MINNESOTA DIRECT OBSERVATION FORM AND SELF-ASSESSMENT TOOL

DEFINITIONS OF EACH ITEM ON THE MINNESOTA DIRECT OBSERVATION FORM
PART 1

Person-Centered Behaviors

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

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

Person-First Language: Discussion about a person consists of their specific diagnosis or disability as an attribute, not as an identity.

> *Example:*
> - *Describing someone as a person with a diagnosis; "Sam was diagnosed with Autism last year; Marcus has a diagnosis of Borderline Personality Disorder."*
>
> *Non-example:*
> - *Using a diagnosis to describe someone: "Sam is Autistic; Marcus is Borderline."*

Nonjudgmental Descriptive Language: Language used describes what you observe is happening but does not criticize or imply judgment.

> *Example:*
> - *Describing behavior: Fahima stood up and left the room; slamming the door loudly when I told her I could not take her to the mall.*
>
> *Non-example:*
> - *Describing motive or intent: Fahima began acting out and trying to manipulate and intimidate us when we didn't do what she wanted.*

Working in Alliance with the Person: Person-centered professionals seek to collaborate with people to help them achieve their personal goals. They use their knowledge and skills (professional competencies) to support people, not control or decide for the person.

> *Example:*
> - *Using statements that help a person express himself, lead the process, and work collaboratively: "I am not sure what I can do, but we can work on this together."*
>
> *Non-example:*
> - *Using statements that dismiss a person's perspectives, diminish their views, or create adversarial positions: "That's not really my responsibility. You'll have to figure that one out on your own."*

Reflective Listening Skills: Refers to staff behaviors that indicate people are heard and understood. Active listening is a process of focusing your attention on the person in a way that supports their ability to communicate. Behaviors include both language and non-language based communication.

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

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

Person-Centered Thinking: Inquiring with open-ended questions about a person's life, interests, goals, wants, and needs across domains of life (home, community, relationships, work, etc.), and using answers to questions to generate novel branches/directions in conversation. Includes natural use of person0centered thinking tools within conversation.

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

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

Demonstrates Empathic Behavior: Actions that show you understand and share the emotions and feelings of another person.

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

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

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Promoting Social Engagement

Encouraging Others to Engage in Social Interaction– When staff or others support people in joining in conversations, sharing information, and joining activities during meetings or activities.

>   *Example:*
>   - *Offering opportunities for people to engage in discussions with other people: After Esmerelda tells you about her recent shopping finds, you turn to Janice, who has been sitting on the couch quietly, and ask her if she has had any good finds lately; Responding to someone receiving therapy "Tell me more about that."*
>
>   *Non-example:*
>   - *Limiting opportunities for people to explore the interests/opinions of people supported: You don't ask Janice questions while talking to Esmerelda about shopping because she hasn't jumped in or had anything to contribute so far; Telling someone receiving therapy "Your pretty quiet so we will end our session early."*

Supporting Choices: Encouraging and supporting opportunities for people to make decisions in daily life.

>   *Example:*
>   - *Involving people in arranging their own schedule: "Let's look at the schedule and you can tell me how you want tonight to go."; Asking someone receiving mental health support what they would like to work on first.*
>
>   *Non-example:*
>   - *Telling people how their schedule is: "Today is your laundry day, so you have to do your laundry right away when you get home so you can shower at your scheduled time of 7:30 tonight."; Telling a person receiving mental health support what their biggest needs are and what they need to do to fix them.*

Reinforcing Others: Recognizing and celebrating the use of positive social interactions. This includes reference directly to the positive social interaction observed so the person knows what they are being reinforced for.

>   *Example:*
>   - *Praising and acknowledging someone for their positive social behavior: "We got dinner done on time because of your help, Thanks for making such a great meal Amy!"; Rika experiences a relapse using alcohol. Her therapist tells her while they are processing the event that Rika did a good job identifying skills she can focus on using in the future to prevent a relapse.*
>
>   *Non-example:*
>   - *Picking out deficits in situations where positive behavior occurred: "Thanks for your help Amy, next time be sure to read the whole recipe first before you start so you know what steps to take next when you are making dinner."; When Rika experiences a relapse using alcohol the therapist discusses the situation in terms of "failing".*

DEFINITIONS OF EACH ITEM ON THE MINNESOTA DIRECT OBSERVATION FORM

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PART 2

Positive Actions Toward Others in the Settings

Active Involvement in Conversations/Meetings/Activities: When staff or people supported join conversations, share information, and join activities during meetings or activities.

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

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

Engaging in Identified Social Behaviors: Staff members and/or people supported are actively using a Positive Social Interactions Matrix which they identified together as a community or team.

