# *Planning Tool for Implementing* Person-Centered and Positive Support Practices inHome and Community-Based Services

Planning Tool to Accompany:

*[Home and Community-Based Services (HCBS) Modules](https://mnpsp.org/hcbs-modules/)*

*[Minnesota Team Checklist](https://ici-s.umn.edu/files/tNpdkXY4tt/mn-team-checklist)*

**Name of Team/ Organization/ Provider:**

*[Type the name of provider services]*

**Implementation Start Date:**

*[Type the implementation start date]*

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## Purpose of the Home and Community-Based Services (HCBS) Planning Tool

This HCBS Planning Tool includes activities to help teams complete the Minnesota Team Checklist. The Minnesota Team Checklist is used by a team of people who provide and receive services to track their progress in improving person-centered and positive support practices. Use both of these tools while completing the HCBS Modules. The questions in this tool can be used to help the team talk about what works well in HCBS and how these services can be improved over time. When you have completed each question in this HCBS Planning Tool, you will have worked through activities that will guide you through the items on the Minnesota Team Checklist.

## Module 2 – Creating a Team

**Instructions:** The following activities will guide you through the items on the Minnesota Team Checklist. Follow these questions to complete:

### Minnesota Team Checklist Item:

### 1. A Team is in place to work toward being a more person-centered service.

**NOTE: Do not create a team if you are beginning to read these modules on your own and your leader or administrator is not familiar with person-centered practices yet. There are steps for you to take that will be addressed in more detail using Item 7 of the Minnesota Team Checklist. If you are working alone, use these steps to think about what a future team might look like. You can prepare to move forward using the activities below.**

**Question 1a:** use the Team Brainstorming Worksheet – **Appendix A (**[**Appendix A Word file**](https://ici-s.umn.edu/files/iPeqYHyY__/hcbs-planning-tool_appendixa_word) **or** [**Appendix A Excel file**](https://ici-s.umn.edu/files/_h4_4K6kCe/hcbs-planning-tool_appendixa_excel)**)** to make a list of the people you might invite to be part of a person-centered team.

**Question 1b:** Before finalizing the list, there may already be other teams in your organization that work on topics related to person-centered and positive support practices. The team that already exists can be used to make changes in person-centered practices if the goals align well with the ongoing work. Use the Working Smarter Tool – **Appendix B** **(**[**Appendix B Word file**](https://ici-s.umn.edu/files/j7fDQqYhXt/hcbs-planning-tool_appendixb_word) **or** [**Appendix B Excel file**](https://ici-s.umn.edu/files/cgxdYxmmC6/hcbs-planning-tool_appendixb_excel)**)** to think about the types of groups that are already in place in the organization.

**Questions 1c:** What steps are needed in order to invite people to move forward?

* Module 2 includes a script with talking points you can use when you call a person to invite them to be a team member and an example of a written invitation to join the team.
* If there is a team that already exists, create a plan to share what you are learning with this team as a first step. The Module 2 Resource Section includes a short presentation about person-centered practices you can share with the team as a way to begin the conversation.

Add the steps needed to begin working on Item 1 in the Minnesota Team Checklist using the action planbelow or use **Appendix C. Appendix C will be used as a tool across all of the upcoming modules (**[**Appendix C Word file**](https://ici-s.umn.edu/files/thGCNa_T4p/hcbs-planning-tool_appendixc_word) **or** [**Appendix C Excel file**](https://ici-s.umn.edu/files/HJy_C7GejM/hcbs-planning-tool_appendixc_excel)**).**

**Question 1d:** Finalize the list of people who confirmed that they will join the team.

Confirm the final list after completing all of the activities for Item 1 on the Minnesota Team Checklist. Document your final team list here:

Final List of Team Members:

* *[Type your final list of team members]*

### Minnesota Team Checklist Item:

### 2. Regular meetings are scheduled.

**Question 2a:** Write down the team meeting schedule that has been confirmed:

Dates or Overall Schedule:

*[Type the dates or overall schedule]*

Who is responsible for scheduling team meetings?

*[Type who is responsible for scheduling team meetings]*

### Minnesota Team Checklist Item:

### 3. The team has a plan to include people supported, staff members and others in planning.

**Question 3:** What types of communication are already used to reach people in the services you provide?

What types of communication are already used to reach people in the services you provide?

* *[Type a list of the types of communication that are already used to reach people in the service you provide]*

From your list above, note the communication ideas that you believe are the best way to gather advice and share progress on person-centered positive support practices.

* *[Type the communication ideas that you believe are the best way to gather advice and share progress]*

### Minnesota Team Checklist Item:

### 4. The team has a clear vision and purpose that matches person-centered and positive support values.

**Question 4a:** Are the values that were voted the most important reflected in the current vision and mission for provider services?

The following activity can be used to organize this discussion. First, find your organization’s mission and vision statement. You may copy the mission and vision, save it as an electronic file, and place it in a team folder on your computer or you can place a printed copy of it in a binder.

