

Institute for
**Person-Centered
PRACTICES**



Discover the Power of a One-Page Description!

Presented By:

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The Institute on Person Centered Practices

A Collaborative Partnership with
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The Center on Disability and Development at Texas A&M University



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The Learning Community
for person centered practices

The Learning Community for Person Centered Practices

envisions a world where all people have positive control over the lives they have chosen for themselves. Our efforts focus on people who have lost or may lose positive control because of society's response to the presence of a disability. We foster a global learning community that shares knowledge for that purpose.



Today's Purpose

- Basics of Person-Centered Thinking
- Create a one page description
- Learn how to use a one page description

Maxwell (3 months)

What is Important to me

- Be held upright like a big boy
 - Playing with people
- Cooing, smiling, and giggling with others
- Hitting the guys on my playmat and kicking my feet
- Looking out the window, or going outside
 - Tummy time
- Singing songs like head shoulders knees and toes
 - Listening to music
- Baby massage for relaxation
 - Playing with my feet
- Being with my Mommy and Daddy



What others like about me

- Great big smile
- Cute laugh
- I give the best hugs
 - Big talker
 - Always happy
 - Cutie Pie
- Mover and a Shaker

How to support/comfort me

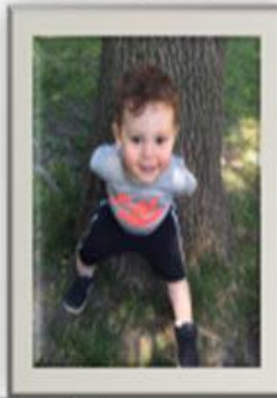
- When I am tired I like to chill with my nuk and be held
 - If I get fussy you can rub your hands across the front part of my hair
- Hold me upright and walk around a little, you may pat my back lightly or rub my back
 - Sing to me, or play music, its relaxing
 - Always talk to me- I enjoy having a conversation with you
 - Talk with me and play when you change my diaper
- I will rub my eyes and yawn when I am tired. Sometime my eyes will look red. You can help me nap by holding me and have me use my nuk
- If I am napping and I wake up to early and fuss, please help me by giving me my nuk and rubbing my tummy lightly or running your fingers around the front of my hair. If I still don't go back to sleep, you may need to hold me and rock me.
 - I need a little time to get up from my nap. I may use my nuk.
- I do pace feeding with a bottle. Burp me and hold me upright after you give me a bottle



What's important to me

- Going outside and playing at the park
- Being with people I know, trust, and love
- Exploring and seeing what is going on
 - Being a part of the action
- Playing with cars, trains, and buses
- Reading books, playing blocks and puzzles
- Going for a walk or stroller ride
- Playing with my family and friends

Max toddler



What others like about me

- Always Happy
- Great smile
- Contagious laugh
- Explorer- always on the move
- Loveable Cuddle bug
- Loves interacting with others
- Wild One

How to support me with sleep

- I nap with my nuk and my blanket as my cover. If I need help going to sleep, please rub my back. Say "shhhh." I may want to hold your hand and rub your fingers.
- If I wake up too early from a nap (after only one hour) give me my nuk and rub my back to help me go back to sleep. I will lay on my cot for a while before I get up.
 - I named my nuk - by making a clicking sound.

How to support me with Eating

- My Mommy and Daddy send me organic milk.
- I love to eat, but sometimes I am particular about what I want to eat and I will tell you.
- My favorite food is strawberries. If my friends have them and I don't, I may grunt.
 - I eat fast. My Mommy and Daddy tell me to eat "one at a time."
 - Remind me to use my words or signs (for more please)
- Give me my main dish first, then my veggies (which I sometimes don't eat) and my fruit last. I need encouragement to eat my veggies. Sometimes I will eat them with a fork.
 - I am learning to use a fork and spoon. I like using them to eat.

Other ways to support me

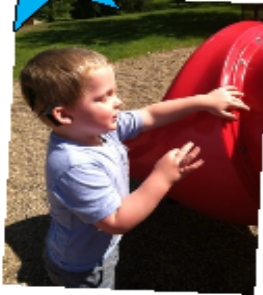
- Tell me to put my bottom down when standing in places that are not safe.
 - Remind me to take turns and share; and to slow down when running.
- If there is a sub teacher- I may be shy and cling to my teacher for a little bit.
- I don't always like my hands dirty, like from art projects. Help me clean them off.

What's important to my Mommy and Daddy

- To have great communication with the teachers who look after me
- To check in with his teachers at drop off (tell about morning) and pick up (hear about his day)
- To be kept involved of any changes in my routines
- To know Zachary is loved and cared for



Liam's One Page Introduction



What people **love** and **admire** about Liam:

- Silly -Goes with the flow
- Eager to learn –A good hugger
- Bright, good, sweet, and loving boy
- Likes an adventure –Great memory

SUPPORT Liam needs to help him stay happy, healthy, and safe:

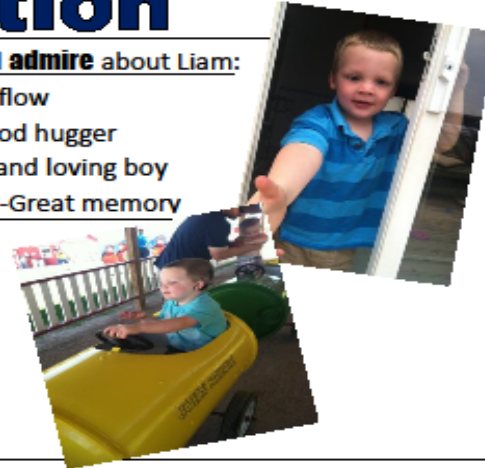
- Liam needs help knowing his surroundings to get around. Assist him in new environments so he does not get hurt. Ex: watch so he does not hit his head, get 'into stuff' he shouldn't, hold his hand.

-Liam uses his hands to communicate. It is important to be attentive to what he is saying or he will become frustrated. He uses tactile American Sign Language. (feels signs with his hands).

-Liam needs to know what is happening first before any procedure or task begins. For example: before you listen to his heart, let him feel the stethoscope and touch his chest where you are going to listen. Another example: if you want to weigh him, allow him to feel the scale.

-If he seems to be getting frustrated he may need a break. A break may include the following: walking in the hallway (assisted), checking out new toys/books, or introducing him to new friends.

-Liam is happiest and most cooperative, when he is not kept waiting long.



