
Elizabeth Kate's

Person Centered Description and EZ Plan

Date: October 28,2010



Elizabeth's Plan

Date of the 1st plan Thursday, October 28, 2010

Dates the plan was changed _____

What do you hope that this plan will help accomplish for your family member?

Elizabeth is planning for her future and plans to live on her own one day. She has just received approval for Home and Community Based Services. She and her family hope that this plan will lay a foundation for services and supports that will help her achieve her dreams.

Who helped with this plan? (Who gave you information?)

Elizabeth	Members of the training class	
Jeff (Elizabeth's dad)		
Laura Buckner, facilitator		

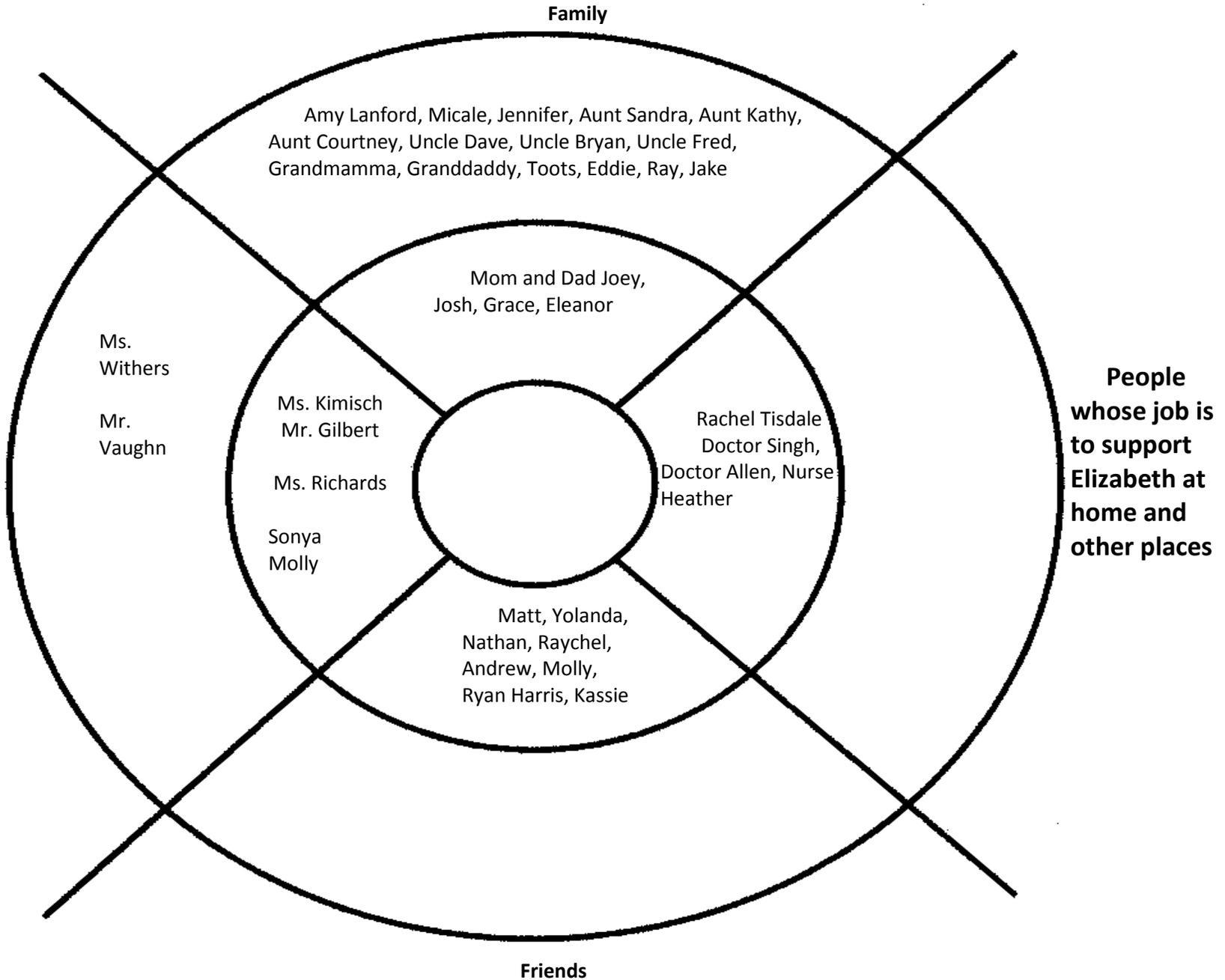
Who do you still need to talk to? (Are there others who can help you get more information?)