Follow the steps outlined below to complete this activity:

1. Set aside 45-minutes in a team meeting and tell people the purpose of the activity is to highlight the values that are important to each person.
2. Invite team members to write down 1–2 values as they relate to HCBS services on a piece of paper.
3. Place each of the notes on a wall or on flip chart paper and make sure each person has a chance to share their views with the team.
4. Each person is encouraged to explain why the values they wrote down on paper are important.
5. Vote for the top three values that are most important (you can used stickers, an electronic survey, etc.).

Read the mission and vision and talk about the following with the team:

* How well does your mission and vision currently reflect person-centered values?
* Are the values that were voted the most important reflected in the current vision and mission for provider services?
* What are the strengths of the current mission and vision statement?
* What might be improved?

It is not always possible to change the organization’s mission and vision statement. Some teams make changes to the overall mission and vision right away; others choose to make changes later. Understanding how the team’s values relate to these important documents and how well the mission and vision addresses person-centered and positive support practices can help guide the process as your team moves forward. Some teams make changes to the overall mission and vision right away; others choose to make changes later.

**Question 4b:** A purpose statement for the person-centered practices team will help make sure that everyone is clear about what the team wants to achieve. Write your team’s purpose and vision based on the top 3 values selected. It can be difficult to write sentences together in groups. With larger teams it can be helpful to ask 1-2 people to start a draft of the sentence based on the earlier work on values and use the meeting to discuss edits that are needed. Share the examples of the purpose statement from Module 2 with the team if some team members have not completed the modules.

Write your team’s purpose statement below:

*[Type your team’s purpose statement]*

### Minnesota Team Checklist Item:

### 5. An effective meeting process is in place including agreed-upon roles (timekeeper, notetaker, facilitator), agenda/meeting minutes, and an action plan.

**Question 5:** Talk to your team about the key elements of an effective team meeting. At each meeting, type “yes” or “no” to assess whether these items are achieved.

* There is a regular team meeting schedule.
  + *[Type yes or no]*
* There is a facilitator for each meeting.
  + *[Type yes or no]*
* An agenda outlines what will be discussed.
  + *[Type yes or no]*
* A timekeeper helps the team stay focused on the agenda.
  + *[Type yes or no]*
* A person writes the meeting minutes.
  + *[Type yes or no]*
* There is a place where team products (meeting minutes, agenda, data, etc.) are stored to keep track of details.
  + *[Type yes or no]*
* Ground rules or guiding values have been decided
  + *[Type yes or no]*
* The roles of each team member are clear.
  + *[Type yes or no]*

Teams with a plan to review the list of effective meeting elements will improve over time. If improvements are needed, add what the team will do to improve meeting effectiveness to the action plan above or use **Appendix C. Appendix C** will be used as a tool across all of the upcoming modules **(**[**Appendix C Word file**](https://ici-s.umn.edu/files/thGCNa_T4p/hcbs-planning-tool_appendixc_word) **or** [**Appendix C Excel file**](https://ici-s.umn.edu/files/HJy_C7GejM/hcbs-planning-tool_appendixc_excel)**).**

### Minnesota Team Checklist Item:

### 6. The team has a leader or key contact who speaks for the group.

**Question 6:** Does your team have a leader(s) or key contact(s)? Write down the name(s) of the person(s) who will take on this (these) role(s) for the team:

Name(s) of Team Leader(s)/Key Contact(s):

* *[List the names of Team leaders and key contacts]*

### Minnesota Team Checklist Item:

### 7. The team has the active support of a leader (Director, Administrator, CEO) who attends meeting and supports changes.

**Please Note: It is important to start the person-centered planning process with administrator’s support. This section is organized into two sections: 7a) teams with administrator support and 7b) recruiting your administrator’s support for person-centered practices**

**Question 7a-Teams with Administrators:** How active is your administrator in the team process?

This item can be helpful for teams when an administrator is really busy. Each time the item is completed, the team records whether the administrator is actively supporting the process. Many administrators struggle to attend all of the meetings and complete all pressing job-related actions needed each day. There is a balance for all teams for this reasons. If any of the following issues come up on a regular basis, the team may need to take some time to talk to their administrator to reassess how to move forward:

* The administrator cannot attend any planning meetings
* The team meets on a regular basis but cannot make Level 2 changes to the action plan
* It is not clear how to make decisions to proceed forward.

Teams that encounter these challenges can share the results of the team checklist with their leaders and engage in problem solving together. Sometimes other leaders or supervisors are available to attend meetings and can make some of the decisions that are difficult to make when the administrator is gone. Other solutions may be asking one or more leadership level people to share the role of attending meetings. A list of key decisions can be made after each meeting and one of the staff members who see the administrator more frequently can get questions answered.

**Question 7b-People Interested in Creating a Team:** Which leader do you need from your organization who can make resource decisions about person-centered practices?

