

Evaluation Report

Person-Centered Services in Corporate Foster Homes for Children with Severe Autism

Disability Services Division

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Executive summary

The Minnesota Department of Human Services (DHS) conducted an evaluation to measure the extent to which three corporate foster homes for children with severe autism implemented person-centered practices that met the task deliverables identified in the May 2014 Request for Information (RFI): Qualified Providers to Provide Person-Centered Services in Licensed Settings to Children with Severe Autism.

The evaluation's purpose was to learn if homes developed as a result of the RFI had features of person-centered practices, and if characteristics of environments that support success in using positive behavior supports were present in each home. The evaluation did not examine each home's compliance with Minnesota licensing standards for corporate foster homes that provide home and community based services to children.

DHS gathered information about each home through the following tools:

- Desk audit of each child's records, program plans and other written documentation
- Direct observation of the environment during a period or periods of time when children and staff were present
- Questionnaire administered to a staff person from each home, the child's county case manager, and the child's parent or guardian.

Results show that each home implemented person-centered practices since opening in late 2015. Across homes, variations were found in the scores on the three tools chosen to measure the presence of person-centered practices and positive behavior supports.

Legislation

2012 Laws of Minnesota, Chapter 247, Article 5, Section 7

FOSTER CARE FOR INDIVIDUALS WITH AUTISM

The commissioner of human services shall identify and coordinate with one or more counties that agree to issue a foster care license and authorize funding for people with autism who are currently receiving home and community-based services under Minnesota Statutes, section 256B.092 or 256B.49. Children eligible under this section must be in an out-of-home placement approved by the lead agency that has legal responsibility for the placement. Nothing in this section must be construed as restricting an individual's choice of provider. The commissioner will assist the interested county or counties with obtaining necessary capacity within the moratorium under Minnesota Statutes, section 245A.03, subdivision 7. The commissioner shall coordinate with the interested counties and issue a request for information to identify providers who have the training and skills to meet the needs of the individuals identified in this section.

Introduction

Minnesota is among many states that require service providers to implement person-centered practices and deliver person-centered services. The phrase “person-centered practices” includes approaches, services and supports that are person-centered. The following all contain requirements for person-centered practices for people with disabilities:

- Jensen Settlement Agreement
- Licensing standards required by Minnesota Statutes Chapter 245D
- Minnesota Olmstead Plan
- Minnesota Rules, Chapter 9544 (known as the “Positive Supports Rule”).

Recently, the Centers for Medicare and Medicaid Services (CMS) published a final rule requiring use of person-centered practices in home and community-based services.

Person-centered planning approaches originated over 30 years ago and are increasingly used worldwide to assist people to develop the kinds of lives they desire for themselves. Person-centered planning is rooted in values, goals, and outcomes that are important to the person, as well as other critical factors in a person’s life (O’Brien, O’Brien, and Mount, 1997). PCP processes help to ensure that people with disabilities have the same rights and responsibilities as other people, including exerting control over their own lives, making choices based on their own preferences, growing in relationships, and contributing to the community in a way that makes sense to them. PCP does not ignore a person’s disability; it simply shifts the emphasis to search for capacity in the person and among their family, friends, and community (O’Brien, O’Brien, and Mount, 1997).

The 2012 Minnesota Legislature mandated that a housing study be completed focused on community-based services for children diagnosed with severe autism ([Laws of Minnesota 2012, chapter 247, article 4, section 50](#)). Based on the recommendations of the [January 2013 Study on Housing with Supports for Children with Severe Autism, DHS-6673 \(PDF\)](#), DHS issued an RFI seeking licensed providers to participate in a pilot project to support children with severe autism. The 2013 Minnesota Legislature authorized DHS to identify and coordinate with one or more counties that agreed to issue a foster care license and authorize funding for children with autism. It also authorized the commissioner to issue an RFI to identify providers who have the training and skills to both meet the needs of children with severe autism and assist the county or counties with obtaining necessary foster care capacity within the moratorium on new corporate foster care development ([Minn. Stat. §245A.03, subd. 7](#)).

As a result of the RFI, two corporations were selected to develop a total of three corporate foster care homes for children with severe autism. These homes are located in central Minnesota, southern Minnesota, and the Twin Cities metropolitan area.

As identified in the RFI, a child needed to meet the following criteria to be admitted to one of the three homes:

- Have a diagnosis of autism
- Have severe functional limitations in communicative language, interpersonal interactions and adaptive skills
- Have co-occurring challenging behaviors

- Reside in a county/tribe-approved out-of-home placement
- Be eligible to receive services through either the Developmental Disabilities (DD) or Community Access for Disability Inclusion (CADI) home and community-based waiver.

Children ranged in ages seven to 17 at the time of admission to each home. Each home has a licensed capacity of four. Two of the homes have a child foster care license and only serve children under age 18. The third home has a license to serve two children and two adults. The dual licensure was needed to allow two children who turned 18 shortly after admission to the home to continue living there.

Purpose of the evaluation

The RFI contained a list of person-centered task deliverables about which the state was seeking information. By responding to the RFI, providers agreed to participate in an evaluation of the RFI task deliverables.

The evaluation seeks to:

1. Measure the extent to which each home developed, as a result of the RFI, person-centered supports and services that met the RFI task deliverables. Task deliverables include, but are not limited to:
 - a. Active family involvement in decision-making, planning, quality assurance and provision of service
 - b. Consultation with DHS to consider transition plans as children move towards adulthood
 - c. Culturally competent services
 - d. Evidence of age-appropriate wellness medical supports, including, but not limited to age-appropriate vision and hearing tests, dental examinations and vaccinations
 - e. Evidence-based, data-driven supports as described in the [February 2013 Autism Spectrum Disorders report to the Minnesota Commissioner of Human Service by the Health Services Advisory Council, DHS-6181 \(PDF\)](#)
 - f. Individualized participation in community activities, such as school sports teams, other sports teams, camping, team-building groups, exercise, dance programs, or other community education or peer-related activities
 - g. On-call, 24-hour crisis services
 - h. Open-door policy for family visits, including allowing unannounced visits from family
 - i. Participation in an evaluation of services and outcomes
 - j. Partnership with county/tribe, and schools and teachers to achieve person-centered goals
 - k. Quarterly assessment by county or tribal staff to witness inclusive activities and evaluate results
 - l. Safe, person-centered settings designed to offer supportive environments with features based on need, such as individualized lighting, furnishings, fabrics, and activity buffers between active, quiet and sleeping areas
 - m. Staff trained to provide services and supports to children with severe autism and evidence of training
 - n. Supports that focus on learning, skill development and generalization of new skills.
2. Measure features associated with environments that provide positive supports and person-centered practices.
3. Measure team member perception of whether the child's quality of life has improved, stayed the same or changed as a result of moving to the new home.

The evaluation did not examine each home's compliance with DHS licensing standards for corporate foster homes providing home and community-based waiver services to children. The DHS Division of Licensing enforces standards adopted to protect the health, safety, rights, and well-being of children and vulnerable adults in programs required to be licensed under Minnesota Statutes, Chapter 245A and Chapter 245D (for programs serving people with developmental disabilities). Both local lead agency

(e.g., county) and DHS licensors conduct compliance reviews, process variances to licensing rules, provide technical assistance, conduct investigations of alleged licensing violations, issue correction orders, and if appropriate, recommend fines and conditional licenses and other licensing actions. Currently, routine site visits are required to be made at least every two years.

Training for providers

Prior to the start of the evaluation, each residential program was offered the opportunity to send its staff to a two-day Person-Centered Thinking training session. All three accepted the offer. The purpose of the training was to introduce agency staff to person-centered principles and information gathering tools they could use in developing plans and creating supportive environments for each child. Trainings took place in August 2015, September 2015, and January 2016. The trainings were conducted by staff from the DHS Disability Services Division (DSD) who are certified by The International Learning Community for Person-Centered Practices to conduct Person-Centered Thinking training.

Provider staff were also invited to attend a webinar-based training session on the Person-Centered Plan Scoring Criteria and Checklist ([Appendix A](#)), adapted from [the Kansas Institute for Positive Behavior Support](#)'s Person-Centered Positive Behavior Support Plan (PC-PBS) Report Scoring Criteria and Checklist. The purpose of the webinar was to inform staff of the criteria that would be used to measure the person-centeredness of children's plans. All provider agencies sent at least one representative to the November 2015 webinar.

Information gathering process

The evaluation consisted of three components:

- Desk audit of each child's records, program plans and other written documentation
- Direct observation of the environment during a period or periods of time when children and staff were present
- Questionnaire designed to measure provider, case manager, and parent/guardian perception of changes in the child's quality of life since moving to the new home.

Desk audit

The Person-Centered Plan Scoring Criteria and Checklist ([Appendix A](#)) was used to determine the extent to which plans reflect person-centered principles, practices, and planning. DHS informed provider agencies in the fall of 2015 that they would be asked to submit assessments, program plans, person-centered plans, and other information approximately nine months after each child was admitted to the home. The purpose of this review was to determine if assessments and plans contained the information necessary for the reviewer to score each item in the Person-Centered Plan Scoring Criteria and Checklist. The following are examples of documents submitted by the provider agencies and reviewed by DSD staff who had been trained to use the tool:

- Behavior support plans
- Coordinated Services and Support Plans (CSSP) or individual support plans
- Coordinated Services and Supports Plan: Addendum III, Assessment Summary Packet Outcomes
- Crisis support planning and response documents
- Health care plans
- Individual abuse prevention plans
- Intensive support services assessments
- One-page profiles
- Outcomes
- Person-centered plans
- Positive support transition plans
- Quarterly program reviews
- Relationship map
- Routines
- Team meeting minutes.

Direct observation

DSD staff conducted an on-site, direct observation and interview with key staff using the Positive Behavior Support-System Evaluation Tool ([Appendix B](#)). This tool measured the environmental presence of person-centered elements within the foster home. The purpose of the tool was to indicate areas in which

implementation of person-centered positive support was substantial, emerging or not present, and serve to guide conversations about specific recommendations. DSD staff who conducted the direct observation and interview had been trained to use the tool. The observations and interviews for each home lasted approximately four to six hours.

Questionnaire

The parent/guardian, case manager and one key staff person for each child supported were given the Quality of Life Evaluation: Children's Version ([Appendix C](#)). This questionnaire measures the impact of positive behavior support. It consists of 20 questions scored on a Likert Scale from 1 (much worse) to 5 (much better) plus one open-ended question to capture anything else the respondent wished to share about the child's quality of life.

Evaluation results of the desk audit

The Person-Centered Plan Scoring Criteria and Checklist used to complete the desk audit is divided into the following sections:

- Summary of critical features (seven total)
- Discovery and learning information (42 points possible)
- Supports and action planning (18 points possible)
- Follow-up (six points possible).

