Provider/Staff Interview Tool

The following interview tool will be used as part of a **Provider Discovery Review (PDR)**. In addition to interviewing individuals, a sample of staff will be selected for interview based on the number of services a provider renders, number of employees and number people served. The purpose of the interview will be to:

- Capture information from the perspective of the provider/staff rendering a service.
- Gather information specific to provider's efforts to address a person's desired goals, outcomes and satisfaction with services.
- Determine whether services are effectively implemented in accordance with a person's unique needs, expressed preferences & decisions concerning his/her life.

The Interview will cover four areas:

- **Person Centered Supports**: Individuals needs are identified and met through Person Centered Planning.
- **Community**: Individuals have opportunities for integration in all aspects of their lives including where they live and work. Access to community services and activities and opportunities for new relationships.
- **Health**: Individuals are in best possible health.
- **Safety**: Individuals are safe.

Areas reviewed and questions asked will be driven by specific service(s) provider renders. For example questions related to where a person lives will be asked only if provider renders Residential Habilitation, Supported Living or possibly Personal Supports if rendered in a SL setting. Additional detail outlining questions based on service rendered is written into the header of each area within the tool.

PDR Provider Interview Tool

Person Centered Supports: Individual's needs are identified and met through Person Centered Planning	
Questions (could include but not be limited to)	**Findings**
− How was the Implementation Plan (IP) developed? − What are the measures in the Implementation Plan? − How do you include the person in development of IP?	☐ Provider is not supporting people to drive the Implementation Plan development and planning process.
− How is it decided what goals a person will work on? − How do you use a person centered approach to help identify individually determined goals?	☐ Provider is not supporting people to drive the development of goals.
− Can changes be made to a Support Plan and/or Implementation Plan after they are developed? − How would you make changes/updates to a Support Plan or Implementation Plan if the person wanted to? − How do you support the person to request and make changes if desired?	☐ Provider is not supporting people to know how to make changes/updates to goals/supports and services.
− How do you measure progress on the plan/goals? − How do you include the person in reviewing progress? − Tell me about conversations you have with people about progress towards goals?	☐ Provider does not have a system to involve people in review of progress towards goals.
− How does the service you provide help the people you serve? − Does the service focus on the person's life goals? − How does it support him/her? − Have there been any accomplishments in the past year? − Give me an example of a success story?	☐ Provider is not promoting progress toward or achievement of desired goals.
− How is it decided where services are provided? − How are service locations set up? − Are there limitations to where service can be provided? − How is the person involved in deciding where services are rendered?	☐ Provider is not supporting people to direct when services are provided.
− How is it decided when services are provided? − How are service schedules set up? − Are there limitations to when service can be provided? − How is the person involved in setting up a service schedule?	☐ Provider is not supporting people to direct where services are provided.
− How is it decided which staff works with a person? − How are options offered to a person?	☐ Provider is not supporting people to have a choice in who provides services/supports.
− How do you find out if a person is satisfied with your services?	☐ Provider is not asking about satisfaction with services.
− What steps would you take if he/she was not satisfied?	☐ Provider is not aware of how to support people to address dissatisfaction with services.

Questions	Findings
– What steps do you take to ensure a person's personal property is respected? – Is the person supported to use locks to secure property if desired? – How do you address any violations of a person's property? – Is the person ever restricted from accessing personal property? – Do you ever take a person's property away? – If yes…How do you obtain consent from the person to restrict access to personal property?	☐ Provider does not ensure personal property is respected.
– How do you actively solicit the person's opinion? – How do you ensure person is listened to and opinion is respected? – Do you consult with the person when choices and decisions need to be made? – How do you pursue solutions to any concerns the person may have?	☐ Provider does not have a system in place to ensure people's opinions are solicited and respected.
– Have you talked with the person about privacy? Do you know if his/her privacy is respected? – How do you talk with the person about confidentiality and his/her personal record and information? – How do you ask the person for permission before sharing personal information? – Is there any personal information about the person he/she does not want shared? – Does the person feel his/her preferences in this area are respected?	☐ Provider does not address preferences with regard to privacy and sharing of personal information.
– How is education provided about citizenship rights? – What rights are most important to the person? – How do you ensure rights are not violated?	☐ Provider is not supporting people to understand rights.
Community: Individuals have opportunities for integration in all aspects of their lives including where they live, work, access to community services and activities, and opportunities for new relationships	
Questions (could include but not be limited to)	**Findings**
Tell me about where you live… (asked of individuals receiving RH, SLC, Personal Supports in a SL situation)	
– How are decisions about where people live made? – What options are discussed?	☐ Provider does not support people to make informed choice of where to live.
– What do you do when you learn a person would prefer to live someplace else? – How do you support someone who wants to move?	☐ Provider does not support preferences of people who would like to live elsewhere in the community.

