Organization-wide Strategies for Implementing Person-Centered Practices and Positive Behavior Support

November 18, 2016

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Institute on Community Integration
University of Minnesota
Purpose

• Introduction to Multi-Tiered Systems of Support in Minnesota
  – Person-Centered Practices
  – Positive Behavior Support
• Minnesota’s Organization-Wide Teams
• Team Data-Based Making
Implementing Multi-Tiered Systems of Support

Person-Centered Practices & Planning

Universal Stage
• Person-Centered Thinking
• Encourage Self Expression
• Self-Determination and Choice Making
• Meaningful Participation in the Community

Secondary Stage
• Additional Quality of Life Strategies
• Increase Strategies for Supporting Independence and Community Involvement
• Mental Health and Wellness Interventions

Tertiary Stage
• Person-Centered Plans
• Integrated Plans (PCP, PBS, Trauma-informed Therapy)
• Teams Monitor Progress

Positive Behavior Support

Universal Stage
• Teach and Encourage Communication
• Predictable and Proactive Settings
• Encourage and Reinforce Social Skills
• Consensus-Based And Team Focus
• Emphasis on Using Data For Decisions

Secondary Stage
• Early Intervention and Data Monitoring
• Additional Supports for Key Social Skills
• Function-Based Decisions
• Simple Interventions
• Mental Health and Wellness Interventions

Tertiary Stage
• Individualized PBS Plans
• Integrated with Other Positive Supports (PCP, Trauma-Informed Care, DBT, Etc.)
• Plans Are Monitored- Data-Based Decision Making
• Teams Monitor Progress of Each Person

Freeman, R.F. (2016). Institute on Community Integration, University of Minnesota
Improving Quality of Life

- Supporting Staff Behavior
- Supporting All People
- Supporting Decision Making
Multi-tier Systems of Support

**Person-Centered Practices & Planning**

- **Tertiary Stage**
  - Integrated Plans (PCP, PBS, Trauma-informed Therapy)
  - Person-Centered Planning
  - 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**

- **Tertiary Stage**
  - 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 Stage**
  - 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

- **Universal Stage**
  - Teach And Encourage Communication
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  - Integrated With Other Positive Support Practices (PBS, Trauma-Informed Care, Etc.)
Important To Important For & The Balance Between

Management Tools

Everyday Learning Tools

Discovery/Listening Tools

Good Day
Bad Day
2-Minute Drill
Reputation
Communication
Routines & Rituals
Map
Relationship

Donut
Matching

Routines & Rituals
Good Day
Bad Day
2-Minute Drill
Reputation
Communication

4+1?
Working
Not Working

TLC-PCP 2012  www.learningcommunity.us
Wrkbk pg 9
A Core Concept

Important To
Important For
and
The Balance Between Them
Important TO

What is important to a person includes those things in life which help us to be satisfied, content, comforted, fulfilled, and happy. It includes:

• People to be with/relationships
• Status and control
• Things to do and Places to go
• Rituals or routines
• Rhythm or pace of life
• Things to have
Important FOR

Issues of health
- Prevention of illness
- Treatment of illness / medical conditions
- Promotion of wellness (e.g.: diet, exercise)

Issues of safety
- Environment
- Well being ---- physical and emotional
- Free from Fear

And...what others see as necessary to help the person be valued and be a contributing member of their community
Important To And For Are Connected

• They influence each other
• No one does anything that is “important for” them (willingly) unless a piece of it is “important” to them

Balance is dynamic (changing) and always involves tradeoffs:
  – Among the things that are “important to”;
  – Between important to and for
| 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

**Tertiary Stage**
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- Person-Centered Planning
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**Year 1**

### Positive Behavior Support

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- 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, Etc.)
“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
Examples of Universal PBS Strategies

