



Individual Quality Review

Section 5. Residential

Class Member	On-Site Date	Region	Reviewer	Case Judge
Interview Date	Agency	Staff Name	Staff e-mail	Staff Phone Number:

[Residential Staff Interview](#)
[Medication Table](#)
[Personal Observation](#)

[Environmental Observation](#)
[Scoring Questions](#)

Guide for Residential Staff Interview

The purpose of the interview is to gain information and insight into the perspective, knowledge, opinions, preferences, and circumstances of the person interviewed. The interview may present the Reviewer with the opportunity to observe first hand someone's communication skills, appearance, manner and working style.

Remember: these interviews are VERY stressful for individuals answering your questions.

- Begin your interview with an introduction... thank them for their time, tell the person who you are and give a brief overview of what you are there to do, the overall aim of the review (understanding of the supports and services needed and being provided). Be clear that we know the direct support professional knows the person well and that their support is critical to the person's success, growth and safety. Be clear that we respect their opinion... that is why we interview them specifically.
- Explain that the information provided by staff is very helpful to YOUR understanding of what is important to the individual. Tell the staff that if you ask questions that don't make sense, to please ask you to state the question again or to reword the question. Don't lead the staff to an answer but don't use words or acronyms that may not be familiar to them. Tell the person being interviewed that you will be typing their responses to ensure accuracy of the record. The person being interviewed should always be allowed to add information, even if it doesn't exactly go with the exact question being asked, but please note the additional information with the correct question later as a reference (see additional response in Question #...)
- Type the interviewee's responses verbatim. Try not to paraphrase. **Do not prompt** the interviewee for desired answers. The Reviewer should make any needed notes at a level of detail and reference that permits the Reviewer to put the information in the context necessary to be useful in supporting the Reviewer's judgments and descriptions.
- New Staff If the direct support professional is very new (30 days or less), his or her supervisor may sit in, but the staff should answer questions first. Make clear that you want the direct support professional to answer first and if the supervisor has anything to add at the end of the interview they are welcome to do so. You must record the responses from the direct support professional separate from the responses of the supervisor. It is fine to use initials, but we must know who said what.

DO NOT Even if asked directly, **do not** tell the person interviewed that anything is or is not "all right," "okay with me," does or does not "comply" with any regulation, law or requirement, or any other indication of approval or disapproval. Even if asked directly, **do not** provide technical assistance or "recommendations" to resolve or improve issues.

Change in who is being interviewed: If the direct support professional who knows the person you are reviewing best is not available/allowed to participate in this interview find out why and note the reason and who is giving you this information. Make these notations in your protocol under the appropriate interview. Notify the agency that you will record the answers provided but they may not be counted and the entire interview may be scored a "0". Consult with your Case Judge and Community Monitor prior to completing your protocol.

Names During the interview, whenever the protocol uses the term "(Name)" the Reviewer should use the person's name when speaking, for example, "Ms. Smith," or "Mr. Jones."

Emergencies Remember that the direct support professional may have to respond to an emergency or crisis situation during the interview. If this happens, the Reviewer should terminate the interview immediately and establish a time to reschedule or resume the interview. Do not continue to engage the person in conversation.

At the End At the end of the interview, thank the person for his/her time, information and cooperation.

Based on your review of the records, what should be present in this environment? (e.g., adaptive equipment/assistive technology, specific responses to behavior, specific supports during eating, etc.) If the information you require is found to your satisfaction, check the box next to the item you've listed. If not, leave it blank, highlight it and use it as a reference when scoring and/or writing up your summary. Use this space to identify missing information, use it to verify that recommendations have been followed, use it to ask about or observe needed equipment/devices, etc.

