Introduction to Positive Behavior Support

Day 1 Webinar & Onsite

Minnesota Department of Human Services

Research and Training Center on Community Living

Institute on Community Integration

Purpose of Today

- **Introductions and Housekeeping**

- **Webinar Introduction**
  - **Universal PBS**
  - **Team-Based Planning to Increase Social Interactions**
  - **Using Data for Decision Making**

Agenda for Onsite Class

11:00 - 11:15	Break After Webinar
11:15 - 11:45	Activity Universal Values
11:45 - 12:45	Lunch
12:45 – 2:00	Digging Deeper Into Data-Based Decision Making
2:00 – 4:00	Surveys and Tools
4:00 – 4:30	Wrap-Up

Introduction to Positive Behavior Support

Day 1 Webinar

Positive Supports Defined

Refers To All Practices That Include The Following Characteristics:

1) Person-Centered Interventions That Demonstrate Cultural Competence And Respect For Human Dignity
2) Evidence-Based And Promising Practices
3) Include Strategies For Ongoing Assessment And Monitoring At Individual And Organizational Levels
4) Are Often Implemented In Combination With More Than One Practice

Positive Support Examples

- **Person-Centered Thinking/Planning – Foundational Values**
- Positive Behavior Support
- Applied Behavior Analysis
- Assertive Community Treatment
- Cognitive Behavior Therapy
- Dialectical Behavior Therapy
- Motivational Interviewing
- Wraparound Planning/Systems Of Care
- Trauma Informed Practices
- School-Linked Mental Health

Positive Support Examples

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Key Elements of Positive Behavior Support

Positive Behavior Support is the Integration of

- Valued Outcomes
- Behavioral and Biomedical Science
- Validated Procedures
- Systems Change

In Order to Enhance Quality of Life and Prevent Problem Behavior

Note: PBS Plans Require Those Supporting Children and Adults to Change Behavior

PBS Assumptions & Values

- We are Interdependent – We All Help Each Other to Be Our Better Selves
- Everyone Can Improve Their Social Skills
- Even When We Know the Right Way to Model Good Social Behavior, We Don't Always Choose to

“Almost everybody I work with has ‘behavior’, including staff, that is problematic to them on a daily basis. I mean we need to not think it as [problem behavior]”

--Person Supporting People With Traumatic Brain Injury in Kansas

PBS is Not Used to “Fix” People….It is a Strategy for Changing How We Support Each Other and Encourage Positive Social Interactions

***You can’t change anyone else but people do change in relationship to your change. All relationships are a system, and when any one part of a system changes, it affects the other* part**

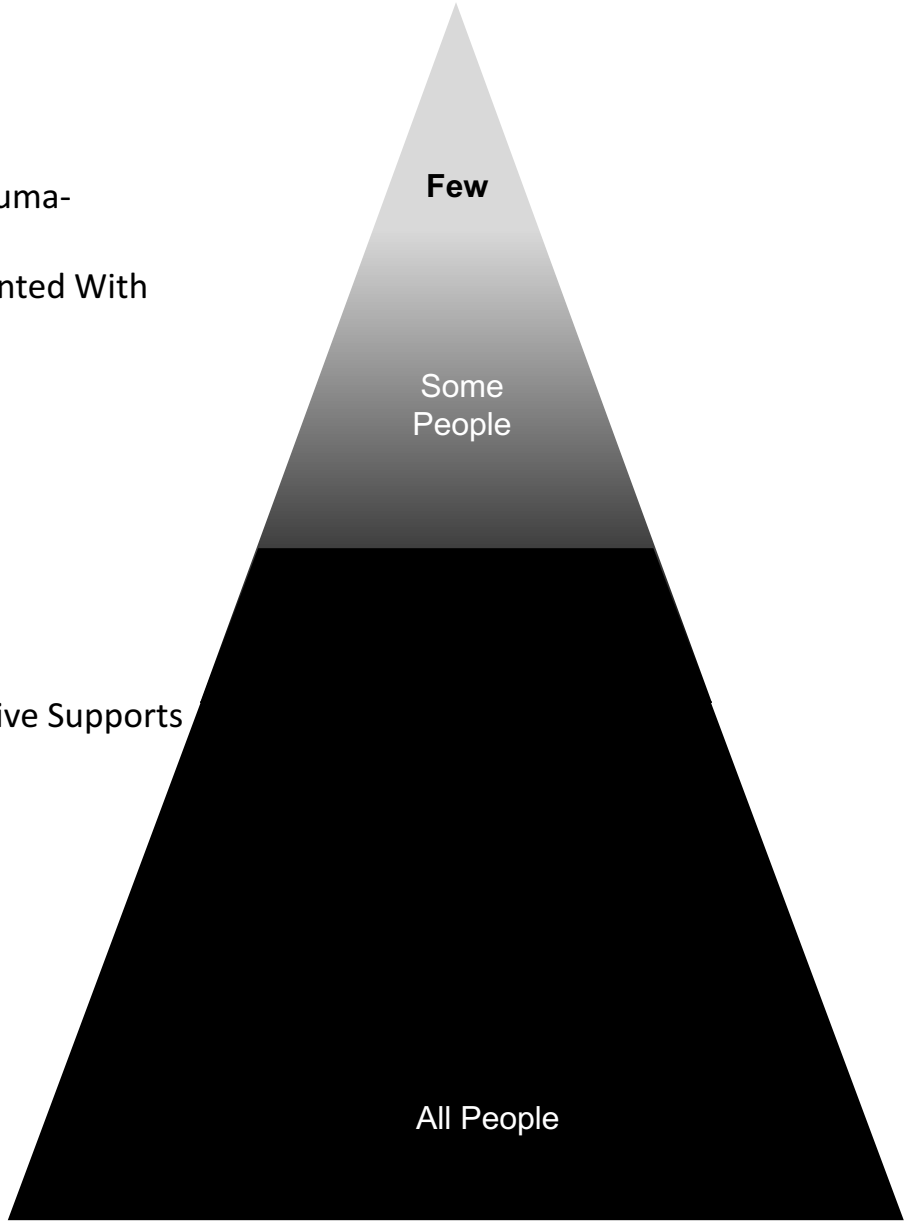
-Jack Canfield

Implementing Positive Behavior Support Using the Public Health Model of Prevention

Tertiary Prevention
- Individualized PBS Plans
- Integrated with Other Positive Supports (PCP, Trauma-informed Care, DBT, etc.)
- Plans Are Evaluated to Ensure Plans Are Implemented With Fidelity
- Outcome Measures
- Teams Monitor Progress of Each Person

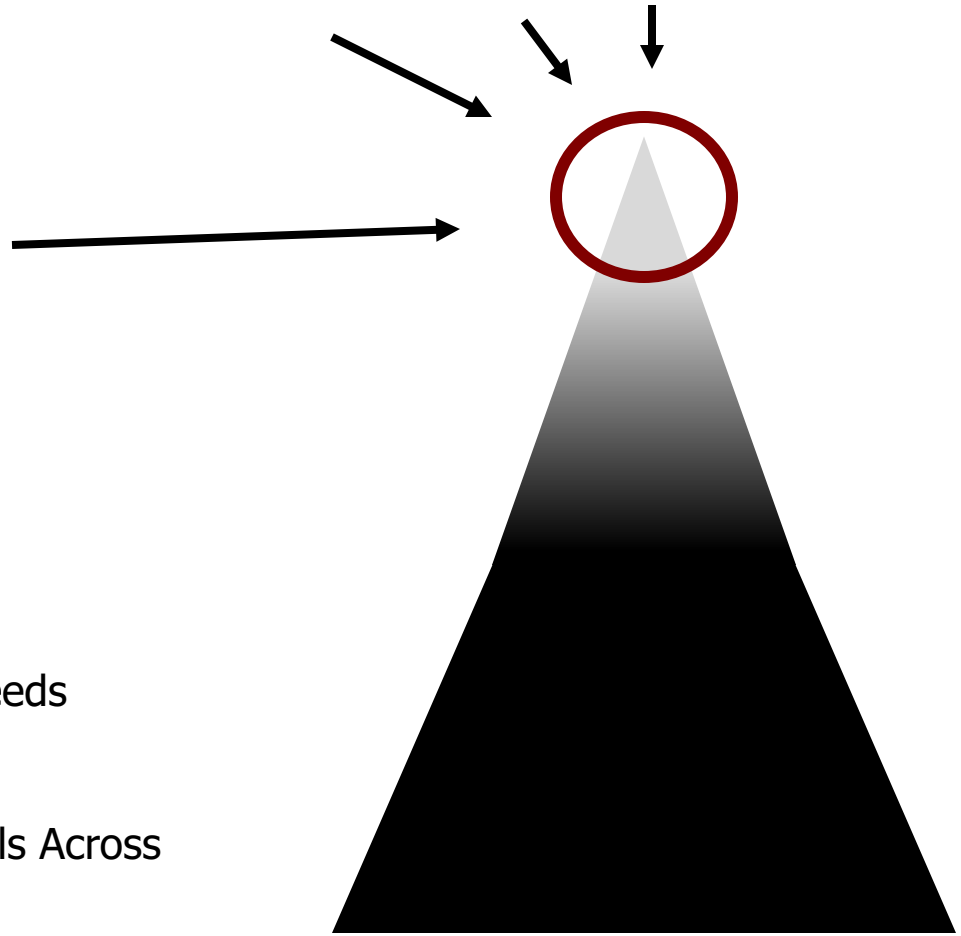
Secondary Prevention
- Use Data to Identify Individuals At Risk
- Additional Supports for Key Social Skills
- Group and Individual Interventions
- Function-based Decisions
- Simple Interventions Integrated With Other Positive Supports
- Mental Health and Wellness Interventions

Primary (Universal) Prevention
- Teach and Encourage Communication
- Encourage and Reinforce Social Skills
- Consensus-based and Team Focus
- Emphasis on Using Data for Decisions
- Integrated with Other Positive Support Practices (PBS, Trauma-informed Care, DBT, etc.)



Changing Our Understanding of PBS

Many Providers in MN Think PBS Relates Only to Individualized Interventions



Intensive, Individual Interventions

* Individuals with Intense Needs
* Assessment-based
• High Intensity
• Appropriate for Professionals Across Agencies and Systems

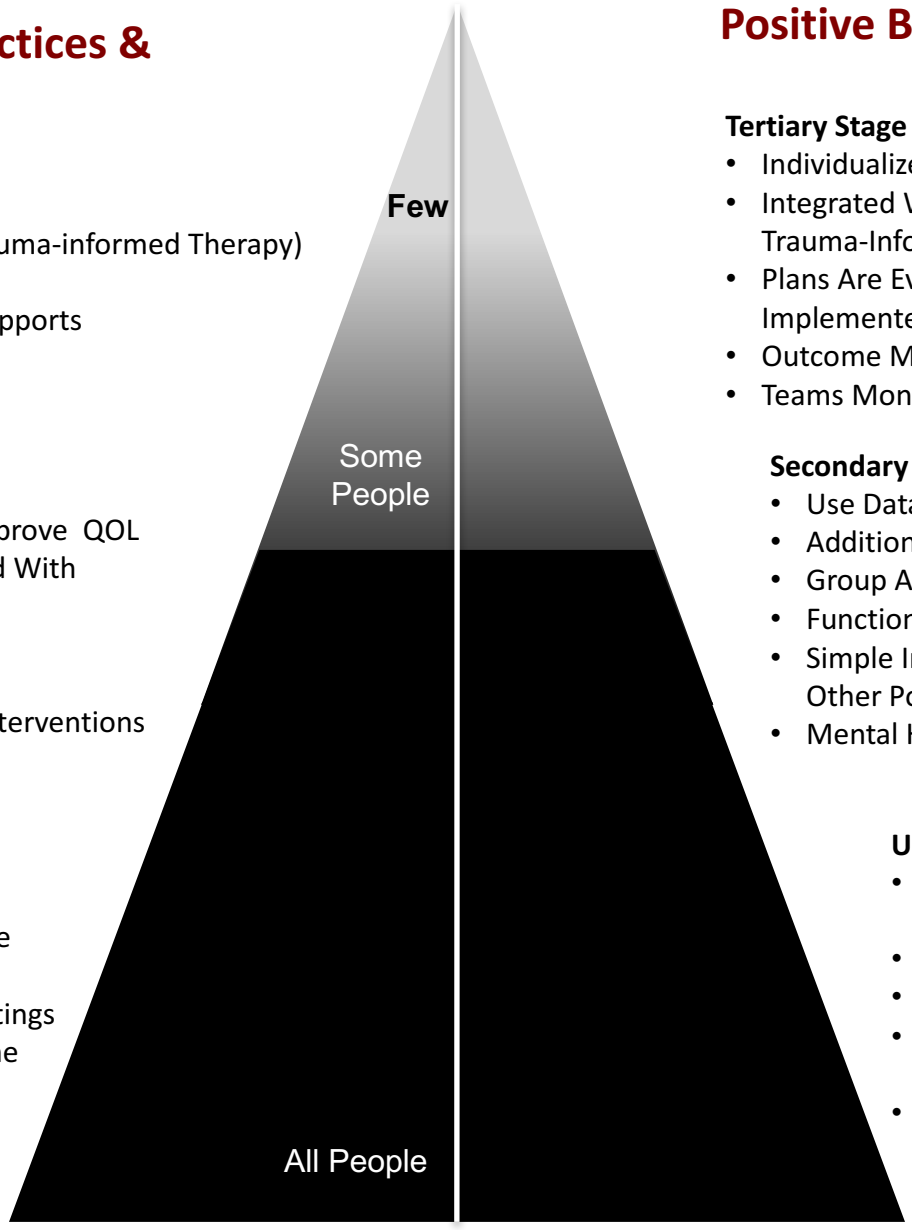
Implementing More Than One Positive Support Practice Within An Organization

Person-Centered Practices & Planning

Tertiary Stage
- Integrated Plans (PCP, PBS, Trauma-informed Therapy)
- Person-Centered Plans
- Individualized With Positive Supports
- Teams Monitor Progress

Secondary Stage
- More Intensive Supports To Improve QOL
- Simple Interventions Integrated With Other Positive Supports
- Independence And Community Involvement Encouraged
- Mental Health And Wellness Interventions

Universal Stage
- Person-Centered Thinking
- Encourage Self Expression
- Self-Determination And Choice Making
- Predictable And Proactive Settings
- Meaningful Participation In The Community



Positive Behavior Support

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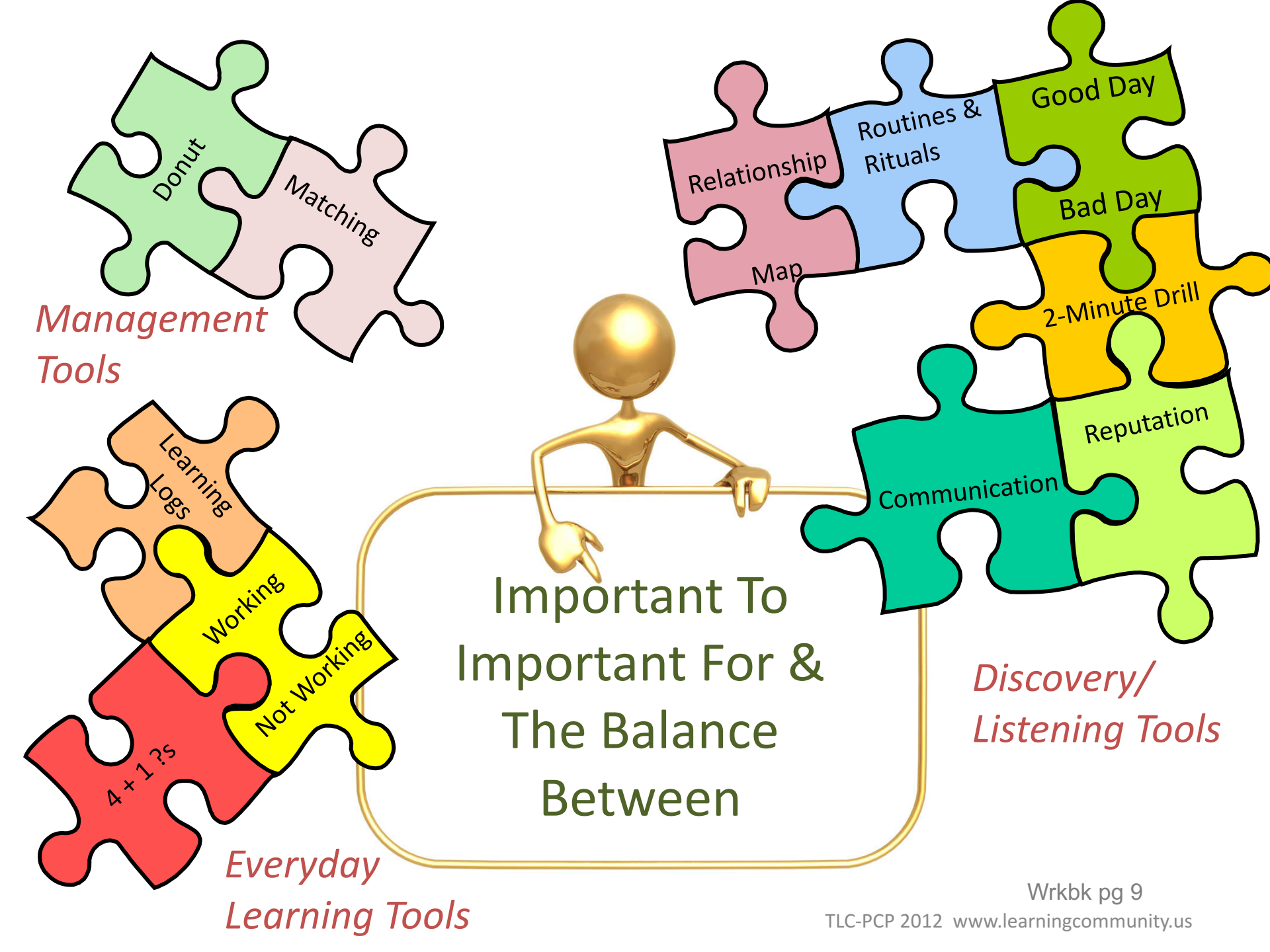
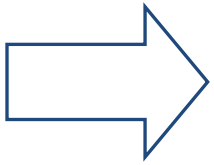
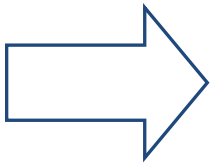

Donut
Matching
Management Tools
Relationship
Routines & Rituals
Good Day
Bad Day
Map
2-Minute Drill
Reputation
Communication
Discovery/ Listening Tools
Learning Logs
Working
Not Working
4 + 1 ?s
Everyday Learning Tools
Important To
Important For &
The Balance
Between

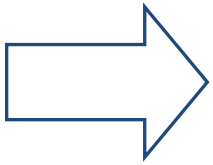
Person-Centered Practices & Levels of Change

Level 1 

Any changes that results in a positive difference in the lives of people who use services or in your own work life.