The total average score is out of a possible 66 points. It is calculated from discovery and learning information, supports and action planning, and follow-up. It does not include the number of critical features present.

Results summary of Home A, B and C desk audit

Table 1 summarizes the results of the Person-Centered Plan Scoring Criteria and Checklist across all three homes (A, B and C) for all 12 children served. It includes the average, lowest and highest scores.

Table 1. Combined Person-Centered Plan Scoring Criteria and Checklist results for Homes A, B and C

Scores	Critical features present (7 total)	Discovery and learning (42 possible points)	Supports and action planning (18 possible points)	Follow-up (6 possible points)	Total average score (66 possible points)
Average	4	26.5 (63%)	9.6 (53%)	2.3 (38%)	38.4 (58.1%)
Lowest	1	19	4	0	27
Highest	6	38	15	5	58

Results of Home A desk audit

The next sections show results from the Person-Centered Plan Scoring Criteria and Checklist for Home A.

Table 2. Critical features present or absent in plans of four children in Home A

Critical feature (CF)	Number of children with feature present in plan	Number of children with feature absent in plan
CF1: Person-centered planning goals attempt to increase quality of life, not simply maintain it	0	4
CF 2: The plan is designed to make a meaningful, positive difference in the life of the person	0	4
CF 3: The plan clearly reflects the values and beliefs (philosophy and foundation) of person-centered planning	1	3
CF 4: The plan has sufficient detail to answer what is important to the person	4	0
CF 5: The plan described what is important for the person in the context of what is important to them	3	1
CF 6: The plan addresses what needs to stay the same, to be maintained or enhanced	2	2
CF 7: The plan addresses what needs to change	4	0

Tables 3, 4 and 5. Discovery and learning, supports and action planning, and follow-up scores for Home A

Discovery and learning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Identifying information is complete (facilitator name, person’s name, DOB, current	2	2	0

Discovery and learning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
living arrangement, others involved in planning)			
Planning participants (including person) are listed and are people who are important to person	0	4	0
A brief story or history of person’s life is provided	2	1	1
Important places for person at home, school/work/retirement, and community are described	2	2	0
Opportunities for person to interact with friends/family are described	2	2	0
The person’s strengths are described	1	3	0
Person’s preferred method of communication is described (receptive/expressive)	4	0	0
Opportunities for choice in current environment are described	3	1	0
Current physical and/or mental health issues are described	4	0	0
Mobility issues are described	2	2	0

Discovery and learning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Transportation issues are described	1	2	1
Current rituals/routines are described (quality, predictability, preferences)	4	0	0
The purpose of the planning process/plan is clearly stated and related to person’s desires and preferences	0	4	0
A global statement of the person’s dreams is made	0	1	3
Type of preferred living setting for person is described	0	3	1
With whom, if anyone, the person wants to live is clearly described	0	3	1
With whom the person wants to socialize is clearly described	0	4	0
Work/school/retirement activities the person wants to engage in are described	0	4	0
Social, leisure, or religious activities the person wants to participate in are described	0	4	0

Discovery and learning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Barriers to achieving the life the person wants to live are described	0	1	3
Barriers to achieving the life a person wants to live are described	0	0	4

Supports and action planning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Goals or skills to be achieved are described and are related to person’s preferences and how person wants to live their life.	0	4	0
Action steps describing what needs to be done to assist the person to achieve the goals or skills are documented	1	3	0
Supporter training needed to assist person to achieve goals is described	0	2	2
Materials, equipment, assistive technology needed to assist the person to achieve his or her goals are described	1	2	1

Supports and action planning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Extra services and supports needed to assist person to achieve goals are described	1	1	2
Plan outlines how achievement of goals or skills will be evaluated	2	2	0
Plan outlines how changes in way person wants to live their life will be evaluated	0	0	4
Process for monitoring Person-Centered Plan is described	1	1	2
Evidence that values/expectations of the person and team members are considered	0	1	3

Follow-up	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Evaluation of goals and achievements over time	4	0	0
Evaluation of change in person-centered plan includes a statement regarding status of type of preferred living setting,	0	4	0

Follow-up	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
with whom person wants to live, with whom person wants to socialize, school, work, or other valued activity person wants to do, and social, leisure, religious or other activities person wants to participate in regularly			
If there is evidence of changes that impact the person-centered plan or the stated goals/current levels of support are not resulting in positive outcomes, there is a plan for revising the plan to reflect these changes	1	0	3

Home A: Summary of strengths

- Each child’s plan includes detailed information on his/her preferred communication style and includes detailed support plans for teaching and enhancing functional communication
- Plans contain at least some information on who was involved in planning and that planning included people important to the person
- Plans describe important places for the person, opportunities to interact with family and friends, and opportunities to make choices
- Most plans contained a description of children’s preferred living situation, including with whom the person wants to live and socialize
- Each child’s plan included some information on preferred rituals and routines, activities in which the child wants to engage, and barriers to achieving the type of life the child wants to live
- The information on each child’s physical and mental health status was clearly described across all of the plans
- Goals are described and related to the children’s preferences and what they want for their lives
- For all children’s plans, each goal had a measure of some sort and an evaluation over time regarding the status of each goal.

Home A: Summary of areas for improvement

- In all four children’s plans, the skills or leisure activities the child wants to learn are not identified;
- There is little evidence to support that values and expectations of the child and team members are considered in the plan
- Plans do not address how they will be changed if desired outcomes are not achieved or if support needs change.

Table 6. Summary of Person-Centered Plan Scoring Criteria and Checklist results for Home A

Section	Average
Critical features	3.5 of 7 present
Discovery and learning	24.25 of 42 points
Supports and action planning	7 of 18 points
Follow-up	2.5 of 6 points
Total average score	33.75 (of 66 points)

Results of Home B desk audit

The next sections show results from the Person-Centered Plan Scoring Criteria and Checklist for Home B.

Table 6. Critical features present or absent in plans of four children in Home B

Critical feature (CF)	Number of children with feature present in plan	Number of children with feature absent in plan
CF1: Person-centered planning goals attempt to increase quality of life, not simply maintain it	4	0
CF 2: The plan is designed to make a meaningful, positive difference in the life of the person	4	0

Critical feature (CF)	Number of children with feature present in plan	Number of children with feature absent in plan
CF 3: The plan clearly reflects the values and beliefs (philosophy and foundation) of person-centered planning	4	0
CF 4: The plan has sufficient detail to answer what is important to the person	3	1
CF 5: The plan described what is important for the person in the context of what is important to them	0	4
CF 6: The plan addresses what needs to stay the same, to be maintained or enhanced	4	0
CF 7: The plan addresses what needs to change	4	0

Tables 8, 9 and 10. Discovery and learning, supports and action planning, and follow-up scores for Home B

Discovery and learning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Identifying information is complete (facilitator name, person’s name, DOB, current living arrangement, others involved in planning)	4	0	0
Planning participants (including person) are listed and are people who are important to person	0	4	0

Discovery and learning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
A brief story or history of person’s life is provided	1	3	0
Important places for person at home, school/work/retirement, and community are described	1	3	0
Opportunities for person to interact with friends/family are described	4	0	0
The person’s strengths are described	1	3	0
Person’s preferred method of communication is described (receptive/expressive)	4	0	0
Opportunities for choice in current environment are described	4	0	0
Current physical and/or mental health issues are described	4	0	0
Mobility issues are described	4	0	0
Transportation issues are described	4	0	0
Current rituals/routines are described (quality, predictability, preferences)	4	0	0

Discovery and learning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
The purpose of the planning process/plan is clearly stated and related to person’s desires and preferences	1	3	0
A global statement of the person’s dreams is made	0	1	3
Type of preferred living setting for person is described	1	3	0
With whom, if anyone, the person wants to live is clearly described	1	3	0
With whom the person wants to socialize is clearly described	2	2	0
Work/school/retirement activities the person wants to engage in are described	1	1	2
Social, leisure, or religious activities the person wants to participate in are described	4	0	0
Barriers to achieving the life the person wants to live are described	0	1	2
Barriers to achieving the life a person wants to live are described	4	0	0

Discovery and learning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)

Supports and action planning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Goals or skills to be achieved are described and are related to person’s preferences and how person wants to live their life.	0	4	0
Action steps describing what needs to be done to assist the person to achieve the goals or skills are documented	3	1	0
Supporter training needed to assist person to achieve goals is described	0	0	4
Materials, equipment, assistive technology needed to assist the person to achieve his or her goals are described	3	1	0
Extra services and supports needed to assist person to achieve goals are described	3	1	0

Supports and action planning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Plan outlines how achievement of goals or skills will be evaluated	3	0	1
Plan outlines how changes in way person wants to live their life will be evaluated	1	2	1
Process for monitoring Person-Centered Plan is described	3	0	1
Evidence that values/expectations of the person and team members are considered	3	0	1

Follow-up	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Evaluation of goals and achievements over time	3	0	1
Evaluation of change in person-centered plan includes a statement regarding status of type of preferred living setting, with whom person wants to live, with whom person wants to socialize, school, work, or other valued activity person wants to do, and social, leisure, religious	0	4	0

Follow-up	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
or other activities person wants to participate in regularly			
If there is evidence of changes that impact the person-centered plan or the stated goals/current levels of support are not resulting in positive outcomes, there is a plan for revising the plan to reflect these changes	1	2	1

Home B: Summary of strengths

- For all children’s plans, identifying information is complete
- All plans discuss and support opportunities for children to spend time with their families
- Each child’s plan includes detailed information about preferred communication style and includes support plans for teaching communication and day planning skills
- Plans contain information about the child’s history and places and people who are important to the child
- Every child’s plan includes supports for making choices about what is important to each child
- The information on each child’s health and mobility status is clearly described across all of the plans
- Information is detailed on how each child is supported with getting to school and includes lists of activities the children enjoy participating
- Throughout all of the person-centered plans and other support documents information is provided about certain predictable and enjoyable routines important to each child, including their preferences when supporting them with specific routines
- All plans provide some information about the child’s preferred living situation, with whom the person wants to live and socialize, and activities which are important to the child
- Possible barriers for each child reaching their desired outcomes/goals are clearly described throughout many of the support plans.

Home B: Summary of areas for improvement

- None of the plans contains a global statement about the child’s dreams for the future; the team may want to support each child to use his/her communication system for making preferences known in the area of work, school, and general activities

- None of the information that was reviewed contains evidence of a written plan for training support staff on the plan or a statement indicating that additional training is not needed and why.

Table 11. Overall summary of Person-Centered Plan Scoring Criteria and Checklist results for Home B

Section	Average
Critical features	6 of 7 present
Discovery and learning	32 of 42 points
Supports and action planning	12 of 18 points
Follow-up	4 of 6 points
Total average score	48 (of 66 points)

Results of Home C desk audit

The next sections show results from the Person-Centered Plan Scoring Criteria and Checklist for Home C.

