

## TOET Quick Guide

Section 1: Team Action Planning and Stakeholder Involvement					
Feature	Possible Data Sources	Scoring Criteria	Examples of a Score of 2	Examples of a Score of 1	Examples of a Score of 0
<b>1.1 Team Composition:</b> Working team composition includes administration, key contact(s), universal person-centered (PC) coaches, and practice expertise, PBS expertise, human resources, management, and direct staff	<ul style="list-style-type: none"> <li>• Organizational chart or documentation</li> <li>• Meeting Minutes</li> <li>• Interviews</li> </ul>	0 = Team exists but roles are not represented  1 = Team exists but some key team members do not attend, or attend less than 80% of the meetings  2 = Team members representing key roles attend over 80% of meetings	Meeting minutes indicate the full team meets monthly and attendance is 90% across team members	Meeting minutes indicate the team meets regularly but the PC coach and PBS facilitator attend only 50% of the time	Org chart indicates the team exists but roles have not been set or identified
<b>Guidance Question:</b> "Tell us about the members that are currently on your team and who attends the meetings."					
<b>1.2 Team Effectiveness:</b> meets regularly and has at least four effective meeting processes that include: <ul style="list-style-type: none"> <li>• Regular monthly meetings</li> <li>• Meeting minutes/agenda</li> <li>• Defined roles</li> <li>• Action plan in place</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas, meeting minutes</li> <li>• Roles and people clearly documented</li> <li>• Action Plan</li> <li>• Observation</li> </ul>	0 = Team does not have the four effective meeting processes in place  1 = Team meetings include at least two of the four effective meeting processes  2=Team includes all four meeting processes	Action plan references monthly meetings and minutes, and actions for key defined roles specific to action plan	Agendas and meeting minutes are present each month, and roles are defined, but action plan is not yet in place	Meeting minutes indicate the team meets irregularly and does not have people set in defined roles
<b>Guidance Question:</b> "Which meeting processes are in place for your team meetings?"					
<b>1.3 Stakeholder Involvement:</b> System in place for involving all	<ul style="list-style-type: none"> <li>• Meeting minutes from staff and team meetings</li> <li>• Email and</li> </ul>	0 = No evidence that stakeholders are involved	Parent and self-advocate group produces monthly newsletter in	Meeting minutes indicate special occasional appearances	Meeting minutes include no mention of stakeholder involvement

<p>stakeholders in the planning process (self-advocates, community members, other agency representation, family members)</p>	<p>correspondence</p> <ul style="list-style-type: none"> <li>Action Plan</li> <li>Opinion surveys</li> <li>Feedback loop (newsletter, annual report with public comment option)</li> </ul>	<p>1 = Some evidence that stakeholders are involved but in an informal manner with no formal ongoing process for involvement</p> <p>2=Formal meetings are scheduled in advance and documentation is gathered by team to use in ongoing action planning</p>	<p>collaboration with PC coaches</p>	<p>by stakeholders but they are not regularly involved</p>	
<p><b>Guidance Question:</b> "How do you communicate what is happening on your team with self-advocates, community members, staff, families, and others?"</p>					
<p><b>1.4 Consensus Building and Staff Decision Making:</b> Strategies for staff member involvement are used to build consensus and involvement (regular agenda items in staff meetings, surveys or other strategies for gathering information)</p>	<ul style="list-style-type: none"> <li>Meeting minutes from staff and team meetings</li> <li>Results of voting documented</li> <li>Staff meetings</li> <li>Action Plan</li> </ul>	<p>0 = No evidence that readiness assessment was conducted or staff members are involved beyond team</p> <p>1 = Some evidence that staff members are involved but this has occurred 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 describing how staff members are involved in decision making</p>	<p>Staff surveys of one type or another are sent prior to every staff meeting to gauge input on important current and future issues</p>	<p>Ad-hoc surveys from the past two years represent efforts to connect staff to new initiatives</p>	<p>Meeting minutes and action plan suggest no organizational structure in place to build consensus around initiatives</p>
<p><b>Guidance Question:</b> "Tell us what your team has done to assess readiness and build consensus among people at your organization? (e.g., using the Person-Centered Organizational Development Tool)"</p>					