Item to Verify or Request	Check if complete
	<input type="checkbox"/>

RESIDENTIAL STAFF INTERVIEW	
1.	Tell me about (Name): <i>Note: The interviewee may ask, well what do you want to know? The reviewer can respond by saying: "I've never met (Name) or don't know him/her well —so please tell me about her/him".</i>
1A.	
2.	What are (Name's): a. Strengths? b. Preferences?
2A.	
3.	How long have you worked with (Name)? (Try to get year the person started)
3A.	
4.	Walk me through (Name's) typical weekdays. What is (Name) doing during the mornings, day, and evenings, including times?

RESIDENTIAL STAFF INTERVIEW

	<i>Note: If the interviewee states them, record the time the person wakes up, what he/she does next and for approximately how long, then what the person does next and for how long, etc. Note the total number of hours per day the person is engaged in meaningful activities that relate to his/her ISP.</i>			
4A.				
5.	What does (Name) typically do on the weekends? Can you describe what he/she is doing in the mornings, day and evenings, including times? <i>Note: If the interviewee states them, record the time the person wakes up, what he/she does next and for approximately how long, then what the person does next and for how long, etc. Note the total number of hours per day the person is engaged in meaningful activities that relate to his/her ISP.</i>			
5A.				
6.	Have you received training on how an ISP is developed? If Yes , when? If Yes , please describe this training.			
6A.				
7.	Did you participate in the development of (Name's) ISP? If Yes , then ask: How did you participate? What did you do? If No , then ask: Did information about (Name) get from you to the Team and information from the meeting get back to you? If so, how?			
7A.				
8.	Have you received training on implementing (Name's) ISP? If Yes , what did you learn?			
8A.				
9.	Have you received training on implementing (Name's) Positive Behavior Support Plan? If Yes , what did you learn; what are you to do? <i>Note: If the individual does not have a Behavior Support Plan, skip this question.</i>			
9A.				
10.	Have you received training on implementing (Name's) Written Direct Support Instructions (WDSIs)? If Yes , what did you learn; what are you to do?			
10A.				
11.	Does the IDT meet when major events occur in (Name's) life? If Yes , what happened and when did this occur?			
11A.				
12.	How does the team integrate (Name's) culture, traditions, and values into the ISP and (Name's) everyday life? <i>Note: List specific measurable indicators, then look for verification in the notes and program records or other interviews. This question usually needs to be repeated, and needs to be taken slowly, with spacing between the words: culture—and tradition— and— values. You can explain that when thinking about culture we mean things like ethnic and or lifestyle preferences; values can include religion or family and tradition can mean things like customs passed down from generation to generation.</i>			
12A.				
13.	What Action Steps is (Name) working on right now? a. What are your responsibilities in implementing (Name's) Action Steps? b. How much time does (Name) spend working on activities related to his/her Action Steps/Outcomes? How often?			
13A.				
14.	What is (Name's) current status in terms of meeting and completing Outcomes and Actions Steps? Has s/he made progress or experienced regression in the following areas in the last year? If there is progress, describe it. If there has been no progress, explain why not for each area. If there is regression in any area, describe what actions have been taken by the IDT in each regressed area.			
14A.	Life Area	If there has been progress , identify it.	If there has been no progress , explain why not	If there has been regression , describe what actions have been taken by the IDT to address the regression.
	Live			