* *[Type a list of leaders who support and make decision about person-centered practices]*

If you are interested in creating a new team to make person-centered changes, make a list of other staff members, supervisors, or managers who you know are champions of person-centered practices. Ask these champions to join you in presenting the benefits of creating a team-based action plan for person-centered practices. Write the steps that are needed before talking about this module with your leaders in the action plan table below or use **Appendix C (**[**Appendix C Word file**](https://ici-s.umn.edu/files/thGCNa_T4p/hcbs-planning-tool_appendixc_word) **or** [**Appendix C Excel file**](https://ici-s.umn.edu/files/HJy_C7GejM/hcbs-planning-tool_appendixc_excel)**)**. Examples of action steps might include:

* Meeting with other champions of person-centered practices within the organization to create a plan to share details with leaders.
* Setting up a meeting with one or more leaders, supervisors, and/or managers.
* Sending an email to the organization’s leaders describing the process and include the short presentation from Module Resources.

## Module 3 – Staff Commitment

### Minnesota Team Checklist Item:

### 8. Staff members are aware that there is a plan to improve person-centered and positive support practices.

**Question 8:** In Module 2 (Minnesota Checklist Item 3), you learned about how important it is to create a plan to include other people in the process as the team gathers information and creates a plan for moving forward. Item 8 on the Minnesota Team Checklist challenges the team to think about how well this information has been shared. As the team continues moving forward, can staff members tell you about what the team has been working on? This is a good test to make sure that the plan created is working.

1. Tell people there is a team working on person-centered and positive support practices.
2. Give a simple description of person-centered practices.
3. Describe other positive supports that are used.

Write down how your team will share information with others.

*[Type how your team will share information with others]*

Prepare a simple description of person-centered practices and share it with another person. Write your notes here.

*[Type any notes related to your simple description of person-centered practices]*

Write down the types of person-centered practices that are already used in your organization or circle the examples provided here:

* Person-Centered Thinking
* Charting the LifeCourse
* PATH
* Essential Lifestyle Planning

Other person-centered practices used…

* *[Type a list of other person-centered practices used]*

Write down positive supports that are used in your organization or circle the common positive supports here:

* Applied Behavior Analysis
* Assertive Community Treatment
* Cognitive Behavior Therapy
* Culture of Safety/Collaborative Safety
* Positive Behavior Support
* Motivational Interviewing

Other positive supports used…

* *[Type a list of other positive supports used]*

### Minnesota Team Checklist Item:

### 9. The team assesses how ready people are to work on person-centered and positive support practices.

**Question 9:** Ask people whether they want to improve person-centered and positive support practices.

Write your ideas here or circle the examples used by other teams:

* Share information at a meeting and take a vote by asking people to write down, *“Yes, I want to move forward,”* or *“No, I do not think this is something we should do.”* Count the results and if over 80% of people vote “yes,” move forward.
* Meet informally to talk with staff members and invite them to participate.
* Share information about person-centered and positive support practices and send an electronic survey for people to vote on whether to proceed.

Other ideas for moving forward…

*[Type other ideas for moving forward]*

Think about barriers that might make it hard to make person-centered changes. List possible challenges here:

* *[Type a list of possible challenges]*

How can you address these barriers? Write down your ideas or circle the examples used by other teams:

* Gather staff members to address concerns about moving forward.
* Improve relationships within the organization using strategies from Module Resources (e.g., problem solving, person-centered tools, conflict resolution).
* Wait until major transitions have been completed and introduce the topic again.
* Talk with the leaders of the organization to gather more information.

Other ideas for addressing barriers…

* *[Type a list of other ideas for addressing barriers]*

### Minnesota Team Checklist Item:

### 10. Staff members are directly involved in the action plan for improving services.

**Question 10:** How will the team share details with staff members so that they can be involved in decisions that are made about the action plan?

Examples of how staff members may be part of the planning process include:

* Providing feedback to improve services
* Assessing the person-centered strengths of the organization
* Creating opportunities for others to participate in trainings related to person-centered practices
* Asking staff members to find solutions to problems they have shared

Write down how you will update staff members about actions taken or circle the common examples that have been used by other teams:

* Share a list of actions taken in newsletters
* Post news on a website that is used by staff members
* Create a simple one-page summary to share with everyone on a quarterly basis
* Use an email update that can be shared in staff meetings as part of the meeting agenda
* Create regular events where staff share their ideas for making changes
* Include staff in action planning efforts over time

Other ideas for making sure staff members are part of the changes being made:

* *[Type a list of other ideas for making sure staff members are part of the changes being made]*

### Minnesota Team Checklist Item:

### 11. Feedback is provided at least three times a year.

**Question 11:** How will your team share updates with staff throughout the year?

What type of events are already scheduled where information can be shared? Annual meetings? Quarterly meetings? All-staff meetings?

* *[Type a list of events that your organization already has where information can be shared]*

Could information or discussion activities be added to the agenda for any of these meetings?

* *[Type a list of meetings where it would make sense to share your work]*

### Minnesota Team Checklist Item:

### 12. Time is allocated and resources are in place to support training for people and team problem-solving.

**Question 12:** It helps to outline in advance what funds can be used to support the team’s efforts. This provides the team with a predictable way to move forward. Some providers will have funds allocated for training and technical assistance. Other teams may not have a lot of resources and will need to work with existing funds. Talk as a team about what resources are available for this effort.