Things that are **IMPORTANT TO** Liam:

- Know where Mom and Dad are☺
- Meeting new friends
- It is important to Liam to know who you are by feeling your identifier (a watch, ring, necklace, bracelet, name tag, etc..) and also letting Mom or Dad introduce you.
- Liam likes going to medical appointments. He likes to say hi to the doctors/nurses and feel new things.
- Liam likes to be heard and responded to. For example: if he signs something, he will expect an answer back.
- He enjoys toys that are cause and effect (push a button and they do something), shape sorter toys, a random collection of toys that are placed in a bin, books that have Braille or parts you can touch...
- snacks/drinks: Liam likes drinks of water (Dixie cups work great) and all different kinds of snacks or treats (crackers, cookies, suckers, fruit snacks,





Hi my name is
TYLER

**TYLER SVOBODA IS A SWEET
KID WITH AN INFECTIOUS SMILE.
HE IS RESILIENT,
CARING, AND A PEOPLE LOVER.**

This Is Important TO Tyler:

- + Tyler likes physical activities such as wrestling with dad or running freely without restrictions
- + Enjoys listening to Music –Coming Home by Diddy , Transformer Song New Divide, Travis Barber Soldier Boy and Show me what I'm Looking For by Carolina Liar
- + Going outside to play is great especially on the trampoline
- + Loves to watch Music Videos and YouTube – “the others” is the Land Before Time series or dinosaur king.
- + Dinosaurs, trains and action figures are some of Tyler’s favorite toys
- + Tyler loves stuffed dogs
- + Tyler is a great eater!
- + He likes to be a big boy
- + To have friends, to play and entertain others

This is Important FOR Tyler:

- + When away from mom and dad, people who support Tyler best are energetic, happy, loving, caring, and can give him 100% of their time and attention
- + Being well supervised at all times
- + Tell Tyler what he needs to do with minimal words, show him and then let him do it
- + Give Tyler breaks when his legs get tired

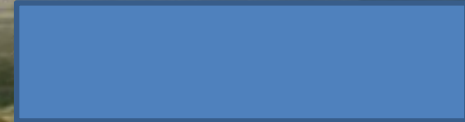
Things You Should Know to Best Support Tyler:

Tyler Cannot have MILK

If Tyler’s lips begin to swell- Call Mom ASAP on cell phone. Should he be struggling to breathe – immediately call 911

- + Sometimes when sitting, Tyler tends to sway side-to-side due to poor core strength and does not like sitting for more than 15 minutes at a time
- + Tyler has trouble doing two tasks at once
- + Tyler can remove his clothes independently, but requires assistance when putting them on
- + If Tyler uses inappropriate words IGNORE him
- + To make sure he is listening or to get his attention tell him “Quiet Hands” and wait until he clasps hands together

In the event of an emergency, until family is able to come, please call the following people who can best assist Tyler.





IT'S ALL ABOUT ME
ELIZABETH KORTE

What we love about Elizabeth!
(see pages 4-5 for more info)

- She's a determined self-advocate – ask her about her rally speeches
- A gutsy gal
- Talk about organized!
- A true blue friend
- She lights up a room!
- She's a Fashionista

A Few Things That Are Important TO Me...

(Please see pages 6-10 for more information)

- My independence
- A thriving social life
- Being organized and prepared
- School – Graduation in May 2011!
- Taking good care of myself
- Routines
- Planning for the future – including a job, an apartment, and a boyfriend
- Everything Michael Jackson
- Diet Coke
- Singing at church
- Fun with friends & family
- Writing in my journals
- Avoiding conflict
- Fashion
- Close relationships with Family & Friends

...And A Few Things That Are Important FOR Me:

(Please see pages 11-13 for more information)

- CPap machine, plenty of sleep (may include naps)
- Seizure medications
- Healthy diet and exercise
- Writing in my journals
- Conflict free environments & relationships
- Avoiding a "fireball"

Here's How You Can Support Me:

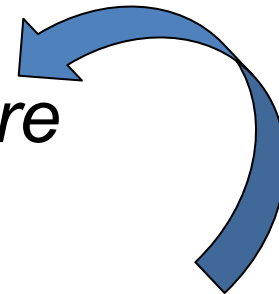
(Please see pages 12-14 for more information)

- Help me with time, money, cooking, shopping & some cleaning
- Help me find a job and job training
- Assist me to fix my hair & pick out cute outfits
- Help me make healthy food choices and to exercise
- Understand if I'm upset, I'm probably tired.
- Talk to me nicely & quietly. No bad words.
- When people around me are angry or there is conflict, help me get away
- Help me understand what's going on, what to expect



A One (1) Page Description can be used

- For a specific purpose: for example new situations- like a new job; meeting new people; at the front of the persons records.
- An at a glance positive way to share key information about:
 - *What people like and admire*
 - *What is most important to*
 - *How to best support*



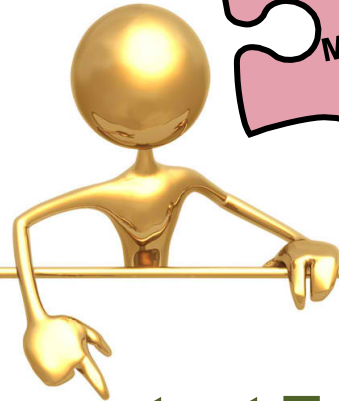
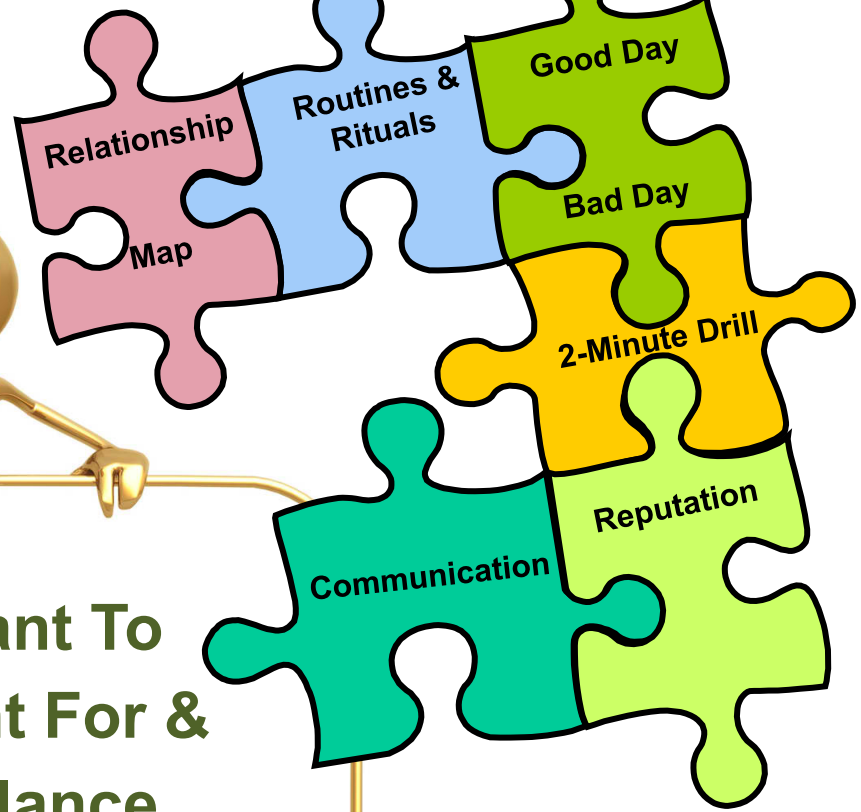
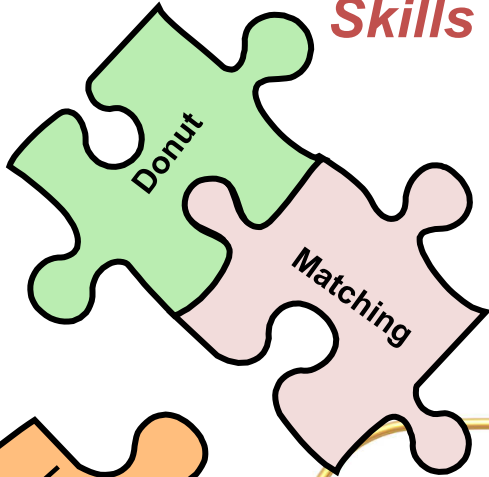
All one page descriptions have these three sections at minimum