RESIDENTIAL STAFF INTERVIEW

	Work/Learn		
	Fun/Relationships		
	Health		
	Other		
15.	Do you think the other members of the Team carry out their responsibilities as they are stated in (Name's) ISP?		
15A.			
16.	Have there been situations in which the team failed to reach a consensus on (Name's) service and support needs? If Yes , what was the disagreement(s) and how were they resolved?		
16A.			
17.	How do team members communicate with each other in between scheduled team meetings about (Name's) ISP progress and needs?		
17A.			
18.	How responsive is (Name's) case manager? Can you give me an example? What do you see as her/his role or job?		
18A.			
19.	Do you know (Name's) guardian? Is (Name's) guardian involved with decision making regarding his/her day services?		
19A.			
20.	Has (Name) or the guardian ever objected to or requested services other than what you provide? If Yes , When? What was objected to or requested? What happened?		
20A.			
21.	Does (Name) have any advanced medical directives, or any end-of-life directions? If so, what are the instructions? Do you know how these were chosen? If not , do you know why none have been prepared?		
21A.			
22.	Does your agency have a formal complaint or grievance process for (Name) and her/his guardian? If Yes , please describe. <i>Note: Reviewer should ask to see it. Also, often the interviewee will ask for clarification, 'what do you mean?', and the reviewer can clarify by stating: 'If the Individual or Guardian did not like the way something is being done or not done, how would they go about getting it taken care of?' 'Who would they contact?'</i>		
22A.			
23.	Have you received any training specific to reporting abuse, neglect, and exploitation?		
23A.			
24.	To whom do you report if you suspect abuse, neglect or exploitation?		
24A.			
25.	What other types of training would be beneficial to you or do you think you would like to have?		
25A.			
26.	What barriers [obstacles] do you encounter in working with or planning for (Name)? Has the team addressed these barriers? <i>Note: Often the interviewee will ask for clarification. The reviewer can respond with: 'Has (Name) wanted to do something but others said NO or it got put off for whatever reason?' If the person you are interviewing gives an example, ask if the issue got resolved.</i>		
26A.			
27.	What, if any, change in behavior has occurred during the past year? How is (Name) doing in terms of behavior? <i>Note: If there has been a change, find out what the change is and when and why (if they know) it occurred.</i>		

RESIDENTIAL STAFF INTERVIEW

27A.	
28.	What, if any, change in sleeping patterns has occurred during the past year? <i>Note: If there has been a change, find out what the change is and when and why (if they know) it occurred.</i>
28A.	
29.	What, if any, change in overall activity levels has occurred during the past year? Is (Name) more/less active than usual or more/less independent than usual? <i>Note: If there has been a change, find out what the change is and when or why (if they know) it occurred.</i>
29A.	
30.	<i>If regression is reported above, then ask:</i> Was (Name) evaluated to assess for underlying reasons (health, environmental, relationships, etc.) for the change(s)? <i>If Yes</i> , Who conducted the evaluation? What was the outcome?
30A.	
31.	What kinds of medical issues does (Name) have, including diagnoses? <i>Note: If you are given a list of diagnoses, ask what each means for (Name) and how they impact on daily life.</i>
31A.	
32.	Has the IDT discussed (Name's) health-related issues? What did they do and how did they address these health issues? <i>Note: They may have discussed health issues at the last Annual ISP meeting. If so, the ISP and/or meeting minutes need to reflect such, ask interviewee about his/her participating in the meeting.</i>
32A.	
33.	Does (Name) have any Health Care Plans (HCPs)? <i>If Yes</i> , What do these plans specifically address? <i>If No</i> , Does s/he need one? Please explain.
33A.	
34.	Does (Name) have medical emergency response plan(s) (MERPs)? <i>If yes</i> , What do these plans specifically address? <i>If No</i> , Does s/he need one? Please explain. Have you had to implement the medical emergency response plan? <i>If yes</i> , please describe.
34A.	
35.	Has (Name) been in the hospital or emergency room during the past year? <i>If Yes</i> , please describe your involvement in the treatment and discharge planning.
35A.	
36.	Do you know if any medication that (Name) takes has side effects that you should be aware of? <i>Note: Staff can either describe or get a list of the side effects and show you. Some may do both.</i>
36A.	
37.	If (Name) experiences pain, how does he/she communicate that? What is done and to whom do you communicate?
37A.	
38.	Does (Name) have a Positive Behavioral Support Plan (PBSP) in place? If yes, what are the behavioral issues in the PBSP? What are some of the strategies or interventions that are recommended in the PBSP? Do they meet his/her needs?
38A.	
39.	Does (Name) have a Behavioral Crisis Intervention Plan (BCIP) in place? If yes, what are the behavioral issues in the BCIP? What are some of the strategies or interventions that are recommended in the BCIP? Do they meet his/her needs?
39A.	
40.	For persons using wheelchairs or with limitations to movement and mobility , verify with the interviewee that the person has mobility issues. If so, ask the staff person: a. Describe what procedures you use for specific care related to mobility. b. Did you receive training specific on how to best help (Name) with his/her specific mobility and positioning issues? <i>If Yes</i> , tell me what you do.