• Person-Centered Thinking Strategies
• AAIDD Positive Behavior Support Curriculum
• The Tools of Choice Social Skills Curriculum
• Health and Wellness Strategies
• Build Natural Supports
• Strategies for Increasing Positive Social Interactions
<table>
<thead>
<tr>
<th>Values</th>
<th>Getting Up in the Morning</th>
<th>Work</th>
<th>Dinner &amp; House Chores</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging Choice</td>
<td>Each Person Creates Their Own Routine</td>
<td>Work With Supervisor to Choose Activity And Schedule</td>
<td>Decide Whether to Eat Together or Individually</td>
<td>Explore New Activities and Make New Friends</td>
</tr>
<tr>
<td>Respect Each Other</td>
<td>Ask Before Using Other’s Personal Items</td>
<td>Let People Know When You Need a Break</td>
<td>Work Together to Choose Food Weekly</td>
<td>Be Sensitive to Each Person’s Comfort Levels in the Community</td>
</tr>
<tr>
<td>Encourage Each Other</td>
<td>Know When Someone Needs Time and Space (Coffee First!)</td>
<td>Recognize Others for Hard Work</td>
<td>Help Other People Complete House Chores</td>
<td>Reach Out to Others and Make New Friends</td>
</tr>
</tbody>
</table>
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
Organization-Wide Team

Addresses Universal Systems

Secondary/ Tertiary Systems
Incident Reports & Data-based Decision Making

People: 25
Incidents: 59
Minnesota’s Organization-Wide Teams
“Implementation factors are universal (like gravity) and apply equally to any human service sector.”

Dean Fixsen
APBS, 2016
Teams Involved in Systems Change
Across the Lifespan (Children and Adults)
Provider Organizations
• Residential Home Settings
• Employment Settings
Public Health Organization
• Case Management
• Family Health
• Hospice
County Teams
Mental Health
Training Layers
- Team Training
- Regional Trainers
- Person-centered Thinking Trainers/Coach Training
- Picture of a Life Planners/Trainers
- PBS Facilitators

Minnesota Statewide Plan for Building Regional Capacity

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

- 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
Organization and County Model for Planning

Leadership Team

Active Coordination

Funding
Visibility
Political Support & Policy
Interagency & Natural Supports

Training
Mentoring
Evaluation
PCP, PBS (Other PS) Expertise

Start Small and Build on Success
Universal Person-Centered Practices & PBS Key Roles

• Team-Based Action Planning
• Key Contacts
• Coaches in Each Organization
• Trainers
  – Person-Centered Thinking Trainers
  – Person-Centered Planners
  – PBS Facilitators
Key Elements Included In Current Infrastructure

- Person-Centered Thinking and Planning
- Organizational Workforce Related
- Cultural Competence
- Positive Behavior Support
Team Training Days
April, 2016 Thru Feb., 2017

• 5 Days For Agency Teams
  - Kick-Off
  - 2 Days Of Self Assessment
  - 1 Day Of Data-based Decision Making
  - 1 Day Of Sustainability
• 6 Training Days For Coaches
• 2 Days For Key Contacts + 3 Conference Calls
Team-Based Decision Making: 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
Minnesota Training Infrastructure Communication Pathway

Statewide Team

Cohort 2
Region 1
Regional Trainer

Organizations:
- Organization 1
  - Key Contact
- Organization 2
  - Key Contact
- Organization 3
  - Key Contact
- Organization 4
  - Key Contact

Cohort 2
Region 2
Regional Trainer

Organizations:
- Organization 1
  - Key Contact
- Organization 2
  - Key Contact
- Organization 3
  - Key Contact
- Organization 4
  - Key Contact
Example 1
Considering A Plan That Works
Larger Organizations -- One Geographic Area

Plan for Year 1
First Pilot Area

- Key Contact
  - 10 Coaches
    - Pilot Area Employment

Organization Team
- Key Contact
  - Coaches
    - Residential

- Key Contact
  - Coaches
    - Family Supports
Organizational Infrastructure
Create Area or Regional Team

Agency Oversight Team Coordinator

Region 1 Team
   - Coaches
     - Key Contacts

Region 2 Team
   - Coaches
     - Key Contacts

Region 3 Team
   - Coaches
     - Key Contacts
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

First Point Of Contact For Services
Training For Foster Care
Mental Health
Other Units/Areas
Regional Capacity Building

