

Day 3 Team Activity Notebook

Preparation of this [presentation/report] was supported, in part, by cooperative agreement JPK%50470 from the Minnesota Department of Human Services. The University of Minnesota undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore necessarily represent official MN DHS policy.

ACTIVITY 1

Workforce Self-Assessment & Planning

INSTRUCTIONS: Use this form to document your discussions about the strengths and needs of your team. Ask one person to be the official recorder so that you can review the main findings from your conversation today.

Part I. Preparing for the Activity (Done Prior with Support of Key Contact-20 min)

- A. Who is on your team today? (People you are working with right now)
- B. Date of this plan: (today's date)
- C. Identify the scope of your discussion: (What aspect of workforce do you want to focus on as a group today?)
 - What issue? Vacancy, turnover, community engagement and coalition building.
 - Who is the focus? (A single job site, the whole company, a unit, a job class –DSP, FLS, nursing, case manager, the community etc.)
 - How does this problem impact our capacity to provide high quality person-centered/positive support?
- D. Describe why this is your priority issue right now.
- E. Data-informed decision-making:
 - 1. What data you have already to understand this issue?
 - 2. What other data would be helpful?

Part II. Reflecting on Your Past Efforts and Focusing on Next Steps (15 minutes)

A Reflecting. *What have we done to improve our ability to solve this problem (from Part IC above) in the last year?*

- i. What have we done?

ii. What's working?

iii. What's not working?

iv. What else do we need to know?

B. Next Steps: Given your learning what are you going to try next? (5 min)

Describe (DRAFT): What will you do?; Who will do it? (who has responsibility to ensure it gets done?); When will it be done?

III. Reviewing Your Work and Checking for Key Components (15 min)

A. Do you have the right people involved? Identify who else do you need to involve?

B. What policies, procedures, and practice may have to change as a result?

C. Does the "solution" match the "problem"? (I.e., is the strategy the right one?)

D. What resources might you need?

E. i. Does your plan build on organizational strengths and assets?

ii. Is it "doable"?

iii. Is it a work smarter not work harder approach?

iv. Are you implementing at the right level-enough to learn, not to overwhelm. (Pilot before going to scale).

F. Are you collecting the right data? What else might you need to know? How might you gather that?

G. Have you planned for celebrations and markers of success? How will you keep people involved and interested?

IV: Follow-up (5 min)

When will you get with the right people to make this happen or finalize this? (list who specifically and by when?). Add your workforce development priorities for the year to your overall Annual Action Plan.

ACTIVITY 2

Minnesota Quality of Life Assessment of the Social & Physical Environment Survey Draft June 27, 2016

Organization _____

Dates Survey Was Completed _____

Team Member(s) Conducting Interviews _____

The goal of this tool is to provide organizations with the following:

- Assessment of targeted area of organization to determine how the staff and the people receiving supports perceive the social and physical setting organized across quality of life domains;
- Summary of perceived progress implementing person-centered practices and positive behavior support (PBS); and
- Encourage increasing awareness of key features associated with high quality social and physical environments.

Teams identify the area within an organization where all stakeholders are working together to pilot consensus-based, person-centered practices and PBS. The types of individuals completing this assessment will vary based on the setting and location selected by an organization to pilot implementation of person-centered practices and PBS.

The assessment items in Part 1 are completed by individual staff members working in the pilot area implementing person-centered practices and PBS. Please answer the questions in the survey below based on how true the statements are for most people in the setting.

Once the staff members have completed the survey, the next step (Part 2) is to interview people receiving services within each setting targeted for implementation (instructions for interview questions are included at the end of the survey). Please see Part 2 for instructions related to the survey for people living and/or working in a setting.

Quality of Life Assessment of the Social & Physical Environment Survey
Part 1: Survey Instructions for Staff

Instructions

Circle the number that best reflects how much you agree with the statements below as it applies to the area or setting in which you are working. A score of one on the tool indicates you strongly disagree with a statement, a score of two indicates you disagree, a score of three indicates agreement, and a score of 4 indicates strong agreement. Circling “DK” means that you do not know the answer to the item.

Statements for each item address people living and/or working in a particular setting *except* when the term “everyone” is used in a sentence (“everyone” includes people living and/or working in a setting, staff, managers, family member/guardians, community members, etc).