## Section 2: Universal Person-Centered Practices

Feature	Possible Data Sources	Scoring Criteria	Examples of a Score of 2	Examples of a Score of 1	Examples of a Score of 0
<p><b>1.5 Organizational Alignment:</b> Vision and mission for organization clearly states person-centered values and/or outcome statements are shared as link to person-centered values</p>	<ul style="list-style-type: none"> <li>Vision and mission statements</li> <li>Action planning tasks used to align vision and mission related documents</li> <li>Outcome statements and related documents</li> <li>Units/departments/divisions one-page description to identify their own mission, vision and values statements. Includes everyone in the unit not just team.</li> <li>Action statements indicating the process for mission and vision revisions organization wide.</li> </ul>	<p>0 = No clear alignment of vision or mission statements to person-centered practices and no plan for improvement</p> <p>1 = Vision and mission do not refer to person-centered practices, but a plan is in place to establish person-centered mission/vision statements or outcomes statements are person-centered.</p> <p>2 = Vision and mission statement include person-centered language and outcomes aligned with outcome statements and action plan</p>	<p>Review of the organization wide vision and mission statements clearly include PC language. OR divisions or departments within the county have vision or mission statements that reflect PC values.</p>	<p>While the organization wide vision and mission statements do not reflect person centered values, the current action plan includes steps the team is taking to revise the mission and vision statements.</p>	<p>The organization wide vision and mission statements do not reflect person centered values and the team does not have a current action plan.</p>
<p><b>Guidance Question:</b> "Tell us what your team has done to assess readiness and build consensus among people at your organization? (e.g., using the Person-Centered Organizational Development Tool)"</p>					
<p><b>1.6 Policy Alignment:</b> Policies and procedures addressing person-centered thinking and planning are in place</p>	<ul style="list-style-type: none"> <li>Policies and procedures</li> <li>Evidence that tools are used to support staff or coordinate effective supports</li> <li>Action plan showing steps to adapt policies and procedures</li> <li>Action statements indicating the process for mission and vision revisions organizational wide.</li> </ul>	<p>0= No mention of person-centered practices mentioned in policy documents.</p> <p>1=Some indirect references to person-centered practices are included in at least one document</p> <p>2 = Policy examples clearly state how person-centered practices are implemented within the organization</p>	<p>Review of the handbook indicates includes a mission, vision, and standards of excellence aligned with PCT language. Policy forms have been updated to include PCT language. Microsoft teams is used to share policies throughout the organization.</p>	<p>PCT has been incorporated into the pilot program training protocol and orientation packet. The team is working on expanding the reach of policy alignment.</p>	<p>Organization wide policy does not yet reflect PCT language, however this is an action item on the current action plan.</p>

	<ul style="list-style-type: none"> <li>Members of team participate in organizational policy change workgroups/committees</li> <li>Person centered values incorporated into supervisory role: 1:1 meetings, performance reviews, professional advancement and development.</li> </ul>				
<b>Guidance Question:</b> "How are person-centered practices evident in your policies and procedures?"					
<b>1.7 Universal Person-Centered Strategies:</b> Specific person-centered strategies and tools are actively used in at least two settings (observations are completed in at least one setting, coaching and mentoring systems are outlined and monitored)	<ul style="list-style-type: none"> <li>Direct Observation data</li> <li>Coaching and mentoring schedules</li> <li>Profiles are available for staff and people supported</li> <li>Coach interviews</li> <li>Examples used at Division/unit meetings; Case Manager meetings with people they support; Trainings/community outreach events; First contact (phone calls, intake, reception, assessment)</li> </ul>	<p>0 = There is no evidence that staff members are actively using universal tools</p> <p>1 = Some evidence is available indicating that universal PC tools are used in at least one setting</p> <p>2 = Universal tools are used across two settings and system is in place for mentoring and coaching staff members</p>	<p>Team reports that PC tools (e.g., personal profile) are used with staff and people supported in two homes. The team provides examples of personal profiles, shares direct observation data from one home. The team also shares examples of coaching schedules in these homes (e.g., coaching provided by core team to supervisors and DSPs)</p>	<p>Team reports that PC tools (e.g., personal profile) are used with staff and people supported in at least two homes, but the team has not developed out (or has temporarily suspended) any direct observation in these settings.</p>	<p>Priority for use of PC tools is included in the action plan but not actively implemented at this time.</p>
<b>Guidance Question:</b> "How are person-centered strategies used in your organization, and in which settings are they used? Are systems in place for mentoring or coaching staff in these practices?"					
<b>1.8 Active Staff Support:</b> Staff members indicate support for actively using universal person-centered strategies.	<ul style="list-style-type: none"> <li>Meeting Minutes</li> <li>Action Plan</li> <li>Voting Results</li> </ul>	<p>0 = No evidence that staff support person-centered practices</p> <p>1 = At least two staff indicate support for organization-wide planning is in place</p> <p>2= Documentation and interviews indicate all staff members in pilot area have</p>	<p>The team reports having provided an overview for all staff in the pilot area and collecting information regarding staff buy-in for PC practices using an anonymous poll (yes/no).</p>	<p>Team members report support for PC practices and the house supervisor and one DSP in the pilot site indicate support for PC practices.</p>	<p>While the team supports PC practices, they have not asked staff in pilot areas about their support for PC practices.</p>

		had a chance to indicate level of support with 80% or more in favor of PC practices	Results indicate that 92% of the staff were in favor of PC practices.		
<b>Guidance Question:</b> "How have you assessed staff support of person-centered practices in the area(s) where you are implementing?"					