Person Centered Thinking

- **underlies and guides respectful listening which leads to actions, resulting in people who:**
 - Have positive control over the life they desire and find satisfying;
 - Are recognized and valued for their contributions (current and potential) to their communities; and
 - Are supported in a web of relationships, both natural and paid, within their communities



Management Skills



**Important To
Important For &
The Balance
Between**

Everyday Learning Skills

**Discovery/
Listening Skills**



Introducing the Core Concept:

IMPORTANT TO
AND
IMPORTANT FOR
AND
THE BALANCE BETWEEN THEM

Important *TO*

What is important to a person includes those things in life which help us to be satisfied, content, comforted, fulfilled, and happy. It includes:

- People to be with /relationships
- Culture and Identity
- Purpose and Meaning
- Status and control
- Things to do and places to go
- Rituals or routines
- Rhythm or pace of life
- Things to have



Important *FOR* (Part One):

Issues of *health*:

- Prevention of illness
- Treatment of illness / medical conditions
- Promotion of wellness (e.g.: diet, exercise)

Issues of *safety*:

- Environment
- Well being ---- physical and emotional
- Free from fear



Important *FOR* (Part Two):

What others see as necessary to help the person:

- Be valued
- Be a contributing member of their community



Important To and For are Connected

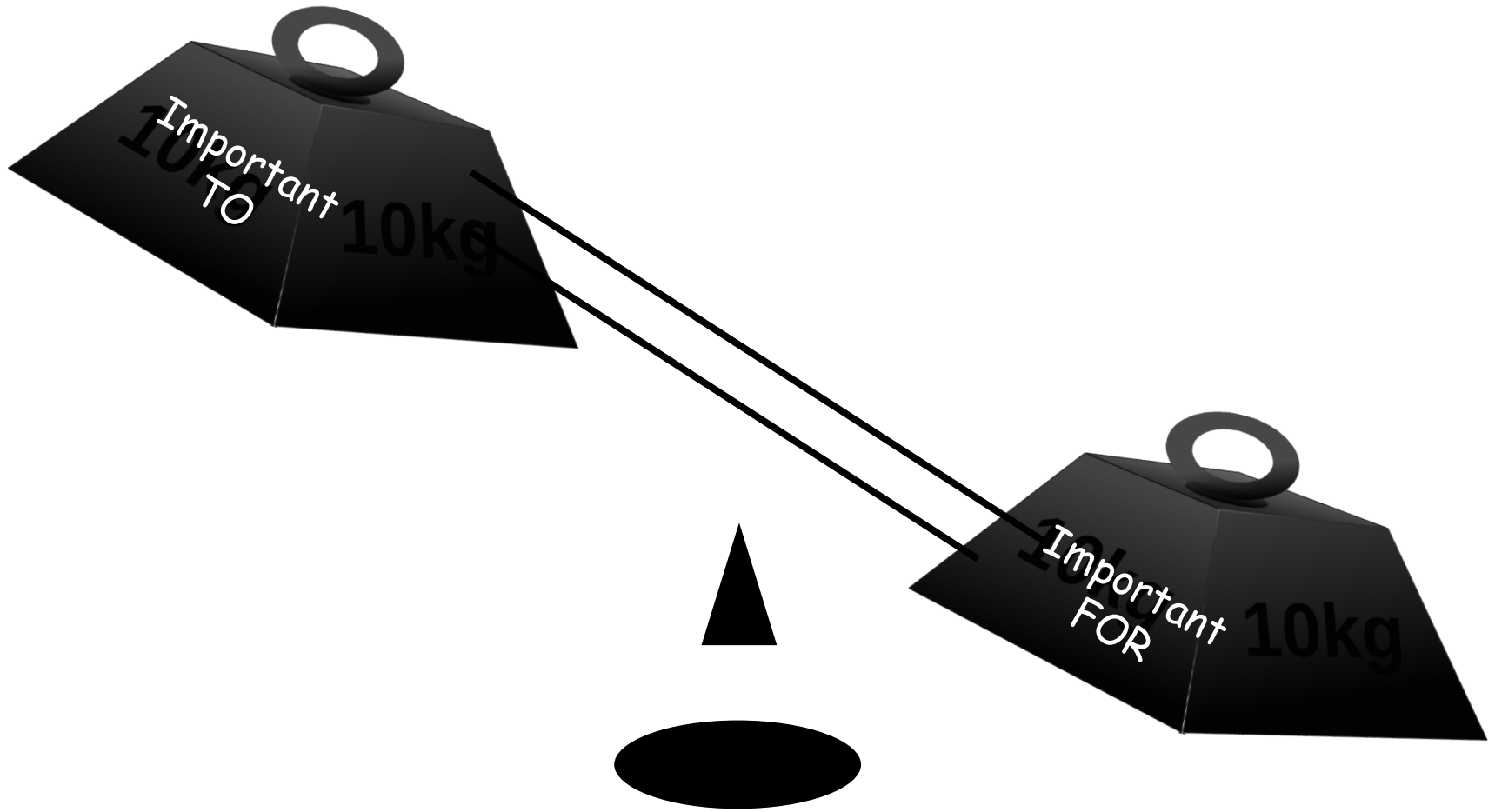
- **Important to and important for influence each other**
- **No one does anything that is “important for” them (willingly) unless a piece of it is “important” to them**

Balance is dynamic (changing) and always involves tradeoffs:

