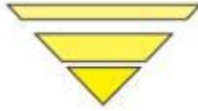


DIVISION OF
DEVELOPMENTAL
DISABILITIES



Missouri Quality Outcomes

Discussion Guide

*Missouri Department of Mental Health
Division of Mental Retardation - Developmental Disabilities
Jefferson City, Missouri
Revised October 11, 2000*

QUALITY OUTCOMES

OUTCOMES FOR PEOPLE:

- 1. People belong to their community.**
- 2. People have a variety of personal relationships.**
- 3. People have valued roles in their family and in their community.**
- 4. People are connected with their past.**
- 5. People's communication is understood and receives a response.**
- 6. People are provided behavioral supports in positive ways.**
- 7. People are provided support in a manner that creates a positive image.**
- 8. People express their own personal identity.**
- 9. People have control of their daily lives.**
- 10. People have the opportunity to advocate for themselves, for others, and for causes they believe in.**
- 11. People's plans reflect how they want to live their lives, the supports they want, and how they want them provided.**
- 12. People live and die with dignity.**
- 13. People feel safe and experience emotional well being.**
- 14. People are supported to attain physical wellness.**
- 15. People are actively supported throughout the process of making major lifestyle changes.**
- 16. People are supported in managing their home.**

QUALITY OUTCOMES

OUTCOMES FOR AGENCIES:

- 17. Action at all levels of the organization is consistent with a shared mission which is developed in response to the goals and aspirations of the people supported.**
- 18. The agency initiates and maintains positive working relationships with other organizations within and outside the service delivery system.**
- 19. The agency empowers staff to meet people's needs.**
- 20. The agency regularly evaluates its success in meeting people's needs.**

Outcome #1:

People belong to their community.

What Do We See In People's Lives?

- ◇ *Lives as diverse & enriching as others in the community*
- ◇ *Using community businesses, services, resources, etc.*
- ◇ *Affiliation with religious organizations*
- ◇ *Participating in the recreational, ethnic & cultural life of the community*
- ◇ *Membership in associations, organizations, clubs, & informal community groups*
- ◇ *Volunteerism, neighborhood associations*
- ◇ *Familiarity with the community*
- ◇ *Places make sense for the person*
- ◇ *Places have significance to the person*
- ◇ *Active participation rather than always being a spectator*
- ◇ *Fits in with others in the community*
- ◇ *Feeling of belonging*
- ◇ *Natural support networks*
- ◇ *Connections around values, interests, and competencies*
- ◇ *Inclusion, full or partial participation*
- ◇ *Personal involvement*
- ◇ *One person at a time*
- ◇ *Reciprocity, contribute to and receive from, give and take*
- ◇ *Learning skills which are critical to community acceptance*
- ◇ *Community presence*
- ◇ *Meaningful days*
- ◇ *Positive roles as community members*
- ◇ *Employment opportunities*

Outcome #1: People belong to their community.

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ Values
- ◇ Personality, personal style
- ◇ Interests & competencies
- ◇ Likes & dislikes
- ◇ Personal preferences
- ◇ Comfort zones
- ◇ Responses to different kinds of situations
- ◇ Kinds of places and people the person likes
- ◇ Places that are important to the person
- ◇ Current skills and needed skills

Knowing the Community Well:

- ◆ Businesses
- ◆ Community life
- ◆ Organizations, associations & clubs
- ◆ Recreation
- ◆ Places of interest
- ◆ Assets & resources
- ◆ Significant places
- ◆ Key people at those places
- ◆ Community spirit & image
- ◆ Community values & norms
- ◆ Ethnic & cultural life
- ◆ Neighborhood hangouts
- ◆ Traditions
- ◆ Special events
- ◆ Skills which are important to acceptance
- ◆ Opportunities for volunteerism

Bridging Between the Person & the Community:

- ◇ Listening to the person
- ◇ Matching
- ◇ Supporting
- ◇ Adapting
- ◇ Communicating
- ◇ Transporting
- ◇ Planning, structuring
- ◇ Social engineering
- ◇ Teaching
- ◇ Connecting
- ◇ Fading
- ◇ Developing natural supports
- ◇ Building roles as community member

Outcome #1: People belong to their community.

How Do We Determine If the Outcome Is Present?

<i>In People's Lives:</i>	<ul style="list-style-type: none">◇ <i>By going with people when they go to do things & by watching their level of involvement</i>◇ <i>By looking at their photo albums with people</i>◇ <i>By looking at mementos from trips & special occasions</i>◇ <i>By comparing how they are supported in doing things with how others in the community do them</i>
<i>In People's Conversation:</i>	<ul style="list-style-type: none">◆ <i>By talking with people about what they do</i>◆ <i>By listening to people talk with others about what they do</i>◆ <i>By talking with people about what they enjoy in the community</i>◆ <i>By gauging their familiarity with the community</i>
<i>Staff:</i>	<ul style="list-style-type: none">◇ <i>By talking with staff about what people do and about how they support this</i>◇ <i>By learning how decisions are made about where to go and what to do</i>◇ <i>By watching how staff support the person in the community</i>◇ <i>By hearing how they plan what supports will be needed</i>◇ <i>By talking with staff about the community</i>◇ <i>By talking with staff about how they build natural supports and fade specialized supports</i>◇ <i>By finding out how staff are supported in learning to assist people in becoming members of the community</i>
<i>Personal Plans:</i>	<ul style="list-style-type: none">◆ <i>By reading the plan and talking about it with the person</i>◆ <i>By looking at the plans for how support or training will be provided</i>◆ <i>By looking at reviews, data, etc., related to the plan</i>◆ <i>By looking for concrete action steps which will lead to real community membership</i>◆ <i>By reading reviews</i>◆ <i>By seeing if the plan is revised when needed</i>

Outcome 1: People belong to their community.

How Do We Determine If the Outcome Is Present? Chart Continued . . .

How Do We Determine If the Outcome Is Present?

Other Documentation:

- ◇ *By looking at calendars of past events*
- ◇ *By looking at logs*
- ◇ *By looking at agency mission & goals*
- ◇ *By reviewing staffing patterns*

In the Community:

- ◆ *Driving Around the Community*
- ◆ *Noticing the appearance of people in various locations*
- ◆ *Getting Local Papers*
- ◆ *Watching Local News*
- ◆ *Reading Bulletin Boards in Local Businesses*

Outcome #2:

People have a variety of personal relationships.

What Do We See In People's Lives?

- ◇ *Friends*
- ◇ *Family*
- ◇ *Acquaintances*
- ◇ *Allies*
- ◇ *Co-workers*
- ◇ *Intimacy*
- ◇ *Talking with friends & family*
- ◇ *Regular contact with others*
- ◇ *Going to each other's homes*
- ◇ *Going out together*
- ◇ *Involvement*
- ◇ *Having information about others*
- ◇ *Celebrating special occasions (cards, gifts)*
- ◇ *Doing things with others*
- ◇ *Sharing*
- ◇ *Give and take*
- ◇ *Caring, loving, belonging*
- ◇ *Stories about experiences together*
- ◇ *Private jokes & nicknames*
- ◇ *Closeness, empathy*
- ◇ *Natural support*

Outcome #2: People have a variety of personal relationships.

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Important people in the persons life*
- ◇ *Types of people the person enjoys being with*
- ◇ *Kinds of things the person enjoys doing with different people*
- ◇ *Personal preferences*
- ◇ *Personal values*
- ◇ *Personal interests*
- ◇ *Competencies*

Knowing Others in the Person's Life & in the Community Well:

- ◆ *Where people live & how to contact them*
- ◆ *Where people with different interests "hang out" in the community*
- ◆ *Special occasions to celebrate*
- ◆ *Social mores & etiquette*

Bridging Between the Person & Others in their Life & in the Community:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Making positive introductions*
- ◇ *Matching*
- ◇ *Supporting*
- ◇ *Communicating*
- ◇ *Inviting*
- ◇ *Involving*
- ◇ *Reciprocating*
- ◇ *Supporting celebration*
- ◇ *Including*
- ◇ *Welcoming*
- ◇ *Connecting*
- ◇ *Sustaining existing relationships*
- ◇ *Nurturing new relationships*
- ◇ *Fading*
- ◇ *Building natural supports*

Outcome #2: People have a variety of personal relationships.

How Do We Determine If the Outcome Is Present?

In People's Lives:

- ◇ *By observing whether the home environment is welcoming and would be a comfortable place for the person to have visitors*
- ◇ *By looking at photo albums, scrapbooks, and wallet photos*
- ◇ *By looking at cards, letters, & other correspondence with the person*
- ◇ *By looking at their personal calendar with the person*
- ◇ *By looking at their address book with the person*

In People's Conversation:

- ◆ *By listening to people share stories & other information about family and friends*
- ◆ *By listening to people talk about people they know*
- ◆ *By listening to people talk about how they celebrate with others*
- ◆ *By talking with people about who they do things with and what they do*
- ◆ *By talking with people about when they last visited or talked with family and friends*
- ◆ *By listening to people talk about intimate relationships*
- ◆ *By learning if the person is lonely*
- ◆ *By talking about how often friends and family come over for a visit and what they do while they are there*
- ◆ *By hearing about dates*

From Staff:

- ◇ *By talking with staff about who the person knows and about how they support existing relationships*
- ◇ *By learning how staff introduce the person to others and about how decisions are made about who to introduce the person to*
- ◇ *By talking with staff about their relationship with others the person knows*
- ◇ *By watching how staff support the person*
- ◇ *By finding out whether the person has repeated opportunities to see the same people so that relationships can develop*
- ◇ *By talking with staff about policies and practices around visitors*
- ◇ *By talking with staff about how they support the person in dating*
- ◇ *By learning whether supports are provided a person at a time or in groups*
- ◇ *By learning about how often friends and family visit the person and hearing about what they do during the visit*
- ◇ *By finding out how staff are supported in learning how to assist people in developing relationships*

Outcome #2: People have a variety of personal relationships.

How Do We Determine If the Outcome Is Present? Chart Continued . . .