Elizabeth's mom		
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People
Map for:

Elizabet
h Kate

**People
who support
the person
at work,
school,
training**



Introduction - Great Things About Elizabeth

What do people like and admire about Elizabeth? What are the good things they say about him or her? How would Elizabeth like to be introduced?

<p style="text-align: center;"><u>Determined Self-Advocate</u></p> <ul style="list-style-type: none"> • Responsible • Fierce • Strong • Gutsy • Independent • A good role model • Likes a challenge • Persistent • A strong sense of justice • Expects to be treated as an adult 	<p style="text-align: center;"><i>New Things We Have Learned</i></p>
<p style="text-align: center;"><u>An Organizer</u></p> <ul style="list-style-type: none"> • Goal setter • A planner • Clear outlook • Loves the details - Memorizes details 	
<p>Hard Worker</p>	
<p style="text-align: center;"><u>A true friend</u></p> <ul style="list-style-type: none"> • Loyal • Intuitive of others' emotions • A caretaker • Thoughtful of others 	
<ul style="list-style-type: none"> • A great personality <ul style="list-style-type: none"> • Lights up the room! 	

A “fashionista”

- A good shopper
- Always looks “pulled together”
- Special ring on right hand – always wearing it
- Loves to dress up for special occasions

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What is Important to Elizabeth

What do you want other people to know about the things that are important to him or her? Who are the people that are most important to him/her? What does Elizabeth do with them? What are the things that he or she has to do (and things he or she needs to have) if he/she is going to be happy?

Entertainment

- All things Michael Jackson!
- “This Is It” her all-time favorite
- Has lots of DVDs and CDs (if it’s MJ, she has it)
- Dancing (hop-hop, jazz, moonwalk)
- Singing (at church)
- Attending musicals
- Participating with local theatre group (no performing please!)
- Shopping, out to eat with family &/or friends

Her Appearance:

- Fashionable
- Things purchased at Justice for Girls
- No bangs in hair
- No “wisps’ in hair - likes it out of her face (may need some assistance)
- No makeup
- A “put together look”
- Matching look
- Hair bands or clips

Expressing herself:

- Enjoys sharing her life and herself
- Giving speeches
- Writing in her journals
- Supporting and caring for others
- Doing volunteer work

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Independence/Self-Advocacy:

- Choosing her own clothes
- Choosing/fixing her own breakfast and lunch
- Choosing her friends
- Likes to be given information and allowed to make her own choices
- Would like to learn more about cooking and making healthy food choices

Food:

- Cheese pizza
- Popcorn shrimp & hushpuppies
- Diet coke (whenever she wants them)
- Frosted flakes with milk
- Oatmeal
- Chocolate cake
- NO peppers, onions, or olives - nothing spicy

Social Life:

- Loves to be busy with friends and family
- Key Club
- Theatre Group
- Young Life Capernaum
- Movies (chick flicks with Mom and friends)
- Sunshine group
- Planning her birthday party
- Facebook
- Going out to eat
- Looking for the right young man to be a boyfriend

Being Organized:

- Being prepared - having the necessary supplies
- Picks out clothes the night before
- Having her school ID ready
- Packing her lunch the afternoon before
- Keeping her environment neat and organized
- Household chores (cleans her bathroom, empties dishwasher, sweeps, dusts, vacuums, empties trash, mops, folds clothes) - doesn't really like doing chores, but she does them! May need reminders - needs support to wash & dry her clothes.

School

- Will finish May 2011
- Likes her Interpersonal Studies class a lot
- Has several favorite teachers (see relationship map)
- Plenty of friends (with & without disabilities)

Family & Friends

- "Dad Time"
- Doesn't like to be alone
- Doesn't like when Dad has to travel
- Cares deeply about people
- Time with Mom alone
- Caring for baby sister Eleanor
- Close relationships with both sets of Grandparents (Toots & Eddie- maternal;, Grandmommie & Granddaddy - paternal)
- Lots of friends who invite her to go out and do stuff

Avoiding Conflict:

- Avoiding a “Fireball” - personal “meltdown” (see communication chart)
- Avoiding situations where people are angry, fighting or cursing
- Avoiding feeling angry which leads to “fireballs” in her stomach

Taking care of her physical health:

- Takes her own medication (using a med minder with support from Mom)
- Responds to suggestions to take a nap in the afternoon when needed
- Uses a CPAP machine at night
- Wants to eat healthy portions and food choices
- Getting plenty of sleep

Routine:

- A morning person
- Prepares own breakfast
- Enjoys private time at breakfast
- Has daily house chores (may need reminders)
- Showers in the evening before bed
- Selects clothing for the next day in the evening
- Goes out with Rachel on Mondays
- Does better with routines
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Planning for the future:

- Finishing school May 2011
- Has expressed an interest in living in an apartment
- Would like to get a job - preferably in health care or retail/fashion. No anything to do with food, cooking, cleaning, or plants.
- Has expressed an interest in post-secondary education
- Loves working with people
- Does better with a routine
- Work needs to be indoors

What are the characteristics of people who support Elizabeth best?

