

**Agency Systems Support Evaluation Tool (ASSET)
Implementation Manual
(Version 2.1)**

April 2012
Missouri Department of Mental Health

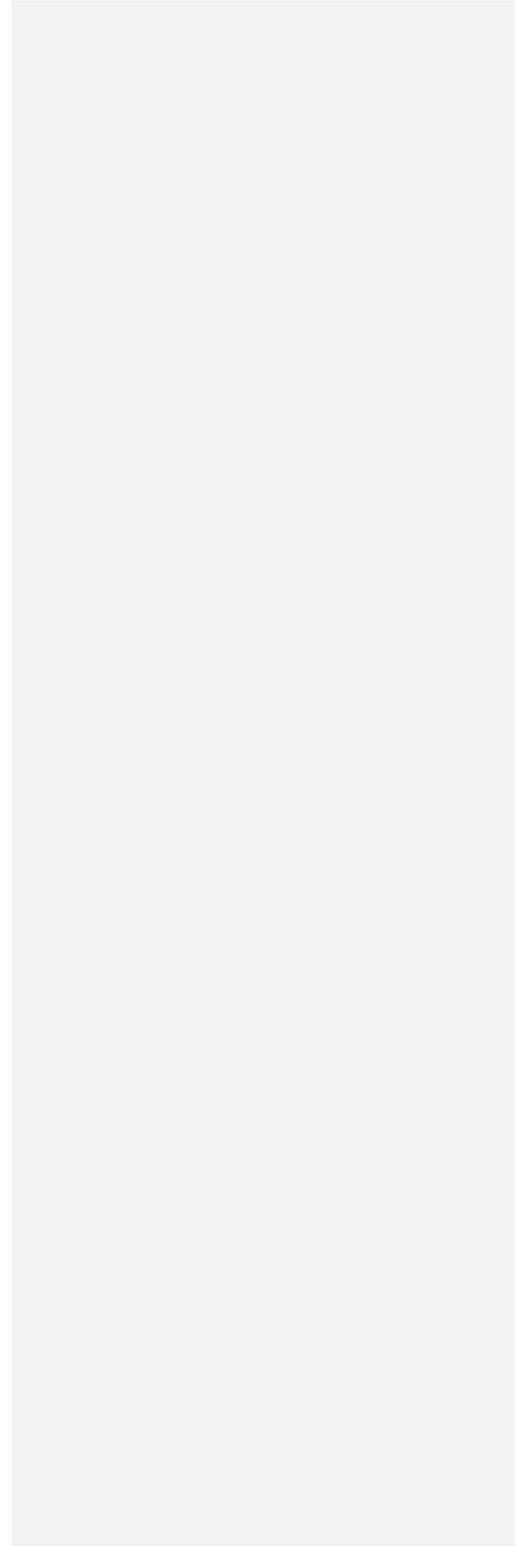


Table of Contents

Introduction

Overview of the ASSET

- Features of the ASSET
- Data Sources
- Scoring Guide
- Current SET Research

Preparing for and Conducting the ASSET

- Scheduling
- Arriving at the Site
- Collecting the Information
- Overview of Interviews
- Site Observations
- Leaving the Site

Scoring the ASSET

- Scoring and Calculating Interviews and Observations
- Scoring the Evaluation Questions
- Inter-Observer Reliability

Case Study Examples Introduction

- Case Study #1
- Case Study #2
- Case Study #3

Interpreting and Summarizing the ASSET Results

- Integrating Multiple Data Sources
- Agency Level Analysis
- Sending Results to the Agency

Frequently Asked Questions

Appendix A: Positive – Negative Interactions Observation Form

Appendix B: ASSET Summary Template

Appendix C: ASSET Recommendations Template

Appendix D: Agency-wide Systems Support Evaluation Tool (ASSET)

Introduction

This manual was developed to provide guidance and technical assistance to those who would like to use the Agency-wide Systems Support Evaluation Tool (ASSET) to evaluate a site(s) for enhancing positive culture. It is assumed that individuals conducting the ASSET have experience with proactive positive behavioral support procedures and assessment/evaluation strategies. The intended audience for this manual includes members of the behavior resource team, behavior specialists and research evaluators in the area of system-wide positive behavior supports for the Missouri Department of Mental Health.

Organization of This Manual

This manual is divided into five major sections, each focusing on a different component for completing the ASSET. The two remaining sections focus on introductory information and frequently asked questions.

- **Overview**

The overview describes the purpose and features of the ASSET, data sources needed for completing the ASSET and current SET research.

- **Preparing for and Conducting**

This section provides more detail about preparing for and conducting the ASSET. A task analysis from initial contact with the site to collecting information for scoring the ASSET is described in detail.

- **Scoring the ASSET**

This section provides scoring practice opportunities. Case studies are included for calculating ASSET scores inter-observer agreement.

- **Case Studies**

Three full site examples are included for scoring practice in this section.

- **Interpreting and Summarizing**

ASSET information is insignificant unless it is interpreted and summarized. This section provides scoring information and strategies for interpreting the ASSET. Procedures for reporting ASSET scores to the site are also included.

- **Frequently Asked Questions**

This section contains the EBS Self-Assessment Survey, ASSET Consent and Assent Forms, Frequently Asked Questions (FAQs), and a master ASSET Guide for duplication purposes.

- **Appendix**

This section contains the Positive – Negative Interactions Form, ASSET Summary Template, ASSET Recommendations Template and master Agency-wide Systems Support Evaluation Tool (ASSET) for duplication purposes.

Contact Information

For more information contact Teresa Rodgers at Teresa.Rodgers@dmh.mo.gov.

Overview of the Agency-wide Systems Support Evaluation Tool (ASSET)

This section provides an overview of the ASSET including: (a) the purpose of the ASSET, (b) the features of the ASSET, (c) the data sources needed for scoring the ASSET, (d) the ASSET scoring guide and (f) current SET research. The ASSET is an instrument adapted from the School-Wide Evaluation Tool (SET), a research-validated instrument that is designed to assess and evaluate the critical features of school-wide effective behavior support across an academic school year.

The ASSET was designed:

- to determine the extent to which sites are already using agency-wide Positive Behavior Supports (AW-PBS),
- to determine if training and technical assistance efforts result in change when using AW-PBS and
- to determine if use of AW-PBS procedures is related to valued change in the safety, social culture, and violent behavior in sites.

By answering each evaluation question within the ten feature areas, the information gathered from the ASSET can be used to (a) assess features that are in place, (b) determine annual goals, (c) evaluate on-going efforts, (d) design and revise procedures and (e) compare year to year efforts in the area of AW-PBS. Information is gathered through multiple sources including, a review of site records, direct observations and staff/caregiver and individual interviews.

The ASSET is one means of evaluating a site's level of implementation on agency-wide discipline practices and systems. Its intended use is in conjunction with other measures to create a multi-perspective of site status. For example, combining ASSET results with event report patterns, staff/caregiver survey results, safety surveys, team checklist information, etc. is encouraged. For more information on decision-making, please refer to the Interpreting and Summarizing section of this manual.

Features of the ASSET

The ASSET evaluates a total of forty-five research questions across ten feature areas. The feature areas include (a) physical/social environment (b) schedule and predictable environment/meaningful day (c) choice and communication (d) life values defined, taught and encouraged (e) positive interactions and relationships (f) teaching and encouraging new skills (g) systems of reinforcement (h) data-based decision making (i) agency leadership (j) regional/state support.

Data Sources used for the ASSET

Information necessary for the ASSET is gathered through multiple sources, including a review of site records/products (including policies and procedures, individualized support plans, behavior support plans, instructional materials, progress notes), observations, and brief staff/caregiver and individual interviews.

Scoring Guide

The ASSET Scoring Guide is used for scoring the calculated responses and findings of the forty-five research questions. The scoring guide is organized by feature area and is formatted to provide the research question and the criteria for scoring each question. Each ASSET research question has a possible high score of two points. Using the established criteria for each question, the ASSET evaluator determines a 0, 1 or 2 point score for each question. Generally, a score of 0 would indicate that there are not any existing processes and/or procedures regarding that question item or that they are simply not effective. A score of 1 would indicate that there are some existing processes and/or procedures in regards to that item which are somewhat effective, but there is still room for improvement. A score of 2 suggests that the processes and/or procedures regarding that item are firmly in place and are implemented at a high level of proficiency; a score of 2 would suggest mastery in that item area. The responses needed for scoring the ASSET guide the process of preparing for and conducting the ASSET.

