# Tiered Onsite Evaluation Tool

Minnesota Person-Centered Positive Support Practices

June 2020

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# Purpose

The Tiered Onsite Evaluation Tool (TOET) is a tool used to provide human service organizations with a fidelity of implementation measure that to guide teams implementing person-centered and positive behavior support (PBS) practices at the Tier 1: Universal Level (herein referred to as Tier 1). Tier 1 strategies are universal features of person-centered and PBS practices that everyone within a setting learn about and implement. This includes training and implementation by staff members, people supported, family or guardians, and community members. A key component of Tier 1 includes a focus on monitoring quality of life and social interactions on an ongoing basis in order to identify people who would benefit from targeted, group, and/or simple individualized strategies for improving quality of life and decreasing problems.

Although the current TOET focuses on the Tier 1 level, future versions of the TOET will focus on monitoring fidelity at the Tier 2 and Tier 3 levels of support and we briefly describe these levels of support. For people who require targeted intervention, Tier 2, refers to strategies that can be employed in small groups or with low intensity to provide people with additional support and monitoring. For people who require individualized and intensive levels of support, Tier 3 refers to individualized and intensive strategies that include multiple types of evidence-based positive support practices that address the unique needs of people needing a higher level of support.

This model for implementing person-centered practices and PBS is based on both conceptual and evidence-based research in the field (Bradshaw, Mitchell, & Leaf, 2010; Horner et al, 2009; Rodgers et al., 2016; Smull, Bourne, & Sanderson, 2009; Sugai et al., 2005; Timmons et al., 2016). For more information about three-tiered implementation of person-centered practices and PBS, please review the references and resources at the end of this document. The TOET is used to help teams implement and monitor each tier and evaluate the effectiveness of implementation efforts over time.

# Who should use the TOET?

The TOET was designed for use in human service organizations who are providing organization wide person-centered practices and PBS including:

* Provider organizations that provide home and community-based services to people with disabilities, including residential, day, or work programs,
* Mental health service provider organizations,
* State agencies,
* Public health organizations,
* Counties, and
* County collaborative in rural settings.

To address the diversity and unique needs of varying systems and organizations, the tool is organized in a way that assists teams to tailor some items to the unique needs of each organization.

# How was the TOET developed?

The TOET was designed based on the foundations provided from school-wide positive behavioral interventions and supports research. Two fidelity of implementation tools in particular were used as a guide for the design for the TOET: 1) the School-wide Evaluation Tool (Sugai, Lewis-Palmer, Todd, & Horner, 2001) and 2) the Tiered Fidelity Inventory (Algozzine et al., 2014). These measures have been evaluated for psychometric effectiveness and are widely used in PBS to measure implementation (Horner, Todd, Lewis-Palmer, Irvin, Sugai, & Boland, 2004; McIntosh et al., 2017). The TOET is in the process of being finalized and assessed for psychometric effectiveness with assistance from experts in the field of PBS and person-centered practices as well as state, regional, and local professionals who are piloting its use.

# What is the cost and time involved to complete the TOET

There is no cost to access this tool for evaluation. However, it is recommended to recruit a person who has been trained to use the TOET to guide assessment and implementation during initial efforts. There are a number of ways in which this tool can be used as a guide for implementation.

1. **Annual Evaluation:** Ideally the TOET is completed annually using a facilitator who is considered external to an organization. This allows organizations to complete an external evaluation of their team’s implementation efforts. Facilitators can be recruited from other organizations within a region who are involved in similar implementation efforts, trainers may guide the external evaluation, county professionals or other academic or community members familiar with the TOET also may be selected to assist an organization in the annual evaluation process. One way to decrease costs related to completing the TOET is to “trade” a facilitator with a nearby regional partner organization. The time involved in an onsite TOET can take 2-3 hours to complete at each tier. Organizations can complete all three tiers at one time or may decide to focus on tiers as a separate evaluation process.

**Preparation:** The team decides together who should attend the annual onsite assessment. Although the types of people participating may vary, full team members should be actively participating. Some organizations bring the entire team together for the annual onsite TOET. Other organizations choose a subset of the full team due to resource challenges. The TOET works best when organizations provide documentation as evidence to support their efforts in particular items. For this reason, planning ahead is essential to give teams optimal time to prepare for the TOET meeting.

