In-service Training Log – Parkway

Date: 8/8/23

NOTE: INFORMATION IN GRAY SHADED AREAS MUST BE TYPED IN

Training Time	Trainer Name	Training ID	Area	Content/Description
.25	Jess Gunderson and Mike Miner			Site-specific and Agency Updates
.5	Jess Gunderson and Jaime Meyer			AF and RT Comp quiz RF Remote Services comp quiz

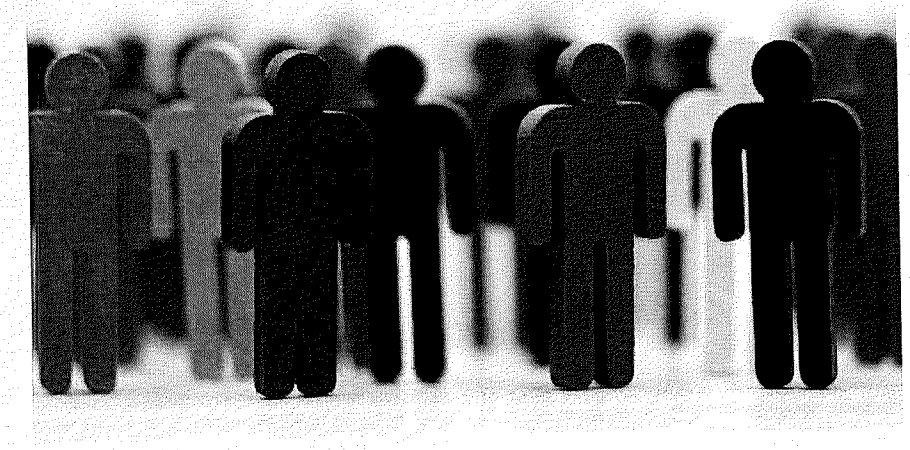
Make up Date	Initial	EE ID	Name
	JM		Jaime Meyer
	CS		Cindi Stucky
	Aml		Ilene Lubick
	JG		John Gebhardt
	Pd		Pamala Davis
	JA		Jackie Ahlers
10/10/23	DR		Dainaja Ranson
	Dm		Dennis Moua

Make up Date	Initial	EE ID	Name
	DP		Dan Popp
	RS		Renee Schmidt
	NS		Nancy Snyder
10/6/23	KS		Dolly Stein
	DY		Doua Yang
	SG		Sandy Greenly
	DS		Donna Storm
	LC		Lindsay Carlson
	ZW		Zach Weinmann
	AD		Abigail Daum

Make Up Date	Initial		Manager/Admin
			Kelley, Cortney
			Norwick, Kennedy
	[illegible]		Gunderson, Jessica

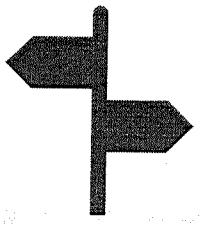
Other *Attendees*			
	NK		Nikki Kenelh
	AW		Anna Wrich
	AD		Angela Dennep
10/12/23	TB	(SUB)	TYLER BONGARD

PAI-Parkway Team Meeting



Date: 8/8/2023

Welcome



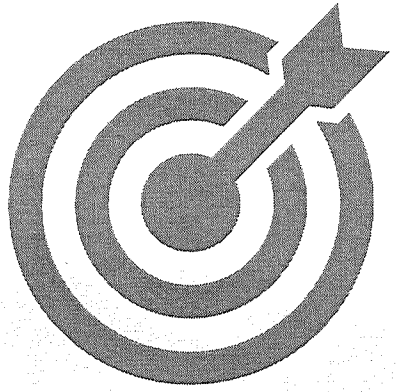
Sign In

Introductions

A moment of gratitude

Agenda

Welcome
Site-Specific Updates
Competency Reviews
Wrap Up



Site-Specific Updates

Welcome, Mike Miner!