Level 2 

Any changes an organization makes to its practices, structure or rules that result in positive differences in the lives of people (Organization/Administrator)

Level 3 

Any change in practice, structure and rules made at the system level. These changes have an effect on many organizations, and therefore many peoples' lives (Larger System (National) or State Level Issues

Multi-tier Systems of Support

Person-Centered Practices & Planning

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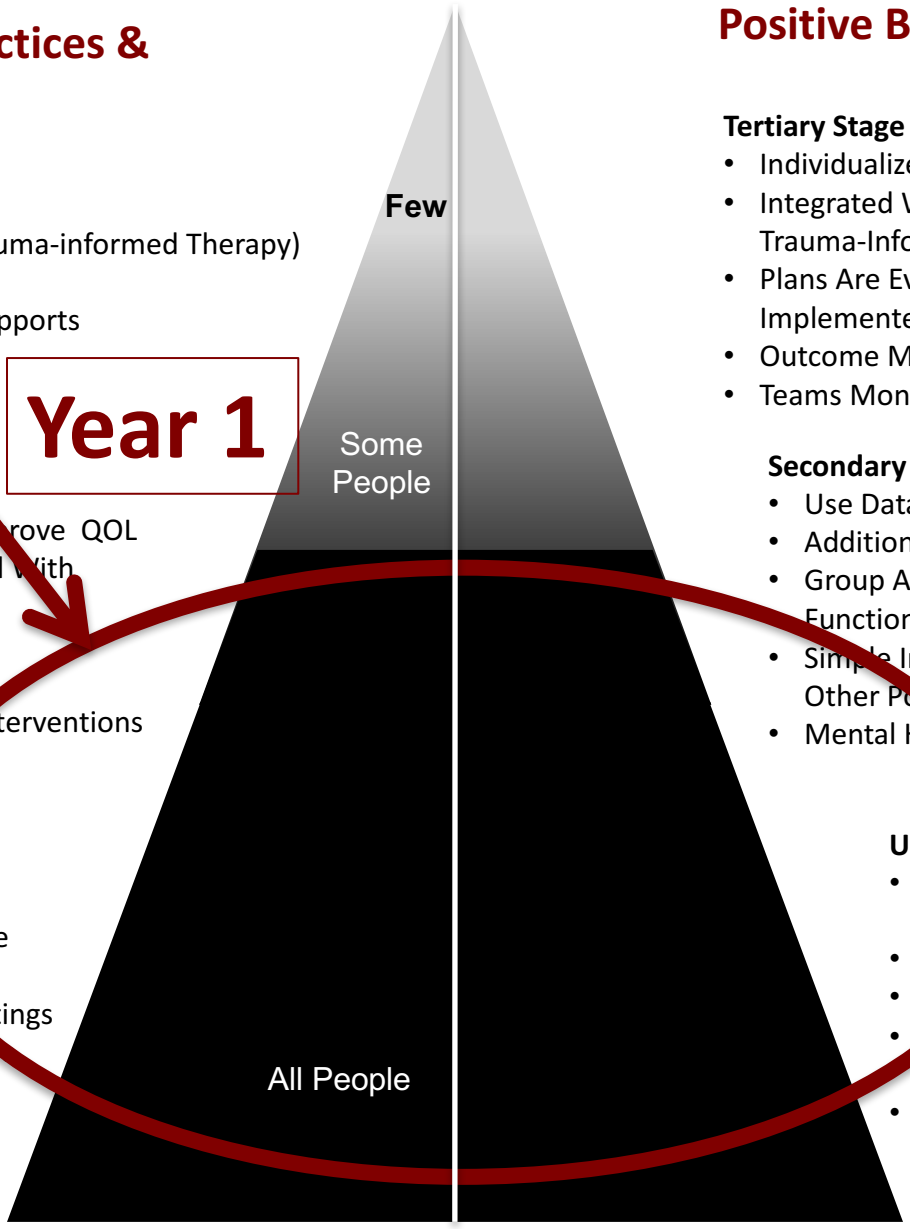

Year 1

Positive Behavior Support

Tertiary Stage
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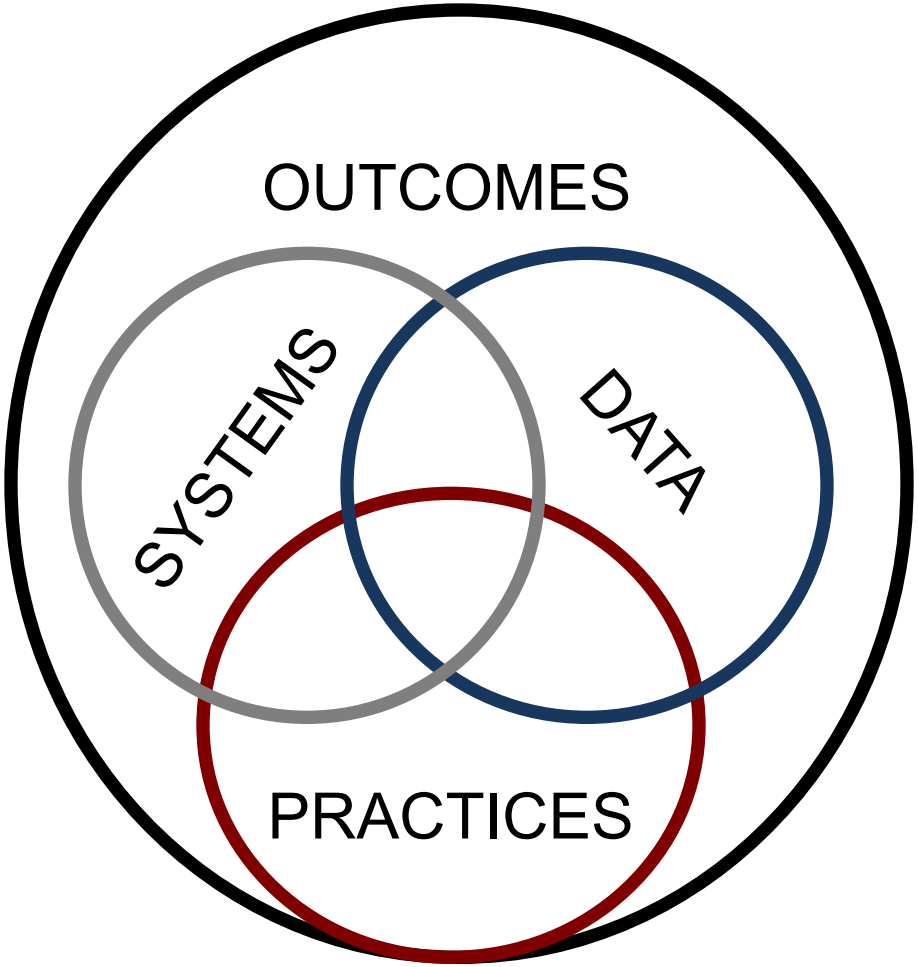
Improving Quality of Life



Supporting Staff Behavior

Supporting Decision Making

Supporting *All* People

OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

“Implementation factors are universal (like gravity) and apply equally to any human service sector.”

Dean Fixsen

APBS, 2016

Communities Implementing Positive Behavior Support

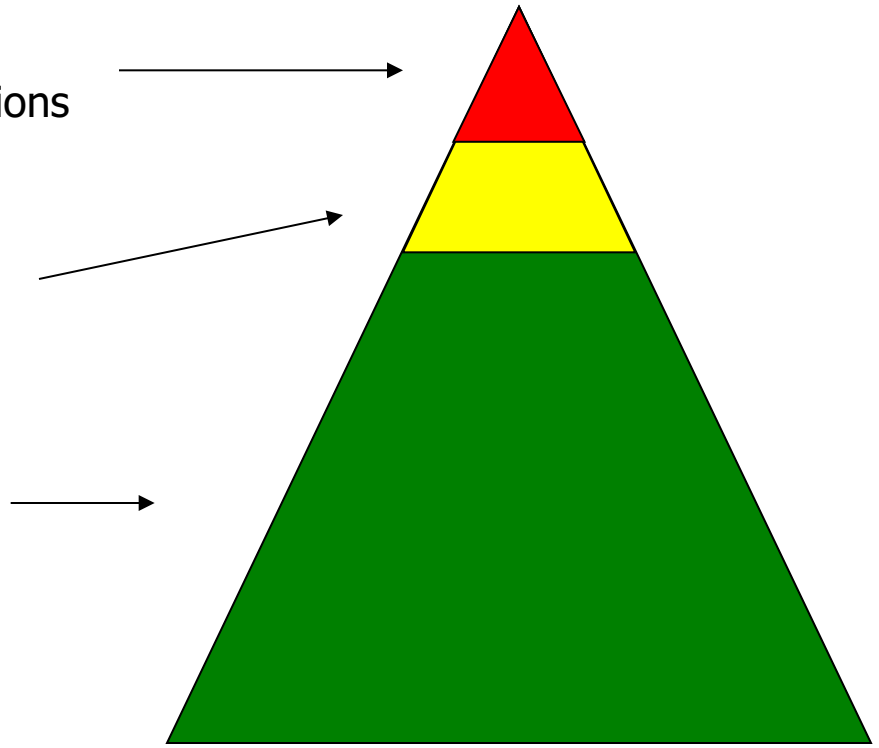
Public Health Model & Community Prevention

Disease Prevention

Tertiary Prevention
* Intensive, Individual Interventions
* Assessment-based

Secondary Prevention
* Targeted Group Interventions
* Some children (at risk)
* High efficiency

Primary Prevention
* System-wide Interventions
* All children
* Preventive, proactive
* Broad community focus



Adapted from Sugai, 2002

Three-tiered Models of PBS

Mental Health: Center-wide Positive Behavior Support

Nursing Homes/Elder Care

Facility-wide Positive Behavior Support

- Juvenile correctional facilities
- Special education settings
- Psychiatric residential treatment facilities/hospitals

Three-tiered Models of PBS Continued…

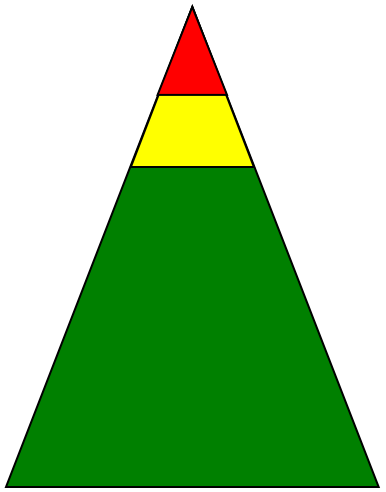
- **Organizations Supporting Individuals with IDD**
  - Supporting Adults Living in the Community
  - Supported Employment
- **School-wide Positive Behavior Support/Multi-tier Systems of Support**
- **Early Childhood PBS (Program-wide PBS)**
- **Children and Family Services**
  - Foster Care
  - Family Preservation

PBS is Expanding Across Communities

- Juvenile Justice & Facility-wide PBS
- Organization-wide PBS (IDD)
- School-wide PBS

Goal of Community-wide PBS is to:

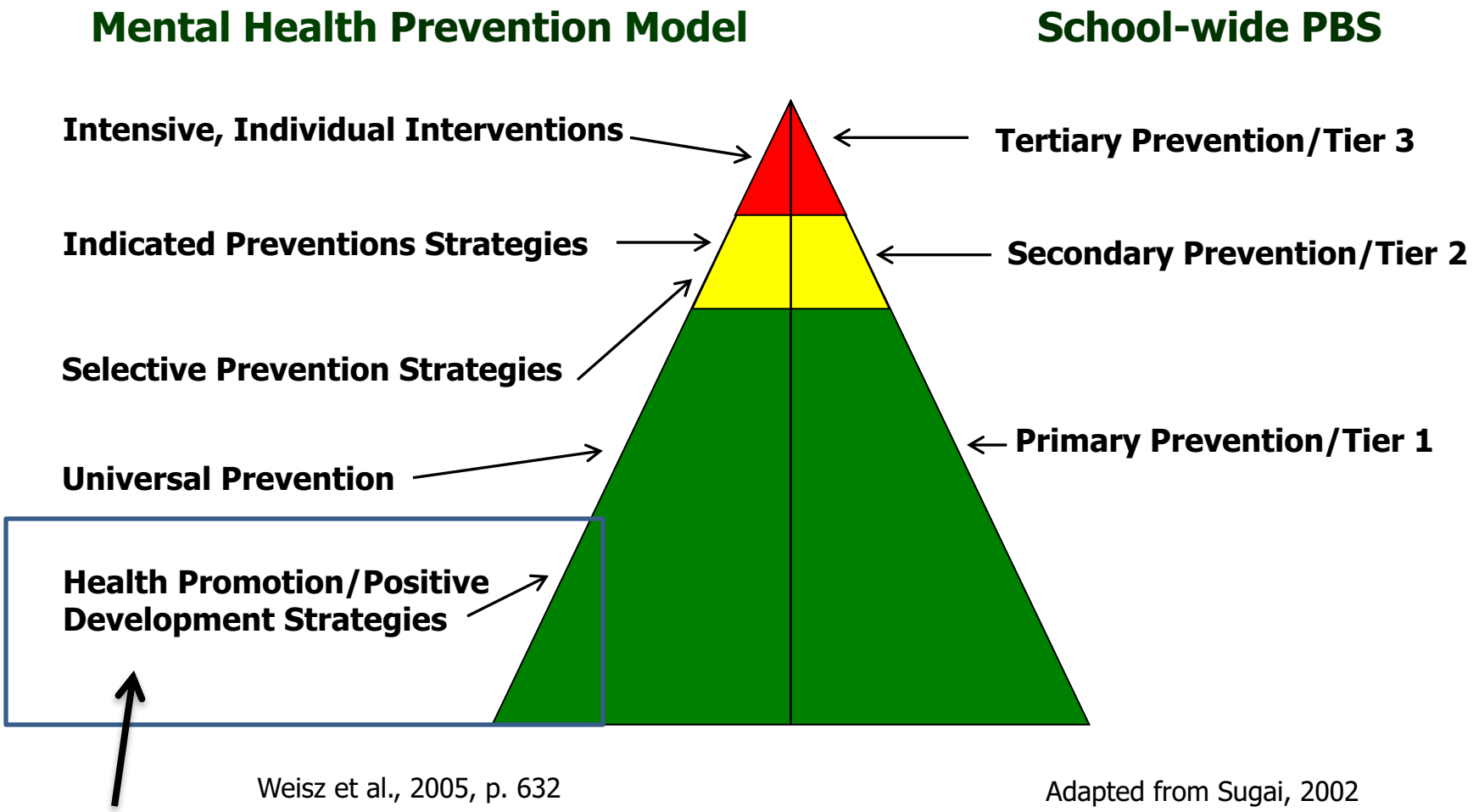
- Improve Service Coordination and Communication Across Agencies
- Create a Common Language
- Improve Transition Planning
- States Can Leverage Limited PBS Funds
- Services for Individuals with Dual Diagnosis (Mental Health and IDD)



Unified Three-tiered Prevention

- SWPBS
- Mental Health
- Juvenile Justice
- Children and Family Services
- IDD Organizations
- Early Childhood
- Community Services

Changing the Unit of Analysis From a Building (Schools) to the Community

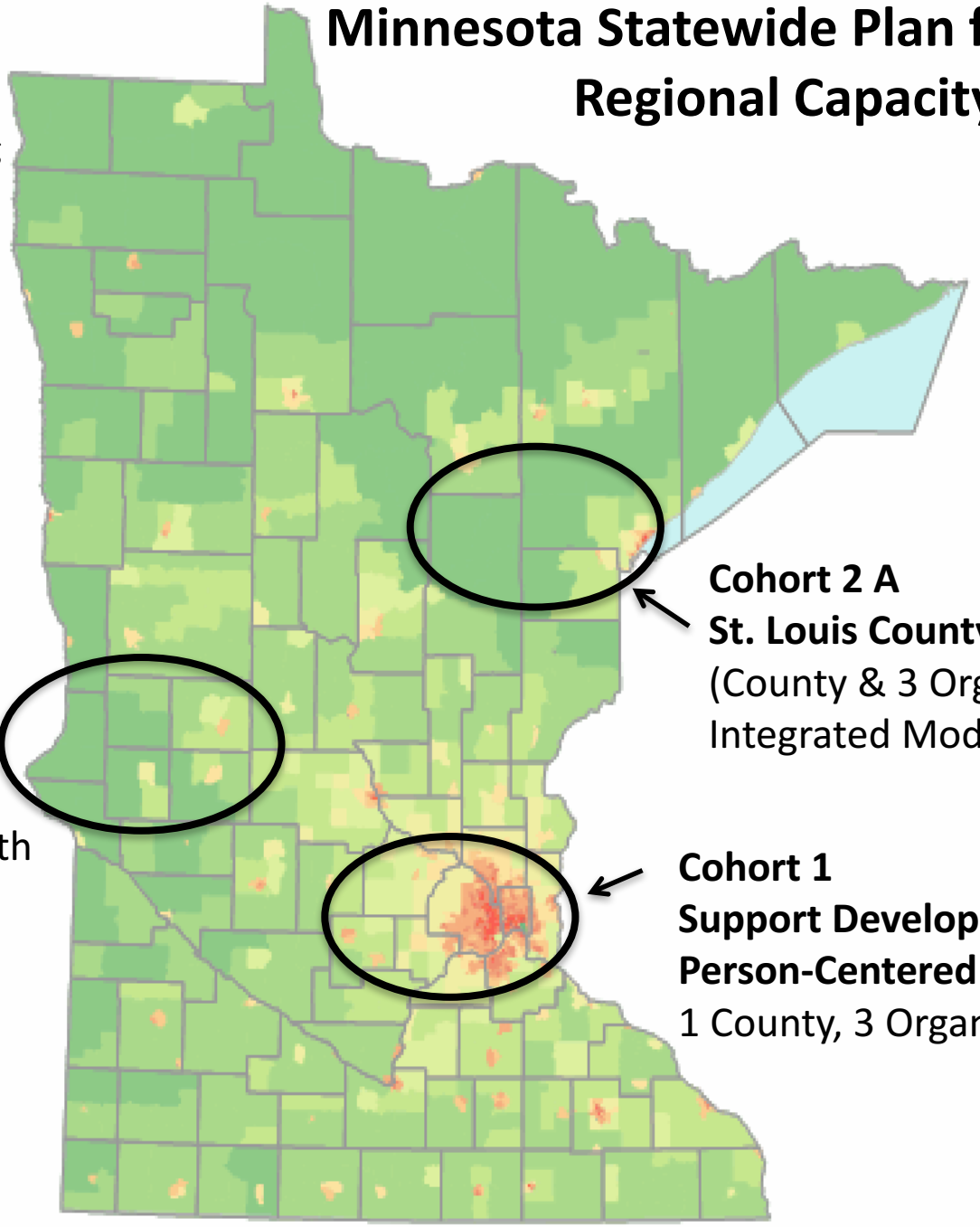


Promoting Healthy Communities

Minnesota Statewide Plan for Building Regional Capacity

Training Layers

- Team Training
- Regional Trainers
- Person-Centered Thinking Trainers/Coach Training
- Picture of a Life Planners/Trainers
- PBS Facilitators



Cohort 2 A
St. Louis County Region
(County & 3 Organizations)
Integrated Model

Cohort 2B
West Central
(5 Counties, Public Health Dept., 2 Organizations)
Integrated Model

Cohort 1
Support Development Associates
Person-Centered Practices Model
1 County, 3 Organizations