How Do We Determine If the Outcome Is Present?

Personal Plans:	<ul style="list-style-type: none">◆ <i>By determining who was at the planning meeting(s)</i>◆ <i>By reading the plan and seeing whether it refers to others in the person's life</i>◆ <i>By seeing who's involved in supporting the person</i>◆ <i>By looking at the plan to determine whether attempts are being made to nurture existing relationships</i>◆ <i>By looking at the plan to see how the person will be introduced to new people</i>◆ <i>By looking for strategies to build new friendships</i>◆ <i>By reading reviews</i>◆ <i>By seeing if the plan is revised when needed</i>
Other Documentation:	<ul style="list-style-type: none">◇ <i>By looking at logs & calendars of past events</i>◇ <i>By looking at policies on visitors and dating</i>◇ <i>By looking at correspondence in the record from friends or family members</i>
In the Community:	<ul style="list-style-type: none">◆ <i>By looking for groups of "regulars" in local restaurants & stores</i>◆ <i>By looking in the paper, phone book, or local bulletin boards for places people meet, clubs, organizations, etc.</i>◆ <i>By driving around the area and looking for nearby places where people might meet others or do things together</i>

Outcome #3:

***People have valued roles in their family
and in their community.***

What Do We See In People's Lives?

- ◇ *Family roles*
- ◇ *Community roles in clubs, organizations, & associations*
- ◇ *Roles associated with personal values, interests, & competencies*
- ◇ *Roles in religious, ethnic, and cultural organizations*
- ◇ *Roles associated with athletic teams or sporting events*
- ◇ *Roles associated with work, volunteerism or education*
- ◇ *Roles associated with your home and neighborhood*
- ◇ *Involvement with others around roles*
- ◇ *Communication with others around roles*
- ◇ *Possessions associated with roles*
- ◇ *Apparel appropriate to the role*
- ◇ *Responsibilities, duties*
- ◇ *Commitments, obligations*
- ◇ *Purpose*
- ◇ *Meaning*
- ◇ *Respect*
- ◇ *Personal worth*
- ◇ *Competence, decision making*
- ◇ *Importance*

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Personal values*
- ◇ *Competencies*
- ◇ *Interests*
- ◇ *Personal preferences, likes & dislikes*
- ◇ *Roles that the person already has which could be expanded*
- ◇ *Skills the person already has that are needed in various roles*
- ◇ *How the person wants to be supported in fully or partially carrying out existing and new roles*
- ◇ *Schedule the person will have to keep to meet time commitments*

Knowing Existing & Potential Roles Well:

- ◆ *Opportunities in the community for new roles*
- ◆ *Responsibilities & accouterments of current, expanded, & new roles*
- ◆ *Knowing skills required by current, new, & expanded roles*
- ◆ *Availability of new roles in the community*
- ◆ *Knowing what possessions and apparel are required by the role*
- ◆ *Commitments and responsibilities related to current roles which will require support and potential commitments related to new or expanded roles*
- ◆ *Ways to expand existing roles and to find new ones*
- ◆ *Ways to schedule staff time to meet the person's time commitments*

Bridging Between the Person & the Role:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Exploring potential roles*
- ◇ *Social engineering*
- ◇ *Supporting, planning*
- ◇ *Teaching*
- ◇ *Sustaining & expanding existing roles*
- ◇ *Connecting*
- ◇ *Matching*
- ◇ *Fading*
- ◇ *Building natural supports*

Outcome #3: People have valued roles in their family and in their community.

How Do We Determine If the Outcome Is Present?

In People's Lives:

- ◇ *By going with people when they go to do things*
- ◇ *By looking at photo albums, scrapbooks, and other mementos*
- ◇ *By seeing possessions associated with their roles*

In People's Conversation:

- ◆ *By listening to them describe their relationships and their roles within their family, groups or organizations*
- ◆ *By talking with them about the responsibilities and obligations they have*
- ◆ *By listening to them describe what they do to carry out their roles, what their duties are*
- ◆ *By talking with them about things they have to have to carry out their roles*
- ◆ *By talking with people about how they get to and from meetings or functions*
- ◆ *By talking about whether the person always goes to the meetings or functions, and if not, why not*
- ◆ *By hearing people talk about the things they might like to try*

From Staff:

- ◇ *By talking with staff about the roles people are in and how they support this*
- ◇ *By learning how staff support people in finding new roles or in expanding existing roles*
- ◇ *By talking with staff about what people have to do and have to carry out roles and about how they support this*
- ◇ *By talking with staff about how they support the person in understanding the commitments and responsibilities associated with various roles*
- ◇ *By talking with staff about how they support the person in meeting the obligations of various roles*
- ◇ *By finding out whether people always go to the meetings or functions associated with their roles, and if not, why not*
- ◇ *By finding out how people go to and from their meetings*
- ◇ *By finding out how scheduling and staffing are handled so that the person can keep their commitments*
- ◇ *By asking how staff are supported in learning how to support people in finding and fulfilling roles*

Outcome #3: People have valued roles in their family and in their community.

How Do We Determine If the Outcome Is Present? Chart Continued . . .

How Do We Determine If the Outcome Is Present?

Personal Plans:

- ◆ *By reading the plan and talking about it with the person*
- ◆ *By looking at the plan for how support and training associated with roles will be provided*
- ◆ *By looking at the plan to see how existing roles are expanded and new ones are developed*
- ◆ *By reading reviews*
- ◆ *By seeing whether the plan is revised as needed*

Other Documentation:

- ◇ *By looking at calendars*
- ◇ *By reading logs*
- ◇ *By looking at the agency's mission*
- ◇ *By looking at staff training curricula or training logs*

In the Community:

- ◆ *By getting the local paper*
- ◆ *By reading bulletin boards in local businesses*

Outcome #4:

People are connected with their past.

What Do We See In People's Lives?

- ◇ *Roots*
- ◇ *Enduring relationships*
- ◇ *Cultural heritage*
- ◇ *Ethnic ties*
- ◇ *Spiritual foundation*
- ◇ *Continuity*
- ◇ *Stability, permanence*
- ◇ *Traditions, rituals, & customs*
- ◇ *Special foods or activities associated with special occasions*
- ◇ *Personal life stories*
- ◇ *Enriched memories*
- ◇ *Scrapbooks commemorating the past*
- ◇ *Pictures from the past*
- ◇ *Memorabilia*
- ◇ *Places to go back to*
- ◇ *Conversation about where they used to live*
- ◇ *Family background*
- ◇ *Talking about personal history*
- ◇ *Awareness of medical history*
- ◇ *Past trauma or losses*

Outcome #4: People are connected with their past.

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Personal history*
- ◇ *Prior work & educational history*
- ◇ *Medical history*
- ◇ *Traditions & rituals*
- ◇ *Traumas & fears*
- ◇ *Past accomplishments*
- ◇ *Things used to enjoy*
- ◇ *Past roles*
- ◇ *Past friendships*
- ◇ *Family members*
- ◇ *People they used to live with*
- ◇ *Staff from other places they had close relationships with*
- ◇ *Past religious affiliations*

Knowing the Person's Past:

- ◆ *Researching the past*
- ◆ *Locating people*
- ◆ *Finding out about where people have lived*
- ◆ *Exploring the person's past accomplishments and skills*

Bridging Between the Person & their Past:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Re-Uniting people*
- ◇ *Exploring together*
- ◇ *Telling stories*
- ◇ *Building memories*
- ◇ *Chronicling the past*
- ◇ *Re-establishing skills and interests*

Outcome #4: People are connected with their past.

How Do We Determine If the Outcome Is Present?

<i>In People's Lives:</i>	<ul style="list-style-type: none"> ◇ <i>Looking at old snapshots with the person</i> ◇ <i>Looking at scrapbooks & memorabilia with the person</i> ◇ <i>Looking at letters, cards, and diaries with the person</i>
<i>In People's Conversation:</i>	<ul style="list-style-type: none"> ◆ <i>Talking with the person about where they've lived and who they knew when they were there and whether they still have contact</i> ◆ <i>Talking with people about the things they used to do well or used to enjoy doing</i> ◆ <i>Talking with people about where they've worked & where they went to school</i> ◆ <i>Talking with people about past accomplishments</i> ◆ <i>Talking with people about traditions in their family</i> ◆ <i>Learning about past religious affiliation</i> ◆ <i>Learning about the kinds of places the person used to live (ex., farm, inner city)</i>
<i>From Staff:</i>	<ul style="list-style-type: none"> ◇ <i>Talking with staff about where people used to live and who they knew there</i> ◇ <i>Talking with staff about things the person is afraid of or about past trauma</i> ◇ <i>Finding out how staff learn about the person's past and how they convey this to the person</i> ◇ <i>By learning how staff support the person in carrying on traditions that are important to them</i> ◇ <i>Learning how staff support the person in re-affiliating with religious organizations, if desired</i> ◇ <i>Talking with staff about how they support the person in re-establishing old relationships, if desired</i> ◇ <i>Learning about how staff support the person in re-assuming old roles, using skills they used to use, and doing things they used to enjoy</i>
<i>Personal Plans:</i>	<ul style="list-style-type: none"> ◆ <i>By seeing whether there are strategies to re-connect the person to their past, if appropriate</i> ◆ <i>By determining whether there are opportunities to explore past interests and use competencies</i> ◆ <i>By looking for strategies to re-unite people, if appropriate</i> ◆ <i>By reading reviews</i>
<i>Other Documentation:</i>	<ul style="list-style-type: none"> ◇ <i>Reading about the person's personal and medical history in their record</i>

Outcome #5:

People's communication is understood and receives a response.

What Do We See In People's Lives?