<b>Section 3: Universal Positive Behavior Support</b>					
<b>Feature</b>	<b>Possible Data Sources</b>	<b>Scoring Criteria</b>	<b>Examples of a Score of 2</b>	<b>Examples of a Score of 1</b>	<b>Examples of a Score of 0</b>
<p><b>1.9 Organizational Policy Alignment:</b> 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</p>	<ul style="list-style-type: none"> <li>• Policies and procedures documenting the use of social skills and issues related to improving the quality of the social and physical environment</li> <li>• Action plan showing efforts to adapt policies and procedures to include positive behavior support (PBS)</li> <li>• PBS values incorporated into supervisory role: 1:1 meetings, performance reviews, professional advancement and development. Supervisor documents meetings with staff that shows the use of different values and tools used.</li> <li>• Mission and vision statements include PBS values.</li> </ul>	<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 = Policy examples clearly state how PBS is used within the organization to promote quality of life for people supported and staff members</p>	<p>Policy exists that specifically references the development and nurturance of positive social environments; performance reviews document the incorporation of staff quality of life into the review process.</p>	<p>Mission and vision statements are value-consistent with PBS but policy and staffing documents do not assure these values are systematically incorporated into the operations of the organization.</p>	<p>PBS values are not present in mission or vision statements, and are not reflected in policy or staffing documents.</p>

	<ul style="list-style-type: none"> <li>• PBS team involved in leadership planning regarding organizational decisions reflected in meeting minutes.</li> <li>• Matrix used to implement positive social strategies and professional values.</li> </ul>				
<b>Guidance Question:</b> "Tell us about your policies and practices for building positive social environments."					
<b>1.10 Positive Social Interactions &amp; Skills:</b> Specific universal PBS strategies are created with the direct involvement of everyone within the setting, and plan for practicing and teaching positive social skills is clearly described. Plan for expanding implementation across organizational settings is documented	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Direct observations</li> <li>• Matrix describing important person-centered values and social interactions in specific settings</li> <li>• Written plan for teaching and practicing skills</li> <li>• Calendar schedule for prompting staff to focus on specific person-centered values</li> <li>• Using Matrix during unit/department meetings.</li> <li>• Regular use of Positive Social Strategies resources (video clips, training tool demos, &amp; practice activities) during unit meetings reflected in meeting minutes.</li> <li>• Sharepoint: "PBS Resource Folder" for all staff to access trainings, tools and other resources.</li> </ul>	<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>	Department meeting minutes show a monthly "PBS Skills Review" item in which a different antecedent, teaching, or reinforcement approach is reviewed and practiced to promote social skills among staff and among people using supports.	Interviews and direct observations indicate that positive social interactions are valued by staff and leadership, and regularly observed, but not systematically included in support delivery, meetings, or inservice trainings.	Matrix examples from residence homes and from departmental units indicate values have been identified but specific skills have not been tied to those values, and support strategies to promote skills are not evident.
<b>Guidance Question:</b> "Have you identified organizational values and behavioral expectations in any settings in your organization? How do you teach positive social skills, and what is your plan for expanding these skills across the organization?"					
<b>1.11 Positive Feedback and Acknowledgement:</b> Strategy for recognizing staff and people	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Written plan for recognizing and acknowledging positive social interactions</li> </ul>	0 = There is no evidence that feedback and acknowledgement is used to support implementation	Unit meetings have monthly examples of positive acknowledgement of	Some indication of the presence of positive feedback and	Interviews, written communications, and permanent products