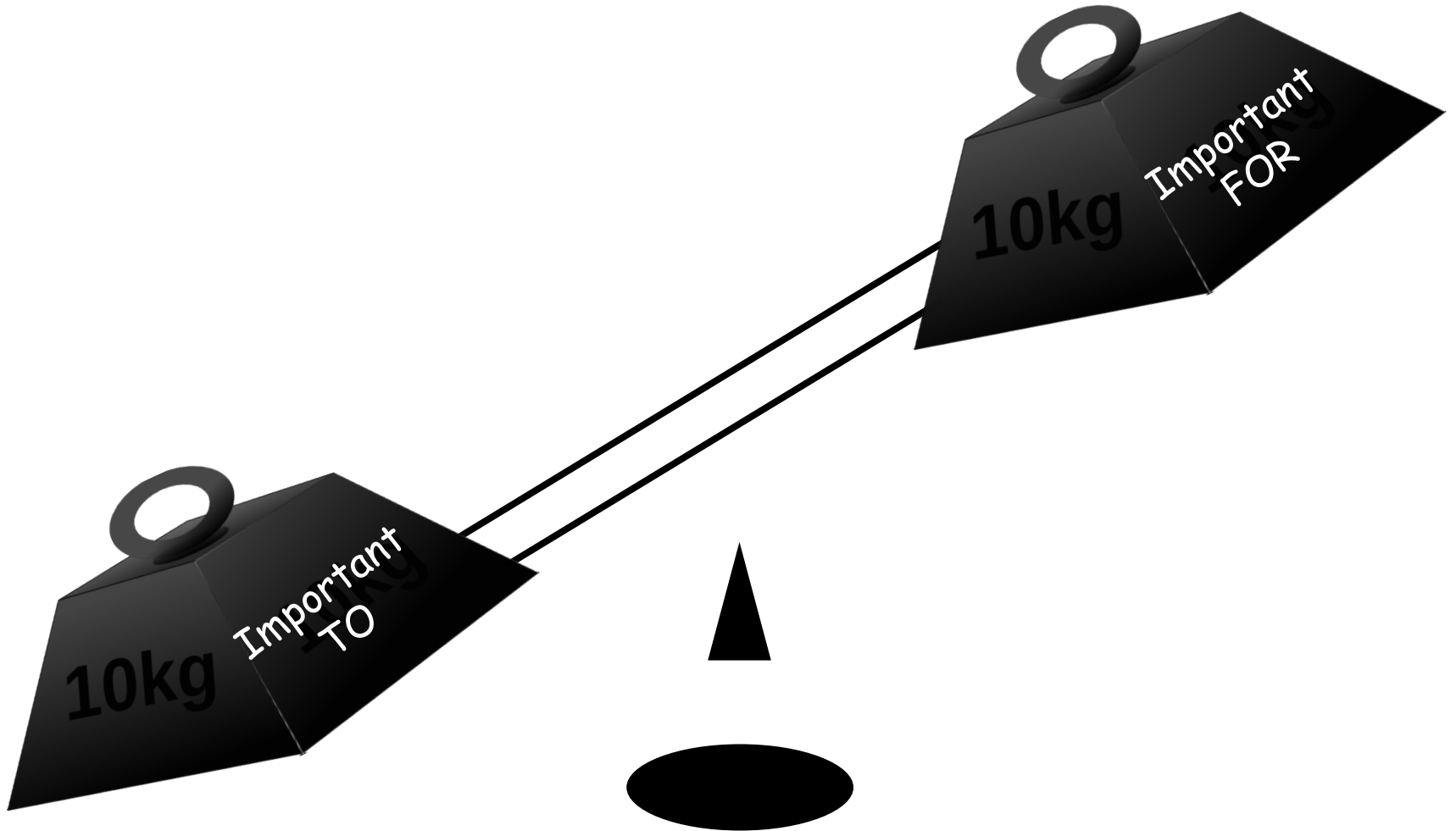
- *Among the things that are “important to”;*
- *Between important to and for*



