

Tiered Onsite Evaluation Tool (TOET)

Date of TOET Interview Meeting: *(ensure that key contacts are available at this meeting time)*

Names of Key Contacts Present:

Names of UMN Raters Present:

Organization/County:

Region/Cohort:

Purpose

The purpose of the Tiered Onsite Evaluation Tool (TOET) is to guide teams that are implementing core features of organization wide person-centered, positive behavior supports into their human service organization. Teams can use this tool to monitor their implementation efforts from baseline, and on a regular basis thereafter to track their overall and subscale scores across points in time.

How should our team prepare to administer the TOET?

TOET assessment is based on the team's ability to demonstrate implementation efforts of each Feature. As you look at the TOET, the middle column titled "Possible Data Sources" lists ways or places that these Features could be assessed. Teams need to collect these products that demonstrate these efforts prior to the TOET assessment session. These items should be sent to the individual who will be using the TOET to assess your implementation efforts before the TOET assessment session so that they can prepare for that session. Table 1 (below) includes a list of these permanent products by tier.

The Possible Data Sources can be collected in a team notebook or folder (e.g., a three ring binder, a shared drive) on an ongoing basis. Keeping these up-to-date and in one location cuts down on time needed to prepare to administer the TOET.

How do I score the TOET?

Each subscale score is totaled by adding the points scored and dividing by the total number of point possible in the subsection. This results in a percentage score for the subsection. The same method is used for the overall score: the points scored overall are totaled across every subsection and divided by the total points possible on the TOET for an overall percentage score. Generally, a score above 70% in any area represents full implementation, although teams should continue to monitor their progress after reaching 70%.

Teams should use TOET data to guide their action planning. They can use TOET scores to identify areas where increased effort is needed. Lower scores indicate where an organization should focus efforts to implement person-centered, positive behavior support practices. Higher or increased scores in an area since last TOET measurement provide the team with feedback on their efforts toward full implementation. Teams can also use TOET scores to identify areas to celebrate their successes.

Table 1. Products on the TOET that Represent Universal Level Implementation Efforts

Please collect the following items, as applicable, to represent your team's implementation efforts. In addition to the information reported in the TOET interview meeting, these items will provide the basis for your scores on the TOET. Please email or mail these items to Julie Kramme the week before the scheduled TOET interview meeting:

Julie Kramme
Institute on Community Integration
204 Pattee Hall, 150 Pillsbury Dr SE
Minneapolis, MN 55455
Dahl0488@umn.edu

- ☐ Your organization's vision and/or mission statement
- ☐ Policies related to person-centered practices and positive behavior support
- ☐ Team Action Plan
- ☐ Team meeting agendas and meeting minutes from staff and/or team meetings
- ☐ Results of implementation consensus documentation
- ☐ Your team's outcome statements
- ☐ Organizational chart and/or documentation of team roles, names of team members documented
- ☐ Appendix A: Team Capacity Measurement Tool
- ☐ Evidence of Person-Centered tools being used
- ☐ Coaching and/or mentoring schedules
- ☐ Person-centered profiles from staff and/or people receiving supports (deidentified, as needed)
- ☐ Training materials used for new staff or ongoing staff development
- ☐ Evidence of implementation efforts from interviews with people receiving supports, coaches, PBS facilitators, etc.
- ☐ Your organization's matrix (positive behavior support)
- ☐ Direct Universal Observation Data from Matrix Observations and Trainings (e.g., from telePBS, observations, interviews with employees and/or people served)
- ☐ Written plans for teaching and practices positive social skills
- ☐ Marketing and recruitment tools (indicating person-centered practices and/or cultural awareness)
- ☐ Training curricula, agendas, minutes from teaching cultural awareness and competence
- ☐ Cultural awareness and/or diversity data (EEO)
- ☐ Newsletters, website, presentations or other communications demonstrating attempts to increase visibility

Collect the items listed below if they apply to your organization:

- ☐ Behavioral definitions used or evaluation measures
- ☐ Incident report data by month for the previous year since the last TOET (e.g., number of incidents per month by organization or site, number of people served by organization or site)
- ☐ BIRF data (Restraint data) for the previous year (since the last TOET)
- ☐ Quality of life data (e.g., summarized surveys, interviews, etc.)
- ☐ Retention and/or tenure data for the previous year (since the last TOET)
- ☐ Peer file reviews for person-centered language and/or positive supports

Following the meeting, UMN Team will provide feedback following the TOET Interview meeting, including updated TOET graphs that you may share with your team.