<p>supported for positive social interactions is articulated and implemented in areas of organization where PBS is implemented</p>	<ul style="list-style-type: none"> <li>• Action plan describing plan for feedback and acknowledgement</li> <li>• Other documentation is available (website, newsletter, etc.)</li> <li>• Employee of the Month specifically for person centered and positive support accomplishments</li> <li>• Performance review category created</li> <li>• Staff unit meetings acknowledging staff and person's served who exemplify positive support practices.</li> <li>• Thank you cards sent to service providers who exemplify positive supports.</li> </ul>	<p>1 = Some evidence shows that positive feedback and acknowledgements are provided but these strategies are not directly connected to a plan for increasing social interactions</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>	<p>staff for specific reasons, performance reviews have a dedicated category, and interviews indicate a cultural norm of positive feedback.</p>	<p>acknowledgment (e.g., employee of the month) but without evidence of it being woven into expectations of the supervisory relationship or workplace culture.</p>	<p>indicate little to no positive feedback given, formally or informally.</p>
<p><b>Guidance Question:</b> "How do you acknowledge the behaviors that you want to see in your organization?"</p>					
<p><b>1.12 Consistent Response to Challenges That Occur:</b> Definitions are in place that clearly outline behaviors that are considered incidents that need to be documented and minor issues that do not require documentation. Strategy for teaching staff members how to respond to minor problems is in place.</p>	<ul style="list-style-type: none"> <li>• Behavioral definitions</li> <li>• Training materials</li> <li>• Behavior definitions within the Matrix</li> <li>• Code of Conduct Policy</li> <li>• Onboarding training incorporates these definitions and strategies</li> <li>• Organizational process in place defining incidents, conflict and the positive support response rooted in the culture of trust.</li> <li>• Systematic feedback loop process with positive regard and trust</li> </ul>	<p>0 = There is no evidence that definitions and training materials are in place</p> <p>1 = Some work has been completed to establish behavioral definitions and train staff</p> <p>2 = The behavioral definitions and training materials are in place with a plan to train all staff members over time</p>	<p>Staff training materials reflect systematic training and support for responding to problems, which are well defined and delineated, and are addressed monthly via data review at leadership meetings.</p>	<p>Competency-based staff training is in place to address problems, though no policies are in place to guide review of data regarding problems / incidents, and the types or levels of problems / incidents themselves are not defined.</p>	<p>Interviews, training materials, and policy documents reflect little to no alignment across the organization with regard to the definition of problems, or how staff are trained to address and document them.</p>
<p><b>Guidance Question:</b> "How do you respond to problems that occur in your organization?"</p>					

### Section 4: Cultural Awareness and Competence Strategies

Feature	Possible Data Sources	Scoring Criteria	Examples of a Score of 2	Examples of a Score of 1	Examples of a Score of 0
<p><b>1.13 Active Recruitment:</b> The organization actively seeks out staff members from diverse backgrounds and promotes cultural competency in hiring practices</p>	<ul style="list-style-type: none"> <li>• Marketing and recruitment tools</li> <li>• Action Plan</li> <li>• Internal training materials related to recruitment.</li> </ul>	<p>0 = There is no indication that the organization actively recruits people from diverse backgrounds or has an evaluative system for hiring demographics in place.</p> <p>1 = Some strategies are used for marketing and/or evaluation of the hiring demographics.</p> <p>2 = There are marketing strategies and ongoing evaluation of demographics of staff members hired.</p>	<p>The HR representative on the team provides examples of marketing and recruitment strategies that are used to promote diversity in hiring practices. This includes internal training related to recruitment. HR provides the team with frequent data reports on the demographics of staff members hired. The team reviews these data during team meetings and these data inform PBS/PC action planning.</p>	<p>The team connected with HR and received information regarding marketing and recruitment efforts to promote diversity in employment practices. While there are marketing efforts, the team has not engaged with data on hiring practices.</p>	<p>The team is unaware of the recruitment and hiring efforts. The team plans to add this to their action plan and will seek HR representation on the team.</p>
<p><b>Guidance Question:</b> "Tell us about how you recruit staff, and do you use any targeted marketing strategies to hire staff from diverse backgrounds? If so, tell us about them."</p>					



<p><b>1.14 Cultural Acceptance:</b> People report that their cultural viewpoints are recognized and celebrated, and ongoing assessment is in place</p>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Surveys</li> <li>• Incident report summaries</li> </ul>	<p>0 = There is no indication that the organization assesses perceptions of cultural acceptance</p> <p>1 = Cultural viewpoints is assessed but the information gathered is informal or limited</p> <p>2 = A systematic way to gather information about everyone's cultural viewpoints is used, and there are attempts to recognize and celebrate cultures</p>	<p>The team conducts annual surveys with all staff to gather information about cultural viewpoints and demographics. Surveys are anonymous. Data are reviewed by the team and used to develop plans to highlight and celebrate the range of diversity within the organization. The team shared a cultural events calendar.</p>	<p>Efforts to understand the range of diversity are in place in certain programs or groups within the organization.</p>	<p>The team reports an organizational priority for understanding the range of cultural diversity of people but has not taken action at this time.</p>
<p><b>Guidance Question:</b> "What strategies or training materials do you use to increase cultural awareness and responsiveness?"</p>					
<p><b>1.15 Cultural Awareness and Responsiveness:</b> There are strategies and training materials in place to increase cultural awareness and responsiveness.</p>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Agenda and events scheduled with staff members</li> <li>• Curriculum for cultural responsiveness in place</li> <li>• Action Plan</li> </ul>	<p>0 = There is no indication that the organization has a plan to build cultural awareness and responsiveness</p> <p>1=People interviewed report that cultural awareness and responsiveness training is addressed but no formal plan for expanding cultural competence is in place</p> <p>2 = Increasing cultural awareness and responsiveness is a priority within the organization, with an action plan in place to increase cultural responsiveness and to promote skills in this area.</p>	<p>Cultural awareness and responsiveness trainings are held throughout the year. Team shares organization PD calendar that lists trainings and dates. Additionally, the current action plan includes follow-up activities to promote skills and coaching strategies to support people who are not performing to standards.</p>	<p>Cultural awareness and responsiveness trainings are held throughout the year. Team shares organization PD calendar that lists trainings and dates.</p>	<p>The team has not taken action at this time. OR the team is unaware of HR's actions at this time.</p>
<p><b>Guidance Question:</b> "How do you assess people's perceptions of cultural acceptance, and how do you use the information you collect? In what ways do you recognize and celebrate cultural diversity?"</p>					

