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.*

Using Language Based on Preferences: Discussion about a person involves asking them how they prefer to use terms related to disability, gender, culture, etc.

> *Example:*
> - *Describing someone as a person with a diagnosis;* **"Sam prefers to indicate he is Autistic….**"Anise uses She/Her pronouns."

> *Non-example:*
> - *We only use person-first language to describe disability for all people. "Marcus is a person with a Borderline Personality Disorder."*

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:*

Freeman, R., Watts, E., Reichle, J., Moore, T., Maki, A., O'Nell, S., Baker, D., Amado, A., Piggott, M., & Julian, H. (2016). *Minnesota direct observation and Assessment tool.* Minneapolis, MN: Institute on Community Integration. University of Minnesota.

- *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 include statements such as "Your case manager hasn't called you back yet. You look like you are frustrated about this."*

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 Behaviors: 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.*

Freeman, R., Watts, E., Reichle, J., Moore, T., Maki, A., O'Nell, S., Baker, D., Amado, A., Piggott, M., & Julian, H. (2016). *Minnesota direct observation and Assessment tool.* Minneapolis, MN: Institute on Community Integration. University of Minnesota.

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 relapse on alcohol and during the therapists processing of the event they identify skills she used well in the situation.*
>
> *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 relapsed on alcohol the therapist discusses the situation in terms of "failing".*

Freeman, R., Watts, E., Reichle, J., Moore, T., Maki, A., O'Nell, S., Baker, D., Amado, A., Piggott, M., & Julian, H. (2016). *Minnesota direct observation and Assessment tool.* Minneapolis, MN: Institute on Community Integration. University of Minnesota.

**DEFINITIONS OF EACH ITEM ON THE MINNESOTA DIRECT OBSERVATION FORM
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.*

Freeman, R., Watts, E., Reichle, J., Moore, T., Maki, A., O'Nell, S., Baker, D., Amado, A., Piggott, M., & Julian, H. (2016). *Minnesota direct observation and Assessment tool.* Minneapolis, MN: Institute on Community Integration. University of Minnesota.