The following timeline is used for scheduling the TOET administration:

* **Six to eight weeks in advance of TOET administration session:** Review documentation that has been created during the year and make sure it is organized for the upcoming onsite evaluation. The team and external facilitators schedule the onsite and consider what materials need to be organized (Appendix B).
  + Meeting date, time & location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **One to two weeks in advance of the TOET administration session:** Confirm the date and location with attendees and remind the team to collect and submit the applicable permanent products.
* **Week before TOET Onsite Evaluation:** Review permanent products submitted prior to TOET administration session
* **One to two weeks after the TOET Onsite Evaluation:** Summarize and Discuss the Results with the organizational team. Update organization graph.

1. **Self-Assessment:** Teams can use the TOET 2-3 times a year during regular scheduled meetings to guide action planning. The TOET can be used as part of an ongoing self-assessment process throughout the year to help a team celebrate successes and focus on the areas in which additional action planning is necessary. The self-assessment can be conducted within an organization. However, it is helpful to recruit a team member with more experience in person-centered and PBS practices to guide the team discussion and scoring of the TOET.
2. **Tele-Administration:** Teams can engage in onsite meetings for the TOET via tele-connection technology (e.g., video conferencing). This option can help support teams that are located in far distances between the assessor the trainer. However, with this model, we recommend that the first TOET onsite occurs in-person and subsequent administrations then occur virtually. When this model is used, it can be helpful to have the team prepare de-identified data and supporting evidence documents in an electronic folder (e.g., BOX, Google Drive, etc.) and put documents in sub-folders that are labeled by the TOET item number.

# How should our team prepare for the TOET?

TOET assessment is based on the team’s ability to share evidence of Tier 1 implementation efforts. Examples of evidence at Tier 1 includes:

* Meeting agendas and meeting minutes,
* Policy and procedural documentation,
* Data collection strategies and summarized data
* Calendars for organizing training materials
* Training materials, board presentations, and
* Newsletters with information related to the process.

A complete list of these examples of evidence to collect is in Appendix A. Teams collect the documentation for the TOET in a team notebook or within an electronic folder (e.g., a three ring binder with divider tabs separated by TOET number or a shared drive with separate sub-folders labeled by TOET item number). Keeping the information up-to-date makes it easier for the team since it decreases the need to prepare later.

# How do I score the TOET?

Scoring the TOET includes totaling the score in each item in a subscale by the total number of points possible summarized for each Tier. Facilitators score each tier and calculate the percentage from the points awarded divided by the total points possible using 0 to 2 scoring system and using the scoring criteria to make decisions. Teams that score above 70% on each tier may be approaching full implementation although there is no evidence yet to confirm this theory and more research is needed in this area.

# Additional data collection related to implementation

There are two sections in the Appendix that are used to collect evidence related to implementation. Teams that have been implementing for a longer period of time are encouraged to increase the type of evidence that demonstrates Tier 1 implementation. . The tools in the Appendix are the Annual Informal Interviews (Appendix C) and the second is Direct Observation (Appendix D).

The goal of direct observation is to confirm there are actual Tier 1 changes occurring within the organization. The plan for collecting these data need to be tailored to the unique context of the human service organization. UMN Staff can provide the tools and definitions that can be used to create a plan for direct observation and some examples of how this can be accomplished.

