|  |  |
| --- | --- |
| PROGRESS REPORT AND RECOMMENDATIONS | |
| Name: Adeybi Adekola  Report Completed by (name and title): Jill Manthei, Program Coordinator | Date of Progress Report: November 16, 2015  Type of Progress Report (i.e. annual): Semi-Annual  Date of Review Meeting (if applicable): 11/19/2015 |
| To:  Person Served  Legal Representative  Case Manager  Other: | |
| Summary of Service Outcome and Support Progress | |
| **PERSON CENTERED OUTCOMES** | |
| **Outcome #1: Community Integaration**  **Date of development: March 23, 2010**  **Projected start date for implementation: October 10, 2014**  **Date by which progress towards accomplishing the outcome will be reviewed and evaluated: November 19, 2015** | |
| Outcome statement with measurable and observable criteria for outcome achievement:  Outcome statement with measurable and observable criteria for outcome achievement:  I would like to become more involved in a variety of new community activities that is in some way proactive or educational which I would not be able to do on my own. I can accomplish this by going to museums (the Science Museum), community festivals, music programs, workout facilities, Como Zoo, or Mall of America with in-home staff at least once per month 80% of the time through April 2016. | |
| Methods or actions that will be used to support the person and to accomplish the outcome:  In-home staff will remind Adebiyi of his outcome.   1. On Wednesday, In-home staff will have Adebiyi chose from 3-4 activities. 2. If guardian approval or money is needed to participate in the community activity In-home staff and Adebiyi will first obtain approval before attending the activity. 3. On Saturday, In-home staff and Adebiyi will participate in the activity. 4. In-home staff and Adebiyi will at times attempt to participate in larger activities such as spending a day at Valley Fair. 5. In-home staff will document on the shift and outcome summary after each shift. | |
| Changes or modifications necessary to the physical and social environments:  The environment will vary depending on the chosen activity | |
| Equipment and/or materials required:  The equipment will vary depending on the chosen activity. Equipment may consist of paper, pen, money, proper attire, and activity related materials. | |
| Techniques that are used that are consistent with the person’s communication mode:  Adebiyi and In-home staff will verbally communicate any activity ideas to each other | |
| Techniques that are used that are consistent with the person’s learning style:  Adebiyi and In-home staff will maintain a consistent schedule while participating in community activities. On Wednesday, Adebiyi and his staff will pick from 3-4 activities from which he could participate in on Saturday. A disruption in Adebiyi’s routine may cause him anxiety. | |
| Data collection method:  Data collected from the outcomes will be documented in the shift summaries | |
| Names of staff or positions responsible for implementing the supports and methods:  Program Counselors, Program Coordinator, and Program Director | |
| **DATA COLLECTION KEY** | |
| \*Summarize Performance toward Outcome using documentation from daily log and make recommendations using the following key. Be sure to include the measurement criteria in the summary to determine if progress has been made on the goal. | |
| |  |  |  |  | | --- | --- | --- | --- | | Month & Year | Percentage | A= Accomplished  MP= Made Progress  LP= Little Progress  NP =No Progress | Comments | | March, 2015 | 100% | A | Adebiyi engaged in community activities by going to the movies, McPhail, to coffee with a friend, ect. | | April, 2015 | 100% | A | Adebiyi engaged in community activities by going to the YMCA, Amy’s Cardinals Nest, etc. | | May, 2015 | 100% | A | Adebiyi engaged in community activities by going to a Cinco De Mayo celebration, the library, McPhail, and a birthday party. | | June, 2015 | 100% | A | Adebiyi engaged in community activities by going to the mall, a friend’s home, his birthday dinner, etc. | | July, 2015 | 100% | A | Adebiyi engaged in community activities by going to the YMCA, on a picnic, to the mall, etc. | | August, 2015 | 100% | A | Adebiyi engaged in community activities by participating in a musical concert, etc. | | September, 2015 | 100% | A | Adebiyi engaged in community activities by going to the YMCA, bowling, the mall, etc. | | October, 2015 | 100% | A | Adebiyi engaged in community activities by going to the YMCA, the mall, etc. | | November, 2015 | 100% | A | Adebiyi engaged in community activities by going to the movies, library, etc. | | |
| Summary of progress toward achieving this outcome: Adebiyi achieved a 100% success rate in regards to this goal.  Recommendation for implementing this outcome:  Continue  Change  Discontinue  Rationale for the recommendation: It is recommended that this goal be continued with the emphasis on staff encouraging Adebiyi to engage in a wide variety of new community based activities. | |
| If changes were made to the outcome during the meeting, state here how the outcome will look for the next review period: | |