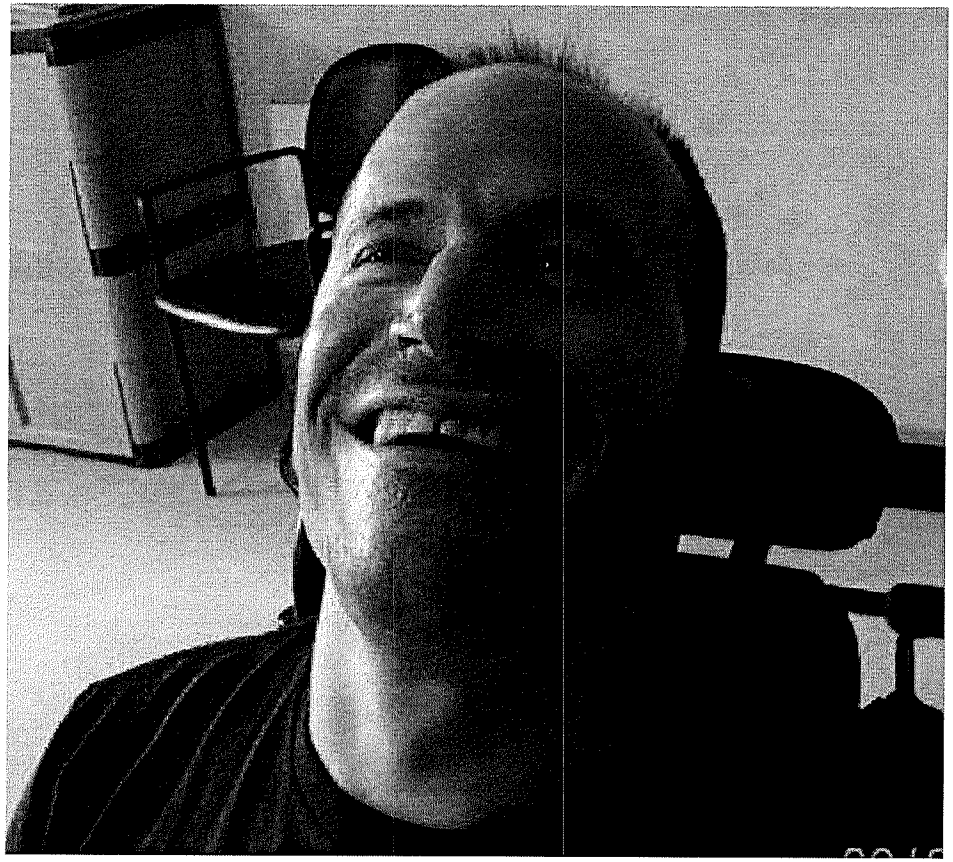
Welcome back, Dennis!

Reminder:

Andrew Felling's First Day tomorrow

Competency Reviews

Adam Fish



Staff: _____

Date: _____

Service Recipient: Adam Fish

Service Span: 7-23/7-24

Is this person able to self-manage according to the **IAPP, SMA & Support Plan Addendum** – check yes or no below

Allergies: ☐ No ☐ Yes ☐ N/A	List & Describe Supports: Medication Allergies? ☐ No ☐ Yes *Listed on MAR, only administer meds per dr. order* If situation arises where Adam would need to be transported to hospital during day Program hours, Staff will verbally tell emergency medical Personnel of his allergies.
Seizures: ☐ No ☐ Yes ☐ N/A	Describe Supports: Absence seizures (last in 1998), seizure like symptoms triggered by loud, repetitive noises. Adam is aware when he has seizure like symptoms. Adam may state that he is having a seizure when he is not, and it is uncertain if he would be able to accurately report instances of seizure activity. When Adam is attending classes with loud triggering noises, staff will offer head phones. If Adam refuses them, Staff will wheel Adam out of the room until the loud noises are done.
Choking/ Specialized Diet: ☐ No ☐ Yes	Describe Supports: Adam will have meals cut up into quarter sized pieces to prevent him from choking. Staff will keep Adam within visual/auditory range while eating. Staff will remind him to eat slow and chew thoroughly. Adam uses adaptive eating equipment. He uses a sports cup with a long straw to drink with. He is on a combining diet as directed by physician and monitored by mother. Staff will serve Adam lunch prepared by his mother. Staff will set up his sports cup and straw for him and pour his beverage into his cup and position it where he can reach it.