# Universal Primary Person-Centered Practices and Positive Behavior Support

## Subscale: Team Action Planning and Stakeholder Involvement

|  |  |  |
| --- | --- | --- |
| **Feature** | **Possible Data Sources** | **Scoring Criteria** |
| **1.1 Team Composition:** Working team composition includes administration, key contact(s), universal person-centered (PC) coaches, and practice expertise, PBS expertise, human resources, management, and direct staff | * Organizational chart or documentation * Meeting Minutes * Interviews | 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 |
| **1.2 Team Effectiveness:** meets regularly and has at least four effective meeting processes that include:   * Regular monthly meetings * Meeting minutes/agenda * Defined roles * Action plan in place | * Agendas, meeting minutes * Roles and people clearly documented * Action Plan * Observation | 0 = Team does not have the four effective meeting processes in place  1 = Team meetings include two of the four effective meeting processes  2=Team includes all four meeting processes |
| **1.3 Stakeholder Involvement:** System in place for involving all stakeholders in the planning process (self-advocates, community members, other agency representation, family members) | * Meeting minutes from staff and team meetings * Email and correspondence * Action Plan * Opinion Surveys * Feedback loop (newsletter, annual report with public comment option) | 0 = No evidence that stakeholders are involved  1 = Some evidence that stakeholders are involved but in an informal manner with no formal ongoing process for involvement  2=Formal meetings are scheduled in advance and documentation is gathered by team to use in ongoing action planning |
| **1.4 Consensus Building and Staff Decision Making:** 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) | * Meeting minutes from staff and team meetings * Results of voting documented * Staff meetings * Action Plan | 0 = No evidence that readiness assessment was conducted or staff members are involved beyond team  1 = Some evidence that staff members are involved but this has occurred in an informal manner with no formal ongoing process for involvement  2=Formal meeting processes are scheduled in advance and documentation is gathered by team describing how staff members are involved in decision making |

## Subscale: Universal Person-Centered Practices

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| **Feature** | **Possible Data Sources** | **Scoring Criteria** | |
| **1.5 Organizational Alignment:** Vision and mission for organization clearly states person-centered values and/or outcome statements are shared as link to person-centered values | * Vision and mission statements * Action planning tasks used to align vision and mission * Outcome statements and related documents * Units/departments/divisions one page description to identify their own mission, vision and values statements. Includes everyone in the unit not just PCO team. * Action statements indicating the process for mission and vision revisions organization wide. | | 0 = no clear alignment of vision or mission statements to person-centered practices and no plan for improvement  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.  2 = Vision and mission statement include person-centered language and outcomes aligned with outcome statements and action plan |
| **1.6 Policy Alignment:** Policies and procedures addressing person-centered thinking and planning are in place | * Policies and procedures * Evidence that tools are used to support staff or coordinate effective supports * Action plan showing steps to adapt policies and procedures * Action statements indicating the process for mission and vision revisions organizational wide. * Members of PCO team participate in organizational policy change workgroups/committees * Person centered values incorporated into supervisory role: 1:1 meetings, performance reviews, professional advancement and development. | | 0= No mention of person-centered practices mentioned in policy documents.  1=Some indirect references to person-centered practices are included in at least one document  2 = Policy examples clearly state how person-centered practices are implemented within the organization |
| **1.7 Universal Person-Centered Strategies:** Specific person-centered strategies and tools are actively used in at least two observed settings (observations are completed in at least one setting, coaching and mentoring systems are outlined and monitored) | * Direct Observation data * Coaching and mentoring schedules * Profiles are available for staff and people supported * Coach interviews * Examples used at Division/unit meetings; Case Manager meetings with people they support; Trainings/community outreach events; First contact (phone calls, intake, reception, assessment) | | 0 = There is no evidence that staff members are actively using universal tools  1 = Some evidence is available indicating that universal PC tools are used in at least one setting  2 = Universal tools are used across two settings and system is in place for mentoring and coaching staff members |
| **1.8 Active Staff Support:** Staff members indicate support for actively using universal person-centered strategies. | * Meeting Minutes * Action Plan * Voting Results | | 0 = No evidence that staff support person-centered practices  1 = At least two staff indicate support for organization-wide planning is in place  2= Documentation and interviews indicate all staff members in pilot area have had a chance to indicate level of support with 80% or more in favor of PC practices |