Sometimes teams start small because there are not a lot of funds available. One easy to move forward is to work smarter not harder with existing funds by embedding changes into the HCBS work that already occurs.

Think about the time already dedicated to key activities and how to move forward using free resources:

* Staff training and staff performance
* Access to trainers within organization
* Regular meetings that already occur
* Free access to state or regional trainings

Other resources that may be available:

* *[Type a list of resources that may be available]*

## Module 4 – Self-Assessment

### Minnesota Team Checklist Item:

### 13. Strategies for person-centered and other positive support practices are assessed and summarized.

**The team uses information about the HCBS services to assess person-centered and other positive support strategies using different types of information:**

* **Surveys or other data are used to gather opinions about person-centered strengths, quality of life, satisfaction, and cultural responsiveness, etc.**
* **Review of staff development, staff onboarding, and performance data**
* **Policy alignment as it relates to person-centered practices, positive supports, and cultural responsiveness**
* **Number of trainers, facilitators, coaches, etc. who can teach and support person-centered and positive support**
* **Information about cultures represented and how well services support diversity**
* **Staff recruitment, selection, orientation and on-boarding, retention**
* **Data summarized to assess staffing patterns, incidents, injury reports, 911 calls, medication errors, changes in quality of life, etc.**

**Question 13a:** What information does your organization already collect in each of these areas?

**Assessments that focus on person-centered strengths, quality of life, satisfaction, cultural responsiveness, etc.**

Think about how your organization gathers information about:

* How people are building relationships that are positive and supportive
* Different cultural values are celebrated
* People feel that their beliefs and views are honored and respected
* There are opportunities to learn more about each person
* Everyone receives positive recognition for what they bring to the world

*[Type what you know about the strengths of your organization’s person-centered efforts including relationship building quality of life, satisfaction, cultural responsiveness, etc.]*

What are the identified gaps?

*[Type what you know about gaps or needs that exist related to person-centered efforts including relationship building, quality of life, satisfaction, cultural responsiveness, etc.]*

How can you use this information to assess person-centered and other positive support strategies?

*[Type how you can use this information to assess person-centered and other positive support strategies]*

**Review of staff development and performance data**

What are the key strengths that come from the review of staff performance and development data.

*[Type the key strengths that come from a review of staff performance and development data]*

What are the identified gaps where more information is needed?

*[Type the identified gaps that come up during the review of staff development and performance data]*

How can you use this information to assess person-centered and other positive support strategies?

*[Type how you can use this information to assess person centered and other positive support strategies]*

**Policy alignment as it relates to cultural responsiveness, person-centered and positive support practices**

*[Type your thoughts on policy alignment as it relates to cultural responsiveness, person-centered, and positive supports]*

What are the identified strengths and gaps related to policy alignment with person-centered practices, positive supports, and cultural responsiveness?

*[Type identified gaps related to policy alignment with person-centered, positive supports, and cultural responsiveness]*

How can you use this information to assess person-centered and other positive support strategies?

*[Type how you can use this information to assess person-centered and other positive support strategies]*

**Number of trainers who can teach person-centered and positive supports**

Review whether the team has found that there are enough trainers available to support staff learning person-centered and/ or other positive support practices.

*[Type the review of whether there are trainers available to support staff learning person-centered and/or specific positive support practices]*

What are the barriers related to accessing the number of trainers who can teach person-centered and positive supports?

*[Type the results of the assessment outlining the barriers related to the number of trainers who can teach person-centered and positive supports]*

How can you use this information to assess person-centered and other positive support strategies?

*[Type how you can use this information to assess person centered and other positive support strategies]*

**Information about how well the organization teaches cultural awareness, increases cultural responsiveness, and collects data that assesses the equity of services provided.**

Assess the strengths of the organization as it relates to how well cultural diversity is addressed (all cultures are celebrated, data related to equity is gathered, etc.).

*[Type the results describing the strengths of organization as it relates to how well cultural diversity is addressed in the organization (All cultures are celebrated, cultural responsiveness taught, data related to equity is gathered, etc.]*

What are the identified gaps related to how well the organization teaches cultural awareness and collects data to assess equity of services provided?

*[Type the results of the assessment on gaps within the organization as it relates to how well the organization teaches cultural awareness and collects data to assess equity of services provided]*

How can you use this information to assess person-centered and other positive support strategies?

*[Type how you can use this information to assess person centered and other positive support strategies]*

**Staff recruitment, selection, orientation, retention**

*[Type your thoughts on recruitment, selection, orientation, and retention]*

What are the identified gaps related to recruitment, selection, orientation, and retention?

*[Type your thoughts on identified gaps related to recruitment, selection, orientation, and retention]*

How can you use this information to assess person-centered and other positive support strategies?