Current SET Research

The ASSET was developed based upon the School-Wide Evaluation Tool (SET) that is used to provide behavioral supports in school systems. Research based on the SET is listed below:

Horner, R.H., Todd, A. W., Lewis-Palmer, T., Irvin, L. K., Sugai, G., & Boland, J.B. (2004). The School-Wide Evaluation Tool (SET): A Research Instrument for Assessing School-Wide Positive Behavior Support. *Journal of Positive Behavioral Interventions*. Vol 6. (1). pp. 3-12.

For an abstract of this paper, or to purchase its full version, go to http://www.education.ucsb.edu/autism/jpbi-abstracts-volume_6/abstracts_v6n1w2004.html.

Preparing for and Conducting the ASSET

Scheduling the ASSET

Turning a formal research measure into an informal activity, without risking the integrity and validity of the instrument is a challenge. Helping people understand the purpose and process, as well as being fluent with interview questions is highly important. Points to make in the initial conversation with the administrator when scheduling the ASSET include:

- The ASSET measures the percent of implementation in ten feature areas of agency-wide positive behavior supports
- The ASSET takes around two to three hours to complete
- The process for conducting the ASSET involves: a 30 minute interview with the administrator, interviewing randomly selected staff (a representative number) and individuals (a representative number), a minimum of two 10-minute observations for data collection regarding staff-to-individual interaction (in a high risk and low risk setting), a tour of site(s) and a review of site-wide records, including policies and procedures, event reports, behavioral support plans, individual support plans, etc.
- Discuss the option of having the administrator make an announcement to inform staff and gaining permission from individuals for you to walk around the site at the scheduled time. When staff members are aware of what you are doing and can predict when you will be there, it is sometimes easier for them to be approached and asked the questions necessary for scoring the ASSET. It is not only courteous, but necessary to obtain permission from the individual(s) (or guardian) living in the home for you to visit them; this process enables the individuals we serve to feel more comfortable with having an unknown person in their home, as well as models good positive behavioral support strategies for the agency staff.

It is critical to interview the administrator as the first activity in conducting the ASSET.

Therefore, scheduling the ASSET must occur with the administrator's commitment to be interviewed for about 30 minutes. Send a friendly reminder to the administrator several days prior to the scheduled ASSET date. This helps ensure that the administrator will be available for the interview at the scheduled time as well as remind staff and individuals of the activity. It may also be helpful to send the administrator the Administrator Interview Guide questions regarding the Agency Demographics (*see pages 9-10 of the ASSET – Appendix D*) when the meeting is scheduled, as the administrator will likely need time to collect this information. Sending out the questions prior to the meeting will help to ensure that any questions or concerns regarding these questions may be addressed before the initial meeting, and that the data will be available at the time of the meeting.

Arriving at the Site

When first arriving at the site, check in with the administrator. Make a note of the front office staff's name(s) if you are in an office setting so that you can be personable throughout the visit. You may also need to ask for a place to stash your coat and/or complete the scoring of specific materials. Remembering names always helps to get things you need! Introduce yourself to the individual(s) living in the home and ask for permission to move about the home freely.

Collecting the Information

Use the Administrator Interview Guide (*see pages 9-11 of the ASSET – Appendix D*) to record administrator interview responses. At the end of the administrator interview, ask for the records needed for review.

Overview of Interviews

The ASSET interviews are quite fun to conduct if you are prepared, fluent and can turn the interview into a conversation (without too much extraneous conversation). It is highly important to collect data with as little intrusion into the lives of staff and individuals as possible. Conducting staff and individual interviews during breaks, down time and meal time make it much more feasible to respect everyone's time. Staff and individual questions may take up to five minutes to complete, so it is critical to make sure that they can give you the time.

Being fluent in asking the interview questions so that you have very little to record makes the whole process of conducting the ASSET much easier and enjoyable. The Interview and Observation Form (*see page 13 of the ASSET – Appendix D*) is a critical tool to be fluent with prior to going to the site. This form should be used to record responses for support staff, team member and individual questions.

ASSET data collectors need to get interview responses that are usable and accurate when scoring a particular ASSET evaluation question. For example, to answer ASSET evaluation question B4,

'Do individuals have a meaningful day, which may include employment, volunteer opportunities, attending classes, attending community arts events, building natural supports within the community, etc.?' the ASSET data collector needs to: (a) find out what types of activities individuals are participating in, (b) find out what types of activities individuals have been exposed to, (c) find out what types of activities individuals have an interest in, (d) find out what types of supports outside of the agency exist for the individual, and finally (e) determine a score of 0, 1 or 2 as stated by the ASSET criteria for questions B4.

Site Observations

Site observations should be completed at the individual's place of residence. Observe for five minutes before collecting data so that you may identify examples of desirable and undesirable behavior of individuals, as well as contingent and non-contingent behavior. Use the Positive – Negative Interactions Observation Form (see *Appendix A*) and be sure to write down the specific examples of behavior that you have designated to use for data collection. If you cannot directly hear or see what the interaction is, do not record it. Data collection for this form should be taken over 10 minute periods. Data should be collected for a minimum of two time periods, during a high risk setting when an individual(s) is very likely to engage in negative behavior, and in a low risk setting when an individual(s) is likely to engage in positive and just ok behavior. When data collection is complete, use the scoring guide on the reverse side of the Positive – Negative Interactions Observation Form to calculate the ratio of positives to negatives and record this score on the front of the form in the allotted space. Use the Instructions for Data Collection for the Observation Form on the reverse side of the form for further instruction and definitions about categories of behavior.

Leaving the Site

When you have completed the ASSET, be sure to find the administrator and thank him/her or leave a note if the administrator is unavailable. Thank the staff members for their help. Be sure and leave the visitors pass if you have borrowed one.

While at the site your goals are to:

- Score all items on the ASSET.
- Be welcomed back to the school.

Scoring the ASSET

Scoring the ASSET is complex and has several parts. This section provides exercises for aligning evaluation questions with interview questions and scoring practice. Complete each exercise as practice opportunities for calculating and scoring the ASSET research questions. Each exercise has an answer key for accuracy checking. Fluency building activities include:

- The Observation Training Exercise. This exercise allows interviewers to become fluent and comfortable with data collection.
- Case Studies (see next section). Three full agency examples are provided for complete scoring practice. Use the responses on the Administrator Interview and Interview & Observation Form, with the written materials to score the ASSET.

Scoring and Calculating Interviews and Observations

Scoring interview responses is simple if you are clear about the evaluation question. The Interview and Observation Form is set up to use for all interviews and observations after the administrator interview is completed. Following the sequence of questions as listed on the form allows for a fluent conversation and easy recording. Most ASSET questions requiring interview and observation information are self-explanatory, however there are several questions that are not answered with a yes or no response and are tricky to score. These are listed below with specific instructions for accurate scoring.

1. Asking individuals and staff the agency life values (Questions D1 and D4):
 - Record the number of agency values that each staff and individual knows. Generally, one would hope that the answers are similar. If you are seeing a lot of discrepancies in the number of values stated, this would indicate that there is not clarity on the life values, or that the staff and/or individuals are not well-versed in the values. For example if one interviewee knew one of five values, another interviewee knew of ten values and another interviewee knew of 20 values, the most logical score for that question would be 0.
2. Asking staff what problems they would send to the office rather than dealing with on their own (Question A1):
 - After understanding the response of the administrator, you can simply record a + for agreement with administrator or a 0 for disagreement on the Interview and Observation Form for this staff question.
 - Total the number of agreements.
 - Calculate the percent of staff agreement.
 - Use the calculated score to answer question A1.
3. Asking team members to identify the team leader (Question J1):
 - Calculate the percentage of staff members who named the team leader correctly (e.g. 8 of 10 is 80%).
 - Use the calculated score to answer question J1.