## Subscale: Universal Positive Behavior Support

|  |  |  |
| --- | --- | --- |
| **Feature** | **Possible Data Sources** | **Scoring Criteria** |
| **1.9 Organizational Policy Alignment:** 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 | * Policies and procedures   documenting the use of social skills and issues related to improving the quality of the social and physical environment   * Action plan showing efforts to adapt policies and procedures to include PBS * Positive Behavior Support 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. * Mission and vision statements include Positive Behavior Support values. * PBS team involved in leadership planning regarding organizational decisions reflected in meeting minutes. * Matrix used to implement positive social strategies and professional values. | 0 = There is no evidence that the organization is addressing the need to promote positive social interactions  1 = Some evidence that policies and procedures align with the need for promoting positive social interactions  2 = Policy examples clearly state how PBS is used within the organization to promote quality of life for people supported and staff members |
| **1.10 Positive Social Interactions & Skills:** 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 | * Interviews * Direct observations * Matrix describing important person-centered values and social interactions in specific settings * Written plan for teaching and practicing skills * Calendar schedule for prompting staff to focus on specific person-centered values * Using Matrix during unit/department meetings. * Regular use of Positive Social Strategies resources (video clips, training tool demos, & practice activities) during unit meetings reflected in meeting minutes. * Sharepoint: “PBS Resource Folder” for all staff to access trainings, tools and other resources. | 0 = There is no evidence that positive social interactions have been identified, taught, or practiced in any setting  1 = Some evidence shows that positive social interactions are being identified, taught, and practiced  2 = Interviews, observations, and written documentation clearly show that positive social interaction plans are being implemented in at least one setting within the organization |
| **1.11 Positive Feedback and Acknowledgement:** Strategy for recognizing staff and people supported for positive social interactions is articulated and implemented in areas of organization where PBS is implemented | * Interviews * Written plan for recognizing and acknowledging positive social interactions * Action plan describing plan for feedback and acknowledgement * Other documentation is available (website, newsletter, etc.) * Employee of the Month specifically for person centered and positive support accomplishments * Performance review category created * Staff unit meetings acknowledging staff and person’s served who exemplify positive support practices. * Thank you cards sent to service providers who exemplify positive supports. | 0 = There is no evidence that feedback and acknowledgement is used to support implementation  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  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 |
| **1.12 Consistent Response to Problems That Occur:** Definitions are in place that clearly outline behaviors that are considered incidents that need to be documented andminor issues that do not require documentation.Strategy for teaching staff members how to respond to minor problems is in place. | * Behavioral definitions * Training materials * Behavior definitions within the Matrix * Code of Conduct Policy * Onboarding training incorporates these definitions and strategies * Organizational process in place defining incidents, conflict and the positive support response rooted in the culture of trust. * Systematic feedback loop process with positive regard and trust | 0 = There is no evidence that definitions and training materials are in place  1 = Some work has been completed to establish behavioral definitions and train staff  2 = The behavioral definitions and training materials are in place with a plan to train all staff members over time |

## Subscale: Cultural Awareness and Competence Strategies

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| --- | --- | --- | --- | --- |
| **Feature** | | **Possible Data Sources** | | **Scoring Criteria** |
| **1.13 Active Recruitment:** The organization actively seeks out staff members from diverse backgrounds and promotes cultural competency in hiring practices | * Marketing and recruitment tools * Action plan | | 0 = There is no indication that the organization actively recruits people from diverse backgrounds or has an evaluative system for hiring demographics in place.  1 = Some strategies are used for marketing and/or evaluation of the hiring demographics.  2 = There are marketing strategies and ongoing evaluation of demographics of staff members hired. | |
| **1.14 Cultural Acceptance:** People report that their cultural viewpoints are recognized and celebrated, and ongoing assessment is in place | * Interviews * Surveys * Incident Report Summaries | | 0 = There is no indication that the organization assesses perceptions of cultural acceptance  1 = Cultural viewpoints is assessed but the information gathered is informal or limited  2 = A systematic way to gather information about everyone’s cultural viewpoints is used, and there are attempts to recognize and celebrate cultures | |
| **1.15 Cultural Awareness and Responsiveness:** The team works with staff to create ways to recognize all people who make important contributions to the organization | * Interviews * Agenda and events scheduled with staff members * Curriculum for cultural responsiveness in place | | 0 = There is no indication that the organization has a plan to build cultural awareness and responsiveness  1=People interviewed report that cultural awareness and responsiveness training is addressed but no formal plan for expanding cultural competence is in place  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 | |