Table 12. Critical features present or absent in plans of four children in home C.

Critical features	Number of children with feature present in plan	Number of children with feature absent in plan
CF1: Person-centered planning goals attempt to increase quality of life, not simply maintain it	3	1
CF 2: The plan is designed to make a meaningful, positive difference in the life of the person	3	1
CF 3: The plan clearly reflects the values and beliefs (philosophy and foundation) of person-centered planning	0	4
CF 4: The plan has sufficient detail to answer what is important to the person	1	3

Critical features	Number of children with feature present in plan	Number of children with feature absent in plan
CF 5: The plan described what is important for the person in the context of what is important to them	0	4
CF 6: The plan addresses what needs to stay the same, to be maintained or enhanced	1	3
CF 7: The plan addresses what needs to change	4	0

Table 13, 14 and 15. Discovery and learning, supports and action planning, and follow-up scores for Home C

Discovery and learning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Identifying information is complete (facilitator name, person’s name, DOB, current living arrangement, other people involved in planning)	4	0	0
Planning participants (including person) are people who are important to person	0	1	3
A brief story or history of person’s life is provided	4	0	0
Important places for person at home, school/work/retirement, and in community are described	1	3	0

Discovery and learning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Opportunities for person to interact with friends and/or family are described	1	3	0
Person’s strengths are described	3	1	0
Person’s preferred method of communication is described	4	0	0
Opportunities for choice in person’s current environment are described	1	3	0
Current physical and/or mental health issues are described	4	0	0
Mobility issues are described	4	0	0
Transportation issues are described	1	3	0
Current rituals and routines are described (quality, predictability, preferences)	0	4	0
Purpose of planning process is clearly stated and related to person’s desires and preferences	1	0	3
A global statement of person’s dreams is made	1	0	3

Discovery and learning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Type of preferred living setting for person is described	1	0	3
With whom, if anyone, person wants to live is clearly described	1	0	3
With whom person wants to socialize is clearly described	1	0	3
Work/school/retirement activities person wants to engage in are described	1	0	3
Social, leisure, or religious activities person wants to participate in are described	0	4	0
What skills or leisure activities a person wants to learn are described	0	3	1
Barriers to achieving the life person wants to live are described	1	3	0

Supports and action planning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Goals or skills to be achieved are described and related to person’s preferences and how person wants to live their life	2	1	1
Action steps describing what needs to be done to assist person to achieve goals or skills are documented	4	0	0
Supporter training needed to assist person to achieve goals is described	0	0	4
Materials, equipment, assistive technology needed to assist person to achieve his/her goals are described	4	0	0
Extra services and supports needed to assist person to achieve goals are described	1	0	3
Plan outlines how achievement of goals or skills will be evaluated	0	3	1
Plan outlines how changes in way person wants to live their life will be evaluated	1	0	3
Process for monitoring the person-centered plan is described including timeline for	4	0	0

Supports and action planning	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
meetings, what needs to be done, when, and by whom			
Evidence that values/expectations of person and team members are considered	0	1	3

Follow-up	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
Evaluation of goals and achievements over time	0	0	4
Evaluation of changes in person’s person-centered plan includes a statement regarding status of type of preferred living setting, with whom person wants to socialize, school, work, or other valued activity person wants to do, school, leisure, religious, or other activities person wants to participate in regularly	0	0	4
If there is evidence of changes that impact the person-centered plan or stated goals, and/or current levels of support	0	0	4

Follow-up	Number of children’s plans with a score of 2 (“complete, detailed information provided”)	Number of children’s plans with a score of 1 (“some information provided; needs more detail”)	Number of children’s plans with a score of 0 (“no information provided”)
are not resulting in positive outcomes, there is a plan for revising the plan to reflect changes			

Home C: Summary of strengths

- For all children, the identifying information is complete
- Each child’s plan includes a brief story about the child’s life including where they have lived and any health or behavioral issues
- Plans contain information about places and activities that are important to the child and what skills or leisure activities the child wants to learn
- Each child’s plans includes detailed information on their preferred communication style; a majority of the plans include outcomes related to building communication skills; again, this information is spread across various planning documents.
- Each child’s plan includes a detailed description of the child’s mental health issues, medical issues, medication taken and any adaptive equipment
- Each child’s plan includes a statement about how the child moves around from one place to another
- Every child’s plan includes supports for making choices in their current environments including what is important to each child
- Each child’s health and mobility status is clearly described
- Each child’s plan contains detailed descriptions of action steps that will assist the child to achieve his goals, the materials that are needed, and a process for monitoring the goals.

Home C: Summary of areas for improvement

- The purpose of the planning process, a global statement of dreams, type of preferred living situation, with whom the person wants to live and socialize and school activities important to the person is not always clear in the plan
- Plans do not contain information about how changes in a person’s personal goals will be evaluated, nor do plans contain how changes in preferences for living situation, preferred people with whom to socialize, and preferences for school, leisure, religious or other activities will be evaluated over time
- Evidence that values/expectations of the child and team members were considered in the planning process was unclear

Table 16. Overall summary of Person-Centered Plan Scoring Criteria and Checklist results for Home C

Sections	Average
Critical features	3 of 7 present
Discovery and learning	23.5 of 42 points
Supports and action planning	10.25 of 18 points
Follow-up	0 of 6 points
Total average score	46.75 (of 66 points)

Evaluation results of the direct observation

The Positive Behavior Support-System Evaluation Tool is divided into the following sections:

- Physical environment (12 points possible)
- Social setting (8 points possible)
- Schedule/predictability of routine (16 points possible)
- Communication (6 points possible)
- General agency expectations (12 points possible)
- Community access and involvement (10 points possible)
- Support of staff (22 points possible)
- Development and implementation of positive behavior support plans (16 points possible)
- Monitoring and decision-making (20 points possible)
- Person-centered planning (8 points possible)
- Additional supports (4 points possible)
- Management (4 points possible).

Results summary of Home A, B and C direct observation

Table 17 summarizes the results of the Positive Behavior Support-System Evaluation Tool across all three homes for all 12 children served. It includes the average, lowest, and highest scores.

Table 17: Combined Positive Behavior Support-System Evaluation Tool results for Homes A, B and C

Section	Average score across all 12 children	Points possible	Percentage	Highest score	Lowest score
Physical environment	7.7	12	64%	10	4
Social setting	6	8	75%	7	4
Schedule/predictability of routine	12	16	75%	16	3
Communication	5.25	6	87.5%	6	3
General agency expectations	10.7	12	89%	12	9

Section	Average score across all 12 children	Points possible	Percentage	Highest score	Lowest score
Community access and involvement	7	10	70%	9	4
Support of staff	21	22	95%	22	20
Development and implementation of positive behavior support plans	12	16	75%	14	9
Monitoring and decision-making	20	20	100%	20	20
Person-centered planning	63	8	79%	8	5
Additional supports	4	4	100%	4	4
Management	4	4	100%	4	4
Overall average			86.4%	97%	64%

Results of Home A direct observation

The next sections show and summarize results from the Positive Behavior Support-System Evaluation Tool for Home A.

Table 18: Positive Behavior Support-System Evaluation Tool scores for Home A

Section	Average score across all 4 children	Possible points	Percentage	Highest score	Lowest score
Physical environment	4	12	33%	4	4
Social setting	7	8	88%	7	7

Section	Average score across all 4 children	Possible points	Percentage	Highest score	Lowest score
Schedule/predictability of routine	16	16	100%	16	16
Communication	6	6	100%	6	6
General agency expectations	11	12	91%	11	11
Community access and involvement	8	10	80%	8	7
Support of staff	28	22	91%	20	20
Development and implementation of positive behavior support plans	14	16	88%	14	13
Monitoring and decision-making	20	20	100%	20	20
Person-centered planning	6	8	75%	6	5
Additional supports	4	4	100%	4	4
Management	4	4	100%	4	4
Overall average			87%	87%	85%

Explanation of Positive Behavior Support-System Evaluation Tool scoring for Home A

The following is a summary of Home A’s Positive Behavior Support-System Evaluation Tool scores shown in Table 18.

Home A: Summary of strengths

- Schedule and predictability of routine were strengths in Home A. Each child has a schedule that is tailored to their needs and preferences. Some children have picture schedules and others have verbal schedules, and all children are given choices in their routine. The schedules are used to assist each child with sequencing activities throughout his/her day. The schedules are flexible, based on the child's preferences, needs and interests. Staff have specific ways for supporting each child to adjust to a change in his/her routine. Staff receive training in supporting each child with scheduling and predictability of daily routines when they first start working in this home. They discuss strategies during staff meetings every other week, and there is a competency evaluation that staff go through to demonstrate they know how to best support each child in his/her daily routine.
- Another strength of this home is supporting children to communicate in the way that works best for them. The staff know each individual child's communication needs and preferences, and they communicate fluently and consistently with each child accordingly. The staff demonstrate a positive rapport with each child and their interactions are positive or neutral throughout the observation periods. Children are taught effective and efficient communication strategies.
- Interesting, age-appropriate activities and materials are available in the cupboards and closets. The children request things from staff; sometimes they independently obtain items for engaging in activities. There were scheduled activities throughout the observation period where the staff and children would decide what to do and engage in various activities of their own choice. Games and play materials appear readily available.
- This home has strengths in the area of monitoring each child's support plan and making adjustments based on data. Data is collected on a daily basis. The data is reviewed regularly by the program coordinator, program manager and the behavior analyst. Staff are provided with competency-based training for supporting each child. Staff are aware of and can easily explain the crisis prevention plan for each child. There is a clearly defined system for collecting, summarizing and reviewing behavioral data. Data is used to make decisions about the support plan for each child.
- The agency provides written and verbal guidance to staff on a regular basis. This is another major strength of this program.
- The agency has systems in place to ensure that each child receives age-appropriate, regularly scheduled medical, dental, and mental health supports as needed. People throughout several layers are involved with ensuring these services are provided, and if a child needs specialized supports, those supports are provided and monitored by the program coordinator and program director.
- The organization has policies and procedures in place that promote positive behavior supports. The agency has a positive behavior support planning team to address organization-wide improvement of effective behavior supports.

Home A: Summary of areas for improvement

- The physical environment of the home lacks age-appropriate and home-like decorations. All of the walls are covered with plywood and painted. The carpeting in the home is very dirty. Carpeting in the

bedroom areas is torn and frayed, though the evaluator was told it would be repaired. There is a musty/moldy smell in the basement living area of the home. The large Plexiglas plate bolted over the front of the living room windows, combined with the plywood walls, missing cupboard doors, missing closet doors, steel doors on some rooms, lack of decorative furnishings and soiled carpeting makes the living area feel institutional. The back yard of the home is fenced and has play equipment; however, the solid, high fencing blocks the view and provides no opportunities to interact with the neighbors. The screening on the gazebo was torn and hanging loose.