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

Key Contact

Organizations:
- Team 1
- Team 2
- Team 3
Team Data-Based Decision Making Examples
<table>
<thead>
<tr>
<th>Organization-Wide Evaluation</th>
<th>Related Evaluation Data/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>What impact did the training have on capacity building?</td>
<td>Number of coaches, key contacts</td>
</tr>
<tr>
<td></td>
<td>Number of staff involved in implementation</td>
</tr>
<tr>
<td></td>
<td>Number of people supported</td>
</tr>
<tr>
<td>What are the strengths and needs of the organization?</td>
<td>Person-centered organizational tool</td>
</tr>
<tr>
<td></td>
<td>Quality of social and physical environment</td>
</tr>
<tr>
<td>How well are the practices implemented?</td>
<td>Fidelity of implementation checklist (Quarterly)</td>
</tr>
<tr>
<td></td>
<td>Onsite evaluation</td>
</tr>
<tr>
<td>Are the improvements in conceptual knowledge of staff?</td>
<td>Pre/post tests for staff using DC/CDS</td>
</tr>
<tr>
<td>Are there changes in behavior of Staff and People Living and Working in a Setting?</td>
<td>Direct observation of staff person-centered practices (Quarterly)</td>
</tr>
<tr>
<td></td>
<td>Direct observation of people supported (Quarterly)</td>
</tr>
<tr>
<td></td>
<td>Incident reports, restraint, 911 calls, etc. (Quarterly)</td>
</tr>
<tr>
<td></td>
<td>Organizational data (retention/tenure, etc.)</td>
</tr>
<tr>
<td>Are there changes in universal quality of life?</td>
<td>Quality of social and physical environment interviews</td>
</tr>
</tbody>
</table>
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
Fidelity of Implementation: MN Team Checklist

Minnesota Team Implementation Checklist:
Planning Tool for Integrating Person-centered and Positive Support Practices

Please complete as a team and submit quarterly to: ____________________________

Team Members: _____________________________________________________________

Person(s) Completing Report: ______________________________________________

---

Checklist #1: 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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Net Started (6 points)</th>
<th>In Progress (4 points)</th>
<th>Achieved (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Team established (administration, management, direct support staff, county staff, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Team has regular meeting schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Plans completed for including feedback in planning process from people living and/or working in setting, families, guardians, case managers, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Team has a clear purpose and mission that aligns with the person-centered values identified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Team has an effective meeting process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Team has Key Contact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. A facilitator’s support &amp; active involvement (attendance in meetings, support for systems change, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Staff Commitment

8. Staff members are aware that the organization is implementing person-centered and positive support practices

9. Team ensures readiness of people to participate in each person-centered and positive support practice

10. Staff members are directly involved in organization-wide planning

---

White Form
Team Implementation Across Positive Supports

Blue Form
PBS Subscale Items

Pink Form
Person-centered Practice Items

Domains
- Team
- Staff Commitment
- Self-Assessment
- Action Planning
- Staff Development
- Evaluation
- Visibility
Scoring the MN Team Checklist

• Implementation Points
  – Achieved = 2
  – In progress = 1
  – Not Started = 0

• Percentage of Items Implemented
  – Overall 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
MN TEAM IMPLEMENTATION CHECKLIST
BASELINE DATA (6/16-10/16)

Overall Fidelity Tool  Person-Centered Thinking Subscale  Positive Behavior Support Subscale

Percent Complete

Agencies in Cohort 2
Overall Baseline Fidelity Data
West Central Region

Overall Fidelity Tool Data
West Central Region

Percent Complete

Agencies in Cohort 2B
Agency 1  Agency 2  Agency 3  Agency 4  Agency 5  Agency 6  Agency 7  Agency 8

0/17/16  10/12/16
Overall Baseline Fidelity Data
West Central Region
Public Health Organization Example
MN Team Checklist

Public Health Team

<table>
<thead>
<tr>
<th>Subscale</th>
<th>% Complete 6/17/16</th>
<th>% Complete 10/13/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Staff Commitment</td>
<td>80%</td>
<td>90%</td>
</tr>
<tr>
<td>Self Assessment</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>Action Planning</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>Staff Development and Performance</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>Evaluation</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Visibility</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Person-Centered and PBS Self-Assessment and Action Planning--Public Health Team