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

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| --- | --- | --- |
| **Feature** | **Possible Data Sources** | **Scoring Criteria** |
| **1.16 Organizational Workforce**: Tenure, retention, staff satisfaction data and other related workforce measures are reviewed in team meetings to assess progress | * Meeting minutes * Data summaries * Interviews * Sample of staff satisfaction surveys | 0 = There is no indication that the organization is using data related to tenure, retention, or other staffing patterns  1 = Interviews with team members indicate that retention/tenure data are reviewed during team meetings  2 = Meeting minutes, data summaries, and other evidence indicates the team regularly reviews data for decision making |
| **1.17 Data-Based Decision Making**: 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 | * Quality of life surveys, interviews * BIRF, Incident report data, injuries, etc. * Fidelity data * Meeting minutes * Assessment dashboard * Human Resources hiring data collection process * File Review using regulatory guidelines with information contained in a dashboard to inform organizational decision making. | 0 = There is no indication that the team is regularly reviewing data during meetings  1 = Interviews with team members indicate that at least one type of data are reviewed (incidents, county strategic evaluation data, attrition, etc.)  2 = Meeting minutes, data summaries, and other evidence indicates the team regularly reviews data for decision making |
| **1.18 On-Going Monitoring of Fidelity Data:** Team reviews fidelity data (self-assessment tools, tiered onsite data) during regular team meetings and makes adjustments according to the data. | * Meeting minutes * Summary of self-assessment and past onsite data | 0 = There is no indication that the team is regularly reviewing fidelity data during meetings  1 = Interviews with team members indicate that fidelity data are reviewed during meetings  2 = Meeting minutes, data summaries, and other evidence indicates the team regularly reviews fidelity data for decision making |
| **1.19 Annual Evaluation:** 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.). | * Meeting minutes * Summary of data collected * Documented changes in action plan linked to review * Evidence that review is shared (newsletter, handouts, awards and recognition, etc.) * Interviews | 0 = There is no indication that the team reviews implementation progress annually  1 = Interviews suggest annual evaluation occurs  2 = A summary of annual evaluation data is available in presentations or report form. |
| **1.20 Direct Observation:** Team member collects direct observation data in at least two locations quarterly | * Summary of data * Completed observation forms | 0 = There is no indication that the team is regularly reviewing observation data during meetings  1 = Interviews suggest observation data are collected  2 = Data collected are organized and available for review with summaries organized for meetings |
| **1.21 Universal Quality of Life Assessment:** 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 | * Surveys, interviews, etc. * Other documentation * Quality of life surveys for staff and people supported through agency * Incorporate quality of life measures into current organization-wide data collection methods. | 0 = There is no indication that the team is collecting quality of life data  1 = Interviews suggest quality of life data are collected  2 = Data collected are organized and available for review with summaries organized for meetings and summarized annually |

## Subscale: Support for Staff Learning New Skills

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| --- | --- | --- | --- |
| **Feature** | **Possible Data Sources** | | **Scoring Criteria** |
| **1.22 Staff Development and Competency-Based Training:** Strategies for collecting, summarizing & reviewing data on staff performance across curriculum related to person-centered practices and PBS | * Monitoring systems for staff development * Data summarizing training efforts * Observation data * Case/file reviews or leadership/coach observation with staff * Performance review including survey feedback from peers, partners and person’s served * Evidence of competencies being achieved | 0 = There is no indication that staff development systems are in place to monitor person-centered thinking/planning and PBS  1= Interviews with staff/records indicate that some staff development is in place for PC practices and PBS  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 | |
| **1.23 Universal Person-Centered Strategies:** Evidence that person-centered strategiesare actively used and coaches and other staffreceive support learning to integrate strategies and tools into everyday routines and processes | * Schedule of coaching specific staff members * Number of coaches available * Survey results showing perception of coaches using tools * Interviews * Coaching support: coaches community of practice, coaches corner * Sharepoint coaches folders are actively used (use data as to the frequency of access of these resources) * Mentoring: onboarding training and ongoing learning | 0 = There is no indication that universal person-centered strategies and tools are actively used  1 = Interviews suggest that staff are receiving active coaching for the use of universal person-centered strategies and tools  2 = Schedules for organizing and monitoring coaching/training of staff members are documented and coaches meet to problem solve and support each other | |
| **1.24 Universal Person-Centered Trainers:** 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 | * Number of universal person-centered trainers available within organization or regionally * Number of staff receiving universal person-centered training | 0 = There is no evidence that the organization can access universal person-centered trainers  1 = Interviews indicate sufficient trainers are available  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 | |
| **1.25 Coach Trainers:** The organization can access coach trainers to provide support staff members learning new skills. Access may be to trainer(s) within organization, or in collaboration with regional partners | * Number of coach trainers available within organization or regionally * Types of coaches are identified and defined (person-centered coaches, key contacts, etc.) * Number of coaches trained | 0 = There is no evidence that the organization can access Coach Trainers  1 = Interviews indicate sufficient Coach Trainers are available for practices implemented (person-centered, positive behavior support, etc.)  2 = The organization maintains training for coaches and provides evidence that there is an adequate number of coaches available for implementation efforts | |
| **1.26 Person-Centered Planners:** Organization has access to enough person-centered planners to support people in need of individualized planning processes. | * Number of person-centered plans completed within organization * Number of person-centered plans (either within organization or regionally) * Sharepoint contains list of person centered planners available and how to access them. * 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) * 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) | 0 = There is no evidence that the organization can access person-centered planners  1 = Interviews indicate sufficient access to person-centered planners are available for the organization  2 = The organization can access person-centered planning trainers to maintain a sufficient number of planners for the need within the organization | |
| **1.27 Positive Behavior Support Facilitation:** Organization has access to enough PBS facilitators to support people in need of individualized planning processes. | * Number of PBS plans completed within organization * Number of PBS Facilitators (either within organization or regionally) * Sharepoint (or web- based internal resource directory) contains list of PBS facilitators available and how to access * Agency staff know where to find information on how to fund PBS services (CBSM, Sharepoint person centered planners folder, agency web based internal resource directory) * 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) * File/case note review showing evidence of positive supports at universal level | 0 = There is no evidence that the organization can access PBS Facilitators  1 = Interviews indicate sufficient access to PBS Facilitators are available for the organization  2 = The organization can access PBS Facilitator trainers to maintain a sufficient number of PBS Facilitators in the organization or region | |

