

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

Name of person served: Trudy Fast

Date of development: September 27, 2021 For the annual period from: September 2021 to September 2022

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

Legal representative: Theresa Bacon

Case manager: Haylee Guarino, Redeemer Services

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 Trudy is DT&H intensive supports in a community environment. PAI works with Trudy to develop and implement achievable outcomes based on Trudy’s goals and interests. PAI provides supervision, outcome implementation, transportation to community activities, support with onsite piece rate and minimum work, data tracking and daily support related to her health, safety, and well-being as needed by Trudy.

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: Trudy likes to work and make money, but by the end of the day, tends to stop working early. Trudy wants to be productive and make money when she is at PAI.

“Trudy will work until the end of the shift with 1 prompt or less, 70% of trials until next review.”

Outcome #2: Trudy likes participating in community activities and staying active is important for Trudy. This outcome will encourage Trudy to try new activities and stay active.

“Trudy will pick and participate in one community activity, different than where she went the previous month, until next review.”

PAI

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

- Trudy occasionally uses an iPad at work for class and leisure activities. Trudy has a phone at home available to her to keep in contact with family and friends.

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- Trudy does not wish to learn more about technology or use technology to achieve her goals at this time.

Describe the **general and health-related supports** necessary to support this person based upon each area of the *Self-Management Assessment (SMA)* and the requirements of person-centered planning and service delivery:

- **Chronic Medical Conditions:** Trudy's residence attends all appointments with Trudy, including any hospitalizations or surgery needs. In the event of a medical emergency at PAI which may result in emergency surgery, PAI staff would call 911 and provide emergency personnel with Trudy's health information as needed.
- **Self-Administration of Medication or Treatment Orders:** Trudy does not take any medication when at PAI. If the need did arise, staff trained in medication administration would administer the medication to Trudy per a signed physician's order.
- **Preventative Screenings; Medical and Dental Appointments:** Trudy's residence schedules and attends all medical appointments with Trudy. Any signs/symptoms of illness/injury will be reported to Trudy's residence who will help Trudy follow up with her physician as needed.
- **Community Survival Skills:** Staff will always be with Trudy onsite and in the community. Staff will model safe pedestrian skills and stranger safety and will prompt Trudy to follow these as needed. Staff carry Trudy's basic health information and ID information with in the community and would provide this information to emergency personnel if the situation warranted. If Trudy becomes upset or talks to herself about something that made her mad in the past, staff will try to give Trudy a few minutes to process her feelings alone before continuing on with the activity.
- **Water Safety Skills:** Staff will stay with Trudy the duration of all activities near or on large bodies of water and will help Trudy put on a life jacket.
- **Sensory Disabilities:** If staff notice that Trudy's glasses are dirty, they will offer Trudy help with cleaning them. If staff notice a decline in Trudy's vision, staff will let Trudy's residence know who will help Trudy follow up with her physician.
- **DNR/DNI-** Trudy has a DNR order in place. Staff will call 911 in the event of a medical emergency and provide basic first aid until emergency services arrives.
- **Person-Centered Information:**

The **important to** Trudy items are: her family, her dolls, socializing with others, and working at PAI.

The **important for** Trudy items are: having continued opportunities to do the activities and hobbies she loves and continuing to stay active.

A **good day** for Trudy would be when Trudy gets to come to PAI to work and see her friends and has brought a doll or some sticks to show off to others. Trudy is always in a good mood when she has made plans to hang out with her sister, especially to go thrift shopping. Trudy is very social and caring and likes asking staff about their families and plans after work.

PAI

A **bad day** for Trudy would be when she is bored or peers are giving her a hard time. Trudy does not like to be told what to do from peers, especially if someone is not minding their own business. Trudy likes to take her time and can get angry if people rush her. Trudy sometimes thinks about things in the past that made her mad or sad, which can make her mad or sad again. Trudy prefers to process these feelings on her own and can become more upset when others try to intervene.

Trudy **likes** her dolls- shopping for them, making and painting them, showing them off to others, having parties with them, etc. Trudy likes to color, going thrift shopping, listening to music (especially the oldies), hanging out with her siblings (especially for the holidays), and working on cards at PAI.

