

Community Program Management Inventory

Agency/Setting: _____ Manager: _____ Date: _____

<i>Staffing and Supervision</i>	Yes	No	NA	Notes
Is there an adequate staff to client ratio (given client needs)?				
Are staff members provided training in behavioral principles and support strategies prior to work in the home?				
Is refresher training offered on an ongoing basis?				
Is the manager's contact information available to staff?				
If relevant, is the supervising behavior analyst accessible?				
Are there clear tracking or sign-in/sign-out procedures for... <ul style="list-style-type: none"> • visitors entering the home? • clients exiting the property? 				
Are procedures established for visitations and outings?				
Are client records (e.g., medical) available for staff?				
Comments:				
<i>Physical Arrangement</i>	Yes	No	NA	Notes
Are the temperature, lighting, and setting comfortable?				
Are materials needed for daily tasks easily accessible?				
Are unused items and equipment stored out of the way?				
Do clients/staff have a place to keep personal belongings?				
Are disturbing auditory and visual stimuli minimized?				
Is the physical arrangement conducive to constructive activity?				
Can clients be supervised readily/as needed by the staff?				
Are areas of the residence designated by purpose/activity?				
Comments:				
<i>Skills Instruction</i>	Yes	No	NA	Notes
Are the skills being taught desired and meaningful to clients, and to they include: <ul style="list-style-type: none"> • communicating wants and needs • participating in meaningful activities • increasing independence in daily living • improving social interaction/relationships • resolving/accepting difficult circumstances 				
Are clients engaged in learning opportunities regularly (i.e., in accordance with support plans)?				
Are skills being taught clearly defined (e.g., task analyzed)?				

<i>Skills Instruction (continued)</i>	Yes	No	NA	Notes
Does the staff use appropriate teaching methods (e.g., shaping, chaining, prompting, fading)?				
Are the clients given consistent feedback for performance?				
Are activities varied based on needs of individual learners?				
Are back-up activities planned to minimize 'down time'?				
Do other instructional characteristics appear adequate:				
- task difficulty, length, pacing				
- incorporation of client preferences				
- clear, functional outcomes of tasks				
Comments:				
<i>Schedule and Routines</i>	Yes	No	NA	Notes
Is a schedule of activities posted (including free times)?				
Are low and high-preference activities interspersed?				
Are challenging activities scheduled at 'peak' times?				
Is the length of activities based on the clients' attention span?				
Are community outings occurring on a regular basis?				
Are there specific routines for:				
- entering/exiting the residence				
- distributing/returning shared items?				
- requesting assistance with tasks?				
- completing daily responsibilities?				
- changing activities or routines?				
Comments:				
<i>Program Expectations</i>	Yes	No	NA	Notes
Are the agency's mission, vision, and goals clearly defined?				
Are there pre-established expectations for the clients?				
Are the expectations positively stated (i.e., what to say or do)?				
Are the expectations clear (i.e., everyone knows what to do)?				
Are the expectations stated so clients can easily understand?				
Are the expectations reviewed and modeled on a regular basis?				
Is there a system for teaching and practicing the expectations?				
Are expectations clarified across circumstances as needed?				
Comments:				

<i>Positive Reinforcement</i>	Yes	No	NA	Notes
Are expected behaviors clearly defined for clients?				
Are rewards/recognition given to clients for expected behavior (e.g., feedback, praise, activities, tokens/points)?				
Are the rewards age-appropriate and matched to preferences?				
Are the types and amounts of rewards appropriate to behavior?				
Is praise given at a higher rate than correction (e.g., 4:1)?				
Is access to rewards controlled when rewards are not earned?				
Are the types and presentation of rewards varied?				
Comments:				
<i>Management Procedures</i>	Yes	No	NA	Notes
Are problem behaviors (i.e., rule violations) clearly defined?				
Are any planned consequences reviewed with the clients?				
Are specific consequences delivered for engaging in these behaviors (e.g., planned ignoring, delayed privileges)?				
Are clients reminded of their choices when problems occur?				
Are consequences delivered consistently and respectfully?				
Are criteria for crisis management methods clearly defined?				
Are staff familiar with the crisis management plan?				
If an agency-wide system exists, are expectations, rewards, and consequences consistent with that system?				
Comments (management procedures):				
<i>Data-based Decision Making</i>	Yes	No	NA	Notes
Are data collected to assess fidelity of plan implementation?				
Are data collected to evaluate changes in client behavior?				
Are data collected to assess progress in skill development?				
Are data collected to track quality of life changes for clients?				
Are data collected to monitor overall program functioning?				
Are serious incidents and crisis interventions recorded?				
Are data tools easily accessible to staff (e.g., in the open)?				
Are these data reviewed and evaluated on a regular basis?				
When data reflect problem areas, are they addressed?				
Comments:				

<i>Individual Client Supports</i>	Yes	No	NA	Notes
Are individualized plans in place for clients who are not responding to the general strategies?				
Have the staff members been trained on the behavior plans?				
Are individualized behavior plans consistently implemented?				
Do clients have access to items and activities that they personally find reinforcing?				
Are strategies in place for supporting integration/socialization in inclusive environments?				
Is there a system for communicating with families regularly?				
Are individual plans designed to support clients' basic rights (e.g., choice and access to food, freedom, privacy)?				
If any restrictions are occurring, are they addressed in the clients' support plans (with plans to fade them)?				
Comments:				

Sources:

Classroom Management Inventory. Behavioral Guidelines Manual. Hernando County Schools.
 Initial Classroom Assessment. Florida's Positive Behavior Support Project, DARES/FMHI/USF.
 Positive Environment Checklist. Proactive Behavioral Support. Specialized Training Project,
 University of Oregon.