- ◇ *Communicates for self*
- ◇ *Communicates freely with others*
- ◇ *Encouraged to communicate*
- ◇ *Continuous opportunities to communicate*
- ◇ *Environment promotes communication*
- ◇ *Listened to*
- ◇ *Communication is respected*
- ◇ *Communication is reciprocal, ongoing, and interactive*
- ◇ *Verbal & non-verbal communication responded to*
- ◇ *Intent of communication understood*
- ◇ *Staff use the person's language or understand their means of communication*
- ◇ *The person has an effective means of communication*
- ◇ *The person has an effective means of indicating choice*
- ◇ *Communication needs addressed with a sense of urgency*
- ◇ *Adaptive equipment is with the person at all times*
- ◇ *Person & staff know how to use the person's adaptive equipment*
- ◇ *Repair or replacement of adaptive equipment occurs quickly, respecting the person's sense of urgency*
- ◇ *Functional alternatives used consistently when primary means not available*
- ◇ *Communication charts (personal dictionaries) that include what staff should do in response to the person's communication*
- ◇ *Others translate respectfully, when needed*

Outcome #5: People's communication is understood and receives a response.

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Knowing how the person communicates*
- ◇ *Knowing what the person does and does not like to talk about*
- ◇ *Knowing who the person likes to talk with*
- ◇ *Understanding the person's means of communication or language*
- ◇ *Understanding the person's non-verbal communication*
- ◇ *Knowing what equipment is prescribed and how it works*
- ◇ *Understanding the conditions under which the person is most likely to have a comfortable conversation*
- ◇ *Identifying things that the person needs a way to communicate*

Knowing the Importance of Communication, In General & Its Importance In the Community:

- ◆ *Knowing what communication will be required of the person in various settings*
- ◆ *Knowing what communication alternatives might work best for the person in different community settings*
- ◆ *Understanding communication provides the person with a vehicle for making choices, assuming control, dealing with frustration, etc.*
- ◆ *Understanding the urgency of addressing communication issues*
- ◆ *Understanding the importance of communication to community membership*
- ◆ *Looking for ways to make the agency settings more conducive to communication*

Bridging Between the Person & the Community:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Responding to the person*
- ◇ *Conversing with the person*
- ◇ *Translating*
- ◇ *Communication Charting or Mapping*
- ◇ *Teaching*
- ◇ *Supporting*
- ◇ *Adapting*
- ◇ *Planning*
- ◇ *Introducing*
- ◇ *Including*
- ◇ *Advocating*

Outcome #5: People's communication is understood and receives a response.

How Do We Determine If the Outcome Is Present?

In People's Lives:

- ◇ *Use of adaptive equipment as an extension of the person*
- ◇ *Rapid replacement or repair of adaptive equipment*
- ◇ *Equipment is clean and well maintained*
- ◇ *Functional alternatives available*
- ◇ *Comfort in talking with others*
- ◇ *Observing the responses of staff and others to the person's communication*
- ◇ *Finding out how easy it is to carry on a conversation in the environment*
- ◇ *Watching how staff support the person in interactions with others at home and in the community*
- ◇ *Observing how staff communicate with the person*
- ◇ *Finding out whether the person is learning communication methods and skills which are functional in the community*
- ◇ *Listening to how staff communicate with the person*
- ◇ *Observing interactions between staff and the person and between the person and others*
- ◇ *Observing staff's familiarity with the person's equipment or language*

In People's Conversation:

- ◆ *Talking with the person*
- ◆ *Listening to the person communicate with others*
- ◆ *Observing the person's use of non-verbal communication*
- ◆ *Finding out what the person has to talk about*
- ◆ *Finding out if the person chose the type of adaptive equipment*

From Staff:

- ◇ *Talking with staff about how they support the person in communicating with others in the community*
- ◇ *Coming to understand the emphasis staff place on communication and on equipment*
- ◇ *Understanding the emphasis they place on understanding the person*
- ◇ *Learning whether staff understand the importance of learning functional communication methods and skills to community membership*
- ◇ *Talking with staff about time lags in repair/replacement of equipment*
- ◇ *By talking with staff about how the environment promotes communication*
- ◇ *By finding out how staff learn about the person's equipment and how they learn the person's language (e.g., sign language)*

Outcome #5: People's communication is understood and receives a response.

Where and How We Look for Evidence? Chart Continued . . .

How Do We Determine If the Outcome Is Present?

Personal Plans:

- ◆ *Looking for communication maps or charts*
- ◆ *Looking for recommendations for adaptive equipment & therapy*
- ◆ *Looking for goals about the use of functional communication methods & skills*
- ◆ *Reading reviews*
- ◆ *Seeing whether plans are revised when needed*

Other Documentation:

- ◇ *Looking for evidence of staff training in sign language or the use of adaptive equipment, if appropriate*
- ◇ *Looking at notes & logs to see how long people go without adaptive equipment*
- ◇ *Looking at incident reports during the time people are without equipment*
- ◇ *Looking for therapists' recommendations for therapy and equipment*

Outcome #6:

People are provided behavioral supports in positive ways.

What Do We See In People's Lives?

- ◇ *Meaningful lifestyle which respects personal preferences*
- ◇ *Being around others where there are positive interactions*
- ◇ *Environment and scheduling arranged to promote positive interactions*
- ◇ *Freedom to disagree & to share feelings*
- ◇ *Dealing with feelings effectively*
- ◇ *Disagreements handled constructively*
- ◇ *Integrated & included*
- ◇ *Communicative intent of behavior understood*
- ◇ *Learning skills which provide a functional alternative to the use of the "behavior"*
- ◇ *Consequences which are typical for others and for the situation*
- ◇ *Attempts to support changing behavior are made when it is important to the person*
- ◇ *Primary goal of intervention is to support the person in reaching personal goals*
- ◇ *Behavioral interventions make sense to the average person*
- ◇ *Any intervention carefully considers issues related to the person's disability*
- ◇ *Proactive protection of rights including aggressive due process*
- ◇ *Medications (especially in the case of polypharmacy) are used only when necessary and then with great care*
- ◇ *Physical & mechanical restraint are used only if absolutely necessary to prevent harm to self or others and are never used to "teach"*
- ◇ *Techniques prohibited by the Division of MR/DD are not used*

Outcome #6: People are provided behavioral supports in positive ways.

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Understanding the communicative intent of behavior*
- ◇ *Nature and purpose of the behavior*
- ◇ *Personal preferences*
- ◇ *Issues associated with the person's disability*
- ◇ *Skills the person has to communicate disagreement, discomfort, anger, frustration, etc.*
- ◇ *Things the person really enjoys*
- ◇ *Types of situations the person is comfortable in*
- ◇ *Things the person really does not like*
- ◇ *Understanding whether it is important to the person to change the behavior*
- ◇ *Lifestyle variables which may be effecting behavior*
- ◇ *Medical or psychiatric reasons for behavior*

Knowing the Community & the Person's Other Environments Well:

- ◆ *Awareness of various community settings*
- ◆ *Characteristics of various settings in the community*
- ◆ *Requirements of various settings in the community*
- ◆ *Characteristics of the person's home, job, and other settings*
- ◆ *Requirements of the person's home, job, and other settings*
- ◆ *Functional alternatives*

Bridging Between the Person & the Community and the Person's Other Environments:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Responding to the person*
- ◇ *Planning, structuring*
- ◇ *Social engineering*
- ◇ *Teaching*
- ◇ *Adapting*
- ◇ *Advocating*
- ◇ *Analyzing*
- ◇ *Understanding contributing factors*
- ◇ *Hypothesizing*
- ◇ *Structuring positive environments*
- ◇ *Supporting a meaningful lifestyle*

Outcome #6: People are provided behavioral supports in positive ways.

How Do We Determine If the Outcome Is Present?

In People's Lives:

- ◇ *By watching interactions between the person and staff and between the person and others*
- ◇ *By observing whether the person continues to be involved in the community*
- ◇ *By observing any intervention which might occur*
- ◇ *By observing whether there are rights restrictions or limitations*
- ◇ *By observing whether others in the setting interact in positive ways*
- ◇ *By determining whether there are issues around sharing control*
- ◇ *By determining whether the person is in a positive, reinforcing environment*
- ◇ *By seeing if the person is leading a meaningful life*

In People's Conversation:

- ◆ *By talking with the person about their plan*
- ◆ *By talking with the person about what they are learning*
- ◆ *By talking with the person about previous incidents*
- ◆ *By hearing the person describe their feelings about various things*
- ◆ *By discussing their medications with them*
- ◆ *By talking with them about any rights restrictions or limitations*
- ◆ *By hearing about their life*

From Staff:

- ◇ *By talking with staff to determine why they felt intervention was necessary*
- ◇ *By talking with staff about how they support the person*
- ◇ *By talking with staff about how the person's rights are protected*
- ◇ *By determining what functional alternatives staff considered*
- ◇ *By talking about the communicative intent of the behavior*
- ◇ *By talking with staff about the use and frequency of restraint*
- ◇ *By talking about the reasons medications are prescribed and any evidence of side effects*
- ◇ *By finding out about any medical or psychiatric reasons for behavior*

Outcome 6: People are provided behavioral supports in positive ways.

How Do We Determine If the Outcome Is Present? Chart Continued . . .

How Do We Determine If the Outcome Is Present?

Personal Plans:

- ◆ *By looking for positive approaches*
- ◆ *By determining whether lifestyle variables are considered*
- ◆ *By looking for evidence that the person's rights are proactively protected in preparation for and throughout any behavioral intervention*
- ◆ *By determining whether there was aggressive due process*
- ◆ *By seeing whether functional alternatives are taught*
- ◆ *By determining whether the communicative intent of the behavior is understood*
- ◆ *By determining whether changing the target behavior will benefit the person*
- ◆ *By determining whether issues associated with the person's disability have been considered*
- ◆ *By seeing whether strategies in the plan meet the common sense, "Man on the Street" test*
- ◆ *By looking at monthly reviews, training plans, and other documentation associated with the person's plan*
- ◆ *By determining if and how medication is used and reviewed.*
- ◆ *By determining whether restraint is used and under what conditions, how and by whom*
- ◆ *By determining whether any prohibited techniques are used*
- ◆ *By seeing whether the plan is revised when needed*

Other Documentation:

- ◇ *By reading incident reports*
- ◇ *By reading the agency's policies on rights & due process*
- ◇ *By reviewing the agency's policy on behavioral support and restraint*
- ◇ *By reviewing staff training logs and curriculum*
- ◇ *By reviewing MARS and doctor's orders with relation to the use of behavior modifying medications*
- ◇ *By learning about the person's diagnosis and determining whether there are related considerations which might effect behavior*

Outcome #7:

People are provided support in a manner that creates a positive image.