Scoring the Evaluation Questions

Each of the forty-five evaluation questions require a 0, 1, or 2 score. The scoring criteria are listed within each evaluation question. Use the administrator responses, the calculated interview and observation scores, and the materials provided by the site to score each of the questions. For each of the ten feature areas, add the total number of points scored and record the total in the summary score box at the bottom of the scoring guide. Calculate the percentage of points earned for each of the ten areas by dividing the total points earned by the total points possible. This gives a percent implementation score for each of the ten feature areas. To calculate the Overall ASSET Implementation Score, add the percent earned for each of the ten feature areas to get a total, then divide that total number by ten to calculate the Overall ASSET Implementation Score (mean of the means).

The example below illustrates the total number of points scored for seven feature areas and the percent earned. For instance, feature area B has a total of ten possible points. The score in the example below, for feature B, shows that the school scored 8 of the 10 possible points, which calculates to 80%. This formula provides an implementation score for seven feature areas. The Overall ASSET Implementation score in the example is 89%. Each of the percentage scores are added and divided by 7, since there are 7 feature areas in this example (626 divided by 7 equals 89). Remember that we have ten feature areas, so everything in our calculations will be divided by ten.

Summary Scores:	A= 4/4 100%	B= 8/10 80%	C= 5/6 83%	D= 8/8 100%	E= 6/8 75%
	F= 14/16 88%	G= 4/4 100%	Mean= 626/7 89%		

Inter-observer Reliability

As with all research projects, obtaining high inter-observer reliability scores strengthens the data. To get inter-observer reliability, have two people do the ASSET together. Designate one person to be the lead ASSET data collector and the other to be the reliability recorder. The lead person conducts and scores the ASSET as usual. The reliability recorder simply records responses from interviews and observations while following the lead data collector. Each data collector scores responses and observations separately. Scores are compared for the forty-five evaluation questions when both data collectors have completed their scoring. To determine the inter-observer reliability rating, simply calculate a percent of agreed scores of the forty-five possible scores.

Observation Training

Train Agency Teams or supervisors who will be training staff to record behaviors or any staff who will utilize the ASSET or utilize the Positive Negative ratio check in their system.

Observing and Counting

Materials: pencils, Positive – Negative Interactions Observation Form, computer, internet connection and video projector, video clip suggested: A day in the life of Jackie Minchin internet connection: http://www.ilo.org/global/topics/skills-knowledge-and-employability/disability-and-work/WCMS_169973/lang--en/index.htm

Instructions: Give students Positive – Negative Interactions Observation Form and a pencil, provide instructions below and perform actions indicated. This is a graduated exercise with each exercise requiring students to perform more complicated aspects of observing and counting. Repeat exercises until each person is doing the exercise accurately and quickly.

Exercise 1: Recognizing an event has occurred.

Give the following instructions: “I am going to stand where everyone can see me. You are going to observe me. Hold your hands up with the palms open and facing the front of the room. When you see me stomp keep your arm up, but make a fist each time I stomp my right foot. When I do something else open your palms or keep your palms open.” Practice a few times to help participants get the hand indication. Let’s practice, say and do the following: I am going to stomp my left foot. Keep your palms open. I am going to take a step. Keep your palms open. I am stomping my right foot – make a fist. Now I am walking – palms open.”

For 15 seconds : walk, run, skip, twirl, hop, stomp your left foot, stomp your right foot, sometimes lightly place your right or left foot down, sometimes tap your right or left foot, jump up and down (if you can) while reciting a poem, reading a story or singing a song (your preference). You will keep track of the number of times you stomp your right foot (your definition, don’t share what this is before hand). Watch the students, or have an assistant who knows this exercise and your definition and is watching both you and the audience watch the students to see how closely they are matching the signaling that a stomp has happened and the actual stomp.

Purpose: see if the students are getting the hang of keeping track of what someone is doing even with distractions. Also do discuss the importance of definitions (which you did not do too clearly on purpose).

Exercise 2: This time have them count claps. Introduce this next behavior to be counted as follows: “Now I want you to put a tally mark on the paper each time I clap.” Wait a few seconds to see if any one has any questions about this behavior to be counted. They should be asking what clapping looks like. IF they do, discuss and agree upon what “clap” looks will be defined as, write this down on a flip chart. IF THEY do not, continue without discussion and give the instructions. This time have them make tally marks on a paper each time you clap. Keep track of your claps (according to the definition agreed upon by group or your definition if no group discussion). At the end of 15 seconds compare counts. Try to figure out why there are any discrepancies if any.

Discuss importance of clear and specific definitions.

- **Actions not categories**
- **No assumptions about intent, feelings, or motivations**
- **Written down and referred to often, don't change definition midway through**

Exercise 3- Now for more complicated observation – More than one person's behavior.

- **Use a video segment with more than one person (they need to be interacting with each other) but not too complicated. Recommend video below. If you use a different video you will need to define the responses (and person) to be counted and observe several times yourself to get the “correct counts”.**
- **Use the Positive Negative Observation Form (colored form with boxes on it)- briefly discuss the boxes on the form and the definitions on back.**

Video's to score with observation form

http://www.ilo.org/global/topics/skills-knowledge-and-employability/disability-and-work/WCMS_169973/lang--en/index.htm

A day in the life of Jaqueline Minchin

Start scoring the video after Jackie walks into the school building. Do not score the narrative, only the actual behaviors of staff and Jackie when she is at work. If you can't hear it or see it – don't score it. Do your best don't miss what is happening and fail to score things because you are too concerned with with Positive or Negative category to score a staff interaction under. Stop scoring when Jackie leaves for the day and walks out the door.

Jackie's behavior

Desirable behaviors (significant) are Positive behaviors – completing job tasks (each step of longer task or each short discrete task completed independently), pro-social behaviors like greetings, saying thank you, responding to jokes and conversations. We are not counting any just okay behaviors.

Undesirable behaviors (junk and serious) are Negative Behaviors – for Jackie there is only Junk behavior of – laughing without antecedent event like joke from someone

Any other adult's behavior in video that is direct towards or about Jackie

times staff Use Reinforcement- Positive contingent interactions – AFTER Jackie does something desirable

Stay Close Random, Routine, Cool - Positive non-contingent interactions – social greetings, jokes, no apparent antecedent behavior by Jackie

Compare scores, repeat until trainees can score accurately within 5% of “actual” counts.

Correct Range for responses from Jackie's video:

Staff: Use Reinforcement – 5-7 times Stay Close Random, Routine, Cool- 8-12 times

Jackie- Desirable behaviors – 18-29 times Undesirable behaviors- 5-7 times

Case Study Examples

There are three complete Case Study examples included in this section. Each case study includes:

- The administrator interview guide with recorded responses.
- A completed interview and observation form.
- A completed Positive – Negative Interactions Observation Form
- Permanent Products

Use the set of materials provided to score the 45 ASSET evaluation questions. Use the [ASSET Scoring Guide](#) (see pages 3-8 of the ASSET – Appendix D) to record your scores. Use the answer key to check your scoring accuracy.

Interpreting and Summarizing ASSET results

The ASSET produces a summary score and a subscale score for each of the ten feature areas of agency-wide positive behavior support. The summary ASSET score is a general index of agency-wide implementation, while each of the ten subscale scores provide a specific index of the implementation level for that feature area. Schools scoring 80% on the general index and 80% on the specific index for teaching behavioral expectations are implementing agency-wide positive behavior support at a universal level. The SET paper, which is our basis for the development of the ASSET, (Horner, Todd, Lewis-Palmer, Sugai, Irvin, & Boland, 2002) is posted in the overview and provides information about SET reliability and validity. Refer to the paper when asked reliability and validity questions.

Integrating Multiple Data Sources

Using data for decision-making is a best practice, however, using data sources in isolation is not. While the ASSET measures the general index of AW-PBS implementation, it does not provide staff or individual perception, individual progress information, or a format for action planning. A construct validity test between the EBS Self-Assessment Survey (SW features) (see other information) and the SET was constructed across 35 schools. These two indexes for measuring SW-PBS implementation have been correlated using a Pearson $r = .75$ score. Using multiple data sources together works well when making data-based decisions.