## Section 5: Monitoring Plans and Organization-wide Data for Decision Making

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Feature	Possible Data Sources	Scoring Criteria	Examples of a Score of 2	Examples of a Score of 1	Examples of a Score of 0
<p><b>1.16 Organizational Workforce:</b> Tenure, retention, staff satisfaction data and other related workforce measures are reviewed in team meetings to assess progress</p>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Data summaries</li> <li>Interviews</li> <li>Sample of staff satisfaction surveys</li> </ul>	<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 team meetings – should this also include language of “other staffing patterns”</p> <p>2 = Meeting minutes, data summaries, and other evidence indicates the team regularly reviews data for decision making</p>	<p>Staff training materials, and organizational leadership meetings, reflect review of annual staff satisfaction surveys and graphs on employee retention.</p>	<p>Annual review template indicates staff satisfaction data are collected, but no evidence those data have driven changes to policy or staff retention efforts.</p>	<p>No records are kept regarding employee retention, turnover, or other staffing patterns. Little to no indication that staff satisfaction data are collected or used.</p>
<p><b>Guidance Question:</b> "Which tenure, retention, and staff satisfaction data about your workforce do you collect and review? What do you do with the data?"</p>					
<p><b>1.17 Data-Based Decision Making:</b> The organization-wide team reviews outcomes associated with effective planning (quality of life, changes in incident reports, 911 calls, injuries, restraint, etc.) on a regular basis to make data-based decisions –</p>	<ul style="list-style-type: none"> <li>Quality of life surveys, interviews</li> <li>Incident report data, injuries, etc.</li> <li>Fidelity data</li> <li>Meeting minutes</li> <li>Assessment dashboard</li> <li>Human Resources hiring data collection process</li> <li>File Review using regulatory guidelines with information contained in a</li> </ul>	<p>0 = There is no indication that the team is regularly reviewing data during meetings</p> <p>1 = Interviews with team members indicate that at least one type of data are reviewed (incidents, county strategic evaluation data, attrition, etc.)</p> <p>2 = Meeting minutes, data summaries, and other evidence</p>	<p>Annual revisions of policies and staff training materials include updated quality of life benchmarks for people supported and for staff. These benchmarks are then used in leadership meetings when</p>	<p>Team meeting records suggest leadership reviews quality of life data occasionally, but policy and training documents indicate limited changes are driven by these data reviews.</p>	<p>The team collects some information including on incident reports and quality of life, but there is no evidence the data are reviewed regularly or used for decision making.</p>

	dashboard to inform organizational decision making.	indicates the team regularly reviews data for decision making	reviewing quarterly QoL data.		
<b>Guidance Question:</b> "How do the data you collect inform your team's practices?"					
<b>1.18 On-Going Monitoring of Fidelity Data:</b> Team reviews fidelity data (self-assessment tools, tiered onsite data) during regular team meetings and makes adjustments according to the data.	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Summary of self-assessment and past onsite data</li> </ul>	<p>0 = There is no indication that the team is regularly reviewing fidelity data during meetings</p> <p>1 = Interviews with team members indicate that fidelity data are reviewed during meetings</p> <p>2 = Meeting minutes, data summaries, and other evidence indicates the team regularly reviews fidelity data for decision making</p>	Data on fidelity of implementation of all support plans are reviewed monthly by team leads, which is reflected in quarterly leadership meeting minutes and subsequent revisions to staff training materials.	Leadership team meeting minutes indicate a monthly placeholder for review of fidelity data, but more than half of the minutes indicate the topic was tabled / not discussed.	Interviews indicate fidelity of implementation is a familiar concept to staff, and there is a shared understanding of its importance, but no evidence exists of systematic measurement or use of fidelity data by leadership.
<b>Guidance Question:</b> "How does your team use fidelity data? How do these influence your team's practices?"					
<b>1.19 Annual Evaluation:</b> Team conducts an annual summary and review of overall progress each year documenting major accomplishments, data collected, and products developed and disseminated (e.g., summary report or presentation slide deck, newsletter summary and celebration, etc.).	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Summary of data collected</li> <li>Documented changes in action plan linked to review</li> <li>Evidence that review is shared (newsletter, handouts, awards and recognition, etc.)</li> <li>Interviews</li> </ul>	<p>0 = There is no indication that the team reviews implementation progress annually</p> <p>1 = Interviews suggest annual evaluation occurs</p> <p>2 = A summary of annual evaluation data is available in presentations or report form.</p>	Interviews, action plan documents, and staff recognition documents indicate annual reviews of fidelity data take place, and that staff are publicly acknowledged for high fidelity of implementation.	Action plan and its regular updates suggest that fidelity data are reviewed annually, but no evidence that decisions or action plan updates are driven by the data.	Interviews with staff, and reviews of the action plan and its regular updates, indicate that fidelity data are not used annually to drive decisions at the system or individual level.
<b>Guidance Question:</b> "Tell us about your team's practices to evaluate your progress each year. How do you share this information with people?"					
<b>1.20 Direct Observation:</b> Team member collects direct observation data in at	<ul style="list-style-type: none"> <li>Summary of data</li> <li>Completed observation forms</li> </ul>	0 = There is no indication that the team is regularly reviewing observation data during meetings	Leadership meeting minutes include graphs of direct observation data, narrative	Observation data are available and used per meeting minutes, but a limited amount of data –	Team meeting minutes indicate that direct observation data are not requested from team