What Do We See In People's Lives?

- ◇ *Portrayed in the best light to others in the community*
- ◇ *Avoiding stereotypical dress, hairstyle, places, & activities*
- ◇ *Positive personal appearance*
- ◇ *Project a positive impression*
- ◇ *Image of personal worth and competence*
- ◇ *Pride in accomplishments*
- ◇ *Core belief that the person is valued and capable*
- ◇ *Engaged in valued, positive activities*
- ◇ *Being alone or in small groups when in the community*
- ◇ *Spends the majority of time in integrated settings*
- ◇ *Locations are valued and reflect positively on the person*
- ◇ *Home and yard well maintained and typical of others in the area*
- ◇ *Buildings owned or leased by the agency well maintained and typical of others used for the same purpose*
- ◇ *Age appropriateness in interactions, settings, and activities*

Outcome #7: People are provided support in a manner that creates a positive image.

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Personal preferences*
- ◇ *Accomplishments*
- ◇ *Capabilities*
- ◇ *Interests*

Knowing the Community Well:

- ◆ *Places and activities which are seen as positive or valued in the community*
- ◆ *Types of clothing and hairstyles which are seen positively and are appealing*
- ◆ *Knowing what people of different age groups do in the community and where & when they do it*
- ◆ *Stereotypes associated with disability held by community members*
- ◆ *Knowing what's expected in various areas of town in terms of upkeep of property, landscaping, etc.*

Bridging Between the Person & the Community:

- ◇ *Understanding the importance of image & impressions*
- ◇ *Supporting the person in building a positive image through appearance*
- ◇ *Supporting the person in connecting with valued activities*
- ◇ *Sharing the person's accomplishments with others*
- ◇ *Modeling respect in all interactions*
- ◇ *Supporting the person in conveying their merit or worth*
- ◇ *Supporting the person in avoiding stereotypical images in appearance, activities, and places*
- ◇ *Assuring that home, grounds, and other buildings owned or leased by the agency are well maintained and typical of others in the area*

Outcome #7: People are provided support in a manner that creates a positive image.

How Do We Determine If the Outcome Is Present?

In People's Lives:

- ◇ *By looking at where people live and how their home is maintained*
- ◇ *By observing how people dress and wear their hair*
- ◇ *By finding out where people go and what they do*
- ◇ *By going out with them and watching their interactions with others*
- ◇ *By observing what people take with them when participating in community activities and events and how they dress to determine whether the person is imaged positively*
- ◇ *By observing the person's demeanor*
- ◇ *By looking at scrapbooks of past activities*
- ◇ *By looking at photographs of the person*
- ◇ *By looking for stereotypical imaging*
- ◇ *By observing age appropriateness of settings, activities, times of day, etc.*
- ◇ *By observing whether people are primarily in segregated settings and whether time spent in the community is in large groups*

In People's Conversation:

- ◆ *By listening to how people talk about themselves*
- ◆ *By hearing about the things the person takes pride in*
- ◆ *By hearing conversations between the person and staff and between the person and others*

From Staff:

- ◇ *By learning whether staff understand the importance of the image the person conveys*
- ◇ *By talking with staff about how they support the person in building a positive image*
- ◇ *By finding out what staff value about the person and what they think the person can be proud of*
- ◇ *By talking with staff about how and why decisions are made about owning or leasing the buildings that they do in the locations they are in*
- ◇ *By talking with staff to learn if they know the culture of the community*

Outcome #7: People are provided support in a manner that creates a positive image.

How Do We Determine If the Outcome Is Present? Chart Continued . . .

How Do We Determine If the Outcome Is Present?

<i>Personal Plans:</i>	<ul style="list-style-type: none">◆ <i>By reading plans to determine what types of things people are involved in</i>◆ <i>By looking at support or action plans to determine how support will be provided in various community settings so that people are imaged positively</i>◆ <i>By reading reviews</i>◆ <i>By seeing whether plans are revised when needed</i>
<i>Other Documentation:</i>	<ul style="list-style-type: none">◇ <i>By reading logs</i>◇ <i>By looking at materials published by the agency for fund raising and public relations purposes</i>◇ <i>By looking at other brochures or materials used by the agency to present to others</i>
<i>In the Community:</i>	<ul style="list-style-type: none">◆ <i>By reading the local paper or talking with people in the community and finding out what things are important in the community</i>◆ <i>By looking at where agency facilities are located and how they are maintained with relation to others in the area</i>◆ <i>By looking at vehicles operated by the agency</i>

Outcome #8:

People express their own personal identity.

What Do We See In People's Lives?

- ◇ *Personal style*
- ◇ *Gender identity*
- ◇ *Ethnicity*
- ◇ *Cultural interests*
- ◇ *Religious affiliation*
- ◇ *Political affiliation*
- ◇ *Self-expression*
- ◇ *Music, books, magazines, movies*
- ◇ *Creative outlets, collections*
- ◇ *Hobbies, crafts*
- ◇ *Following certain sports or teams, being a fan*
- ◇ *Pets, plants, nature, bird watching*
- ◇ *Individuality, distinct from others*
- ◇ *Personality traits*
- ◇ *Mannerisms & characteristics*
- ◇ *Values & beliefs*
- ◇ *Dress & general appearance*
- ◇ *Decorations that reflect personal identity*
- ◇ *Personal touches*
- ◇ *Use of free time*

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Personality*
- ◇ *Characteristics that make the person unique*
- ◇ *Kinds of things people enjoy*
- ◇ *Type of music, movies, books, magazines*
- ◇ *Hobbies, crafts, collections*
- ◇ *Religious & political affiliations*
- ◇ *Ethnic & cultural interests*
- ◇ *Creative outlets (painting, poetry, sculpture)*
- ◇ *Athletic teams or sports*
- ◇ *Values & beliefs*
- ◇ *Likes & dislikes*
- ◇ *Recognizing & respecting individual differences*

Knowing the Community Well:

- ◆ *Knowing where there are others who share the same interests & beliefs*
- ◆ *Opportunities in the community to express interests*
- ◆ *Awareness of various religious, political, ethnic, and cultural groups or events*
- ◆ *Opportunities to express identity at home (decoration, etc.)*

Bridging Between the Person & the Community:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Supporting*
- ◇ *Connecting*
- ◇ *Teaching*
- ◇ *Encouraging*
- ◇ *Exploring*

How Do We Determine If the Outcome Is Present?

<i>In People's Lives:</i>	<ul style="list-style-type: none"> ◇ <i>By observing the person's appearance & style of dress</i> ◇ <i>By observing decorations & personal touches</i> ◇ <i>By seeing evidence of hobbies or other interests</i> ◇ <i>By observing whether everyone in a congregate setting does all of the same things, has all of the same tapes or compact discs, wears similar clothes, etc.</i> ◇ <i>By developing a sense of what makes the person a unique individual</i> ◇ <i>By observing gender identity</i> ◇ <i>By finding out whether people have keys, receive mail, have a personal address book, or identification card</i>
<i>In People's Conversation:</i>	<ul style="list-style-type: none"> ◆ <i>By talking with the person about their interests</i> ◆ <i>By learning about what is important to the person</i> ◆ <i>By finding out what kinds of movies, music, and food the person likes</i> ◆ <i>By learning what the person likes to do with their free time</i> ◆ <i>By finding out what their favorite possessions are</i> ◆ <i>By learning about their ethnic and cultural interests and their religious affiliation</i>
<i>From Staff:</i>	<ul style="list-style-type: none"> ◇ <i>By talking with staff about the person's interests</i> ◇ <i>By learning how staff support the person in expressing their interests and beliefs</i> ◇ <i>By learning how staff support the person in expressing their individuality</i> ◇ <i>By learning how staff expose people to new things</i>
<i>Personal Plans:</i>	<ul style="list-style-type: none"> ◆ <i>By reading about things the person is involved in</i> ◆ <i>By determining whether the plan captures the "personality" and personal style of the person</i> ◆ <i>By determining whether the plan affords people opportunities to express their interests and beliefs</i> ◆ <i>By finding out about support strategies</i> ◆ <i>By determining whether plans and support strategies are individualized</i> ◆ <i>By reading reviews</i> ◆ <i>By seeing whether the plan is revised as needed</i>
<i>Other Documentation:</i>	<ul style="list-style-type: none"> ◇ <i>By reading logs</i> ◇ <i>By looking at calendars</i>
<i>In the Community:</i>	<ul style="list-style-type: none"> ◆ <i>By reading the local paper and looking at bulletin boards in the community to see whether there are opportunities for the person to express interests</i>

Outcome #9:

People have control of their daily lives.

What Do We See In People's Lives?

