

Elijah's Story



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Elijah'S PCP MEETING

- **Elijah's meeting was held on January 27, 2005 and February 9, 2005**
- **Elijah was in attendance at his QLP meeting, but the identification of preferences and preferred lifestyle was done through interviews and observation.**
- **Since Elijah is non-verbal, the KIPBS facilitator observed Elijah in his home, school and community environment to help determine his preferences.**
- **Elijah's team members, or circle of support, participated in the development of Elijah's preferred lifestyle by doing pre-meeting interviews and by actively stating so in the meeting.**

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Elijah was born on March 13, 2000. Due to some complications during pregnancy including toxemia, labor was induced and Elijah was delivered by emergency c-section. Elijah showed signs of delay early on. Elijah was seen at 3 1/2 months by a developmental pediatrician because of visual concerns. Elijah was referred to Birth to Three services. Elijah was seen regularly during his first 3 years of life by a developmental pediatrician who recognized as early as 6 months that Elijah exhibited symptoms consistent with autism. He was evaluated at 29 months and developmental delay and autism like behavior was noted.

On May 30, 2003 the CARS (Childhood Autism Rating Scale) was administered and he obtained a score of 44.5 – severely autistic range. Other concerns include cognitive impairment, sensory processing concerns, mild neuromotor abnormalities and clumsiness, and sleep disorder.

Elijah lives in Lewis, Ks. With his mom, his dad, and his brother. Recently the family had a new addition. Elijah seems to enjoy their new dog. Elijah is also very close to his grandmother and respite provider.

Elijah attends the Special Education Cooperative preschool in Lewis, Ks. He attends 4 days a week from 12:30pm-4:30pm. Elijah will be in Kindergarten next year.

Elijah has been determined eligible for MR/DD services. He receives Case Management and family subsidy from a state funded grant program through the CDDO. Elijah is on the waiting list for Individual Family Supports which would provide him with personal care in his home. It is expected to be at least 2 years before this service is available do to a lack of state funds and long waiting list. Elijah is also receiving Positive Behavior Support services.

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List all the names of those who are in attendance, or who have provided information by other means.

People Participating in the PCP

- Elijah
- (mom)
- (dad)
- (grandma)
- (Speech Language Pathologist)
- (School psychologist)
- (preschool teacher)
- (Case Manager and PBS Facilitator)
- Special Education Teacher,
- Social Worker
- Physical Therapist

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Preferred Lifestyle



Type of living situation

Elijah is 4 and prefers to lives at home with his family

Who does the person want to live with?

Elijah seems extremely happy and comfortable living at home with his family. He loves his family very much and they love him and do a wonderful job caring for him! It is important that Elijah live with people who are understanding and proactive. His mom, dad and brother are great people for him to live with.

What valued activity does the person want to do?

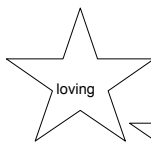
Elijah likes to play with toys, watch videos, play outside at recess, read books, wrestle with dad, play with his brother

Who does the person want to socialize with?

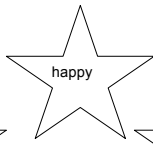
Elijah seems to like his teacher a lot and his para's at school. He imitates his brother and is very close to his parents and grandma.

•Social, leisure, religious or other activities.

Elijah loves to "wander play". He will just walk around and find things to play with.



Good memory



silly

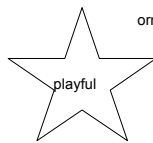


kisses

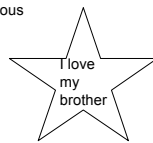


What people like about me and what I like about myself

omery



curious



All About Me!


