This tool can be used to assess how well an organization is implementing person-centered practices and positive behavior support in two different ways: 1) observe staff and/or people being supported in a setting, and 2) as a self-assessment process. Observations may be conducted within a county, public health, or mental health organization to observe changes in staff or within provider organizations to observe changes in behaviors of both staff and people receiving support.

**Instructions for Observations:** Record your observations of staff and/or people living/working in a setting during a 20-minute period of time. Complete the attached worksheet before starting an observation and review the definitions for each item below before you begin the observation.

**Date and Time of Observation**: ***October 4, 2016***

**Setting Observed: *Internal County Meeting***

**Number of People Present During Observation Session:**

* **Number of Staff Members: \_\_*10 Members of Team; One person Observed*\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Number of People Observed During Session: \_\_*One Staff Person Observed*\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please gain consent from anyone observed. Please use the following script for people receiving services:** *We want to do a better job supporting you. We made a list of the things we are learning to do so that we don’t forget to use them. Can we spend time with you today to see if the list we made is helpful for you?*

|  |  |
| --- | --- |
| **Part 1**  *Observe staff using the list below.*  **Person-Centered Behaviors**   * Person-First Language * Nonjudgmental Descriptive Language * Working in Alliance with the Person * Reflective Listening Skills * Person-Centered Thinking * Demonstrates Empathic Behavior   **Subtotal: \_\_\_\_\_/6 \_\_\_\_\_\_%**  **Promoting Social Engagement & Interactions**   * Encouraging Others to Engage in Social Interaction * Supporting Choices * Reinforcing Others   **Subtotal: \_\_\_\_\_\_\_/3 \_\_\_\_\_\_\_%**  **Total for Part 1: \_\_\_\_\_\_\_/9 \_\_\_\_\_\_\_\_%** | **Part 2**  *Observe up to two staff members while they are working, or observe people who are receiving services using the list below.*  **Opportunities to Participate in Positive Social Interactions**   * Active Involvement in Conversations/Meetings/Activities * Engaging in Identified Social Behaviors   **Total for Part 2: \_\_\_\_\_\_\_/2 \_\_\_\_\_\_\_\_%** |

**WORKSHEET INSTRUCTIONS FOR OBSERVATIONS**

**PURPOSE**

The purpose of Part 1 of this tool is to confirm that person-centered strategies are actively used by staff in a particular setting. Part 2 of this observation form is used to confirm that staff members or people living and/or working in a particular setting have opportunities to be actively involved in positive interactions. This tool is intended to be used four times annually.

**INSTRUCTIONS**

1. Identify up to three common activities or settings that occur within an organization where person-centered practices and positive behavior support are implemented and identify them as the setting activity at the top of each section within the preparation form.
2. List out the people who are present at each observation and identify those who are being observed by circling them. Include the date of the observation.
3. Identify the positive social behaviors for each person being observed using the positive interaction matrix (see Definitions of Each Item on the Minnesota Direct Observation Form for an example of a positive social interaction matrix). The positive social behaviors will be different for each person depending on how they communicate. Providing examples and nonexamples of these behaviors for each person can be helpful for observers to prepare for an observation. Please indicate examples and nonexamples in the Worksheet Preparation Form under “Define Positive Social Behaviors for Person”.
4. Before and after an observation, please review the definitions for each of the items on the Observation Form.
5. Allocate 20 minutes for each of the three observational settings using a timer or stopwatch to record the time.
6. Conduct the observation of the setting and indicate on the MN Direct Observation Form which person-centered and positive behavior support items are present during the observation session.
7. Keep a copy of the Worksheet Preparation Form and the MN Direct Observation Form and submit *only* the MN Direct Observation Form to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Worksheet Preparation Form for Three (3) Settings**

**Include the following details for each setting:**

**SETTING 1 ACTIVITY:** \_\_***Internal County Meetings***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Observation 1:**