- ◇ *Decision making*
- ◇ *Information about alternatives*
- ◇ *Awareness of consequences*
- ◇ *Natural consequences*
- ◇ *Personal responsibility*
- ◇ *“House Rules” are the person’s*
- ◇ *Choices occur as a natural part of daily living*
- ◇ *Decisions about how to spend money; priorities*
- ◇ *Supported in carrying out choices*
- ◇ *Decisions about with whom the person does things and where to do them*
- ◇ *Decisions about daily living (room temperature, routines, etc.)*
- ◇ *Hiring & firing staff*
- ◇ *Evaluating staff performance*
- ◇ *Individual “schedules”*
- ◇ *Spontaneity, flexibility*
- ◇ *Learning, personal growth*
- ◇ *Developing self confidence & autonomy*
- ◇ *Use of adaptive equipment to augment the person’s ability to communicate choice or to control their environment*
- ◇ *Carefully considering health and safety needs and looking for ways to support these needs with the least amount of intrusion while maximizing the person’s control*
- ◇ *When people need support in having things done for them, people are told before they are done and they are done with close attention to the person’s responses (e.g., moving people from one place to another, medical procedures, changing clothing, etc.)*

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Types of decisions the person has made in the past*
- ◇ *Types of decisions the person is comfortable making on their own*
- ◇ *Way the person wants support provided in making future decisions*
- ◇ *Understanding of the ramifications of those decisions*
- ◇ *Person's rituals and routines*
- ◇ *Person's comfort level with relating their decisions to others*
- ◇ *Understanding of consequences, responsibilities, and alternatives*
- ◇ *Understanding the person's sense of urgency about things*
- ◇ *Knowing how the person would like to be supported in hiring & firing staff and in evaluating their performance*
- ◇ *With whom the person wants to do things and where they want to do them*
- ◇ *Understanding the priorities people place on how money is spent*
- ◇ *Understanding how the person non-verbally indicates pleasure/displeasure, stop, like/dislike, etc.*
- ◇ *Knowing the person's health and safety needs*

Knowing the Choices the Person Faces:

- ◆ *Decisions the person will need to make*
- ◆ *Consequences of various decisions*
- ◆ *Possible alternatives*
- ◆ *Responsibilities associated with various choices*
- ◆ *Alternatives for addressing health and safety needs*

Bridging Between the Person & the Choices:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Responding to the person*
- ◇ *Supporting the person in learning about alternatives & about possible consequences*
- ◇ *Supporting the person in hiring and firing staff and in evaluating performance*
- ◇ *Teaching or modeling decision making processes*
- ◇ *Facilitating learning from past decisions*
- ◇ *Looking for ways to support health and safety needs while maximizing personal control*
- ◇ *Supporting the persons in learning about financial management*

Outcome #9: People have control of their daily lives.

How Do We Determine If the Outcome Is Present?

In People's Lives:

- ◇ *By observing whom is making various decisions*
- ◇ *By observing the role people are in with relation to staff; whether staff work for the person*
- ◇ *By determining whether choice occurs as a natural part of daily living*
- ◇ *By observing the use of adaptive equipment to facilitate communicating choices or controlling the environment*
- ◇ *By observing staff's sensitivity to the person's non-verbal behavior when making decisions for people who do not overtly make their own choices*
- ◇ *By observing who decides things around the house (room temperature, schedules, routines)*

In People's Conversation:

- ◆ *By talking with the person about who makes various decisions*
- ◆ *By talking with people about how decisions are made*
- ◆ *By talking with the person about consequences and responsibilities of various choices*
- ◆ *By talking with the person about what the house rules are and how "house rules" are established*
- ◆ *By talking with people about how staff are hired, fired and evaluated*
- ◆ *By hearing about who people want to do things with and how they want to do them*

From Staff:

- ◇ *By talking with staff about how various things are decided*
- ◇ *Determining whether staff see choice as a part of daily life rather than something they allow, let, or give*
- ◇ *By talking with staff about the need to balance their responsibility to assure the person's safety with the person's need for autonomy and the rights of the person*
- ◇ *By talking with staff about the strategies they've used to increase the person's control*
- ◇ *By assessing staff's awareness of the gravity or seriousness of making any choice for the person*
- ◇ *By determining whether there is concerted effort toward assuring that the person has as much control as possible*
- ◇ *By talking with staff about preferences or issues related to the person's disability*
- ◇ *By learning about staff's awareness and understanding of the person's sense of urgency about things*
- ◇ *By finding out how the person is supported in hiring and firing staff and in evaluating staff performance*
- ◇ *By finding out about whether staff schedules are flexible to allow for adjustments to meet the person's schedule*

Outcome #9: People have control of their daily lives.

How Do We Determine If the Outcome Is Present? Chart Continued . . .

How Do We Determine If the Outcome Is Present?

<p><i>From Staff, Continued:</i></p>	<ul style="list-style-type: none"> ◇ <i>By determining whether staff consider the person’s sense of urgency about something with relation to how they (staff) prioritize it</i> ◇ <i>By asking about the use of adaptive equipment to communicate choice or to exercise control over the environment</i> ◇ <i>By asking whether there is a “Resident’s Council” or “Resident’s Rights” group and discussing the purpose and accomplishments of the group</i> ◇ <i>By talking about the hiring process, evaluation, and firing</i>
<p><i>Personal Plans:</i></p>	<ul style="list-style-type: none"> ◆ <i>Reading about strategies to increase the amount of control the person has</i> ◆ <i>By reading about the use of adaptive equipment to augment the person’s ability to communicate choice or to control their own environment</i> ◆ <i>By reading reviews</i> ◆ <i>By seeing whether the plan is revised when needed</i>
<p><i>Other Documentation:</i></p>	<ul style="list-style-type: none"> ◇ <i>Reading schedules</i> ◇ <i>Reading logs</i> ◇ <i>Reading incident reports</i> ◇ <i>Reading house rules</i> ◇ <i>Reviewing admissions policies, hiring policies, and information about “Resident’s Councils” or “Residents Rights” groups</i> ◇ <i>Reports on evaluation of satisfaction/dissatisfaction with agency supports</i> ◇ <i>Personnel file: Performance reviews</i> ◇ <i>Policies and procedures on hiring, firing, and performance review</i> ◇ <i>Policies on supporting people in selecting an agency</i>

Outcome #10

People have the opportunity to advocate for themselves, for others and for causes they believe in.

What Do We See In People's Lives?

- ◇ *Assertiveness*
- ◇ *Self-advocacy*
- ◇ *Group advocacy*
- ◇ *Free expression of opinions*
- ◇ *No fear of recrimination*
- ◇ *Equal relationships*
- ◇ *Exercise influence*
- ◇ *Participate on agency boards and committees*
- ◇ *Participate on community and governmental boards*
- ◇ *Fully exercise rights as a citizen*
- ◇ *Proactively educated about rights as citizens*
- ◇ *Have convictions, pursue causes*
- ◇ *Have the opportunity for involvement in advocacy organizations or groups in the community*
- ◇ *Have the opportunity to learn to speak for self and others through opportunities such as speaker's bureaus*

Outcome #10: People have the opportunity to advocate for themselves, for others, and for causes they believe in.

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Assertiveness skills*
- ◇ *Values, beliefs, & interests*
- ◇ *Causes the person is interested in advocating for*
- ◇ *Issues the person feels strongly about in own life and in lives of others*

Knowing the Community Well:

- ◆ *Groups or organizations locally which work for various causes*
- ◆ *Self-advocacy groups*
- ◆ *Assertiveness classes*
- ◆ *National organizations which offer opportunities to work for causes*
- ◆ *Opportunities within the agency*
- ◆ *Opportunities on the Internet*

Bridging Between the Person & the Community:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Responding to the person*
- ◇ *Coaching*
- ◇ *Teaching*
- ◇ *Connecting*
- ◇ *Supporting*
- ◇ *Involving*
- ◇ *Facilitating*
- ◇ *Transporting*

Outcome #10: People have the opportunity to advocate for themselves, for others, and for causes they believe in.

How Do We Determine If the Outcome Is Present?

<i>In People's Lives:</i>	<ul style="list-style-type: none"> ◇ <i>By watching the person's interactions with staff and with others</i> ◇ <i>By observing whether change occurs in response to their assertiveness in a timely manner</i> ◇ <i>By observing staff's responses to people's suggestions</i>
<i>In People's Conversation:</i>	<ul style="list-style-type: none"> ◆ <i>By listening to the person talk about advocacy interests</i> ◆ <i>By hearing whether the person feels free to express opinions without worrying about recrimination</i> ◆ <i>By learning about the opportunities they have to influence agency policies and governmental policies</i> ◆ <i>Hearing about groups to which the person belongs</i>
<i>From Staff:</i>	<ul style="list-style-type: none"> ◇ <i>By hearing staff talk about how they support the person in advocating for themselves</i> ◇ <i>By hearing staff talk about how they support the person in advocating for causes</i> ◇ <i>By finding out about how people are involved in the operation of the agency</i> ◇ <i>By hearing the staff talk about groups to which the person belongs</i> ◇ <i>By finding out how staff support people in becoming involved with groups or causes</i> ◇ <i>By talking with staff about how they assure that they are not imposing their values on the person</i>
<i>Personal Plans:</i>	<ul style="list-style-type: none"> ◆ <i>By reading about strategies to support the person in becoming more assertive</i> ◆ <i>By reading about involvement in advocacy groups</i> ◆ <i>By reading strategies for involvement in the operation of the agency through the board, committees, etc.</i> ◆ <i>By reading reviews</i> ◆ <i>By seeing whether the plan is revised when needed</i>
<i>Other Documentation:</i>	<ul style="list-style-type: none"> ◇ <i>By looking at the constitution of the agency's board and committees</i> ◇ <i>By reading the agency's mission and goals</i>
<i>In the Community:</i>	<ul style="list-style-type: none"> ◆ <i>By learning about advocacy groups of various kinds in the community</i>

Outcome #11:

***People's plans reflect
how they want to live their lives,
the supports they want,
and how they want them provided.***

What Do We See In People's Plans?

- ◇ *Focus on the individual*
- ◇ *Concentrate on building relationships*
- ◇ *Result in concrete actions & outcomes*
- ◇ *Involve problem solving, brainstorming solutions*
- ◇ *Envision a desirable future*
- ◇ *Include personal goals*
- ◇ *Person knows what's in the plan*
- ◇ *Person is actively involved throughout the process*
- ◇ *Person has "ownership" of the plan*
- ◇ *Reflects the person, is unique*
- ◇ *Leaves you feeling you know the person*
- ◇ *People who care about the person are involved throughout the process*
- ◇ *Respectful*
- ◇ *Support personal growth*
- ◇ *Outline the supports needed to maintain the things that are working*
- ◇ *Work toward the development of roles*
- ◇ *Include functional goals & strategies*
- ◇ *Include supports needed for health, safety, and behavioral reasons*
- ◇ *Specify needed therapies*
- ◇ *Specify any supports needed to fully exercise rights*
- ◇ *Delineate any rights restrictions with assurance that the person has been afforded aggressive due process*
- ◇ *Outlines what is important to the person and the overall plan may also include things that are important to others (e.g., safety issues)*
- ◇ *Actively implemented in a timely manner*
- ◇ *Outcomes are met*
- ◇ *Commitment to change*
- ◇ *Not a static document, changes as the person's situation changes*

Outcome #11: People's plans reflect how they want to live their lives, the supports they want and how they want them provided.

