**Guidance for the Evaluation of Knowledge of Module Content**

Supervisors or administrators may wish to evaluate the impact of these modules on the knowledge acquisition of their staff.

If you are accessing these modules through DHS Train Link or the College of Direct Support, you have access to a pre-test/post-test function. Using this function, you may input the questions found in the below in this document, and create the pre/posts tests according to your preferences (for example, using all of the available questions in the pre-test and again in the post-test, or using a subset of the questions in the pre-test and a different subset in the post-test).

If you are accessing the modules another way, and you would like to create a pre-test/post-test for your team, here are the steps to follow:

1. Access the question bank below in this document.
2. Look through the questions to determine how you would like to set up the pre-test and post-test for each module (for example, using all of the available questions in the pre-test and again in the post-test, or using a subset of the questions in the pre-test and a different subset in the post-test).
3. You may wish to administer the pre-test and post-test to your staff in paper and pencil format, or you may wish to use one of several free web-based evaluation platforms. We suggest:
	1. RedCap (<https://www.project-redcap.org/>)
	2. Qualitrics (<https://www.qualtrics.com/free-account/>)
4. Once you have administered your test, you will want to use the functions within the evaluation platform to summarize your data. Read their instructional pages to learn how to generate reports of the following information that will be helpful to you:
	1. The number of people who responded
	2. The range of the scores (low end, high end)
	3. The mean score (average of all scores)
	4. The median score (most common score)
5. Once you have the data summarized, you will find it helpful to display the data visually, for example in a bar graph, so you can easily see progress over time. Read the instructional pages in the evaluation platform to learn about the ways you can visually display your data.

**Pre-Post Test Questions**

**Module One**

1. What do organizations assess or work on when becoming more person-centered? (Select all that apply)
2. Policies
3. Learning opportunities for person-centered practices
4. Adding bed capacity
5. Employee onboarding
6. Local labor laws
7. Evaluation and using data to make decisions
8. Becoming a more person-centered organization improves the quality of life for:
9. Staff
10. People supported
11. Families
12. All of the above

**Understand the importance of balancing what is Important To and Important For**

*John is currently a junior in high school. He is really interested in cars and working on car engines. John loves to talk about cars and small engines with other people. He has a history of skipping classes at school because he says his classes are all boring. John learned from his counselor that he must graduate from high school in order to attend an auto mechanic program in his town where he can also intern at in a local business as part of the program. John decided to attend all his classes from now on so that he can finish high school and then study auto collision repair as soon as possible.*

1. Based on this scenario what is Important TO John:
2. Auto Mechanic School
3. Attending Class
4. Cars
5. Both A and C
6. None of the above
7. Based on this scenario what is Important For John:
	1. Auto Mechanic School
	2. Attending Class
	3. Cars
	4. Both A and C
	5. None of the above
8. A level one change is a change that:
	1. You can make without anyone else’s approval
	2. Requires leadership support
	3. Involves national, state or federal systems changes
	4. The person initiates without staff input
9. Having everyone at an organization trained in person-centered practices is an example of:
	1. Level one change
	2. Level two change
	3. Level three change
	4. Level four change
10. Positive support practices are:
	1. Person-centered in nature, sensitive to the unique cultures and backgrounds of each individual, and respectful towards people receiving these supports,
	2. Evidence-based or promising practices,
	3. Adapted and improved over time using assessment processes as a guide
	4. Often implemented with more than one practice as part of a team-based approach.
	5. All of the above
	6. A, B, and C only
11. Which of the following are considered positive supports (select all that apply)?
	1. Dialectical Behavior Therapy
	2. Applied Behavior Analysis
	3. Hydrotherapy
	4. Wraparound Planning
12. Intensive, individualized support plans are generally considered \_\_\_ supports.
	1. Tier 1
	2. Tier 2
	3. Tier 3
	4. PBS
13. The implementation of universal practices focuses on practices that are helpful to ALL people.
14. True
15. False