Universal Person-Centered Practices and Positive Behavior Support

A. Team Action Planning and Stakeholder Involvement		
Feature	Possible Data Sources	Scoring Criteria
1.1 Team Composition: Working team composition includes administration, key contact(s), PCT Coaches, person-centered thinking and practice expertise, PBS expertise, human resources, management, and direct staff	<ul style="list-style-type: none"> Organizational chart or documentation Meeting Minutes Interviews 	<p>0 = Team exists but roles are not defined clearly</p> <p>1 = Team exists but some key team members do not attend, or attend less than 80% of the meetings</p> <p>2 = Team members representing key roles attend over 80% of meetings</p>
1.2 Team Effectiveness: meets regularly and has four effective meeting processes that include: <ul style="list-style-type: none"> Regular monthly meetings Meeting minutes/agenda Defined roles Action plan in place 	<ul style="list-style-type: none"> Agendas, meeting minutes Roles and people clearly documented Action Plan Observation 	<p>0 = Team does not have the four effective meeting processes in place</p> <p>1 = Team meetings include two of the four effective meeting processes</p> <p>2=Team includes all four meeting processes</p>
1.3 Stakeholder Involvement: System for involving all stakeholders in the planning process (self-advocates, community members, other agency representation, family members)	<ul style="list-style-type: none"> Meeting minutes from staff and team meetings Email and correspondence Action Plan 	<p>0 = No evidence that stakeholders are involved</p> <p>1 = Some evidence that stakeholders are involved but in an informal manner with no formal ongoing process for involvement</p> <p>2=Formal meeting processes are scheduled in advance and documentation is gathered by team to use in action planning</p>
1.4 Consensus Building and Staff Decision Making: Strategies for staff member involvement is used to build consensus and involvement (regular agenda items in staff meetings, surveys or other strategies for gathering information)	<ul style="list-style-type: none"> Meeting minutes from staff and team meetings Results of voting documented Staff meetings Action Plan 	<p>0 = No evidence that readiness or are involved</p> <p>1 = Some evidence that stakeholders are involved but in an informal manner with no formal ongoing process for involvement</p> <p>2=Formal meeting processes are scheduled in advance and documentation is gathered by team to use in action planning</p>

B. Universal Person-Centered Practices		
1.5 Organizational Alignment: Vision and mission for organization	<ul style="list-style-type: none"> Vision and mission 	0 = no clear alignment of vision or mission statements to person-centered

clearly states person-centered values	<p>statements</p> <ul style="list-style-type: none"> Action planning tasks used to align vision and mission Outcome statements and related documents 	<p>practices</p> <p>1 = Vision and mission do not refer to person-centered practices but team process has been completed that established vision and outcome statements</p> <p>2 = Vision and mission statement include person-centered language and outcomes aligned with outcome statements and action plan</p>
1.6 Policy Alignment: Policies and procedures addressing person-centered thinking and planning are in place	<ul style="list-style-type: none"> Policies and procedures Evidence that Matching Tool and other PCT tools to support staff or coordinate effective supports Action plan showing steps to adapt policies and procedures 	<p>0=no mention of person-centered planning</p> <p>1=some indirect reference to person-centered practices is included in at least one document</p> <p>2 = Policies clearly state how person-centered planning should be implemented within the organization</p>
1.7 Universal Person-Centered Strategies: Specific person-centered strategies and tools are actively used in at least two observed settings (observations are completed in at least two settings, coaching and mentoring systems are outlined and monitored)	<ul style="list-style-type: none"> Observation data Coaching and mentoring schedules Profiles are available for staff and people supported Coach interviews 	<p>0 = There is no evidence that staff members are actively using PCT tools</p> <p>1 = Some evidence is available indicating that person-centered thinking tools are used in one setting</p> <p>2 = PCT tools are observed across two settings and system is in place for mentoring and coaching staff members</p>
1.8 Active Staff Support: Staff indicate support for organization-wide planning and describe how they use PCT tools while at work	<ul style="list-style-type: none"> Interviews with staff Profiles are available for staff and people supported 	<p>0 = No evidence that staff support person-centered practices</p> <p>1 = Verbal statements from at least two staff indicate that support for organization-wide planning is in place</p> <p>2= All staff interviewed indicate support for person-centered practices</p>

