**DEFINITIONS OF EACH ITEM ON THE MINNESOTA DIRECT OBSERVATION FORM**

**PART 1**

**Person-Centered Behaviors**

**Directions:** *Please use the following definitions and examples to help you create your unique examples and non-examples for observation.*

Note: *If you observe a specific person-centered thinking (PCT) tools, skill, or approach, please write the name of the tool next to the Person-Centered Behavior item on the observation form*.

**Person-First Language:** Discussion about a person consists of their specific diagnosis or disability as an attribute, not as an identity. Mark a plus when a minimum of 1 example of person-first language is present within the 5 min interval AND there are NO non-examples of person-first language present in the 5 min observation window.

***Example:***

* *Describing someone as a person with a diagnosis;* ***“****Sam was diagnosed with Autism last year; Marcus has a diagnosis of Borderline Personality Disorder.”*

***Non-example:***

* *Using a diagnosis to describe someone: “Sam is Autistic; Marcus is Borderline.”*

**Nonjudgmental Descriptive Language:** Language used describes what you observe is happening but does not criticize or imply judgment. Mark a plus when a minimum of 1 example of nonjudgmental descriptive language is present within the 5 min interval AND there are NO non-examples of nonjudgmental descriptive language present in the 5 min observation window.

***Example:***

* *Describing behavior: Fahima stood up and left the room; slamming the door loudly when I told her I could not take her to the mall.*

***Non-example:***

* *Describing motive or intent: Fahima began acting out and trying to manipulate and intimidate us when we didn’t do what she wanted.*

**Working in Alliance with the Person:** Person-centered professionals seek to collaborate with people to help them achieve their personal goals. They use their knowledge and skills (professional competencies) to support people, not control or decide for the person. Mark a plus when a minimum of 1 example of working in alliance with the person is present within the 5 min interval AND there are NO non-examples of alliance with the person present in the 5 min observation window.

***Example:***

* *Using statements that help a person express himself, lead the process, and work collaboratively: “I am not sure what I can do, but we can work on this together.”*

***Non-example:***

* *Using statements that dismiss a person’s perspectives, diminish their views, or create adversarial positions: “That’s not really my responsibility. You’ll have to figure that one out on your own.”*

**Reflective Listening Skills:** Refers to staff behaviors that indicate people are heard and understood. Active listening is a process of focusing your attention on the person in a way that supports their ability to communicate. Behaviors include both language and non-language based communication. Mark a plus when a minimum of 1 example of reflective listening skills is present within the 5 min interval AND there are NO reflective listening skills present in the 5 min observation window.

***Example:***

* *Being attentive in language and non-language based communication: Looking at the person and making affirmative vocalizations such as “uh-huh” or “Oh, I see.” May repeating something someone has said to make sure you understand what they are saying “Your case manager hasn’t called you back yet and this has been very frustrating for you.”*

***Non-example:***

* *Being distracted or dismissive when a person is talking****:*** *facing away from the person when talking to them and engaging in other tasks while you say “Your case manager is pretty busy. I think you need to learn to be more patient.”*

**Person-Centered Thinking**: Inquiring with open-ended questions about a person’s life, interests, goals, wants, and needs across domains of life (home, community, relationships, work, etc.), and using answers to questions to generate novel branches/directions in conversation. Includes natural use of person-centered thinking tools within conversation. Mark a plus when a minimum of 1 example of person-centered thinking is present within the 5 min interval AND there are NO non-examples of person-centered thinking present in the 5 min observation window.

***Example:***

* *Discovery and planning is conducted by having conversations with people to understand what is important to them, for them, and in the context of their best supports: What things do you want people to do who support you in your home? (answer) Tell me about some good experiences you’ve had when people have done that.”*

***Non-example****:*

* *Rushing people through the process of discovery and planning and not engaging in dialogue about what is important to them, for them, and their preferred supports: “We only have 15 minutes before dinner and we have to finish this now.”*

**Demonstrates Empathic Behavior**: Actions that show you understand and share the emotions and feelings of another person. Mark a plus when a minimum of 1 example of demonstrating empathic behavior present within the 5 min interval AND there are NO non-examples demonstrating empathic behavior present in the 5 min observation window.