**Module Two**

1. The key roles of the team in implementing person-centered practices are:
2. Changing everything immediately Address immediate requests by people using support

as the team considers larger issues

1. Share details about the process with others
2. Use data for making decisions
3. Plan for all levels of staff to be represented at all person-centered trainings
4. Share progress and get feedback from others
5. Find opportunities to celebrate the team’s success
6. Your team can include:
7. People supported
8. Families
9. People providing support
10. Organization leadership
11. All of the above
12. Leadership support is critical for change because:
13. Leaders help make allocating funds decisions
14. Making level two changes
15. Actively model, engaged and positively influence work culture
16. They authorize Level 1 changes
17. All of the above
18. A, B, and C only
19. Which of the following areas is NOT important for teams to discuss when improving person centered practices?
	1. Funding
	2. Visibility
	3. Transition planning
	4. Political support and planning
	5. Evaluation
	6. Training
20. One way for teams to “work smarter not harder” is to assess what meetings already exists and add agenda items that address person-center practices.
21. True
22. False
23. It is recommended that organizations develop mission and vision statements for their person-centered practices that are distinct from any existing mission and vision.
24. True
25. False
26. Team efficiency is enhanced by using a limited number of information-sharing approaches and storing the information in a central repository. This is true for:
	1. Large organizations
	2. Small providers
	3. Both
	4. Neither
27. When inviting people to be a part of your team it is important to include the purpose of the team. The purpose of the team is:
	1. To improve the quality of life for all, by the person’s definition
	2. Create a way for all voices to be heard and represented
	3. To make all decisions about how to implement person centered practices
	4. Encourage meaningful connections through relationships
	5. All of the above
	6. A, B, and D
	7. None of the above

**Module 3**

1. The change process is a personal experience for most people because:
	1. People often think about how the new practice aligns with their own values and beliefs
	2. No one likes change
	3. People feel they do not have a choice
	4. Everyone has had a bad experience with change
2. The team will be more likely to succeed if \_\_\_\_% or more of the people involved vote in favor of implementing person-centered and positive support practices.
3. 50%
4. 80%
5. 70%
6. 90%
7. Teams can include others in making decisions by (select all that apply)
	1. Cold calls to all stakeholders
	2. Team and staff meetings
	3. Community Events
	4. Social Media
	5. Advertisements
8. Consensus building strategies include (circle all that apply):
	1. Creating a PATH
	2. Survey
	3. Vote
	4. Administration leads by example
9. Teams can assess readiness in their organization by all of the following except:
	1. Emailing surveys
	2. Asking people individually
	3. Have people vote in a meeting
	4. The Pyramid Method
10. An example of a Level 3 change would be:
	1. A DSP helps a person to navigate the bus route to a new store she wants to check out
	2. The state Department of Human Services awards free Area Transit travel cards to people with person centered plans
	3. The CEO of the organization determines that Area Transit travel cards will be subsidized by the organization for all people they serve
	4. A person goes to purchase an Area Transit travel card by herself without staff support
11. The use of person-centered planning methods such as PATH are considered experimental at the team level and should be used only when other consensus-building methods have failed.
12. True
13. False
14. Don’t try to implement person-centered practices right away if there are (select all that apply):
	1. Changes in leadership or management taking place
	2. Large changes in services are making it hard to focus on other issues
	3. Challenging behaviors that must be addressed to ensure stability
	4. Events are occurring in a local community that will make it hard to move forward
	5. All of the above

**Module 4**

1. Building a vision of HCBS services works best when people are open to different points of view.
2. True
3. False
4. The Person-Centered Organizational Development Tool *does not* help teams assess which of the following areas:
	1. Assessment, Discovery, Exploration
	2. Planning Practices
	3. Fidelity of Implementation
	4. Community Participation and Inclusion
	5. Current Level of Supports and Services
	6. Organizational Design and Processes
	7. Evaluation of Person-Centered Practices
5. After completing the Person-Centered Organizational Development Tool it is help for the team to discuss the following: (Choose all that apply)
	1. What happened?
	2. What went wrong?
	3. Who is responsible?
	4. What have you tried?
	5. What have you learned?
	6. What are you pleased about?
	7. What are you concerned about?
	8. How long did it take to complete the survey?
6. Positive Support refers to practices that are: (Chose all that apply)
	1. Person-centered in nature, sensitive to the unique cultures and backgrounds of each individual, and respectful towards people receiving these supports
	2. Evidence-based or promising practices
	3. Often the most financially prudent options
	4. Adapted and improved over time using assessment processes to guide use
	5. Guaranteed to provide positive results within a short amount of time
	6. Often implemented with more than one practice as part of a team-based approach
7. After assessing the organization’s HCBS it may seem overwhelming and difficult to know where to begin improving person centered practices. Choose which strategy is a better way to start:
	1. Involving all parts of the organization so you are all working together
	2. Start with one person who receives supports, one home or one employment location
	3. Model a statewide organizational approach that aligns regional and local teams
	4. Involve all counties in one part of the state – north, central, or south
8. The Minnesota Team Checklist prompts the team to share what they learned in the assessment process. The team can create a simple list that summarizes the \_\_\_\_\_\_\_\_\_\_ of the services and can highlight the \_\_\_\_\_\_\_\_\_\_ that most people feel can be improved.
	1. Important TO / Important FOR
	2. wraparound nature / responses to intervention
	3. decision rules / recruitment priorities
	4. strengths / areas for growth
9. Developing skills to regulate emotions is a hallmark of which positive support approach:
	1. Positive Behavior Support
	2. Response to Intervention
	3. Dialectical Behavior Therapy
	4. Positive Emotional Regulatory Intervention (PERI)
10. Common Quality of Life domains for people with intellectual and developmental disabilities include (choose all that apply):
	1. Physical well-being
	2. Material well-being
	3. Sexual well-being
	4. Emotional well-being
	5. Sensory well-being
	6. All of the above