Positive Behavior Support

Universal PBS Strategies

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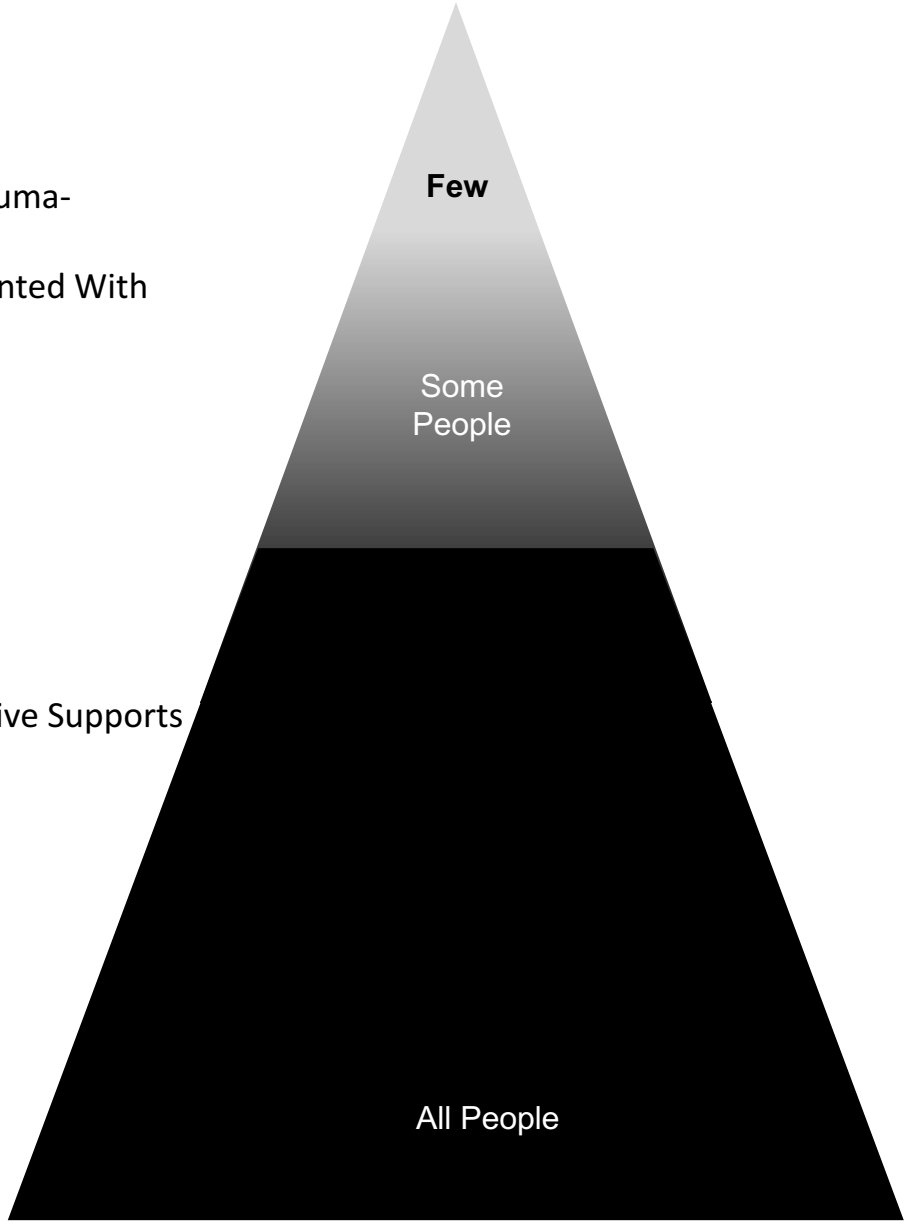


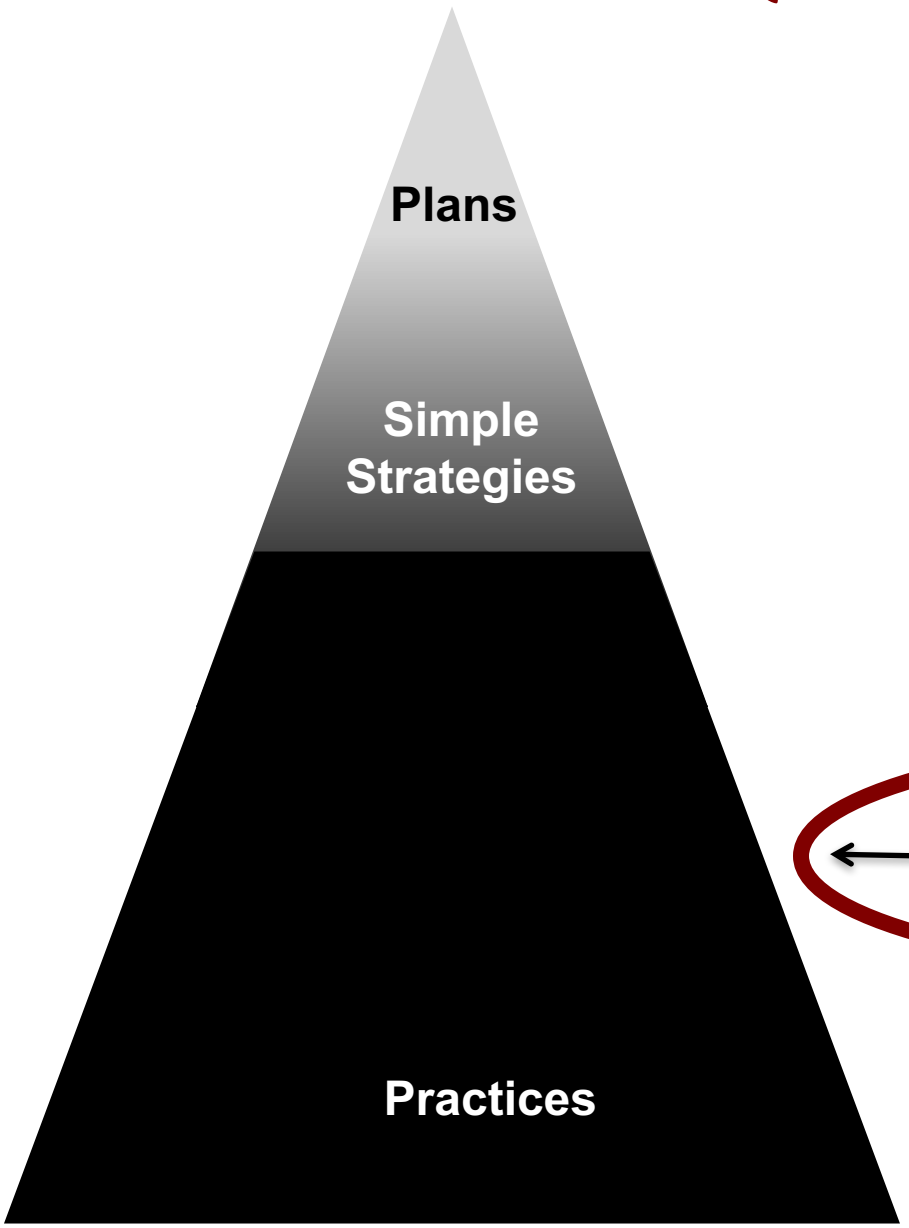
Major Goals of Universal PBS

1. Promote Positive Social Interactions

1. Design Positive, Proactive, Predictable Environments

1. Establish Data-based Decision Making Systems

Organization-wide Framework to Improve Quality of Life



YEAR 1 FOCUS FOR TEAMS

Primary Tier

Universal Intervention Strategies

Primary Stage
Universal Strategies

PC Practices

- Assess Organization Across Areas
- Create Work Plans by Area
- Use PCT Tools
- Implement Person-Centered Strategies Across Levels
- Build Capacity for PCT and PoL

PBS

- Identity Social Values
- Learn and Practice Social Behaviors
- Improve Social and Physical Environment
- Recognize and Reinforce
- Increase Consistency
- Build PBS Capacity

Secondary Stage

PC Practices

- Continue Expanding Impact of Work Plans Across Areas
- Team Monitors Quality of Life
- Early Intervention to Improve Outcomes
- Simple Strategies for Improving Quality of Life
- Person-Centered Planning Strategies
- Build Natural Support Networks
- Coach Meeting and Supports

PBS

- Team Monitors for Early Intervention
- Simple Function-based Problem Solving
- Data-based Decision Making
- Additional Supports for Social Behaviors
  - Building Friendships
  - Increasing Independence,
  - Mental Health-related Supports

Tertiary Stage

PC Practices

- Continue Expanding Impact of Work Plans Across Areas
- Monitor Person-Centered Plans
- Use Quality of Life Data for Decision Making
- Tailor Types of Person-Centered Planning for People
- Training and Mentoring to Expand Planners Across Organization

PBS

- Monitor PBS Plans
- Coordinate Quality of Life Evaluation Across Positive Supports
- Data-based Decision Making
- Improve Interagency Collaboration and Community Mapping
- PBS Plans Integrated Within Person-centered Plan

Examples of Universal Strategies

- Person-Centered Thinking Strategies
- AAIDD Positive Behavior Support Curriculum
- The Tools of Choice Social Skills Curriculum
- Health and Wellness Strategies
- Efforts to Build Natural Supports
- Strategies for Increasing Positive Social Interactions

Focus On Prevention

“It’s a whole shift in paradigm of fighting fires to building capacity within the organizations--whether it is a contracted service provider or residential or day treatment program....I see our role as...helping people build capacity...”

–

www.pbskansas.org/files/missouri_interagency_pbs_team_newsletter_part1.pdf

5 Elements of Well-being

- Positive Emotion
- Engagement (the feeling of being lost in a task)
- Meaningful Relationships
- Finding Meaning in Life
- Feelings of Accomplishment

“Mindfulness makes it possible to see connections that may not have been visible before. But seeing these connections doesn’t happen as a result of trying—it simply comes out of the stillness.”

Peter M. Senge, Presence: An Exploration of Profound Change in People, Organizations, and Society

Related Research: Positive Psychology

- Teaching Optimism
- Encouraging Mindfulness
- Seeking Happiness

Important Elements to Consider

- Person-Centered Thinking and Planning
- Organizational Workforce Related
- Cultural Competence
- Positive Behavior Support

Getting Started

- Form an Organization-wide Team That Represents All Stakeholders
- Assess Readiness and Buy in
- Complete a Self-assessment
- Create an Action Plan
- Use Data for Decision Making
- Make Changes to Improve Outcomes

Working Smarter Not Harder

- Use Existing Meetings
- Embed into Routines
- Build on Strengths
- Pick a Set a of Strategies for the Year
  - Doable
  - Priority

Create a Visual (or Linear) Picture of Your Where Your Pilot Will Begin

- Draw a Map of Your Organization
  - Types of Services
  - Geographic Areas
- Document Where Your Coaches Work
- Document Where Your Key Contact Works
- Write Down How Many Staff Coaches and Key Contacts Are in Direct Communication With
- Number of People Receiving Services From The Coaches, Key Contacts and Staff

Function-based Thinking

Identify Why We Engage in Behaviors

– Escape or Avoid
  - People,
  - Situations,
  - Things
  - Internal Physiological Response

– Obtain Access to
  - People,
  - Situations,
  - Things
  - Internal Physiological Response

Replace Problem Behavior With a Positive Alternative

Creating a Positive Environment

- Our Needs Are Met
- We Have Choices
- Events Are Predictable
- People Listen and Communicate
  - Verbal
  - Nonverbal
- Quality of Life is Assessed

Assessing Social Interactions in the Environment

“People don't resist change. They resist being changed.”

--**Peter M. Senge**

Identify Ways to Communicate

- Team Meetings
- Staff Meetings
- Trainings
- Coach Meetings
- Other Events
- Newsletters
- Website

** Build Into Existing Communication Whenever Possible*

Universal PBS Means Building a Positive Social Experience

Everyone Works Together to:

- ***List*** Key Person-Centered Values
- ***Identify*** the Social Behaviors That Reflect These Values
- ***Create*** a Plan for Increasing Social Interactions
- ***Support*** and Recognize Each Other, Help Encourage and Prompt
- ***Celebrate*** Success

Person-Centered Values in Residential Settings

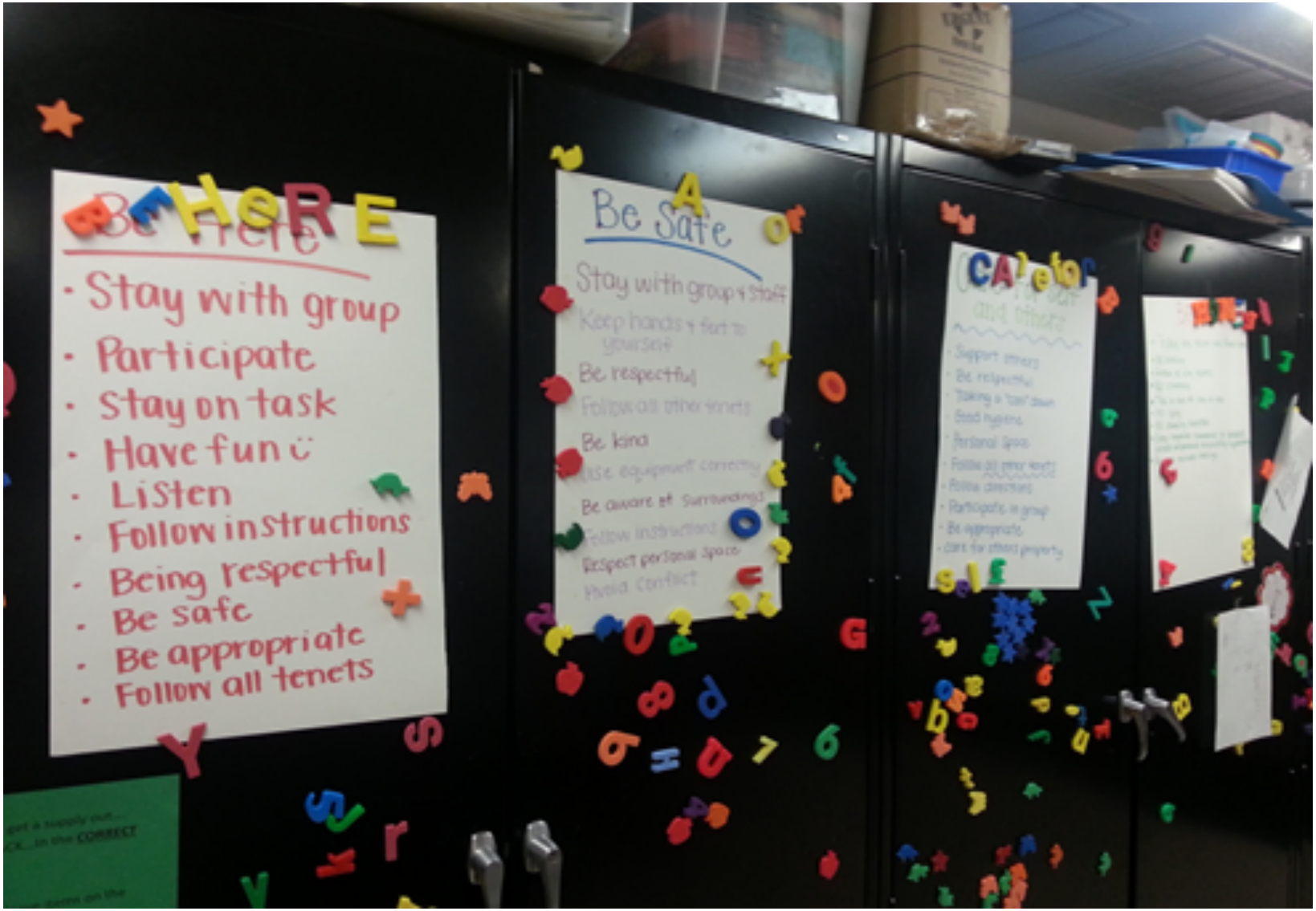
Values	Getting Up in the Morning	Work	Dinner & House Chores	Community
Encouraging Choice	Each Person Creates Their Own Routine	Work With Supervisor to Choose Activity And Schedule	Decide Whether to Eat Together or Individually	Explore New Activities and Make New Friends
Respect Each Other	Ask Before Using Other's Personal Items	Let People Know When You Need a Break	Work Together to Choose Food Weekly	Be Sensitive to Each Person's Comfort Levels in the Community
Encourage Each Other	Know When Someone Needs Time and Space (Coffee First!)	Recognize Others for Hard Work	Help Other People Complete House Chores	Reach Out to Others and Make New Friends

Person-Centered Values in County Planning

Values	First Point of Contact	Assessment	Plan Development	Ongoing Case Management
Use Person-centered Language	Use Exploration Strategies and PCT Tools	Use Person First Language During Assessment	Empower Person to Lead Meeting and Discussion	Actively Refer to Person-Center Plan or PCT Actions
Show Your Respect for People	Use Active Listening During Conversation	Paraphrase What Your Hear to Confirm Understanding	Use Non-Judgmental Language During Meetings	Build Alliance With Person and Use Empathic Behavior
Demonstrate Appreciation of Culture	Explore Cultural Background During Assessment	Gather Details Related to Cultural Preferences	Encourage Actions Dedicated to Celebrating Culture	Take Time to Discuss How Culture Impacts Behavior

Example of Mental Health Center Internal Staff Values

Teaching Social Skills to Children Participating in Mental Health Center Activities



Who Is Involved In Building a Positive Social Environment?

- People Receiving Services and Supports
- Staff members, Managers and Administrators
- Family Members, Guardians
- Advocates and Community Members

Practicing Positive Social Behaviors

After Completing the List of Social Behaviors and Locations

- Assess the Ability of People Living or Working in a Setting and Staff
- Create a Plan for Teaching New Skills
- Schedule Opportunities to Practice Social Interactions
- Show Examples and Non-examples of Social Interactions

Inservice Training and Staff

- Create Skits That Show Examples and Non-examples of a Positive Social Interaction
- Review Each Person-Centered Value and Ask Staff to Make Up a Skit For Each Location/Setting
  - Encouraging Choice In The Morning
  - Example/Non-example
  - Schedule Opportunities to Practice
- Create Activities With Skits Ask
  - Staff to Act Out Non-example of Social Interaction
  - Staff Act Out the Positive Example

Examples of Strategies Teaching New Skills

- Break Down A Task (Task Analysis)
- Shaping Behavior Towards New Skills
- Prompting Behavior
- Reinforcement

Teaching New Skills: Task Analysis

Break Down Steps Into Basic Elements

Below is an example of a task analysis of teaching a learner to turn on the Wii.

- 1) Find remote
- 2) Press power button on remote for TV
- 3) Press channel 3
- 4) Walk to Wii
- 5) Press power button on Wii
- 6) Go to shelf
- 7) Pick out game
- 8) Take game out of case
- 9) Press Wii game into Wii
- 10) Put case on shelf
- 11) Sit on couch
- 12) Play!

http://www.kcbehavioranalysts.com/aba-toolbox

Shaping Occurs When….

- Encouraging the Behavior You Want to See
- If You Wait for this Behavior to Occur….It Won't Happen
- Break Down Activity Into Steps and Reinforce Easier to Achieve Steps First
- Gradually Increase Expectations Until Entire Activity is Being Completed

Example: The Person in the Park Who Has Taught Birds to Eat Directly Out of His Hand Used Shaping

Reinforcement is Personal

- Reinforcers Vary for Each Person
- Create An Activity
  - Ask Each Person What They Really Like
  - Compare Responses
- Strategies for Reinforcement Must Take Into Account Each Person's Preferences for Reinforcers

Reinforcing the Positive!