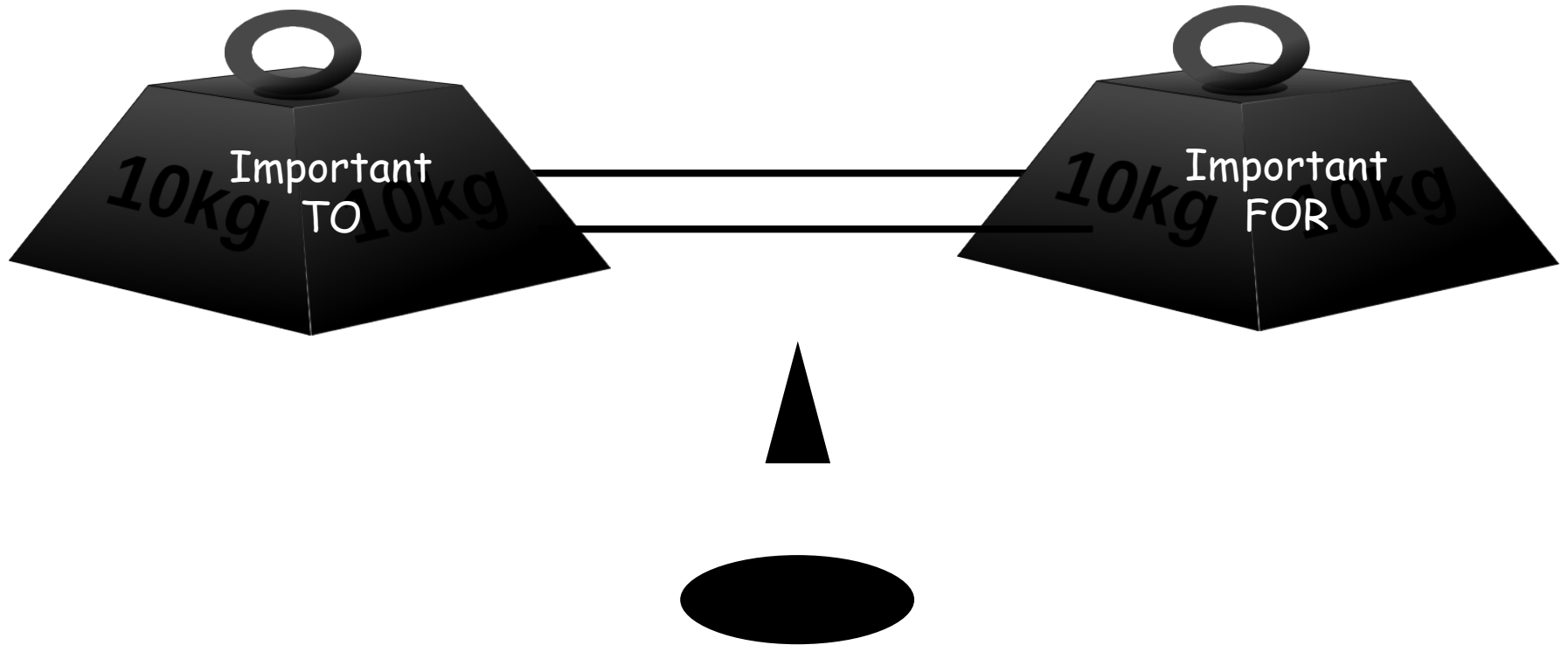
Health and Safety Dictate Lifestyle



All Choice No Responsibility



Balance



Finding the Balance

- **We all make tradeoffs between the many different things that are *important to us*.**
 - Some people may love living in a particular place.
 - And are willing to make the tradeoff when living there means a longer commute to the work they love.
- **We also make tradeoffs between what is *important to us* and what is *important for us*. These tradeoffs can be temporary OR long term solutions.**
 - Fun time with my friends is important to me. Having a clean house is part of being valued by my friends. House cleaning occasionally comes before having fun with friends.
 - Expressing personal opinions and speaking my mind is important to me, but not cussing in front of my neighbors is important for me



Julie

In this story you are the new house manager and one of the people that live in the house is Julie...

Julie is a young woman for whom life is going as well as it ever has. She has spent most of her life in an institution and moved to this group home about one year ago. She gets to shop and buy things that she wants. She has things that she likes. She gets her nails done. And most important, she has Teddy. At some time in her past something happened that caused her to not bond with people - she has been labeled as having an attachment disorder. For the first time in her life she has formed a real attachment. She is in love with Teddy. Teddy was the group home manager's dog, but the group home manager moved on and Teddy did not.

There are still challenges in Julie's life. She has severe diabetes and is referred to as a "brittle diabetic". This means that her blood glucose (sugar) can change rapidly. Feeling upset, angry or even very happy will affect her blood sugar. She needs to have her blood sugar checked regularly four times a day and gets injections of sliding scale long lasting insulin twice a day. She hates the finger pricks and needle sticks that go with this. Part of what staff does to help control her blood sugar is to portion control her food, especially counting her carbohydrate intake - this helps them know how much insulin she will need. One of the things that make sense to Julie is to feed Teddy from her plate. This keeps staff from knowing what the correct dose of long lasting insulin is needed or if she needs some other treatment (like quick acting insulin). The staff response to this is to lock Teddy in another room. This upsets Julie as well as the other people in the house by Teddy's exile and they let him out. Once he is back at Julie's side removing him upsets her which upsets her blood sugar.

You are the new house manager what would you do?

	What works/makes sense	What doesn't work/doesn't make sense
Julie's perspective	<ul style="list-style-type: none"> • Shopping daily for favorite things • Having lots of jewelry and no one getting into them without my OK • Having my sister Joanne in my life • Lots of blue, red and black clothes • Polished nails, many colors & layers • Living with Teddy, the Yorkshire Terrier <ul style="list-style-type: none"> • Sleeping on my bed • Snacks from my plate • In my lap when I watch TV 	<ul style="list-style-type: none"> • Staff don't let me drink what I want • Teddy leaving me during mealtimes • Having no work to do at WAC, Inc. • Staff not letting me buy things I want
Staff's perspective	<ul style="list-style-type: none"> • Favorite people doing activities with her, especially John Dandy • Keeping Julie from falling – reminders to use her walker • Level blood sugar – staff knowing signs of low and high blood sugar • Joanne is active in Julie's life • Planning before Julie goes shopping 	<ul style="list-style-type: none"> • Julie is less steady on her feet and falling more than she used to • If you don't make a plan with before shopping, Julie will want to buy more than she has money for – Julie may get very upset which can alter her blood sugar • Julie gives Teddy food off her plate



What is Important To Julie?	What is Important For Julie?
What else do you need to learn/know?	

Julie – Answer Slide

What is important to Julie?

- Relationship with Teddy
- Having some control –
- Over what happens with Teddy
- What she buys/wears
- Her things
- Shopping a lot
- Her sister & John Dandy in her life
- Staying busy at the day service
- Drinking as much as she wants

What is important for Julie?

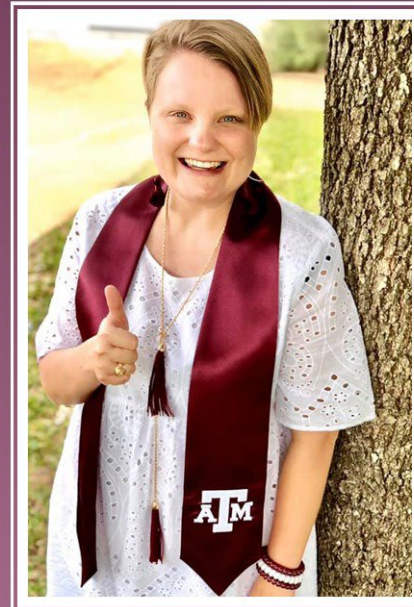
- Keeping diabetes under control
- Monitoring blood sugar, giving insulin
- Weighing her food
- Controlling amount she drinks
- Helping her stay calm
- Supporting her relationship with Teddy
- Keeping her from falling
- Planning in advance/
• budgeting in advance for shopping

What else do you need to learn/know?

- What about “no work to do at WAC, Inc” bothers her?
- Is John Dandy really important to her?

Great Things About Me

- My smile
- Loves God
- Overcomer
- Great public speaker
- Loyal
- Patient
- Honest
- Self-determined



Great Things

- Caring
- Resilient
- Artistic/creative
- Strong memory
- Social & friendly
- Speak up for myself
- Helpful & problem solver
- Respectful & responsible
- Enjoy learning & working with others



