

COORDINATED SERVICE AND SUPPORT PLAN (CSSP) ADDENDUM – INTENSIVE SERVICES

Name of person served: Blair Mercer

Date of development: August 2, 2021 For the annual period from: August 2021 to August 2022

Name and title of person completing the *CSSP Addendum*: Courtney Kelly, Program Supervisor/DC

Legal representative: Lynn and Galen Mercer, Private

Case manager: Harriet Lindwright, Thomas Allen Inc.

The license holder must provide services in response to the person’s identified needs, interests, preferences, and desired outcomes. Services will be provided according to MN Statutes, chapter 245D and the applicable waiver plan for the person served. The following will be assessed by the person and/or legal representative, case manager, support team or expanded support team members, and other people as identified by the person and/or legal representative.

Dates of development:

- Within 15 days of service initiation, the license holder must complete the preliminary *CSSP Addendum*.
- Before providing 45 days of service or within 60 calendar days of service initiation
- Annually, the support team reviews the *CSSP Addendum*.

Services and Supports

The **scope of the services** to be provided to support the person’s daily needs and activities include:

The scope of services for Blair includes DT&H intensive supports that will transition to prevocational services and day support services when Blair’s services renew this year. PAI works with Blair to develop and implement achievable outcomes based on Blair’s goals and interests. PAI provides supervision, outcome implementation, transportation to community activities, data tracking and daily support related to her health, safety, and well-being as needed by Blair.

PAI

The person's **desired outcomes** and the methods or actions that will be used to support the person and to accomplish the service outcomes (Service Outcomes and Supports):

Outcome #1: Blair desires to work on money skills.

"Blair will practice money skills daily in her morning homeroom, 50% of all trials until next review."

Outcome #2: Blair enjoys making collages, and while she does not like attending classes at PAI, she does enjoy 1:1 time with staff doing a preferred activity.

"Blair will work on an educational collage of her choosing once a week with staff, 60% of all trials until next review. "

Remote Services Outcome #3: Blair has taken a break at services in person and has been refusing to come. Blair is going to give remote services a try starting August 2021. Blair has the goal of finding purpose in services at PAI again and this outcome will help her engage with the group.

"Blair will identify a process, place, or thing she would like to learn more at least 1 time a week, 75% of all trials until next review."

A discussion of how **technology** may be used to meet the person's desired outcomes has occurred: Yes No

- Blair has an iPad and cell phone that she carries with her and uses to contact her parents and play games.

Provide a summary that describes decisions made regarding the use of technology and a description of any further research that needs to be completed before a decision regarding the use of technology can be made: N/A- no additional technology identified to help Blair reach her goals at this time.

PAI

Describe the **general and health-related supports** necessary to support this person based upon the *Self-Management Assessment (SMA)* and the requirements of person centered planning and service delivery. For each area a person is not able to self-manage as assessed in the SMA, please write a description of how staff will support them:

- **Seizures:** Blair has a history of seizures that are well controlled by medication taken at home. In the event of a seizure, staff will follow PAI's seizure protocol and call 911. Staff would notify Blair's parents.
- **Choking:** Blair can cut up most foods on her own and will ask staff if she needs help cutting something up. Staff will assist Blair with cutting up her food as needed.
- **Self-Administration of Medication or Treatment Orders:** Blair does not take any medication at PAI. If the need did arise, staff trained in medication administration would administer the medication to Blair per a signed physician's order.
- **Preventative Screenings; Medical and Dental Appointments:** Blair's parents schedule and attend all appointments with Blair. Staff will report any medical concerns to Blair's parents, who will help Blair follow up with her physician as needed.
- **Community Orientation Skills:** Staff are always with Blair in the community and at PAI. Staff will model safe pedestrian skills and stranger safety and prompt Blair to follow these as needed. Staff carry Blair's ID information and basic health information with when in the community and would share with emergency personnel if the situation warranted.
- **Water Safety Skills:** PAI does not offer swimming as a part of programming. If Blair participates in an activity near a large body of water, staff will stay with Blair the duration of the activity and ensure she wears a life jacket.
- **Self-Injurious Behaviors:** If staff notice Blair picking at her skin or lips, staff will find something else for Blair to occupy per hands with and encourage Blair to participate. Staff will encourage Blair to drink water during the day so her lips do not dry out. If Blair does open a wound and is bleeding, staff will provide first aid.
- **Sensory Support Needs:** Staff will let Blair's parents know about any changes in vision noted at PAI so they can help Blair follow up with her physician.
- **Physical Aggression/Conduct; Emotional/Verbal Aggression:** If Blair is verbally or physically aggressive towards others, staff will ask Blair to leave the area and give her a few minutes alone. Staff will talk to Blair 1:1 and discuss what is bothering her and encourage Blair to suggest ways to fix the situation. Staff will offer Blair another activity to do and offer her any choices that are available. If Blair is refusing to participate in class or work and this is the cause of the aggression, staff will let Blair sit off to the side and not participate if that's what she chooses to do. Blair may call her parents repetitively if she has her iPad at work. Staff will encourage Blair to stay in her room but will not physically block her in any way from leaving the room, or Blair may become physically aggressive.
- **Person-Centered Information:**
 - The **important to** Blair items are: her iPad, parents, and working.