C. Universal Positive Behavior Support		
1.9 Organizational Alignment: Vision and mission for organization clearly relates to positive behavior support, are proactive and prevention focused	<ul style="list-style-type: none"> Vision and mission statements Action planning tasks used to align vision and mission 	<p>0 = no clear alignment of vision or mission statements to preventing problematic social interactions</p> <p>1 = Vision and mission do not refer to positive social interactions but team action plan includes actions related to PBS</p>

		2 = Vision and mission statement include clear focus on establishing positive environments that promote positive social outcomes
1.10 Policy Alignment: Policies and procedures addressing positive behavior support and describing the importance of building positive social environments that promote higher quality of life for both people supported and staff members within the organization	<ul style="list-style-type: none"> • Policies and procedures documenting the use of social skills and issues related to improving the quality of the social and physical environment • Action plan showing efforts to adapt policies and procedures to include PBS 	<p>0 = There is no evidence that the organization is addressing the need to promote positive social interactions</p> <p>1 = Some evidence that policies and procedures align with the need for promoting positive social interactions</p> <p>2 = Policies clearly describe how PBS is used within the organization to promote quality of life for people supported and staff members</p>
1.11 Positive Social Interactions: Specific universal positive behavior support strategies are created with the direct involvement of everyone within the setting and plan for practicing and teaching positive social skills is clearly described	<ul style="list-style-type: none"> • Interviews • Observations • Matrix describing important person-centered values and social interactions in specific settings • Written plan for teaching and practicing skills • Calendar schedule for prompting staff to focus on specific person-centered values 	<p>0 = There is no evidence that positive social interactions have been identified, taught, or practiced in any setting</p> <p>1 = Some evidence shows that positive social interactions are being identified, taught, and practiced</p> <p>2 = Interviews, observations, and written documentation clearly show that positive social interaction plans are being implemented in at least one setting within the organization</p>
1.12 Positive Feedback and Acknowledgement: Strategy for recognizing staff and people supported for positive social interactions is articulated and implemented in areas of organization where PBS is implemented	<ul style="list-style-type: none"> • Interviews • Written plan for recognizing and acknowledging positive social interactions • Action plan describing plan for feedback and acknowledgement • Other documentation is available (website, newsletter, etc.) 	<p>0 = There is no evidence that feedback and acknowledgement is used to support implementation</p> <p>1 = Some evidence shows that positive feedback and acknowledgements are provided through interviews and action plan documentation</p> <p>2 = Interviews, observations, and written documentation clearly show that there is a clear plan for providing positive feedback and acknowledgement in areas where PBS is implemented</p>

D. Cultural Awareness and Competence Strategies

1.13 Active Recruitment: The organization actively hires people from diverse backgrounds and promotes cultural competency in	<ul style="list-style-type: none"> • Marketing and recruitment tools • Action plan 	<p>0 = There is no indication that the organization recruits people from diverse backgrounds or has an evaluative system for hiring</p>
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hiring practices		<p>demographics in place.</p> <p>1 = Some strategies are used for marketing and/or evaluation of the hiring demographics.</p> <p>2 = There are both marking strategies and ongoing evaluation of demographics of those hired.</p>
1.14 Cultural Acceptance: People report that their cultural viewpoints are recognized and celebrated and a plan for ongoing assessment is in place	<ul style="list-style-type: none"> • Interviews • Surveys • Incident Report Summaries 	<p>0 = There is no indication that the organization assesses the perception of acceptance</p> <p>1 = A few people report that they feel cultural diversity is taken into account but the information gathered is informal or limited</p> <p>2 = All of the people interviewed indicate their cultural viewpoints are honored and the team has a systematic way to gather information from everyone about their views</p>
1.15 Cultural Awareness and Competence: The team works with staff to create ways to recognize all people who make important contributions to person-centered thinking and planning efforts.	<ul style="list-style-type: none"> • Interviews • Agenda and events scheduled with staff members • Curriculum for cultural competence in place 	<p>0 = There is no indication that the organization is building cultural awareness and competence</p> <p>1=People interviewed report that cultural awareness and competence is addressed but no formal documentation or curriculum is available</p> <p>2 = Increasing cultural awareness and competence is a priority within the organization, curriculum is in place and events are scheduled on an ongoing basis to promote skills in this area</p>