## Subscale: Visibility

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Feature** | | **Possible Data Sources** | | **Scoring Criteria** |
| **1.28 Celebration and Information Sharing:** Team shares progress and summary data to stakeholders regularly | * Meeting minutes * Newsletters, Website, or other communications * Copies of presentations * Annual report to community. * Internal feedback loop process created to obtain information from stakeholders and community as well as share information with them | | 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 | |
| **1.29 Introductory Training in Universal PBS Available for Key Stakeholders and Community Members:** Staff as well as other stakeholders in the community are introduced to key elements of universal practices (online trainings, presentations, group action planning) | * Presentations * Schedule of PBS trainings * Summary of people trained * Community outreach * Onboarding training * Formal mentoring and consultation system in place * PBS facilitators as coaches | | 0 = No evidence is available to indicate that the team has organized introductory presentations for staff and other stakeholders  1 = Some evidence is available indicating that staff and other stakeholders have an opportunity to learn about practices  2 = There is a regular schedule or process for presenting information about universal practices to staff members and other stakeholders | |

# Guidance Questions for the TOET Interview

**Team Action Planning and Stakeholder Involvement**

**1.1 Team Composition:** Tell us about the members that are currently on your team and who attends the meetings.

**1.2 Team Effectiveness:** Which meeting processes are in place for your team meetings?

**1.3 Stakeholder Involvement:** How do you communicate what is happening on your team with self-advocates, community members, staff, families, and others?

**1.4 Consensus Building and Staff Decision Making:** 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)

**Universal Person Centered Practices**

**1.5 Organizational Alignment:** Show us your vision and mission statement. How are they aligned with person-centered values? How are your team’s outcome statements aligned with these?

**1.6 Policy Alignment:** How are person-centered practices evident in your policies and procedures?

**1.7 Universal Person-Centered Strategies:** 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?

**1.8 Active Staff Support:** How have you assessed staff support of person-centered practices in the area(s) where you are implementing?

**Universal Positive Behavior Support**

**1.9 Organizational Policy Alignment:** Tell us about your policies and practices for building positive social environments.

**1.10 Positive Social Interactions & Skills:** 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?

**1.11 Positive Feedback and Acknowledgement:** How do you acknowledge the behaviors that you want to see in your organization?

**1.12 Consistent Response to Problems That Occur:** How do you respond to problems that occur in your organization?

**Cultural Awareness and Competence Strategies**

**1.13 Active Recruitment:** 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.

**1.14 Cultural Acceptance:** 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?

**1.15 Cultural Awareness and Responsiveness:** What strategies or training materials do you use to increase cultural awareness and responsiveness?