The **important for** Blair items are: having patient staff that are receptive to Blair's feelings, choices when available, and a set schedule Blair can depend on.

PAI

A **good day** for Blair is when she gets to use her iPad during free time and gets to work on cards at PAI. Blair likes it when her parents are able to pick her up. Blair will be social with staff and peers and have a fun, easy going personality.

A **bad day** for Blair is when she is being asked to do something that she does not want to do. Blair does not like to be pressured to do something when she has made up her mind to not do it. Blair does not seem to think she will enjoy taking a class at PAI, though she has never done so, and avoid coming to work when she knows she has a class. Blair may isolate herself and not want to talk. Blair may become verbally or physically aggressive if pushed too far.

Blair **likes** her iPad, puzzles, sorting things, going out to eat, going to the mall, researching animals and countries, cards, working, and games.

Blair **dislikes** being asked to do something she doesn't want to, being pushed too far, when a friendship doesn't work out.

The person's **preferences** for how services and supports are provided including positive support strategies and how the provider will support the person to **have control of their schedule**:

- PAI offers several classes for both skill building and leisure. Blair has control over her schedule by picking how many classes she would like to attend and chooses to work on-site when not in class or the community. Blair is supplied with verbal class descriptions and photos to choose which classes she would like to take. Blair chooses which community activities she wants to participate in.
- Blair prefers to not always talk with the staff who she is upset with at the time during conflict.
- Blair sometimes prefers to be left alone to process her feelings when she is upset.
- Blair prefers that instead of pushing her repetitively to do something that she does not want to do, that staff leave her alone and let her process her feelings.
- Blair prefers to have to iPad with her and that staff let her use to facetime her mom when she is upset or needs something.
- Blair prefers to have a consistent schedule and that staff let her know ahead of time when something is going to be different.
- Blair prefers to work solely on greeting cards when at PAI- Blair typically does not want to work on other jobs and does not want to attend class.
- Blair prefers for things to be her idea. When trying to get her to participate in work or class, it is better to let Blair observe herself for a few minutes and decide if she would like to participate vs. being asked or coached by staff right away.
- Blair's preference change often and offering Blair as many choices as possible with help Blair communicate what she would like that day/time.

Is the current service setting the **most integrated setting available and appropriate** for the person?

Yes No

If no, please describe what action will be taken to address this:

N/A

PAI

What are the opportunities to develop and maintain **essential and life-enriching skills, abilities, strengths, interests, and preferences**?

- PAI offers a large variety of leisure and skill building classes at PAI that Blair can choose to participate in. Blair will be given a list of the classes available quarterly and Blair's lead will walk Blair through the different options available and help Blair pick classes that fit her interests, preferences, or particular skills she would like to work on. At Blair's semi-annual and annual time of year, Blair's designated coordinator talks to Blair and discusses her goals for the next review period and adjusts her outcomes accordingly.

What are the opportunities **for community access, participation, and inclusion** in preferred community activities?

