

Person-Centered Assessment Example

Background Information and Current Status

This section should provide an overview of the social history of the individual. It should include information about the individual's background that is relevant to accessing the community, as well as, the individual's current age, health status and how he/she currently spends time. This section should give the reader a good picture of who the individual is. It should be balanced and not focused exclusively on strengths or deficits.

Information to consider:

Present developmental level (and cause of the disability, as applicable)

Current health status

Day program documentation

Current Living Situation

Current work/community access status

Marital Status

Age

Ethnicity

Individual Strengths and Interests

Per the 2012 DD Waiver Standards, this section should provide the reader with, "A report of progress the individual achieved toward Individual Service Plan (ISP) outcomes over the past year, the individual's current functional skills, preferences and interests as it relates to the services provided by the agency." It should include information about how those strengths and interests are known. Activities related to informed choice should be included in this section. For example, activities related to volunteering, trial work, etc. should be documented or a demonstration that these options have been presented and discussed.

Assessments that have the outcome, "individual does not want to work" are not considered a true assessment unless there is documentation of informed choice about work. In other words, why doesn't the individual want to work and how do you know this?

Information to consider:

ISP Desired Outcomes

Individual communication preferences

Family input

Activities that have and have not been tried

Teaching and Support Strategies for the past year

Conditions for Success to Integrate into the Community, Including Conditions for Job Success

This section should include information about what would need to happen in order for the individual to truly integrate into the community. It may also include activities to avoid based on past experiences.

Information to consider:

Time of day that the activity will occur to accommodate any Activities of Daily Living support needs or medication management needs
Tolerance to environmental factors – heat, cold, noise level, allergies, crowds
Smoking breaks
Transportation needs
Level of participation or engagement in the activities
Scheduling around competing obligations

Support Needs for the Individual

This section should address the level of support needs will the agency need to provide. It should also consider natural supports and assistive technology.

Information to consider:

Level of supervision needed in the community
Positive Behavior Support Plan implementation, if any.
Activities of Daily Living support needs
Any Assistive Technology and/or Therapy needs
Communication or language preferences

Tasks to Enable to the Support Needs to be in Place

This section should include information as it relates to the services provided by the agency and recommendations for ISP development for the coming ISP year. This section should also include specific tasks that need to be completed and by whom with a deadline for completion. This section also needs to include the plan for transportation and/or training to use public transportation.

Information to consider:

Transportation needs/resources
Natural and paid supports
Benefits Analysis
Business Plan
Previous ISP information/desired outcomes

Career Development Plan (Optional)

This is an optional section and should be used when an individual is unemployed/ underemployment and seeking work. This section should build on the “Tasks to Enable the Supports Needs to be in Place” section. It should include a list of employers to contact or a list of sites to visit in the community and a schedule of proposed actions. Potential employment sites and community locations need to be tied directly to the individual’s strengths and interests. It should include activities that the individual will participate in to be involved in this process.

Information to consider:

Transportation needs/resources

Natural and paid supports

Benefits Analysis

Business Plan

Potential employers

Community resources

Suggested Methods to Obtain Information for this Assessment:

- Paper review – Review of other assessments and/or current service documentation.
- Interview(s) with the individual and/or guardian.
- Interviews with staff members, school personnel, family members, therapists and/or the case manager. Anyone who knows the individual well.
- Interview the current provider about preferred activities in the community. Talk with the direct support staff who know the individual well.
- Social or vocational observations in the community – Observe the individual working or engaging in activities in the community.
- Home visit – Visit the individual’s residence to learn routines and/or preferences.
- Neighborhood observation/Environmental scan – Visit the individual’s residence and determine what types of community resources are available nearby.
- Conduct an Internet search for available community resources.
- Hold a team meeting to discussion any potential employers and/or community connections.
- Review the Positive Behavior Support Plan
- Review the Communication Dictionary
- Learn about individual Assistive Technology supports

The Assessor should document where the information for each section was obtained.

The completed Assessment should be signed and dated by the lead Assessor.