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Preferences

- Sponge bob
- Bob the builder
- Music
- Piano/drums
- Bubbles
- Massagers
- Toy box
- Wrestling with dad
- Laying on mats
- Dark
- Sleeping under his bed
- Grits, grilled cheese, ham, hot dogs, pizza
- To crawl all over people
- Loves his room
- Loves reading BIG BOOKS with spiral binding so he can turn easily

Dislikes


- Too many people around
- Certain textures of food
- When he isn't in control
- Loud noises such as the smoke detector, vacuum, mixer
- Utensils
- Some days he just doesn't like to work



How Elijah Communicates

When Elijah...	We think it means	We respond by
Sits at kitchen table	He wants to eat	Giving him food
Quick glance	He wants more	Give him what he glances at
Verbalization	We're not sure	Talking to him and trying to figure out what he wants
Grabs someone	He wants you to get something or wants your attention	Give attention or try to figure out what he wants
Arches back, grabbing hair, head butting	Not happy about something, wants to get it his way	Giving him a break

Elijah's parents, school staff and other circle of support provided information for this table.



THE DREAM

- With this frame we want to help the person identify their dream for the future.
- List anything that is important for the person to realize the kind of life they desire.

- To communicate
- To learn computer skills
- To be potty trained
- To participate in the community
- To make the community aware of autism
- To sleep at night
- To decrease problem behaviors-SIB, Pica, tantrums, climbing, elopement, disrobing
- To live as independently as possible
- To have meaningful relationships with peers

Choices

Elijah has very limited choice making skills. Throughout the day others make many choices for Elijah. Often he is able to choose a toy to play with and he will indicate preferences in people by gravitating towards them and throwing a tantrum when they leave.

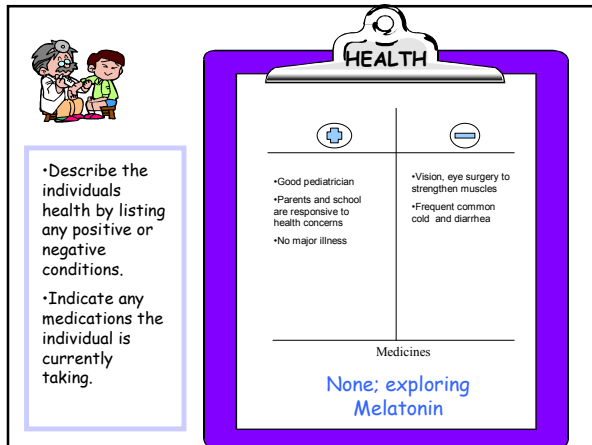
What choices is Elijah good at making?

What toys he wants
Taking his milk out of the fridge and leaving all the other food alone

What choices do we wish he was better at making?

Snack
Academic
Behavior
Toileting
Safety

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•Describe the individuals health by listing any positive or negative conditions.

•Indicate any medications the individual is currently taking.

HEALTH	
<p style="text-align: center;">+</p> <ul style="list-style-type: none"> •Good pediatrician •Parents and school are responsive to health concerns •No major illness 	<p style="text-align: center;">-</p> <ul style="list-style-type: none"> •Vision, eye surgery to strengthen muscles •Frequent common cold and diarrhea
<p>Medicines</p> <p style="color: blue;">None; exploring Melatonin</p>	

Decision Making

- Elijah has significant limitations in respect to decision making that would effect his health safety or welfare.
- Elijah does not have an understanding of long or short term consequences of a poor decision or the understanding of consequences of a provider limiting choices to him

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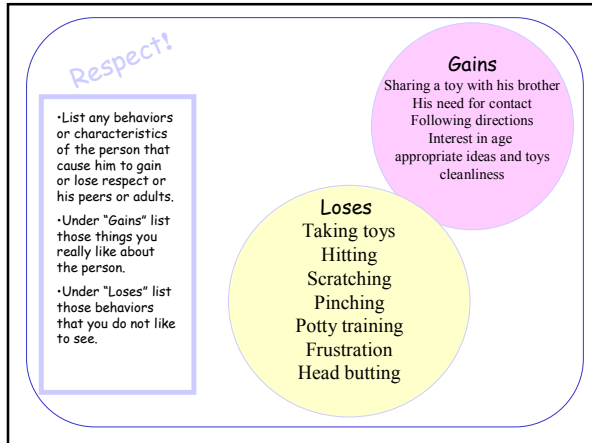
Keeping Elijah Safe and Healthy

Elijah has very limited skills identifying dangers situations or situations that may impact his health or safety.