What's Important To Me

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Great Things About Me

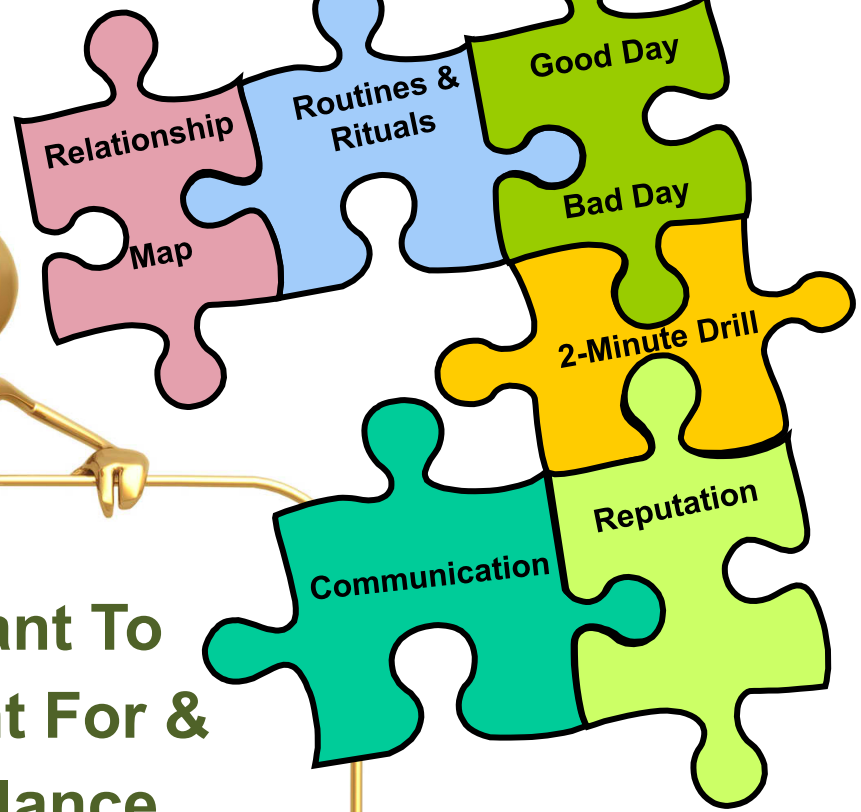
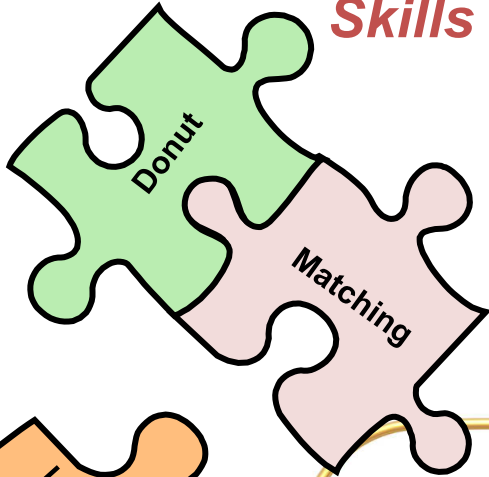
Write what you and others like and admire about your child here.

How to Support Me

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Management Skills



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Everyday Learning Skills

**Discovery/
Listening Skills**



2 Minute Drill

Grey's Anatomy

I Always Feel Like Somebody's Watchin' Me

Season 6 Episode 3



What's Important to me at school (makes me happy, comforted, fulfilled)

- Being called Ty, not Christopher.
- A good relationship with teachers and friends. People saying hello when they see me and talking to me (if they're not too busy.)
- Knowing that I'm an important part of a team.
- Not being or feeling rushed.
- Having choices & the power to make them.
- Going to places on my own and control over my privacy.
- Being seen as a leader in the classroom..
- I feel respected when people look at me when I'm talking to them.
- I like to draw with my colored pencils. Drawing helps me relax.
- Talking about things I like (geography, languages, Pokémon-Go, Thomas and Friends, weather and animals)
- If I see someone, who appears to be from another country, I like to ask where they are from. I love to talk about languages and their country.
- I like for the people around me to be happy. I will try to help if someone is sad or upset.



How to

- Speak in a calm voice and tone. Raised voices make me feel unsafe. Warn me ahead of time if you have to raise your voice.
- Give me one day's notice of changes in my schedule and explain why it's changing.
- Working in a quieter room helps me feel safe/calm. Loud rooms make me frustrated. I may need a quick break if a room becomes too loud.
- If I'm getting upset, calmly say "Ty, its ok. Let's calm down please." Talk to me about what happened when I'm completely calm and not "in the moment."
- A checklist of what I have to finish is helpful. I may need some advice on what else can be done if I finish them quickly.
- I like knowing how much time I have left to complete an assignment during class.



2 Minute Drill

Imagine that...

- **Your regular babysitter is not available and you ask someone new to care for your child.**
- **The person is someone you trust but they don't know your child well.**
- **You want to give them an overview, a summary in 2 minutes, of what they need to know to successfully support your child. What would you say?**



Two Minute Drill

As the Process Expert, you will have a conversation with your Content Expert partner and write down below the supports they describe are needed to be a valued employee.

Based on what supports you discover, GUESS what might be the underlying Important TO your partner is expressing

What's Important To Me

Information about what helps your child feel happy, comforted, fulfilled, contented or satisfied goes here.

Great Things About Me

How to Support Me

Information about supports from your two minute drill goes here.



Good Day/Bad Day

Good Day

Bad Day

A really good day

- What happened that contributed to your good day?
- What do you look forward to doing?
- Who do you look forward to seeing?
- What happens that gives you energy to deal with difficult situations?
- What motivates and interests you at work OR on a work day?

A day that is too challenging

- What threw your day off?
- Made the day bad for you?
- Made you frustrated? Bored?
- Took the fun out of it?
- Be sure to include those daily frustrations

Write down a composite of actual good moments and bad moments that have happened at anytime during the day.





Good Day/Bad Day

Good Day

Bad Day

A really good day

- When I have my PowerPoint for class completed the week before.
- When I walk in my classroom and my students says hi.
- When my supervisor is available to talk

A day that is too challenging

- When I make a mistake
- When my TA sends me his slides late
- When I have a lot of Zoom meetings including after 3pm

Write down a composite of actual good moments and bad moments that have happened at anytime during the day.



Rituals and Routines

Rituals guide us through our days and bring consistency, comfort and control

- Morning
- Going to bed
- Mealtimes
- Transition
- Birthday
- Cultural/Holiday
- Not Feeling Well
- Spiritual
- Vacation
- Comfort
- Celebration
- Grief/Loss



Ty's Morning Ritual

- **5:45 AM** his phone alarm goes off. Wakes up but stay in bed, grabs phone & begins to watch Thomas the Train videos on YouTube.
- **6:00 AM** gets up to take a shower. He grabs his favorite orange towel from the hook in his closet and grabs the next change of clothes hanging on the back of his door. He always hangs up three days worth of color-coordinated outfits every Sunday (after checking the weather) and wears them in the order they are hanging.
- **6:01 AM** he leaves his room, switches his “room status sign” to “you cannot come in” and walks to the bathroom.
- **6:02 AM** he turns on the shower to heat up the water and changes the setting on the shower to soft rain. While the water is warming up, he brushes his teeth with a Kids Colgate mild bubble fruit toothpaste and OralB Complete electric toothbrush.

Note- we leave for school at 7:30



Develop Your Child's Morning Ritual

- Write down your child's morning ritual
- Start with how they wake up and end with you leaving the house or when you feel their morning routine is completed.
- Include favorite products/activities they do. For example: toothpaste? Soap? Hair products? Milk? Cereal? TV? Quiet time?
- Include as much detail as you are comfortable with-do ensure you include enough details so that you can learn how to collect sufficient information .
- Tell us how long it takes – indicate what time it starts and what time it ends.



