

Person Centered Information



Person's legal name: _____

Date of last update: _____

Ask the person and those close to them what their current priorities are. What are the things happening right now that the person wants to strengthen or maintain? Are there issues of concern that need to be addressed?

Seek to understand more about the current priorities by asking follow-up questions when needed.

Record what you learn on this form. The amount of information you record in each topic area will vary depending on the person's priorities and how well you know them.

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

Communication

How the person communicates wants/needs/pain, assistive devices used for communication, accommodations needed, receptive and expressive communication skills, reading/writing skills, opportunities to gain or maintain skills, etc.

Person's perspective:

Additional input:

Life in current living arrangements

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

Person's perspective:

Additional input:

Pre-employment and/or work

Career goals, developing job skills, interests, job exploration, financial concerns, social security benefits concerns, job development for self-employment or paid work, current job, job satisfaction, workplace safety, childcare needs, co-workers, work routine, work environment, planning for retirement, etc.

Person's perspective:

Additional input:

Employment-related skills

Interests, hobbies, talents, strengths, prior work experience, education, reading and writing skills, communication skills, computer skills, organization, timeliness, reliability, areas of focus if still in school, etc.

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Employment-related preferences

Hours, time of day, days of week, mornings, evenings, pay, location, environment, people and coworkers, noise level, distance from home, type of job, type of tasks, pace, etc.

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School and life-long learning

Things the person would like to learn, classes interested in taking, continuing education, personal or professional development, accessing school options, graduation preferences and diploma options, transition, etc.

Person's perspective:

Additional input:

Community and social life

Recreation or leisure activities, community activities, concerts, festivals, churches, accessing community locations, shopping, visiting friends and family, social

networking, clubs, social events, volunteer work, safety, opportunities to develop social skills, opportunities to contribute to the community, transportation, etc.

Person's perspective:
Additional input:

Relationship map

	People who are important to this person:	Others in this person's life:
Family		
Friends		
People at work, school or in the community		
People paid to provide support		

Relationships

Anything about current relationships the person would like to change, making friends, opportunities to make choices about who is involved in planning at home and at school, connections with distant friends and family, personality traits of favorite people, traits or people to avoid, etc.

Person's perspective:

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Additional input:

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Characteristics of people who best support this person

Personality characteristics, any personality traits to avoid, specific skills, education or training needed, gender, physical attributes, strengths, interests and hobbies, specific people already identified.

Person's perspective:

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Additional input:

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Health and wellness

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

Person's perspective:

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Additional input:

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Financial life

Budgeting, managing money, using cash, counting change, planning for the future, special needs trust, benefits, risk of exceeding resources, managing credit, education, controlling money, etc.

Person’s perspective:

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Additional input:

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Protection and advocacy

Self advocacy skills, skills for saying “no” to things that are unwanted, making choices and decisions, opportunities to gain or practice skills, protection from exploitation, participating in self-advocacy groups or activities, personal privacy, any supports that interfere with privacy, identity protection, etc.

Person’s perspective:

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Additional input:

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Cultural considerations

Family, traditions, stories, faith, heritage, rituals, celebrations, holidays, food, clothing, books or literature, items, planning for end of life, etc.

Person's perspective:

Additional input:

Sexuality

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

Person's perspective:

Additional input:

Mental health

Concerns about mental health; relationship with any mental health professionals; availability of helpline or other resources for the person, family or supporters; things or people that make appointments better; effective strategies; accommodations needed; skills for making health care decisions; support to make informed health care decisions, etc.

Person's perspective:

Additional input:

Behavioral health

Concerns about behavioral health, relationship with any behavior professionals, availability of helpline or other resources for family or supporters, effective strategies, etc.

Person's perspective:

Additional input:

Transportation

To/from work, school, activities, learning how to get around independently, learning the bus routes, getting a driver license, vehicle with lift, safety concerns, etc.

Person's perspective:

Additional input:

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Assistive devices (AD) or technology (AT) needed to increase independence, reach personal goals or lessen the need for other paid support.

An assistive technology discussion guide is available to help research options, explore funding, acquire devices or technology, and establish monitoring and maintenance for AD/AT already in place.

Wheelchair, scooter, walker, cane, crutches, prosthetic device, and orthotic device, helmet, emergency alert devices (LifeAlert, MedicAlert), alternative or augmentative communication (AAC) device, iPad/tablet, phone, GPS-enabled device, communication chart, audio reader, alternate keyboards, talking photo album, screen reader, screen magnifier.

Person's perspective:

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Additional input:

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

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

Padded corners and edges, widened doors and hallways, smooth floors (no carpets), roll-in showers, lowered or raised sinks, counters and cabinets, ramps, lifts (hydraulic, manual or electric), hand rails and grab bars, automatic or manual

door openers, doorbells, specialized electrical or plumbing systems, heating and cooling adaptations, emergency indicators such as strobe-light fire or carbon monoxide detectors, bed shakers, etc.

Person's perspective:

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Additional input:

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Hopes and dreams

Personal goals, career goals, education goals, vacations to take, purchases to make, things to achieve now or in the future, things to do or try, experiences to explore, marriage and children, long- and short-term.

Person's perspective:

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Additional input:

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Other individualized planning documents

Are there others to partner with for services coordination? Check with the family/guardian for other assessments/service plans the person may have to help the DD system better coordinate/maximize supports and services for the person and family/guardian. Examples include Essential Lifestyle Plan (ELP), Personal Futures Plan, and also documents from school such as Summary of Performance, Individual Education Plan (IEP), Individualized Family Service Plan (IFSP), Individualized Learning Plan (ILP) or a 504 plan.

List other available documents that can be referenced for more information:

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Contributors to person's perspective

Name	Relationship
	Self

Contributors to additional input

Name	Relationship

This form may contain your personal information. There is some risk someone could steal the information from you when you send this form by email. You may want to mail or fax it if you do not want to take the risk.

You can get this document in other languages, large print, braille or a format you prefer. Contact the Office of Developmental Disabilities Services (ODDS) at 503-945-5600. We accept all relay calls or you can dial 711.