- Be Clear When You Are Reinforcing Someone

  "Thank You For Helping Anne Put The Groceries Away."
- Watch For Opportunities to Promote Positive Social Interactions
- Give 4 Positive Statements for Every Demand/Correction

Ideas for Reinforcement

- Create a Way to Share Information
  - Jar with Colorful Marbles
  - White Board With Boxes Marked
- Whenever Someone Sees a Positive Social Behavior, Put a Marble in the Jar
- Set a Goal With the Group
- Be Sure to Tell the Person What Actions Were Appreciated

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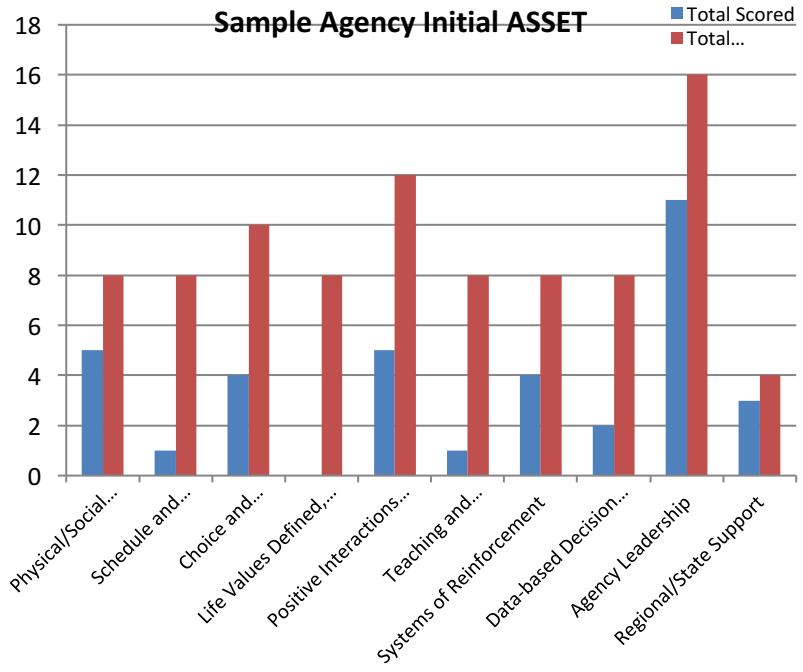
Self-Assessment: Data-Based Decision Making



Assessing Organizational Data

- Alignment of Organizational Policies
- Orientation Staff Development & Performance
- Surveys and Other Documentation Related to
  - Quality of Life
  - Climate
  - Stress
- Information about Other Positive Supports Used in Organization
- Quality of Life Evaluation
- Incident Reports
- Injuries, Sick Days
- Information Related to Retention, Workers Compensation, Staff Injury

PBS Impact on Workforce: Example From Missouri

After Implementing Coaching Model for The Tools of Choice (Universal Strategy)…Staff Turnover Rates Decreased:

- 2013 – 167%
- 2014 – 70%
- 2015 – 65%
- 2016 – *year to date* – 40%

Evaluation & Data Systems	
Organization-Wide Evaluation	**Related Evaluation Data/Tools**
What impact did the training have on capacity building?	• Number of coaches, key contacts • Number of staff involved in implementation • Number of people supported
What are the strengths and needs of the organization?	• Person-centered organizational tool • Quality of social and physical environment
How well are the practices implemented?	• Fidelity of implementation checklist (Quarterly) • Onsite evaluation
Are the improvements in conceptual knowledge of staff?	• Pre/post tests for staff using DC/CDS
Are there changes in behavior of Staff and People Living and Working in a Setting?	• Direct observation of staff person-centered practices (Quarterly) • Direct observation of people supported (Quarterly) • Incident reports, restraint, 911 calls, etc. (Quarterly) • Organizational data (retention/tenure, etc.)
Are there changes in universal quality of life?	• Quality of social and physical environment interviews

Using Information to Guide Action Planning

- Form an Organization-wide Team That Represents All Stakeholders
- Assess Readiness and Buy in
- Complete a Self-assessment
- Create an Action Plan
- Use Data for Decision Making
- Make Changes to Improve Outcomes

Annual Action Plan

Activity	Person(s) Responsible	Date Completed
1. Policy and Procedure Assessment Meetings Set With Review of Action Plan	Admin Coach	September
2. Dedicate 15 Minutes to PBS in Staff Meeting Establish Agenda Prior to Each Meeting	Key Contact Coach	October
3. Work With Pilot Group to Identify Person-centered Values and Social Behaviors	Team	November
4. Create Plan for Pilot Group to Celebrate Success Together at Weekly Roommate Meetings	Team	September -October
5. Expand team membership and Set Larger Community Meeting Twice a Year - Recruit Family Member and Guardians - Invite Self-advocates - Identify Community Members	Team Members & Staff Delegated to Work on Task	December
6. Share Information About Progress on Agency Website	Team	November
7. Develop and pilot acknowledgement system for Staff	Team	November
8. Review use of PCT Tools in Coaches Meeting and Assess Progress	Coaches	January

Pick a “Doable List”

- Include Only What Is Reasonable for the Year
- Work Smarter Not Harder
- Embed Actions Into Work
- Review List With All Stakeholders

Focus on Our Values in Action

- Celebrate Successes!
- Model and Practice Social Interactions
- Emphasizing the Value of Social Interactions

Self-Assessment Resources at the Universal Level

Minnesota Tools – www.mnpsp.org

- MN Team Checklist
- Quality of Social and Physical Environment
- Person-centered Organizational Tool
- MN Direct Observation Tool
- Workforce Development-12 (Formulas for Retention, Tenure, etc.)

Other Resources

- Agency Self-Evaluation Tool for Organizational Capacity to Support Persons With Challenging Behavior (Baker & Feil, 2000)
- SDA Toolbox - http://sdaus.com/resources
- Organization-wide Resources From the University of Kansas – www.pbskansas.org
- Missouri Department of Mental Health Tiered Supports- http://dmh.mo.gov/dd/TieredSupportSummit.htm

Contact Information

Rachel Freeman
Email: freem039@umn.edu
Phone: (541) 979-3409

Rachel Freeman, Ph.D.
Institute On Community Integration,
University Of Minnesota,
Pattee Hall, Room 110A, 150 Pillsbury Dr. S.E.
Minneapolis MN 55455

End of Webinar

Agenda for Onsite Class

11:00 - 11:15	Break After Webinar
11:15 - 11:45	Activity Universal Values
11:45 - 12:45	Lunch
12:45 – 2:00	Digging Deeper Into Data-Based Decision Making
2:00 – 4:00	Surveys and Tools
4:00 – 4:30	Wrap-Up

Onsite Training Day Goals

- Dig Deeper Into Universal PBS
- Using Data to Build Positive Person-Centered Environments
- Surveys & Tools
- Implementing Secondary and Tertiary Stages

Activity: Write Down & Share

- Identify 3 Person-Centered Values that are Important in Your Work Setting
- Share the Important Settings Where You Want to Increase Social Interactions (Meetings, Breakfast, Beginning Work Routine, etc.)
- What Social Behavior Demonstrates This Person-Centered Value?

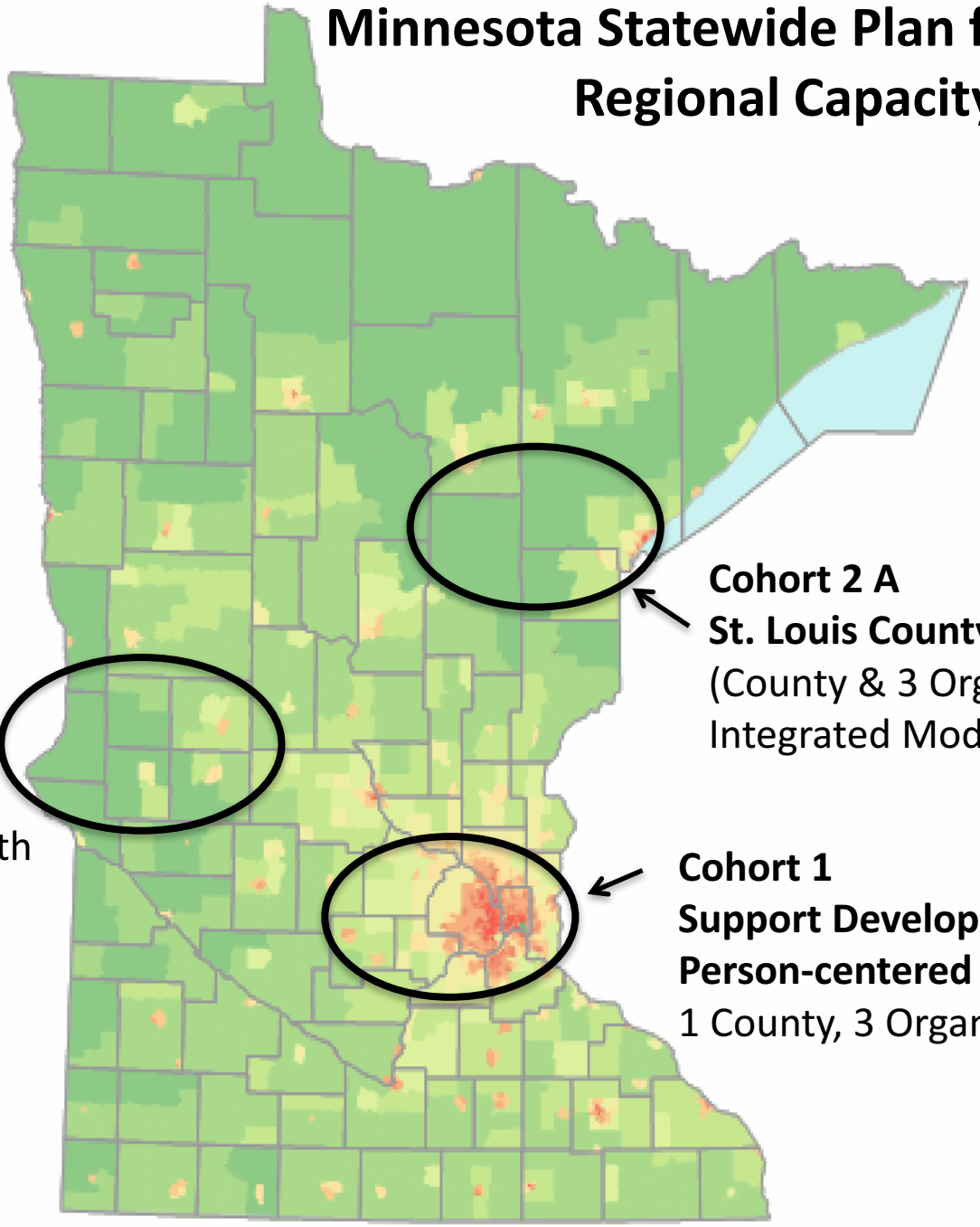
Activity: Write Down 3 Person-Centered Values & Common Routines Or Settings

Example Values	Setting 1	Setting 2	Setting 3	Setting 4
Use Person-centered Language				
Show Your Respect for People				
Demonstrate Appreciation of Culture				

Minnesota Statewide Plan for Building Regional Capacity

Training Layers

- Team Training
- Regional Trainers
- Person-centered Thinking Trainers/Coach Training
- Picture of a Life Planners/Trainers
- PBS Facilitators

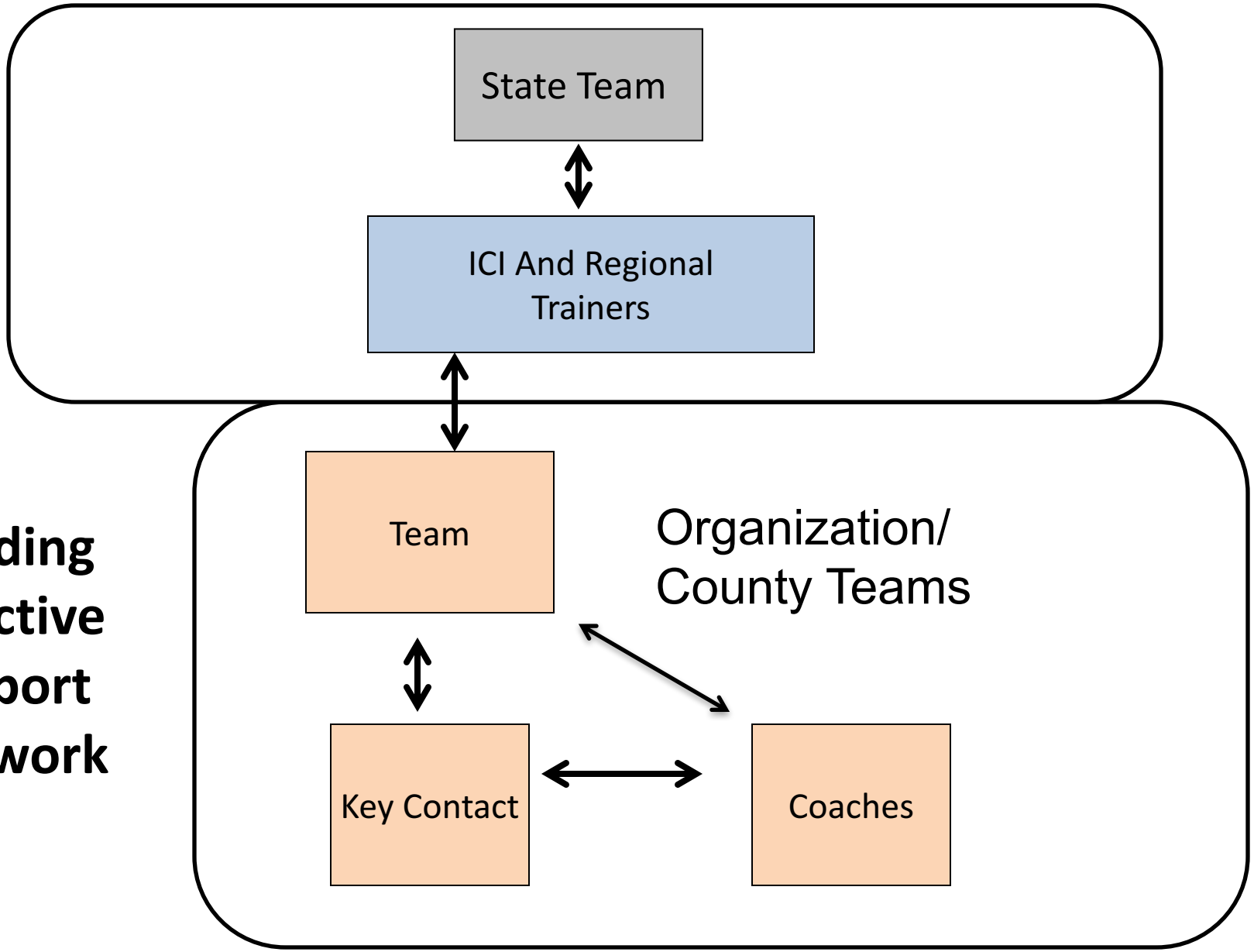


Cohort 2 A
St. Louis County Region
(County & 3 Organizations)
Integrated Model

Cohort 2B
West Central
(5 Counties, Public Health Dept., 2 Organizations)
Integrated Model

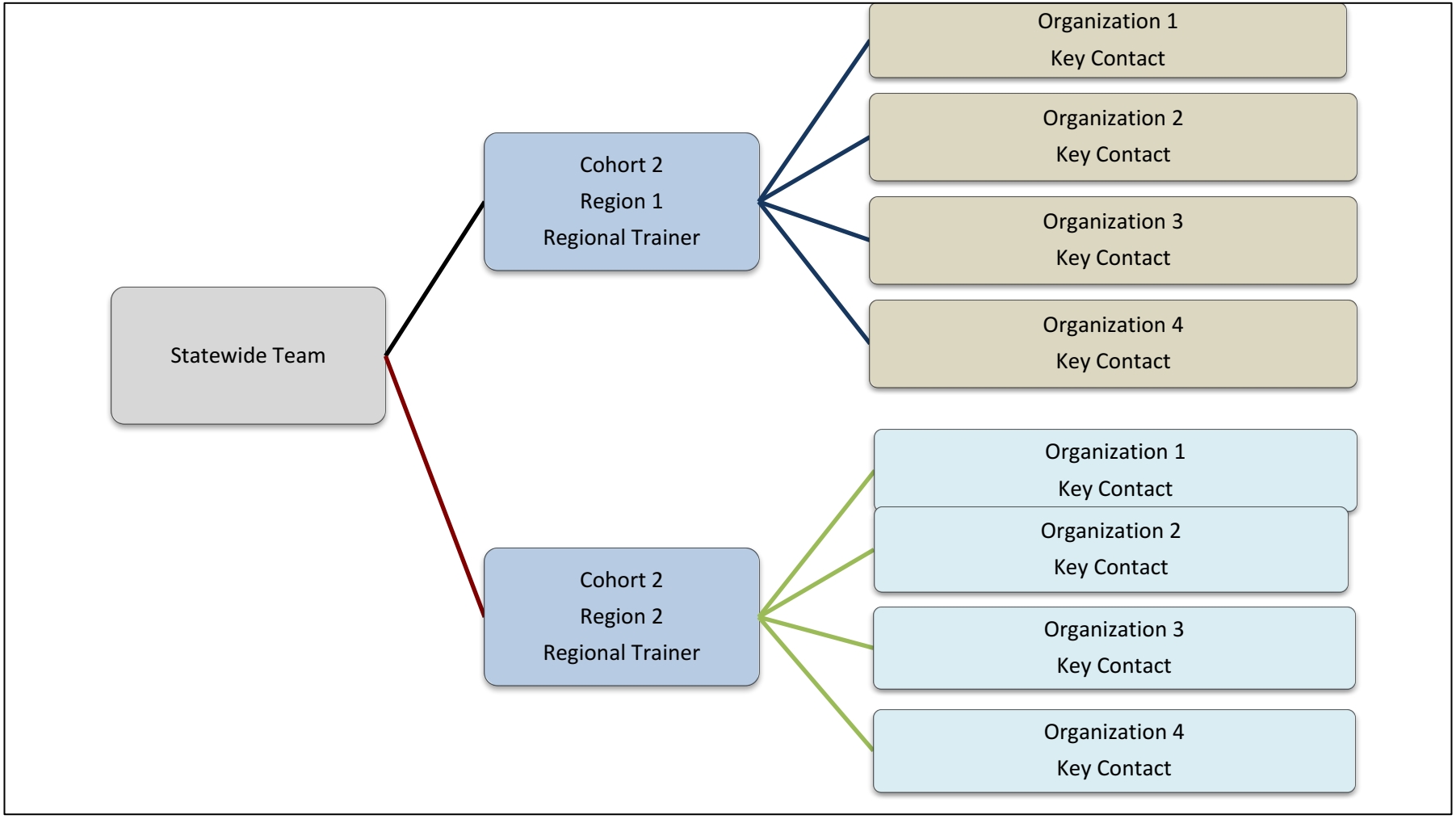
Cohort 1
Support Development Associates
Person-centered Practices Model
1 County, 3 Organizations