− How did he/she determine who to live with? − Does he/she share a bedroom? − Does he/she want to have own bedroom? − How do you ask about preferences?	☐ Provider does not solicit people's preferences with regard to rooming arrangements in the home.
− How was décor for the home/room selected? − How are people included in decisions about what décor/furnishing will be used in the home? − How do you know if the person likes the décor/furnishings?	☐ Provider does not solicit people's preferences with regard to furnishings and decor in the home.
− How is privacy in the home supported? − Are people able to have privacy? − Does everyone have the ability to lock the bedroom door? − How is personal property protected?	☐ Provider does not support people's preferences for privacy at home.
− Are there rules in the home? − Who created these? − How often are the rules reviewed? − What happens if someone breaks a rule? − What if someone disagrees with a rule? − Can you show me a rule that was amended based on a person's input?	☐ Provider does not support people to determine house rules in collaboration with other residents.
− Can people get something to eat or drink anytime they choose? − Are there restrictions? − How is education about food restrictions provided? − How do you obtain consent from the person for any restrictions?	☐ Provider does not facilitate access to food.
Tell me about where you work/what you do during the day… (asked of individuals receiving LSD 1, 2 3, possibly Personal Supports if used as a meaningful day activity)	
− How are decisions about where people work made? − What options are discussed?	☐ Provider is not supporting people to make informed choice of where to work.
− What do you do when you learn a person would prefer to work someplace else? − How do you support someone who wants to work elsewhere?	☐ Provider is not supporting people's preferences to work elsewhere in the community.
− How do you provide information about work/day options available to people you serve? − Do you discuss options for working among and with other people in the community? − How do you discuss these integrated work options with people you serve?	☐ Provider does not provide information about options for integrated work settings or day activities.

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Tell me about the community the person lives in and what they like to do for fun…(RH, SLC, LSD 1, possibly Personal Supports)	
− What types of activities do you do in the community? − How often do you go out? − How do you learn about what a person would like to do? − Are there any limitations to how often people can go out or where they can go? − Aside from just going places in the community how do you support someone to become a member of the community, a club or organization?	☐ Provider does not promote opportunities to engage in community life.
− How is it decided when and where you will go? − Are there any barriers to community activities? − If going out as a group what do you do if everyone does not agree on where to go or what to do? − Does a person have the opportunity to go out in the community alone or with a friend?	☐ Provider does not support the person to direct community involvement.
− Do people belong to any clubs or organizations? − Does anyone want more connection with the community? − What does he/she want to do? − How do people tell you what they would like to do in the community? − Do they have any hobbies?	☐ Provider does not solicit the person's preferences concerning social roles in the community.
− How do you learn about clubs and groups that are available in the community? − How is social role education provided—what they are, why they are important? − How is information about the variety of potential social roles provided to people you serve? − Has the person tried and rejected any social roles?	☐ Provider does not provide person with information about potential social roles in the community.
Tell me about who a person likes to spend time with… (RH, SLC, LSD 1, possibly Personal Supports)	
− How do you support a person to develop new friendships? − What types of activities do you do to help promote new friendships?	☐ Provider has created limited opportunities to develop new friendships/relationships.
− Who do people you serve prefer to spend time with? − Who are their best friends? − Are they close to family? − Do people see friends and family when they want to? − Are there barriers?	☐ Provider does not support people to maintain friendships/relationships.

– How do people stay in touch with friends and family? – What access do people have to a phone, email or text? – Are there any restrictions? – How do you support a person to use different communication methods to stay in touch with family/friends?	☐ Provider does not support people to communicate per preference (phone, text, email) to develop and maintain friendships/relationships.
Individuals are in best possible health	
Questions (could include but not limited to)	**Findings**
Majority of questions asked only of providers who render RH, SLC and Personal Supports if rendered in SL setting. However providers of all services should have a method in place to gather general health information.	
– How do you gather information about health and general medical needs? – Do you ask questions about medications individuals take, doctors they see, etc.? – What is your system for gathering health information? – How do you use it?	☐ Provider does not gather information about health.
– What do you do if the person is sick? – Do individuals go to the doctor or dentist as needed? – How do they get to the doctor or dentist?	☐ Provider is not supporting people to get to the doctor or dentist when needed.
– How do you find out about people's health status? – Does anyone have any health concerns? – How do you know if someone is not feeling well?	☐ Provider is not aware of people's health needs.
– How do you talk to people about what they need to do to be in the best possible health? – What types of preventive health care do you talk with people about? – What kind of barriers to best possible health do you talk about? – What success have you had in addressing barriers to preventive care? – What system do you have for addressing preventive health?	☐ Provider does not talk with people about preventive care.
– What primary care doctor, internists, and pediatricians are used most often by individuals you serve? – What dentist do people generally go to? – How do people choose their doctors? Did the person choose or have input into the choice? – Have you talked about having the option to change a doctor if desired?	☐ Provider does not support people to choose medical providers.
– Does anyone you serve take any medications? – How do you learn about the medication is prescribed for (the indications)? – Do you know what side effects are possible with the	☐ Provider does not support people to learn about medications.