If you were going to pick a new person to work with this person (e.g. case manager, staff in a home) what would you look for? What do the people that he or she likes to work with have in common? Have there been people that he or she couldn't work with? What do they have in common?

New staff must –

- **Be –**
 - Caring & Sensitive
 - Comfortable allowing “space” when Elizabeth is sad or angry
 - Active
- **Have**
 - calm demeanor
 - A calming affect
 - Clear, calm communication
- **It helps if the person –**
 - Keeps up with fashion, food, music & dance
 - Is fun!

Before they start working with Elizabeth they must become knowledgeable about health issues (sleep apnea, seizure disorder)

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What Others Need to Know or Do to Support ElizabethElizabeth

If Elizabeth is going to have the things that are important to him or her, what do people need to know? What do they need to do? How does Elizabeth need to be supported at home, at work, or out in the community?

<p>Sleep:</p> <ul style="list-style-type: none"> • 10-12 hours per day - may require an afternoon nap • CPap machine at night • A “tired” look indicates a need for rest. Encourage a nap or a low-key activity • Elizabeth loses focus and her positive attitude when she is tired 	<p>New Things We Have Learned</p>
<ul style="list-style-type: none"> • 	
<p>Going Out:</p> <ul style="list-style-type: none"> • Elizabeth prefers eating at restaurants where she is familiar with the menu and can order on her own • Needs support with money management and handling expenses 	
<p>Relationships:</p> <ul style="list-style-type: none"> • Elizabeth would like a boyfriend • She doesn’t completely understand how partner relationships should work. She has an interest in a particular young man who does not reciprocate her interest, but she will say that he does. 	

What Other People Need to Know or Do to Help Elizabeth Stay Healthy and Safe

Does he/she have medical conditions or mental health issues that other people should know about? Are there times when he/she needs help in managing medical or mental health?

<u>Physical Health: What to know</u>	New Things We Have Learned
<ul style="list-style-type: none">• sleep• seizure medication• regular doctor visits (cardiologist, psychiatrist, PCP, neurologist & dentist)• regular walks to lose/maintain weight• making healthy food choice and portion control choices• takes own meds but needs support to fill med minder <p><u>What to do:</u></p> <ul style="list-style-type: none">• Remind and ask Elizabeth to take a nap after school and chores, before dinner. This doesn't have to happen every day, but when she was up late the night before or if she looks tired or tells she is tired by not listening.• Support Elizabeth to fill her Med minder every two weeks• Listen and respond positively about how great she looks when Elizabeth talks about exercising as school thru dance and lifting weights• Support Elizabeth to make a list of healthy food choices and go shopping once a week	
<p><u>Emotional Health</u></p> <ul style="list-style-type: none">• Writing in her journals regularly helps• Conflict-free environments and relationships• doesn't like being alone - stays at home alone up to 2 hours at a time.• Elizabeth is uncomfortable in unfamiliar places or when there are no family/friends• Recognize signs of building anger - Avoid a "fireball"	

Uncertainty or Crisis:

- Clear and calm explanation of what's going on, with regular updates
- Distractions or redirection help Elizabeth with worrying too much
- Staying busy helps

Sleep:

- 10-12 hours per day - may require an afternoon nap
- CPap machine at night
- A "tired" look indicates a need for rest. Encourage a nap or a low-key activity
- Elizabeth loses focus and her positive attitude when she is tired

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Things to Figure Out

What are the things that you are still trying to "figure out?" What are the things about Elizabeth, or the supports that he/she gets that you don't understand or where you need more information? What are the things that are getting in the way?