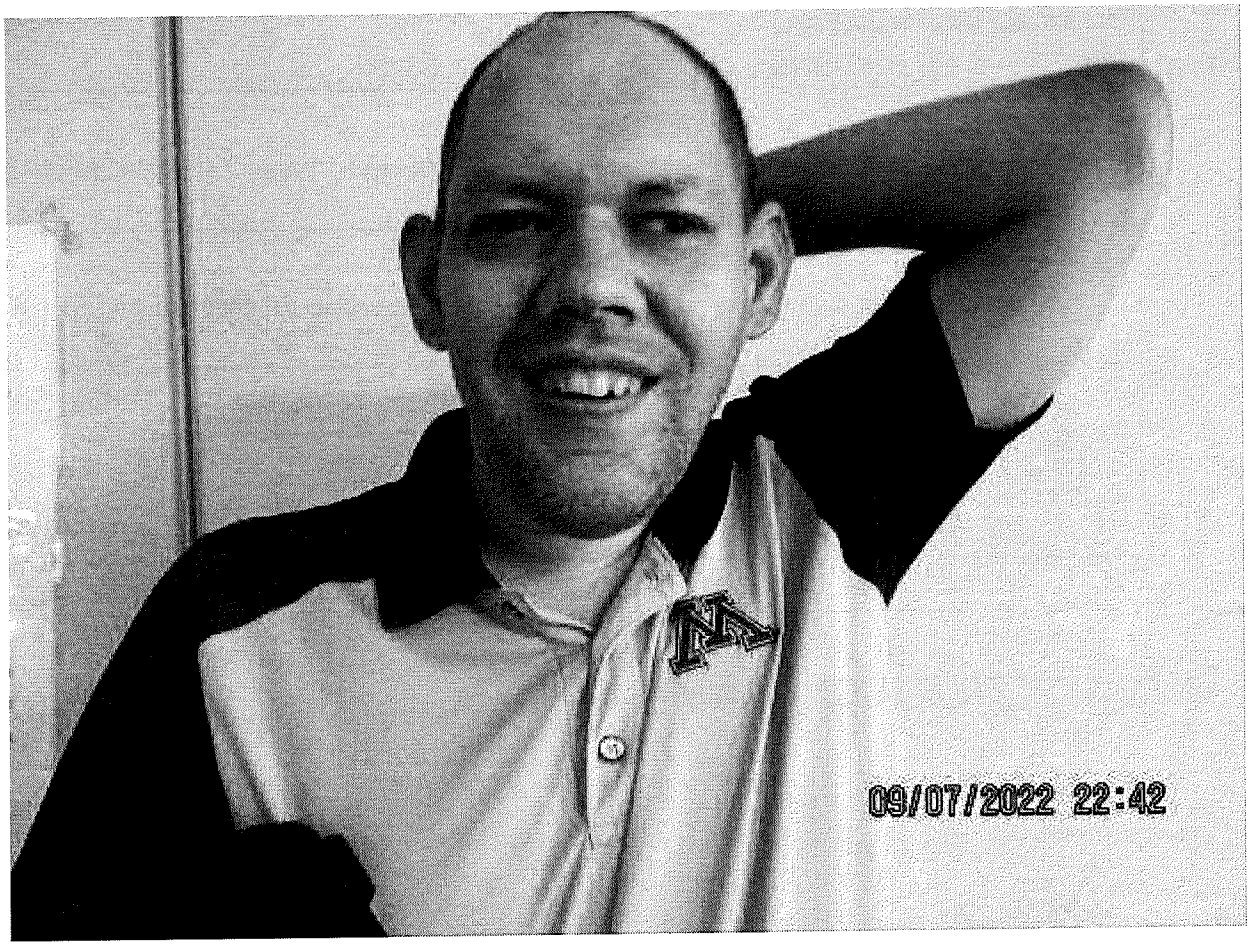
Chronic Medical Conditions: ☐ No ☐ Yes ☐ N/A	List & Describe Supports: DNR/DNI? ☐ No ☐ Yes *Located in main file, share with EMT in emergency* Adam has a diagnosis of Gastroesophageal reflux disease (GERD). At times his high level of anxiety may cause Him to sweat profusely from his armpits and hands. Staff will visually observe Adam for unusual behavior, mood swings, or unusual physical symptoms and Report these to his parents via phone call. Adam is also diagnosed with Hyperhidrosis (excessive sweating) putting him at risk for dehydration. Adam will drink his beverage at lunch time. If he refuses to drink, communicate this to mom via his daily log.
Medication: ☐ No ☐ Yes	Describe Supports: Daily medication at PAI? ☐ No ☐ Yes *A trained staff will administer meds per a signed dr. order*
Personal Cares: ☐ No ☐ Yes	Describe Supports: Staff will assist Adam with his urinal in the restroom while he is seated in his chair.
Mobility/Fall Risk: ☐ No ☐ Yes	Describe Supports: Adam does not walk, staff will assure his seat belt is fastened at all times.
Community Support: ☐ No ☐ Yes	Describe Supports: ☐ Staff will model pedestrian & stranger safety, provide transportation in the community, & provide supervision to meet health & safety needs Staff will assist Adam in the community so the he can access Resources.