E. Monitoring Plans and Organization-wide Data for Decision Making		
1.16 Organizational Workforce: Tenure and retention data are reviewed in team meetings to assess progress	<ul style="list-style-type: none"> • Data summaries • Interviews 	<p>0 = There is no indication that the organization is using data related to tenure, retention, or other staffing patterns</p> <p>1 = Interviews with team members indicate that retention/tenure data are reviewed during meetings</p> <p>2 = Meeting minutes, data summaries, and other evidence indicates the team</p>

		regularly reviews data for decision making
1.17 Data-based Decision Making: The organization-wide team reviews outcomes associated with effective person-centered planning (quality of life, changes in incident reports, 911 calls, injuries, restraint, etc.) on a regular basis to make data based decisions	<ul style="list-style-type: none"> • Quality of life surveys, interviews • BIRF, Incident report data, injuries, etc. • Fidelity data • Meeting minutes 	0 = There is no indication that the team is regularly reviewing data during meetings 1 = Interviews with team members indicate that data are reviewed 2 = Meeting minutes, data summaries, and other evidence indicates the team regularly reviews data for decision making
1.18 Fidelity Data: Team reviews fidelity data (MN Team Checklist with subscales, PCP-PBS SET)	<ul style="list-style-type: none"> • Meeting minutes • Summary of self-assessment and past onsite data 	0 = There is no indication that the team is regularly reviewing fidelity data during meetings 1 = Interviews with team members indicate that fidelity data are reviewed 2 = Meeting minutes, data summaries, and other evidence indicates the team regularly reviews fidelity data for decision making
1.19 Annual Evaluation: Team documents fidelity and effectiveness universal practices at least annually	<ul style="list-style-type: none"> • Meeting minutes • Summary of data collected • Interviews 	0 = There is no indication that the team is regularly reviewing fidelity data during meetings 1 = Interviews suggest annual evaluation occurs 2 = A summary of annual evaluation data is available in presentations or report form
1.20 Direct Observation: Team member collects direct observation data in at least two locations quarterly	<ul style="list-style-type: none"> • Summary of Data 	0 = There is no indication that the team is regularly reviewing fidelity data during meetings 1 = Interviews suggest observation data are collected 2 = Data collected are organized and available for review with summaries organized for meetings
1.21 Universal Quality of Life Assessment: Team summarizes existing quality of life data to assess universal status within organization, or uses surveys or other methods to review quality of life across people	<ul style="list-style-type: none"> • Surveys, interviews, etc. • Other documentation 	0 = There is no indication that the team is regularly reviewing quality of life data during meetings 1 = Interviews suggest quality of life data are collected 2 = Data collected are organized and