medication? What are they? − How do you help individuals understand their medications, side effects, and what they are for?	
− How do you assist people to manage health care, i.e. appointments, understanding what the doctor says, ordering and picking up medications? − How do you support people to have a say in how to proceed with health care (make appointments, decisions about medication, ordering medications)?	☐ Provider does not support people to direct their healthcare.

Individuals are safe	
Questions (could include but not limited to)	**Findings**
Majority of questions asked only of providers who render RH, SLC and Personal Supports if rendered in SL setting. **However providers of all services should have a method in place to gather general safety information and address Abuse, Neglect and Exploitation.**	
− How do you gather information about safety and general safety needs? − What is your system for gathering information about what is needed to keep a person safe? How do you use it?	☐ Provider does not gather information about safety.
− What is done to inform a person about abuse, neglect and exploitation? − How do you determine if individuals know… − What abuse is? − What neglect is? − What exploitation is?	☐ Provider does not provide education on what abuse, neglect, and exploitation are.
− If abuse, neglect and/or exploitation ever happened how would person report it? − What do you do to make sure the hotline number is available? − What do you do to ensure people know how to report abuse, neglect or exploitation?	☐ Provider does not support people to know how to report abuse, neglect or exploitation.
− What do you do to help prevent incidents of abuse, neglect or exploitation? − How do you help people recognize abuse, neglect or exploitation? − How have you supported people to remove themselves from situations involving abuse, neglect or exploitation?	☐ Provider does not support people to recognize and/or prevent abuse, neglect or exploitation.
− How do you determine if anyone has ever been a victim of abuse, neglect, and/or exploitation? − How do you support the person to address any lingering issues?	☐ Provider does not support people to address any lingering issues of a past incident of abuse, neglect, and/or exploitation.

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Following Health questions only asked of providers who have an integral role in supporting the person…RH, SLC and Personal Supports if used in Supported Living setting.	
– How do you determine if people feel safe at home? – Have you noticed/discovered any barriers to safety in the home? – Does the person feel safe in his/her home? – If anyone does not feel safe at home or you note any safety barriers, what do you do to address this?	☐ Provider does not respond when people feel unsafe at home.
– What do people do in the event of a fire? – How do you support people to know what to do in the event of a fire? – How often do you practice what to do, e.g. fire drills? – When was your last fire drill?	☐ Provider does not support people to know what to do in the event of a fire.
– What do people do in case of a tornado? – How do you support a person to know what to do in the event of a tornado warning? – Have you practiced this with the person?	☐ Provider does not support people to know what to do if there is a tornado warning.
– How do you teach people about what to do in an emergency, e.g. incapacitated staff, natural disaster, 911, altercations? – How do people access a phone and dial 911 in an emergency? – If unable to access a phone or 911 how else is a person supported to respond in an emergency?	☐ Provider does not provide education on how to respond in an emergency (e.g., incapacitated staff, natural disaster, 911, altercations).
– What types of emergency supplies and equipment are in the home to keep him/her safe? e.g. personal emergency response equipment, flashlights, batteries, bottled water, emergency food?	☐ Provider does not support people to have needed supplies and/or safety equipment to use in the event of an emergency.
– What is the emergency evacuation plan in place, including, if applicable, registration with special need shelter at home? – What is the person's emergency evacuation plan? – How have you provided education on evacuation options in the event of an emergency?	☐ Provider is not aware if individuals have an emergency evacuation procedures/disaster plan or what the plan is.
– How do you find out if people feel safe when in the community? – Does the person feel safe when in the community? Does he/she feel safe in his/her neighborhood? – Have you noticed/discovered any barriers to safety in the community or in the neighborhood? – How do you find out if people recognize unsafe situations? – If the person tells you he/she feels unsafe in the community/neighborhood, what do you do to address this?	☐ Provider does not respond when people feel unsafe in the community/neighborhood.

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LSD 2 and 3….	
− How do you find out if people feel safe at work/day program? − Have you noticed/discovered any barriers to safety at work/day program? − Do people feel safe at work/day program? − If someone has told you he/she does not feel safe at work/day program, what do you do to address this?	☐ Provider does not respond when people feel unsafe at work/day program.