Support Network And Data Collection

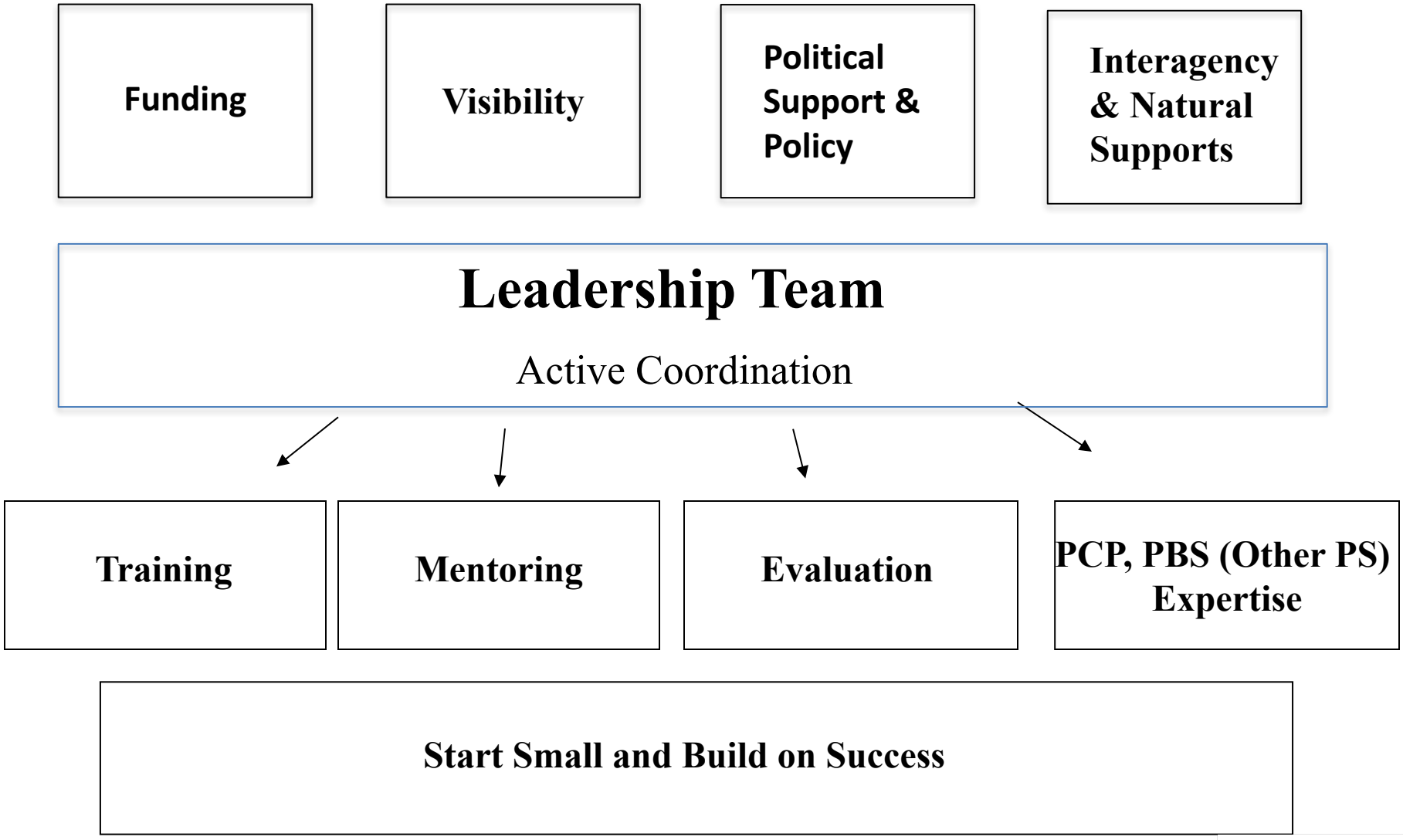


Building Effective Support Network

Minnesota Training Infrastructure Communication Pathway

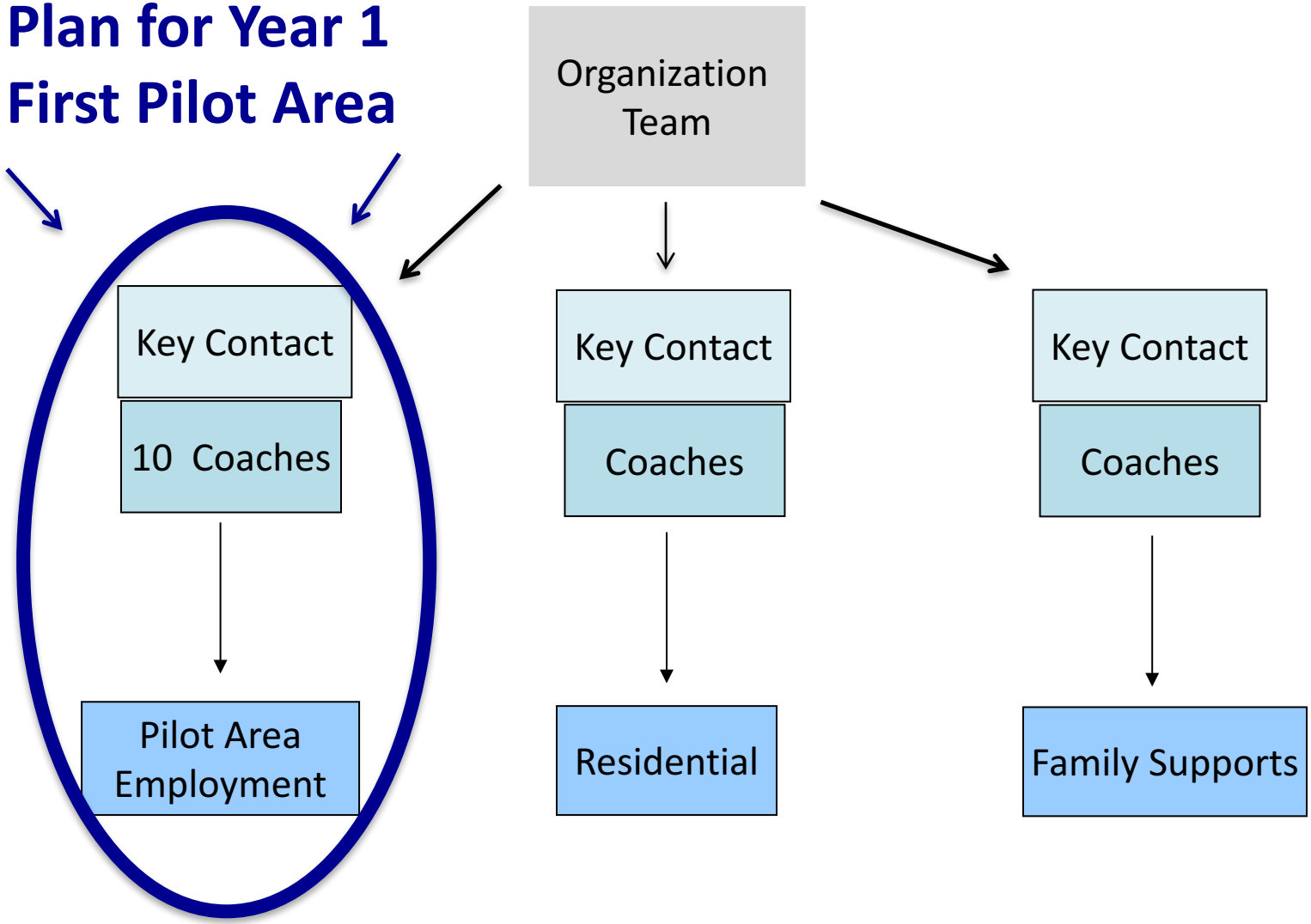


Organization and County Model for Planning

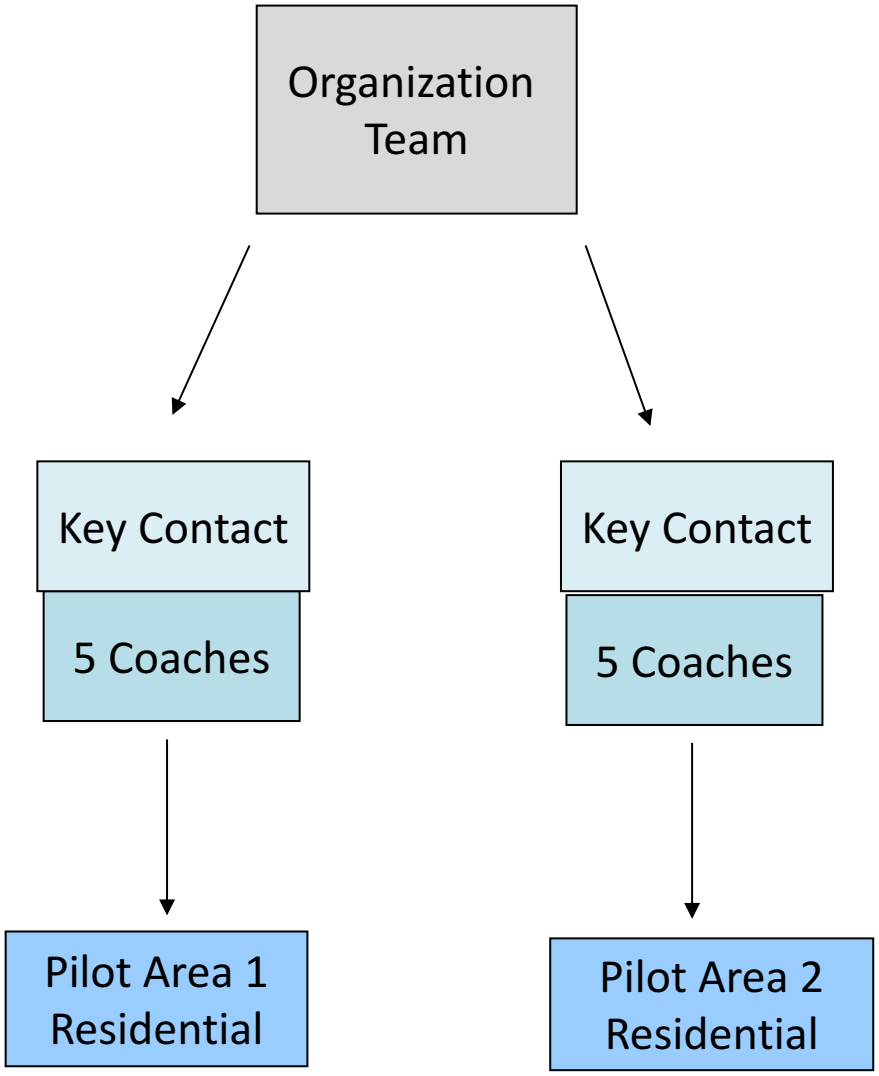


OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

Example 1
Considering a Plan That Works
Larger Organizations -- One Geographic Area



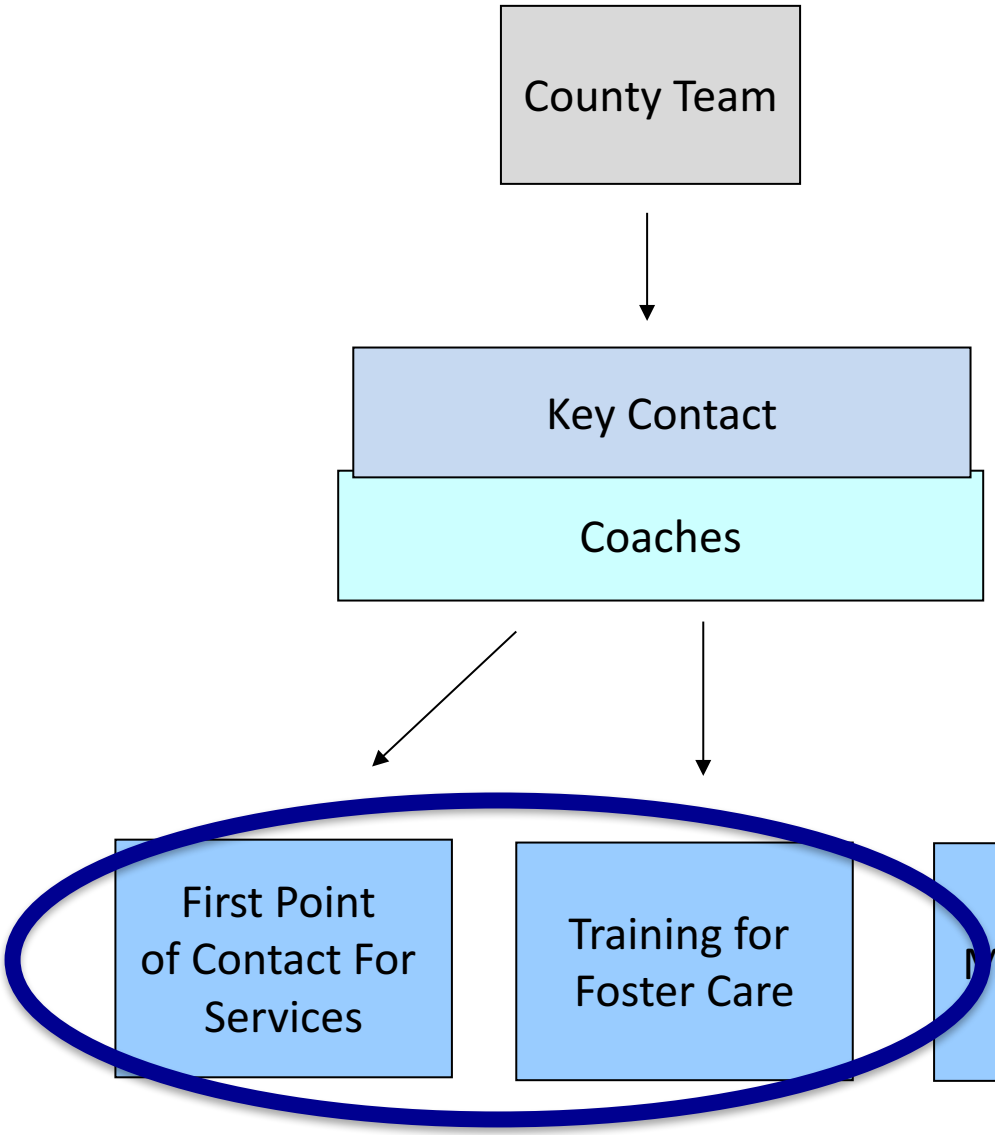
Example 2
Considering a Plan That Works
Larger Organizations --One Geographic Area



Year 1 Plan

- Align/Embed Person-centered Practices and PBS Across Organization
- Integrate Positive Support Training
- Establish Consensus-based Planning in Pilot Area Using Tools And Strategies
- Build Trainer Capacity
- Use Information to Work Smarter Not Harder

Example 1
County Planning
Considering a Plan That Works



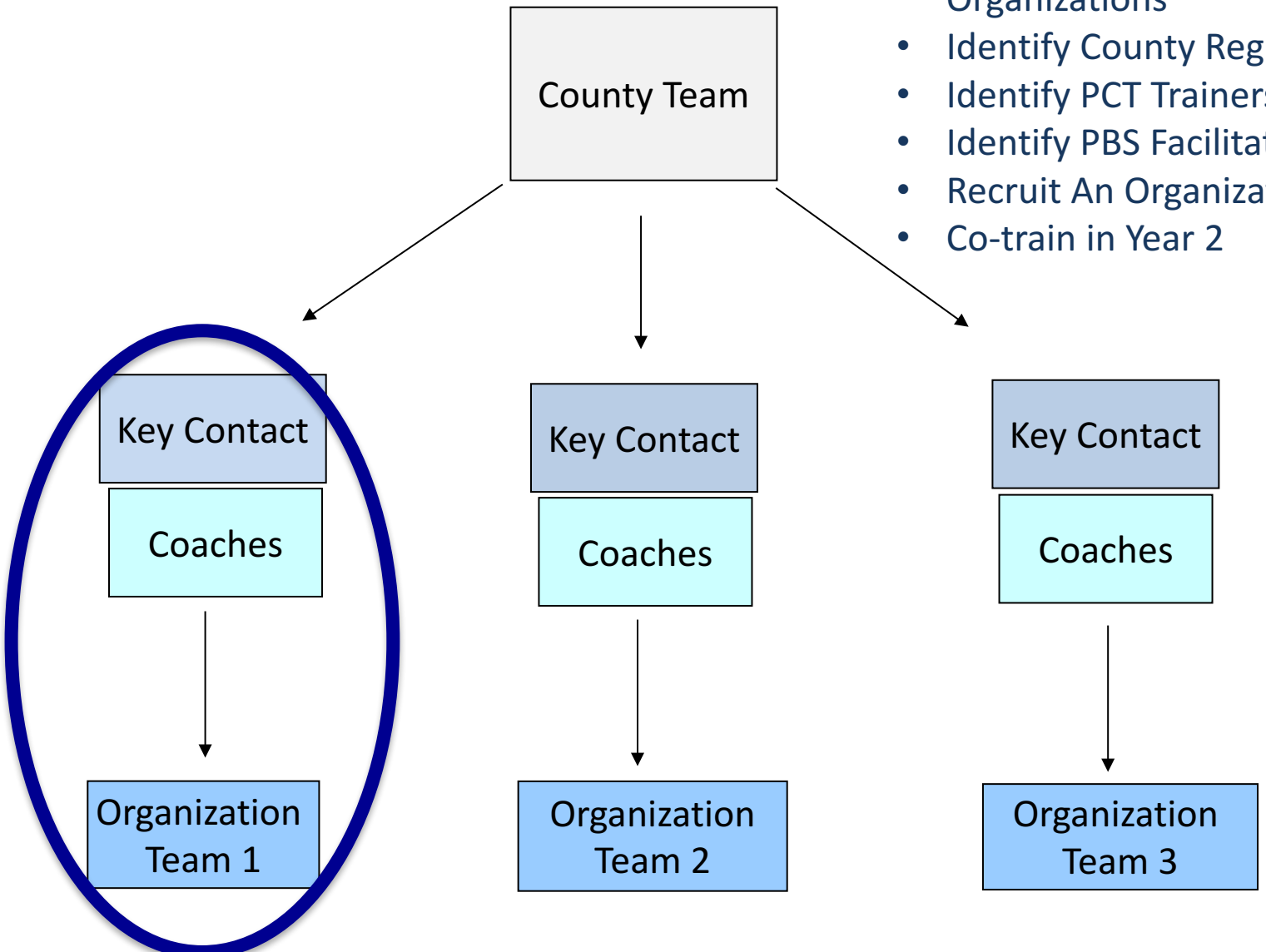
Year 1 Plan

- Strategies for Increasing Person-Centered Strategies During First Point of Contact & Other Units (Foster Care, Mental Health)
- Embed Person-Centered Practices Into Policies Across Key Units
- Recruit PCT Trainers for County
- Recruit PoL Plan Facilitators
- Recruit PBS Facilitators

Example 2
County Planning
Considering a Plan That Works

Year 1 Plan

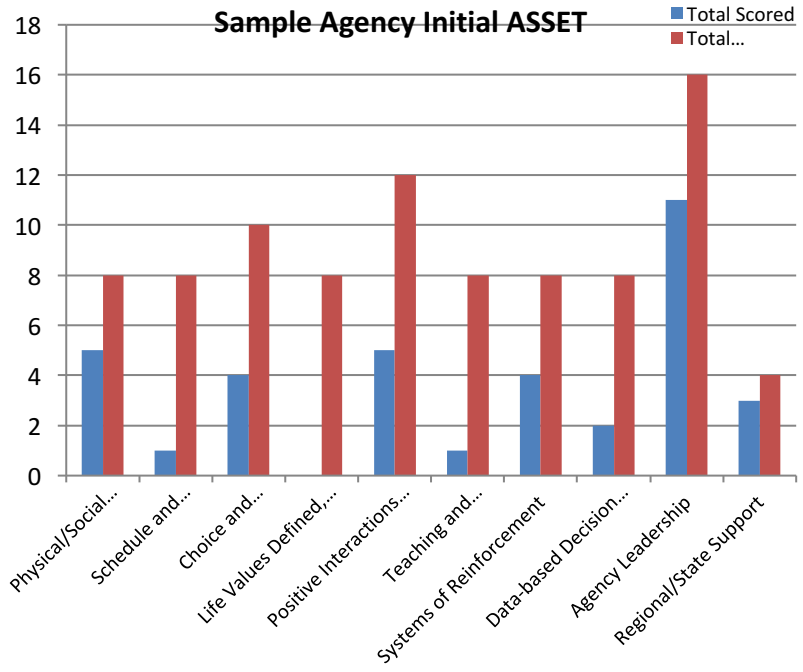
- Introduce Key Features of Organization-wide Planning to Organizations
- Identify County Regional Trainer
- Identify PCT Trainers
- Identify PBS Facilitator
- Recruit An Organization to Pilot
- Co-train in Year 2



Create a Visual (or Linear) Picture of Your Where Your Pilot Will Begin

- Draw a Map of Your Organization
  - Types of Services
  - Geographic Areas
- Document Where Your Coaches Work
- Document Where Your Key Contact Works
- Write Down How Many Staff Coaches and Key Contacts Are in Direct Communication With
- Number of People Receiving Services From The Coaches, Key Contacts and Staff

Self-Assessment: Data-Based Decision Making



Quality of Life Domains (QOL)

1. **Emotional Wellbeing -**(Feeling Empowered and Experiencing Positive Emotions)

2. **Interpersonal Relations -** (Opportunities for Friendship and Intimacy, Quality of Interactions With Others)

3. **Material Well-being -**(Ownership of Possessions, Meaningful Employment)

4. **Personal Development** –(Opportunities for Education and Habilitation)

5. **Self-determination** -(Setting Personal Goals, Making Decisions About Important Life Choices)

6. **Physical Well-being -**(Optimal Health Care and Nutrition, Mobility & General Wellness)

7. **Social Inclusion -**(Natural Support Networks Inclusive and Integrated Environments)

8. **Rights** -(Experience of Ownership of Key Items and Property, Allowed Due Process, Privacy and Barrier Free Environments are Available).

Quality of Life Assessment of the Social & Physical Environment Survey

Survey Instructions

Circle the number that best reflects how much you agree with the statements below as it applies to the area or setting in which you are working. A score of one on the tool indicates you strongly disagree with a statement, a score of two indicates you disagree, a score of three indicates agreement, and a score of 4 indicates strong agreement.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	2	3	4	DK

Unless the item is clarified, statements address everyone in a particular setting as appropriate such as people living and/or working in a setting, direct support professionals, managers, family member/guardians, community members, etc. The interview questions (at the end of this survey) are used to ask people receiving support their opinion about key questions in each quality of life domain.