<p>least two locations quarterly.</p>		<p>1 = Interviews suggest observation data are collected</p> <p>2 = Data collected are organized and available for review with summaries organized for meetings</p>	<p>summaries of the data coupled with staff interview data, and summaries of the training decisions made based on those data.</p>	<p>sometimes single observations – are the basis for training and clinical decisions.</p>	<p>leads and not discussed, though decisions are made in the absence of the data.</p>
<p><b>Guidance Question:</b> "How does your team use observation data? How are these data summarized?"</p>					
<p><b>1.21 Universal Quality of Life Assessment:</b> Team summarizes existing quality of life data to assess universal status within the organization, or uses surveys or other methods to review quality of life across people as part of both ongoing monitoring and as an annual review</p>	<ul style="list-style-type: none"> <li>• Surveys, interviews, etc.</li> <li>• Other documentation</li> <li>• Quality of life surveys for staff and people supported through agency</li> <li>• Incorporate quality of life measures into current organization-wide data collection methods.</li> </ul>	<p>0 = There is no indication that the team is collecting quality of life data</p> <p>1 = Interviews suggest quality of life data are collected</p> <p>2 = Data collected are organized and available for review with summaries organized for meetings and summarized annually</p>	<p>Quality of life data are summarized for each person so each year's scores are visually comparable to scores in prior years. Individual support plans and annual meeting documents reference these QoL scores.</p>	<p>Interviews and available files indicate quality of life assessments are done annually with people using supports, but the data are not reflected in individual or organizational planning documents.</p>	<p>No quality of life assessments or staff satisfaction surveys are found in available files.</p>
<p><b>Guidance Question:</b> "How does your team use quality of life data? How are these data summarized?"</p>					

## Section 6: Support for Staff Learning New Skills

Feature	Possible Data Sources	Scoring Criteria	Examples of a Score of 2	Examples of a Score of 1	Examples of a Score of 0
<p><b>1.22 Staff Development and Competency-Based Training:</b> Strategies for collecting, summarizing &amp; reviewing data on staff performance across curriculum related to person-centered practices and PBS</p>	<ul style="list-style-type: none"> <li>Monitoring systems for staff development</li> <li>Data summarizing training efforts</li> <li>Observation data</li> <li>Case/file reviews or leadership/coach observation with staff</li> <li>Performance review including survey feedback from peers, partners and person's served</li> <li>Evidence of competencies being achieved</li> </ul>	<p>0 = There is no indication that staff development systems are in place to monitor person-centered thinking/planning and PBS</p> <p>1= Interviews with staff/records indicate that some staff development is in place for PC practices and PBS</p> <p>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</p>	<p>Team reports ongoing staff development in PC and PBS. Case file reviews are completed and there are PBS and PCT consultation meetings. Data are captured during case file reviews and data summaries are reviewed during team meetings to inform action planning.</p>	<p>Team reports ongoing staff development in PC and PBS. Case file reviews are completed and there are PBS and PCT consultation meetings. However, no data are collected regarding these activities.</p>	<p>No formal monitoring of PC and PBS staff development systems. Training has occurred, but the team is not collecting and reviewing data related to staff performance in the areas of PC and PBS.</p>
<p><b>Guidance Question:</b> "What professional development opportunities are in place for your staff? How is instruction in person-centered practices and positive behavior supports included in these opportunities?"</p>					
<p><b>1.23 Universal Person-Centered Strategies:</b> Evidence that person-centered strategies are actively used and coaches and other staff receive support learning to integrate strategies and tools into everyday routines and processes</p>	<ul style="list-style-type: none"> <li>Schedule of coaching specific staff members</li> <li>Number of coaches available</li> <li>Survey results showing perception of coaches using tools</li> <li>Interviews</li> <li>Coaching support: coaches' community of practice, coaches' corner</li> </ul>	<p>0 = There is no indication that universal person-centered strategies and tools are actively used</p> <p>1 = Interviews suggest that staff are receiving active coaching for the use of universal person-centered strategies and tools</p>	<p>Person centered strategies have been trained and there are coaches in place to support staff implementation. Team provides a schedule of coaches' meetings and coaching activities. Coaches' resources are available via SharePoint</p>	<p>Supervisors are trained as coaches and can support staff throughout the day (on-the spot). The coaching expectations are less formal (on an as-needed basis). The team provides the number of staff trained as coaches. Coaches do not meet to</p>	<p>Coaching support has not been built out at this time.</p>