Personal Development

	Strongly Disagree		Strongly Agree		Don't Know	
1. People living and/or working in this setting regularly participate in activities/tasks that are useful and meaningful to their daily lives	1		2	3	4	DK
2. People living and/or working in this setting participate in a variety of different activities that promote learning and independence	1	2	3	4	DK	
3. Everyone receives instruction and support that is individualized to meet his/her needs	1	2	3	4	DK	
4. People living and/or working in this setting receive learn skills that are useful and meaningful to their daily lives	1	2	3	4	DK	

Self-Determination & Choice

5. Most people living and/or working in the setting control their own finances	1	2	3	4	DK	
6. People living and/or working within the setting are able to access people, activities, and items that reflect their cultural preferences	1	2	3	4	DK	
7. People supported in the setting make major decisions related about where they live, what employment they want, and how they spend their time	1	2	3	4	DK	
8. People living and/or working in this setting have <i>many</i> opportunities to make important choices (about what they will do, when, and with whom)	1	2	3	4	DK	

Positive Interpersonal Relations

9. Everyone within the setting works together to identify the person-centered values that are considered important	1	2	3	4	DK	
10. Everyone in the setting is involved in implementing a plan for increasing positive social interactions that are associated with person-centered values	1	2	3	4	DK	

11. People living and working in the setting promote and reward positive social interactions	1	2	3	4	DK
12. Everyone is familiar with the receptive and expressive language levels and skills of the people in this setting	1	2	3	4	DK
Social Inclusion					
13. People living and/or working in the setting are involved in a variety of different community settings that occur outside of the home, school, workplace	1	2	3	4	DK
14. People living and/or working in the setting participate in a variety of different social community activities	1	2	3	4	DK
15. People living and/or working in a setting have an opportunity to engage in socially integrated activities with people who are not paid to attend the event	1	2	3	4	DK
Rights					
16. People living and/or working in the setting are actively participating in citizenship-related activities (voting)	1	2	3	4	DK
17. People living and/or working in the setting are not treated differently because of their cultural identity or background	1	2	3	4	DK
18. People living and/or working in this setting receive the same access to legal rights and processes as everyone else	1	2	3	4	DK
Emotional Well-being					
19. People living and/or working in this setting regularly participate in activities and tasks that are useful and meaningful in their daily lives	1	2	3	4	DK
20. People living and/or working in a setting have opportunities to celebrate and connect with others with similar cultural backgrounds	1	2	3	4	DK
21. People have the opportunity to seek out spiritual activities and to explore religion	1	2	3	4	DK
22. People providing support know how to recognize increases in stress, signs of discomfort or other negative emotions.	1	2	3	4	DK
Physical Well-being					
23. People living and/or working in a setting have access to effective healthcare	1	2	3	4	DK
24. Efforts to improve health and well-being are in place for the people living and working in the setting	1	2	3	4	DK
25. People living and/or working in a setting have a way to predict what they will be doing and what activities are planned	1	2	3	4	DK

26. The number of people living and/or working in the setting is appropriate for its size and purpose	1	2	3	4	DN
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Material Well-being

27. Most of the people living and/or working in the setting have the type of job they want	1	2	3	4	DK
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28. The money earned from employment allows most people living and/or working in a setting to gain access to the people, activities and things they believe are important	1	2	3	4	DK
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29. Most of the people living and/or working in the setting own the personal items that they value the most (cell phones, bus passes, other belongings)	1	2	3	4	DK
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30. Most people's items and belongings are respected by others in the setting	1	2	3	4	DK
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31. Most people living and/or working in a setting have access to transportation in a manner contributes to a sense of material well-being (access to bicycle, electric wheelchair, bus/train pass, car, etc.)	1	2	3	4	DK
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Interview Questions for People Living and/or Working in a Setting

Part 2: Survey for People Living and Working in a Setting

Instructions

Invite three people who are living and/or working within the setting of interest who can respond to the questions below. Please consider whether the person will be able to understand the meaning of the words in this survey. Paraphrase or adapt the questions if the person has trouble understanding what you are asking. If the questions are difficult for the person to answer, invite two individuals who know the person well to answer the questions below. Circle the number that best reflects how often each of the items below occur. A score of one on the tool indicates the item never occurs, a score of two indicates the item sometimes occurs, a score of three indicates the item occurs often, and a score of four indicates the item indicated occurs every day. Circling "DK" means that you do not know the answer to the item.