Agency Level Analysis

We encourage agencies use the ASSET to conduct self-assessment as the annual measure of progress and action planning needs. If the agency is involved in documenting change and sustainability across time as part of a research effort, conducting the ASSET in those agencies is a good idea. Agencies scoring 80% on the ASSET general index and 80% on the specific index for teaching behavioral expectations are implementing agency-wide positive behavior support at a universal level. Agencies maintaining an 80%-80% score across years are sustaining team-based AW-PBS efforts, creating a positive culture in the agency, and making data-based decisions that are linked to a larger agency-wide effort. Juxtaposing ASSET scores with individual progress and event report referral rates integrates multiple sources of data for program improvement and development purposes.

Sending Results to the Agency

Agencies are always anxious to see the results, especially when an external evaluator conducts the ASSET. When an ASSET is conducted for the first time and the agency has not implemented AW-PBS, the ASSET score becomes a pre-score and basically validates staff perception. Sharing the ASSET results to pre-implementation agencies is best done descriptively or at a team meeting. When the ASSET is conducted as a post-implementation measure, agencies really want to see the results. Always share the data with a brief written purpose of the ASSET and explanation of the scores, referring to the 80%-80% guideline. Congratulate agencies on efforts and progress. Utilize the ASSET Summary Template (Appendix B) and the ASSET Recommendations Template (Appendix C) to provide some suggestions for areas of improvement and the encouragement to sustain what is already in place.

Frequently Asked Questions

Preparing for the ASSET

Q. Do I need to have consent to interview adults and individuals?

A. Verbal consent is obtained through the individual served (or guardian). Employees of the Missouri Department of Mental Health serve as an additional service provider to individuals already accessing DMH services. If the data is going to be used for research purposes, further consent is necessary and one should contact Teresa Rodgers at Teresa.Rodgers@dmh.mo.gov

Q. Do I need to have all interviews set up before going to conduct the ASSET?

A. No, just the administrator interview. However, some sites may want to set up an interview schedule for you. Either following a specific schedule or finding staff and individuals after the administrator interview is fine.

Q. Do I need to interview the administrator first?

A. Yes, but if that cannot happen, you need three pieces of information in order to conduct the ASSET (life values, what they are called and how are individuals acknowledged). If you can't complete the full administrator interview before you conduct the ASSET, get the three critical pieces of information and complete the interview later.

Q. What do I tell administrators when they ask how the ASSET will be used?

A. The data will be sent back to the administrator for them to use to document changes in PBS in their site.

Conducting the ASSET

Q. What if staff cannot find the materials for you to review?

A. Make arrangements to have the information sent to you or for you to pick up later in the week. If that does not work, score the ASSET using the information that you have.

Q. When I have completed the ASSET, do I need to take the materials with me for future reference?

A. Not necessarily. If you score the ASSET while at the site, you can return the materials when you've finished. If you do not score the ASSET at the site, you will need to have the materials to refer to while scoring and will need to take them with you. You may want to keep examples of forms, materials, etc. to use as models for other sites, no matter when you score the ASSET. If this is the case, make sure to ask permission to share the materials.

Q. What do I do if I am given information with individual names?

A. Always be cautious about taking any documents with sensitive information (i.e. individual names). If you are handed a document with sensitive information you should review it, make comments to the administrator, thank them for the information, and then

let them know that you do not need to keep the document. That way you can maintain confidentiality.

Q. What do I do if someone won't answer my questions?

A. Thank them for their time and move on to another person. Ask people if they have time for a few questions and let them know that it will only take a couple of minutes. It is helpful if the administrator has announced to the staff that the ASSET evaluation will be taking place and asks them to talk to the interviewer(s) if asked. Make sure they know that their responses are anonymous.

Q. What do I do if the individual does not speak English?

A. Get another individual or staff to interpret, or smile, nod, and move on.

Q. What do I do if the staff or individual has just moved to the site?

A. If someone is new, it is good to only interview them if they have been there a week or more.

Q. How do I handle eager volunteers and groups of individuals?

A. Ask the group to go one at a time, or focus on one specific individual to score, but let all individuals in the group answer.

Q. What if the administrator wants to escort you or get an individual to take you around the site?

A. This is the administrator's call. Let them decide how they want you to handle the interviews and observations. The best word of caution, in this case, is to make sure the administrator isn't helping answer the questions with body language cues, or verbally reminding individuals and staff that 'these are the things we talk about on the announcements.'

Q. How much prompting do I give individuals and staff for answering the questions?

A. Always make sure to give enough information so that people know what you are asking. If they don't understand the question, reframe it. If they begin answering with the 'no running, no gum list', ask them to stop and think about the rules that tell them what to do. Always make people feel successful. Refrain from scoring until you are walking away, smile and thank them for their help.

Q. What do I say when people ask me what I am doing?

A. Answer that you work with the team in the behavior resource team and are checking to see how things are going.

Scoring the ASSET

Q. What if I know they are doing an activity and have material because I work with them, but they don't mention it or can't find the written product?

A. If it is a written product, ask someone to find it for you. If they don't mention something during the interview, you can ask a general question (e.g., are you doing something else that we should know about?). If they don't mention the activity, or cannot produce the material, base your score on the information and materials they provide, not your prior knowledge.

Q. How do I handle individual responses that focus on their specific site or specific setting rules rather than the agency-wide ones?

A. The ASSET that you are conducting focuses on agency-wide rather than site-wide. There will be times when it is necessary to complete more than one ASSET for an agency (such as group homes vs. workshops vs. day programs). If you find this not to be such an instance, score the answers to agency-wide questions, but not the ones that refer to site or specific setting rules.

Q. When do I score the ASSET?

A. Score the ASSET before leaving the site if possible. Completing the scoring prior to leaving ensures that you have all information needed and gives you an opportunity to track down missing information, if there is any.

Q. What do I do if the score is 89% and the cut off for a 1 or 2 is 90%?

A. Score the evaluation question as a 1. Eighty-nine percent is NOT 90%. In most cases, it will not affect either the feature or the total score.

Q. What if the administrator thinks that the team is representative and others don't?

A. There are several questions like this one that refer to administrative report. It is up to the administrator to decide on the answer to those questions. We are interested in their perspective.

Interpreting and Summarizing ASSET data

Q. When and how do I give the ASSET results to the administrator?

A. When you leave the site (or when you have scored the ASSET), you should check out with the administrator. Give a quick informal debrief by telling them a few things that are really good and a few things that came up when talking to people. Never give the scoring guide to them. Later on provide a graph with some text explanation. People need to be reminded what the ASSET is, the data sources used, how to interpret the graph, and next steps to take. Help them use the results for implementation and accountability purposes.

Q. What do the ASSET scores mean?

A. The ASSET produces a summary score and a score for each of the ten feature areas of agency-wide positive behavior support. The summary ASSET score provides a general index of agency-wide implementation, while each of the ten feature scores provide a specific index of the level of implementation for that feature. Agencies scoring 80% on the general index and 80% on the specific index for teaching behavioral expectations are implementing agency-wide positive behavior support at universal level

Appendices

Appendix A: Positive – Negative Interactions Observation Form

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Appendix C: ASSET Recommendations Template

Appendix D: Agency-wide Systems Support Evaluation Tool (ASSET)

Positive – Negative Interactions Observation Form 2.0 (revised April 2012)

Date: _____ Time: _____ to _____ Setting description (#.): _____ # Individuals: _____ # Staff: _____ Observer: _____	Use Reinforcement (Displayed by Staff/Caregiver)	Stay Close Random, Routine, Cool (Displayed by Staff/Caregiver)	Coercive Contingent Interaction (Displayed by Staff/Caregiver)	Coercive Non-Contingent Interaction (Displayed by Staff/Caregiver)
	Total ____	Total ____	Total ____	Total ____
Desirable Behavior (of Individual served)				Total ____
Undesirable Behavior (of Individual Served)				Total ____