<u>Future living arrangements:</u>	New Things We Have Learned
<ul style="list-style-type: none"> • Is living in an apartment on her own what Elizabeth truly wants? • Are there other living options available to Elizabeth? Would she be interested in looking at other options? • How far away from family is acceptable to Elizabeth? • What are her fears regarding being away from family? 	
<ul style="list-style-type: none"> • How can Elizabeth begin to learn how to cook her own meals? 	
<ul style="list-style-type: none"> • What kind of supports does Elizabeth need regarding money management? 	
<ul style="list-style-type: none"> • What supports need to be in place at school while Ms. Kimisch is out on maternity leave? 	
<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • 	

How Does Elizabeth Communicates

<i>What is happening</i>	<i>What he/she does</i>	<i>What we think it means</i>	<i>What others should do</i>
<i>Anytime/anywhere</i>	<i>"I cry." "I go to my room or to sit with mom & dad".</i>	<i>"I feel sad"</i>	<i>"Talk with me about it"</i>
<i>If Elizabeth hasn't slept well or gotten enough sleep</i>	<i>Her eyes get intense. She displays an angry face. Her body is rigid/tense.</i>	<i>She is angry. "I have a fireball"</i>	<i>Give Elizabeth space. "Back off"</i>

What is Happening in Elizabeth’s Life - The Upside and Downside

<p>Look at what is working and not working, makes sense and doesn’t make sense in your life <i>right now</i>. Think about ...</p> <ul style="list-style-type: none"> • Where you live • What you do during the day • Who you spend time with • The services that you receive to help you stay healthy/safe • Issues with medication – how it works, side effects • What you do for fun • Other parts of your life 	<p><i>Elizabeth’s Perspective</i></p>	
	<p><i>What works, makes sense, the upside</i></p>	<p>What doesn’t work, doesn’t make sense, the downside</p>
	<ul style="list-style-type: none"> • Elizabeth says she drinks diet cokes because she likes the flavor, they have no calories and she loves diet stuff. She also notes that her dad will buy them for her sometimes. 	<ul style="list-style-type: none"> • Elizabeth feels that her mom & dad get mad when she drinks diet cokes. She gets mad when she doesn’t get to drink them.
	<ul style="list-style-type: none"> • Living at home right now with dad, mom and siblings is working well for her right now. 	
	<ul style="list-style-type: none"> • School is working for Elizabeth. 	<ul style="list-style-type: none"> • One of her favorite teachers is going to be out on maternity leave soon.
	<ul style="list-style-type: none"> • CPap machine is helping her to sleep better at night which keeps fireball in check as she is getting enough rest. 	<ul style="list-style-type: none"> • Elizabeth doesn’t care for her CPap much, but uses it because her dad asks her to.
	<ul style="list-style-type: none"> • Her social activities are important to Elizabeth. She is able to get to activities through her parents and friends. 	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<p>Look at what is working and not working, makes sense and doesn't make sense in your life <i>right now</i>. Think about ...</p> <ul style="list-style-type: none"> • Where you live • What you do during the day • Who you spend time with • The services that you receive to help you stay healthy/safe • Issues with medication – how it works, side effects • What you do for fun • Other parts of your life 	<p><i>Dad's Perspective</i></p>	
	<p><i>What works, makes sense, the upside</i></p>	<p>What doesn't work, doesn't make sense, the downside</p>
	<ul style="list-style-type: none"> • Elizabeth's routines • 	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • CPap machine is helping her to sleep better at night which keeps fireball in check as she is getting enough rest. 	<ul style="list-style-type: none"> • There is a power struggle related to the diet cokes. • Elizabeth doesn't care for her CPap much, but uses it because her dad requests. Maintenance of the machine is necessary.
	<ul style="list-style-type: none"> • Medications are working at controlling seizures as long as Elizabeth gets enough sleep. 	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • Everything Michael Jackson is special to Elizabeth. 	<ul style="list-style-type: none"> • Everything Michael Jackson is wearing on dad and he would like to see her move on to other artists or interests.
	<ul style="list-style-type: none"> • Elizabeth talks about and is excited about moving out on her own after high school. 	<ul style="list-style-type: none"> • Elizabeth's actions and words indicate that she doesn't want to be alone and needs to be close to family and friends.
	<ul style="list-style-type: none"> • Elizabeth's social life is important to her. Her transportation relies on family and friends. 	<ul style="list-style-type: none"> • Sometimes transportation is an issue for family. Elizabeth needs to know how to use the bus system if she is to live independently.
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

To Do List, Goals, Action Planning

What can you do to make sure things that are working, continue, or change those things that are not working? What can other people do to keep things that are working and to change those things that are not working?

<i>Desired Outcome:</i>	<i>Elizabeth will be able to utilize the local bus system.</i>
<i>Discussion/Justification</i>	<i>Elizabeth will want to continue her active social life and will need to make doctors' appointments when she is living independently.</i>

<i>What needs to be done</i>	<i>How often</i>	<i>How long?</i>	<i>Who is responsible?</i>	<i>By when?</i>
Training to use local bus system.			School, paid support person thru HCS SHL	

Review of Desired Outcome:

Date: **Comments:**

To Do List, Goals, Action Planning

What can you do to make sure things that are working, continue, or change those things that are not working? What can other people do to keep things that are working and to change those things that are not working?