- PAI usually offers community outings on a daily basis to several community locations. Blair has the opportunity to choose which activities she would like to participate in by choosing about 1-2 locations a month that interest her. PAI also offers volunteer opportunities offsite. Other opportunities are offered onsite at PAI with community members, such as pet or music therapy.

What are the opportunities to **develop and strengthen personal relationships** with other persons of the person's choice in the community?

- Blair is encouraged to communicate and associate with those of her choosing onsite at PAI and when in the community. When appropriate, staff will introduce Blair to important members of the community (a tour guide at a museum, a volunteer coordinator at a volunteer site, etc.). Blair is a friendly person and has many good social skills.
- Blair is encouraged to choose who she sits with at lunch and takes classes with at PAI.

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What are the opportunities to seek **competitive employment** and work at competitively paying jobs in the community?

- PAI offers employment services to anyone interesting in finding employment in the community. Blair is currently not interested in finding a job in the community and is not enrolled in these services.

PAI

How will services be **coordinated across other 245D licensed providers and members of the expanded/support team** serving this person to ensure continuity of care and coordination of services?

- Blair's parents/guardians, PAI staff and case manager exchange information as it relates to Blair's services and cares. Meetings and reports are shared with Blair's team. Blair's team works together to ensure continuity of care. In-person conversations, phone calls, emails and faxes may be used to discuss current information.
- Blair's parents/guardians, Lynn and Galen Mercer, advocate on Blair's behalf and help her make legal decisions.
- Case manager, Harriet Lindwright, develops Blair's CSSP and completes Blair's service agreements and communicates with Blair's support team to ensure continuity of care.
- PAI will provide Blair with employment opportunities onsite and help Blair work on vocational training and skill building. PAI will communicate any health and medical concerns to Blair's parents.

If there is a **need for service coordination** between providers, include the name of service provider, contact person and telephone numbers, services being provided, and the names of staff responsible for coordination:

Lynn and Galen Mercer, Guardians

H: 507-298-0469

Lynn C: 507-951-3119

Lynn W: 651-604-8300

Galen C: 612-782-5405

Email: gmercer59@gmail.com

Harriet Lindwright, Case Manager, Thomas Allen Inc.

P: 651-789-1259

Email: harrieti@thomasalleninc.com

Cortney Kelly, DC, PAI

P: 651-747-8740

Email: ckelly@paimn.org

The person currently receives services in (check as applicable): community setting controlled by a provider (residential) community setting controlled by a provider (day services) NA

Provide a summary of the discussion of options for transitioning the person out of a community setting controlled by a provider and into a setting not controlled by a provider or for transitioning from day services to an employment service: Blair is not interested in community employment at this time and is happy with the services provided onsite at PAI. If Blair and her team determine that Blair would like to transition to community employment, Blair can enroll in employment services at PAI anytime.

Describe any further research or education that must be completed before a decision regarding this transition can be made: N/A- none needed at this time.

PAI

Does the person require the **presence of staff** at the service site while services are being provided?

Yes No

If no, please provide information on when staff do not need to be present with this person (include community, home, or work) and for the length of time. If additional information regarding safety plan is needed, also provide:
N/A

Does the person require a **restriction of their rights as listed in 245D.04, subdivision 3** as determined necessary to ensure the health, safety, and well-being of the person?

Yes No

If yes, please indicate what right(s) will be restricted: N/A

If rights are being restricted the Rights Restrictions form must be completed.

Does this person use **dangerous items or equipment**?

Yes No

If yes, address any concerns or limitations:

N/A

Has it been determined by the person's physician or mental health provider to be **medically or psychologically contraindicated to use an emergency use of manual restraint** when a person's conduct poses an imminent risk of physical harm to self or others and less restrictive strategies would not achieve safety? Yes No

If yes, the company will not allow the use of the behavioral intervention/manual restraint to be used for the person.

PAI

Health Needs

Indicate what **health service responsibilities** are assigned to this license holder and which are consistent with the person's health needs. If health service responsibilities are not assigned to this license holder, please state "NA."

- Monitoring for illness and injury. PAI will notify Blair's parents if any are noted.
- Providing CPR and First Aid as applicable.
- Staff will administer bug spray and sunscreen per bottle instructions as needed.