RESIDENTIAL STAFF INTERVIEW

	<p>c. What equipment does (Name) need?</p> <p>d. Is this equipment available and used here? If Yes, <u>ask to see it</u> and be sure it's working. If NO, list what is not, and ask: Why isn't it here? Why isn't it used here?</p> <p>e. Have you been trained in and do you know how to use this equipment? Please describe what you do. Who trained you (title/name)</p>
40A.	
41.	<p>For persons who have seizure disorders, verify with the interviewee that the person has a seizure diagnosis or a history of seizures. If so, ask the staff person:</p> <p>a. Describe what procedures you use for specific care related to seizure management.</p> <p>b. Did you receive training on what to do if (Name) has a seizure? If Yes, tell me what you do.</p> <p><i>Note: this may be answered within questions asked previously.</i></p>
41A.	
42.	<p>For persons who have difficulty swallowing, managing liquids, etc., verify with the interviewee that the person has difficulty swallowing food and/or meds. If so, ask the staff person: Describe what procedures you use for specific care related to eating, hydrating, and medication delivery.</p> <p>a. Did you receive training on (Name's) CARMP, specifically on how to assist (Name) with eating, hydrating, and medication delivery? If Yes, tell me what you do.</p> <p>b. What equipment does (Name) need?</p> <p>c. Is this equipment available and used here? If Yes, ask to see it, be sure it's working. If No, list what is not, and ask: Why isn't it here? Why isn't it used here?</p> <p>d. Have you been trained in and do you know how to use this equipment? Please describe what you do. Who trained you (title/name)?</p>
42A.	
43.	<p>Does (Name) require any additional devices or equipment you haven't already mentioned?</p> <p>a. If Yes, tell me what they need: <i>(Note: List everything the Direct Support Staff identifies)</i></p> <p>b. Is all the needed equipment available and used? If No, list what is not used and ask: Why isn't it here? Why isn't it used here?</p> <p>c. Have you been trained to use this equipment? If No, list what the staff has not been trained on and ask: Why haven't you been trained?</p>
43A.	
44.	<p>During the past year <i>(since you have been working with (Name) if the interviewee has been with the person less than a year)</i> were there other services that (Name) needed but did not receive?</p> <p>a. If Yes, what are they?</p> <p>b. Do you know why the service(s) was not received by (Name)?</p> <p>c. Are there other services needed by (Name) now?</p> <p>d. Do you know what actions, if any, are being taken and by whom to secure the needed services? If Yes, explain</p>
44A.	
45.	<p>Are resources (i.e., medical, personal money, transportation) available to meet (Name's) needs?</p> <p>If No, what is not available and what is being done to secure the needed resources/services, if you know?</p>
45A.	
46.	<p>What are the most important issues/needs to be addressed with (Name)?</p>
46A.	
47.	<p>Does your agency have any practices or policies that might restrict (Name's) ability to pursue adult relationships? If Yes, what do they say?</p>
47A.	
48.	<p>What opportunities does (Name) have for integration with non-disabled persons?</p>
48A.	
49.	<p>Does (Name) volunteer in the community? How often? Is this an integrated opportunity?</p>