**Module 5**

1. The steps for developing a plan for your organization to become more person-centered are:
	1. Track progress, develop and evaluation plan, assess strengths, develop outcome statements
	2. Assess strengths, Create SMARTIE Goals, track progress, create a vision, create an action plan
	3. Create a vision, develop outcome statements, review strengths, write SMATIE goals, create an action plan, track progress
	4. Write SMARTIE Goals, track progress, create a vision, create an action plan, develop outcome statements
2. Outcome statements and goals should reflect the team’s person-centered values.
3. True
4. False
5. Key elements of an Action Plan include all except:
	1. SMARTIE Goals
	2. Steps needed to complete goal
	3. Status updates
	4. Staff feedback survey
6. Once the team’s long-term plan has been developed it should be reviewed:
	1. Never, once it has been completed it is done
	2. Throughout the year
	3. Once every two years
7. The letters in SMARTIE goal stand for:
	1. Specific, Measurable, Attainable, Relevant, Time bound, Inclusive, Equitable
	2. Smart, Meaningful, Achievable, Reasonable, True, Interesting, Easy
	3. Simple, Measurable, Artful, Reliable, Time sensitive, Intense, Effortless
	4. None of the above
8. Responsibility for monitoring the ongoing attention to action items and completion of SMARTIE goals falls to:
9. CEO or equivalent role
10. Site director or equivalent role
11. The team
12. Designated stakeholders
13. Organizations already collecting data on staff retention should not use those data to assess progress toward a new SMARTIE goal. Instead develop a new data collection approach.
14. True
15. False
16. Images representing what HCBS looks like in your organization can be found on:
17. Outcome statements
18. Now and Future Vision boards
19. Action plans
20. Long term plans

**Module 6**

1. Including person-centered practices in recruitment and selection increases chances of hiring people with similar values as the organization’s, which can increase staff retention.
2. True
3. False
4. The role of a Coach is to:
	1. complete staff performance evaluations
	2. share and teach new skills in person-centered and positive support practices to others
	3. be an expert in specific types of person-centered and positive support training
	4. all of the above
5. Cultural responsiveness can improve in an organization when:
	1. training is ongoing
	2. staff attend an annual cultural diversity training
	3. trust and empathy are developed over time
	4. all of the above
	5. A & C only
6. Teams can communicate outcomes and celebrate progress by:
7. providing stakeholders, a summary of key findings of assessments
8. sharing stories about how person-centered and positive support is being implemented
9. both A & B
10. none of the above
11. One-way teams can connect with other HCBS providers is through the Minnesota Online Community for Person-Centered Practice.
12. True
13. False
14. Accreditation as a person-centered organization is available through:
	1. CARF International
	2. Council on Accreditation
	3. Joint Commission
	4. All of the above
	5. None of the above
15. Fidelity of implementation is nurtured through (select all that apply):
	1. Coaching
	2. Mentoring
	3. Webinars
	4. Conferences
	5. All of the above
16. Including person centered practices in job descriptions is important for people in the following job roles (select all that apply):
	1. Kitchen staff
	2. Mental health professionals
	3. DSPs
	4. Custodial staff
	5. All of the above
	6. B and C only

**Module 7**

1. Collecting and using quantitative data is usually the preferred method of gathering information over qualitative data.
2. True
3. False
4. The evaluation plan addresses effort, fidelity and outcomes at each level of the Tiered Model for Person-centered practices (All people, Some people, Few people)
5. True
6. False
7. Examples of Outcomes that can be measured in an Evaluation Plan:
8. Changes in quality-of-life measures completed by people supported and families
9. Interviews or stories that show how successful person-centered practices are in HCBS
10. Staff attrition or retention summaries
11. Changes in workers compensation claims
12. Changes in written documents like policies and procedures (qualitative document

review)