|  |
| --- |
| **Outcome #2: Money Management**  **Date of development: March 23, 2010**  **Projected start date for implementation: October 10, 2014**  **Date by which progress towards accomplishing the outcome will be reviewed and evaluated: November 18, 2015** |
| Outcome statement with measurable and observable criteria for outcome achievement:  I would like to work on my money management skills. I will do this by going grocery shopping with my in-home staff. I will create a shopping list or be given a list by my family as well as the cash to make the transaction. I will work on price comparisons while at the store and then ensure that I receive the receipt and correct amount of change. I will go grocery shopping at least 1 time per month for 60% of the time through April 2016. |
| Methods or actions that will be used to support the person and to accomplish the outcome:   1. With the help of his In-home staff, Adebiyi will create a shopping list or secure the list from his family. 2. In-home staff, will take Adebiyi to places where he can practice this outcome like Aldi’s. 3. With the help of his In-home staff, Adebiyi will compare prices for the items on his shopping list. 4. With the help of his In-home staff, Adebiyi will count the amount of change he receives back from the cashier and compare it to his receipt to ensure he obtained the correct amount of change back. It is critical that he demonstrates that he understands the amount that is given to him. 5. In-home staff will document Adebiyi’s progress on the shift and outcome summary sheets. |
| Changes or modifications necessary to the physical and social environments:  There are no changes necessary at this time. |
| Equipment and/or materials required:  Money, grocery list, store purchases |
| Techniques that are used that are consistent with the person’s communication mode:  High Quality will use a supportive and encouraging approach to ensure the success of this outcome. |
| Techniques that are used that are consistent with the person’s learning style:  Adebiyi will be observed as he completes a cash transaction. Adebiyi understands the basic principles of money and can make simple calculations in his head. He may require some assistance from his In-home staff. |
| Data collection method:  Data collected from the outcomes will be documented in the shift summaries. |
| Names of staff or positions responsible for implementing the supports and methods:  Program Counselors, Program Coordinator, and Program Director |
| **DATA COLLECTION KEY** |
| \*Summarize Performance toward Outcome using documentation from daily log and make recommendations using the following key. Be sure to include the measurement criteria in the summary to determine if progress has been made on the goal. |
| |  |  |  |  | | --- | --- | --- | --- | | Month & Year | Percentage | A= Accomplished  MP= Made Progress  LP= Little Progress  NP =No Progress | Comments | | March, 2015 | 0% | NP | This goal was not worked during this reporting period. | | April, 2015 | 0% | NP | This goal was not worked during this reporting period. | | May, 2015 | 0% | NP | This goal was not worked during this reporting period. | | June, 2015 | 0% | NP | This goal was not worked during this reporting period. | | July, 2015 | 15% | LP | Adebiyi went to the grocery store and purchase items, although he did not utilize a grocery list. | | August, 2015 | 0% | NP | Staff discussed with Adebiyi financial safety, due to carrying large amounts of cash. | | September, 2015 | 15% | LP | Adebiyi practiced money management by making purchases of food in the community. | | October, 2015 | 15% | LP | Adebiyi practiced money management by making purchases of food in the community, counting change, and keeping receipts. | | November, 2015 | 15% | LP | Adebiyi practiced money management by making purchases of food in the community. | |
| Summary of progress toward achieving this outcome: Adebiyi had limited success in acheiving this goals, as it was not worked throughout the reporting period.  Recommendation for implementing this outcome:  Continue  Change  Discontinue  Rationale for the recommendation: It is recommended that this goal be continued and that the grocery shopping date be prescheduled. For example this goal will be worked on the second Saturday of every month. |
| If changes were made to the outcome during the meeting, state here how the outcome will look for the next review period: |

