

Example Scenario - Jordan

Name: Jordan

Dx's: Paraplegia, diabetes, post-traumatic stress disorder

Family/Supports: Grandparents

Age: 19

Gender: Transgender Woman

Language: English

Income/Benefits: Supplemental Security Income (SSI)

Home Setting: Lives in a home owned by Grandparents

Social History: Jordan was born in Umatilla, Oregon. She describes her childhood as difficult and lonely. When she was 9 years old her family was in a terrible automobile accident resulting in both of her parents' death and Jordan's acquired complete paraplegia. She has loss of function in her legs, bowel and bladder and some trunk instability. She has full use of her arms. Jordan was never diagnosed with a TBI at the time of the accident, but she does notice that it is more difficult for her than others to remember things and really struggled to complete high school; choosing the GED program instead of a standard diploma.

Jordan uses a motorized wheelchair every day. She struggles to make meals, do her laundry, get to the grocery store, etc. on her own. She relies on her grandparents for housing and physical supports. She thinks should could help more in the kitchen if she could reach things easier, including the knobs on the stove, or if there was a surface for food prep that was at a height that didn't strain her arms. She worries about her grandparents' health and feels guilty for them caring for her, "It should be the other way around."

She has recently told her family and friends that she identifies as queer and transgender. Jordan has begun her gender transition with the help of her local physician. Jordan and her grandparents are members of the Confederated Tribes of Grand Ronde and her indigenous identity is very

important to her. Jordan would like to continue living close to tribal lands as long as possible.

Presenting Issue: Jordan received her GED but has never had a job. She is skilled with computers and enjoys connecting with people via social media. Jordan would like to go to college and establish a career. Jordan would like to be more independent and give back to her community.

There have been no environmental modifications made to the home to accommodate any of Jordan's needs. It is difficult for her to leave the house and with more doctor's appointments. As Jordan has gotten older, she is becoming self-conscious having her grandmother help her with her personal care needs and wishes she could do more herself.

Jordan reached out to the local community college to find out more information about attending classes. During her phone call with the admissions coordinator they suggested she reach out to your agencies for assistance.

Give each person in your group a chance to describe the services their agency can provide to Jordan and how to refer Jordan to those resources. The group should feel free to share community resources they are aware of outside of their agency that could also help with her personal, educational and career goals as she strives for further independence.

Explore the assistive technology and devices displayed here at the workshop to see if you can find any items that may help Jordan become more independent. Staff the case with the Access Technology, Inc and Public Utility Commission, and DHS representatives to see if they have suggestions on how to assist Jordan. Is there any assistive technology that could be useful to Jordan as she strives for greater independence?