- Interactions are mainly between staff and the children. There is little interaction between the children. The interactions that do occur between the children tend to occur when they are competing for the attention of a staff member or trying to get a reaction from one of the other children. It was reported that most community outings are done on a one-to-one basis with a staff person and a child; often outings consist of van rides. Although children have some presence within the community, there is little community participation or interaction with other people in the community.
- Based on interviews about the person-centered planning process within this home, it appears that children, especially those who do not use words to communicate, have only indirect input into the development of their plans – the majority of the input is from staff. Each child’s person-centered plan is kept in the child’s notebook where staff can update the plan as they feel a need to do so, and the plan is updated at least annually. Treatment goals seem to be goals the team feels are appropriate for the child rather than goals that correspond to the child’s preferences.

Results of Home B direct observation

The next sections show and summarize results from the Positive Behavior Support-System Evaluation Tool for Home B.

Table 19: Positive Behavior Support-System Evaluation Tool scores for Home B

Section	Average score across all 4 children	Possible points	Percentage	Highest score	Lowest score
Physical environment	10	12	83%	10	9
Social setting	7	8	88%	7	7
Schedule/predictability of routine	16	16	100%	16	15
Communication	6	6	100%	6	6

Section	Average score across all 4 children	Possible points	Percentage	Highest score	Lowest score
General agency expectations	12	12	100%	12	12
Community access and involvement	7	10	70%	8	4
Support of staff	22	22	100%	22	22
Development and implementation of positive behavior support plans	13	16	81%	13	13
Monitoring and decision-making	20	20	100%	20	20
Person-centered planning	8	8	100%	8	8
Additional supports	4	4	100%	4	4
Management	4	4	100%	4	4
Overall Average			93%	94%	91%

Explanation of Positive Behavior Support-System Evaluation Tool scoring for Home B

The following is a summary of Home B’s Positive Behavior Support-System Evaluation Tool scores shown in Table 19.

Home B: Summary of strengths

- Supporting children to communicate was this home’s greatest strength. All of the children receive formalized communication training. All of the staff are trained to implement each child’s communication training program and were observed to implementing the communication programs at a near constant rate while this observer was watching.

- Staff support children to plan out their days through the use of a written schedule or PECS communication system. The Staff are trained on the process each child uses to plan his/her day. There is flexibility for how children choose to spend their time.
- The agency supports the staff through the provision of written and verbal guidance.
- Each of the programs appear to be closely monitored by all levels of staff within the organization, by the family, and through the use of data collection and analysis.

Home B: Summary of areas for improvement

- The environment lacks age-appropriate activities. For instance, there are no bikes, basketball equipment, soccer equipment, or other sport materials commonly found in a home with children in the garage or outside. Board games are in a cabinet but out of sight.
- Children do not engage in activities together.
- At this time, the agency is focusing on increasing each child’s communication skills rather than expanding their participation in their community. However, connecting the children to activities outside of the home may offer opportunities for the children to practice using communication skills with others.
- One child was identified as having a positive behavior support plan and the others were not. With the child that had a positive behavior support plan, there was no evidence that a functional behavior assessment had been completed prior to creating the plan. A functional behavior assessment should be completed as soon as possible to determine the cause, purpose, and/or function of a behavior and the child’s positive behavior support plan updated based on what is discovered during the functional behavior assessment process.

Results of Home C direct observation

The next sections show and summarize results from the Positive Behavior Support-System Evaluation Tool for Home C.

Table 20. Positive Behavior Support-System Evaluation Tool scores for Home C

Section	Average score across all 4 children	Possible points	Percentage	Highest score	Lowest score
Physical environment	9	12	75%	9	9
Social setting	4	8	50%	4	4
Schedule/predictability of routine	4	16	25%	5	3

Section	Average score across all 4 children	Possible points	Percentage	Highest score	Lowest score
Communication	3.75	6	63%	4	3
General agency expectations	9	12	75%	9	9
Community access and involvement	6	10	60%	6	6
Support of staff	17	22	77%	17	17
Development and implementation of positive behavior support plans	9	16	56%	9	9
Monitoring and decision-making	20	20	100%	20	20
Person-centered planning	5.25	8	66%	6	5
Additional supports	4	4	100%	4	4
Management	4	4	100%	4	4
Overall average			69%	70%	67%

Explanation of Positive Behavior Support-System Evaluation Tool scoring for Home C

The following is a summary of Home C’s Positive Behavior Support-System Evaluation Tool scores shown in Table 20.

Home C: Summary of strengths

- Each of the programs appear to be closely monitored by all levels of staff within the organization.
- Data is collected and analyzed prior to making changes.
- Staff are supported with written and verbal guidance.

- The agency has a process for assuring that children receive medical, dental, and other types of health care.

Home C: Summary of areas for improvement

- Overall, the home appears safe, clean, and free from hazards but it lacked décor and other items that make a house feel like a home. Adding window coverings and wall art would make the house seem more home-like. The home should explore with children how they would like to decorate their rooms and common areas of the house. The environment had some age-appropriate leisure items available in cabinets. Displaying them on open shelves or tables may serve as a visual prompt to seek out a peer with whom to play. Introducing the children to games and recreational activities at home may be a way to foster participation in those same games in a community setting (intramural basketball, art courses through community education, chess club at school, etc.).
- During observation, staff attempted to encourage the children to participate in activities together; however it was unclear if the activities were preferred by all children. The home should identify mutually interesting activities as a means to encourage peers to interact with another, practice social and communication skills, and acquire new skills.
- At this time the agency appears to be focusing on community presence rather than community participation. Once interests and talents are identified, children should be supported to connect with and participate in those preferred activities in their community.
- Each child's planning documents mentions a daily schedule of sorts. The evaluator noted that the schedule of activities seemed to work for each of the children. However, there is no evidence that staff follow each child's schedule of preferred rituals and routines. The home should post each child's schedule and staff should be trained to follow the schedule.
- All of the children have some form of formal, individualized communication skills training described in their support planning documents. The observer noted that children's graphic communication systems were kept in a bookcase. Staff did not actively engage each child to use their graphic symbols during the observation. The staff did communicate with the children by talking with them in simple statements, asking simple questions, and repeating statements or questions when needed. Staff also received gestural communication from children. One staff shared with the evaluator a child's word approximations and the meaning of each. The home should document this type of information in a communication chart so that everyone who supports the child knows the meaning of the child's word approximations.
- One child in Home C has a formal, person-centered plan. There are elements of person-centeredness embedded in some of the other children's support planning documents; however it is unclear how much these documents reflect what is important to the child and his/her preferences.
- In the area of development and implementation of positive behavior support plans, each child has a crisis support planning and response document that identifies some proactive strategies and some reactive strategies. However, there was no evidence that functional behavior assessments (FBA) had been completed prior to writing the plan. An FBA should be completed as soon as possible for each child

and that information incorporated into a revised plan. Plans should be updated to include definitions of target behaviors and functional hypothesis statements. They should include numerous proactive strategies and ways to teach functional equivalent, socially acceptable alternative behaviors.

Evaluation results of the questionnaire

A questionnaire was given to the parents/guardians, direct care staff, and county case managers for children in each home to measure their perceptions about changes in the child’s quality of life since moving into the home.

People who were sent the questionnaire were asked to rate the questions on a scale of 1 (much worse), 2 (somewhat worse), 3 (no change), 4 (somewhat better) or 5 (much better). Respondents were also offered the opportunity to mark the question N/A (not applicable).

Of the 36 questionnaires sent out, a total of 31 were returned. Of these, 10 were returned for children in Home A, 10 for children in Home B, and 11 for children in Home C. The scores below were determined from all 31 returned questionnaires.

Results of Home A questionnaire

Table 21 shows the results of 10 questionnaires returned for children in Home A.

Table 21. Average, highest and lowest scores for Home A questionnaires

Item	Average for all questionnaires	Highest score	Lowest score
Q1	3.83	5	1
Q2	3.71	5	3
Q3	4.08	5	3
Q4	3.96	5	3
Q5	4.25	5	3
Q6	3.92	5	2
Q7	3.5	4	3
Q8	3.38	4	2
Q9	3.46	5	2

Item	Average for all questionnaires	Highest score	Lowest score
Q10	3.58	5	3
Q11	3.25	4	2
Q12	3.88	5	3
Q13	3.54	4	2
Q14	3.96	5	3
Q15	3	4	1
Q16	3.75	5	1
Q17	3.96	5	3
Q18	3.46	4	2
Q19	3.54	5	1
Q20	4.29	5	1

Questionnaire items scoring an average of 4 or higher for children in Home A were:

- Q3: The amount of time the child has spent interacting with peers is:
- Q5: The child’s ability to make decisions about day-to-day activities is:
- Q20: As a result of living in the home I feel that this child’s quality of life is:

Results of Home B questionnaire

Table 22 shows the results of 10 questionnaires returned for children in Home B.

Table 22. Average, highest and lowest scores for Home B questionnaires

Item	Average for all questionnaires	Highest score	Lowest score
Q1	3.42	5	1
Q2	3.71	4	3
Q3	4	5	3
Q4	4.17	5	3
Q5*	4.13	5	3
Q6	4.42	5	2
Q7	4.13	5	3
Q8	3.38	4	2
Q9	3.38	5	2
Q10	3.96	5	3
Q11	3.88	5	2
Q12	4.83	5	3
Q13	4.33	5	2
Q14	4.33	5	3
Q15	3.92	5	1
Q16	4.42	5	1
Q17	4.21	5	3

Item	Average for all questionnaires	Highest score	Lowest score
Q18	4.33	5	2
Q19	4.67	5	1
Q20	4.92	5	1

Questionnaire items scoring an average of 4 or higher for children in Home B were:

- Q3: The amount of time the child has spent interacting with peers is:
- Q4: The child’s participation in activities of their choice is:
- Q5: The child’s ability to make decisions about day-to-day activities is:
- Q6: The child’s ability to express personal preferences is:
- Q7: The relationships the child has with members of the community (i.e., store clerks, neighbors, servers, etc. are:
- Q12: The child’s access to activities that are personally stimulating is:
- Q13: The child’s willingness to attempt new tasks is:
- Q14: The child’s ability to learn new skills is:
- Q16: The child’s emotional stability is:
- Q17: The child’s satisfaction with their level of independence is:
- Q18: The child’s general happiness is:
- Q19: The child’s general health and wellbeing is:
- Q20: As a result of living in this home I feel that the child’s quality of life is:

Results of Home C questionnaire

Table 23 shows the results of 11 questionnaires returned for children in Home C.