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Personal goals & things they want to achieve*
- ◇ *Existing & potential capacities, interests, talents, & gifts*
- ◇ *Rituals to be supported*
- ◇ *Functional goals and strategies*
- ◇ *Physical, medical, behavioral supports*
- ◇ *Communication supports*
- ◇ *People care about (friendships, allies, family)*
- ◇ *Roles*
- ◇ *Ways the person might be comfortable in assuming more control of the meeting*
- ◇ *Places where the person is comfortable*
- ◇ *Rights issues*
- ◇ *Areas comfortable talking about*
- ◇ *Natural supports available to the person*

Knowing Planning & the Community:

- ◆ *Opportunities in the community to address interests and personal goals*
- ◆ *Opportunities for roles*
- ◆ *Situations in which people can use their gifts, talents, and competencies*
- ◆ *Types of planning*
- ◆ *Ways the person can be in control*

Bridging Between the Person & the Community Through Effective Planning:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Responding to the person*
- ◇ *Facilitating*
- ◇ *Supporting*
- ◇ *Empowering*
- ◇ *Enhancing*
- ◇ *Advocating*
- ◇ *Changing*
- ◇ *Designing*
- ◇ *Developing*

Outcome #11: People's plans reflect how they want to live their lives, the supports they want and how they want them provided.

How Do We Determine If the Outcome Is Present?

In People's Lives:

- ◇ *Going to the meeting*
- ◇ *Watching the person carrying out goals*
- ◇ *Finding out what the person is learning*
- ◇ *Watching how the person is being supported*
- ◇ *Seeing whether the goals seem to make sense for the person in the context of their life and their community*
- ◇ *Observing what people seem to care about, where their interests lie*
- ◇ *Observing what supports are needed*
- ◇ *Actively pursuing the planning outcomes*
- ◇ *Chairing own planning meeting*
- ◇ *Pursuing new interests, talents, and gifts identified in the plan*
- ◇ *Efforts made to include the person on an ongoing basis throughout the process even after the meeting*

In People's Conversation:

- ◆ *Talking with the person about their meeting*
- ◆ *Finding out who was at the meeting and how they were invited*
- ◆ *Finding out who was in charge of the meeting*
- ◆ *Learning what the person thought of the meeting and of the plan*
- ◆ *Asking how they feel about the goals, whether they are "theirs"*
- ◆ *Finding out if what's in the plan is important to the person*
- ◆ *Reading the plan with the person and talking about whether they go through it with staff*
- ◆ *Finding out whether the plan is being implemented*
- ◆ *Finding out what people care about*
- ◆ *Finding out who knows and cares about the person*
- ◆ *Finding out if the person is involved in monthly reviews*

Outcome #11: People’s plans reflect how they want to live their lives, the supports they want and how they want them provided.

Where & How We Look For Evidence? Chart Continued . . .

How Do We Determine If the Outcome Is Present?

<p><i>From Staff:</i></p>	<ul style="list-style-type: none"> ◇ <i>Talking with staff about how decisions are made about who will come to the meeting, where it will be held, & when it will be held</i> ◇ <i>Talking with staff about what type of planning is used and why</i> ◇ <i>Asking staff about the process the agency uses</i> ◇ <i>Finding out whether staff know the plan</i> ◇ <i>Finding out whether direct support staff are involved in developing the plan and, if so, how</i> ◇ <i>Asking about issues around implementation</i> ◇ <i>Talking about the review process</i> ◇ <i>Finding out about what medical or physical supports the person needs</i> ◇ <i>Finding out what medications the person takes and why</i> ◇ <i>Finding out what responsibilities and timelines they have in supporting the person in meeting their outcomes</i>
<p><i>Personal Plans:</i></p>	<ul style="list-style-type: none"> ◆ <i>Reading the plan and any amendments</i> ◆ <i>Reading monthly reviews</i> ◆ <i>Reviewing any associated training plans, program plans, task analyses, etc.</i> ◆ <i>By determining whether the person has met any of the outcomes</i> ◆ <i>By looking at how progress is documented</i> ◆ <i>By seeing whether the plan is revised when needed</i>
<p><i>Other Documentation:</i></p>	<ul style="list-style-type: none"> ◇ <i>Read agency policies or procedures on planning</i> ◇ <i>Review any formats the agency uses</i> ◇ <i>Review training logs and any curriculum on planning</i> ◇ <i>Reviewing the person’s medical information</i> ◇ <i>Reviewing incident reports</i> ◇ <i>Reviewing daily logs, program records, and progress notes</i>

Outcome #12:

People live and die with dignity.

What Do We See In People's Lives?

- ◇ *Respected*
- ◇ *Held in high regard, esteemed*
- ◇ *Deference to the person*
- ◇ *Interactions with the person show interest, concern, and consistency*
- ◇ *Unconditional positive regard*
- ◇ *Positive expectations*
- ◇ *Worthwhile & important to others*
- ◇ *Others feel they have benefited from knowing the person*
- ◇ *Life is not wasted*
- ◇ *Large blocks of time are not spent waiting or doing absolutely nothing*
- ◇ *Death & grieving are handled respectfully*
- ◇ *Making decisions about own funeral arrangements, burial, etc.*
- ◇ *Opportunities to make decisions on how and where to die*
- ◇ *Making funeral arrangements based on religious beliefs/faith*
- ◇ *Chance to say 'good-bye' to family and friends*
- ◇ *Attendance at funerals and memorials*
- ◇ *Visiting grave site*
- ◇ *Feelings are honored*
- ◇ *Privacy needs are respected*
- ◇ *People First language*
- ◇ *Seen and described as a person rather than as a disability or label*
- ◇ *Conversational tone*
- ◇ *No differences between how staff and the person are treated*

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Knowing how the person wants to be supported*
- ◇ *Competencies, gifts, talents, and capacities*
- ◇ *Accomplishments, things the person can be proud of*
- ◇ *Feelings and preferences about death & dying*
- ◇ *Contributions the person has made*
- ◇ *Things that are bothersome or annoying to the person*
- ◇ *Recognizing what the person gives to others; how others benefit from knowing the person*
- ◇ *Knowing what the person's day is like; whether a great deal of time is wasted*
- ◇ *Knowing how the person wants to be supported in grieving for others and in dying*

Knowing the Community Well:

- ◆ *Outlets in the community where the person's competencies, gifts, talents, and capacities might be honored*
- ◆ *Resources in the community such as grief counseling, hospice, etc.*
- ◆ *Places in the community where the person's contributions might be valued*
- ◆ *Holding positive expectations of the person*

Bridging Between the Person & the Community:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Responding to the person*
- ◇ *Modeling respectful interactions*
- ◇ *Introducing the person to others in dignified manner*
- ◇ *Using language which is respectful when conversing with or about the person*
- ◇ *Connecting*
- ◇ *Supporting*
- ◇ *Involving*

Outcome #12: People live and die with dignity.

How Do We Determine If the Outcome Is Present?

In People's Lives:

- ◇ *Watching interactions around major illness, dying, and grief*
- ◇ *Observing interactions between staff and the person and the person and others to see if they are respectful*
- ◇ *Observing whether the person has privacy for things others do in private*
- ◇ *Seeing whether there are differences in how staff and people are treated*
- ◇ *Seeing whether there are large blocks of time spent waiting or doing absolutely nothing*
- ◇ *Seeing how staff speak to and about the person*
- ◇ *Observing whether there are things the person cannot do that staff can do or parts of the house they cannot use that only staff can use*
- ◇ *Observing how staff comfort the person*
- ◇ *Opportunities for people to explore personal spirituality and faith*

In People's Conversation:

- ◆ *Learning how people see themselves*
- ◆ *Learning people's vision of their future*
- ◆ *Hearing about what people are proud of*
- ◆ *Hearing about what people do, how much of their time is occupied in meaningful ways*
- ◆ *Hearing people talk about people they've known who've died or become critically ill*
- ◆ *Learning how much involvement the person has with others they care about*

Outcome #12: People live and die with dignity.

How Do We Determine If the Outcome Is Present? Chart Continued . . .

How Do We Determine If the Outcome Is Present?

From Staff:

- ◇ *Hearing language that is used to describe the person*
- ◇ *Hearing whether labels are used to describe the person or groups of people*
- ◇ *Asking about staff attitudes about the person and their capabilities*
- ◇ *Seeing whether staff honor the person's self vision*
- ◇ *Talking with staff about what the person has to be proud of*
- ◇ *Learning whether staff give the person unconditional positive regard*
- ◇ *Seeing whether interactions with the person show interest, concern and consistency*
- ◇ *Hearing how staff talk about the person*
- ◇ *Hearing about what happens during a typical week, whether time is occupied in meaningful ways*
- ◇ *Hearing about how staff provide support to people who are grieving, have major illnesses, or have died or are dying*
- ◇ *By talking with staff about how they feel they've benefited from knowing the person*
- ◇ *Hearing how staff support people who know someone who is critically ill or dying*
- ◇ *Finding out whether people supported by the agency who are dying or had a major illness remained at home and how support was provided*
- ◇ *Finding out about funerals and memorial services*
- ◇ *Asking about whether people ever visit the gravesite of friends or family members who have died*
- ◇ *Finding out whether people have a chance to say good bye to family and friends*
- ◇ *By finding out if there are people the agency supports who have died and how funeral arrangements were made*
- ◇ *By finding out whether the agency offers any training on death and dying*
- ◇ *By finding out whether staff make adjustments to the person's needs when the person is grieving*

Outcome #12: People live and die with dignity.

How Do We Determine If the Outcome Is Present? Chart Continued . . .

How Do We Determine If the Outcome Is Present?