If health service responsibilities are assigned to this license holder, the case manager and legal representative will be promptly notified of any changes in the person's physical and mental health needs affecting the health service needs, unless otherwise specified here: N/A

The following information will be reported to the legal representative and case manager as they occur, unless otherwise indicated here.

- Any report made according to 245D.05, subdivision 2, paragraph (c), clause (4)
- The person's refusal or failure to take or receive medication or treatment as prescribed
- Concerns about the person's self-administration of medication or treatments

If the license holder is assigned responsibility for medication set up, assistance or medication administration, the license holder will provide that support according to procedures listed here as applicable:

- Medication set up:
- Medication assistance:
- Medication administration:

Psychotropic Medication Monitoring and Use

Does the license holder administer the person's psychotropic medication? Yes No

If yes, document the following information:

1. Describe the target symptoms the psychotropic medication is to alleviate: N/A
2. Does the prescriber require documentation to monitor and measure changes in the target symptoms that are to be alleviated by the psychotropic medications?
 Yes No
3. If yes, please indicate the documentation methods to be used to collect and report on medication and symptom-related data according to the prescriber's instructions: N/A

Permitted Actions

On a continuous basis, does the person require the **use of permitted actions and procedures** that includes physical contact or instructional techniques:

1. To calm or comfort a person by holding that person with no resistance from the person.
 Yes No If yes, explain how it will be used:
2. To protect a person known to be at risk of injury due to frequent falls as a result of a medical condition.
 Yes No If yes, explain how it will be used:
3. To facilitate a person's completion of a task or response when the person does not resist, or it is minimal:
 Yes No If yes, explain how it will be used:
4. To block or redirect a person's limbs or body without holding or limiting their movement to interrupt a behavior that may result in injury to self or others with less than 60 seconds of physical contact by staff.
 Yes No If yes, explain how it will be used: In the event that Blair is physically aggressing toward an individual, staff may block Blair's hits but positioning their body between Blair and the subject of Blair's aggression and blocking with their hand.
5. To redirect a person's behavior when the behavior does not pose a serious threat to self or others and the behavior is effectively redirected with less than 60 seconds of physical contact by staff.
 Yes No If yes, explain how it will be used:
6. To allow a licensed health care professional to safely conduct a medical examination or to provide medical treatment.
 Yes No If yes, explain how it will be used:
7. Assist in the safe evacuation or redirection of a person in an emergency and they are at imminent risk of harm.
 Yes No If yes, explain how it will be used: Blair is likely to appropriately evacuate herself, however, if Blair does not do so independently in the event of an emergency where imminent risk of harm is present, staff will assist Blair in safely evacuating the building in the least restrictive manner possible.
8. Is a restraint needed as an intervention procedure to position this person due to physical disabilities?
 Yes No If yes, explain how it will be used:
9. Is positive verbal correction specifically focused on the behavior being addressed?
 Yes No If yes, explain how it will be used:
10. Is temporary withholding or removal of objects being used to hurt self or others being addressed?
 Yes No If yes, explain how it will be used:
11. Are adaptive aids or equipment, orthotic devices, or other medical equipment ordered by a licensed health professional to treat a diagnosed medical condition being used?
 Yes No If yes, explain how it will be used:

PAI

Staff Information

Are any **additional requirements** requested for staff to have or obtain in order to meet the needs of the person?

Yes No If yes, please specify: N/A

Does a staff person who is **trained in cardiopulmonary resuscitation (CPR)** need to be available when this person is present, and staff are required to be at the site to provide direct service? Yes No

For facility-based day services only – please indicate the staff ratio required for this person. Additional information on how this ratio was determined is maintained in the person's service recipient record:

1:4 1:8 1:6 Other (please specify): NA

Frequency Assessments

1. Frequency of *Progress Reports and Recommendations*, minimum of annually:

Quarterly Semi-annually Annually

2. Frequency of service plan review meetings, minimum of annually:

Quarterly Semi-annually Annually

3. Request to receive the *Progress Report and Recommendation*:

At the support team meeting At least five working days in advance of the support team meeting

4. Frequency of receipt of *Psychotropic Medication Monitoring Data Reports*, this will be done quarterly unless otherwise requested:

Quarterly Other (specify): NA