		available for review with summaries organized for meetings
F. Support for Staff Learning New Skills		
1.22 Staff Development and Competency-Based Training: Strategies for collecting, summarizing & reviewing data on staff performance across curriculum related to person-centered practices and PBS	<ul style="list-style-type: none"> Monitoring systems for staff development Data summarizing training efforts Observation data 	0 = There is no indication that staff development systems are in place to monitor person-centered thinking/planning and PBS 1 = Interviews with staff indicate that staff development is in place for person-centered planning but not PBS 2 = Procedures, competency-based training schedules, and summaries of staff performance data show that both person-centered practices and PBS staff development efforts are in place
1.23 Person-Centered Thinking Tools: Evidence that PCT tools are actively used and coaches and other staff receive support learning to integrate tools into everyday routines and processes	<ul style="list-style-type: none"> Schedule of coaching specific staff members Number of coaches available Survey results showing perception of coaches with PCT tools Interviews 	0 = There is no indication that PCT tools are actively used 1 = Interviews suggest that staff are receiving active coaching for the use of PCT Tools 2 = Schedules for organizing and monitoring coaching of staff are documented and coaches meet to problem solve and support each other
1.24 Person-Centered Thinking Trainers: The organization can access PCT trainers to provide 2-day training to staff and community members. Access may be to trainer(s) within organization, or in collaboration with regional partners	<ul style="list-style-type: none"> Number of PCT Trainers available within organization or regionally Number of staff receiving 2-day PCT training 	0 = There is no evidence that the organization can access PCT Trainers 1 = Interviews indicate sufficient trainers are available 2 = The organization maintains training for all staff members and addresses new staff training for 2-Day PCT events with 80% of staff actively trained
1.25 Coach Trainers: The organization can access coach trainers to provide 6-day training for organization. Access may be to trainer(s) within organization, or in collaboration with regional partners	<ul style="list-style-type: none"> Number of coach trainers available within organization or regionally Number of coaches trained 	0 = There is no evidence that the organization can access Coach Trainers 1 = Interviews indicate sufficient Coach Trainers are available 2 = The organization maintains training for coaches and provides evidence that there is an adequate number of coaches available for implementation efforts

1.26 Person-Centered Planners: Organization has access to enough person-centered planners to support people in need of individualized planning processes.	<ul style="list-style-type: none"> Number of person-centered plans completed within organization Number of person-centered plans (either within organization or regionally) 	0 = There is no evidence that the organization can access person-centered planners 1 = Interviews indicate sufficient access to person-centered planners are available for the organization 2 = The organization can access person-centered planning trainers to maintain a sufficient number of planners for the need within the organization
1.27 Positive Behavior Support Facilitation: Organization has access to enough PBS facilitators to support people in need of individualized planning processes.	<ul style="list-style-type: none"> Number of PBS plans completed within organization Number of PBS Facilitators (either within organization or regionally) 	0 = There is no evidence that the organization can access PBS Facilitators 1 = Interviews indicate sufficient access to PBS Facilitators are available for the organization 2 = The organization can access PBS Facilitator trainers to maintain a sufficient number of PBS Facilitators in the organization or region

G. Visibility		
1.28 Celebration and Information Sharing: Team shares progress and summary data to stakeholders regularly	<ul style="list-style-type: none"> Meeting minutes Newsletters, Website, or other communications Copies for presentations 	0 = No evidence indicates the team has organized opportunities to share information and celebrate successes 1 = Interviews indicate that the team has shared information with some stakeholders 2 = Evidence indicates that the team shares information and celebrates success with all stakeholders regularly
1.29 Introductory Training in Universal PBS: Staff and other stakeholders are introduced to key elements of universal PBS (online trainings, presentations, group action planning)	<ul style="list-style-type: none"> Presentations Schedule of PBS trainings Summary of people trained 	0 = No evidence is available to indicate that the team has organized introductory PBS presentations for staff and other stakeholders 1 = Some evidence is available indicating that staff and other stakeholders have an opportunity to learn about PBS 2 = There is a regular schedule or process for presenting information about universal PBS to staff members and other stakeholders

Appendix A: Team Capacity Measurement Tool

How many total staff are currently employed in your organization (number of employees, not FTE)?

Total Staff in Organization (number of people, not FTE)	
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How many staff in your organization are involved in the following roles?

	Number of staff trained	Number of staff currently active on your team
Person-centered Coaches		
Person-centered Coach Trainers		
Person-centered thinking Trainers		
Person-Centered Planners		
Key Contacts		
Positive Behavior Support Facilitators		

How many trainers or contractors have provided these services for staff or people in your organization since the last TOET?

	Number of trainers or contractors
Person-centered thinking Trainers	
Universal Person-centered Coach Trainers	
Person-Centered Planners	
Positive Behavior Support Facilitators	