Personal Development	**Strongly Disagree**			**Strongly Agree**	**Don't Know**
1. People living and/or working in this setting regularly participate in activities and tasks that are useful and meaningful to their daily lives	1	2	3	4	DK
2. People living and/or working in this setting participate in a variety of different activities that promote learning and independence	1	2	3	4	DK
3. People living and/or working in this setting receives instruction on activities and skills that are useful and meaningful to their daily lives	1	2	3	4	DK
4. Everyone in this setting in this setting has the opportunity to learn new social and interpersonal skills	1	2	3	4	DK

Complete Part 1 of the Quality of the Social & Physical Environment

Think About a Place You Work or Live
& Complete the Items

Review of Fidelity Tool

Minnesota Team Implementation Checklist: ***Positive Behavior Support Subscale***

Organization: _____ **Date:** _____

Region: _____ **County:** _____

INSTRUCTIONS: The organization-wide team should complete checklists quarterly to monitor activities for implementation of positive supports selected by the organization.

Please complete as a team and submit quarterly to: _____

Team Members: _____

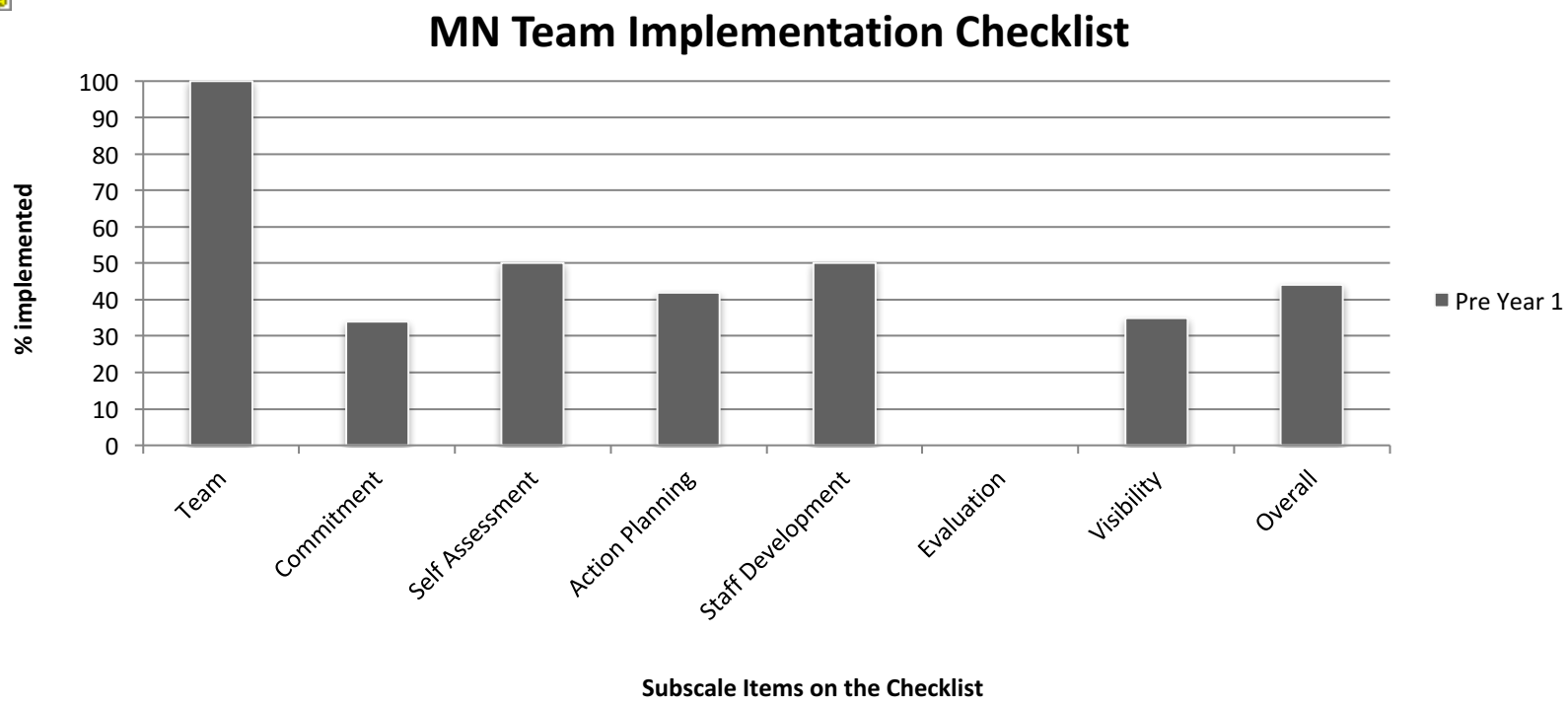
Person(s) Completing Report: _____

Organization-Wide Checklist: Start Up Activity			
	Put an "X" in the column that fits where the team is in the planning process for each numbered item on the checklist.		
	Not Started (0 points)	In Progress (1 point)	Achieved (2 points)
Assess Readiness			
1. Share information about PBS with everyone in pilot area.			
2. Confirm staff readiness (share information and ask for a group vote before proceeding forward) with all participants.			
3. Small group agrees to work together to implement PBS in pilot area (people living and/or working in setting, staff, family members, guardians, etc.).			
4. Team identifies map of where key focus of efforts will start as a pilot area: • Organizational area or department (employment, residential support, family support, etc.), • Number of staff involved in implementation, and • Number of people impacted by PBS.			
Self Assessment			
5. Team completes a self-assessment including: • Policy and mission/vision alignment with prevention, • Quality of the Social and Physical Environment, • Incident reports, Behavior Incident Report Form data, etc., and • Organizational assessment (retention, tenure, surveys etc.).			

Freeman, R, Reichle, J., Amado, A., O'Nell, S., & Julien, H. M. (2015). *Minnesota Organization self-assessment and action planning positive behavior support sub scale*. Minneapolis, MN: Institute on Community Integration. University of Minnesota.

Scoring the MN Team Checklist

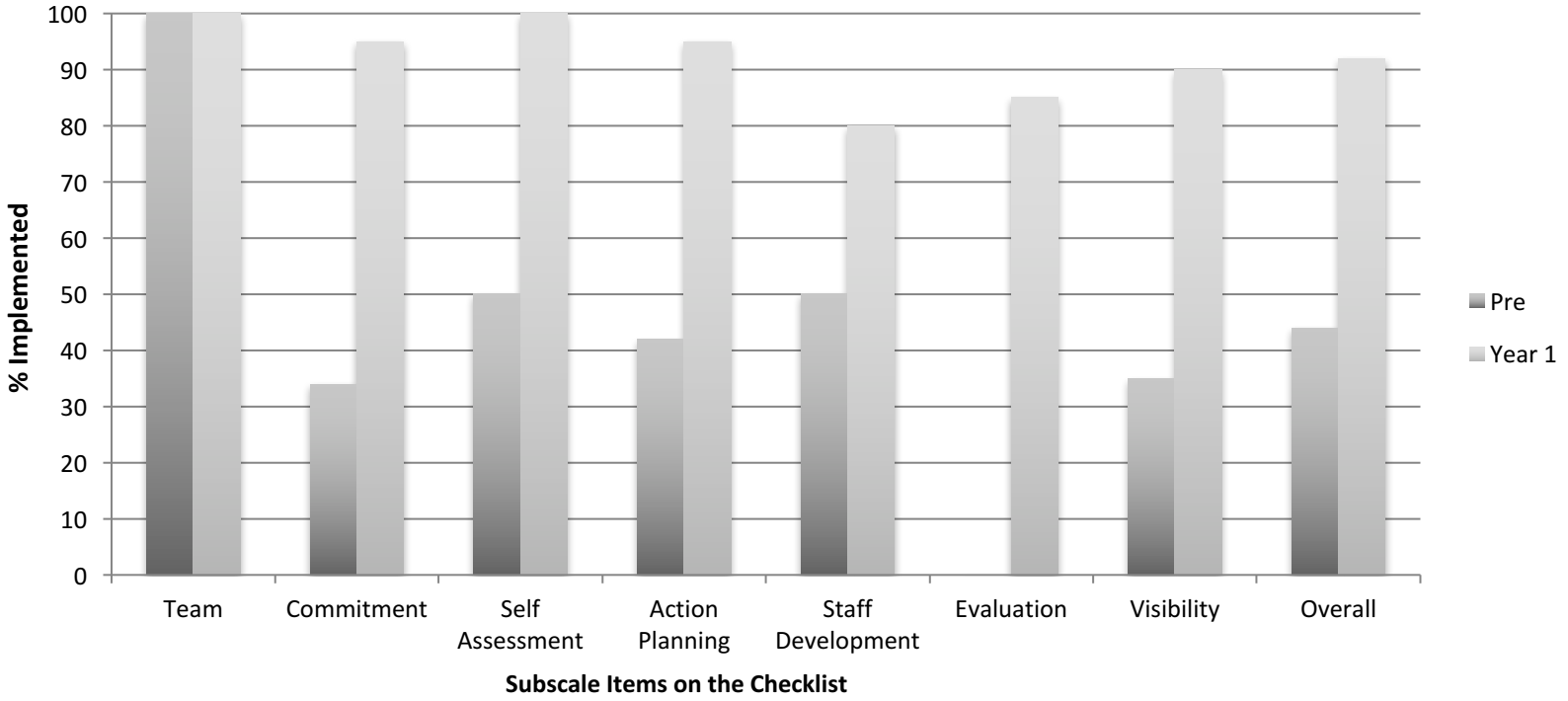
- Implementation Points
  - Achieved = 2
  - In progress = 1
  - Not Started = 0
- Percentage of Items Implemented
  - Total
    - ✓ Number of items scored as "Achieved" divided by Total # of items
  - Subscale scores
    - ✓ Number of items in each subscale area scored as "Achieved" divided by the number of items in that subscale area
- Percentage of Points Implemented
  - Total
    - ✓ Total number of points achieved divided by total possible
  - Subscale scores
    - ✓ Total number of points in each subscale divided by total number of items multiplied by 2



What Has the Team Accomplished?

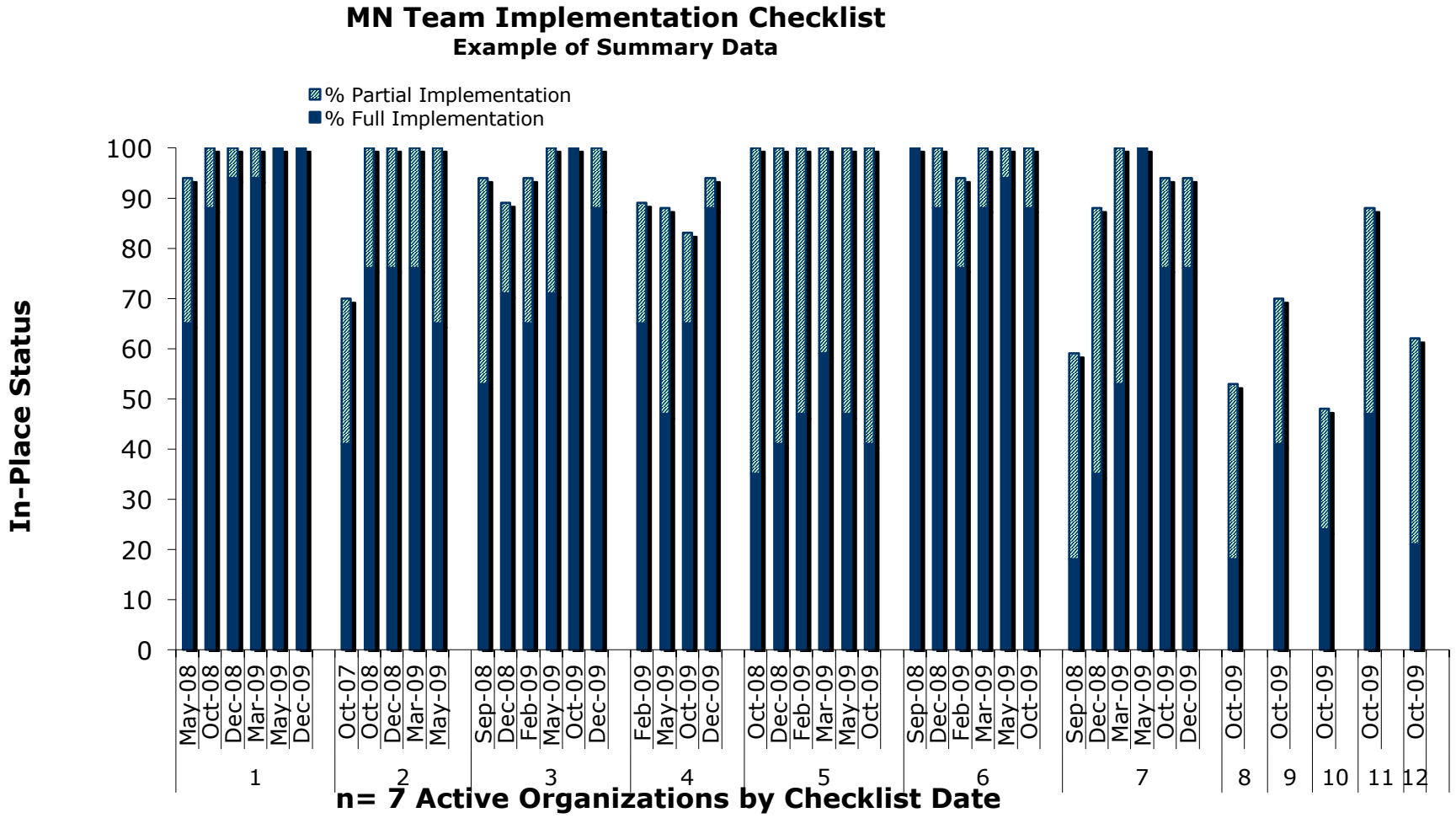
What Areas Should the Team Work on Next?

Results of the MN Team Checklist



What Has the Team Accomplished?

What Are the Team's Strengths?


MN Team Implementation Checklist
Example of Summary Data
% Partial Implementation
% Full Implementation
In-Place Status
100
90
80
70
60
50
40
30
20
10
0
May-08
Oct-08
Dec-08
Mar-09
May-09
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Oct-07
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1
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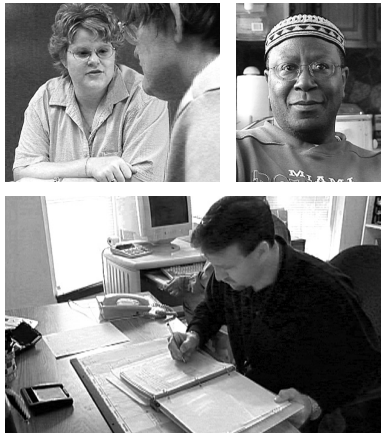
11
12
n= 7 Active Organizations by Checklist Date

Review the PBS Fidelity Tool

How Would Your Organization Do If You Completed This Tool?



Person-Centered Organizational Development Tool

rtc on community living

University of Minnesota
Driven to Discover℠

Function-based Thinking

Identify Why We Engage in Behaviors

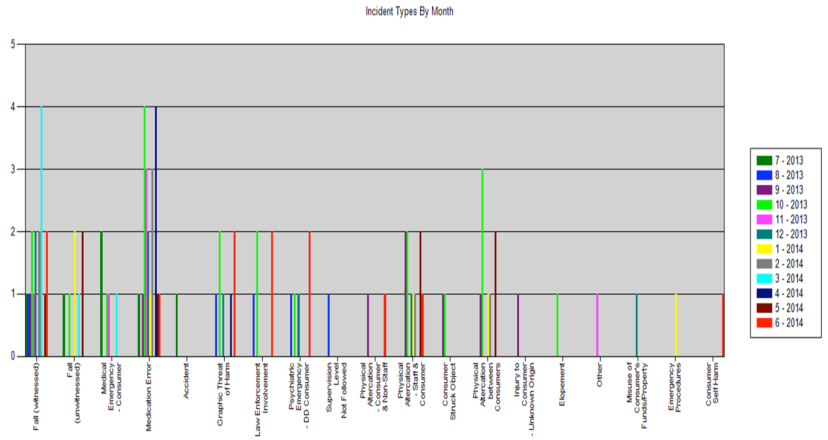
– Escape or Avoid
  - People,
  - Situations,
  - Things
  - Internal Physiological Response

– Obtain Access to
  - People,
  - Situations,
  - Things
  - Internal Physiological Response

Replace Problem Behavior With a Positive Alternative

Types of Data

- Incidents Per Day Per Month
- Types of Problem Behaviors
- Locations of Incidents
- Time of Day Problems Occur
- People Involved in Incidents



Incident Report Systems

- Incidents Put Into System ASAP (24 Hours)
- Data Consistently Entered and Errors Checked

Practices

- Training Staff for Accurate Reporting
- Teams Can Access Data for Meetings

Improving Incident Reporting

- Consistent Responses to Problem Behavior
- Using Incident Report Data Across
  - Primary Prevention
  - Secondary Prevention
  - Tertiary Prevention
- Defining Problem Behavior
  - Major Events
  - Minor Events

Behavior Incident Reporting Form (BIRF)

- Minnesota Reporting Mechanism for Major Incidents
- Asks if FBA Has Been Conducted in Last 6 Months
- People Involved in Incident
- Monitors Use of Restraint/Seclusion/Timeout
- 911 Calls, Injuries, Hospitalization

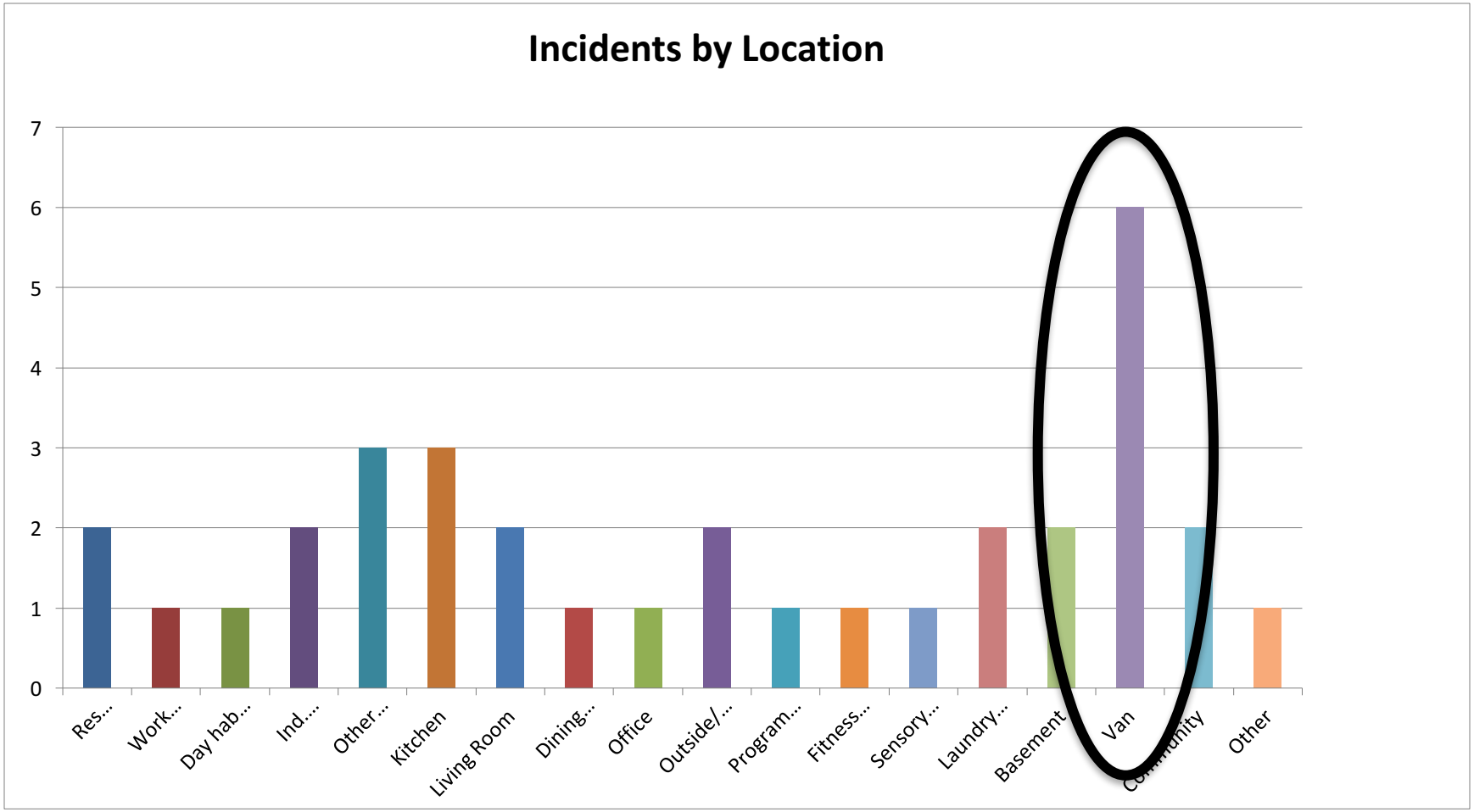
Statewide Planning and BIRF

- Transform BIRF System to Provide Information
- Improve Types of Data Collected
- Create Systems to Provide Providers, Counties With At Least Quarterly Data
- Establish Training System to Improve Documentation of BIRF Data
- Providers, Counties/Regions/State Needs to Be Able to Use Data for Decision Making

