

MINNESOTA DIRECT OBSERVATION FORM

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

Setting Observed: _____

Part 1

Observe Staff using the list below.

A. Person-Centered Behaviors

<u>Item Observed</u>	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Language Based on Preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nonjudgmental Descriptive Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in Alliance with the Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflective Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person-Centered Behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates Empathic Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal Person-Centered Behaviors Observed				_____/24 _____%

B. Promoting Social Engagement and Interactions

<u>Item Observed</u>	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Encouraging Others to Interact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforcing Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

<u>Item Observed</u>	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Active Involvement in Conversations/Meetings/Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging in Identified social Behaviors:				
Person Centered Value 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person Centered Value 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person Centered Value 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person Centered Value 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal Person-Centered Behaviors Observed				_____/_____ _____%

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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 says “Bobby is autistic,” then the interval becomes a circle (interval is NOT scored as a plus). 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 _____.

MINNESOTA DIRECT OBSERVATION FORM

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: Respect	
Examples: *Be prepared & be on time *Clean up, Be Timely, Communicate Respectfully *Being Prepared & Communicate *Clean up and be timely	Non Examples:

Person Centered Value 2: Inclusion	
Examples: *Participate and hear one another *Communicate and work as a team * Communicate your needs Encourage Sociability *Involve everyone	Non Examples:

Person Centered Value 3: Support	
Examples: * Be involved & limit interruptions * Communicate with one another Prep necessary items (Meals, Meds,Phone, etc) * Communicate and have a plan * Be Timely Help each other *Encourage Sociability *Help each other be timely *Communicate your breaks with others	Non Examples:

Person Centered Value 4: Empathy	
Examples: *Make it fun and know your audience * Be understanding *Know your audience *Make it fun *Help each other *Be flexible *Offer choices	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				
		Classroom	Break times	Lunch time	Arriving at DP	Pre DP
Person-Centered Value	Respect	Be prepared & be on time	Clean up Be Timely Communicate Respectfully	Clean up & Be Timely	Being Prepared & Communicate	Communicate thoroughly
	Inclusion	Participate and hear one another	Involve Everyone	Communicate your needs Encourage Sociability	Communicate and work as a team	Motivate on individual level
	Support	Be involved & limit interruptions	Help each other be timely Communicate your breaks with others	Be Timely Help each other Encourage Sociability	Communicate and have a plan	Communicate with one another Prep necessary items (Meals, Meds, Phone, etc)
	Empathy	Make it fun and know your audience	Involve Everyone Communicate Respectfully	Help each other	Be flexible & offer choices	Be understanding

Freeman, R., Watts, E., Reichle, J., Simacek, J., Moore, T., Maki, A., O’Neill, S., Baker, D., Amado, A., Piggott, M., & Julian, H. (2023). *Minnesota direct observation and Assessment tool [2.0]*. Minneapolis, MN: Institute on Community Integration. University of Minnesota.

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