

Three-Tiered Implementation of Person-Centered Positive Behavior Support: Integrating Cultural Awareness

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Purpose

- Minnesota's Infrastructure for Implementing Person-Centered Practices & Positive Behavior Support
- Training and Technical Assistance Related to Cultural Responsiveness
- Example of a Minnesota County Team Implementation
- How Evaluation Data Embed Items Related to Culture Across Tools

Three Major Terms

1. Person-Centered Practices
2. Universal Person-Centered Strategies
3. Person-Centered Planning



Implementing Multi-Tiered Systems of Support

Positive Behavior Support

Tertiary Stage

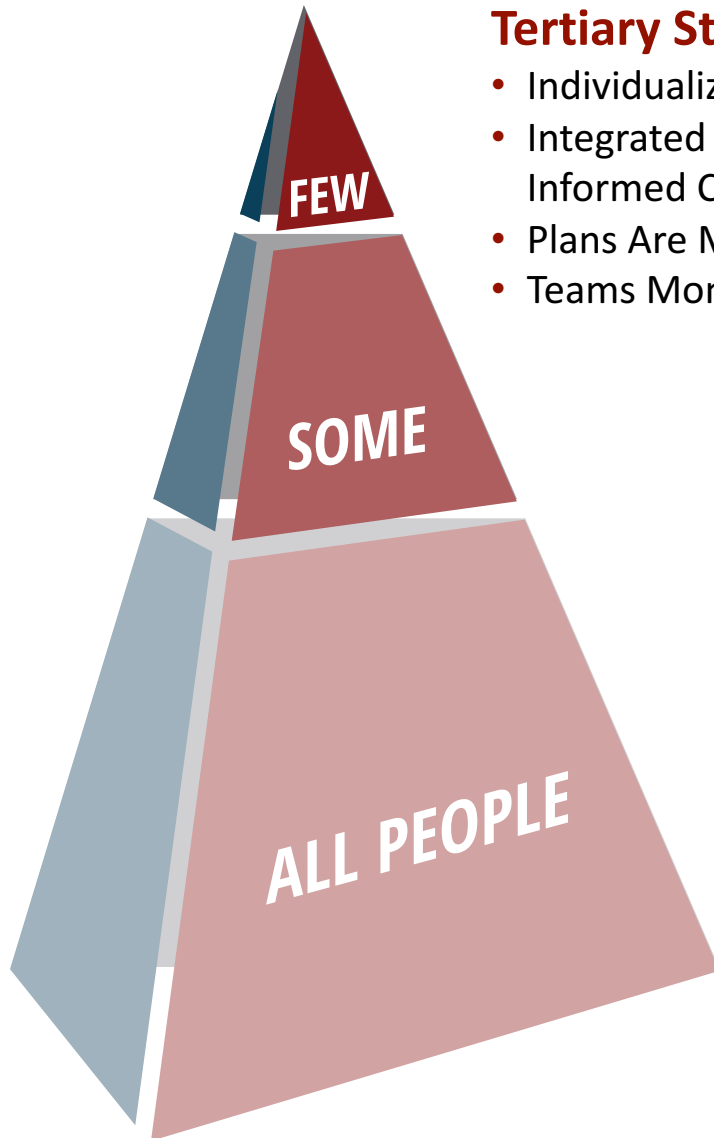
- Individualized PBS Plans
- Integrated with Other Positive Supports (PCP, Trauma-Informed Care, DBT, Etc.)
- Plans Are Monitored- Data-Based Decision Making
- Teams Monitor Progress of Each Person