*[Type how you can use this information to assess person centered and other positive support strategies]*

**Data summarized to assess staff patterns, incidents, injury reports, 911 calls, medication errors, changes in quality of life, etc.**

*[Type the assessment results on how data are summarized]*

What are the identified gaps related to data that are already summarized?

*[Type your thought on identified gaps related to how data are summarized]*

How can you use this information to assess person-centered and other positive support strategies?

*[Type how you can use this information to assess person centered and other positive support strategies]*

**Review as a team all the ideas about how you can use the assessment information related to each section above and prioritize those ideas based on**: (1) what can be done easily/now, (2) what the team needs more information about, or (3) any ideas that are not a priority or cannot be completed at this time.

**Easily completed now**

* *[List the ideas that can be done easily/now]*

**Need more information**

* *[List what information is needed]*

**Not at this time**

* *[List any ideas that are not a priority or cannot be completed* at this time*]*

**13b.** Deeper Dive into Quality-of-Life Assessments:

How does your organization currently assess Quality of Life?

*[Type a summary of how your organization currently assesses Quality of Life and any current strengths]*

What are the identified gaps related to how your organization assesses quality of life?

*[Type the identified gaps related to how your organization assesses Quality of Life]*

Are there changes that the team needs to make when assessing Quality of Life?

*[Type the changes that the team needs to make when assessing Quality of Life]*

**Review as a team all the strengths and gaps related to Quality of Life assessment and prioritize those ideas based on**: (1) what can be done easily/now, (2) what the team needs more information about, or (3) any ideas that are not a priority or cannot be completed at this time.

**Easily completed now**

* *[List the ideas related to Quality of Life that can be done easily/now]*

**Need more information**

* *[List the ideas related to Quality of Life that need more information or may take time]*

**Not at this time**

* *[List any ideas about Quality of Life that are not a priority or cannot be completed* *at this time]*

**13c**. Deeper Dive into Self-Assessment of Positive Supports.

What positive support practices are used by your organization to improve quality of life?

*[Type examples of positive support practices your organization currently uses to improve quality of life]*

Answer the following questions for each of these practices:

* How is training provided to staff members?
* Do trainers maintain their skills by attending events, including updates, as positive supports continue to evolve?
* What details are included in staff training and performance?
* Are there strategies for evaluating whether a positive support is being used as intended (fidelity of implementation)?
* Is there a summary of the outcomes of positive support practices over time?
* How does each positive support align with person-centered practices?

What are the strengths of each positive support practice?

*[Type the identified strengths of each positive support practice]*

What are the identified gaps associated with positive support practices?

*[Type the identified gaps related to each positive support practice]*

Are there positive support practices that need to be added to HCBS?

*[Type additional positive support practices that are needed]*

**Review as a team all the ideas related to positive supports and prioritize those ideas based on**: (1) what can be done easily/now, (2) what the team needs more information about, or (3) any ideas that are not a priority or cannot be completed at this time.

**Easily completed now**

* *[List any ideas related to positive supports that can be done easily/now]*

**Need more information**

* *[List the ideas related to positive supports that need more information or may take time]*

**Not at this time**

* *[List any ideas about positive supports that are not a priority or cannot be completed* at this time*]*

Review the items listed in each “Now”section above and create a final list of the team’s ideas. Share this final list and confirm consensus, then and write down possible goals and in **Appendix C (**[**Appendix C Word file**](https://ici-s.umn.edu/files/thGCNa_T4p/hcbs-planning-tool_appendixc_word) **or** [**Appendix C Excel file**](https://ici-s.umn.edu/files/HJy_C7GejM/hcbs-planning-tool_appendixc_excel)**).**

### Minnesota Team Checklist Item:

### 14. Team decides where to start working on person-centered practices, depending on the size and types of services.

Starting small can be an important way to ensure success. When a project is too large, the task becomes overwhelming and it can be difficult to see progress. Part of the assessment includes deciding how and where to start working on person-centered changes. Each team makes a decision that works based on many factors, resources available, the size and types of services offered, areas where person-centered work has been successful that can create positive energy to launch the work, or places within HCBS that might benefit the most.

For instance, the types of places to start might include:

* + Making changes in one family-based setting
  + Working with staff and one person supported in a home setting
  + Focusing on one or more residential or employment programs
  + Recruiting a department or division to start improving services
  + Making changes in one area of the state or in a region

**Question 14**. Item 12 on the Minnesota Team Checklist prompts the team to think about the funding and resources for person-centered practices. The funds, resources, and time available for person-centered practices will help the team decide how and where to begin making changes.

How and where should your organization start implementing person-centered practices?

Make a list of programs or areas within the organization where people will be interested in working on person-centered practices. Include in the list the types of services that would benefit most. Larger organizations may choose to start in one region of the state.

* *[List programs or areas within the organization where people will be interested in working on person-centered practices. Including in the list types of services or regions that might benefit most.]*

Make a list of champions working within your organization who will be interested in working on person-centered practices or positive supports.