1. Changes in incident reports with visual summaries of frequency, where, when, how, and

why challenges occur

1. Changes in the number of people scoring very satisfied with services
2. Changes in the number of staff scoring very satisfied with the work climate
3. Pre-posttests of knowledge about person-centered practices
4. All of the above
5. Examples of Outcomes that can be measured in an Evaluation Plan (select all that apply):
6. Changes in quality of life for people receiving services
7. Adjusted Gross Income (AGI) of staff relative to regional provider averages
8. Interviews or stories that show how successful person-centered practices are in HCBS
9. Percent average compliance within self-care tasks by people using support
10. Potential sources of information for evaluation data include (select all that apply):
11. Families of people using support
12. Direct Support Providers
13. Facilities staff
14. None of the above
15. It is common for organizations to use staff attrition and workers compensation claims data as part of their ongoing process of evaluating their services.
16. True
17. False
18. During the first-year team may decide to complete the Minnesota Team Checklist several times a year to keep the team on track.
19. True
20. False
21. Which of the following statements are true about incident reports. Choose all that apply.

 Some goals of an incident report are:

1. to weed out the less skilled staff from the very skilled staff.
2. to create a plan to understand what is happening and create a plan to decrease or

prevent similar situations.

1. to clearly define the differences of cultures.
2. to gather information
3. to accurately identify the staff who should be punished or sanctioned
4. to gather data on incidents that occur between staff and people receiving services as

an opportunity for learning.

**Module 8**

1. Examples of challenges that teams face when implementing person centered practices include (select all that apply):
	1. Difficulty finding champions who can assist with the change process
	2. Excessive verbal abuse toward staff during time dedicated to staff training
	3. Limited administrative leadership
	4. Revocation of privileges is only possible through a complicated waiver process
2. Select the correct order of the problem-solving process from the following choices:
	1. Brainstorm possible problem sources – anticipate impacts of acting vs not acting – select next steps – evaluate results
	2. Identify the problem – collect opinions and brainstorm – anticipate impacts – select an action to take – evaluate results
	3. Identify problem – anticipate impact – collect opinions and brainstorm – select an action to take – evaluate results
3. One possible strategy for addressing resistance is to use a person-centered “resistance meets resistance” approach.
4. True
5. False
6. Strategies for increasing equity and justice for everyone include (select all that apply):
	1. Acknowledge the history of inequality
	2. Practice becoming more aware of cultural diversity
	3. Seek out ways in which important decisions can be shared with people from under-represented groups
	4. Work with people to create a vision for an inclusive community
	5. All of the above
	6. B & D only
7. Which of the following are strategies or tools that can be used to address problems that emerge when a team is implementing person-centered supports (select all that apply)?
	1. Helping Relationships Questionnaire
	2. Integrated Supports Star
	3. All-points Compass
	4. PATH
	5. All of the above
8. When a team is using multiple positive support practices, they should be \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
	1. Delineated
	2. Distinguished
	3. Integrated
	4. Embedded
9. When a person has experienced significant trauma, Positive Behavior Support is no longer available as an option for the team to consider.
10. True
11. False
12. Person-centered skills can be used to identify what supports can be used to lessen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and develop a plan to support people in a way that makes sense to each person.
13. Medications
14. Abuse
15. Risk
16. Social Security Disability Income

**Answer Key**

**Module 1**

1. A, B, D, F
2. D
3. D
4. B
5. A
6. B
7. E
8. A, B, D
9. C
10. A

**Module 2**

1. B, C, E, F
2. E
3. F
4. C
5. A
6. B
7. D
8. F

**Module 3**

1. A
2. B
3. B, C, D
4. A, B, C
5. D
6. B
7. B
8. A, B, D

**Module 4**

1. A
2. C
3. D, E, F, G
4. A, B, D, F
5. B
6. D
7. C
8. A, B, D

**Module 5**

1. C
2. A
3. D
4. B
5. A
6. C
7. B
8. B

**Module 6**

1. A
2. B
3. E
4. C
5. A
6. E
7. A, B
8. E

**Module 7**

1. B
2. A
3. J
4. A, C
5. A, B, C
6. A
7. A
8. B, D, F

**Module 8**

1. A, C
2. B
3. B
4. E
5. A, B, D
6. C
7. B
8. C