Never	Sometimes	Often	Every Day	Don't Know
1	2	3	4	DK

Quality of the Social and Physical Environment Staff Interview Form

Setting Number: _____

Date of Interview: _____

Person(s) Completing the Interview:

1. I get a chance to learn new things at home/work (Personal Development)	Never 1	Sometimes 2	Often 3	Every Day 4	Don't Know DK
2. How often do you feel that you really like your job? (Emotional Well-Being)	Never 1	Sometimes 2	Often 3	Every Day 4	Don't Know DK
3. Other people say nice things to me at home/work (Positive Interpersonal Relations)	Never 1	Sometimes 2	Often 3	Every Day 4	Don't DK
4. People listen to me when I tell them I need something (Emotional Well-being)	Never 1	Sometimes 2	Often 3	Every Day 4	Don't Know DK

5. I have a chance to meet other people in the community (Social Inclusion)	Never 1	Sometimes 2	Often 3	Every Day 4	Don't Know DK
6. I often feel happy living in my current home (Emotional Well-being)	Never 1	Sometimes 2	Often 3	Every Day 4	Don't Know DK
7. I often feel that I am treated fairly at home/work (Rights)	Never 1	Sometimes 2	Often 3	Every Day 4	Don't Know DK
8. I know what I am going to do be doing each day (Physical Well-Being)	Never 1	Sometimes 2	Often 3	Every Day 4	Don't Know DK
9. I get along with everyone at home/work (Emotional Well-Being)	Never 1	Sometimes 2	Often 3	Every Day 4	Don't Know DK
10. I have people in my life that love me (Emotional Well-Being)	Never 1	Sometimes 2	Often 3	Every Day 4	Don't Know DK
11. I can afford to go visit people or go out to eat when I want to (Material Well-Being)	Never 1	Sometimes 2	Often 3	Every Day 4	Don't Know DK
12. I choose what I want to do each day (Self-Determination)	Never 1	Sometimes 2	Often 3	Every Day 4	Don't Know DK

ACTIVITY 3

Organization-Wide Positive Behavior Support

Person-Centered Values –Social Interaction Skills Matrix¹

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Positive Social Interactions Implementation Checklist

Date Completed	Activity
	Develop and list on the Matrix 3-5 person-centered values that support the organization's mission/purpose. These expectations should use common and few words (e.g., <i>Encourage Choice, Tell People What You Think, Support Each Other</i>), and should apply to all people in a setting including people living and working a setting, staff and family members, and others.
	Identify and list on the Positive Social Interactions Matrix all settings where values are important Examples: Work: production floor, break room, cafeteria, arriving and leaving work; Residential: morning routine, leaving for work, afternoon routines, dinner.
	For each value, provide at least two positively stated, observable behavioral or example (e.g., <i>offering choice to sleep for another 15 minutes or go for coffee, encouraging a person to ask for a break at work</i>) for each setting
	Develop a plan for encouraging and/or teaching each behavior.
	Develop a schedule for practicing each social behavior.
	Develop a plan for prompting, precorrecting, and encouraging appropriate displays of expectations.

	Develop a strategy to use to help someone when positive social interactions are not used.
	Use a strategy for monitoring whether social interactions are improving over time.
	Confirm that observation tool can be used before using it as a way to assess practice (Key Contact Activity)

TEACHING MATRIX: EXAMPLE

		RESIDENTIAL SETTING						
		All Settings	Morning Routine	Leaving for Work	Returning Home	Afternoon Routine	Dinner	Getting Ready for Bed
EXPECTATION	Encourage Choice	Offer Choices Instead of Making a Demand or Directive Statement	Each Person Creates Their Own Routine	Work With Supervisor to Choose Activity and Write Into Schedule	Ask What Person Would Like to Do to Relax After Work	Check What Chores a Person Will Complete First	Check to See Whether Person Wants to Eat at Home or Eat Out	Offer Opportunities That Help People Relax
	Tell People What You Want	Encourage People to Ask for a Break, Ask for Attention, etc.	Let People Know If You Need More Time	Tell Others When You Want to Ride The Bus	Let People Know You Need Time to Relax After a Tough Day at Work	Invite a Person At Church to Come Have Dinner Next Week	Tell Others You Will Empty the Dishwasher in the Morning	Let Person Know You Need to Finish a TV Show Before Bedtime
	Support Each Other	Show You Care About People and Their Emotions	Make a Cup of Coffee for Someone Who Looks Tired	Help Someone Else Get Ready to Go to Work	Listen to a Person's Story About the Day	Offer to Help Someone Complete Their Chores	Assist Person Cleaning Up After Dinner	Help Person Finish Tasks so That They Can Go to Bed

POSITIVE SOCIAL INTERACTIONS MATRIX: EXAMPLE

		SUPPORTED EMPLOYMENT						
		All Settings	Arriving at Work	Work Load	Break Time	Lunch	Finishing Work	Traveling Home
RUPersonLPersonE/EXPECTATIN	Encourage Choices	Offer Choices Instead of Making a Demand or Directive Statement	Offer Choices Related to Daily Schedule	Encourage Person to Decide How Much to Do Before a Break	Suggest Ways to Spend Break Time	Ask Person Where They Want Have Lunch	Suggest Different Types of Activities for Finishing Daily Work	Suggest Options For Going Home (Walk, Ride the Bus)
	Enjoy Work With Others	All Work Can Be Enjoyable When We Work Together	Reach Out to Greet Friends Who Work With You	Celebrate Success When Someone Completes a Task	Sit With Someone Else Who is on Break	Sit With Another Person At Lunch	Spend Time Admiring Others Work	Thank the Public Bus Driver for His Work
	Help Each Other	Show You Care About People and Them	Greet Co-Workers as You Arrive	Assist Others Who Are Working on Tasks	Offer to Assist Finishing a Task So Someone Can Take a Break	Sit With Another Person At Lunch	Help Others Get Ready to Go Home	Help Other People Get to Their Car/Bus