Secondary Stage

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

Universal Stage

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



Positive Behavior Support

Person-Centered Practices
& Planning

Organizational Workforce

Implementing Multi-Tiered Systems of Support

Person-Centered Practices & Planning

Tertiary Stage

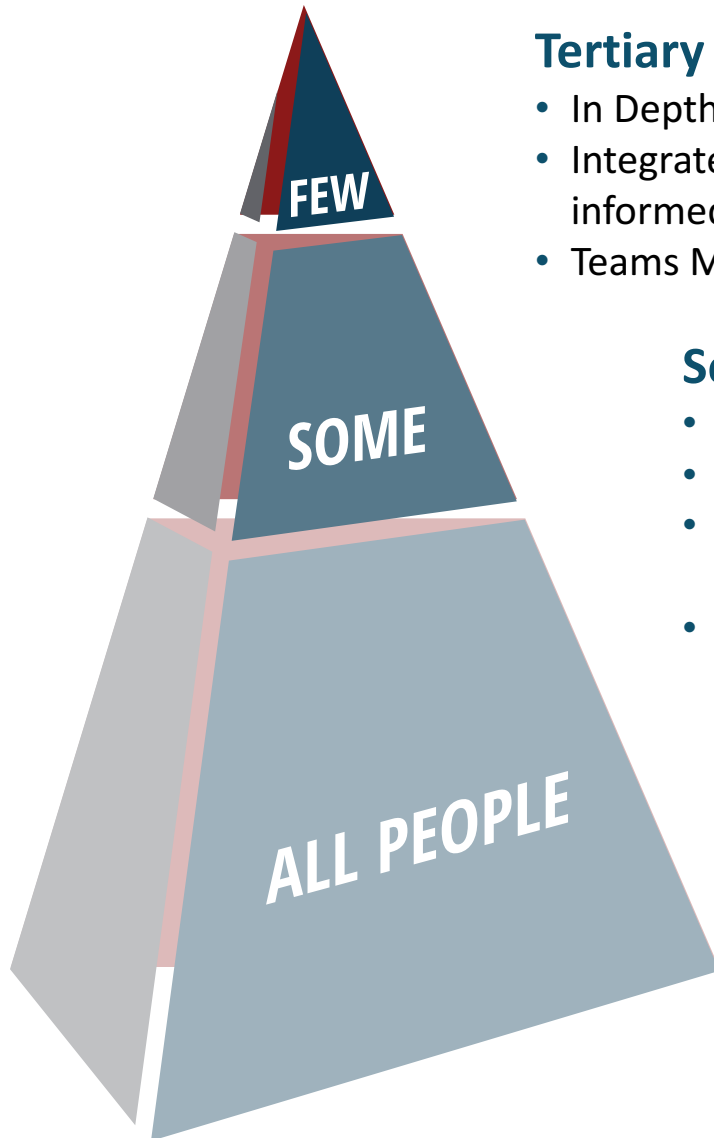
- In Depth Person-Centered Plans
- Integrated Plans (PCP, PBS, Trauma-informed Therapy)
- Teams Monitor Plan Progress

Secondary Stage

- Monitor PCT Action Plans
- Additional Quality of Life Strategies
- Increase Strategies for Supporting Independence and Community Involvement
- Mental Health and Wellness Interventions

Primary Stage

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



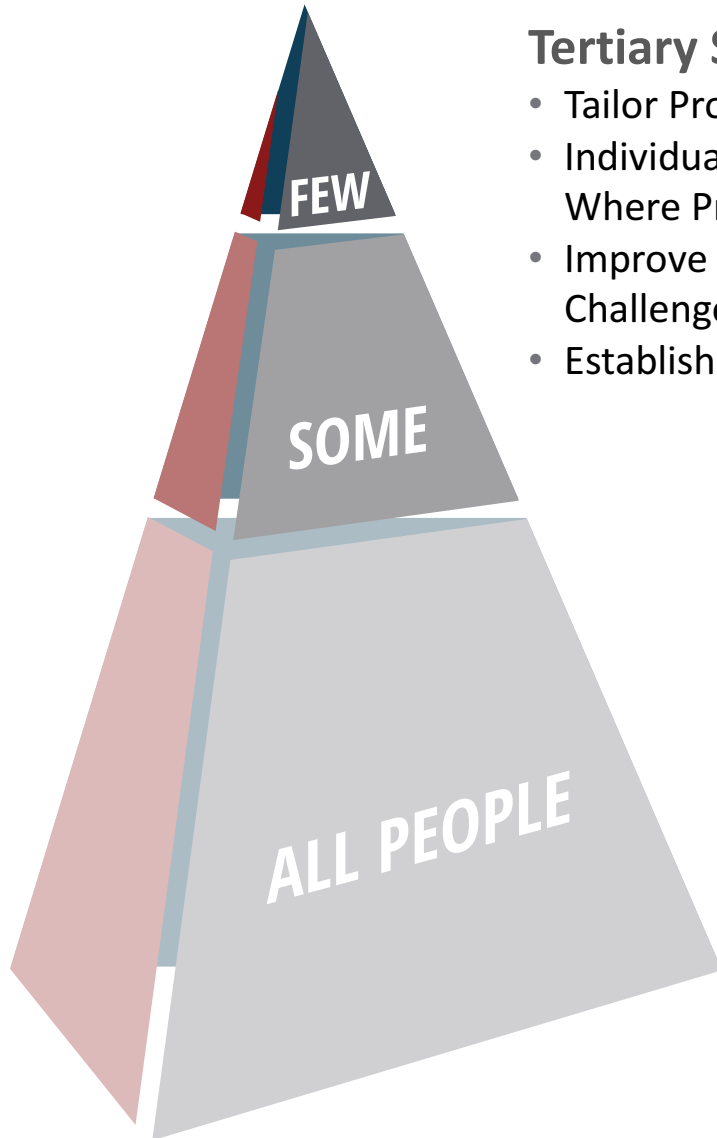
Positive Behavior Support

Person-Centered Practices
& Planning

Organizational Workforce

Implementing Multi-Tiered Systems of Support

Organizational Workforce Development



Tertiary Stage

- Tailor Problem Solving for Specific Problematic Situations
- Individualize Training and Mentoring to Address Unique Settings Where Problems Occur
- Improve Supervision and Mentoring for Locations Experiencing Challenges
- Establish Matching/Hiring Tailored to Individualized Plans