**Date and Time of Observation: *October 4, 2016***

**Names of Staff Present:** *Tamika, Erin, Anab, Andrew, Stuart, Akemi,* ***Jose****, Bill, Faith, Sandy*

**Observation 2:**

**Date and Time of Observation: *December 12, 2016***

**Names of Staff Present: *Tamika, Erin, Anab, Andrew, Stuart, Akemi, Jose, Bill, Faith, Thomas***

**Observation 3:**

**Date and Time of Observation: *February 20, 2017***

**Names of Staff Present: *Tamika, Erin, Anab, Sandy, Stuart, Akemi, Jose, Bill, Faith, Thomas***

**Observation 4:**

**Date and Time of Observation: *April 15, 2017***

**Names of Staff Present: *Tamika, Erin, Anab, Sandy, Stuart, Akemi, Jose, Bill, Faith***

**DEFINE POSITIVE SOCIAL INTERACTIONS FOR THE PERSON:**

|  |  |
| --- | --- |
|  |  |
|  |  | **Routine/Setting** | | | |
|  |  | Cross county meetings | Internal meetings | Annual team meetings |
| **RULE/EVaPersonXPECTATION** | Person first language | Encourage others to use PF language; hold each other accountable; practicing PF language ourselves | Utilize the person first language here and act as a model for others | Use person first language in our meetings and teach through example |
| Openness to innovative and new ideas | Respectful of & encouraging all new ideas  More open & positive. | Practice active listening; repeat and explore differences; respectfully add to the ideas of others. | Use non-judgmental language; be respectful of others ideas; empower the person we serve to lead their own meetings. |

Please define positive social behaviors that each person engages in and write your notes so that observer knows what behaviors to record. Include examples and nonexamples for each of the three people who are observed during the 20-minute period. Examples are included in the section called *Definitions of Each Item On the Observation Form*. Complete this form for each setting observed.

|  |  |  |
| --- | --- | --- |
| Name of Person Being Observed Across All Sessions: ***Jose*** | | |
| **Person-Centered Value:**  *Use Person-First Language and Model* | **Person-Centered Value:**  *Practice Active Listening* | **Active Involvement:**  Social Engagement |
| **Definition:**  *When discussing people during a internal meeting, Jose refers to the person’s abilities and strengths. Jose does not use words that equate a person with his or her disability (he is crippled, he is mentally ill), instead Jose describes people by who they are using ordinary terms (friend, employee, family member, etc.)* | **Definition:**  *Jose is engaging in active listening when he addresses another staff member in a way that indicates he is has heard what his coworker has said. Jose supports his colleague’s ability to communicate by asking for further clarification. Jose may 1) repeat the message he hears using exactly the same words, 2) Rephrase a comment made by someone else using similar words, or 3) paraphrase using his own interpretation of what is said.* | **Definition:**  *Jose is actively engaged when he is looking at the person speaking and pausing to let people finish their thoughts. Jose may show engagement by actively contributing to the meeting by looking up related information on his computer and sharing it at an appropriate time during the discussion. Jose often engages in multi-tasking and this is important to him since he needs to keep busy and can accomplish supportive activities while still actively engaged in the conversation.* |
| **Examples:**  *“Jose says he has been working with a person with a severe disability who has encountered issues related the way instructions are presented at work”* | **Examples:**  *Jose is looking at each team member as ideas are shared. He will repeat something someone has said to make sure he heard the person correctly and then provides an example that seems to show what the idea would look like when implemented correctly.* | **Examples:**  *Jose listens to the ideas shared by team members about a new way to share information about person-centered practices on the organization’s website. While the team is outlining how the ideas will be presented, Jose has emailed the IT coworker and outlined what the team needs from him to get started.* |
| **Nonexamples**:  *Jose says the client he serves is severely disabled and that his disability has made it hard to understand his boss at work.* | **Nonexamples**:  *Jose is a “fast” thinker while some of his colleagues tend to speak in a slower deliberate manner.*  *Jose jumps into a conversation when his coworker pauses for a minute while sharing her idea for implementing person-centered practices.* | **Nonexamples**:  *Jose is working on his computer while the team is sharing ideas for implementing person-centered practices. Jose is not looking at anyone and hasn’t said anything during the meeting. It appears that he is working on something unrelated to the topic of discussion.* |

**List Person-Centered Values and Social Behaviors Identified by Organization for PBS Implementation or attach Positive Social Interaction Matrix** (see the training folder for examples).