<p>Personal Plans:</p>	<ul style="list-style-type: none">◆ <i>Finding out whether plans include respectful descriptions of the person</i>◆ <i>Seeing whether plans describe a full life rather than one filled with large blocks of time spent waiting or doing absolutely nothing</i>◆ <i>Reading plans to see if the interventions and training included in the plan are respectful of the person, honor their need for dignity</i>◆ <i>By finding out whether plans deal constructively and respectfully with issues around death, dying, and grief</i>◆ <i>By reviewing plans</i>◆ <i>By seeing whether plans are revised when needed</i>
<p>Other Documentation:</p>	<ul style="list-style-type: none">◇ <i>Reading logs and incident reports</i>◇ <i>Reading the agency's mission statement and brochures</i>◇ <i>Reviewing materials used for fund raising and public relations</i>◇ <i>By reading about burial arrangements</i>

Outcome #13:

People feel safe and experience emotional well-being.

What Do We See In People's Lives?

- ◇ *Stability*
- ◇ *Consistency*
- ◇ *Assured, safeguarded*
- ◇ *Neighborhood feels comfortable or secure to the person*
- ◇ *Safe housing*
- ◇ *Possessions are safe from theft by others*
- ◇ *Harmonious living & working environments*
- ◇ *Feeling comfortable and at home*
- ◇ *Having a safe place and way to vent feelings of anger or frustration*
- ◇ *Having someone to talk to besides staff*
- ◇ *Supported emotionally*
- ◇ *Being comforted*
- ◇ *Preparation for change*
- ◇ *Counseling*
- ◇ *Opportunities to express feelings through creative efforts*
- ◇ *Opportunities to express thoughts and feelings through writing (journal, diary, etc.)*
- ◇ *Spirituality*
- ◇ *Opportunities to learn relaxation techniques*

Outcome #13: People feel safe and experience emotional well-being.

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Things that make the person feel safe*
- ◇ *Areas where consistency is important*
- ◇ *What it takes for the person to trust someone or to feel secure in a situation*
- ◇ *Things the person sees as comforting*
- ◇ *Amount of preparation needed for change*
- ◇ *Ways the person likes to deal with stress or other emotional health issues*
- ◇ *Ways that are safe and comfortable to express feelings*

Knowing the Community Well:

- ◆ *Places in the community where the person would feel safe*
- ◆ *People the person trusts*
- ◆ *Places the person could go to learn to deal with stress or other emotional health issues (e.g., counseling, relaxation exercises, etc.)*

Bridging Between the Person & the Community:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Responding to the person*
- ◇ *Supporting*
- ◇ *Connecting*
- ◇ *Comforting*
- ◇ *Preparing*

Outcome #13: People feel safe and experience emotional well-being.

How Do We Determine If the Outcome Is Present?

<i>In People's Lives:</i>	<ul style="list-style-type: none"> ◇ <i>Observing people's comfort levels in different situations at different places</i> ◇ <i>Observing whether the person appears to feel safe in their neighborhood and in their home</i>
<i>In People's Conversation:</i>	<ul style="list-style-type: none"> ◆ <i>Talking with the person about whether they feel safe</i> ◆ <i>Hearing what people do when they feel sad, upset, etc.</i> ◆ <i>Hearing people talk about possessions that are missing or have been stolen</i> ◆ <i>Finding out whether the person keeps a diary or journal</i>
<i>From Staff:</i>	<ul style="list-style-type: none"> ◇ <i>Talking with staff about what seems to help the person feel secure and how they support the person in feeling safe</i> ◇ <i>Talking with staff about how they let the person know about changes in schedule, daily routine, etc.</i> ◇ <i>Talking with staff about how they support the person in finding strategies that help them deal with stress or other emotional health issues</i> ◇ <i>Talking with staff about how they support the person in keeping their possessions safe</i>
<i>Personal Plans:</i>	<ul style="list-style-type: none"> ◆ <i>Reading recommendations for counseling, relaxation therapy, etc.</i> ◆ <i>Reading strategies to support the person in feeling safe</i> ◆ <i>Reading strategies to support the person's need for notification of change</i> ◆ <i>Reading reviews</i> ◆ <i>Seeing whether plans are revised when needed</i>
<i>Other Documentation:</i>	<ul style="list-style-type: none"> ◇ <i>Looking at the person's history for a pattern of stability in their life</i>
<i>In the Community:</i>	<ul style="list-style-type: none"> ◆ <i>Driving around the community to look for resources for emotional well being</i> ◆ <i>Looking in the phone book</i>

Outcome #14:

People are supported to attain physical wellness.

What Do We See In People's Lives?

- ◇ *Exercise*
- ◇ *Athletics*
- ◇ *Diet*
- ◇ *Learning about good nutrition*
- ◇ *Learning about and having healthy snacks*
- ◇ *Taking time off to relax*
- ◇ *Learning to make own doctor's appointments*
- ◇ *Learning First Aid, CPR*
- ◇ *Learning to take own medications*
- ◇ *Understanding own health care issues*
- ◇ *Planning for doctor's appointments*
- ◇ *Groups that deal with specific health issues*
- ◇ *Health club membership*
- ◇ *Fitness equipment and/or accessories*
- ◇ *Fitness routine and schedule is determined by the person*

Outcome #14: People are supported to attain physical wellness.

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Health status*
- ◇ *Exercise preferences*
- ◇ *Interest in athletics*
- ◇ *Foods the person likes*
- ◇ *Capabilities with regard to first aid and CPR*
- ◇ *Support wanted or needed in dealing with medical care appointments, communication with medical professionals and overall health issues*
- ◇ *Relationship with health care professionals*

Knowing the Community Well:

- ◆ *Places where people get exercise in different ways*
- ◆ *Diet centers, first aid & CPR classes*
- ◆ *Groups related to specific diseases (diabetes, heart disease, cancer, etc.)*
- ◆ *Healthy cooking classes*
- ◆ *Wellness learning center*

Bridging Between the Person & the Community:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Responding to the person*
- ◇ *Connecting*
- ◇ *Supporting*
- ◇ *Modeling*
- ◇ *Encouraging*
- ◇ *Educating*
- ◇ *Teaching*
- ◇ *Advocating*

Outcome #14: People are supported to attain physical wellness.

How Do We Determine If the Outcome Is Present?

<i>In People's Lives:</i>	<ul style="list-style-type: none">◇ <i>By going with people when they do things in the community (Aerobics class, Weight Watchers, etc.)</i>◇ <i>By observing meal preparation</i>◇ <i>By observing whether there are opportunities for exercise</i>◇ <i>By observing people's food choices</i>
<i>In People's Conversation:</i>	<ul style="list-style-type: none">◆ <i>By talking with people about their relationship with and feelings about their doctor</i>◆ <i>By talking with people about their overall health status</i>◆ <i>By talking with people about various exercise interests</i>◆ <i>By talking with people about their lifestyle</i>◆ <i>By talking about diet, nutritional needs, and interests</i>
<i>From Staff:</i>	<ul style="list-style-type: none">◇ <i>By asking about the person's health status</i>◇ <i>By asking about how they support the person in preparing for doctor's appointments</i>◇ <i>By asking about opportunities people have to learn about and handle their own health care needs</i>◇ <i>By asking about who is on special diets and why</i>◇ <i>By talking about people's opportunities for exercise and preferences in this area</i>◇ <i>By asking about how people are supported in building a healthy lifestyle</i>◇ <i>By asking how people are supported in dieting and exercise</i>
<i>Personal Plans:</i>	<ul style="list-style-type: none">◆ <i>By looking for personal goals around diet or exercise</i>◆ <i>By looking for goals related to handling own health care needs</i>◆ <i>By reading reviews</i>◆ <i>By seeing whether plans are revised when needed</i>
<i>Other Documentation:</i>	<ul style="list-style-type: none">◇ <i>By reading doctor's orders and physicals</i>
<i>In the Community:</i>	<ul style="list-style-type: none">◆ <i>By driving around and looking for parks, YMCAs, health clubs or other places to exercise</i>◆ <i>By looking in the phone book for diet centers</i>◆ <i>By reading the paper and local bulletin board for cooking classes, disease groups, exercise opportunities, etc.</i>

Outcome #15:

People are actively supported throughout the process of making major lifestyle changes.

What Do We See In People's Lives?

- ◇ *Deciding who provides the supports*
- ◇ *Deciding who to live with*
- ◇ *Deciding where to live*
- ◇ *Deciding when to move*
- ◇ *Deciding whether to stay in school*
- ◇ *Deciding where to work*
- ◇ *Making major life choices about relationships*
- ◇ *Planning for transitions*
- ◇ *Planning a meaningful retirement*
- ◇ *Having relevant information about major decisions*

Outcome #15: People are actively supported throughout the process of making major lifestyle changes.

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *Whether the person wants to live or work somewhere else*
- ◇ *Whether circumstances may force the person to move or to work elsewhere*
- ◇ *Whether the person wants to marry, have children, divorce*
- ◇ *Desire to retire*
- ◇ *Leave school and start work*
- ◇ *Who the person wants to live with*
- ◇ *Lifestyle preferences*

Knowing the Community Well:

- ◆ *Housing options*
- ◆ *Job opportunities*
- ◆ *Counseling for various transitions*
- ◆ *Parenting classes*
- ◆ *Retirement groups or organizations*
- ◆ *Employment counseling*

Bridging Between the Person & the Community:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Responding to the person*
- ◇ *Connecting*
- ◇ *Supporting*
- ◇ *Advocating*

Outcome #15: People are actively supported throughout the process of making major lifestyle changes.

How Do We Determine If the Outcome Is Present?