RESIDENTIAL STAFF INTERVIEW

49A.	
50.	Is (Name) a member of a group or organization? With what groups? (List all identified) How often does s/he engage with each of these groups? Are they integrated?
50A.	
51.	Does (Name) have non-disabled, non-paid friends in his/her life? If so, who are they and how often does he/she get to be with and do things with these people (List by person).
51A.	
52.	When was the last time (Name) had a friend over? Who was it and what did they do?
52A.	
53.	What generic services does (Name) use? Generic meaning services available in the community that everyone uses (e.g., grocery store, library, stores). When he goes to these places, is he with other people with I/DD? If not, how often does he go when he is NOT in a group of people with I/DD?
53A.	
54.	What happens if (Name) wants to go one place and his/her housemates want to go to a different place?
54A.	
55.	How does (Name) get along with his/her housemates here?
55A.	
56.	Over the next year, what would you like to see (Name) doing?
56A.	
57.	What are your expectations for growth in terms of skill building for (Name)?
57A.	
58.	Does (Name) have a current Person Centered Assessment? Do you know the date of that Assessment? (<i>note the date given</i>)
58A.	
59.	Did this assessment address vocational interests, abilities and needs?
59A.	
60.	Did (Name) participate personally in the Person Centered Assessment? If so, how?
60A.	
61.	Has (Name) identified what type of work or volunteer activities he/she would like to do?
61A.	
62.	Has (Name) been offered the opportunity to participate in work or job exploration activities including volunteer work and/or trial work opportunities? If yes, a. What opportunities, and what has been done? b. Are these new experiences clearly documented in the ISP Work, Education and/or Volunteer History section? If no, Is (Name) trying new discovery experiences in the community to determine interests, abilities, skills and needs? If No, Why not?
62A.	
63.	Is (Name) engaged in the Informed Choice Project?
63A.	
64.	Has (Name's) Guardian had the opportunity to gain information on how (Name) responded during job exploration activities such as volunteering and/or trial work experiences?
64A.	

RESIDENTIAL STAFF INTERVIEW

65.	Has (Name) received information regarding the range of employment options available to him/her? <i>If Yes</i> , when and what was shared?
65A.	
66.	Has (Name's) Guardian received information regarding the range of employment options available for him/her? <i>If Yes</i> , when and what was shared?
66A.	
67.	If there are barriers to employment, has the Team addressed how to overcome those barriers to employment and integrating clinical information, assistive technology and therapy supports as necessary for the (Name) to be successful in employment?
67A.	
68.	Does (Name's) Guardian support him/her working? If not, why not?
68A.	
69.	Is (Name) Working? a. <i>If Yes</i> , Where does (Name) work? b. <i>If Yes</i> , Is this an integrated setting? (<i>i.e.</i> , not a provider agency, not with a group of other people with I/DD) c. <i>If Yes</i> , How many hours per week does (Name) work? d. <i>If Yes</i> , How does (Name) get to work?
69A.	
70.	<i>If (Name) is working</i> , Does (Name) have a Career Development Plan? <i>Note: If Yes, and a copy has not been provided, request one.</i>
70A.	
71.	<i>If the person is working but not at criteria ask</i> , Is (Name) is involved in the DVR Outreach Project? <i>Note: Criteria means working at least 10 hours per week; making minimum wage; working in an integrated worksite (not provider agency, not with a group of other people with I/DD).</i>
71A.	
	Add your additional questions here... add as many questions/rows as are needed.
	Add your additional questions here... add as many questions/rows as are needed.

Review the Medication Administration Record (MAR) and complete the following chart. Medication information is to come directly off the container label when possible, and be compared to MAR to be sure they match. Also check the medication administration record to be sure medications have been given as instructed. Be sure to ask if the provider has an electronic and paper MAR. If both are maintained, compare to assure consistency. Also note how medication is stored (e.g., locked, dry and safe environment). Note if there are pain management strategies in place and being implemented correctly for this person, if applicable.