Table 23. Average, highest and lowest scores for Home C questionnaires

Item	Average for all questionnaires	Highest score	Lowest score
Q1	3.58	5	2
Q2	3.88	5	3
Q3	4	5	3

Item	Average for all questionnaires	Highest score	Lowest score
Q4	4.46	5	3
Q5	4	5	3
Q6	4.29	5	3
Q7	3.13	4	3
Q8	3.46	4	2
Q9	4.04	5	3
Q10	3.67	5	2
Q11	4	5	3
Q12	4.42	5	4
Q13	3.83	5	3
Q14	3.92	4	3
Q15	3.75	5	3
Q16	3.63	5	2
Q17	4.63	5	4
Q18	3.58	4	2
Q19	3.75	5	2
Q20	4.38	5	2

Questionnaire items scoring an average of 4 or higher for children in Home C were:

- Q3: The amount of time the child has spent interacting with peers is:
- Q4: The child's participation in activities of their choice is:
- Q5: The child's ability to make decisions about day-to-day activities is:
- Q6: The child's ability to express personal preferences is:
- Q9: The child's ability to engage in leisure activities with peers is:
- Q11: The child's satisfaction with their current education situation is:
- Q12: The child's access to activities that are personally stimulating is:
- Q17: The child's satisfaction with their level of independence is:
- Q20: As a result of living in this home I feel that the child's quality of life is:

Results summary of the evaluation’s three components

The following sections include tables that summarize and rank each home’s results in the evaluation’s three components:

- Person-Centered Plan Scoring Criteria and Checklist
- Positive Behavior Support-System Evaluation Tool Questionnaire.

Rankings for Person-Centered Plan Scoring Criteria and Checklist

Table 24 summarizes and ranks Homes A, B and C based on each’s Person-Centered Plan Scoring Criteria and Checklist results.

Table 24. Rankings for Person-Centered Plan Scoring Criteria and Checklist

Home	Critical features (out of 7)	Discovery and learning (out of 42)	Supports and action planning (out of 18)	Follow-up (out of 6)	Average score (out of 66)
B	6	32	12	4	48
A	3.5	24.25	7	2.5	33.75
C	3	23.5	10.25	0	33.75

Rankings for Positive Behavior Support-System Evaluation Tool

Table 25 summarizes and ranks Homes A, B and C based on each’s Positive Behavior Support-System Evaluation Tool results.

Table 25. Rankings for Positive Behavior Support-System Evaluation Tool

Home	Average score	Number of sections that scored 100%
B	93%	8
A	87%	5
C	68%	3

Rankings for questionnaire

Table 26 summarizes and ranks Homes A, B, and C based on each’s questionnaire results.

Table 26. Rankings for questionnaire

Home	Total points out of 100	Average score (total points / number of questions)
B	76	3.8
A	74	3.7
C	70	3.48

Discussion

The purpose of this evaluation is to measure the presence of person-centered supports in licensed foster homes developed as the result of a RFI process to serve children with severe autism. Three tools were chosen to measure whether the person-centered task deliverables were present. Results show that person-centered task deliverables were present in all three of the homes at different levels.

Home B was ranked the highest of the homes based on the three evaluation tools used. Six of seven critical features in the Person-Centered Plan Scoring Criteria and Checklist were present in the plans of at least three of the children in Home B. The home achieved an overall average score of 73 percent on this measure.

The following eight of the 12 areas of the Positive Behavior Support-System Evaluation Tool were scored at 100 percent for Home B: communication; general agency expectations; support of staff; monitoring and decision-making; additional supports; and management. Questionnaire scores for Home B were also slightly higher than in either of the other two homes. Responses involving children in Home B scored an average total of 76 points out of 100.

Questionnaire respondents for children in Home B scored 13 of the 20 questions as “somewhat better” than before the children moved to the home. Respondents perceived the following as improving since the move to the home: time spent interacting with peers; making choices about activities; expressing personal preferences; relationships with community members; access to preferred activities; willingness to attempt new tasks and learn new skills; emotional stability; satisfaction; general happiness; general health and well-being; and overall quality of life.

These evaluation results demonstrate that Home B has made the most progress toward providing person-centered services for the children with severe autism who live in the home. The results suggest Home B’s success may be due to four main factors:

- Person-centered assessment to gather detailed information about each child
- Assessment results that were documented in a written person-centered plan
- Consistent implementation of person-centered services identified in the plan
- Supervisory and managerial staff that support the philosophy of person-centeredness and are actively involved in day-to-day operations of the home.

As demonstrated by the results of the Person-Centered Plan Scoring Criteria and Checklist, Home B has invested large amounts of time to train staff in person-centered assessments to gather information about the child and his/her strengths, needs, and preferences. All children had plans that were person-centered, and the assessment information was documented in each child’s plan.

Each plan identified people, places, and activities that are important to the child as well as the child’s current rituals and routines. Opportunities for interactions with people important to the child and opportunities to make choices were described. The child’s preference for his/her living situation and with whom he/she would like to live and socialize are recognized within the plan.

Each child had a consistent schedule and predictable routine. Children were provided with numerous opportunities to use communication skills. Staff implemented children's communication programs at a near constant rate during the observation. The evaluation team observed staff supporting children to plan their day using a written visual aid or Picture Exchange Communication System (PECS) symbols.

Plans contained goals or skills that are related to the child's preferences and how the child wants to live his/her life. They contained action steps for staff to use when implementing instructional opportunities. Staff were knowledgeable about their roles and responsibilities and supervisors and managers support them to carry out those responsibilities. This includes support and coaching in person-centered philosophy and positive support. Children's progress and person-centered plans are closely monitored by all levels of staff within the organization. Progress is evaluated over time, criteria for making changes is clear, and changes were made based on data.

Even though Home B scored the highest of the three homes on all three measures, it had areas where improvement is needed. There was little evidence that teams had attempted to identify what children's dreams were for themselves. Knowing a person's dreams helps staff focus their efforts on helping the person achieve those dreams. Although staff were observed implementing programs and offering children opportunities to communicate, a review of written plans revealed there was little information about what staff and others needed to do to assist the child to achieve the goal or skill. Written protocols are essential for consistent implementation across staff.

Physical environment, social setting, community access and involvement, and development and implementation of positive behavior support plans were the lowest scoring items on Home B's Positive Behavior Support-System Evaluation Tool. Home B's physical environment, while pleasant, was lacking in age-appropriate items for recreation and leisure. There were no bikes, skateboards, or basketball or soccer balls stored in the garage. Board games present in the home were stored out of sight in a cabinet. The observer noted that when children were together, staff did not encourage them to interact with each other. Children have limited community participation and efforts have not begun to help children to develop social roles within their communities. All children in the home have challenging behavioral support needs, yet only one child was identified as having a positive behavior support plan, and that child had not had a functional behavior assessment prior to the creation of the positive behavior support plan.

A number of items on the questionnaire had average scores between 3 (unchanged) and 4 (somewhat better). These items were related to relationships with family members and peers, responses child receives from peers, ability to engage in leisure activities with peers, relationships with teachers and school personnel, and satisfaction with current education situation.

Conclusion

The results of this evaluation suggest that agencies that wish to develop licensed foster homes for children with severe autism provide staff training on person-centered thinking concepts, support their staff to gather information needed to develop person-centered plans, and provide training and coaching in implementing, monitoring, and evaluating program success. In addition, agencies may wish to consider utilizing tools such as the Person-Centered Plan Scoring Criteria and Checklist and the Positive Behavior Support-System Evaluation Tool as a framework for developing and measuring person-centered practices.

Appendix

This report includes the following appendices:

- [Appendix A: Person-Centered Plan Scoring Criteria and Checklist](#)
- [Appendix B: Positive Behavior Support-System Evaluation Tool](#)
- [Appendix C: Quality of Life Evaluation: Children's Version.](#)

Appendix A: Person-Centered Plan Scoring Criteria and Checklist

Adapted from the Kansas Institute for Positive Behavior Support’s Person-Centered Positive Behavior Support Plan (PC-PBS) Report Scoring Criteria & Checklist (Rev. 3-5-07)

Person’s name: _____

Rater’s name: _____

Date of person’s plan: _____

Date completed rating: _____

Does this person have a distinct person-centered plan? Y/N

If yes, which person-centered planning process was used? Check all that apply.

- Essential Lifestyle Planning (ELP)
- Making Action Plans (MAPS)
- Personal Futures Planning (PFP)
- Planning Alternative Tomorrows with Hope (PATH)
- Picture of a Life
- One Page Profile
- Person Centered Description
- Unknown/ Unidentified
- Other _____

If no, what plans were reviewed to complete this scoring form? Check all that apply.

- Coordinated Service and Support Plan (CSSP)
- Coordinated Service and Support Plan Addendum (CSSP-Addendum)
- Individual Abuse and Prevention Plan (IAPP)
- Other _____

Summary of critical features

Please review the entire plan and then rate the following statements by answering yes (Y) or no (N).

CF1	Person-centered planning goals attempt to increase quality of life, not simply maintain it	Y or N
CF2	The plan is designed to make a meaningful, positive difference in the life of the person	Y or N
CF3	The plan clearly reflects the values and beliefs (philosophy & foundation) of person-centered planning	Y or N
CF4	The plan has sufficient detail to answer what is important to the person	Y or N

CF5	The plan describes what is important for the person in the context of what is important to them	Y or N
CF6	The plan addresses what needs to stay the same, to be maintained, or enhanced	Y or N
CF7	The plan addresses what needs to change	Y or N

GENERAL CRITICAL FEATURES

Total number of yes answers = ____ Percent = [__ [TOTAL NUMBER OF Ys] ____ / 7] X 100 = ____ %

Discovery and learning information

Rate each of the following items with 0, 1 or 2 according to each item’s criteria. Items with a star (*) are critical elements that must be scored.

