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**: ***September 26, 2016***

**Setting Observed: *Monthly Consultation Meeting***

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

* **Number of Staff Members: \_\_*7 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**SETTING 2 ACTIVITY:**  Monthly Consultation Meeting

**Observation 1:**

**Date and Time of Observation:** 09/26/2016

**Names of Staff Present:** Jael, Rhonda, Dominique, Misty, Ed, William, Thad

**Observation 2:**

**Date and Time of Observation:** 10/26/2016

**Names of Staff Present:** Jael, Rhonda, Ahmed, Dominique, Misty, Ed, William, Thad

**Observation 3:**

**Date and Time of Observation:** 11/22/2016

**Names of Staff Present:** Jael, Rhonda, Dominique, Misty, Ed, William, Thad

**Observation 4:**

**Date and Time of Observation:** 12/18/2016

**Names of Staff Present:**  Rhonda, Ahmed, Dominique, Misty, Ed, William

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

|  |
| --- |
|  |
|  | **Routine/Setting** | | | |
|  | Cross county meetings | Internal meetings | Annual team meetings |
| 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: ***Dominique*** | | |
| **Person-Centered Value:**  *Use Person-First Language and Model* | **Person-Centered Value:**  *Practice Active Listening* | **Active Involvement:**  Engagement in Meeting |
| **Definition:**  *When discussing people during a cross country meeting, Dominique refers to the person’s abilities and strengths. Dominique does not use words that equate a person with his or her disability (he is crippled, he is mentally ill), instead Dominique asks team members proactively to describe people by who they are using ordinary terms (friend, employee, family member, etc.)* | **Definition:**  *Dominique engages in conversation with others at the cross county meeting and actively listens to suggestions and ideas, asking clarifying questions and for more information if she does not understand. She encourages the team’s discussion about their ideas and writes each person’s idea on a flip chart paper for the group to review.* | **Operational Definition:**  *Dominique is actively engaged in social interactions when she is actively responding to topics or initiates a topic for discussion. Nonverbal indications of social involvement included nodding her her head in response to someone or facing the direction of the person speaking. It is important to know that Dominique may not look people directly in the eyes when speaking to others but that does not mean she isn’t actively engaged. If you see Dominique writing notes that are directly related to the meeting topic or is taking the meeting minutes and therefore isn’t talking as much during the session, this behavior is still considered an example of engagement.* |
| **Examples:**  *When Dominique asks Larry to talk about the new person he is supporting who she says “Larry it is your turn to check in. Remember everyone, I know it can be a change but we are trying to use person first language and if we hear any terms that are not, let offer ideas of how we could say it differently.”* | **Examples:**  *When Dominique’s coworker is talking to her about her new ideas for completing forms, Dominique paraphrases what she hears or repeats the comment exactly the way that it was presented. Dominique recognizes ideas they have been mentioned in earlier meetings and summarizes the idea, who made it, and asks if she is presenting the idea correctly.* | **Examples:**  *Dominique has her head down looking at a sheet of note paper during the meeting. She appears to be outlining key tasks she is responsible for and has raised her hand several times to ask a clarifying question.* |
| **Nonexamples**:  *Dominique tells Larry to talk about his new “autistic person” and notes that Larry has been having a difficult time with engagement. She asks him to talk to the group about the barriers he is facing with this new person.* | **Nonexamples**:  *Dominique is listening to her coworker talk about her new idea for being more effective. She interrupts this team member by saying “We did that 10 years ago and it didn’t work then and it won’t work now. We need to spend our time talking about things that may actually make a difference.”* | **Nonexamples**:  *Dominique does not talk to others during the meeting. She has her head down during most of the meeting while looking at her cell phone and engaging in what appears to be texting or emailing other people who are not related to the meeting.* |