Team Roles
• 8 Team Members
• 1 Key Contact
• 4 Coaches
• 2 PBS Facilitators (In Training)
• 1-2 PCT Trainers (Identified to be Trainers)

Monthly Team Meetings (5)

Implementation Areas Targeted
• 2016 Case Management (Over and Under 65)
• 2017 Family Health and Hospice
Establishing the Vision: Public Health Outcomes Statements

People Who Receive Support:
• People are feeling a part of the community
• Have enough supports available so people who receive services can succeed

Employees/Staff:
• Leadership works to balance the important “to’s” of staff vs. the important “for’s” for the agency
• Staff are willing to adapt to others’ to’s and for’s
Public Health Outcomes Statements (Continued)

Organization

• The organization will empower people to succeed in reaching goals that are important to them
• The organization will foster better relationships with other community partners

Community

• The community members will work, live and play with each other side by side
• The community will provide more inclusive services with less stigma
Action Planning Item Examples

• All Case Managers Participate in PCT Training by 2016
• Policy Changes Made to Care Plan Format
  – Person-Centered Language
  – Ease of Use/Decrease in page numbers
• Coaches Teach Tools to Case Managers
  – Monthly Meetings Over and Under 65
  – All Case Managers Quarterly
• Implement PBS Matrix Within Case Management Meetings as First Step
• PBS Training for Two Members
• PCT Training 1-2 Members
• Person-Centered Planning (Picture of a Life)
  – 2 People

• Increase Visibility of Implementation Efforts
  – Restroom “The Installment”
  – Website

• New Staff Orientation Training in PCT

• Integrating Person-Centered Principles into Employee Performance Evaluations

• Collaboration with 5 Counties in Regional Rural Area:
  – Share Trainers
  – Leverage Resources
  – Monthly Regional Meetings
# Public Health Matrix for Case Managers

<table>
<thead>
<tr>
<th>SETTING</th>
<th>Office</th>
<th>Travel</th>
<th>Breaks</th>
<th>Meetings</th>
<th>Paperwork</th>
<th>Leave Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clear, Open Communication</strong></td>
<td>Meet with administrators/supervisors/colleagues to share concerns</td>
<td>Keep calendars up to date so people know where we are</td>
<td>Being sensitive to topics being brought up related to work</td>
<td>Share ideas, opinions, and honest reactions during the meeting</td>
<td>Laying out what needs to be done each day</td>
<td>Make sure people know what is happening the next day</td>
</tr>
<tr>
<td><strong>Respect Each Other</strong></td>
<td>Be aware of smells, music, cooking food, etc. in a manner that respects the rights of your cube mates</td>
<td>Plan your schedule around calls. If you are late, call</td>
<td>Learn more about each other and share</td>
<td>Allow those to speak who want to</td>
<td>Take the time to greet each other even when in the midst of work</td>
<td>Acknowledge the efforts and work of the day</td>
</tr>
<tr>
<td><strong>Help Each Other</strong></td>
<td>Offering Assistance – “Do you need help?”</td>
<td>Offer to take turns driving</td>
<td>Encourage others to take a break</td>
<td>Problem Solving – Look at tools for Problem solving and finding solutions</td>
<td>Look out for each other and the things that need to be done. Ask how you can help</td>
<td>Turn off the lights – Encourage people to leave work at the door</td>
</tr>
</tbody>
</table>
PCP-PBS Systems Evaluation Tool (PCP-PBS SET)

- External Evaluation
- Half Day Onsite Visit
- Administrator and Key Contact Interviews
- Document Reviews
- Observation
Person-centered Practices and Positive Behavior Support Systems Evaluation Tool
Public Health Organization - 11/14/2016

- Team Action Planning and Stakeholder Involvement
- Universal Person-Centered Strategies
- Universal Positive Behavior Support
- Cultural Awareness Strategies
- Monitoring Plans and Organization-wide Data for Decision Making
- Support for Staff Learning New Skills
- Visibility
- Total

Percent Complete Scale
Direct Observation

Person-Centered Practices
Social Engagement
Positive Social Behaviors
MINNESOTA DIRECT OBSERVATION FORM

This tool can be used to assess how well an organization is implementing person-centered practices and positive behavior supports in two different ways: 1) observe staff and/or people being supported in a setting, and 2) as a self-assessment process. Observations may be conducted within a county, public health, or mental health organization to observe changes in staff or within provider organizations to observe changes in behavior of both staff and people receiving support.