Identifying information

Item	Question	Scoring
1.*	<p>Identifying information is complete (e.g., facilitator name, person’s name, other people involved in the planning process, DOB/age, current living environment)</p> <p>2 = All identifying information is provided, including the name of person writing the plan, person’s name, other people involved in the planning process, DOB/age and where the person lives</p> <p>1 = Some of the above identifying information is included, but not all</p> <p>0 = With the exception of the person’s name, there is no identifying information included that is relevant to the plan</p>	<p>2</p> <p>1</p> <p>0</p>
2.*	<p>Planning participants (including the person) are listed, and are people who are important to the person (including family, friends, and/or person’s preferred spokesperson)</p> <p>2 = The plan lists planning participants’ names and their functions/roles. Each were chosen by the person</p> <p>1 = There is a description of who participated in the planning, but it is incomplete (either not all participants are listed or their function/role is unknown, or planning participants were not chosen by the person)</p> <p>0 = There is no mention about who participated in the planning</p>	<p>2</p> <p>1</p> <p>0</p>

Information on how the person currently lives

Item	Question	Scoring
3.	<p>A brief story or history of the person’s life is provided</p> <p>2 = There is a description of the person’s life story or history, which includes health issues, behavioral issues, diagnoses, living situations, moves, and community involvement. If particular events do not apply, it is so stated</p> <p>1 = Some events are described but the information is limited</p> <p>0 = There is no information provided regarding the person’s history</p>	<p>2</p> <p>1</p> <p>0</p>
4.*	<p>Important places for the person at home, at school/work/retirement, and in the community are described</p> <p>2 = Important places for the person at home, at school/work/retirement, and in the community are described</p> <p>1 = Some places are listed, but the information is limited (e.g. does not address each setting listed above)</p> <p>0 = There is no information provided regarding important places for the person</p>	<p>2</p> <p>1</p> <p>0</p>
5.*	<p>Opportunities for the person to interact with friends and/or family are described</p> <p>2 = Quality and frequency of friendships (non-paid and paid supports) and/or family interactions are discussed and described</p> <p>1 = Friendships and/or family relationships are mentioned in general but there is no description regarding the quality or frequency of the relationships</p> <p>0 = There is no information provided regarding the person’s opportunities to interact with friends or family members</p>	<p>2</p> <p>1</p> <p>0</p>
6.*	<p>The person’s strengths are described</p> <p>2 = Several specific skills, gifts, strengths, and positive behaviors are described</p> <p>1 = Some skills, gifts, strengths, or positive behaviors are described but the information is limited</p> <p>0 = There is no information provided regarding the person’s, skills, gifts, strengths, or positive behaviors</p>	<p>2</p> <p>1</p> <p>0</p>
7.	<p>The person’s preferred method of communication is described (receptive/expressive communication)</p> <p>2 = The person’s method of communication (both expressive and receptive) is described, as well as any possible issues related to communication</p> <p>1 = Incomplete information is provided regarding the person’s method of communication or only one form of communication is addressed, expressive or receptive</p> <p>0 = There is no information provided regarding the person’s method of communication or strategies related to communication</p>	<p>2</p> <p>1</p> <p>0</p>
8.*	<p>Opportunities for choice in the person’s current environment are described</p> <p>2 = There is a specific description of the person’s opportunities to make meaningful choices in their daily life. If there are areas in which opportunities for choice are limited, these are listed. (Need to mention “choice” or a similar word)</p>	<p>2</p>

Item	Question	Scoring
	<p>1 = Opportunities to make choices are identified, but not described. (Need to mention “choice” or a similar word)</p> <p>0 = The issue of opportunities to make choices is not addressed (there is not mention of “choice”)</p>	<p>1</p> <p>0</p>
9.*	<p>Current physical and/or mental health issues are described</p> <p>2 = Current physical and/or mental health status, including chronic and/or acute medical issues, medication, and necessary adaptive equipment, is described. If the person is in good health, it is so stated</p> <p>1 = Incomplete information is provided regarding current health status issues</p> <p>0 = There is no information regarding current health status</p>	<p>2</p> <p>1</p> <p>0</p>
10.	<p>Mobility issues are described</p> <p>2 = The person’s abilities to mobilize themselves physically from one place to another are described</p> <p>1 = Some information is provided regarding the person’s mobility, but they are not completely addressed</p> <p>0 = There is no information provided regarding the person’s mobility skills</p>	<p>2</p> <p>1</p> <p>0</p>
11.	<p>Transportation issues are described</p> <p>2 = The person’s ability to access or use transportation to different activities (e.g., work, school, church, community) are described</p> <p>1 = Some information is provided regarding the person’s ability to access or use transportation, but they are not completely addressed</p> <p>0 = There is no information provided regarding the person’s ability to access or use transportation</p>	<p>2</p> <p>1</p> <p>0</p>
12.*	<p>Current rituals and routines are described (quality, predictability, preferences)</p> <p>2 = There is a general description of the person’s daily rituals and routines, which includes quality, choice, preferences, and predictability, in general</p> <p>1 = There is some information provided regarding regularly scheduled activities but there is no mention of how predictable they are or how enjoyable they are or if they relate to a person’s preference</p> <p>0 = There is no information provided regarding the person’s daily activities, rituals or routines</p>	<p>2</p> <p>1</p> <p>0</p>

Understanding how the person wants to live their life

Item	Question	Scoring
13.*	<p>The purpose of the planning process/plan is clearly stated and related to the person’s desires and preferences</p> <p>2 = There is a clear purpose statement about why the plan is created and it is related to the person’s desires and preferences</p>	<p>2</p>

Item	Question	Scoring
	1 = There is a statement about the purpose, but it is not very clear or detailed or it is not related to the person’s preferences 0 = There is no mention about the purpose of the plan	1 0
14.*	A global statement of the person’s dreams is made 2 = There is a global statement about what the person’s dreams are for the future with enough detail to create action steps 1 = There is a statement about what the person’s dreams are for the future, but it is not very clear 0 = There is no mention about what the person’s dreams are for the future	2 1 0
15.*	Type of preferred living setting for the person is described 2 = The person’s preferred living setting is clearly described, and there is a statement regarding how this information was gathered. 1 = The person’s preferred living setting is mentioned but is not described in enough detail and/or there is no information about how the proffered living setting was gathered 0 = The person’s preferred living setting is not identified	2 1 0
16.*	With whom, if anyone, the person wants to live is clearly described 2 = Specific people or type of people the person wants to live with are clearly described. and there is a statement regarding how this information was gathered 1 = With whom the person wants to live is mentioned but is not described in enough detail and/or there is no information about how the details were gathered 0 = With whom the person wants to live is not identified	2 1 0
17.*	With whom the person wants to socialize is clearly described 2 = Specific people the person wants to socialize with are clearly described and there is a statement regarding how this information was gathered 1 = With whom the person wants to socialize is mentioned but is not described in enough detail and/or there are no details about how this was gathered 0 = With whom the person wants to socialize is not identified	2 1 0
18.*	Work/school/retirement activities the person wants to engaged in are described 2 = Specific work, school or retirement activities the person wants to do are clearly described and there is a statement regarding how this information was gathered 1 = Work, school or retirement activities the person wants to do are mentioned but is not described in enough detail and/or there is no information about how the details were gathered 0 = Work, school or retirement activities the person wants to do are not identified	2 1 0
19.*	Social, leisure, or religious activities the person wants to participate in are described	2

Item	Question	Scoring
	2 = Specific social, leisure, or religious activities the person wants to participate in are clearly described and there is a statement regarding how this information was gathered 1= The social, leisure, or religious activities the person wants to participate in are mentioned but not described in enough detail and/or there is no information about how the activities were gathered 0 = The social, leisure, or religious activities the person wants to participate in are not identified	1 0
20.	What skills or leisure activities a person wants to learn are described 2 = Specific skills or leisure activities the person wants to learn are clearly described and there is a statement regarding how this information was gathered 1 = What skills or leisure activities the person wants to learn are identified but not described in enough detail and/or there is no information about how the details were gathered 0 = What skills or leisure activities the person wants to learn are not identified	2 1 0
21.*	Barriers to achieving the life a person want to live are described 2 = Possible barriers for the person to achieve the way they want to live their life are identified, there is a statement regarding why it is thought that this may be a barrier and what area of life may be adversely impacted 1 = Possible barriers for the person to achieve the way they want to live their life are mentioned , but there are no details included as to why it is thought that this may be a barrier or what area of life may be adversely impacted 0 = Possible barriers for the person to achieve the way they want to live their life are not identified	2 1 0

DISCOVERY AND LEARNING INFORMATION SCORING

Total points earned (Items 1-21) = ____ PERCENT = [____ [TOTAL POINTS EARNED] ____ / 42] X 100 = ____ %

Supports and action planning

Rate each of the following items with 0, 1 or 2 according to each item’s criteria. Items with a star (*) are critical elements that must be scored.

Person-centered supports

Item	Question	Scoring
22.*	Goals or skills to be achieved are described and are related to the person’s preferences and how the person wants to live their life 2 = The goals or skills to be achieved are clearly described and are related to the person’s preferences 1 = The goals or skills to be achieved are listed but are not clearly described and/or not related to the person’s preferences 0 = There is no mention about the goals or skills to be achieved	2 1 0

Item	Question	Scoring
23.*	<p>Action steps describing what needs to be done to assist the person to achieve the goals or skills are documented</p> <p>2 = Actions steps documenting what needs to be done to assist the person achieve his/her or goals are clearly identified and described with dates for completion and people responsible for assisting the person in completing each step</p> <p>1 = Action steps describing what needs to be done to assist the person achieve his/her goals are identified but not described (simply listed), the description of the actions are unclear, and/or no dates for completion and people responsible for completing step are documented</p> <p>0 = Action steps of what needs to be done to assist the person achieve his/her action steps or goals are not addressed</p>	<p>2</p> <p>1</p> <p>0</p>
24.	<p>Supporter training needed to assist the person to achieve goals is described</p> <p>2 = The training needed to assist the person in achieving his/her goals is clearly identified and described. If no training is needed, it is so stated.</p> <p>1 = The training needed to assist the person achieve his/her goals is identified but not described (simply listed) in enough detail, and/or is described but the description of the training is not clear</p> <p>0 = The training needed to assist the person achieve his/her goals is not addressed</p>	<p>2</p> <p>1</p> <p>0</p>
25.	<p>Materials, equipment, assistive technology needed to assist the person to achieve his or her goals are described</p> <p>2 = The materials, equipment, and/or assistive technology needed to assist the person achieve his/her goals are clearly identified and described. If nothing is needed, it is so stated.</p> <p>1 = The materials, equipment, and/or assistive technology needed to assist the person achieve his/her goals are mentioned but not described (simply listed) in enough detail, and/or is described but the description provided is unclear</p> <p>0 = The materials, equipment, and/or assistive technology needed to assist the person achieve his/her goals are not addressed</p>	<p>2</p> <p>1</p> <p>0</p>
26.	<p>Extra services and supports needed to assist the person to achieve goals are described</p> <p>2 = Additional services and supports needed to assist the person achieve his/her goals are clearly identified and described. If nothing is needed, it is so stated.</p> <p>1 = Additional services and supports needed to assist the person achieve his/her goals are mentioned but not described (simply listed) in enough detail, or is described but the description provided is not clear</p> <p>0 = Additional services and supports needed to assist the person achieve his/her goals are not addressed</p>	<p>2</p> <p>1</p> <p>0</p>
27.*	<p>Plan outlines how achievement of goals or skills will be evaluated</p> <p>2 = The achievements of each goal is evaluated by the person and his or her team and information describing how this information will be reviewed regularly is described</p> <p>1 = It is unclear how goals are evaluated and/or how the goals are reviewed regularly</p> <p>0 = There is no mention of data collection of any kind to assess goal achievement</p>	<p>2</p> <p>1</p> <p>0</p>

Item	Question	Scoring
28.*	<p>Plan outlines how changes in the way the person wants to live their life will be evaluated</p> <p>2 = Information is collected to document the changes that are occurring in the person’s life and whether the quality of the person’s life is improving over time</p> <p>1 = It is unclear how changes in the way the person wants to live their life will be evaluated</p> <p>0 = There is no mention of how changes in the way the person wants to live their life will be assessed</p>	<p>2</p> <p>1</p> <p>0</p>
29.*	<p>The plan includes the following processes for monitoring the person-centered support plan:</p> <ul style="list-style-type: none"> • Timeline for meetings • What needs to be done • When • By whom (responsibilities) <p>2 = There is a specific process described for the team to meet regularly and for specific individuals to monitor the plan</p> <p>1 = It is noted that the plan will be monitored regularly, but there are no specific details regarding how this process will be completed</p> <p>0 = There is no indication that the plan will be monitored at all</p>	<p>2</p> <p>1</p> <p>0</p>
30.	<p>Evidence that values/expectations of the person and team members are considered</p> <p>2 = There is some description provided of those issues that are important to the person and his or her supporters regarding the plan, supports, or data collection and the plan is modified or written to address these concerns</p> <p>1 = Issues may be noted regarding values or expectations of the person and his or her supporters but there is no indication of how they are addressed in the plan</p> <p>0 = The values/expectations of the person and his or her supporters are not discussed</p>	<p>2</p> <p>1</p> <p>0</p>

SUPPORTS AND ACTION PLANNING SCORING

Total points earned (Items 22-30) = ____ Percent = [__ [TOTAL POINTS EARNED] __ / 18] X 100 = ____ %

Follow-up

Rate each of the following items with 0, 1 or 2 according to each item’s criteria. Items with a star (*) are critical elements that must be scored.