* *[List the people who are champions for person-centered and positive support practices.]*

### Minnesota Team Checklist Item:

### 15. Results of the assessment are shared with everyone once completed.

**Question 15. How will your team summarize and share your assessment information?**

**Include the following types of information in your self-assessment:**

What are the strengths of HCBS?

* [*List the strengths of HCSBS]*

How and where should the team start working on person-centered and positive- support practices?

* *[List areas within the organization, the types of services, or geographic regions that will begin working on improving person-centered practices and positive supports]*

What other information needs to be shared with everyone about the assessment process?

* *[List other information you will share from the assessment process]*

Use the information from the questions above to create a summary of the organization’sassessment.

*[Use the information you have gathered to make a summary of the organization’s assessment]*

Review the team’s notes about how information will be shared with staff and other stakeholders that were developed in questions 3, 10, and 11 of the HCBS Planning Tool. How will your team share the assessment information? Add additional steps to your action plan in **Appendix C (**[**Appendix C Word file**](https://ici-s.umn.edu/files/thGCNa_T4p/hcbs-planning-tool_appendixc_word) **or** [**Appendix C Excel file**](https://ici-s.umn.edu/files/HJy_C7GejM/hcbs-planning-tool_appendixc_excel)**).**

## Module 5 – Action Planning

### Minnesota Team Checklist Item:

### 16. The team uses assessment to agree on a reasonable list of goals and activities for the year.

**Question 16a:** Once you have completed the Vision Board activity take a picture of both Now and Future Vision Boards. Add those pictures here:

**Question 16b:** Add your Outcome Statements to Appendix C under the corresponding area (i.e. people we support, staff members, organization, community).

**Question 16c:** How do the strengths and needs in the assessment from Module 4 relate to your Outcome Statements? Use the table below to help you sort ideas and information from Module 4 assessment as they relate to your outcome statements.

|  | Add your Outcome Statement for People you support: | Add your Outcome Statement for Staff: | Add your Outcome Statement for your Organization: | Add your Outcome Statement for the Community: |
| --- | --- | --- | --- | --- |
| Person-centered **strengths** from Module 4 questions 13a and 13b |  |  |  |  |
| PC Areas to **Grow** – Module 4 questions 13a and 13b |  |  |  |  |
| Person-centered Module 4 question 13 a and b “easily completed now” |  |  |  |  |
| Person-centered Module 4 question 13 a and b – “Need More Information” |  |  |  |  |
| Additional PC ideas |  |  |  |  |
| Positive supports **strengths** from Module 4 questions 13c |  |  |  |  |
| Positive supports **areas to grow(gaps)** from Module 4 questions 13c |  |  |  |  |
| Positive supports from Module 4 questions 13c - “easily completed now” |  |  |  |  |
| Positive supports from Module 4 questions 13c - “Need More Information” |  |  |  |  |
| Additional PS Ideas |  |  |  |  |

**Question 16d:** Which of the ideas can begin in year 1, year 2, year 3, or long-term plan? Record the team’s decisions in Appendix C under the year 1, year 2, year 3, or long-term plan priorities.

**Question 16e:** Develop SMARTIE goal for your Outcome Statements using Appendix D, SMARTIE Goal Worksheet.

* + **Step one:** Use Appendix C - Year one priorities to identify one idea that your team would like to develop into a SMARTIE goal for year one.
  + **Step Two:** Use the Table above to identify which Outcome Statement relates to the idea.
  + **Step Three:** Use the SMARTIEgoal Worksheet, Appendix D, to develop your SMARTIE goal based on the selected idea and Outcome Statement.
  + **Step Four:** Record the SMARTIE goal in Appendix C under the Outcome Statement.

Review your goals to make sure they are linked directly to the values you believe are important as part of the outcome statements.

**Question 16f:** Review one SMARTIE goal at a time to develop small action steps. Identify who is responsible for each step, what needs to be done and when it needs to be completed. Add these steps under the SMARTIE goal in Appendix C.

As you work on the action steps you may have ideas on how to expand the work in the future. You can add these ideas to Appendix C year 2, year 3, and long-term plan.

**Question 16g:** Use your action plan (Appendix C) or a similar method to organize your work and keep track of progress. How will your team review and keep track of progress? Create a plan to review the action plan or similar method on a regular basis.

### Minnesota Team Checklist Item:

### 17. Goals and activities are shared *with staff members* and feedback is gathered

**Question 17:** Develop a plan to share with and gather feedback from staff about the long-term plan and action plan. Consider strategies already created in Module 2, item 11 and Module 4 Item 15.

### Minnesota Team Checklist Item:

### 18. A long-term vision (3+ years) for expanding person-centered and positive support practices is in place.

**Question 18:** Review your Vision Boards, Outcome Statements and Action Plan for Year 1, Year 2, Year 3 and Long-Term priorities. Do they all align and support your vision to expand person-centered and positive support practices?

### Minnesota Team Checklist Item:

### 19. Plan is in place for sharing the action plan with *all stakeholders* (e.g., people using services, their families, guardians, staff, case managers, community members)

**Question 19:** Review the plan you developed in Module 4, Item 15, and the plan you just created to share information with staff. Include all stakeholders in the plan you developed or create a separate plan to share your Action Plan and Long-Term Vision or Plan with all stakeholders.