Date: _____ Time: _____ to _____ Setting description (#.): _____ # Individuals: _____ # Staff: _____ Observer: _____	Use Reinforcement (Displayed by Staff/Caregiver)	Stay Close Random, Routine, Cool (Displayed by Staff/Caregiver)	Coercive Contingent Interaction (Displayed by Staff/Caregiver)	Coercive Non-Contingent Interaction (Displayed by Staff/Caregiver)
	Total ____	Total ____	Total ____	Total ____
Desirable Behavior (of Individual served)				Total ____
Undesirable Behavior (of Individual Served)				Total ____

Specific Examples for setting /individual observed

Desirable Behavior – desirable behaviors to increase or teach:

Undesirable Behavior – behaviors to decrease, junk (annoying, not harmful to self properties) and serious behavior (physical damage to self, others, property illegal);

Ratio of Positive to Negative Interactions for Observation 1: (Pos: Neg) _____

Ratio of Positive to Negative Interactions for Observation 2: (Pos: Neg) _____

Instructions for Data Collection for the Observation Form:

- Observe the setting for at least 5 minutes before taking data so that you are able to identify examples of desirable and undesirable behavior, as well as contingent and non-contingent behavior
- Data collection for this form should be taken over 10 minute periods
- Be sure to write down the specific examples of behavior that you have designated to use for data collection
- If you cannot directly hear or see what the interaction is, do not record it
- **Settings (observer should make observations in both settings and identify the details of the setting in the form):** 1. High Risk – a setting where an individual is very likely to engage in negative behavior
2. Low Risk – a setting where an individual is likely to engage in positive and just ok behavior

Reminders about definitions of categories of support people (staff or family) and individuals being supported behaviors that are to be observed

- **Just OK Behavior** – behavior that is neutral and typical of day to day life (ex: entering a room, watching TV, simply existing or being present, typical, mundane or routine tasks)
- **Use Reinforcement** – positive interactions displayed by the caregiver provided as a consequential to an individual’s desirable behavior (such as appropriate social interactions, task completion, etc.)
- **Stay Close Random, Routine, Cool**– positive interactions displayed by the caregiver when an individual is engaging in “Just OK” behavior
- **Coercive Interaction** – a put down or show of disrespect such as: questioning, arguing, sarcasm/teasing, force, threats, criticism, despair, logic, taking away, talking about person’s “bad behavior”, silent treatment, one-ups man ship
- **Coercive Contingent Interaction**– socially mediated punishment displayed by the caregiver provided as a direct consequence of an individual’s behavior (ex: Johnny yells so caretaker yells at Johnny)
- **Coercive Non-Contingent Interaction**– socially mediated punishment displayed by the caregiver when and individual is engaging in “Just OK” behavior

How to determine the ratio of positives to negatives (We are looking for at least a 4:1 positives to negatives ratio)

The positives per minute is calculated by totaling Use Reinforcement and Stay Close Random, Routine, Cool tally marks for one observation period and dividing by 10 (total time observed) = rate of positives per minute

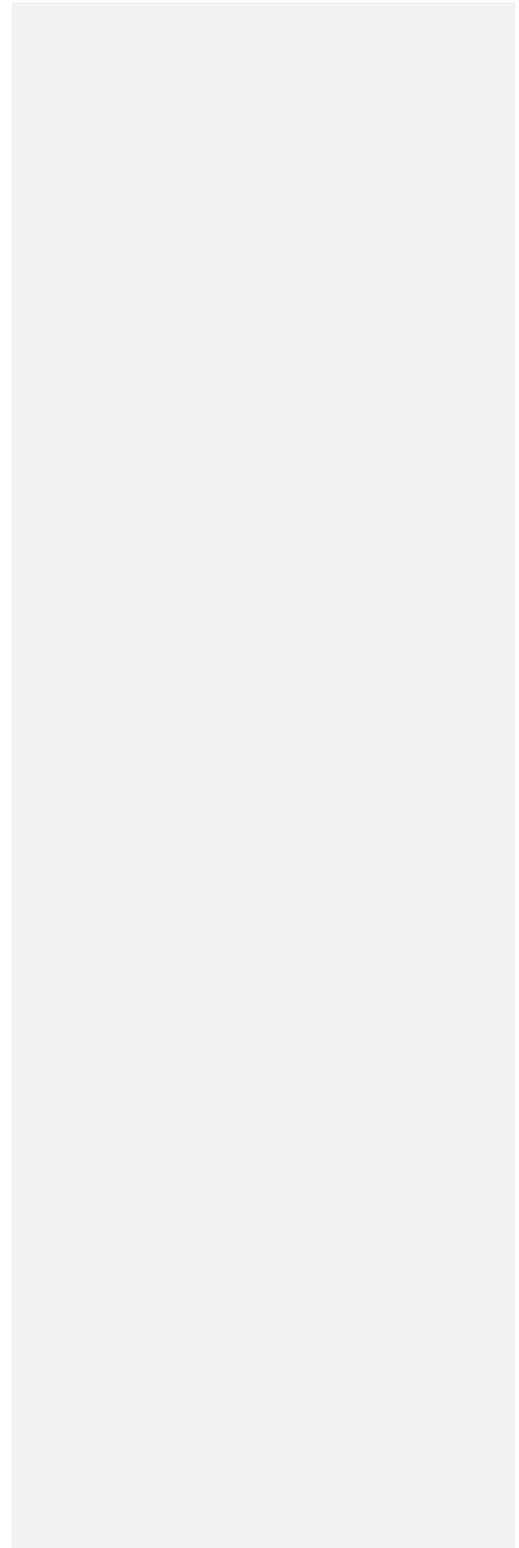
The negatives per minute is calculated by counting the total Coercives contingent and non contingent tally marks for one observation period and dividing by 10 =rate of negatives per minute. Insert these two numbers in space on page 1 labeled Ratio of Positive to Negative Interactions

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Behavior Resource Team - ASSET Summary

Date:
Target Individuals:
Agency:
Completed by:

Positives	Areas for Attention
Physical/Social Environment	
Schedule & Predictable Environment/Meaningful Day	
Choice and Communication	
Behavioral Expectations Defined and Taught	
Positive Interactions and Relationships	
Teaching and Encouraging New Skills	
Systems of Reinforcement	
Data-based Decision Making	



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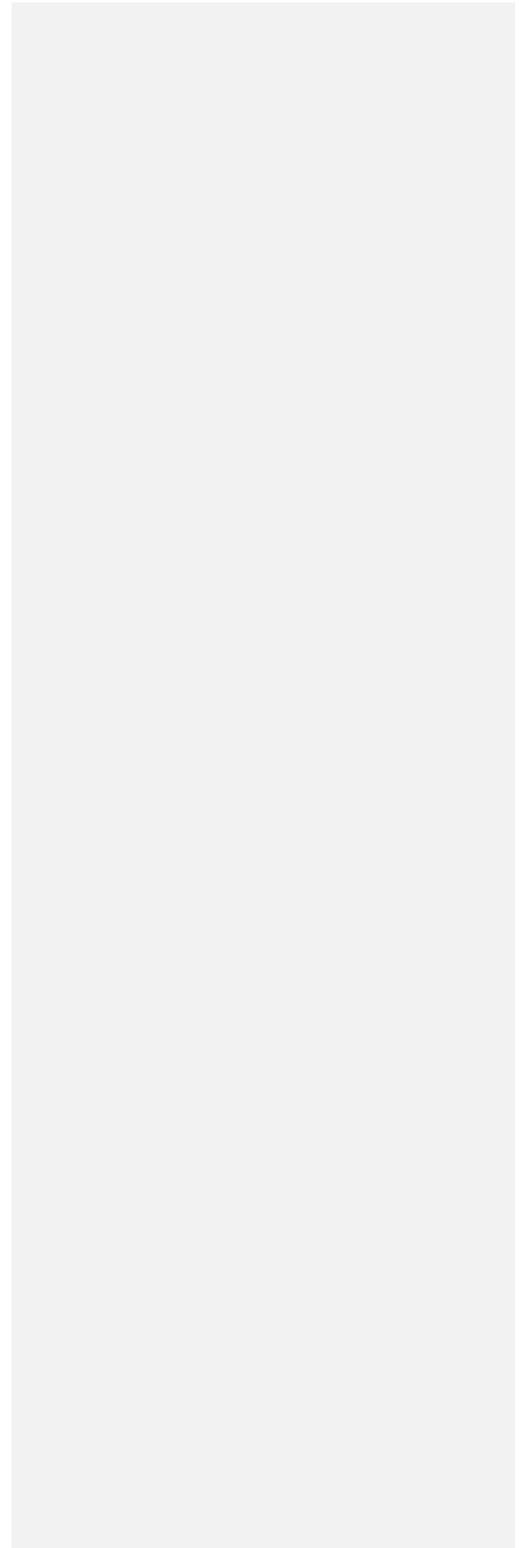
Behavior Resource Team - Recommendations