PERSONAL OBSERVATIONS AND NOTES

Is the person clean, hair washed, shaved as appropriate? Is their clothing well fitted and seasonally appropriate?	<input type="checkbox"/>
--------------------------------------------------------------------------------------------------------------------	--------------------------

ENVIRONMENTAL OBSERVATIONS AND NOTES

NOTE: You are a guest in this person's home. Please introduce yourself to everyone and DO NOT go into the class member's bedroom without first seeking and receiving permission. Do NOT go into other individual's bedrooms unless you are invited by the person whose bedroom you are entering. Be respectful and courteous to everyone in this home. Everyone's privacy should be respected. Behave as you would wish a stranger to behave in your home.

Question	Answer	Notes <i>(All "NO" response require detailed notes).</i>
Are medications appropriately secured in the home? Note if they are locked or stored so others in the home do not have easy access to them.	Choose	<input type="checkbox"/>
Are records of medication use maintained?	Choose	<input type="checkbox"/>
Is the residence well maintained outside?	Choose	<input type="checkbox"/>
Is the residence clean and in a state of good repair? If No , list what is not.	Choose	<input type="checkbox"/>
Is the residence safe for individuals (void of hazards, hazardous materials are stored safely)? If No , list what is not.	Choose	<input type="checkbox"/>
Does the person have enough clothes to wear? <ul style="list-style-type: none"> • Is it seasonal? • Is it age appropriate? <i>Note: Answer these question based on your observations of what the person is wearing. <u>You do not and should not go through the person's clothes closet and drawers.</u> If you have reason to believe that this is an issue, report it based on your source of evidence (e.g., interviews, observations of what the person is wearing).</i>	Choose	<input type="checkbox"/>
Is the current ISP, CARMP, HCPs, MERPs and Positive Behavior Support Plan in the home?	Choose	<input type="checkbox"/>
You must observe mealtime or a snack. Was the CARMP followed accurately?	Choose	<input type="checkbox"/>
Is there appropriate food and drink available based on the person's needs? <i>Note: Answer this question based on your observations of what the person is eating or preparing to eat when you are in the home. If you have reason to believe that this is an issue or you need to verify items needed for a special diet, you can look in the refrigerator/cabinets IF you ask permission and are granted permission by the individual, housemates and/or staff present.</i>	Choose	<input type="checkbox"/>

ENVIRONMENTAL OBSERVATIONS AND NOTES

Ask to see any incident reports that are stored on the premises in order to compare with information gathered earlier. Were IRs available and/or provided?	Choose	
Is the neighborhood and residence integrated in in the community?	Choose	
Was the person left alone, engaged or interacted with?	Choose	
Is there any indication of the individual's participation in the selection of decorations?	Choose	
Is there room for small groups and individual activities?	Choose	
Is there privacy for the person?	Choose	
Is there access to a phone?	Choose	
Were there signs of restrictions or restraints?	Choose	
Is the Direct Support Staff treating (Name) in a respectful manner during your observation?	Choose	
Were the person's rights respected?	Choose	

RESIDENTIAL SERVICES SCORING

Ratings Guide:

- A rating of "0" = No Compliance (No)
- A rating of "1" = Needs Improvement; few of the indicators are met, many are inconsistently met
- A rating of "2" = Many Indicators Met, but not all
- A rating of "3" = Full Compliance (Yes)
- A rating of "NA" = Not Applicable, and represents an item that does not apply to the individual being reviewed

In some cases, the Reviewer will simply not have enough information to make an informed decision to appropriately score some questions. The option of "CND" (Can Not Determine) is available as a response in these instances. However, "CND" and "N/A" can only be selected when it is among the choices provided as answers.