**Monitoring Plans and Organization-wide Data for Decision Making**

**1.16 Organizational Workforce**: Which tenure, retention, and staff satisfaction data about your workforce do you collect and review? What do you do with the data?

**1.17 Data-Based Decision Making**: How do the data you collect inform your team’s practices?

**1.18 On-Going Monitoring of Fidelity Data:** How does your team use fidelity data? How do these influence your team’s practices?

**1.19 Annual Evaluation:** Tell us about your team’s practices to evaluate your progress each year. How do you share this information with people?

**1.20 Direct Observation:** How does your team use observation data? How are these data summarized?

**1.21 Universal Quality of Life Assessment:** How does your team use quality of life data? How are these data summarized?

**Support for Staff Learning New Skills**

**1.22 Staff Development and Competency-Based Training:** 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?

**1.23 Universal Person-Centered Strategies:** How are coaches involved in supporting learning to integrate person-centered strategies and tools into everyday routines and practices?

**1.24 Universal Person-Centered Trainers:** Can you access sufficient Person-Centered Trainers for your organization’s needs? How many staff have attended universal person-centered training events?

**1.25 Coach Trainers:** Can you access sufficient Coach Trainers for your organization’s needs?

**1.26 Person-Centered Planners:** Can you access sufficient Person-Centered Planners for your organization’s needs?

**1.27 Positive Behavior Support Facilitation:** Can you access sufficient Positive Behavior Support Facilitators for your organization’s needs?

**Visibility**

**1.28 Celebration and Information Sharing:** How do you celebrate and share information with stakeholders? When do you do this?

**1.29 Introductory Training in Universal PBS Available for Key Stakeholders and Community Members:** 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?

## Appendix A: Complete List of Evidence to Collect in Tier 1: Universal Practices

**Tier 1 Universal Practices: Products to Collect (if they apply to your organization’s efforts)**

* Your organization’s vision and/or mission statement
* Policies related to person-centered practices and positive behavior support
* Team Action Plan
* Team meeting agendas and meeting minutes from staff and/or team meetings
* Results of consensus documentation or voting practices
* Your team’s outcome statements
* Organizational chart and/or documentation of team roles, names of team members documented
* Appendix B: Team Capacity Measurement Tool
* Annual Informal Interviews: Evidence of implementation efforts from interviews with people receiving supports, coaches, PBS facilitators, etc.
* Evidence of PCO team members’ participation in organizational policy change workgroups or committees
* Evidence of Person-Centered tools being used
* Coaching and/or mentoring schedules
* Person-centered profiles from staff and/or people receiving supports (deidentified, as needed)
* Training materials used for new staff or ongoing staff development
* Your organization’s matrix (positive behavior support)
* Units/departments/divisions one page description to identify their own mission, vision and values statements. Includes everyone in the unit not just PCO team.
* Appendix C: Direct Universal Observation Data from Matrix Observations and Trainings (e.g., from telePBS, observations, interviews with employees and/or people served)
* Onboarding training materials and/or professional development for teaching person-centered positive support practices
* Written plans for teaching and practices positive social skills; calendar for prompting focus on specific positive support practices
* DSP position descriptions and/or supervisor position descriptions to show person-centered positive support values and practices
* Marketing and recruitment tools (indicating person-centered practices and/or cultural awareness)
* Training curricula, agendas, minutes from teaching cultural awareness and competence
* Cultural awareness and/or diversity data (EEO)
* Newsletters, website, presentations, annual or quarterly reports or other communications demonstrating attempts to increase visibility
* Sharepoint, shared folder(s) or resources on tools and resources related to person-centered positive support practices
* Behavioral definitions used or evaluation measures; PBS Plans (examples, as well as number of plans created and used)
* Peer file reviews for person-centered language and/or positive supports
* Feedback loop for stakeholder engagement (e.g., newsletter, annual report with public comment option)
* Incident report data by month for the previous year since the last TOET (e.g., number of incidents per month by organization or site, number of people served by organization or site)
* Organizational policies for defining incident, conflict, positive support practices and resolution strategies
* Restraint data (BIRF) for the previous year (since the last TOET)
* Quality of life data (e.g., summarized surveys, interviews, etc.)
* Retention and/or tenure data for the previous year (since the last TOET)
* Plans or practices for acknowledging and recognizing positive social interactions (employee of the month, performance reviews, recognition cards or tickets)
* Code of Conduct policies
* Sample of staff satisfaction surveys, employee engagement data
* Examples of data collected and summarized and then used for decision making
* Evidence of monitoring systems for staff development and/or summaries of training efforts
* Case/file reviews or coach observation