Instructions for Observations: Record your observations of staff and/or people living/working in a setting during a 20-minute period of time. Complete the attached worksheet before starting an observation and review the definitions for each item below before you begin the observation.

Date and Time of Observation: ____________________________

Setting Observed: ______________________________________

Number of People Present During Observation Session:

- Number of Staff Members: _____________________________
- Number of People Observed During Session: _____________

Please gain consent from anyone observed. Please use the following script for people receiving services: We want to do a better job supporting you. We made a list of the things we are learning to do so that we don’t forget to use them. Can we spend time with you today to see if the list we made is helpful for you?

Part 1
Observe staff using the list below.

Person-Centered Behaviors

- Person-Full Language
- Nonjudgmental Descriptive Language
- Working in Alliance with the Person
- Reflective Listening Skills
- Person-Centered Thinking
- Demonstrates Empathic Behavior

Subtotal: ___/6 ______ %

Promoting Social Engagement & Interactions

- Encouraging Others to Engage in Social Interaction
- Supporting Choices
- Reinforcing Others

Subtotal: ___/3 ______ %

Total for Part 1: ___/11 ______ %

Part 2
Observe up to two staff members while they are working or observe people who are receiving services using the list below.

Opportunities to Participate in Positive Social Interactions

- Active Involvement in Conversations/Meetings/Activities
- Engaging in Identified Social Behaviors

Total for Part 2: ___/2 ______ %

Observation and Coaching Systems

Example Data

Part 1: Observations of Staff Across Settings

Percent Items Observed vs. Quarterly Observation

- Setting 1
- Setting 2
- Setting 3
Inter-Rater Agreement for Onsite Evaluation/Direct Observation

- 2 ICI Staff Achieve 80% Agreement
- Introduce Direct Observation Training at First Onsite
- Train 1-2 Team Members to 80% Agreement
- Create Regional Inter-Rater Process
  - Team Member from Organization A Gathers Data for Organization B
  - Team Member in Organization B Returns Favor
- Maintain Agreement with ICI Staff (25% Ideal)
Public Health Onsite Pilot

• Observations of Case Manager Meeting
• 81% Inter-Rater Agreement (3 Observers)
• Collecting Onsite Impact Data From
  – Main Office (Org. Data)
  – Coaches (Use of Tools)
  – Case Managers (Use of Tools, Incidents)
• Part 1 Baseline Results (11/14/2016) Overall – 55.5%
  – Person-Centered Behaviors – 66.6%
  – Promoting Social Engagement and Interactions – 33.3%
• Part 2 Baseline Results (11/14/2016)
  – Opportunities to Participate in Positive Social Interactions – 50%
Come Visit Us at APBS in Denver

• Progress on Onsite Evaluation Data
• More Case Studies Across Different Organizations
• State-Wide Summaries of Organization-Wide Data
• Next Steps After Piloting Tools
• Regional Planning Efforts
Contact Information

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University Of Minnesota,
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Minneapolis MN 55455
Primary Prevention Resources

Minnesota Tools – www.mnpssp.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.)

Person-Centered Thinking
• SDA Toolbox - http://sdaus.com/resources

Other Resources
• Agency Self-Evaluation Tool for Organizational Capacity to Support Persons With Challenging Behavior (Baker & Feil, 2000)
• 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
Person-Centered Organizational Development Tool
Impact Newsletter

Resources From
Dean Fixsen and Colleagues

Implementation Research: A Synthesis of the Literature

• [http://nirn.fpg.unc.edu/resources/implemen...-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](http://implementation.fpg.unc.edu)

• Modules and Lessons:
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