



Staff Orientation Record: Person-Specific

Employee name: Paris Perez Ortega, IHS Specialist

Program name: BrightPath LLC. Home & Community-Based Services

Before having unsupervised direct contact with persons served or for whom the staff has not previously provided direct support or any time these plans or procedures are revised, staff must review and receive instruction in the following areas as they relate to the staff's job functions for that person. ***Complete this form for all persons served to whom the staff person will be providing direct contact services.***

Staff will review Support Plan, Support Plan Addendum, Self Management Assessment, and Individual Abuse Prevention Plan at orientation, and ongoing as plans are updated. Staff will review to achieve and demonstrate an understanding of the person as a unique individual and how to implement those plans. Include outcomes, behavior plans, and any document specific to the person. Other topics as determined necessary according to the person's Service and Support Plan or identified by the company will be outlined as needed.

Person Served: Matthew Munz

Support Plan-Addendum (SPA)

Most individuals receiving services have service outcomes they need to work on with staff assistance. *Please review all service outcomes for the individual and state the purpose of the outcome and **one** thing you, as staff, need to do to effectively assist them with the outcome.*

Outcome 1: Matthew will volunteer in his community once a week. I would help him find and go to volunteer somewhere he is interested.

Outcome 2: Prep healthy food choices once a week. Help decide with him a healthy food option we can make together.

Outcome 3: No third objective listed



Which outcome do you think will come easiest to you to support? Why

Going to volunteer in the community I haven't done since highschool but it can be a fun and fulfilling experience for both of us.

Which outcome may be challenging for you to support? Why?

Prepping and cooking food will be the hardest because I do not like to cook or am very good at it, but I'll try my best.

Does this person have a rights restriction in place in order to provide for their health/safety?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, explain briefly:
Can this person use dangerous items or equipment?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, explain briefly:
Does this individual require you to use permitted actions/procedures to assist them with daily routines/activities or a restraint to position them due to a physical disability?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, explain briefly:



Self-Management Assessment (SMA)

The information presented within a Self-Management Assessment must describe the person’s overall strengths, functional skills and abilities, and behaviors or symptoms. The assessment information provides the basis for identifying and developing supports to be provided to the person and methods to be implemented to support the accomplishment of outcomes related to acquiring, retaining, or improving skills.

Assessment Area	Does the person need/want support?	If yes, how should you provide support?
Allergies:	No	
Seizures:	No	
Choking:	No	
Special Dietary Needs:	No	
Chronic Medical Conditions:Mild intellectual disabilities, Down Syndrome, Adjustment disorder with mixed anxiety and depression.	No	
Self-Administration of Medication or Treatment Orders:	No	
Preventative Screening:	No	
Medical and Dental Appointments:	No	
Other health and medical needs (state specific needs):	No	
Risk of falling (state specific need):	No	
Mobility issues (include specific issue):	No	
Regulating water temperature:	No	



Community survival skill:	Yes	Matthew does not ride the bus anymore due to a traumatic incident that happened on the bus in 2016 he is able to use services like rideshare and lyft as well as riding with staff when available
Water safety skills:	No	
Sensory disabilities:	No	
Other personal safety needs (state specific need):	No	
Self-injurious behavior (state behavior):	No	
Physical Aggression/conduct (state behavior):	No	
Verbal/emotional aggression (state behavior):	Yes	Can become agitated especially when losing during a game. He may withdraw from others, throw an object, argue or ruminate on the incident. Working with Matthew on calming strategies like deep breathing, counting to ten, taking breaks when getting frustrated. Practicing calming techniques while he is calm is best so they can be utilized when he gets frustrated.
Property destruction (state behavior):	No	
Suicidal ideation, thoughts, or attempts:	No	
Criminal or unlawful behavior:	No	
Mental or emotional health symptoms and crises (state diagnosis):	Yes	Matthew gets anxious and overwhelmed at times. Practicing coping skills before he gets in an anxious or overwhelmed state is best so he can implement those skills when needed. He enjoys Music Therapy and building mechanisms.
Unauthorized or unexplained absence from program:	No	
An act or situation involving a person that requires the program	No	



to call 911, law enforcement or fire department:		
Other symptom or behavior (be specific):	No for this and the one on top that I can not click on	

Individual Abuse Prevention Plan (IAPP)

The plan shall include a statement of measures that will be taken to minimize the risk of abuse to the vulnerable adult when the individual assessment required in section 626.557, subdivision 14, paragraph (b), indicates the need for measures in addition to the specific measures identified in the program abuse prevention plan. The measures shall include the specific actions the program will take to minimize the risk of abuse within the scope of the licensed services, and will identify referrals made when the vulnerable adult is susceptible to abuse outside the scope or control of the licensed services. When the assessment indicates that the vulnerable adult does not need specific risk reduction measures in addition to those identified in the program abuse prevention plan, the individual abuse prevention plan shall document this determination.

Sexual Abuse		
Is the individual susceptible to abuse in this area?Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, how will you minimize the risk of abuse? Utilizing his IAPP		

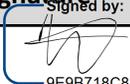


Physical Abuse		
Is the individual susceptible to abuse in this area? Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>If yes, how will you minimize the risk of abuse? Regular Discussions to encourage him to trust his instincts and be comfortable to say no if something feels wrong. Teach how to identify signs of abuse and mistreatment by roleplaying scenerios of these types of situations. If he is in an unsafe situation staff can intervene by removing him and/or helping him recognize the situation. Remind him of his safety protocols such as calling 911, calling a friend/friend or asking for help from others.</p>		
Self-Abuse		
Is the individual susceptible to abuse in this area? Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>If yes, how will you minimize the risk of abuse? He has a trusting nature and requires a 24 hour support plan and supervision. Staff can provide education about boundaries, unhealthy relationships and identifying risky situations. If in an unsafe situation staff should intervene immediately by removing him and addressing the other individual. Necessary authorities and designated guardian should be notified to avoid abuse or maltreatment.</p>		
Financial Exploitation		
Is the individual susceptible to abuse in this area? Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>If yes, how will you minimize the risk of financial exploitation? He tends to overspend on items not essential which is why he has an appointed payee. Brightpath does not help with this but if exploitation is suspected we must report concern to designated coordinator and follow policy and procedure.</p>		



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Positive Support Strategies
<p>When this individual is frustrated, they can express it in these ways: He becomes frustrated and overwhelmed and may throw objects, argue and sulk about the incident.</p>
<p>Supporting this individual in these ways will help them feel less frustrated: Practice positive coping skills before the escalation happens so he already has those skills in place for when the need to use them arises</p>
<p>Supporting this individual in these ways will make them feel more frustrated: Losing in games and buses or anything resembling a bus</p>

Signatures by Employee and Supervisor		
Employee Name Printed	Employee Signature	Date
Francia Perez Ortega	Francia Perez Ortega  <small>Signed by: 9E9B718C88CC442...</small>	12/20/2024

Signed by:

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