### Minnesota Team Checklist Item:

### 20. Data are used to guide the expansion of person-centered and positive support practices

**Question 20:** What types of data does your organization already collect? What data should you start collecting? How can the data collected be used to assess progress on your SMARTIE goals? How will you bring and use this information to meetings?

*Consider data source****:***

* + *Workforce data collected* 
    - *Retention*
    - *Staff surveys*
    - *Recruitment (recruitment source: colleges, social media, Indeed)*
    - *Selection (interview score, annual review)*
    - *Worker’s compensation*
    - *Late, excused and unexcused absences*
  + *Quality of life data* 
    - *Survey for people supported, families, staff, guardians*
    - *Person-centered plan reviews*
    - *Incident Reports*
    - *Maltreat report*
    - *BIRF*
  + *Person-centered practices* 
    - *File review data*
    - *Lead agency review data*
  + *Fidelity Assessment* 
    - *Tiered Onsite Evaluation Tool (TOET)*
    - *Minnesota Team Checklist*
    - *Person-Centered Organization Tool (PCO)*

| Data source | Related SMARTIE goal | Year 2 priorities | Year 3 priorities | Long Term |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |

## Module 6 – Making Person-Centered Practices a Part of Everyday Work

### Minnesota Team Checklist Item:

### 21. Performance –based management process for training staff included details about person-centered and positive support practices by: See Examples below.

**Examples:**

* **Reviewing and updating job descriptions to ensure person-centered and positive supports are included in performance expectations**
* **Establishing training plans for each staff member that is based on skills needed, areas of growth, and their personal goals**
* **Monitoring staff progress and providing ongoing support to improve performance**
* **Ensuring supervisors provide performance reviews with meaningful feedback to staff**
* **Actively reflecting on the role of culture in training and staff performance to improve responsiveness**
* **Ensuring supervisors provide meaningful feedback to staff members and complete performance reviews**
* **Reviewing the role of culture in training and staff performance**
* **Designing a system for providing promotions and positive recognition for staff members**

Question 21a: With the team discuss the strategic action planning and accreditation processes that the team discovered in the assessment.

Question 21b: Reflect on the strengths of the staff development process within HCBS and which staff receive training in person-centered practices.

*Question 21c: People learn from a variety of types of learning approaches or styles. What are types of learning approaches that are currently used in staff training and development?*

*Question 21d: Review the types of training in person-centered practices that your organization uses and discuss how these practices are introduced to new and existing staff, which you recorded in Module 4 on Assessment. Discuss how to improve the ways in which staff receive ongoing training and support.*

### Minnesota Team Checklist Item:

### 22. Action Plan includes a session related to staff development.

*Question 22: Add new actions your team has discussed to improve staff development and performance-based staff development to the Action Plan.*

### Minnesota Team Checklist Item:

### 23. A plan is in place for ensuring trainers are in place to maintain person-centered and positive support practices.

*Question 23: How will your team address or create a plan for developing or accessing trainers, coaches, and mentors? How will the team ensure this plan is sustained over time?*

### Minnesota Team Checklist Item:

### 24. Trainers supporting staff continue to expand their own skills and receive updates as practices change or improve?

*Question24a: How will the team ensure that trainers, coaches and mentors will continue to grow in their learning? How will the trainers, coaches and mentors stay up-to-date on practices?*

*Question 24b: Discuss what the team has learned about the performance review process and discuss recommendations for moving forward.*

### Minnesota Team Checklist Item:

### 25. Provider offers training for different stakeholders who can benefit from learning about person-centered and positive supports.

*Question 25: How will you team share information and progress regarding person-centered practices with stakeholders?*

### Minnesota Team Checklist Item:

### 26. Training in cultural responsiveness is integrated into staff development efforts.

*Question 26a: Review the types of training on cultural responsiveness that your organizations use and discuss how these practices are introduced to new and existing staff.*

*Question 26b: Discuss with the team how trainings are currently organized and what might be changed.*

*Question 26c: Consider and make a list the current strengths of the organizations hiring practices.*

### Minnesota Team Checklist Item:

### 27. Information about person-centered and positive support practices is shared with the larger community using brochures, website pages, newsletters and social media

*Question 27: Brainstorm for ideas for the organization to increasing visibility for person-centered practices.*

### Minnesota Team Checklist Item:

### 28. Presentations and other events are used to introduce person-centered and positive support practices to people in the community.

*Question 28: What events will the organization use to share about person-centered and positive support practices with the community?*

### Minnesota Team Checklist Item:

### 29. The team reaches out to other providers and trainers in the county/region to share ideas and resources related to person-centered and positive support practices.