You must provide an answer for every question

*For each question your possible responses are limited to the optional responses listed. For instance, if a question does not list NA as a possible response, you may not use it. Reviewers: **In your justifications use a (+) to indicate examples of compliance; Use a (-) to indicate examples of non-compliance.***

42.	Does the residential direct services staff "know" the person? <i>Note: We expect the staff to thoroughly describe this person's preferences, needs and circumstances, including information describing the individual's method/style of communication; personality, likes, dislikes; the individual's general routine; important people, activities, things in the individual's life; significant events that occurred or are occurring which have an impact on the individual and what s/he is doing or plans to do. Also look for description</i>	Choose
------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------

	<p><i>of strengths, positive attributes, things to build on, such as: communication method; work ethic; skills s/he possess; willingness to try things; willingness to participate in activities; etc. Cannot be a “3” if the staff gives only a clinical diagnosis and NO personal information or vice versa.</i></p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	
43.	<p>Does the direct service staff have input into the person’s ISP? <i>Note: We will look to see if the direct service staff have had input at the ISP, or if it is documented that they provided input directly to the CM in advance of the ISP Meeting. Is there evidence that they provide input through their Supervisor/Coordinator/Manager/Lead and is there proof that this information is shared at the meeting. Verify staff attendance with the signature page of the ISP. Cannot be a “3” if there is NO method, either documented or described verbally, for Residential Direct Support Staff to provide input to the ISP.</i></p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	Choose
44.	<p>Did the direct service staff receive training on implementing this person’s ISP? <i>Note: We look to see if the direct service staff are implementing this person’s ISP in line with expectations as outlined in the ISP and/or other directions (e.g., from therapists or other specialists.) Cannot be a “3” if the Direct Support Staff stated they received training, but observation and verbal description evidenced they did not know the person’s ISP, BSP, Mealtime Plan, outcomes/ action plans, or other plans that are to be implemented.</i></p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	Choose
45.	<p>Is the residence safe for individuals (void of hazards)? <i>Note: The home must be accessible to the individual, needed modifications must be in place, the individual must be safe and free from danger. Accessible means physically able and “permitted” to use all the general areas.</i></p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	Choose
46.	<p>Was the residential direct service staff able to describe this person’s health-related needs? <i>Note: The direct service staff identifies the important health related needs, needs that if not known and addressed can present a risk to the health and stability of the individual. We are looking for clinical diagnoses, such as seizure disorder, high blood pressure, diabetes; symptoms the person has recently displayed and what is being done to address them, such as - recently has been having trouble standing up from sitting in a chair, has an appointment with PCP, will go to the doctor next week. Also note past illnesses that may affect the person now; such as was hospitalized for pneumonia last winter so extra precautions are taken during the winter such as not going out when it is really cold, and if s/he gets a cough s/he goes to the doctor right away. If this person has health care directives and/or end of life instructions are they known and available? Cannot be a “3” if the Direct Support Staff did not note: risk of aspiration and Comprehensive Aspiration Risk Management Plan or CARMP; the person has seizures and documentation evidenced the person has an active seizure disorder with a seizure plan and a seizure crisis plan; the person has diabetes and documentation evidenced s/he is to have regular blood glucose monitoring and/or a special diet; or other conditions that the person receives medication for, is to be on a special diet because of, has a medical crisis plan for, or documentation indicated the condition affects the person’s daily life on regular basis.</i></p>	Choose