In People's Lives:

- ◇ *Observing whether there are any imminent transitions*
- ◇ *Observing staff interactions with the person about major lifestyle changes*

In People's Conversation:

- ◆ *Talking with the person about whether they like where they live and work*
- ◆ *Talking with the person about where they lived and worked before and how the decision to make a change was made*
- ◆ *Talking with the person about whether they are planning to move, change jobs, retire, etc.*
- ◆ *Talking with people who are planning to marry or have children or divorce about how they are being supported in making and carrying out these decisions*
- ◆ *Finding out with whom the person wants to live or share a room*
- ◆ *Talking with the person about who and how supports would be provided*

From Staff:

- ◇ *Talking with staff about how decisions are made about moving, changing jobs, or retiring*
- ◇ *Learning how staff support the person in carrying out major life style changes involving moving, changing jobs, or retiring*
- ◇ *Talking with staff about how they support people who express an interest in marrying or having children*
- ◇ *Learning how decisions are made about who lives together and who shares rooms*
- ◇ *Talking with staff about how decisions about who will support the person are made*

Outcome #15: People are actively supported throughout the process of making major lifestyle changes.

How Do We Determine If the Outcome Is Present? Chart Continued . . .

How Do We Determine If the Outcome Is Present?

<p><i>Personal Plans:</i></p>	<ul style="list-style-type: none"> ◆ <i>Looking for strategies to support various transitions</i> ◆ <i>Looking for concrete action steps that will help the person reach their own goals about where to live or work</i> ◆ <i>Looking for goals which address the person’s desire to marry or have children and for strategies which will assist them in fully understanding the responsibilities associated with these decisions and enable them to carry out responsible decisions</i> ◆ <i>Looking for goals and strategies which support the person in having a meaningful retirement</i> ◆ <i>Looking for reasonable timelines for completion</i> ◆ <i>Reading reviews</i> ◆ <i>Seeing whether plans are revised when needed</i>
<p><i>Other Documentation:</i></p>	<ul style="list-style-type: none"> ◇ <i>Reading the agency’s admissions and discharge policies</i> ◇ <i>Reading logs for actions already completed toward the change</i>
<p><i>In the Community:</i></p>	<ul style="list-style-type: none"> ◆ <i>Looking in the phone book for places where the person might find support for major transitions</i> ◆ <i>Observe within the community</i>

Outcome #16:

People are supported in managing their home.

What Do We See In People's Lives?

- ◇ *Preparing meals*
- ◇ *Cleaning*
- ◇ *Laundry*
- ◇ *Home repairs*
- ◇ *Decorating*
- ◇ *Sewing, mending*
- ◇ *Carpentry*
- ◇ *Caring for the lawn & garden*
- ◇ *Banking, paying bills*
- ◇ *Shopping*
- ◇ *Budgeting*
- ◇ *Prioritizing*
- ◇ *Problem solving*
- ◇ *Locating/purchasing needed community services*
- ◇ *Handling phone solicitation, obscene callers*
- ◇ *Doing household tasks with enough frequency to learn them*
- ◇ *Being involved in the whole process from beginning to end; functional chain (making the list, going to the store, paying for the groceries, putting the groceries away)*
- ◇ *Staying safe (changing smoke detector batteries, strangers at the door)*

What Do We See Staff Doing?

Knowing the Person Well:

- ◇ *How they want to live their life*
- ◇ *Current abilities & abilities needed to live desired lifestyle*
- ◇ *Interests in various things related to home management*
- ◇ *Preferences in how support provided*
- ◇ *How the person likes to learn*
- ◇ *What supports the person needs to live desired lifestyle*

Knowing their Home & the Community Well:

- ◆ *Locations in the community to learn various skills (e.g., cooking classes)*
- ◆ *Alternatives available in the community (places which could perform various tasks for the person)*
- ◆ *How to do the things that need to be done*
- ◆ *Planning for the needed frequency to establish the skill*
- ◆ *Teaching methods that might be helpful*

Bridging Between the Person, their Home & the Community:

- ◇ *Listening to the person*
- ◇ *Double checking with the person*
- ◇ *Responding to the person*
- ◇ *Exploring*
- ◇ *Enrolling*
- ◇ *Task Analyzing*
- ◇ *Teaching*
- ◇ *Supporting*
- ◇ *Adapting*
- ◇ *Connecting*
- ◇ *Modeling*
- ◇ *Housing options and funding*

Outcome #16: People are supported in managing their home.

How Do We Determine If the Outcome Is Present?

<i>In People's Lives:</i>	<ul style="list-style-type: none"> ◇ <i>Observing what things people do for themselves</i> ◇ <i>Observing how other things get done</i>
<i>In People's Conversation:</i>	<ul style="list-style-type: none"> ◆ <i>Talking with people about their interest in various things related to home management</i> ◆ <i>Talking with people about how they like to be supported in learning</i> ◆ <i>Finding out whether people pay their bills & how they access their money</i>
<i>From Staff:</i>	<ul style="list-style-type: none"> ◇ <i>Talking with staff about how decisions are made about what people will learn</i> ◇ <i>Talking with staff about how support is provided</i> ◇ <i>Talking with staff about alternatives that are available in the community</i> ◇ <i>Asking about who is responsible for doing different things and about how this is decided</i> ◇ <i>Asking about frequency of opportunities to do various things</i> ◇ <i>Asking about shopping, decorating, and home repair</i> ◇ <i>Asking about who handles banking and paying bills</i> ◇ <i>Learning how staff select teaching methods</i> ◇ <i>Talking with staff about how they plan for the frequency needed to establish the skill</i>
<i>Personal Plans</i>	<ul style="list-style-type: none"> ◆ <i>Looking for goals about home management which fit with the person's preferences and lifestyle</i> ◆ <i>Reading about how support is provided</i> ◆ <i>Hearing about what teaching methods are used</i> ◆ <i>Determining the frequency with which skills are used</i> ◆ <i>Reading reviews</i> ◆ <i>Seeing whether plans are revised when needed</i>
<i>Other Documentation:</i>	<ul style="list-style-type: none"> ◇ <i>Reading logs</i> ◇ <i>Reading policies about how to access money that belongs to the person</i>
<i>In the Community:</i>	<ul style="list-style-type: none"> ◆ <i>Looking at bulletin boards in local restaurants and businesses</i> ◆ <i>Checking the local paper</i> ◆ <i>Looking in the phone book</i>

Outcome #17

Action at all levels of the organization is consistent with a shared mission which is developed in response to the goals and aspirations of the people supported.

What Do We See In People's Lives?

- ◇ *Clear progress toward goals*
- ◇ *Goals that are meaningful to the person*
- ◇ *Purposeful action rather than random activities*

What Do We See Staff Doing?

- ◇ *Staff throughout the organization have a shared mission*
- ◇ *Staff actions are consistent with their shared sense of purpose*
- ◇ *Staff know why they are doing the things they are doing*
- ◇ *Both the shared purpose and the actions are consistent with the goals and aspirations of the people supported by the agency*

Outcome #17: Action at all levels of the organization is consistent with a shared mission which is developed in response to the goals and aspirations of the people supported.

How Do We Determine If the Outcome Is Present?

- ◇ *Ask to see any written materials the agency may have which defines it's purpose*
- ◇ *Ask staff at different levels of the organization what the agency's purpose is*
- ◇ *Ask the people supported by the agency what the agency's purpose is*
- ◇ *Determine whether the actions fit with the stated, shared purpose*
- ◇ *Determine involvement of the person in the development of agency mission and goals*

Outcome # 18

The agency initiates and maintains positive working relationships with other organizations within and outside the service delivery system.

What Do We See In People's Lives?

- ◇ *The person receives needed supports*
- ◇ *The person benefits from the agency's ties to others in the service delivery system*
- ◇ *The person benefits from the agency's ties to others in the community*

What Do We See Staff Doing?

- ◇ *Staff proactively work with other organizations*
- ◇ *Staff are actively involved in the community*
- ◇ *There are harmonious working relationships with others*

Outcome #18: The agency initiates and maintains positive working relationships with other organizations within and outside the service delivery system.

How Do We Determine If the Outcome Is Present?

- ◇ Ask about working relationships with other organizations***
- ◇ Determine, from all other evidence, whether the agency's relationships facilitate or stand in the way of the person receiving needed supports***
- ◇ If there are problem areas, determine how the agency is working with others to meet the person's needs***

Outcome #19

The agency empowers staff to meet people's needs.

What Do We See In People's Lives?

- ◇ *People's needs are met*
- ◇ *People spend less time waiting to have needs met*

What Do We See Staff Doing?

- ◇ *Direct support staff have and use the authority to meet people's everyday needs*
- ◇ *Direct support staff generally act promptly in response to the person's needs rather than waiting for permission*
- ◇ *Staff assume it is their job to meet the person's needs*
- ◇ *Problems are solved at the lowest level possible*
- ◇ *Administration fosters creativity and responsible risk taking at all levels of the organization*
- ◇ *Organizational structure tends to be flatter, less hierarchical*

Outcome #19: *The agency empowers staff to meet people's needs.*

How Do We Determine If the Outcome Is Present?

- ◇ *Determine what causes delays in meeting the person's needs*
- ◇ *Determine where action toward the person's goals breaks down*
- ◇ *Look for the causal pattern from trends identified through other ratings*

Outcome #20

The agency regularly evaluates its success in meeting people's needs.

What Do We See In People's Lives?

- ◇ *Attention is being paid to whether or not people's personal goals are met*
- ◇ *People's needs are met*
- ◇ *People feel listened to*
- ◇ *People feel comfortable sharing their needs with staff*
- ◇ *Regular changes are made to ensure goals are met*
- ◇ *Regular reviews are made to determine if goals are being met*

What Do We See Staff Doing?

- ◇ *Staff listen closely to what people are saying*
- ◇ *Staff make changes that are needed to better respond to people*
- ◇ *There are formal and informal means to gather information about whether the agency is responding to people*

Outcome #20: The agency regularly evaluates its success in meeting people's needs.

How Do We Determine If the Outcome Is Present?

- ◇ ***Ask how the agency formally and informally learns what people want and how they determine whether these needs are met***
- ◇ ***Ask about program evaluation, quality assurance, and/or consumer satisfaction activities***
- ◇ ***Determine what structures/processes the agency has in place to act on discrepancies between what people need and how the agency is doing in meeting those needs***
- ◇ ***Enhancement plans and other strategic plans***

NOTES



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