*Question 29: How does the organization already collaborate with others at the regional and staff level? Have the team brainstorm new ways to reach out to others in order to improve collaborations*

## Module 7 – Evaluation Person-Centered Practices Over Time

### Minnesota Team Checklist Item:

### 30. Teams use data in team meetings to guide progress improving services.

*Question 30:* *How will you team assess progress on your action plan?*

*What data will help you assess progress?*

*Which meetings will your team use to review the data? Take into consideration if there are times your team already reviews data?*

### Minnesota Team Checklist Item:

### 31. Data are summarized and shared with people using services, their families, guardians, staff case managers and community members.

*Question 31: To help the team understand the data that is being collected, discuss the following questions:*

*How is your team summarizing the data you are using to monitor progress?*

*How will you share the data with others?*

### Minnesota Team Checklist Item:

### 32. Ideas and feedback from staff, people supported, and others are gathered, using surveys interviews, listening sessions, and or written notes about person-centered and positive support practices.

*Question 32: As you have done before, the team will need to consider and decide how and what information will be shared with others. As a team also decide how to gather and how to use the feedback collected from those that information was shared with.*

### Minnesota Team Checklist Item:

### 33. An evaluation plan is in place for person-centered and positive support practices.

*Question 33a:*

*Discuss with the team member’s strengths*

* *Which team members are comfortable using quantitative data?*
* *Are there team members who prefer qualitative sources of information?*
* *How balanced is the team in preferences for using quantitative or qualitative methods?*
* *Are team members or other staff members in the organization really good at using excel or other graphing programs?*
* *Are there people in the organization who spend more time working on evaluation?*
* *What types of programs are used to organize and record data?*

*Question 33b*

*Brainstorming with your team how you will evaluate the efforts that are happening for at least one of the goals that has been prioritized for this year.*

*Think about the following types of questions:*

* *How many people will be involved?*
* *What roles are needed to complete the goal?*
* *What types of training is needed?*
* *Are there changes that will occur in how policies or procedures are written?*
* *What products will be created?*

*Question 33c*

*Use the Minnesota Team Checklist Workbook -* ***Appendix E*** *to record your MN Team Checklist Self-Assessment.* *This worksheet is set up to graph the results of the Minnesota Team Checklist so you can easily evaluate Fidelity of Implementation.*

*HCBS Planning Tool Question 33d*

*Talk about Groupthink as it applies to HCBS. What can your team do to avoid Groupthink? How are you gaining consensus? How is your team making sure you hear all voices?*

*HCSB Planning Tool Questions 33e*

*Use Appendix F to guide you in finalizing your HCBS Evaluation Question Tool.*

**Avoiding Groupthink in Teams**

Discuss Groupthink as it applies to the organization. Use the page titled Avoiding Groupthink, in Module 7 to guide the conversation.

Think about ways to partner with other providers in your region or other states that are using person-centered practices to see other points of view.

Discuss how the team could collaborate with external people to complete fidelity of implementation tools.

### Minnesota Team Checklist Item:

### 34. An annual evaluation report is in place summarizing progress on person-centered and positive support practices.

*Review the data from the evaluation plan and summarize your efforts, your fidelity data, and your outcome measures.*

*Develop an evaluation report using this data. Focus on how the organization is progressing on person-centered and positive support practices.*

### Minnesota Team Checklist Item:

### 35. Fidelity of Implementation data are gathered overall using this tool and for each type of person-centered and positive support practices.

*Discuss the types of practices the organization is using and whether there are standards of practice or fidelity measures for each practice.*

*List the practices being implemented.*

*What are the standards of practice or fidelity measures for each practice?*

### Minnesota Team Checklist Item:

### 36. Changes are made to the team’s annual action plan.

*Use the team’s annual review of the evaluation plan to make updates to the action plan.*

*What is working? (What goals do we want to continue? What action steps do we continue?)*

*What isn’t working? (What goals do we want to discontinue or change? What action steps do we want to make adjustments to?)*

*What are new goals and action steps to add to the action plan based upon the review?*

*Do your outcome statements still align with your goals and vision?*

## Module 8 – Problem Solving when Person-centered Challenges Occur

### Minnesota Team Checklist Item:

### Question 37. Examples of Challenges Teams Have Encountered

*Consider examples of challenges that you, your team or your organization have encountered while working on person-centered practices or positive supports in HCBS?*

### Minnesota Team Checklist Item:

### Question 38. Problem Solving Related to Cultural Responsiveness

*What problem solving strategies can your organization use to address cultural responsiveness?*

### Minnesota Team Checklist Item:

### Question 39. Embedding Other Positive Supports Into HCBS

*Use a matrix to consider connections between different person-centered practices and what themes are similar to help the team learn about how to integrate the processes when it makes sense. Document the types of positive support practices, the main messages of themes of the practices and tools that might be helpful. When finished, consider adding new information to the overall action plan.*

**Record Person-centered and Positive Support Practices, Themes, and Tools/ Resources**

|  |  |  |
| --- | --- | --- |
| **Practice** |  |  |
| **Themes** |  |  |
|  |  |  |
|  |  |  |
| **Tools / Resources** |  |  |
|  |  |  |
|  |  |  |