



Staff Orientation Record: Person-Specific

Employee name: Khanaila Kielo

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: Marla Hamilton

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.

<p><u>Outcome 1</u> [To be discussed and determined at the 45-day meeting] <i>Develop organizational skills - declutter, cleaning, organizing, discussed w/ staff (for)</i></p>
<p><u>Outcome 2:</u> To be discussed and determined at the 45-day meeting</p>
<p><u>Outcome 3:</u></p>



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

N/a

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

N/a

<p>Does this person have a rights restriction in place in order to provide for their health/safety?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, explain briefly:</p>
<p>Can this person use dangerous items or equipment?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, explain briefly:</p>
<p>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?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, explain briefly:</p>



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	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):	<i>no/yes</i>	<i>Maria can become dizzy due to TBI, staff will be aware of those signs and offer help</i>
Regulating water temperature:	No	
Community survival skill:	<i>X</i> <i>no</i>	build confidence and skills in navigating her community safely. This includes helping her practice planning her routes, using public transportation, and identifying key landmarks or familiar locations to minimize confusion. Staff will also provide her with a written list of emergency contacts and teach her how



		to use her phone or other tools to ask for assistance if needed. Additionally, staff will encourage Marla to use safety strategies such as traveling during daylight hours, staying in familiar areas, and avoiding interactions with unfamiliar individuals.
Water safety skills:	No	
Sensory disabilities:	Yes	build confidence and skills in navigating her community safely. This includes helping her practice planning her routes, using public transportation, and identifying key landmarks or familiar locations to minimize confusion. Staff will also provide her with a written list of emergency contacts and teach her how to use her phone or other tools to ask for assistance if needed. Additionally, staff will encourage Marla to use safety strategies such as traveling during daylight hours, staying in familiar areas, and avoiding interactions with unfamiliar individuals.
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	helping her prepare for potentially anxiety-inducing situations, such as large crowds or unfamiliar environments. This could involve creating a sense of routine, offering advanced notice about upcoming events, and providing reassurance that she is supported. Staff can help Marla practice relaxation techniques, like deep breathing or grounding exercises, to manage her anxiety before situations arise. Encouraging her to have a "safe place" to retreat to when feeling overwhelmed can also be helpful.
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	create a structured, supportive, and reassuring environment that addresses her emotional and physical needs. Staff would encourage Marla to maintain a regular daily routine, which could help



		reduce anxiety and provide a sense of stability. They would assist Marla in setting small, achievable goals to combat feelings of low motivation and help her stay engaged in activities, gradually reintroducing interests that bring her joy or fulfillment
Unauthorized or unexplained absence from program:	No	
An act or situation involving a person that requires the program to call 911, law enforcement or fire department:	No	
Other symptom or behavior (be specific):	No	

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?	<input checked="" type="checkbox"/> — Yes s	No
If yes, how will you minimize the risk of abuse? consistent education and reinforcement on healthy relationships and boundaries. This will help ensure Marla has a clear understanding of what constitutes respectful interactions. Staff will regularly check in with Marla, offering guidance and addressing any concerns she may have about her interactions with others. In addition, staff will assist Marla with strategies for identifying when she feels uncomfortable or unsafe and encourage her to trust her instincts.		
Physical Abuse		
Is the individual susceptible to abuse in this area?	<input checked="" type="checkbox"/> — Yes s	No
If yes, how will you minimize the risk of abuse? regularly engage her in conversations about recognizing potentially dangerous situations and reinforce her ability to call for help when needed. Staff will provide gentle reminders and use real-life examples or role-playing exercises to help Marla practice identifying red flags and understanding what constitutes a risky or abusive situation. By building her confidence and awareness, staff can help Marla feel more empowered and prepared to navigate challenging circumstances.		
Self-Abuse		
Is the individual susceptible to abuse in this area?	Yes	<input checked="" type="checkbox"/> — No s
If yes, how will you minimize the risk of abuse? (This section is currently blank)		
Financial Exploitation		



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Is the individual susceptible to abuse in this area?	Yes	<input checked="" type="checkbox"/> — ✕ ⓪
If yes, how will you minimize the risk of financial exploitation?		

Positive Support Strategies
When this individual is frustrated, they can express it in these ways: N/a
Supporting this individual in these ways will help them feel less frustrated: N/a
Supporting this individual in these ways will make them feel more frustrated: N/a

Signatures by Employee and Supervisor		
Employee Name Printed	Employee Signature	Date
Khanaila Kielo	Signed by:  98884B9C9C1547D...	01.23.2025

Jessica Duda

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1/23/25