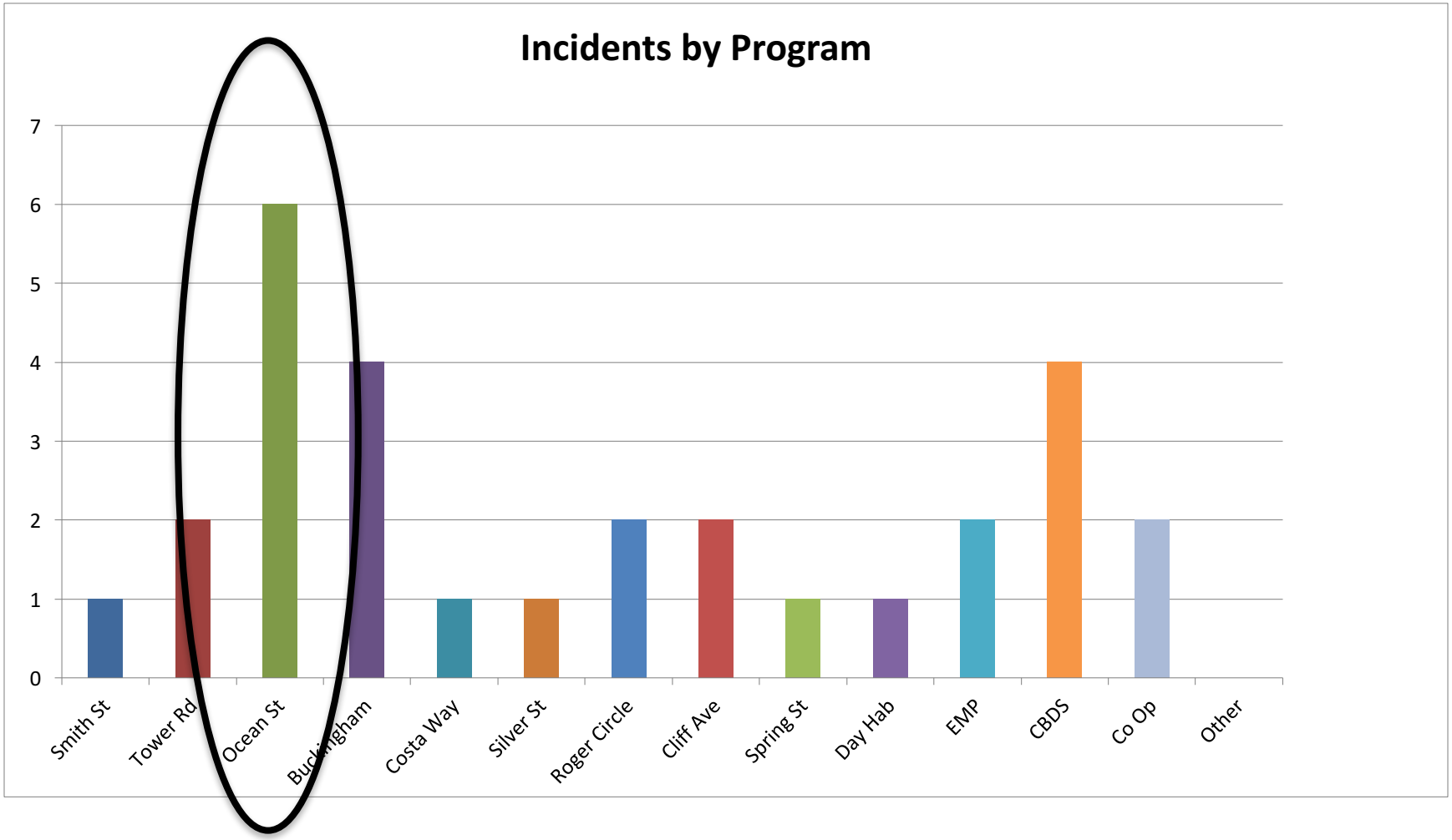
Internal Incident Reports

- Many Organizations Collect Minor to Severe Incidents That Aren't Included in BIRF Reporting
- This Information Remains Internal to Providers and Should Be Used For Data-based Decision Making
- Incident Report Systems Don't Always Provide The Data Needed for Decision Making
- Goal for This Year: Pilot New Incident Reporting System That Can Be Used By Organizations

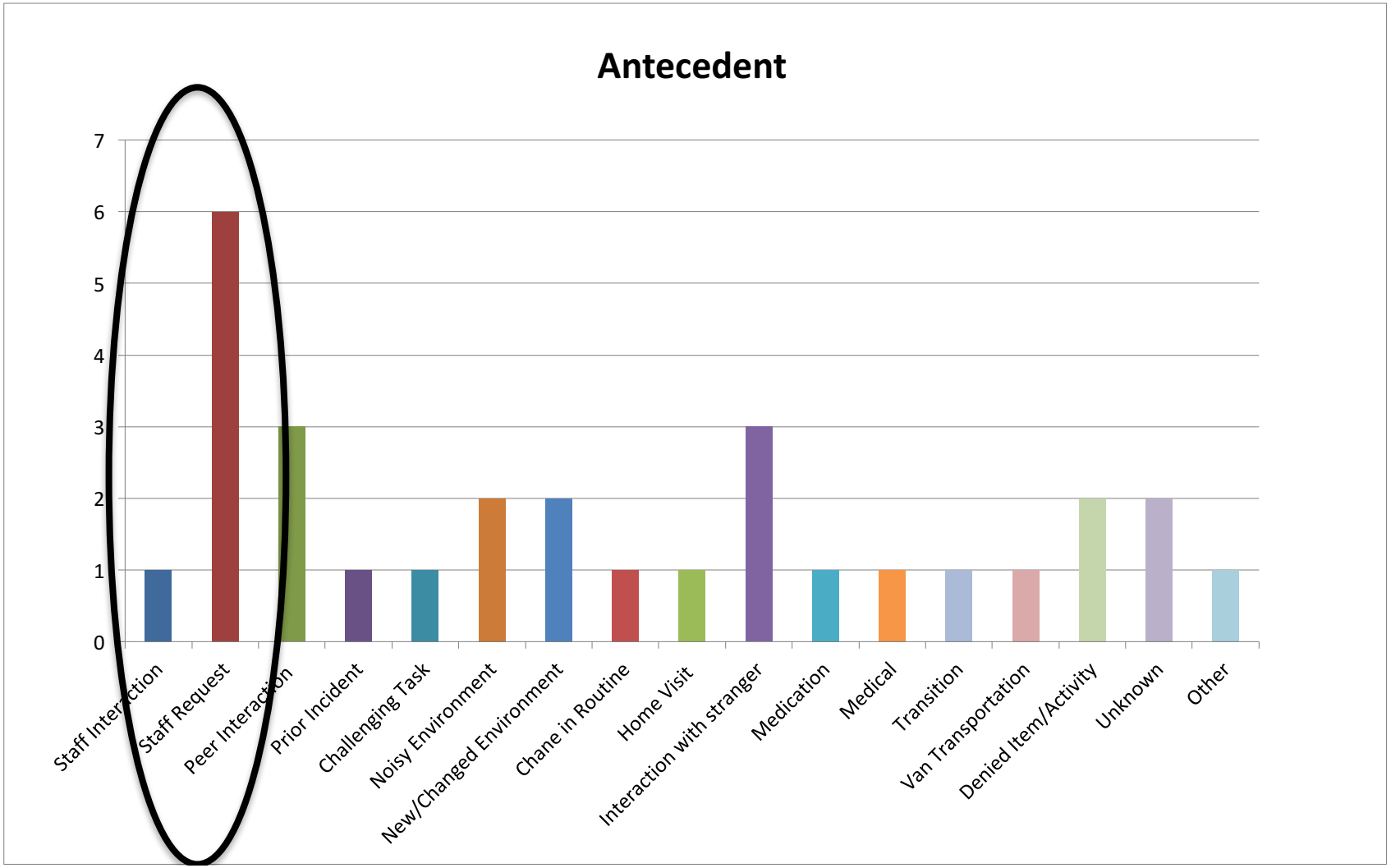
What Routines Settings Are Associated With the Problems?



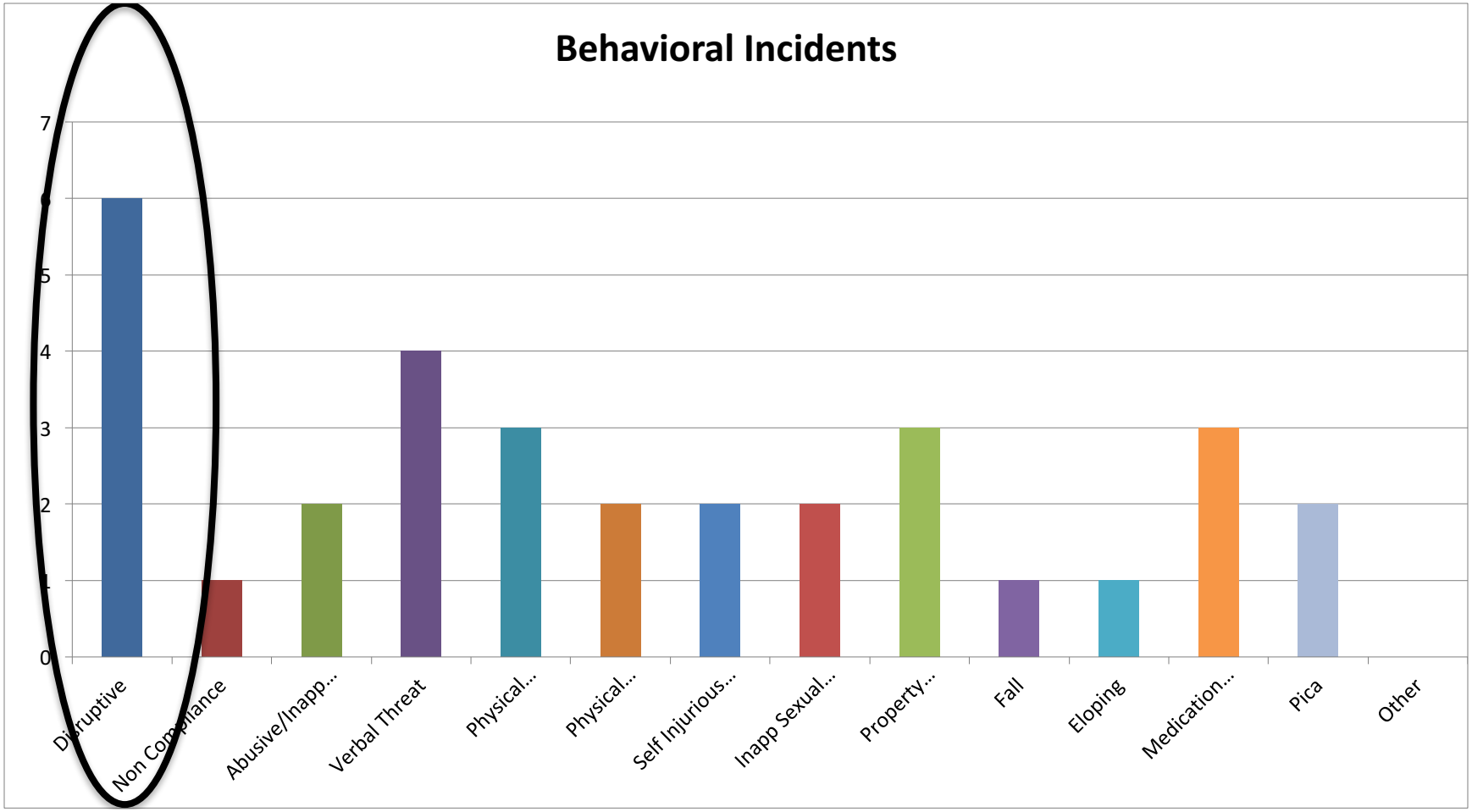
Where Are the Challenges Occurring?



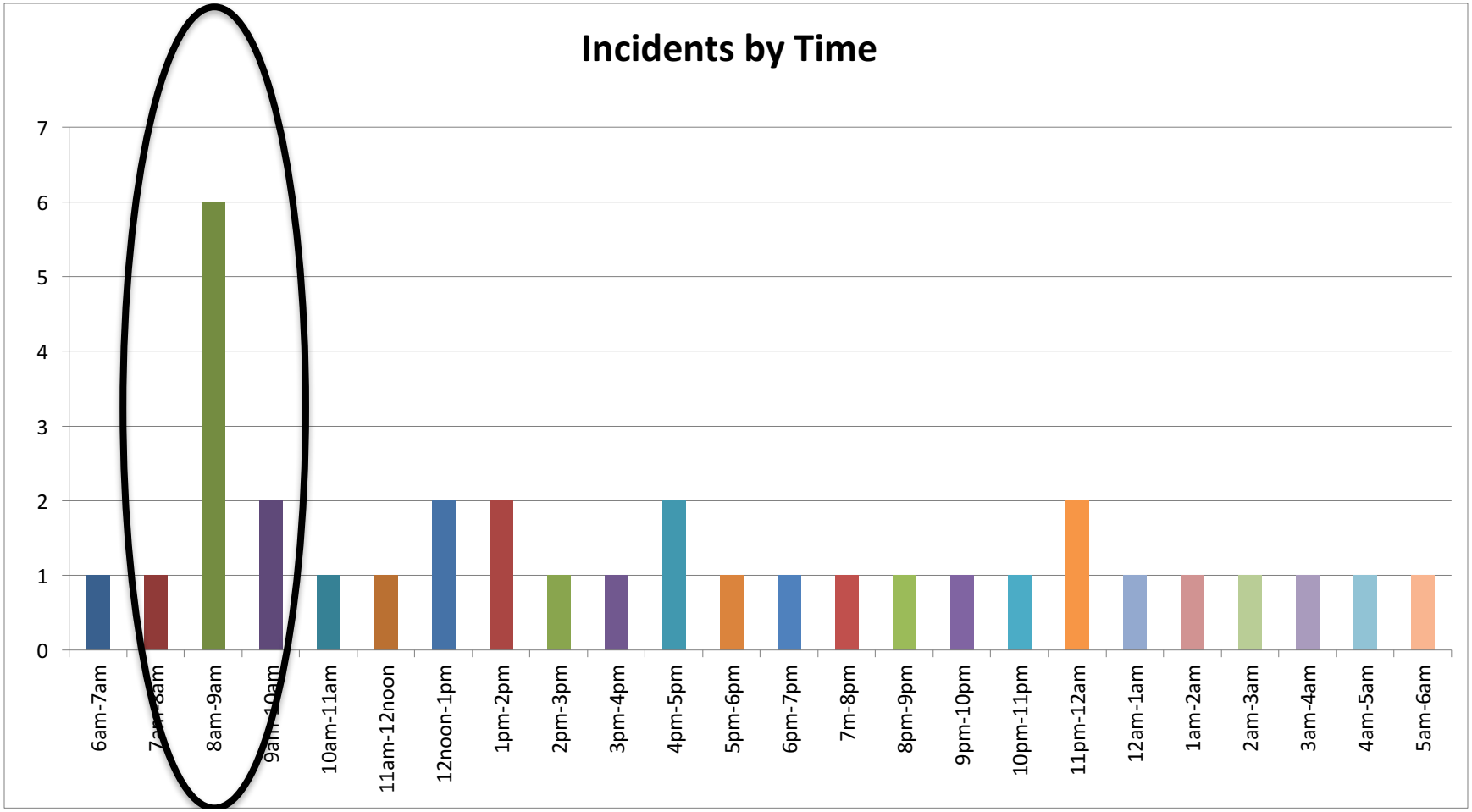
What Happens Right Before the Challenges Occur?



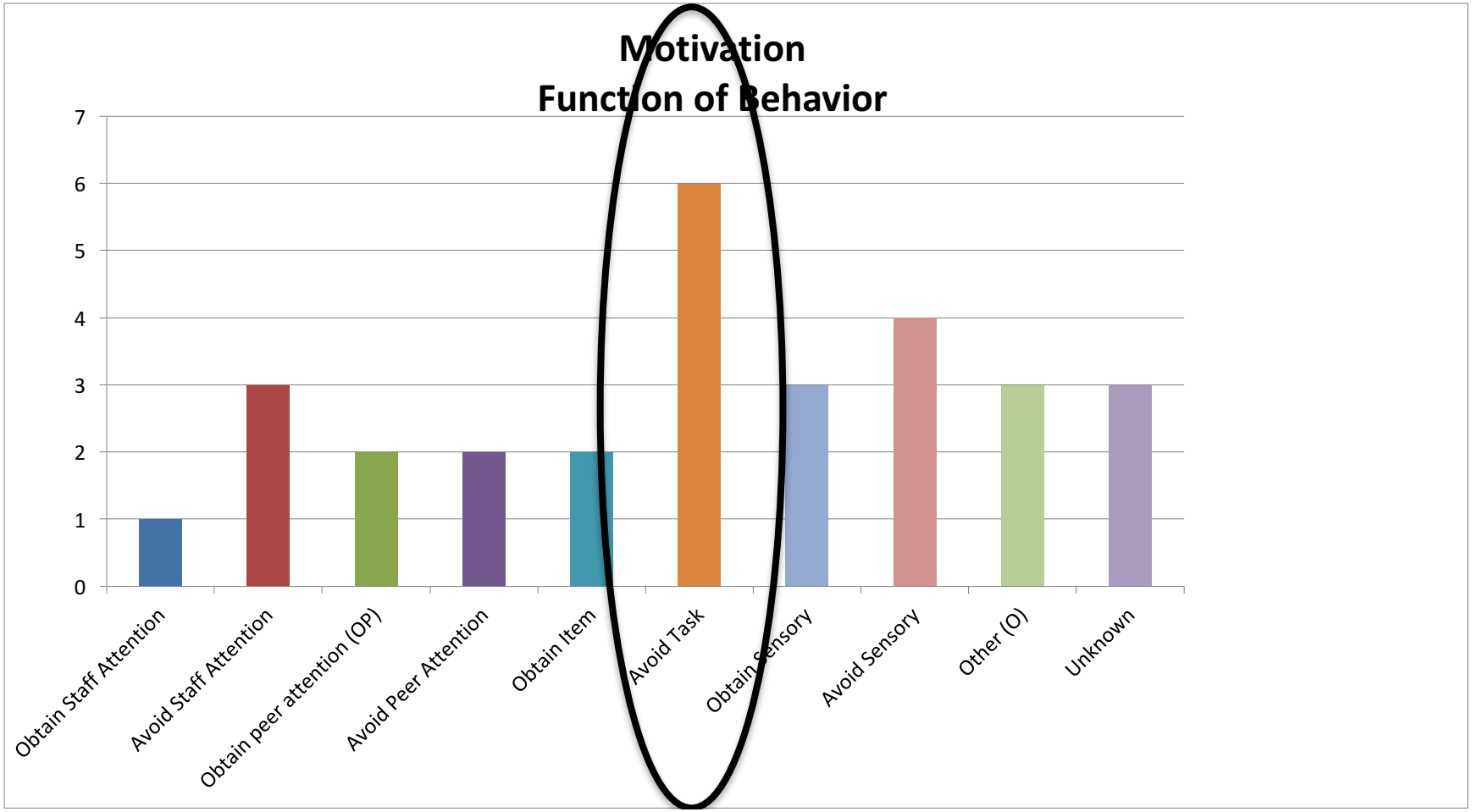
What Does the Challenge Look Like?