Sensory Support: ☐ No ☐ Yes ☐ N/A	List & Describe Supports: When Adam is attending classes where appliances are being used, staff will offer Adam the option of wearing headphones to muffle the sound. If he does not take this option, staff will assist Adam with leaving the room. Once is stopped, Adam can be return to the room. Adam carries glasses in his backpack, staff will verbally encourage him to wear them when he is doing close up work or reading. Staff will have to put them on for him.
Behavior Support: ☐ No ☐ Yes	List & Describe Supports: Thrashing movements-Adam may become agitated because of his anxiety. He may thrash and move in a manner that may result in injury. If Adam is unable to calm down, staff can transfer him to a mat on the floor to help him relax. Adam's parents will be notified via phone and will be asked if they would like to pick him up. Hitting, scratching, biting-Adam is able to stop these behaviors when he is verbally reassured that he is ok. Adam may become agitated and attempt to hit, scratch or bite others. Staff will attempt to redirect this behavior and if needed, take Adam to a quiet place to calm down before returning to group. Inappropriate laughter-Adam understands that this can be hurtful to others. He has been known to laugh at others when they are in pain, sad, or angry. Staff will verbally explain that this behavior can be hurtful to peers. If Adam continues to laugh at the situation, staff will take Adam to a quiet place to calm down before returning to group.
Unsupervised time while at PAI? ☐ No ☐ Yes	

[redacted]

Important to: Soap Operas, music, pet therapy, being included
Important for: A quiet/calm environment, staff knowing his mental health needs, being assured he will be using the restroom, checking his belt is secured.
Likes: Music, soap operas, game shows, magazines
Dislikes: Leaving program early, Lobster, being ignored
Communication Style: verbal
Learning Style: Verbal, demonstrate

Robbie Tulloch



Staff: _____

Date: _____

Service Recipient: Robbie Tulloch

Service Span: _____

Is this person able to self-manage according to the **IAPP, SMA & Support Plan Addendum** – check yes or no below