Person-centered planning follow-up

Item	Question	Scoring
31.*	<p>Evaluation of goals and achievements over time</p> <p>2 = For each goal, there is a measure of some sort provided regarding the status of the goal</p>	<p>2</p>

Item	Question	Scoring
	1 = Goal status is discussed, but there is not specific measure provided, or not all goals are addressed 0 = There is no mention of goal status	1 0
32.*	<p>The plan includes an evaluation of changes in the person’s person-centered support plan and includes a statement about the status of each of the following:</p> <ul style="list-style-type: none"> • Type of preferred living setting • With whom the person wants to live • With whom the person wants to socialize • The school, work or other valued activity the person wants to do • The social, leisure, religious or other activities the person wants to participate in regularly <p>2 = For each issue listed, there is a statement regarding its current status 1 = There is a statement regarding current status of some of the issues listed, but not all 0 = Current status of issues listed is not addressed</p>	2 1 0
33.	<p>If there is evidence of changes that impact the Person-Centered Plan, or the stated goals, and/or current levels of support are not resulting in positive outcomes, there is a plan for revising the plan to reflect these changes</p> <p>2 = Changes in the plan are documented and/or have already been made to address issues encountered and to achieve positive outcomes. If changes in the areas listed have not occurred, it is so stated 1 = It is noted that changes have occurred in the listed areas, but there are no plans for making revisions 0 = There is no mention regarding changes in the listed areas</p>	2 1 0

FOLLOW-UP SCORING

Total points earned (Items 31-33) = ____ Percent = [[TOTAL POINTS EARNED] / 6] X 100 = ____ %

Entire review

To complete this section, add up your total from:

- DISCOVERY AND LEARNING _____
- SUPPORTS AND ACTION PLANNING _____
- FOLLOW-UP _____

Total points earned (Items 1-33) = ____ Percent = [[TOTAL POINTS EARNED] / 66] X 100 = ____ %

Appendix B: Positive Behavior Support-System Evaluation Tool

Person who receives supports: _____

Provider: _____

Assessment completed by: _____

Date: _____

The information contained in this evaluation will be gathered according to the observation and interview protocols.

Part A. Physical environment

Evaluation question	Data source	Score (0-2)
<p>Is the general environment safe, well lit, and free of hazards? 2 = yes 1 = some minor safety concerns 0 = major safety concerns present</p> <p>Comments:</p>		
<p>Are the furnishings in the home typical of a home setting (i.e., the environment is not industrial)? 2 = yes 1 = somewhat 0 = no</p> <p>Comments:</p>		
<p>Are interesting and age appropriate items/activities available? Do the supported individuals provide input on the selection of items/activities? Are those things made available, and are they rotated regularly based on shifts in preference? 2 = yes 1 = somewhat 0 = no</p> <p>Comments:</p>		
<p>Is the environment clean and odor free? 2 = yes 1 = minor concerns 0 = no</p> <p>Comments:</p>		
<p>Is the overall temperature comfortable, and seasonally appropriate? 2 = yes 1 = somewhat</p>		

Evaluation question	Data source	Score (0-2)
0 = no Comments:		
Are the outdoor spaces (e.g., porch, patio, and yard) used to create interactions with the neighbors? 2 = yes 1 = occasionally 0 = no Comments:		

PART A. SCORING

Total points earned = _____ Percent = [[TOTAL POINTS EARNED] / 12] X 100 = _____ %

Part B. Social setting

Evaluation question	Data source	Score (0-2)
Is the physical space of the home adequate for the activities the residents of the home prefer to do in the home? (e.g., host gatherings for meals or sporting events, exercise, play darts) 2 = yes 1 = some 0 = no Comments:		
Do the housemates report being satisfied living together? 2 = yes 1 = some 0 = no Comments:		
Are structures in place to support harmonious relationships between people who use supports and those who support them? 2 = yes 1 = some 0 = no Comments:		
Are structures in place to support harmonious relationships between people who live in the home?		

Evaluation question	Data source	Score (0-2)
2 = yes 1 = some 0 = no Comments:		

PART B. SCORING

Total points earned = _____ Percent = [[TOTAL POINTS EARNED] / 8] X 100 = _____ %

Part C. Schedule/predictability of routine

Evaluation question	Data source	Score (0-2)
Is there a daily/weekly schedule developed with or by the individual? 2 = yes 1 = somewhat 0 = no Comments:		
Is there a schedule the person uses to assist with sequencing activities during the day? 2 = yes 1 = somewhat 0 = no Comments:		
Is the schedule flexible (i.e., can the schedule be changed based on preference shifts of the person)? 2 = yes 1 = somewhat 0 = no Comments:		
Is the schedule used as designed/intended by the person receiving services and staff? 2 = yes 1 = when some staff are working/not all 0 = no Comments:		

Evaluation question	Data source	Score (0-2)
<p>Is there a procedure for preparing an individual for an unanticipated change in the schedule/routine (e.g., verbal discussion, reviewing the calendar, social stories, etc.)? 2 = yes 1 = some 0 = no</p> <p>Comments:</p>		
<p>Is there documentation that the agency provides training to support staff on how to set up structure/routines and the importance of doing so? 2 = specific training 1 = some relevant training, but inconsistent/informal 0 = no</p> <p>Comments:</p>		
<p>Can the individual state when preferred activities/items will occur? 2 = yes 1 = some 0 = no</p> <p>Comments:</p>		
<p>Can the individual state when to complete tasks or engage in non-preferred activities? 2 = specific training 1 = some 0 = no</p> <p>Comments:</p>		

PART C. SCORING

Total points earned = _____ Percent = [__ [TOTAL POINTS EARNED] __ / 16] X 100 = _____ %

Part D. Communication

Evaluation question	Data source	Score (0-2)
<p>Do staff use each individual’s communication method (vocal language, manual signs, picture exchange) fluently and consistently to communicate basic messages (e.g. requests, comments, rejects)? 2 = yes</p>		

Evaluation question	Data source	Score (0-2)
1 = some 0 = no Comments:		
Do staff demonstrate effective rapport with individuals as evidenced by positive affect and conversational initiations and responses that are positive or neutral in content in greater frequency than directive or corrective statements? 2 = yes 1 = some staff 0 = no Comments:		
Are effective, efficient communication strategies being taught to each individual? Note: effective indicates that the mode of communication works for the individual much more often than it does not work (e.g., a manual sign to take a break or eat, results in access to the requested activity 85-90% of the time). 2 = yes 1 = some individuals 0 = no Comments:		

PART D. SCORING

Total points earned = _____ Percent = [__ [TOTAL POINTS EARNED] __ / 6] X 100 = _____ %

Part E. General agency expectations

Evaluation question	Data source	Score (0-2)
Are general agency expectations positively stated and defined for individuals and staff? 2 = yes 1 = some 0 = no Comments:		
Do the supported individuals have input on the established expectations? 2 = yes 1 = some 0 = no		

Evaluation question	Data source	Score (0-2)
Comments:		
<p>Are the expectations realistic and attainable? 2 = yes 1 = some 0 = no</p> <p>Comments:</p>		
<p>Are the expectations followed consistently by support staff? 2 = yes 1 = some staff 0 = no</p> <p>Comments:</p>		
<p>Are supported people (if capable) able to state or describe the expectations for how things are done at the home – the general expectations of staff and people using support? 2 = yes 1 = some 0 = no</p> <p>Comments:</p>		
<p>Does the agency promote and have an open door policy for family visits? 2 = yes 1 = some 0 = no</p> <p>Comments:</p>		

PART E. SCORING

Total points earned = _____ Percent = [[TOTAL POINTS EARNED] / 12] X 100 = _____ %

Part F. Community access and involvement

Evaluation question	Data source	Score (0-2)
<p>Do people have meaningful days according to their preferences, which may include employment, volunteer opportunities, attending classes, attending community arts events, building natural supports within the community, etc.? 2 = yes, consistently 1 = inconsistently 0 = no</p>		

Evaluation question	Data source	Score (0-2)
Comments:		
<p>Do support staff provide choices, including choices to NOT select something (e.g., food- peas, green beans, or neither; clothing- red, blue, or neither; activity- participate or not participate)?</p> <p>2 = yes, consistently 1 = inconsistently 0 = no</p> <p>Comments:</p>		
<p>Is the person exercising their right to make choices?</p> <p>2 = yes, consistently 1 = inconsistently 0 = no</p> <p>Comments:</p>		
<p>Is the person’s support plan focused on developing skills towards independence?</p> <p>2 = yes 1 = somewhat 0 = no</p> <p>Comments:</p>		
<p>Does the agency promote opportunities for people in the community to interact socially with the people using services in their home (e.g., hosting knitting club)?</p> <p>2 = yes, consistently 1 = inconsistently 0 = no</p> <p>Comments:</p>		

PART F. SCORING

Total points earned = _____ Percent = [[TOTAL POINTS EARNED] / 10] X 100 = _____ %

Part G. Support of staff

Evaluation question	Data source	Score (0-2)
<p>Is there sufficient supervision of support staff to ensure the health, safety, and protection of rights of each person and implementation of the responsibilities assigned to the provider?</p> <p>2 = more than once weekly</p>		

