is still living in family home. • Support Guide for Sharie continues to be developed and shared with provider. • Skills for selected daily living activities are developing with level of assistance needed identified • Location of home has been determined with target dates for moving into her home. • Roommate’s family and Sharie’s family talk frequently about plan 	<p>Adult Residential - Future Home</p> <p>Living in a home with one roommate. In a safe neighborhood. Support staff knows her well and enjoys her. Within 10 minutes of family home. Participates in targeted daily living activities on a daily basis. Family and Sharie are comfortable with her life.</p>
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