For Example - Organizing Discovery Information Into Important TO

Morning Ritual

He gives himself 1.5 hours to get ready for school
Watch his favorite Thomas the train videos



Important TO

Not being rushed
Share stories about Thomas the Train with others

Good Day

Teachers talk to him in a calm tone

Bad Day

When he gets frustrated over a misunderstanding



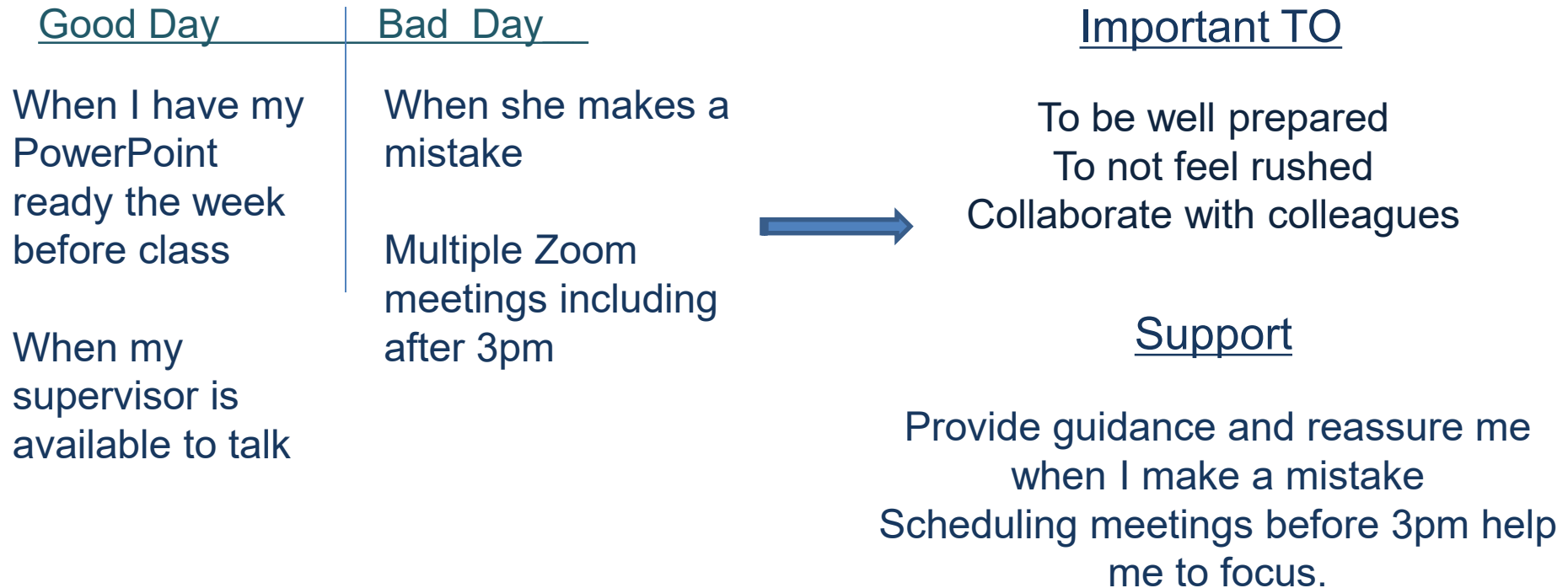
Support

Speak to him in a calm tone or warn him if stern/loud voice will be used

Remind him he's still a good person as he will be tough on himself for getting frustrated



For Example - Organizing Discovery Information Into Important TO



What's Important To Me

Information about what helps your child be happy, comforted, contented, fulfilled and have a good day goes here.

Great Things About Me

How to Support Me

Information about supports needed, what he helps them have good days or support them if it's a bad day goes here.



You Wrote Your First One-Page Description!!



How To Use The One Page Profile?

With anyone or any place that your child will receive supports!

- IEP Meetings
- Family
- Doctor's Office
- Child Care
- Camp
- Work

Meet Ty!

What's Important To Me At School

Being in comfortable clothes

Not being rushed

Rocking/movement helps me focus

Sharing my stories

Spending time with my friends

Great Things About Ty

He's kind, smart, funny, artistic, friendly, imaginative and adventurous

How to Support Me

Use a calm voice

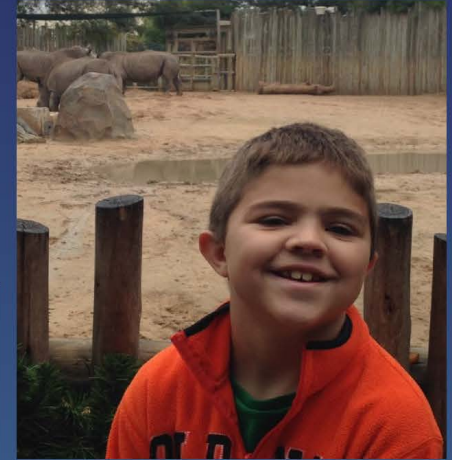
Listen to my stories

Use positive reinforcements

Frequent breaks help me focus

Inform me of changes in schedule

Use a timer or give me verbal reminder of time left to complete a task



Ty and Zely



Ty Day

What's Important to me at school (makes me happy, comforted, fulfilled)

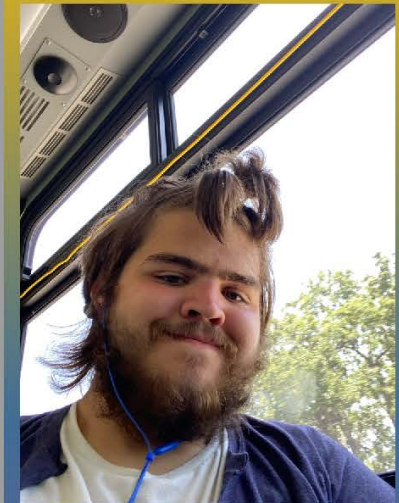
- Being called Ty, not Christopher.
- A good relationship with teachers and friends. People saying hello when they see me and talking to me (if they're not too busy.)
- Knowing that I'm an important part of a team.
- Not being or feeling rushed.
- Having choices & the power to make them.
- Going to places on my own and control over my privacy.
- Being seen as a leader in the classroom..
- I feel respected when people look at me when I'm talking to them.
- I like to draw with my colored pencils. Drawing helps me relax.
- Talking about things I like (geography, languages, Pokémon-Go, Thomas and Friends, weather and animals)
- If I see someone, who appears to be from another country, I like to ask where they are from. I love to talk about languages and their country.
- I like for the people around me to be happy. I will try to help if someone is sad or upset.