|  |
| --- |
| **Outcome #: 3**  **Date of development: March 23, 2010**  **Projected start date for implementation: October 10, 2014**  **Date by which progress towards accomplishing the outcome will be reviewed and evaluated: November 19, 2015** |
| Outcome statement with measurable and observable criteria for outcome achievement:  I would like to expand my social skills and work on appropriate boundaries. I understand that I need to keep appropriate space from others and at times wait my turn to speak but sometimes I forget. I would like to work on social skills and boundaries during each shift with my In-home staff. I will do this by displaying appropriate boundaries and waiting my turn. I would like to display appropriate social skills and boundaries on each shift with 2 or fewer prompts from the In-home staff 95% of all trials through April 2015. |
| Methods or actions that will be used to support the person and to accomplish the outcome:   1. In-home staff will remind Adebiyi that he has an outcome to work on social skills and appropriate boundaries. Adebiyi will be prepped for a situation which he may encounter while out in the community with in-home staff and be given alternatives on how to react. For example, In-home staff will discuss with Adebiyi what to do if wants to pet someone’s dog. In-home staff will model the proper behavior to Adebiyi. Adebiyi will also discuss with his In-home staff appropriate boundaries like respecting others’ personal space. 2. In-home staff, when with Adebiyi, will be aware of Adebiyi’s conversations and boundaries in all areas while in public. 3. In-home staff will verbally prompt Adebiyi on the proper socially appropriate way to handle a specific situation that occurs while in public. For example, if staff notice that Adebiyi is releasing too much personal information about himself to a stranger then staff will help Adebiyi redirect the conversation and at an appropriate time staff will discuss what conversation would be appropriate to discuss with the stranger. In-home staff will use verbal cues (code words or how about we do this instead of that?) to prompt Adebiyi during various social situations to prevent him from feeling he is being scolded. 4. In-home staff will be aware of Adebiyi’s physical space and if staff notice Adebiyi is standing too close to someone or budging then staff will verbally redirect and give Adebiyi cues on how to immediately correct the situation. In-home staff will talk to Adebiyi when appropriate about how to handle the situation in the future. In-home staff will offer positive reinforcement vs. negative reinforcement when talking to Adeibyi about certain social situations. 5. In-home staff will also discuss with Adebiyi the importance of not accepting the blame for others’ actions. Adebiyi will be encouraged to think before he says something or count to 5 before apologizing. In-home staff will work with Adebiyi to interrupt his automatic response to say “I’m sorry.” In-home staff will promote understanding by discussing various social situations Adebiyi encountered while with his In-home staff. 6. In-home staff will document in shift and outcome summaries as situations arise. |
| Changes or modifications necessary to the physical and social environments:  There are no changes at this time. |
| Equipment and/or materials required:  Verbal cues by staff, pencil and paper. |
| Techniques that are used that are consistent with the person’s communication mode:  Adebiyi will be verbally prompted by staff to maintain appropriate boundaries with others in the community. Verbal cues include code words, offering alternatives, and positive reinforcement. |
| Techniques that are used that are consistent with the person’s learning style:  Adebiyi will need reminders to maintain appropriate boundaries and work on his social skills while in the community. Repetition and consistency works best with Adebiyi. |
| Data collection method:  Data collected from the outcomes will be documented in the shift summaries. |
| Names of staff or positions responsible for implementing the supports and methods:  Program Counselors, Program Coordinator, and Program Director |
| **DATA COLLECTION KEY** |
| \*Summarize Performance toward Outcome using documentation from daily log and make recommendations using the following key. Be sure to include the measurement criteria in the summary to determine if progress has been made on the goal. |
| |  |  |  |  | | --- | --- | --- | --- | | Month & Year | Percentage | A= Accomplished  MP= Made Progress  LP= Little Progress  NP =No Progress | Comments | | March, 2015 | 100% | A | Adebiyi utilized appropriate social skills when interacting with strangers and peers in the community. | | April, 2015 | 85% | MP | Adebiyi was prompted by staff to maintain appropriate boundaries by not sharing his necklaces, unless peers asked. | | May, 2015 | 100% | A | Adebiyi utilized appropriate social skills when interacting with friends in their home and strangers in the community. | | June, 2015 | 100% | A | Adebiyi utilized appropriate social skills when interacting with friends in their home and strangers in the community. | | July, 2015 | 100% | A | Adebiyi utilized appropriate social skills when interacting with strangers and peers in the community. | | August, 2015 | 80% | MP | Staff prompted Adebiyi to use soft tones of speech when excited in the community. | | September, 2015 | 100% | A | Adebiyi utilized appropriate social skills when interacting with strangers in the community. | | October, 2015 | 100% | A | Adebiyi utilized appropriate social skills by maintaining personal space with strangers. | | November, 2015 | 80% | MP | Staff prompted Adebiyi to not invade others personal space. | |
| Summary of progress toward achieving this outcome: Adebiyi achieved this goal by maintaining appropriate boundaries with others, with limited staff prompts.  Recommendation for implementing this outcome:  Continue  Change  Discontinue  Rationale for the recommendation: It is recommended that this goal be changed to reflect Adebiyi’s ability to achieve this goal 100% of trials. |
| If changes were made to the outcome during the meeting, state here how the outcome will look for the next review period: |

**SIGNATURE PAGE**

**By signing below, I am indicating the completion and approval of *Progress Report and Recommendations*.**

|  |  |
| --- | --- |
| Person served: | Date: |
| Legal representative: | Date: |
| Case manager: | Date: |
| Licensed provider contact: | Date: |
| Other support team member (name and title): | Date: |
| Other support team member (name and title): | Date: |