Trudy **dislikes** salad dressing, being rushed, being reminded of sad things from the past, **and** being told what to do by peers.

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**:

- Trudy has control over her schedule by choosing how many classes she would like to take at PAI and choosing which ones. Trudy chooses to work on-site on the work floor but knows other employment options are out there. Trudy chooses where she would like to go on community outings.
- Trudy prefers to chat with staff about their families, though is respectful of professional boundaries.
- Trudy prefers to take her time and not be rushed, especially when she is talking to someone or trying to finish what she is doing.
- Trudy prefers when staff ask her questions about her interests, especially her dolls and sticks at home.
- Trudy prefers to sometimes talk through things to herself or repeat things that have happened in the past to herself and prefers that others do not intervene or interrupt her. Trudy may sometimes yell or argue with herself, but this behavior is not directed towards others.
- Trudy prefers to take breaks when working on the work floor and will stop working for a few minutes to think to herself.
- Trudy prefers to work over attending classes.
- Trudy prefers to communicate verbally.

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

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

PAI

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. Trudy 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?

- Trudy is encouraged to communicate and associate with those of her choosing onsite at PAI and when in the community. When appropriate, staff will introduce Trudy to important members of the community (a tour guide at a museum, a volunteer coordinator at a volunteer site, etc.).

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

- If Trudy chooses to pursue community employment, PAI can offer support in this venture along with Trudy's residence and family. If Trudy has a job lead, PAI could offer some assistance to Trudy, such as helping with a resume or preparing for an interview.

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?

- Trudy's guardian, PAI staff, residence, and case manager exchange information as it relates to Trudy's services and cares. Meetings and reports are shared with Trudy's team. Trudy's team works together to ensure continuity of care. In-person conversations, phone calls, emails and faxes may be used to discuss current information.
- Trudy's guardian, Theresa Bacon, advocates on Trudy's behalf and makes legal decisions for her.
- Case manager, Haylee Guarino from Redeemer Services, develops Trudy's CSSP and completes Trudy's service agreements. Haylee communicates with Trudy's support team to ensure continuity of care.
- Trudy lives at an ACR residence who ensures Trudy has personal assistance at home with all activities of daily living as needed. ACR attends all medical appointments with Trudy and will update the team about any change in supports needed.
- PAI will provide Trudy with employment opportunities onsite and help Trudy work on vocational training and skill building. PAI will communicate any health and medical concerns to Trudy's residence.

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:

Theresa Bacon, Guardian

P: 651-429-4146

C: 651-206-2905

Haylee Guarino, Case Manager, Redeemer Services

P: 651-207-4234

Email: haylee@redeemerservices.com

Natalie Timm, ACR Homes

P: 612-567-9060

Email: natalie.timm@acrhomes.com

Cortney Kelly, 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: Trudy is not currently interested in competitive community employment or in moving out of her group home. Trudy is working on job skills and independent living skills at PAI and home, so that is Trudy were to change her mind, she will be better prepared.

Describe any further research or education that must be completed before a decision regarding this transition can be made: N/A

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."

- Providing First Aid as applicable.
- Monitoring for illness and injury. PAI will notify Trudy's if any are noted.
- Applying sunscreen and bug spray per bottle instructions as needed.
- Trudy has a DNR in place. In the event of an emergency, PAI will provide emergency personnel with this information.

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
<p>On a continuous basis, does the person require the use of permitted actions and procedures that includes physical contact or instructional techniques:</p> <ol style="list-style-type: none"> 1. To calm or comfort a person by holding that person with no resistance from the person. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, explain how it will be used: 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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, explain how it will be used: 8. Is a restraint needed as an intervention procedure to position this person due to physical disabilities? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, explain how it will be used: 9. Is positive verbal correction specifically focused on the behavior being addressed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, explain how it will be used:

Staff Information
<p>Are any additional requirements requested for staff to have or obtain in order to meet the needs of the person? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:</p>

PAI

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