Allergies: ☐ No ☐ Yes ☐ N/A	List & Describe Supports: Medication Allergies? ☐ No ☐ Yes *Listed on MAR, only administer meds per dr. order*
Seizures: ☐ No ☐ Yes ☐ N/A	Describe Supports: Robbie has Lennox Gastaut Syndrome and a Seizure Disorder. Staff are aware and trained on his seizure protocol.
Choking/ Specialized Diet: ☐ No ☐ Yes	Describe Supports: Staff will cut his food into bite-sized pieces as needed. Staff will remind him to take appropriate size bites and not to talk while he is chewing.
Chronic Medical Conditions: ☐ No ☐ Yes ☐ N/A	List & Describe Supports: DNR/DNI? ☐ No ☐ Yes *Located in main file, share with EMT in emergency* Acne, cysts behind ears- observe Robby for signs of outbreaks and report to residential staff via phone call and an illness report will be completed and sent home.

Medication: ☐ No ☐ Yes	Describe Supports: Daily medication at PAI? ☐ No ☐ Yes *A trained staff will administer meds per a signed dr. order*
Personal Cares: ☐ No ☐ Yes	Describe Supports:
Mobility/Fall Risk: ☐ No ☐ Yes	Describe Supports: Staff will verbally ask Robert to slow down and walk with them, and to keep his eyes open. If an area is slippery or a surface is uneven, staff will offer their hand to hold onto to help steady him when walking.
Community Support: ☐ No ☐ Yes	Describe Supports: ☐ Staff will model pedestrian & stranger safety, provide transportation in the community, & provide supervision to meet health & safety needs
Sensory Support: ☐ No ☐ Yes ☐ N/A	List & Describe Supports: If Robbie becomes over stimulated or the room is too loud, staff will encourage him to go to a quiet space for a few minutes.
Behavior Support: ☐ No ☐ Yes	List & Describe Supports: Digging in the trash- Staff will redirect him, telling him it is not safe and direct him to wash his hands.
Unsupervised time while at PAI? ☐ No ☐ Yes	

[redacted]

Important to: Food, Outings, his recorder, shredding, being funny, making his own choices
Important for: Making his own choices/decisions, regulating his emotions, talking about his feelings, socializing, having alone time as needed, working, engaging in a variety of outings
Likes: Recorder, pop & candy, music, ipad, being around friends, going out to eat, shredding
Dislikes: Coffee, chili
Communication Style: Verbal, modeling
Learning Style: Verbal, modeling, hand over hand

Ryan Favre

Remote Services

Community Support: ■ No ☐ Yes	Describe Supports: PAI will provide opportunities to socialize and engage with others and the community. Ryan will have a guardian (not a PAI staff) attend these outings with him. Ryan's guardian will provide physical supports and health/medical supports during the outing.
Sensory Support: ☐No ☐ Yes ☐ N/A	List & Describe Supports: N/A
Behavior Support:	List & Describe Supports: *No Supports Provided
Unsupervised time while at PAI? *No Supports Provided	
Important to: It is important to Ryan that he can follow his routines, that he has his transitional objects (ties, etc.) and that he can make his own/choices and decisions.	
Important for: It is important for Ryan that staff respect his routines, that staff get to know him well (how he communicates and how to best help him with transitions) and that he can make his own choices and decisions throughout the day. It is important for Ryan that he is included and encouraged to participate.	
Likes: Swimming, movies, puzzles, stuffed animals, parks, going on walks, iPad, music, dancing, YouTube, bowling, technology, target, bike riding, transitional objects (ties, stuffed snake, etc.)	

Dislike: Sometimes he feels uncomfortable in large groups, being rushed, not having his transitional objects, not having time to process change, transitions can be difficult

Communication Style: Ryan communicates with verbalizations, vocalizations and body language.

Learning Style: Ryan learns best by having staff help him stay on task and by giving him positive feedback.

DSS Remote Outcome and steps:

It is important to and for Ryan that he can engage with his peers and the community.

Ryan will join a remote services session at least 1x/week.

Tomorrow: 1:45-2:45
LMS

Wrap Up

Is there information you would like to provided at next meeting?

Any final thoughts?