Evaluation question	Data source	Score (0-2)
<p>1 = weekly formal contact with supervisor 0 = less than once weekly</p> <p>Comments:</p>		
<p>Do support staff model desirable skills?</p> <p>2 = yes 1 = Some 0 = no</p> <p>Comments:</p>		
<p>Do agency staff (non-family members) receive training in positive behavior supports or effective behavior supports during pre-service professional development?</p> <p>2 = specific training 1 = some relevant training, but informal/inconsistent 0 = no</p> <p>Comments:</p>		
<p>Does the agency provide families with pre-service or in-service training on the principles and practices of positive behavior support (e.g., person-centered approach, the relationship between quality of life and challenging behavior, why a non-aversive approach is desirable, functions of behavior, etc.)?</p> <p>2 = specific training 1 = some relevant training, but informal/inconsistent 0 = no</p> <p>Comments:</p>		
<p>Is there documentation that the agency provides training to support staff on how to teach skills (types of prompts, how and when to use different prompts, pre-teaching, etc.)?</p> <p>2 = specific training 1 = some relevant training, but informal/inconsistent 0 = no</p> <p>Comments:</p>		
<p>Are support staff trained on teaching specific skills related to risk factors of population served (social skills, communication, and self-management)?</p> <p>2 = specific training 1 = some relevant training, but informal/inconsistent 0 = no</p> <p>Comments:</p>		

Evaluation question	Data source	Score (0-2)
<p>During interview, what are support staff able to identify at least 2 skills they teach the person and the strategies they use to do so?</p> <p>2 = yes 1 = some staff, not all 0 = no</p> <p>Comments:</p>		
<p>During observation, do support staff employ an active teaching strategy (modeling, prompting for communication, pre-teaching, using a hierarchy of prompting, etc.)?</p> <p>2 = yes 1 = some staff, not all 0 = no</p> <p>Comments:</p>		
<p>Are there any indications of staff creating contingencies (including implied aversive consequences for non-compliance) for the person that are not part of the support plan and/or to generate behavior that is not targeted in the support plan between support staff and the person?</p> <p>2 = yes 1 = some 0 = no</p> <p>Comments:</p>		
<p>Is there any indication of contingencies (including implied aversive consequences for non-compliance) among people receiving support?</p> <p>2 = yes 1 = some 0 = no</p> <p>Comments:</p>		

PART G. SCORING

Total points earned = _____ Percent = [[TOTAL POINTS EARNED] / 22] X 100 = _____ %

Part H. Development and implementation of positive behavior support plans

Evaluation question	Data source	Score (0-2)
<p>Is there evidence that the existing positive behavior support plan is based on an assessment of the maintaining functions of problem behavior (i.e., functional behavior assessment)?</p> <p>2 = more than once weekly 1 = some assessment, FBA is present but more than 2 years old, or FBA is present but not driving support plan development</p>		

Evaluation question	Data source	Score (0-2)
0 = no FBA present Comments:		
Does the positive behavior support plan include preventive/proactive strategies? 2 = robust proactive strategies 1= some but not robust 0 = no Comments:		
Does the positive behavior support plan include reinforcement strategies? 2 = robust reinforcement strategies 1 = some elements of successful reinforcement strategies missing 0 = no Comments:		
Does the positive behavior support plan include positive/non-punitive responses to challenging behavior and avoid punishers? 2 = robust positive response and no punishers 1 = some positive responses, some evidence of punishment 0 = no Comments:		
Do support staff adhere to the strategies in the positive behavior support plan? 2 = specific training 1 = some relevant training, but informal/inconsistent 0 = no Comments:		
Are support staff trained on teaching specific skills related to risk factors of population served (social skills, communication, and self-management)? 2 = yes, consistently across all staff and all areas of the plan 1 = some but inconsistently in one or more areas of the plan 0 = no Comments:		
Is there any evidence of emotional reactions by support staff to the person or their challenging behaviors? 2 = no evidence 1 = some evidence 0 = yes, evidence		

Evaluation question	Data source	Score (0-2)
Comments:		
<p>Do staff report positive behavior supports are consistent with their own personal values and easy to implement?</p> <p>2 = yes 1 = some 0 = no</p> <p>Comments:</p>		
<p>Is there evidence that staff have access to 24-hour crisis services?</p> <p>2 = yes, evidence 1 = some evidence 0 = no evidence</p> <p>Comments:</p>		

PART H. SCORING

Total points earned = _____ Percent = [[TOTAL POINTS EARNED] / 16] X 100 = _____ %

Part I. Monitoring and decision-making

Evaluation question	Data source	Score (0-2)
<p>Are data collection procedures in place to document the occurrence of targeted behaviors for each person?</p> <p>2 = yes 1= some but inconsistent 0= no</p> <p>Comments:</p>		
<p>Do supervisors provide formal feedback for staff on a frequent/regular basis?</p> <p>2 = more than once weekly 1= weekly formal contact with supervisor 0 = less than once weekly</p> <p>Comments:</p>		
<p>Are staff provided with competency-based training in general positive behavioral principles and rapport building strategies as well as for the strategies in each individualized plan?</p> <p>2 = yes 1 = some 0 = no</p>		

Evaluation question	Data source	Score (0-2)
Comments:		
<p>Does the agency provide training in crisis prevention (de-escalation) and management to all support staff? 2 = specific training 1 = some relevant training, but informal/inconsistent 0 = no</p> <p>Comments:</p>		
<p>Are support staff trained on teaching specific skills related to risk factors of population served (social skills, communication, and self-management)? 2 = yes – clear evidence 1 = there is a general procedure (e.g. call 911 and then notify your case manager), but crisis management skills are not taught 0 = no</p> <p>Comments:</p>		
<p>Are support staff able to describe crisis prevention procedures and/or appropriate strategies to use when the situation so indicates? 2 = yes 1 = some 0 = no</p> <p>Comments:</p>		
<p>Does the agency have a clearly defined system or formal mechanism for collecting, summarizing and reviewing behavioral data and incident reports from support staff? 2 = yes – clear evidence of a system 1 = incident reports are collected but no system or mechanism to summarize or review them 0 = no system or mechanism</p> <p>Comments:</p>		
<p>Are incident report and/or behavioral summaries supplied to a person’s planning team on a regular basis? 2 = 3 or more times/year 1 = 1-2 times/year 0 = no</p> <p>Comments:</p>		
<p>Does the agency collect individualized data so as to track specific behavior change? 2 = all individualized 1 = some individualized data collection</p>		

Evaluation question	Data source	Score (0-2)
0 = no Comments:		
Is behavior data used for making decisions in designing, implementing, improving and revising support efforts? 2 = consistently 1 = inconsistently 0 = no Comments:		

PART I. SCORING

Total points earned = _____ Percent = [[TOTAL POINTS EARNED] / 20] X 100 = _____ %

Part J. Person-centered planning

Evaluation question	Data source	Score (0-2)
Is planning conducted in a manner in which the person or his/her advocate is a primary participant? 2 = yes – formal PCP 1= sometimes, but informal or inconsistent 0= no Comments:		
Do team members engage in a process to identify the person’s preferences/preferred lifestyle? 2 = yes – formal process 1= some process, but informal 0 = no Comments:		
Are treatment goals or actions developed in partnership with the county, the school, the teacher, and the family to help the person achieve his/her preferences/preferred lifestyle? 2 = many partners involved 1= some partnering 0 = no evidence, 1=some partnering, 2=many partners involved Comments:		
Does the agency provide training to staff on person-centered practices? 2 = yes 1 = some		

Evaluation question	Data source	Score (0-2)
0 = no Comments:		
Does the agency provide training in crisis prevention (de-escalation) and management to all support staff? 2 = specific training 1 = evidence of some relevant training 0 = no training Comments:		

PART J. SCORING

Total points earned = _____ Percent = [__ [TOTAL POINTS EARNED] __ / 8] X 100 = _____ %

Part K. Additional supports

Evaluation question	Data source	Score (0-2)
Does the agency have a system for ensuring all people served receive age appropriate regularly scheduled medical, dental, and (if appropriate) mental health care? 2 = formal system or process 1= some system, but partial or informal 0= no Comments:		
Does the agency have a process for determining which person may require more targeted interventions? 2 = clear process 1= some process, but informal or inconsistent 0 = no Comments:		

PART K. SCORING

Total points earned = _____ Percent = [__ [TOTAL POINTS EARNED] __ / 4] X 100 = _____ %

Part L. Management

Evaluation question	Data source	Score (0-2)
Are policies/procedures consistent with and reflective of positive behavior supports as a priority within the organization?		

Evaluation question	Data source	Score (0-2)
2 = formal system or process 1= some system, but partial or informal 0= no Comments:		
Does the agency have a process for determining which person may require more targeted interventions? 2 = clear evidence/explicitly stated 1= some evidence 0 = no evidence Comments:		

PART L. SCORING

Total points earned = _____ Percent = [__ [TOTAL POINTS EARNED] __ / 4] X 100 = _____ %

Appendix C: Quality of Life Evaluation: Children's Version

Adapted from Kincaid, D., Knoster, T., Harrower, J. Shannon, P., & Bustamante, S. (2002). Measuring the impact of positive behavior support. *Journal of Positive Behavior Interventions*, 4, 2, 109-117.

Name of child: _____

Name/position of evaluator: _____

Date of evaluation: _____

In the table below, rate the following aspects of the child’s life. Answer each question based on the child’s life circumstances since he/she moved into this foster home setting.

Question	Much worse (1)	Somewhat worse (2)	No change (3)	Somewhat better (4)	Much better (5)	Not applicable (N/A)
1. The child’s relationships with family members (i.e. parents, siblings) are...						
2. The child’s relationship with peers is...						
3. The amount of time the child has spent interacting with peers is...						
4. The child’s participation in activities of their choice is...						
5. The child’s ability to make decisions about day-to-day activities is...						

Question	Much worse (1)	Somewhat worse (2)	No change (3)	Somewhat better (4)	Much better (5)	Not applicable (N/A)
6. The child’s ability to express personal preference is...						
7. The relationships the child has with members of the community (i.e. store clerks, neighbors, servers) are...						
8. The response the child receives from peers is...						
9. The child’s ability to engage in leisure activities with peers is...						
10. The child’s relationship with teachers and school personnel is...						
11. The child’s satisfaction with their current education situation is...						
12. The child’s access to activities that are personally stimulating is...						

Question	Much worse (1)	Somewhat worse (2)	No change (3)	Somewhat better (4)	Much better (5)	Not applicable (N/A)
13. The child's willingness to attempt new tasks is...						
14. The child's ability to learn new skills is...						
15. The child's self-confidence is...						
16. The child's emotional stability is...						
17. The child's satisfaction with their level of independence is...						
18. The child's general happiness is...						
19. The child's general health and well-being is...						
20. As a result of living in this home, I feel that child's quality of life is...						

Is there anything else about the child's quality of life that you would like to tell us?