	<ul style="list-style-type: none"> <li>SharePoint coaches' folders are actively used (use data as to the frequency of access of these resources)</li> <li>Mentoring: onboarding training and ongoing learning</li> </ul>	<p>2 = Schedules for organizing and monitoring coaching/training of staff members are documented and coaches meet to problem solve and support each other</p>	<p>and data are collected and reviewed regarding the frequency of access to these resources.</p>	<p>problem solve, and the team does not have a suggested schedule for on-going coaching (proactive vs. reactive).</p>	
<p><b>Guidance Question:</b> "How are coaches involved in supporting learning to integrate person-centered strategies and tools into everyday routines and practices?"</p>					
<p><b>1.24 Universal Person-Centered Trainers:</b> The organization can access universal person-centered trainers to provide training to staff and community members. Access may be to trainer(s) within organization, or in collaboration with regional partners</p>	<ul style="list-style-type: none"> <li>Number of universal person-centered trainers available within organization or regionally</li> <li>Number of staff receiving universal person-centered training</li> </ul>	<p>0 = There is no evidence that the organization can access universal person-centered trainers</p> <p>1 = Interviews indicate sufficient trainers are available</p> <p>2 = The organization maintains training for all staff members and addresses new staff training for introductory universal person-centered events with 50% of staff actively trained</p>	<p>PC training is provided to all staff, and is provided for all new staff with refreshers for existing staff. The organization has 3 PC trainers. The team provided documentation that 98% of all staff have been trained on PC practices.</p>	<p>The organization has access to 3 regional PC trainers but has been unable to provide training to 50% or more of the staff.</p>	<p>The organization does not have internal PC trainers nor does the team have access to external/regional PC trainers.</p>
<p><b>Guidance Question:</b> "Can you access sufficient Person-Centered Trainers for your organization's needs? How many staff have attended universal person-centered training events?"</p>					
<p><b>1.25 Coach Trainers:</b> The organization can access coach trainers (staff who help introduce key concepts and tools) to provide support staff members learning new skills. Access may be to trainer(s) within organization, or in collaboration with regional partners</p>	<ul style="list-style-type: none"> <li>Number of coach trainers available within organization or regionally</li> <li>Types of coaches are identified and defined (person-centered coaches, key contacts, etc.)</li> <li>Number of coaches trained</li> </ul>	<p>0 = There is no evidence that the organization can access Coach Trainers</p> <p>1 = Interviews indicate sufficient Coach Trainers are available for practices implemented (person-centered, positive behavior support, etc.)</p> <p>2 = The organization maintains training for coaches and provides evidence that there is an adequate number of coaches available for implementation efforts –</p>	<p>The organization has 15 coach trainers on staff and the organization maintains training for coaches. Evidence from Appendix B outline the number and types of coaches.</p>	<p>The organization does not have any coaches' trainers on staff, but they work with another organization to get access to coach trainers.</p>	<p>The organization is working on identifying regional coaches while they begin to build internal capacity to train and support coach trainers.</p>