To keep Elijah safe and healthy:

- Walk closely to Elijah when the ground/floor is uneven to support him if he falls
- Elijah needs support during fire or tornado drills or actual disastrous events
- Elijah must ALWAYS remain in eye-shot of staff or family
- Elijah needs to be buckled in his car seat while in a vehicle
- Team members should be sure that Elijah's environment is free of anything he might put in his mouth. If this isn't a possibility, team members should stay close to Elijah and block pica behavior or finger sweep for items he may put in his mouth
- ALWAYS keep bathroom doors locked, as Elijah will play in the toilet

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Elijah's Strengths

- Matching items/toys
- Social and loving behaviors
- Happy
- Funny
- Elijah has had a very challenging life already and he has come through all of those challenges with flying colors!
- Silly
- Great supportive family and school
- Learns new skills when taught in structured one on one environment
- Likes to be the "center of attention"
- Likes to imitate others
- Adorable!!
- Likes to play
- Will sit and look at a book he's interested in
- Parents have been proactive in getting him help
- Having age appropriate interests

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Elijah's Challenges



- Patience (doesn't have any!)
- Eating
- Steps
- Potty training
- Communication skills
- Problem behaviors; pica, tantrums, aggression, SIB
- Vision
- Balance
- Sleep habits
- Waiting on the school bus

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What strategies work well for the individual?

What Works!!!

- Taking food from the table when he doesn't stay seated
- Predictable routines
- Keeping Elijah engaged in activities
- Having sensory items for him
- Deep pressure
- Vest
- Tickle and laughter

What Doesn't Work!!!

- making him do anything he isn't in the mood to do
- Anger
- punishment

What strategies have not been as successful or cause a challenging behavior to increase?

•Identify the hopes and fears you have for this individual.

•Under "Hopes" list what is possible if we do the best we can.

•Under "Fears" list what is possible if things do not improve or get worse.

Hopes

- That Elijah is able to live in the community near his family as independently as possible
- Elijah learns to communicate

Fears

- Elijah will have to live in a restrictive setting
- Elijah will get too big to handle
- That Elijah will continue to be frustrated

-Identify any patterns or themes you found throughout this process.

Themes

- Communication
- Decreasing behaviors
- Predictable schedule
- Choices
- Peers
- Sensory/OT

Goals and action plans

- 1. Transition to Kindergarten**
 - Action Step 1: Kindergarten team will observe Elijah at preschool
 - Action Step 2: Elijah will start Kindergarten 2 wks prior to the rest of the children
- 2. Increase communication, academic and social skills**
 - Action Step 1: Elijah's IEP is in March of 2005 and the team will develop steps to help increase these things at that time
 - Action Step 2: Elijah will participate in the Kansas Institute for Positive Behavior Supports project through Community Living Opportunities.

Goals/ Action Plans

- 3. Community Participation**
 - Action Step 1: Elijah's team will brainstorm places for him to go that he would enjoy going to (it would be great if we knew someone who had large fish tanks)
 - Action Step 2: Elijah's parents will participate in a Parent Support group and take part in community awareness projects
 - Action Step 3: Elijah's parents and KIPBS facilitator will take Elijah to the police station and educate the police on autism and what to do if they see Elijah
- 4. Decrease Problem Behaviors**
 - Action Step 1: The team agreed that it would be appropriate for the bus driver to call mom ahead of time so she will have a more accurate estimated time of arrival so Elijah doesn't throw a tantrum while he waits.
 - Action Step 2: KIPBS Facilitator will do a Functional Behavior assessment and develop behavior plan.

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Goals/Action plans cont'd

5. Increase Elijah's skills in indicating preferences

- Action Step 1: Team will increase the number of choices Elijah will make each day
- Action Step 2: Team will develop a motivation plan where Elijah will choose an item to work for
- Action Step 3: Elijah will be reinforced for making choices

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Continuous Evaluation/Movement Statement

- This Person Centered Plan is not a "one time" or "quick fix" document. It will be reviewed at least every 6 months and a meeting will be held at least annually to review and identify any changes in the person's preferred lifestyle, achievement of goals or skills outlined in the plan and to determine if any service or support is unresponsive.

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