Desired Outcome: *Elizabeth will learn how to manage her own laundry and to begin cooking.*

Discussion/Justification *Elizabeth has expressed an interest in knowing how to do her laundry and cook some meals and wants to be able to do it when she lives on her own.*

<i>What needs to be done</i>	<i>How often</i>	<i>How long?</i>	<i>Who is responsible?</i>	<i>By when?</i>
Experience and training with managing her own laundry.			Paid support person thru HCS SHL	
Experience and training for beginning cooking skills.			School, Paid support person thru HCS SHL, family & friends	

Review of Desired Outcome:

Date:

Comments:

To Do List, Goals, Action Planning

What can you do to make sure things that are working, continue, or change those things that are not working? What can other people do to keep things that are working and to change those things that are not working?

<i>Desired Outcome:</i>	<i>Elizabeth will continue speaking publicly as a self-advocate.</i>
<i>Discussion/Justification</i>	<i>Elizabeth enjoys sharing her experiences as a self-advocate and helping others. She has been very well received when she speaks.</i>

<i>What needs to be done</i>	<i>How often</i>	<i>How long?</i>	<i>Who is responsible?</i>	<i>By when?</i>
Explore and seek out new opportunities for Elizabeth to speak			School, Paid Support person thru HCS SHL, family, friends	

<i>Review of Desired Outcome:</i>	
Date:	Comments:

To Do List, Goals, Action Planning

What can you do to make sure things that are working, continue, or change those things that are not working? What can other people do to keep things that are working and to change those things that are not working?

<i>Desired Outcome:</i>	<i>Elizabeth will learn new cooking skills, more about making healthy food choices and ways to maintain a healthy weight.</i>
<i>Discussion/Justification</i>	<i>Elizabeth wants to live a healthy lifestyle.</i>

<i>What needs to be done</i>	<i>How often</i>	<i>How long?</i>	<i>Who is responsible?</i>	<i>By when?</i>
Provide experiences grocery shopping, comparing choices.			Paid support person thru HCS SHL, family, friends	
Provide experiences involving healthy food choices.			Paid support person thru HCS SHL, family, friends	
Explore other means of exercise beyond walking.			Paid support	

			person thru HCS SHL, family, friends	

Review of Desired Outcome:

Date:

Comments:

To Do List, Goals, Action Planning

What can you do to make sure things that are working, continue, or change those things that are not working? What can other people do to keep things that are working and to change those things that are not working?

Desired Outcome:	<i>Elizabeth will obtain a paid job after completing high school.</i>
Discussion/Justification	<i>Elizabeth has expressed an interest in working.</i>

<i>What needs to be done</i>	<i>How often</i>	<i>How long?</i>	<i>Who is responsible?</i>	<i>By when?</i>
Explore options for paid work after completion of high school.			DARS, school, Paid support person thru HCS SHL, family, friends	

Review of Desired Outcome:	
Date:	Comments:

To Do List, Goals, Action Planning

What can you do to make sure things that are working, continue, or change those things that are not working? What can other people do to keep things that are working and to change those things that are not working?

<i>Desired Outcome:</i>	<i>Elizabeth will continue to work through areas of conflict .</i>
<i>Discussion/Justification</i>	<i>Elizabeth does not like conflict and wants to avoid the experience of having a "fireball."</i>

<i>What needs to be done</i>	<i>How often</i>	<i>How long?</i>	<i>Who is responsible?</i>	<i>By when?</i>
Provide a place that Elizabeth can call her own, where she can go when she needs to calm herself from fireball.			Paid support person thru HCS SHL, family, friends	

Provide her separation and redirection when those around her are angry or in conflict.			Paid support person thru HCS SHL, family, friends	
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Review of Desired Outcome:

Date: **Comments:**

Desired Outcome: *Elizabeth will explore independent living options.*

Discussion/Justification *Elizabeth has expressed an interest in living in an apartment. She has also expressed a desire to stay close to her family.*

<i>What needs to be done</i>	<i>How often</i>	<i>How long?</i>	<i>Who is responsible?</i>	<i>By when?</i>
Explore living options outside of the family home and visit pros and cons for each option.			Paid support person thru HCS SHL, family, friends	
Explore with Elizabeth her fears about being on her own and establish the boundaries for distance away from her family.			Paid support person thru HCS SHL, family, friends	
Consider working with Elizabeth on medication and treatment awareness so that she can handle her medications and care of her CPap on her own.			Paid support person thru HCS SHL, family, friends	
Determine and initiate a process to support Elizabeth to be away from her family over night(s)			Paid support person thru HCS SHL, family, friends	