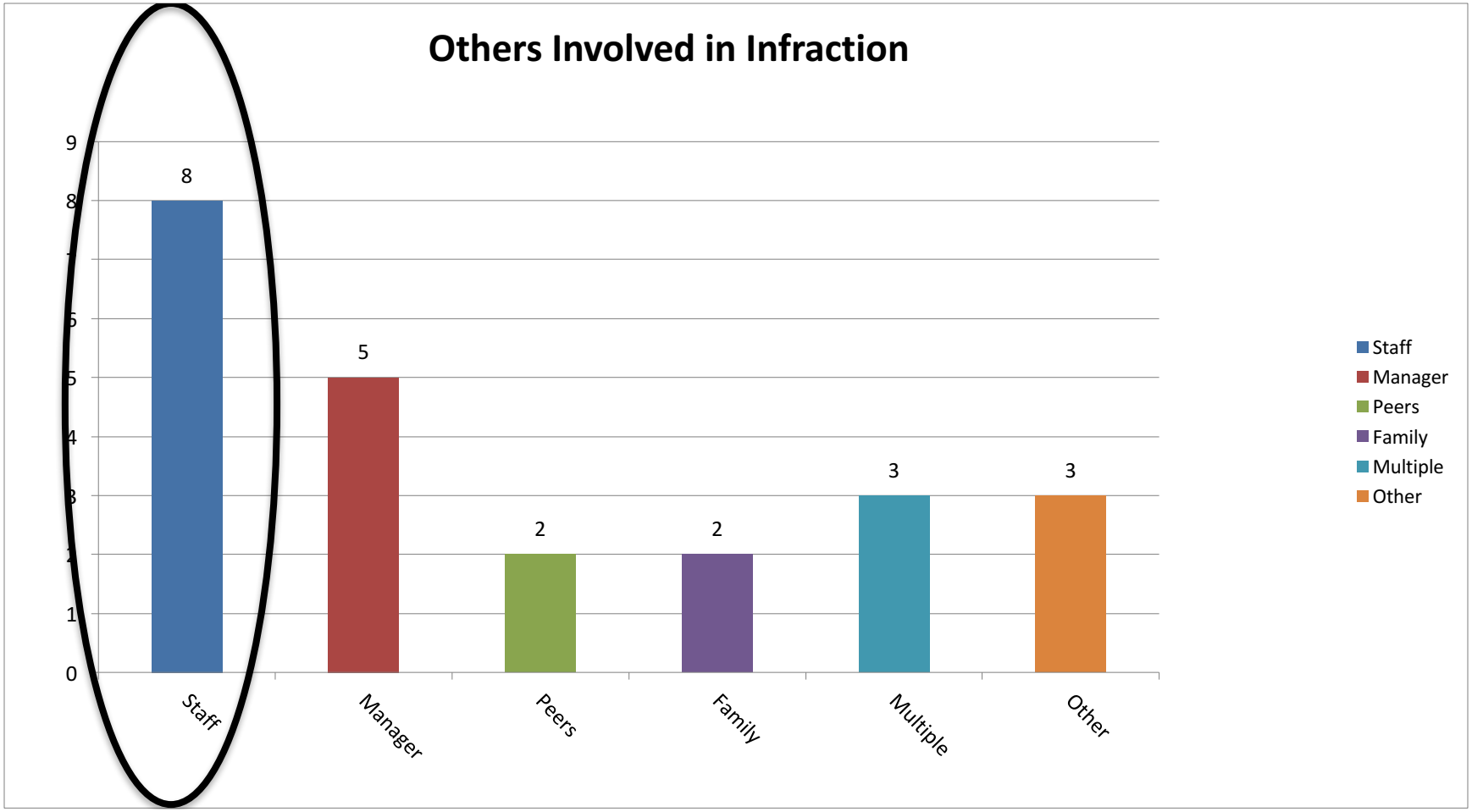
When are the Challenges Occurring?



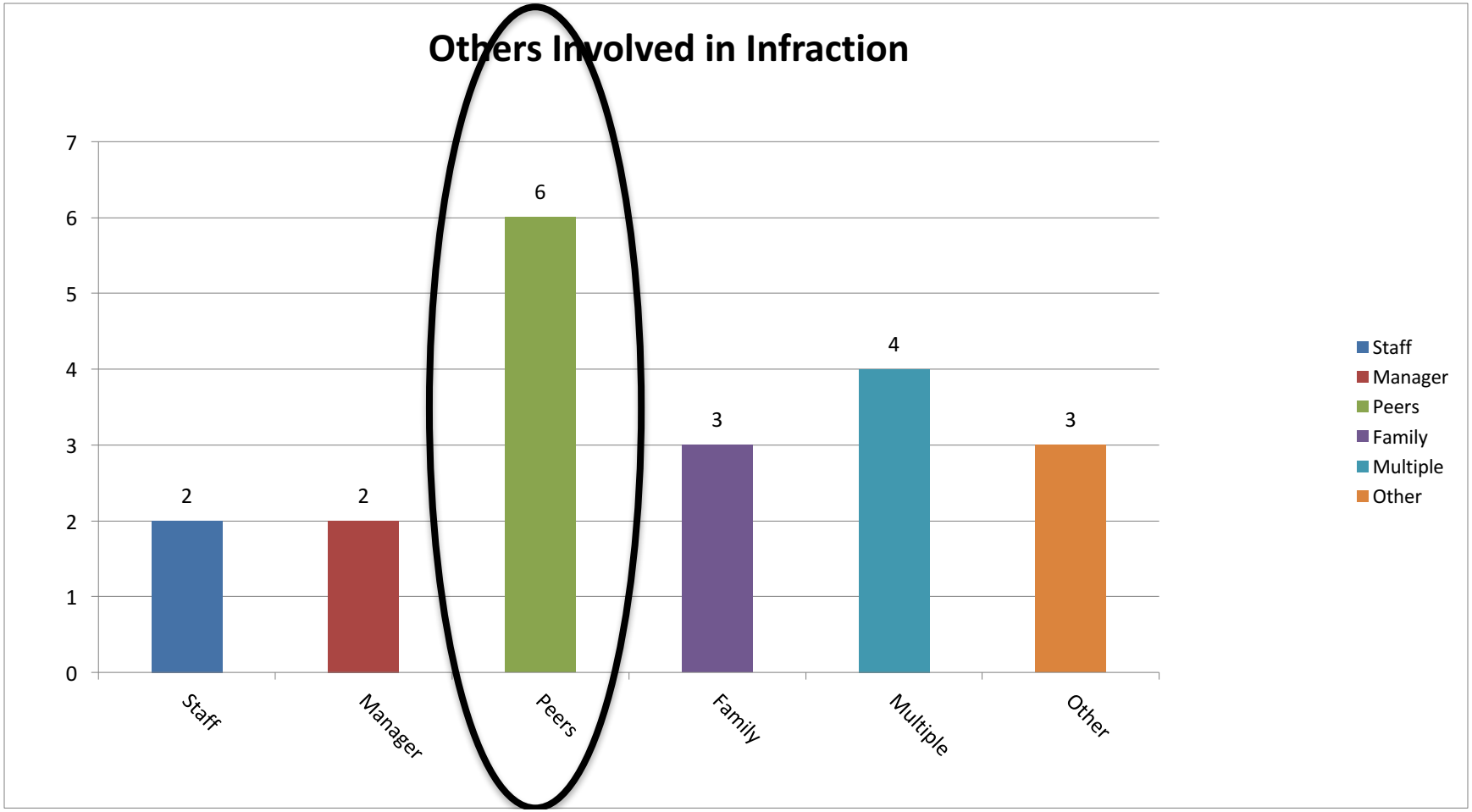
Why is the Challenge Occurring?



Who is Involved?

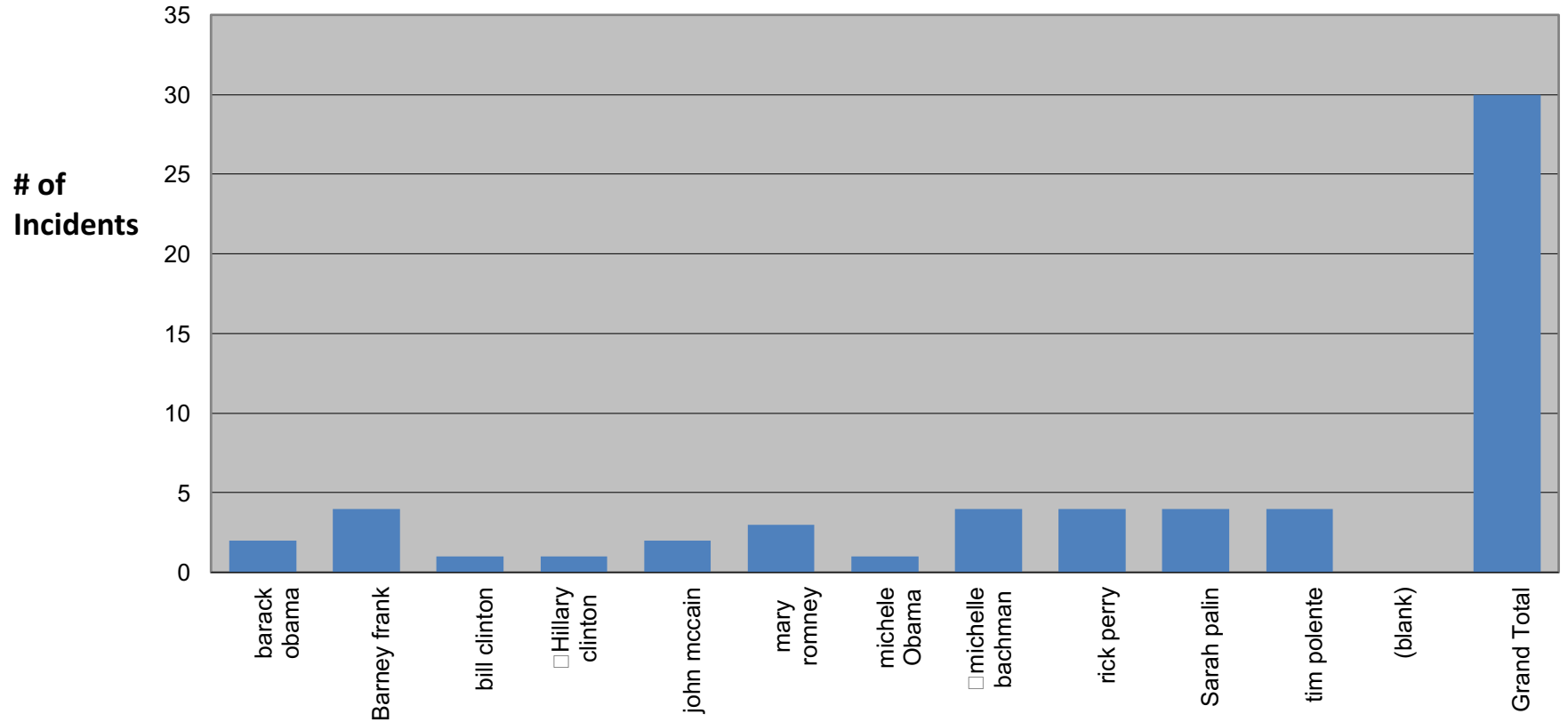


Who is Involved?



Who is Needing Support?

Incidents Indicating Challenging Social Interactions



Assessing Organizational Data

- Alignment of Organizational Policies
- Orientation Staff Development & Performance
- Surveys and Other Documentation Related to
  - Quality of Life
  - Climate
  - Stress
- Information about Other Positive Supports Used in Organization
- Quality of Life Evaluation
- Incident Reports
- Injuries, Sick Days
- Information Related to Retention, Workers Compensation, Staff Injury

Primary Stage
Universal Strategies

PC Practices

- Assess Organization Across Areas
- Create Work Plans by Area
- Use PCT Tools
- Implement Person-Centered Strategies Across Levels
- Build Capacity for PCT and PoL

PBS

- Identity Social Values
- Learn and Practice Social Behaviors
- Improve Social and Physical Environment
- Recognize and Reinforce
- Increase Consistency
- Build PBS Capacity

Secondary Prevention Phase

PC Practices

- Continue Expanding Impact of Work Plans Across Areas
- Team Monitors Quality of Life
- Early Intervention to Improve Outcomes
- Simple Strategies for Improving Quality of Life
- Person-Centered Planning Strategies
- Build Natural Support Networks
- Coach Meeting and Supports

PBS

- Team Monitors for Early Intervention
- Simple Function-based Problem Solving
- Data-based Decision Making
- Additional Supports for Social Behaviors
  - Building Friendships
  - Increasing Independence,
  - Mental Health-related Supports

Tertiary Prevention Phase

PC Practices

- Continue Expanding Impact of Work Plans Across Areas
- Monitor Person-Centered Plans
- Use Quality of Life Data for Decision Making
- Tailor Types of Person-Centered Planning for People
- Training and Mentoring to Expand Planners Across Organization

PBS

- Monitor PBS Plans
- Coordinate Quality of Life Evaluation Across Positive Supports
- Data-based Decision Making
- Improve Interagency Collaboration and Community Mapping
- PBS Plans Integrated Within Person-centered Plan

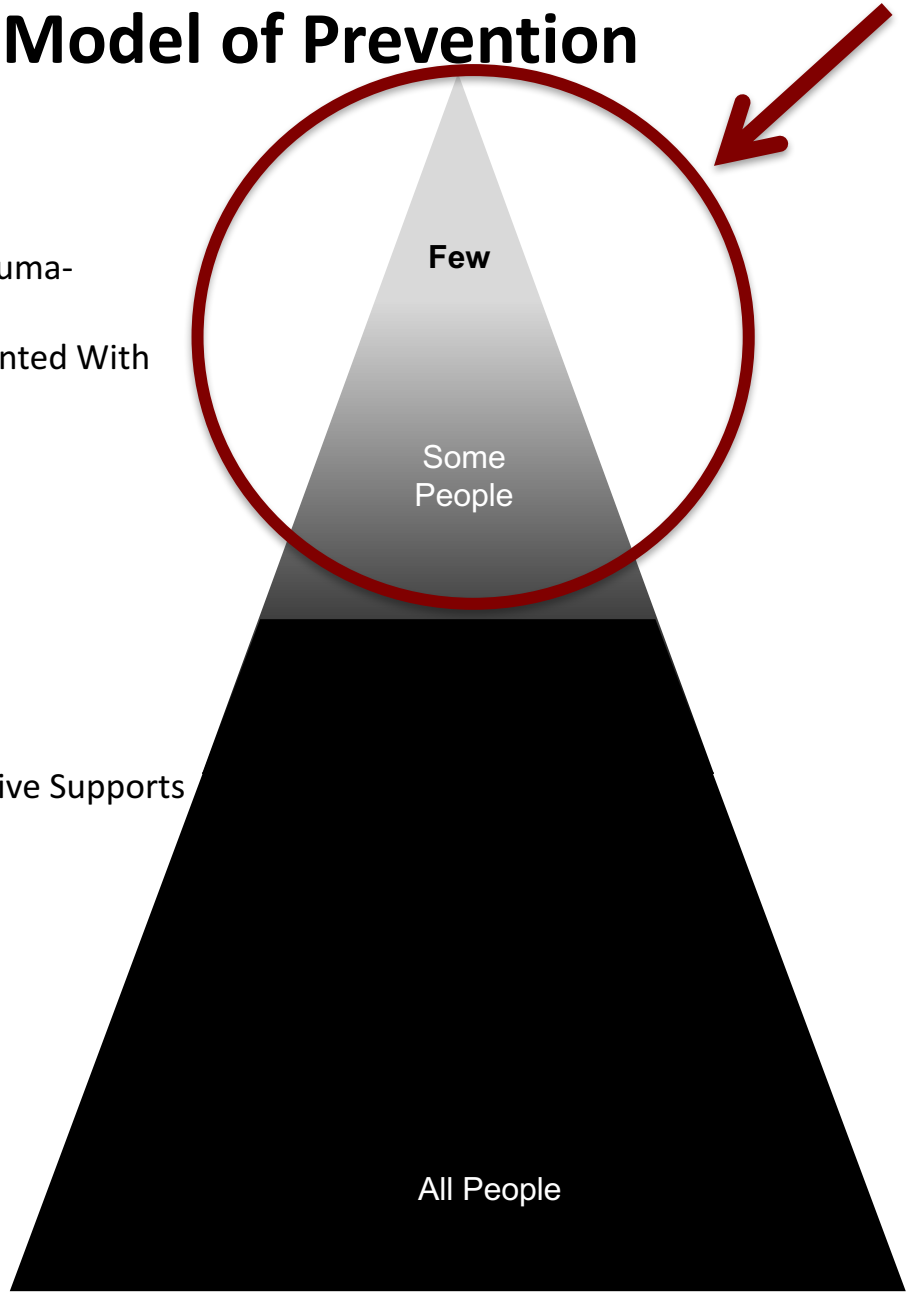
Implementing Positive Behavior Support Using the Public Health Model of Prevention

Starting Tomorrow!

Tertiary Prevention
- Individualized PBS Plans
- Integrated with Other Positive Supports (PCP, Trauma-informed Care, DBT, etc.)
- Plans Are Evaluated to Ensure Plans Are Implemented With Fidelity
- Outcome Measures
- Teams Monitor Progress of Each Person

Secondary Prevention
- Use Data to Identify Individuals At Risk
- Additional Supports for Key Social Skills
- Group and Individual Interventions
- Function-based Decisions
- Simple Interventions Integrated With Other Positive Supports
- Mental Health and Wellness Interventions

Primary (Universal) Prevention
- Teach and Encourage Communication
- Encourage and Reinforce Social Skills
- Consensus-based and Team Focus
- Emphasis on Using Data for Decisions
- Integrated with Other Positive Support Practices (PBS, Trauma-informed Care, DBT, etc.)



Three Post-it Notes

- What did you LIKE about today ?
- What did you LEARN today?
- What would you CHANGE about today?

Contact Information

Rachel Freeman
Email: freem039@umn.edu
Phone: (541) 979-3409

Rachel Freeman, Ph.D.
Institute On Community Integration,
University Of Minnesota,
Pattee Hall, Room 110A, 150 Pillsbury Dr. S.E.
Minneapolis MN 55455

Free Resources

Minnesota Positive Support Website

www.mnpsp.org

Kansas Institute for PBS

www.kipbs.org

Toolbox

http://www.kipbs.org/new_kipbs/fsi/modlinks.html

Kansas Mental Health & PBS

http://kmhpbs.org/resources/training-materials

Free Resources

Association for PBS

www.apbs.org

PBS Facilitator Guide (on apbs.org website)

http://www.apbs.org/files/PBSwhole.pdf

Early Childhood PBS Tutorial

http://challengingbehavior.fmhi.usf.edu/explore/pbs/process.htm

Free Resources From Dean Fixsen and Colleagues

Implementation Research: A Synthesis of the Literature

- http://nirn.fpg.unc.edu/resources/implementation-research-synthesis-literature

The National Implementation Research Networks's Active Implementation Hub

- **Home Page:** http://implementation.fpg.unc.edu

- **Modules and Lessons:**
- http://implementation.fpg.unc.edu/modules-and-lessons

Cats and Cowboys

https://www.youtube.com/watch?v=Pk7yqlTMvp8

Organization-Wide Change

It Will Have Its Ups and Downs…

https://www.youtube.com/watch?v=TIlryvmrxEY

Encountering Resistance to Change

https://www.youtube.com/watch?v=4VC1XWtiPUo

Additional Wisdom From Social Media

Validation Video

- https://www.youtube.com/watch?v=Cbk980jV7Ao

Leadership From a Dancing Guy

- https://www.youtube.com/watch?v=V_qO7NFp4-s

Preparation of this [presentation/report] was supported, in part, by cooperative agreement JPK%50470 from the Minnesota Department of Human Services. The University of Minnesota undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore necessarily represent official MN DHS policy.