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

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

   Non-example:
   - *No examples of positive social interactions were identified by the community or no behaviors are observed.*

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MINNESOTA DIRECT OBSERVATION FORM

Date and Time of Observation: _____   **Number of People in the Setting:**_____

Setting Observed: _____

    B. Promoting Social Engagement and Interactions

Part 1
Observe Staff using the list below.

    A. Person-Centered Behaviors

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Person-First Language				
Nonjudgmental Descriptive Language				
Working in Alliance with the Person				
Reflective Listening Skills				
Person-Centered Behaviors				
Demonstrates Empathic Behavior				
Subtotal Person-Centered Behaviors Observed				_____/24 _____%

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Encouraging Others to Interact				
Supporting Choices				
Reinforcing Others				
Subtotal Person-Centered Behaviors Observed				_____/12 _____%

Part 2
Observe up two staff while they are working or observe up to two people who are being supported using the list below.

    A. Opportunities to Participate in Positive Social Interaction

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Active Involvement in Conversations/Meetings/Activities				
Engaging in Identified social Behaviors:				
Person Centered Value 1				
Person Centered Value 2				
Person Centered Value 3				
Person Centered Value 4				
Subtotal Person-Centered Behaviors Observed				_____/_____ _____%

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MINNESOTA DIRECT OBSERVATION FORM

WORKSHEET INSTRUCTIONS FOR OBSERVATIONS

PURPOSE

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

INSTRUCTIONS

1. Identify the setting they observation will be occurring within and write it at the top of the worksheet preparation form.
2. List out the people who are present at each observation and identify those who are being observed by circling them. Include the date of the observation.
3. Identify the positive social behaviors for each person being observed using the positive interaction matrix developed for that setting (see Definitions of Each Item on the Minnesota Direct Observation Form for an example of a positive social interaction matrix). The positive social behaviors will be different for each person depending on how they communicate. Providing examples and nonexamples of these behaviors for each person will be essential for observers to prepare for an observation. Please indicate examples and nonexamples in the Worksheet Preparation Form under "Define Positive Social Behaviors for Person".
4. Before and after an observation, please review the definitions for each of the items on the Observation Form.
5. Allocate 20 minutes for each of the three observational settings using a timer or stopwatch to record the time.
6. **Indicate a noted behavior has occurred within an interval when one example or instance of the behavior has occurred AND zero instances of non-examples of the behaviors occurred**. For example, mark a plus for person-first language use if a staff member says "Sally is a person who experiences deafness." However, if in the same interval, a staff member stays "Bobby is autistic," then the interval becomes a circle (interval is NOT scored as a plud). Please refer to the attached "Observation tool definitions" form for detailed instructions on how to score each noted behavior.
7. To score an interval, both the person being observed needs to be present throughout the interval, therefore if a staff member or person being supported need to step out of the observation (e.g., someone needs to use the restroom, or other such situation), the observer should pause the interval until they are back and then resume. If someone is unavailable to be observed (e.g., the person being supported feels uncomfortable and goes to their bedroom for some space), the interval should be marked as unobservable and should not be counted within the total score.
8. Conduct the observation of the setting and indicate on the MN Direct Observation Form which person-centered and positive behavior support items are present during the observation session.
9. Keep a copy of the Worksheet Preparation Form and the MN Direct Observation Form and submit *only* the MN Direct Observation Form to _____.

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Worksheet Preparation Form

Include the following details for each setting:

SETTING 1 ACTIVITY:
_____

Observation 1:

Date and Time of Observation: _____

Names of Staff Present: _____

_____

_____

Observation 2:

Date and Time of Observation: _____

Names of Staff Present: _____

_____

_____

Observation 3:

Date and Time of Observation: _____

Names of Staff Present: _____

_____

_____

Observation 4:

Date and Time of Observation: _____

Names of Staff Present: _____

_____

_____

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DEFINE POSITIVE SOCIAL INTERACTIONS FOR THE PERSON:

Please define positive social behaviors that the person being observed engages in and write your notes so that observer knows what behaviors to record. Include examples and non examples of each behavior that corresponds to the person centered values in the setting observed. Examples are included in the section called *Definitions of Each Item On the Observation Form*. Complete this form for each setting or person observed.

Person Centered Value 1:	
Examples:	Non Examples:

Person Centered Value 2:	
Examples:	Non Examples:

Person Centered Value 3:	
Examples:	Non Examples:

Person Centered Value 4:	
Examples:	Non Examples:

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

		Setting			
Person-Centered Value					
		.			

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