Physical/Social Environment
Recommended Strategy: Tasks to Accomplish Strategy: 1.
Schedule & Predictable Environment/Meaningful Day
Recommended Strategy: Tasks to Accomplish Strategy: 1.
Choice and Communication
Recommended Strategy: Tasks to Accomplish Strategy: 1.
Behavioral Expectations Defined and Taught
Recommended strategy: Tasks to Accomplish Strategy: 1.
Positive Interactions and Relationships
Recommended strategy: Tasks to Accomplish Strategy: 1.
Teaching and Encouraging New Skills
Recommended Strategy: Tasks to Accomplish Strategy: 1.
Systems of Reinforcement
Recommended Strategy: Tasks to Accomplish Strategy: 1.
Data-based Decision Making
Recommended Strategy: Tasks to Accomplish Strategy: 1.

**Agency Systems Supports Evaluation Tool
(ASSET)
Version 2.1**

Data Collection Protocol

- ✓ Conducted at least annually or as requested by regional office.
- ✓ Conducted to assess implementation of key features of preventative interventions and supports.
- ✓ Conducted initially for baseline assessment then 6-12 weeks after agency-wide action plan is developed and implemented.



Agency-wide Systems Supports Evaluation Tool (ASSET)

Overview

Purpose of the ASSET

The Agency-wide Systems Supports Evaluation Tool (ASSET) is designed to assess and evaluate the critical features of agency-wide effective behavior support. The ASSET results are used to

1. assess features that are in place,
2. determine goals for agency-wide effective DD Tiered Support implementation,
3. evaluate on-going efforts toward agency-wide DD Tiered Support,
4. design action planning goals for and revise procedures of Tiered Supports as needed
5. compare efforts toward development and implementation of agency-wide tiered support over time.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff and individual interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the agency as the contact person. This person will be asked to collect specific products and to identify a time for the ASSET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the ASSET averages takes two to three hours.

Using ASSET Results

The results of the ASSET will provide agencies with a measure of the proportion of features that are

1. not targeted or started
2. in the planning phase
3. in the implementation/ maintenance phases of development toward a systems approach to agency-wide effective behavior support.

The ASSET is designed to provide trend lines of improvement and sustainability over time.

**Agency-wide Systems Support Evaluation Tool
(ASSET)
Implementation Guide**

Agency _____

Date _____

Region _____

State _____

Step 1: Make Initial Contact

- A. Identify Agency contact person & give overview of ASSET page with the list of products needed.
- B. Ask when they may be able to have the products gathered. Approximate date: _____
- C. Get names, phone #'s, email address & record below.

Name _____ Phone _____

Email _____

Products to Collect

- 1. _____ Home or Agency Policy Handbook or Manual
- 2. _____ Agency improvement plan/Quality Enhancement system information
- 3. _____ Annual Action Plan for meeting agency-wide behavior support goals
- 4. _____ Individual Support Plans and, if developed, Behavior Support Plans
- 5. _____ Teaching program materials (e.g., social skills, replacement behaviors, etc.)
- 6. _____ Behavioral incident summaries or reports
- 7. _____ Management Team Meeting Minutes
- 8. _____ Staff Performance Plan Evaluation(s)
- 9. _____ Annual Action Plan for meeting DD Tiered Support goals
- 10. _____ Other related information

Step 2: Confirm the Date to Conduct the ASSET

- A. Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the agency while conducting individual and staff interviews, and for reviewing the products.
Meeting date & time: _____

Step 3: Conduct the ASSET

- A. Conduct administrator interview.
- B. Tour agency to conduct observations and randomly selected staff and individual interviews.
- C. Interview and collaborate with the Agency team to gather information for completion of ASSET
- D. Review products & score ASSET.

Step 4: Summarize and Discuss the Results

- A. Summarize surveys & complete ASSET scoring.
- B. Update agency graph.
- C. Meet with team to review results.
Meeting date & time: _____

Step 5: Follow-up, feedback, collaboration process



**Agency-wide Systems Supports Evaluation Tool
(ASSET)
Scoring Guide**

Agency _____

Date _____

Region _____

State _____

Pre _____ Post _____

ASSET data collector _____

Feature	Evaluation Question	Suggested Data Sources (circle sources used) P= product; I= interview; O= observation	Score: 0-2	Commentary Regarding Rationale for Scoring
A. Physical/Social Environment	1. Does the agency have a system for ensuring that the primary needs (medical, physical, social, emotional) are being met for all supported individuals? (0=no; 1=documentation exists or inconsistent use; 2=documented and consistently implemented)	Policies and procedures, Individual records review Other _____ P I		
	2. Are items/activities that are interesting to the supported individuals easily accessible? Do the supported individuals provide input on the selection of items/activities? (0=no; 1=there are some activities and individuals have had some input; 2=there are many activities and individuals have had consistent input)	Observations Community activity calendars Daily Logs Discussions Other _____ O P		
	3. Is the number of supported individuals and the number of supporting staff members appropriate for the physical size and purpose of the location? (0=no; 1=for the most part; 2=yes)	Observation physical space Count of individuals Other _____ O		
	4. Are the housemates compatible? Do they enjoy spending time together? Do they have similar interests? (0=no; 1=for the most part; 2=yes)	Observations of interactions Input of housemates Review of daily logs / incident reports Event Management Tracking (EMT) reports Other _____ O P		



Feature	Evaluation Question	Suggested Data Sources (circle sources used) P= product; I= interview; O= observation	Score: 0-2	Commentary Regarding Rationale for Scoring
B. Schedule and Predictable Environment / Meaningful day	1. What percentage of individuals are reported to be able to predict when preferred activities/items will be available? Is (0= less than 34%; 1= 34-74%; 2= 74% or higher)	Interviews Schedules Calendar Visual aids Other _____ I P		
	2. What percentage of individuals are reported to be able to predict when they will be expected to complete tasks or engage in non-preferred activities? (0= less than 34%; 1= 34-74%; 2= 74% or higher)	Interviews Other _____ I		
	3. During observation, what percentage of support staff appear to be following an established schedule/routine most of the time? What will be happening in the afternoon/evening/morning? How does staff know what will take place later in the day? (0= less than 34%; 1= 34-74%; 2= 74% or higher)	Observation Other _____ O		
	4. Do individuals have a meaningful day, which may include employment, volunteer opportunities, attending classes, attending community arts events, physical fitness, building natural supports within the community, etc.? Are individuals exposed to a variety of activities/interests? 0=no; 1 = sometimes; 2=yes	Interviews Schedules Daily Logs Other _____ I P		
C. Choice and Communication	1. Do staff use each individual's communication method (vocal language, manual signs, picture exchange) fluently and consistently? Are these methods taught to new staff? (0=no; 1=some of the time; 2=yes)	Interviews Observations Communication System Other _____ I O		
	2. Are effective communication strategies being taught to each individual/staff? Note: <i>effective</i> indicates that the mode of communication works for the individual much more often than it does not work (e.g., a manual sign to take a break or eat, results in access to the requested activity 85-90% of the time). 0=no; 1= sometimes; 2=yes	Interviews Observations Other _____ I O		
	3. Are the individuals participating in choice-making opportunities? Do support staff provide opportunities to make choices, including choices to NOT select something (e.g., peas, green beans, or neither)? (0=no; 1=sometimes; 2=most of the time)	Interviews Observations Other _____ I O		