POSITIVE SOCIAL INTERACTIONS MATRIX--BLANK

		ROUTINE/SETTING						
RULE/Event/Person/EXPECTATION								

Positive Social Interactions Planning Tool
“Cool Tool”

Positive Social Behavior
<i>Encouraging Choice</i>
List the Key Steps Needed to Prompt Choices
<ol style="list-style-type: none"> 1. Identify the type of communication that is needed for each person in the setting (include people living and working in setting, staff members, others). Some people may benefit from visual cues when offering choices, others just need a verbal prompt 2. Make a list of common situations where choices can be offered and where choices may not be helpful <i>Example: Andy asks Don if he would like to go out to dinner or eat in tonight</i> <i>Nonexample: Andy asks Don if he would like to take his medication or skip medication tonight</i>
<ol style="list-style-type: none"> 3. Practice with each other: offering choices to other people using the examples that were generated
After Listing Key Steps
<ol style="list-style-type: none"> 1. Remind staff and people living/working in a setting when upcoming opportunities for choices are coming up 2. Whenever you see someone offering choices thank them for their efforts 3. Create a way to record how many choices people see each day by putting a marble in a jar, making a mark on the fridge, etc. 4. Celebrate whenever the record number of choices for the day occur!
Review and Practice Sessions
<ol style="list-style-type: none"> 1. Build into roommate meetings, staff meetings, or schedule opportunities to practice offering choices 2. Identify additional opportunities where choices could be made and add to the list of examples and nonexamples

ACTIVITY 4: Minnesota Team Implementation Checklist: *Positive Behavior Support Subscale*

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

Organization: _____ **Date:** _____

Region: _____ **County:** _____

Please complete as a team and submit quarterly to: _____

Team Members: _____

Person(s) Completing Report: _____

Organization-Wide Checklist: Start Up Activity			
	<i>Put an "X" in the column that fits where the team is in the planning process for each numbered item on the checklist.</i>		
	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.).			

<p>4. Team identifies map of where key focus of efforts will start as a pilot area:</p> <ul style="list-style-type: none"> • Organizational area or department (employment, residential support, family support, etc.), • Number of staff involved in implementation, and • Number of people impacted by PBS. 			
Self Assessment			
<p>5. Team completes a self-assessment including:</p> <ul style="list-style-type: none"> • 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.). 			
Plan for Increasing Positive Social Interactions			
<p>6. Team works with all staff to identify person-centered values and related positive social behaviors.</p>			
<p>7. Plan for learning and practicing social behaviors across key routines and times (morning, work, evening, community, etc.) is in place.</p>			
<p>8. Basic strategies for social instruction are taught depending upon each person's strengths and needs.</p>			
<p>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.).</p>			
<p>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.).</p>			

Organization-Wide Checklist: Start Up Activity			
	Not Started (0 points)	In Progress (1 point)	Achieved (2 points)
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.			
Action Planning			
16. Annual plan is completed with direct feedback from all staff members involved in PBS.			

Organization-Wide Checklist: Start Up Activity			
	Not Started (0 points)	In Progress (1 point)	Achieved (2 points)
<p>17. Three-year plan is completed to expand from pilot systematically across organization including the following information (using map to show growth):</p> <ul style="list-style-type: none"> • 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 <i>all</i> staff (beyond the groups implementing PBS) and organization <i>celebrates successes</i> at least annually.			

25. Team records and shares recommendations for state level, national organizational, and/or federal level systems changes needed to align with the values of PBS.			
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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: _____

Action	People/Person Responsible	Due Date
Assess Readiness		
Self-Assessment		
Plan for Increasing Positive Social Interactions		

Staff Development and Performance		
Action Planning		
Data-Based Decision Making		

ACTIVITY 5

Organization-wide Annual Action Plan

Date:

Team Members:

Overall Management Activities	Who	By When	Status Update
Person-Centered Practices - Actions	Who	By When	Status Update

Positive Behavior Support - Actions	Who	By When	Status Update
Organizational Workforce- Actions	Who	By When	Status Update