<b>Guidance Question:</b> "Can you access sufficient Coach Trainers for your organization's needs?"					
<p><b>1.26 Person-Centered Planners:</b> Organization has access to enough person-centered planners to support people in need of individualized planning processes.</p>	<ul style="list-style-type: none"> <li>• Number of person-centered plans completed within organization</li> <li>• Number of person-centered plans (either within organization or regionally)</li> <li>• SharePoint contains list of person-centered planners available and how to access them.</li> <li>• Agency staff know where to find information on how to fund person centered planning services (CBSM, SharePoint person centered planners' folder, agency web based internal resource directory)</li> <li>• Tips and tricks on when a person-centered plan can be useful and how to write plans that are person centered (available on web based internal resource directory)</li> </ul>	<p>0 = There is no evidence that the organization can <u>access</u> person-centered planners</p> <p>1 = Interviews indicate sufficient access to person-centered planners are available for the organization (access for planning)</p> <p>2 = The organization can access person-centered planning trainers to maintain a sufficient number of planners for the need within the organization –</p>	<p>The team provided evidence of having 3 PC planners on staff and this meets their organization needs.</p>	<p>Team provided evidence of access to PC planners through DHS.</p>	<p>Team reports that staff know there are PC planners available through the DHS list, but are not sure how to access PC planners. The team indicated intent to identify a process by which staff know how to access PC planners.</p>
<b>Guidance Question:</b> "Can you access sufficient Person-Centered Planners for your organization's needs?"					
<p><b>1.27 Positive Behavior Support Facilitation:</b> Organization has access to enough PBS facilitators to support people in need of individualized planning processes.</p>	<ul style="list-style-type: none"> <li>• Number of PBS plans completed within organization</li> <li>• Number of PBS Facilitators (either within organization or regionally)</li> <li>• SharePoint (or web- based internal resource directory) contains list of PBS facilitators available and how to access</li> <li>• Agency staff know where to find information on how to fund PBS services (CBSM,</li> </ul>	<p>0 = There is no evidence that the organization can access PBS Facilitators</p> <p>1 = Interviews indicate sufficient access to PBS Facilitators are available for the organization</p> <p>2 = The organization can access PBS Facilitator trainers to maintain a sufficient number of PBS Facilitators in the organization or region</p>	<p>The team provided evidence of having 3 trained PBS facilitators within the organization. The team has 3 additional staff going through PBS facilitator training.</p>	<p>Team has access to regional PBS Facilitators and currently has 25 PBS plans (of varying intensity).</p>	<p>Team is unaware of how to access PBS Facilitators at this time.</p>

	SharePoint person centered planners' folder, agency web based internal resource directory) <ul style="list-style-type: none"> <li>• Tips and tricks to identify when more intensive PBS strategies are needed and what those strategies are and where to find them. (available on web based internal resource directory)</li> <li>• File/case note review showing evidence of positive supports at universal level</li> </ul>				
<b>Guidance Question:</b> "Can you access sufficient Positive Behavior Support Facilitators for your organization's needs?"					

Section 7: Visibility					
Feature	Possible Data Sources	Scoring Criteria	Examples of a Score of 2	Examples of a Score of 1	Examples of a Score of 0
<b>1.28 Celebration and Information Sharing:</b> Team shares progress and summary data to stakeholders regularly	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Newsletters, Website, or other communications</li> <li>• Copies of presentations</li> <li>• Annual report to community.</li> <li>• Internal feedback loop process created to obtain information from stakeholders and community as well as share information with them</li> </ul>	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	Interviews, newsletters, website, and annual gala program indicate that information and celebrations are widely shared across stakeholders.	Quarterly updates to the Board of Directors indicate information and celebrations are shared with that group, though no other shareholders appear to receive this news systematically.	No evidence found on website, in newsletters, annual reports, or interviews that information is shared – or positive news is celebrated - externally in systematic ways .
<b>Guidance Question:</b> "How do you celebrate and share information with stakeholders? When do you do this?"					



<p><b>1.29 Introductory Training in Universal PBS Available for Key Stakeholders and Community Members:</b> Staff as well as other stakeholders in the community are introduced to key elements of universal practices (online trainings, presentations, group action planning)</p>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Schedule of PBS trainings</li> <li>• Summary of people trained</li> <li>• Community outreach</li> <li>• Onboarding training</li> <li>• Formal mentoring and consultation system in place</li> <li>• PBS facilitators as coaches</li> </ul>	<p>0 = No evidence is available to indicate that the team has organized introductory presentations for staff and other stakeholders</p> <p>1 = Some evidence is available indicating that staff and other stakeholders have an opportunity to learn about practices</p> <p>2 = There is a regular schedule or process for presenting information about universal practices to staff members and other stakeholders</p>	<p>Website and training records indicate quarterly introductory trainings are offered for stakeholders and staff (interviews confirm that senior staff or administrators cover shifts for new staff to attend training).</p>	<p>Annual treatment plan review meeting minutes for people indicate brief introductory training is often offered to staff and stakeholders in the context of that meeting.</p>	<p>No evidence found on website, in newsletters, annual reports, or interviews that introductory presentations are made available to staff or external stakeholders.</p>
<p><b>Guidance Question:</b> "What opportunities are there for people across the community to learn about positive support practices that your organization is implementing? What methods do you use for this, and what data do you have on who accesses/attends? "</p>					