Feature	Evaluation Question	Suggested Data Sources (circle sources used) P= product; I= interview; O= observation	Score: 0-2	Commentary Regarding Rationale for Scoring
	4. Is the individual support plan developed and implemented in a manner in which the individual or his/her advocate is the primary participant? (0=no; 1=sometimes, but informal or inconsistent; 2=yes – formal ISP)	Interviews Individual Support Plan (ISP) I P Other _____		
	5. Do team members engage in a process to identify the individual's preferences/preferred lifestyle? (0=no; 1=some process, but informal; 2=yes – formal process)	Observations Policies Individual Support Plan (ISP) O P Other _____		
D. Life Values Defined, Taught and Encouraged	1. Are there established life values for supported individuals and staff (e.g., make safe and healthy choices, respect others, be nice, etc.)? 0=no; 1= at least one staff reports; 2= a majority of staff can report the expectations	Interviews Other _____ I		
	2. Do the supported individuals have input on the established life values? Are the values fair and reasonable? 0=no, 1=rules are reasonable but individuals do not have input; 2=yes	Interviews Other _____ I		
	3. Is there an identified process for encouraging support staff to teach and review life values with individuals on a regular and routine basis (e.g., at the dinner table, in the car, during house meetings)? 0=no evidence; 1=some, but informal or inconsistent; 2= yes, formal process	Interviews Observations Other _____ I O		
	4. Are supported individuals (if capable) able to state or describe some or all of the identified expectations/rules? 0= no one can identify values; 1=some individuals can identify some values; 2 = most individuals can identify most values	Interviews Other _____ I		
E. Positive Interactions and Relationships	1. Are staff actively working to build relationships, both individual-to-peer, and individual-to-staff (e.g., authentic listening, conversations about preferred topics, etc.)? 0=no, 1=some indications of relationship building; 2=observed interactions indicate strong relationship-building	Interviews Observations Other _____ I O		
	2. Are staff happy and positive? 0=no, 1=some staff engaged in positive interactions, 2=all staff engaged in a high rate of positive interactions	Observations Other _____ O		

Feature	Evaluation Question	Suggested Data Sources (circle sources used) P= product; I= interview; O= observation	Score: 0-2	Commentary Regarding Rationale for Scoring
	3. Do support staff model appropriate and desirable social skills? Do staff engage in horse play/joking with individuals? 0=no, 1=some staff model appropriate skills, 2=all staff model appropriate skills	Observations _____ O Other _____		
	4. Are the interactions focused on desirable behaviors 85-100% of the time? 0=no; 1=some, but less than 85%; 2=yes	Observations _____ O Other _____		
	5. Do staff provide at least 1 pleasant interaction per supported individual approximately every 10 minutes? 0=no; 1= some staff do; 2=all staff do	Observations _____ O Other _____		
	6. What percentage of support staff describe using at least 2 of the following strategies for maintaining/encouraging desirable behavior?(a) using a 4:1 ratio; (b) offering access to preferred items/activities following completion of tasks; (c) using specific verbal praise; (d) using pre-correction or pre-teaching; (e) using redirection to a desired alternative; (f) limiting negative interactions; (g) planned ignoring of undesirable behavior; (h) providing transition notices; (i) other _____ 0=less than 34%; 1=35-74%; 2=more than 75%	Interviews _____ I Other _____		
F. Teaching and Encouraging New Skills	1. During interview, what percentage of support staff are able to identify at least 2 skills they teach the individual and the strategies they use to do so? 0= less than 34%; 1= 35-74%; 2= 75% or higher	Interview _____ I Other _____		
	2. During observation, what percentage of support staff employ an active teaching strategy from the individual support plan/behavior support plan/etc. (modeling, prompting for communication, pre-teaching, using an hierarchy of prompting, etc.)? 0= less than 34%; 1= 35-74%; 2= 75% or higher	Observation _____ O Other _____		
	3. Do data reflect increases in new skills on a regular basis? 0=no data; 1=some data or qualitative/narrative data; 2=quantitative data	Data Narratives _____ P Other _____		
	4. Do staff receive ongoing (at least bi-annually) training on teaching and encouraging new skills? 0=no; 1=for some; 2=yes for all	Interview Training Programs _____ I P Other _____		

Feature	Evaluation Question	Suggested Data Sources (circle sources used) P= product; I= interview; O= observation	Score: 0-2	Commentary Regarding Rationale for Scoring
G. Systems of Reinforcement	1. Are there formal motivational systems to encourage supported individuals to meet expectations? 0=no; 1= an informal system exists; 2=formal systems for all	Interview Behavior Support Plan Programs Other _____ I P		
	2. Do individuals receive frequent positive incentives (e.g., praise, attention, items/activities, etc.) for meeting expectations? 0=less than 34%; 1=35-75%; 2=more than 75%	Interviews Observation Other _____ I O		
	3. Are the incentives delivered valuable (i.e., rewarding/meaningful) to the supported individual? 0=no; 1=for some; 2=yes for all	Interviews Observations Other _____ I O		
	4. Are there formal motivational systems to encourage staff to meet expectations? 0=no; 1= an informal system exists; 2=formal systems for all	Interviews Observation Other _____ I O		
H. Data-based Decision making	1. Does the agency have a clearly defined system or formal mechanism for collecting, summarizing & reviewing individual behavioral data (challenging behaviors as well as skill acquisition targets) and incident reports from support staff (computer software, data entry time)? 0=no system or mechanism; 1= incident reports are collected but no system or mechanism to summarize or review them; 2= yes—clear evidence of a system	Product Review Other _____ P		
	2. Are incident reports and/or behavioral summaries supplied to an individual's planning team at least four times/year? 0= no; 1= 1-2 times/yr.; 2= 4 or more times/yr	Product Review Other _____ P		
	3. Does the management team analyze aggregate data regularly to identify agency-wide patterns? 0=no; 1=inconsistently; 2=consistently	Product Review Other _____ P		
	4. Does the agency have a clearly defined system or formal mechanism for collecting, summarizing & reviewing data on staff performance of universal strategies? 0=no system or mechanism; 1= some data are collected but no system or mechanism to summarize or review them; 2= yes—clear evidence of a system	Interview Product Review Other _____ I P		
I. Agency Leadership	1. Are policies/procedures consistent with and reflective of effective behavior supports (or positive behavior supports) within the organization? (0= no evidence; 1= some evidence; 2= clear evidence/explicitly stated)	Product Other _____ P		

Agency-wide Systems Supports Evaluation Tool version 2.1, April 26, 2012
Adapted from © 2001 Sugai, Lewis-Palmer, Todd & Horner
Division of Developmental Disabilities
Department of Mental Health
Jefferson City, Missouri



Feature	Evaluation Question	Suggested Data Sources (circle sources used) P= product; I= interview; O= observation	Score: 0-2	Commentary Regarding Rationale for Scoring	
	2. Does the agency have an established planning team to address agency-wide improvement of effective behavior supports? (0= no; 1= informal team; 2= formal team)	Interviews _____ I Other _____			
	3. Does agency planning team membership include representation of all staff/stakeholders (including family members)? (0= no team; 1=emerging; lacks some stakeholders; 2= in place and representative)	Interviews _____ I Other _____			
	4. Is the administrator or another administrative representative an active member of the organization's planning team? (0= no; 1= yes, but not consistently; 2= yes)	Interviews _____ I Other _____			
	5. Do planning team meetings occur on routine schedule? (0=no; 1= not routine; 2= at least quarterly)	Interviews _____ I Other _____			
	6. Does the planning team shares progress reports with staff and families at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)	Interviews _____ I Other _____			
	7. Does the planning team have an action plan with specific goals that is less than one year old? (0= no; 1= general plan but lacks specific goals, or older than 1 year; 2= yes)	Interviews _____ I Other _____			
	8. Does the agency teach, promote, and recognize the efforts of the staff? 0=no; 1=some; 2=yes, often	Interviews _____ I Other _____			
J. Regional/State Support	1. Can the leadership identify who is responsible for providing support at the state/regional level? 0=no; 2=yes	Interviews _____ I Other _____			
	2. Does the regional/ state administrators teach, promote, and recognize the efforts of the agency? 0=no; 1=some; 2=yes, often	Interviews _____ I Other _____			
Summary Scores:	A=	B=	C=	D =	E =
	F=	G=	H=	I=	J=

Administrator Interview Guide

Date _____

Interviewer _____

Provider Agency _____

Agency Demographics

- 1) When did the agency begin offering services for individuals? _____
- 2) How many individuals are supported by the agency? _____
 - a) Approximately how many people did the agency support at this time one year ago?