Secondary Stage

- Monitoring and Early Intervention
- Training Targeted for Groups
- Targeted Strategies to Improve Specific Settings
- Simple Problem Solving for Challenging Situations That Occur in More Than One Situation

Universal Stage

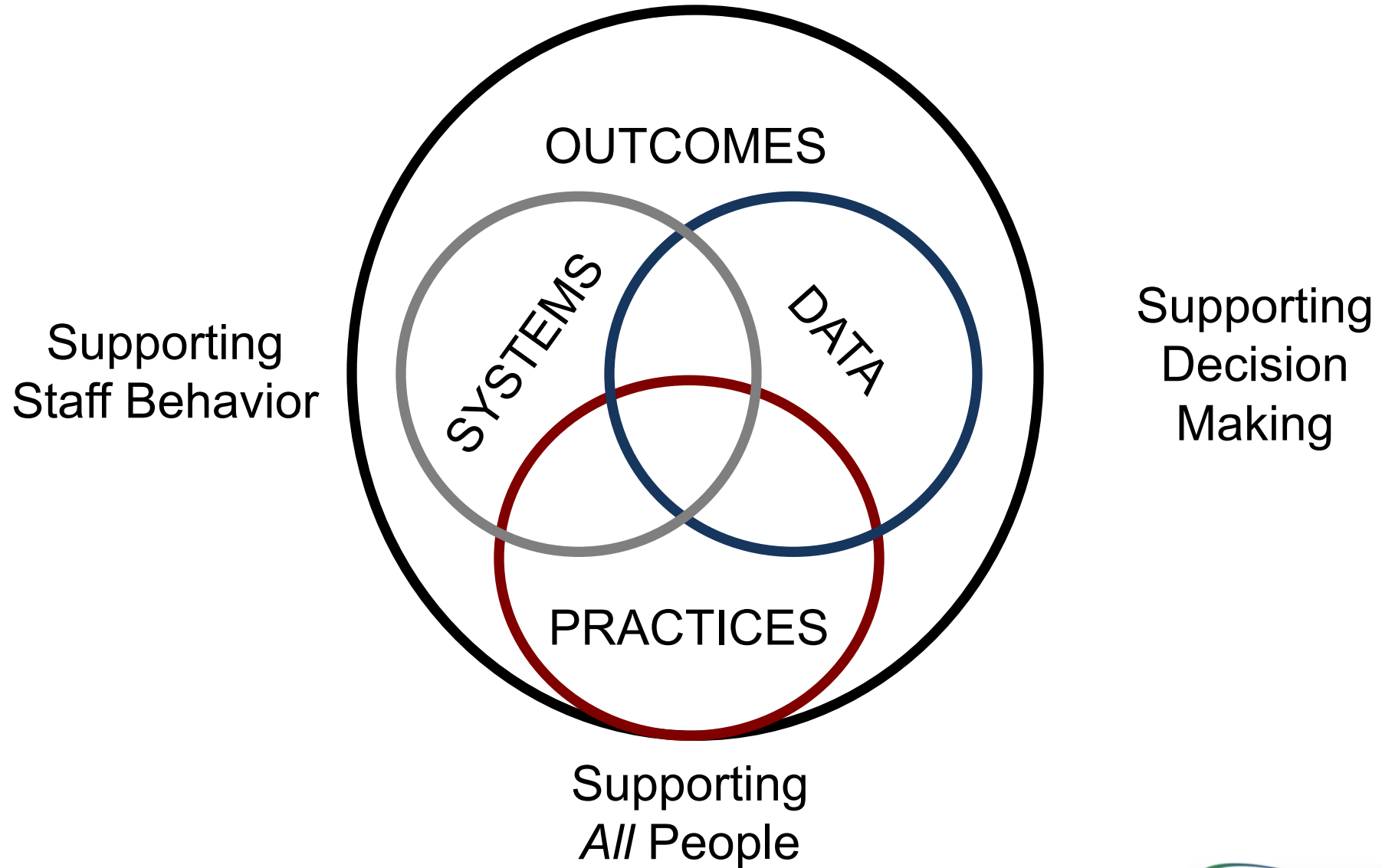
- Align Policies to Person-Centered Practices
- Revise Job Descriptions, and Performance Evaluations
- Integrate Person-Centered Practices and PBS With New Orientation and Ongoing Instruction
- Use Data for Decision Making

