**Minnesota Team Implementation Checklist: *Positive Behavior Support Subscale***

**Organization:** **Date:**

**Region:** **County:**

**INSTRUCTIONS:** The organization-wide team should complete checklists quarterly to monitor activities for implementation of positive supports selected by the organization.

**Please complete as a team and submit quarterly to:**

**Team Members:**

**Person(s) Completing Report:**

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| **Organization-Wide Checklist: Start Up Activity** |
|  | *Put an “X” in the column that fits where the team is in the planning process for each numbered item on the checklist.*  |
|  | Not Started(0 points) | In Progress(1 point) | Achieved(2 points) |
|  **Assess Readiness** |  |  |  |
| 1. Share information about PBS with everyone in pilot area. |  |  |  |
| 2. Confirm staff readiness (share information and ask for a group vote before proceeding forward) with all participants. |  |  |  |
| 3. Small group agrees to work together to implement PBS in pilot area (people living and/or working in setting, staff, family members, guardians, etc.). |  |  |  |
| 4. Team identifies map of where key focus of efforts will start as a pilot area:* Organizational area or department (employment, residential support, family support, etc.),
* Number of staff involved in implementation, and
* Number of people impacted by PBS.
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|  **Self Assessment** |  |  |  |
| 5. Team completes a self-assessment including:* Policy and mission/vision alignment with prevention,
* Quality of the Social and Physical Environment,
* Incident reports, Behavior Incident Report Form data, etc., and
* Organizational assessment (retention, tenure, surveys etc.).
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| **Organization-Wide Checklist: Start Up Activity** |
|  | *Put an “X” in the column that fits where the team is in the planning process for each numbered item on the checklist.*  |
|  | Not Started(0 points) | In Progress(1 point) | Achieved(2 points) |
|  **Plan for Increasing Positive Social Interactions** |  |  |  |
| 6. Team works with all staff to identify person-centered values and related positive social behaviors. |  |  |  |
| 7. Plan for learning and practicing social behaviors across key routines and times (morning, work, evening, community, etc.) is in place. |  |  |  |
| 8. Basic strategies for social instruction are taught depending upon each person’s strengths and needs. |  |  |  |
| 9. Plan for recognizing everyone who is using and modeling positive social interactions is established (people of all abilities, staff, family and community members, etc.). |  |  |  |
| 10. Areas of home/work and routines that are targeted for improvement are identified (increasing opportunities for making choices, creating predictable home, work and community schedules, etc.). |  |  |  |
| 11. At least annually, the staff and people living and working in the pilot area review progress and celebrate successes.  |  |  |  |
|  **Staff Development and Performance** |  |  |  |
| 12. Team identifies people who will lead Universal PBS efforts within organization. |  |  |  |
| 13. Universal PBS training with supports for cultural diversity is in place for all staff development efforts. |  |  |  |
| 14. Team has identified staff member(s) who will become PBS Facilitator(s) (supporting individual PBS plans with people). |  |  |  |
| 15. A plan is in place for recruiting a sufficient number of PBS Facilitators to support anyone needing a plan. |  |  |  |
| **Organization-Wide Checklist: Start Up Activity** |
|  | *Put an “X” in the column that fits where the team is in the planning process for each numbered item on the checklist.* |
|  | Not Started(0 points) | In Progress(1 point) | Achieved(2 points) |
|  **Action Planning** |  |  |  |
| 16. Annual plan is completed with direct feedback from all staff members involved in PBS. |  |  |  |
| 17. Three-year plan is completed to expand from pilot systematically across organization including the following information (using map to show growth):* Organizational area or department (employment, residential support, family support, etc.),
* Region where pilot will begin,
* Number of staff involved, and
* Number of people served.
 |  |  |  |
| 18. Annual Plan is shared with all stakeholders (people of all abilities, family, staff, community). |  |  |  |
| 19. Annual Plan includes steps for increasing visibility of PBS practices (website, newsletter). |  |  |  |
|  **Data-Based Decision Making** |  |  |  |
| 20. Data are used by the team to identify patterns or problematic situations, evaluate social and communication strategies, and improve quality of life. |  |  |  |
| 21. Direct observations of positive social behavior are collected on a regular basis to assess impact of PBS. |  |  |  |
| 22. Behavior Intervention Report Form (BIRF) data are entered accurately and submitted promptly.  |  |  |  |
| 23. Plan for onsite evaluation of positive social behaviors occurs annually.  |  |  |  |
| 24. Evaluation data are shared with *all* staff (beyond the groups implementing PBS) and organization ***celebrates successes*** at least annually. |  |  |  |
| 25. Team records and shares data with others to demonstrate key features of PBS. |  |  |  |

**Minnesota Team Implementation Checklist- *Positive Behavior Support Subscale*:**

***Meeting Minutes***

**INSTRUCTIONS:** Organization-wide teams can use this tool to document meeting minutes during the training related to the checklist

**Team Members:**

**Recorder:**

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| **Actions Related to Checklist** | **People/Person Responsible** | **Due Date** |
| **Assess Readiness** |  |  |
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| **Self-Assessment** |  |  |
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| **Plan for Increasing Positive Social Interactions** |  |  |
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| **Staff Development and Performance** |  |  |
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| **Action Planning** |  |  |
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|  **Data-Based Decision Making** |  |  |
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