- 3) How many of each of the following sites does the agency support?
 - a) Group Homes _____
 - b) Individualized Supported Living _____
 - c) Companion Model _____
 - d) Day Program _____
 - e) Natural Home _____
- 4) How many staff members are currently employed by the agency (full, prn or part time)?

 - a) Of the staff members currently employed, how many work directly with individuals supported by the agency? _____
 - b) Of the staff members who do not work directly with individuals supported by the agency, how many of them are responsible for training, supervision, performance evaluations and/or ensuring for implementation of agency systems and policies? _____
 - c) Of the staff members currently employed, how many are stationed in roles in administration?

- 5) Does the agency utilize any PRN or temporary staff members employed by another organization to work directly with individuals supported by the agency? Yes No If no, skip to #4
 - a) If yes, how many hours a month on average are temporary or PRN staff utilized? _____
- 6) Does the agency track or review staff turnover data formally? Yes No If no, skip to #5
 - a) If yes, how many employees have been hired in the past year? _____
 - b) If yes, how many employees have been terminated in the past year? _____
 - c) If yes, how many employees have resigned in the past year? _____

- 7) Does the agency track or review employee Workman's Compensation Claims data formally? Yes No If no, skip to #7
 - a) If yes, how many employees have filed claims in the past year? _____
- 8) Does the agency track or review the amount of sick leave used by employees in a formal manner? Yes No If no, skip to the next section.
 - a) If yes, what is the total number of hours of sick leave that have been accumulated by employees in the past year? _____

Let's talk about your Agency System of Support

- 1) Do you collect and summarize Community Event Report Form (EMT) data? Yes No If no, skip to #4 (H1)
- 2) What system do you use for collecting and summarizing Community Event Report Form (EMT) data? (H1)
 - a) What data do you collect? _____
 - b) Who collects and enters the data? _____
- 3) What do you do with the Community Event Report Form (EMT) data? (H2, H3)
 - a) Who looks at the data? _____
 - b) How often do you share it with other staff? _____
- 4) What type of problems do you expect to be recorded on the Community Event Report Form (EMT) (H1)
- 5) What is the procedure for handling extreme emergencies in your agency (i.e. individual crisis behavior)? (A1)

Let's talk about your Agency (or house/home) expectations/rules or common guidelines

- 6) [Do you ask that each house/home have established behavioral expectations/rules/life values or guidelines that are functional, meaningful and appropriate for the home? Yes Follow up questions- What does established mean? How would a new staff or new individual coming into the home know what these are? How would you know if they changed or what they were last year?](#) No If no, skip to # 10. (D1)
- 7) Do individuals that live in the home have input on the established expectations/life values? (D2)
- 8) How many are there? _____(D1)
- 9) What are the behavioral expectations/rules/life values or guidelines? (D1)
- 10) Do you acknowledge staff for reviewing behavioral expectations/rules/life values or guidelines with supported individual on a regular basis? Yes No If no, skip to # 12. (D3, G1)
- 11) [Are their formal motivation systems or frequent positive incentives to encourage supported individuals to meet behavioral expectations/rules or guidelines? If Yes- Follow up question: Where would a new staff find out](#)

[what these are and how to use them? How would you track if they are used by and for whom? How would the ISP team know they are working?](#) (E6, F2, F3, G1, G2)

Let's talk about your Agency-wide Systems of Behavioral Supports team

- 12) Do you have a team that addresses Agency-wide Systems of Behavioral Supports? Yes No If no, skip to #19 (I2)
- 13) Has the team taught/reviewed the Agency-wide program with staff this year? (I2) Yes No
- 14) Is your Agency-wide team representative of your Agency staff? (I3) Yes No
- 15) Are you on the team? (I4) Yes No
- 16) How often does the team meet? (I5) _____
- 17) Do you attend team meetings consistently? (I4) Yes [Follow up: Are there minutes for these meetings?](#) No
- 18) Who is your team leader/facilitator? (I4) _____
- 19) Does the team provide updates to faculty on activities & data summaries? (H3, I6) Yes No
If yes, how often? _____
- 20) Do you have an out-of-Agency liaison in the state or Region to support you on Agency-wide systems of support development? (J1) Yes No
If yes, who? _____
- 21) What are your top 3 Agency improvement goals? [Follow up is there an action plan that is written?](#) (I7)
- 22) How do your agency policies and procedures reflect systems level support? [Or How does your agency insure that procedures and policies are carried out even if there is a change in supervisor or lead staff?](#) (I1)
- 23) Do you have system for orienting new staff to the behavioral expectations? [If yes: how is this done?](#) (D1, I8)

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Additional Interviews

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and Individuals. **Interviews can be completed during the Agency tour.** Randomly select Individuals and staff as you walk through the Agency. Use this page as a reference for all other interview questions. Use the interview and observation form to record Individual, staff, and team member responses.

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Staff Interview Questions

Interview a representative number of staff

- 1) What are the _____ agency life values (may have a special name like "home dollars")? (D1)
- 2) Have you taught the agency rules/life values this year? [If yes: how did you teach it, to whom?](#) (D3)
- 3) Have you given out any _____ in the past month? (E6)
(rewards for appropriate behavior)
- 4) What types of Individual problems do you or would you refer [to the ISP team for more assistance?](#) [Seek help from a hospital or police?](#) (A1)
- 5) Is there an agency-wide team that addresses behavioral supports in your [agency/home?](#) (I2)
- 6) Are you on the team? Yes No If yes, ask Team Member Interview Questions.

Team Member Interview Questions

- 1) Does your team use [behavior or EMT](#) data to make decisions? [If yes: how/who gets that data?](#) (H2)
- 2) Has your team taught/reviewed the Agency-wide program with staff this year? (F4)
- 3) Who is the team leader/facilitator? (J1)

Individual interview Questions

Interview a representative number of individuals

- 1) What are the _____ agency life values(may have a special name like "home dollars")? (D4)
(Define what the acronym means.)
- 2) Have you received a _____ in the past month? (G2)
(reward for appropriate behavior)
- 3) What do you usually do during the day? Do you enjoy what you do most days? (B4)
- 4) Where do you want to be in 5 years (tailor to the individual for future life goals)? (B4)
- 5) Do you like the person(s) you live with? Did you meet them before you started living together? Did you want to live with them? (A4)

Interview and Observation Form

Support Staff						Team Member			Individual's supported					
#	What are the agency life values? Record the # of expectations known.	Have you taught the agency life values to Individuals this year?	Have you given out any (recognition/rewards) In the past month?	What types of individual problems do you or would you refer to your supervisor for assistance, or for police or hospitalization?	Is there a team in your Agency to address Agency-wide behavior support systems?	Are you on the team? If yes, ask team questions	Does your team use behavior or EMT data to make decisions?	Has your team taught/ reviewed the Agency-wide program w/staff this year?	Who is the team leader/facilitator?	What are the agency life values? Record the # of expectations known	Have you received a (recognition or reward) _____ in the past month?	What do you usually do during the day? Do you enjoy what you do most days?	Where do you want to be in 5 years?	Do you like the person(s) you live with? Did you meet them before you started living together? Did you want to live with them?
1		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
2		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
3		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
4		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
5		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
6		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
7		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
8		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
9		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
10		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
11		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
12		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
13		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
14		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
15		Y N	Y N		Y N	Y N	Y N	Y N			Y N		Y N Y N Y N	
Total						X								
Location-indicate primary work site or home address For each staff interviewed		1	2	3	4	5	6	7	8					
		9	10	11	12	13	14	15						

Location-indicate home address For each individual interviewed	1	2	3	4	5	6	7	8
	9	10	11	12	13	14	15	