	<p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	
47.	<p>Was the direct service staff able to describe his/her responsibilities in providing daily care/supports to the person? <i>Note: Cannot be a "3" if the Direct Support staff could not describe the assistance they provide the person with ADLs and personal care, could not describe what outcomes/action plans s/he is responsible for or give some indication s/he knows them and implements them, such as how often the action plan is done and when and how data is collected.</i> Note: If "48a" or 48b" are either "0", "1", or "2", this cannot be a "3".</p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	Choose
47a.	<p>Was the direct service staff able to provide specific information regarding the person's daily activities? <i>Note: Cannot be a "3" if the Direct Support staff could not describe the assistance they provide the person with ADLs and personal care.</i></p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	Choose
47b.	<p>Can the direct service staff describe his/her responsibilities in implementing this person's ISP, including outcomes, action plans, and WDSIs? <i>Note: Cannot be a "3" if the Direct Support staff could not describe what outcomes/action plans s/he is responsible for or give some indication s/he knows them and implements them, such as how often the action plan is done and when and how data is collected.</i></p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	Choose
48.	<p>Did the residential direct service staff have training in the ISP process? <i>Note: We will consider what the direct service staff tell us and what we observe. Reviewers are looking for: knowledge of person-centered planning; expressed knowledge of the purpose of vision statements, outcomes, and action plans, indication that the interviewee knows what the ISP process is about. Cannot be a "3" if the Direct Support Staff could not describe basics regarding the ISP.</i></p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	Choose
49.	<p>Did the direct service staff have training on the provider's complaint process and how to report abuse, neglect and exploitation? Note: If "52a" or 52b" are either "0", "1", or "2", this cannot be a "3".</p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	Choose
49a.	<p>Did the direct service staff have training on the provider's complaint process? <i>Note: Did the staff indicate the reporting chain of command, e.g., go through my Supervisor; contact the Program Manager or Director; something to indicate there is someone within the agency a person can contact with a complaint/grievance. The direct service staff could also show the reviewer the agencies procedure that is in the person's book or the staff book, or that is located somewhere in the program area. Cannot be a "3" if the Direct Support Staff indicated they did not know if their agency had a complaint process or that they knew nothing about their agency's complaint process.</i></p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	Choose

49b.	<p>Did the direct service staff have training on how and to whom to report abuse, neglect and exploitation? <i>Note: The interview must reflect the answers DOH or DHI. Human Services is NOT acceptable. Direct service staff could also show a card with the number, the poster, or another format with the number on it, and they indicate that is the number to call. Cannot be a "3" if the Direct Support Staff did not indicate reports are made to DOH/DHI.</i></p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	Choose
50.	<p>Does the residential direct service staff have an appropriate expectation of growth for this person? <i>Note: The direct support staff should articulate this person's abilities, potential and natural next steps. There should be an expectation of growth and the team should be acting on that expectation. End of life plans may also be a factor. Are looking for things such as the person working at a community integrated job, living in a more independent setting, taking a trip, going for further formal education, learning a particular new skill or activity. Cannot be a "3" if the Direct Support Staff stated that they would like the person to be healthy, happy, and/or safe; or to just keep coming to the day program, with NO specific indication of why and what the person would do there.</i></p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	Choose
51.	<p>Does the person's residential environment offer a minimal level of quality of life (i.e., clean, furniture in good repair, safe home and neighborhood, person is allowed to make daily choices, privacy respected, reasonable rules/structure).</p> <p>Justification: [REDACTED]</p> <p>Case Judge Comments: [REDACTED]</p>	Choose

#	Question	Score
42.	Does the residential direct services staff "know" the person?	Choose
43.	Does the direct service staff have input into the person's ISP?	Choose
44.	Did the direct service staff receive training on implementing this person's ISP?	Choose
45.	Is the residence safe for individuals (void of hazards)?	Choose
46.	Was the residential direct service staff able to describe this person's health-related needs?	Choose
47.	Was the direct service staff able to describe his/her responsibilities in providing daily care/supports to the person?	Choose
47a.	Was the direct service staff able to provide specific information regarding the person's daily activities?	Choose
47b.	Can the direct service staff describe his/her responsibilities in implementing this person's ISP, including outcomes, action plans, and WDSIs?	Choose
48.	Did the residential direct service staff have training in the ISP process?	Choose
49.	Did the direct service staff have training on the provider's complaint process and how to report abuse, neglect and exploitation?	Choose
49a.	Did the direct service staff have training on the provider's complaint process?	Choose
49b.	Did the direct service staff have training on how and to whom to report abuse, neglect and exploitation?	Choose
50.	Does the residential direct service staff have an appropriate expectation of growth for this person?	Choose
51.	Does the person's residential environment offer a minimal level of quality of life?	Choose