## Appendix B: Team Capacity Measurement Tool

How many total staff are currently employed in your organization (number of employees, not FTE)?

|  |  |
| --- | --- |
| Total Staff in Organization (number of people, not FTE) |  |

How many staff in your organization are involved in the following roles?

Number of staff trained = The total number of staff trained since you began work in TIPPS. Include all staff who have discontinued working on your organization’s team and those who have left your organization.

Number of staff currently active on your team = The total number of staff who are currently participating in your organization’s team efforts.

|  |  |  |
| --- | --- | --- |
|  | Number of staff trained | Number of staff currently active on your team |
| Person-centered Coaches |  |  |
| Person-centered Coach Trainers |  |  |
| Person-centered thinking Trainers |  |  |
| Person-Centered Planners |  |  |
| Key Contacts |  |  |
| Positive Behavior Support Facilitators |  |  |

How many trainers or contractors have provided these services for staff or people in your organization **since the last TOET**?

Number of trainers of contractors = People who provide these services but are not on your organization’s regular payroll (i.e., they are not a regular weekly employee in your organization).

|  |  |
| --- | --- |
|  | Number of trainers or contactors |
| Person-centered thinking Trainers |  |
| Universal Person-centered Coach Trainers |  |
| Person-Centered Planners |  |
| Positive Behavior Support Facilitators |  |

## Appendix C. Direct Observation Tool

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

**Setting Observed:**

**Part 1**

*Observe up two staff while they are working or observe up to two people who are being supported using the list below.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Promoting Social Engagement and Interactions** | | | | |
| **Item Observed** | Minutes  0-5 | Minutes  5-10 | Minutes  10-15 | Minutes  15-20 |
| Encouraging Others to Interact |  |  |  |  |
| Supporting Choices |  |  |  |  |
| Reinforcing Others |  |  |  |  |
| 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.* | | | | |
| 1. **Opportunities to Participate in Positive Social Interaction** | | | | |
| **Item Observed** | Minutes  0-5 | Minutes  5-10 | Minutes  10-15 | Minutes  15-20 |
| Active Involvement in Conversations/Meetings/Activities |  |  |  |  |
| Engaging in Identified social Behaviors: | | | | |
| Person Centered Value 1 |  |  |  |  |
| Person Centered Value 2 |  |  |  |  |
| Person Centered Value 3 |  |  |  |  |
| Person Centered Value 4 |  |  |  |  |
| Subtotal Person-Centered Behaviors Observed | | | | \_\_\_\_\_\_/24  \_\_\_\_\_\_% |

## Appendix D:Annual Informal Interviews

Informal interviews can be used on the day of the onsite or during a designated time period soon after to collect information from staff members and people supported. The goal of the annual informal observation is to gather evidence that Tier 1 implementation is occurring by contacting a random selection of people and asking them 2-3 simple questions.

The manner in which these data are collected need to be adjusted for the type of organization receiving services. The external evaluator will need to come up with a plan to gather information prior to the onsite visit. The goal is to randomly select staff members and people supported and interview them to better understand the impact of Tier 1 implementation.

Appropriate questions for the interview may include:

1. What are our values at our organization (or at this setting)
2. What training have you received to date on the matrix? Have you found this helpful?
3. What things has our team/organization done that are person-centered?
4. What things has our organization done that promote a positive universal level?
5. How do we address quality of life?

Questions should be modified as needed to include discussions with people across the organization, including people receiving support, family members, direct support staff, supervisory staff, etc.

## Appendix E: Matrix Template

List Person-Centered Values and Social Behaviors Identified by Organization

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Setting | | | | |
|  |  |  |  |  |  |  |
| Person-Centered Value |  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | . |  |  |  |  |

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