



Staff Orientation Record: Person-Specific

Employee name: Alexandria Weller, IHS Specialist

Supervisor name: Jamila Whitlock, Designated Coordinator

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: Rachel Seltz

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: Community Safety and Social Interactions

Rachel is able to access the community independently but may not always have appropriate or safe interactions with others. Staff can help by talking with Rachel before outings and role play different conversations or scenarios where it may be appropriate to approach another individual in the community. Staff can also revisit situations with Rachel after community outings to ensure understanding of any inappropriate interactions.

Outcome 2: Household Management

Rachel enjoys living independently and is eager to learn how to care for more of her own ADLs. Staff can assist Rachel by monitoring as she loads the dishwasher, washing machine, or dryer and offer verbal cues when things need to be rinsed better or stain treated before washing. Staff can offer words of encouragement as Rachel successfully completes tasks.

Outcome 3: Kitchen Safety

Rachel enjoys being able to prepare her own meals but does not always feel confident in her ability to properly cook things. Staff can assist by offering ways for Rachel to be more independent with her food safety by doing things such as showing her how to use an instant read thermometer with a safe food temperature chart. Staff can help read through ingredients and help Rachel to ensure she is not



eating anything that may conflict with her dietary preferences.

Does this person have a rights restriction in place to provide for their health/safety?	Yes X No If yes, explain briefly:
Can this person use dangerous items or equipment?	X Yes No If yes, explain briefly: Rachel requires supervision when using tools such as the oven or stove.
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?	Yes X 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	N/A
Seizures:	N/A	N/A
Chronic Medical Conditions	No	N/A
Risk of falling (state-specific need):	No	N/A
Mobility issues (include specific issues):	No	N/A
Community survival skill:	Yes	Rachel may not always be aware of inappropriate interactions with others and may not be able to



		navigate new spaces independently. Staff will monitor interactions Rachel has with others and help guide her in a more appropriate direction or suggest walking away. Staff will help to role play different scenarios to help Rachel understand more appropriate boundaries.
Water safety skills:	No	N/A
Self-injurious behavior (state behavior):	No	N/A
Property destruction (state behavior):	No	N/A
Suicidal ideation, thoughts, or attempts:	No	N/A
Mental or emotional health symptoms and crises (state diagnosis):	No	N/A

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	<input type="checkbox"/> No
<p>If yes, how will you minimize the risk of abuse? Staff will monitor Rachel closely in social situations to ensure appropriate boundaries are kept and encourage Rachel to remove herself from situations that may make her feel uncomfortable. Staff will talk with Rachel about any inappropriate interactions and role play conversations or situations that may be more appropriate.</p>		



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? Rachel may not always be aware of individuals becoming upset or recognize social cues. Staff will closely monitor Rachel during social interactions to help her be assertive or walk away when she feels uncomfortable.		
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? <i>IAPP does not cover the following areas of self-abuse</i> Rachel is not always able to care for her self care needs independently and does require reminders to do things such as brushing her teeth, washing her hair or body, or cooking her food properly. Staff can assist by positively encouraging Rachel to perform these self-care needs before going into the community. Staff can help verbally encourage Rachel when she is doing a good job caring for herself to help her feel empowered by doing things on her own. Staff can recommend tools that may help encourage Rachel to focus on properly executing tasks like setting a timer when she is in the shower to ensure she is spending enough time doing things like washing and conditioning her hair.		
Financial Exploitation		
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 financial exploitation?		

Positive Support Strategies
When this individual is frustrated, they can express it in these ways: When Rachel is feeling frustrated she may become confused or distressed and look to staff for redirection, support, or clarification. Rachel does a great job communicating her feelings and stresses giving staff the opportunity to encourage Rachel to remove herself from uncomfortable situations or talk through the situation with Rachel offering verbal encouragements and clarification on the situation so she does not feel overwhelmed.



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

When Rachel is feeling frustrated, staff can help by offering verbal encouragement and speaking in a calm and clear voice. Rachel benefits from hearing that everything is okay and staff is here to help support her and work through situations. It's very important to and for Rachel to feel that staff are her friend and are there to support her, always ensuring that Rachel feels heard and respected. If Rachel is feeling too anxious, on edge, or uncomfortable, staff can suggest going back to her apartment or stepping away from the activities to talk through it. If Rachel becomes frustrated during community events or outings, Rachel benefits from finding other people to talk to and distract from what is bothering her. When Rachel is upset, she benefits from staff telling her that it is okay to experience and feel her emotions and that talking through them with staff is the appropriate thing to do and she does not need to feel guilty doing so.

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

Rachel may become more frustrated if she is told that is doing poorly or if staff is not kind or respectful when redirecting. Rachel may become more frustrated if she is feeling upset and staff aren't supportive or encouraging.