***Example:***

* *Ability to see something from another person’s point of view. “I know I can’t experience what you’re feeling right now, but I have had something similar happen to me.*

***Non-example:***

* *Projecting feelings onto a person based on your past experiences. “I don’t even have to ask how you feel, I know you are angry because that’s how I felt in a similar situation.*

**Promoting Social Engagement**

**Encouraging Others to Engage in Social Interaction–** When staff or others support people in joining in conversations, sharing information, and joining activities during meetings or activities. Mark a plus when a minimum of 1 example of encouraging others to engage in social interaction present within the 5 min interval AND there are NO non-examples encouraging others to engage in social interaction present in the 5 min observation window.

***Example:***

* *Offering opportunities for people to engage in discussions with other people: After Esmerelda tells you about her recent shopping finds, you turn to Janice, who has been sitting on the couch quietly, and ask her if she has had any good finds lately; Responding to someone receiving therapy “Tell me more about that.”*

***Non-example:***

* *Limiting opportunities for people to explore the interests/opinions of people supported: You don’t ask Janice questions while talking to Esmerelda about shopping because she hasn’t jumped in or had anything to contribute so far; During a shared mealtime stating “Janice, you are pretty quiet today.”*

**Supporting Choices:** Encouraging and supporting opportunities for people to make decisions in daily life. Mark a plus when a minimum of 1 example of supporting choices present within the 5 min interval AND there are NO non-examples supporting choices present in the 5 min observation window.

***Example:***

* *Involving people in arranging their own schedule: “Let’s look at the schedule and you can tell me how you want tonight to go.” Asking someone engaging in therapy or social skills learning “what would you like to work on first today.”*

***Non-example:***

* *Telling people how their schedule is: “Today is your laundry day, so you have to do your laundry right away when you get home so you can shower at your scheduled time of 7:30 tonight.” Telling a person receiving mental health support what their biggest needs are and what they need to do to fix them.*

**Reinforcing Others:** Recognizing and celebrating the use of positive social interactions. This includes reference directly to the positive social interaction observed so the person knows what they are being reinforced for. Mark a plus when a minimum of 1 example of reinforcing others present within the 5 min interval AND there are NO non-examples reinforcing others in the 5 min observation window.

***Example:***

* *Praising and acknowledging someone for their positive social behavior: “We got dinner done on time because of your help, Thanks for making such a great meal Amy!” Rika experiences a relapse using alcohol. Her therapist tells her while they are processing the event that Rika did a good job identifying skills she can focus on using in the future to prevent a relapse; Following a tense situation, a staff member tells Ritka that “I noticed you using the social skills you selected, that led to a great discussion.”*

***Non-example:***

* *Picking out deficits in situations where positive behavior occurred: “Thanks for your help Amy, next time be sure to read the whole recipe first before you start so you know what steps to take next when you are making dinner,” When Rika experiences a relapse using alcohol the therapist discusses the situation in terms of “failing” Following a tense situation, a staff member tells Ritka “you really should watch your temper.”*

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**PART 2**

**Positive Actions Toward Others in the Settings**

**Active Involvement in Conversations/Meetings/Activities:** When staff or people supported join conversations, share information, and join activities during meetings or activities. Mark a plus when a minimum of 1 example of active involvement in conversations/meetings/activities present within the 5 min interval AND there are NO non-examples active involvement in conversations/meetings/activities present in the 5 min observation window.

***Example:***

* *Person is involved in social interactions by initiating conversations, sharing information, or joining activities: Janice turns to Esmerelda and staff after being asked about her recent shopping experiences and tells them about what she bought last week.*

***Non-example:***

* *Person does not take advantage of opportunities to express their interests/opinions: When Janice sees Esmerelda talking to staff about shopping she keeps walking past them and goes into her room.*

**Engaging in Identified Social Behaviors:** Staff members and/or people supported are actively using a Positive Social Interactions Matrix which they identified together as a community or team active involvement in conversations/meetings/activities. Mark a plus when a minimum of 1 example of engaging in identified social behaviors within the 5 min interval AND there are NO non-examples engaging in identified social behaviors present in the 5 min observation window.

***Example:***

* *Positive social interactions are identified and actively tried through a Positive Social Interactions Matrix:*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Morning Routine | Work | Dinner |
| Encourage Choice | Each person creates her own routine. | Work with supervisor to chose activity and schedule. | Work together to choose food weekly. |
| Respect Each Other | Ask before using other people’s personal items. | Let people know when you need a break. | Clean up after yourself. |

***Non-example:***

* *No examples of positive social interactions were identified by the community or no behaviors are observed.*
* *Challenging behavior was observed.*