Great Things

- Caring
- Resilient
- Artistic/creative
- Strong memory
- Social & friendly
- Speak up for myself
- Helpful & problem solver
- Respectful & responsible
- Enjoy learning & working with others

How to Support Me

- Speak in a calm voice and tone. Raised voices make me feel unsafe. Warn me ahead of time if you have to raise your voice.
- Give me one day's notice of changes in my schedule and explain why it's changing.
- Working in a quieter room helps me feel safe/calm. Loud rooms make me frustrated. I may need a quick break if a room becomes too loud.
- If I'm getting upset, calmly say "Ty, its ok. Let's calm down please." Talk to me about what happened when I'm completely calm and not "in the moment."
- A checklist of what I have to finish is helpful. I may need some advice on what else can be done if I finish them quickly.
- I like knowing how much time I have left to complete an assignment during class.
- I will ask for help if I don't understand what to do. Please be patient and understanding.
- I am very precise with my time. If I'm told something will end by a specific amount of time, and it doesn't, I will check with you and ask why it hasn't finished.
- If I have a tough day, or make a mistake, please tell me that I'm still a good person/student. I may be upset with myself for making a mistake.
- Bad weather (dark clouds, thunderstorms) worry me. I may need more breaks on bad weather days.
- Follow through with promises. It's important that I'm able to trust your word.
- High fives, kind words & positive notes help me feel valued.
- If I ask something personal about family or heritage, and you're not comfortable discussing it, tell me in a calm voice "I'm not comfortable sharing that information."
- If I break a social rule, tell me away from other people.



This is a picture of me the first time I rode the Brazos Transit Bus by myself.

Shelbi Davenport

Great Things About Me

- My smile
- Loves God
- Overcomer
- Great public speaker
- Loyal
- Patient
- Honest
- Self-determined



What's Important to Me (makes me happy, comforted, fulfilled.)

- My relationship with God and my devotionals.
- Starting my day with Christian music helps lighten my mood and have a good day.
- I feel good about myself when I learn something new every day.
- Having a list of what needs to be completed helps me stay on track and feel accomplished.
- Working with positive people who encourage me.
- Going on fun vacations alone with my mom. Especially to go see live musicals.
- Arriving 30 minutes early to appointments so I can prepare and feel relaxed.
- Due to my disability, it can be difficult to focus after 3pm. Having a schedule where the majority of the work and meetings are completed before that time works best for me.
- Starting my days without tech issues. No problems with internet at the office.
- Having lunch with my mom in my office.

Important For Me & How to Support Me

- Unless it's an emergency, please ask before providing assistance.
- I have balance problems & need a clear path to walk. Please let me know if things are in my ways as I may not see them.
- My balance is affected if I carry items over 20 lbs. Using a cart to carry heavy things is helpful.
- If my eyes start to move side to side (nystagmus,) and I start to slurring my words, I may need a break or lay down.
- If I'm having technology problems, I need physical assistance instead or someone trying to talk me through it on the phone.
- Using a screen filter helps my eyes from getting too tired.
- Having water to drink near me helps me stick to my plan of being healthier.
- Allow me to record meetings so that I can refer to them when I create my to-do lists.
- At the end of meetings, provide a task list or name any action items that I need to do.
- If we are having a meeting, and you see me shaking my leg, this means I'm becoming anxious because I may be confused. Stop and tell me it's okay. Ask me what I didn't understand or phrase it in another way using plain language.
- I prefer in-person meetings over virtual. I feel more comfortable asking questions if we are together.

Mary Lou's One Page Response to COVID



If Mary Lou becomes positive with COVID-19 and needs treatment or needs to be hospitalized, she wants people to know....

LIKE AND ADMIRE

- Compassionate
- Prayer Warrior
- Caring attitude and smile

IMPORTANT TO/FOR MARY LOU

- Contact with family
- Feel Safe – To keep me calm – know that I am getting better – my family is aware of my health concerns
- Repeated assurance and answer to question
- To play games with family
- Cranberry Juice
- Crossword or Word Find Books

HOW TO SUPPORT

- **NO DAIRY PRODUCTS**
- Reassure me about treatment
- Keep white board updated with schedules and treatments
- Keep my cell phone near me and charged and help me call family
- Provide Kleenex and Gluten Free Snacks
- Have word find books/devotionals
- Have females help with baths and dressing
- Smile and talk directly to me please

WHO TO CALL IF I NEED SUPPORT

- Ruth Davenport (daughter) XXX-XXX-XXXX
- Ashley Frei (granddaughter) XXX-XXX-XXXX



Thank you!!!

Aimee Day

aday@tamu.edu

Shelbi Davenport

shelbiann.betterlives@gmail.com

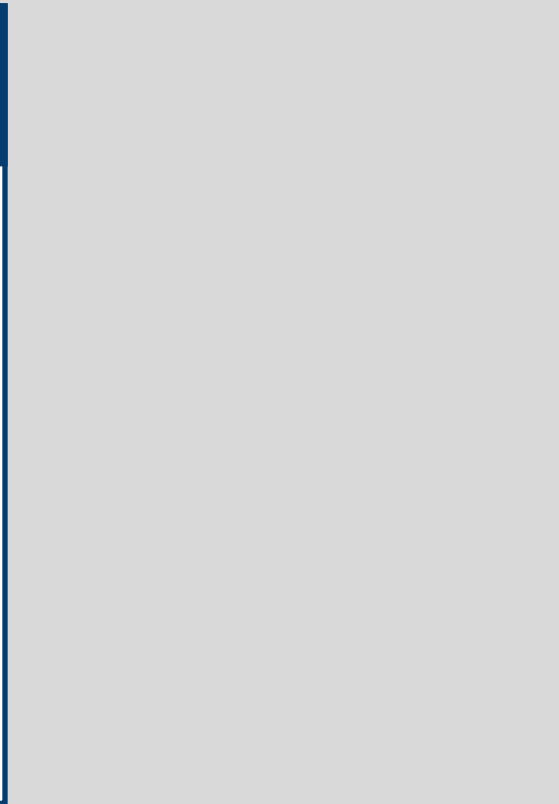
_____ 'S ONE PAGE PROFILE

**What others Like
and Admire About Me**

Blank space for writing responses to 'What others Like and Admire About Me'.

What's Important To Me

Blank space for writing responses to 'What's Important To Me'.



How to Support Me

Blank space for writing responses to 'How to Support Me'.

My One Page Profile

What Others Like and Admire about Me

Click or tap here to enter text.

Name: Click or tap here to enter text.

What's Important to Me

Helps me feel happy, satisfied, comforted, fulfilled

Click or tap here to enter text.

How to Support Me

Click or tap here to enter text.