



Staff Orientation Record: Person-Specific

Employee name: Jamila Whitlock, Designated Coordinator

Supervisor name: Ker Xiong, Compliance Specialist

Date: 03/18/2025

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 the 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: Michael Bonilla

Support Plan-Addendum (SPA)

*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 assist them with the outcome effectively.*

Outcome 1: The purpose of this household management outcome is to provide Michael with maintaining his benefits by assisting with organization of his mail. Staff can assist by helping him prioritize his mail and get rid of unnecessary junk mail

Outcome 2: The purpose of this community participation outcome is for Michael to incorporate himself into his community. Staff can assist by listening and finding out what groups/activities outside of his home does he enjoy.

Outcome 3: The purpose of the adaptive skills outcome is to help Michael identify, understand and find coping skills necessary. Staff can assist by creating scenarios that Michael can practice and work through

Does this person have a rights restriction in place to provide for their health/safety?

Yes

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 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 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:	N/A	
Seizures:	N/A	
Chronic Medical Conditions	No	Staff will recognize when Michael needs support with coping skills when he is showing signs of dysregulation.
Risk of falling (state-specific need):	N/A	
Mobility issues (include specific issues):	N/A	
Community survival skill:	No	
Water safety skills:	No	
Self-injurious behavior (state behavior):	N/A	
Property destruction (state behavior):	N/A	
Suicidal ideation, thoughts, or	No	Staff will recognize when Michael’s mental health is



attempts:		declining. Staff will support Michael by utilizing the EA line, crisis line or his mental health specialist.
Mental or emotional health symptoms and crises (state diagnosis):	No	Michael is currently working with his therapist to address his depression.

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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, how will you minimize the risk of abuse?		
Physical Abuse		
Is the individual susceptible to abuse in this area?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, how will you minimize the risk of abuse? Staff will role play scenarios with Michael to practice person centered coping skills. Staff will support Michael on identifying situations with the potential of verbally/physically aggressive persons. If deemed necessary, staff will encourage Michael to disengage and redirect him to a safe space. Staff will debrief with Michael about the situation		
Self-Abuse		
Is the individual susceptible to abuse in this area?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No



If yes, how will you minimize the risk of abuse?

IHS can provide non intrusive attempts at engagement (phone/text check in's) due to Michael having a history of not meeting with staff

Financial Exploitation

Is the individual susceptible to abuse in this area?

Yes

No

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:

Michael has the ability to verbally express his frustration

Supporting this individual in these ways will help them feel **less** frustrated:

Listening to Michael and acknowledging his feelings and concerns

Supporting this individual in these ways will make them feel **more** frustrated:

Not engaging (ignoring), interrupting Michael and making small talk.