Positive Behavior Support

Person-Centered Practices
& Planning

Organizational Workforce

Improving Quality of Life



Teams Involved in Systems Change

Across the Lifespan (Children and Adults) Including:

Provider Organizations

Residential Home Settings

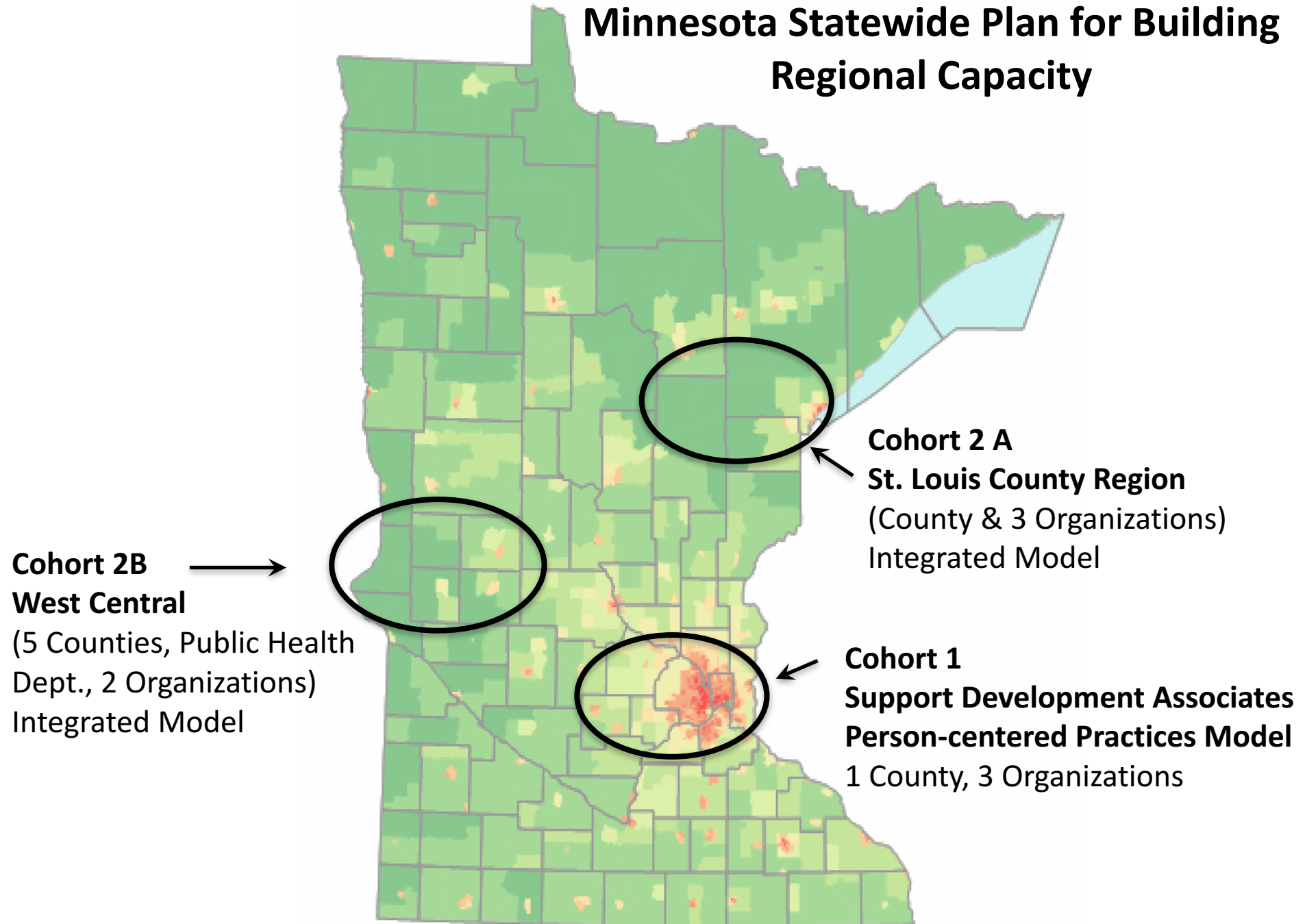
Employment Settings

Public Health Organization

County Teams

Mental Health Service Providers

Minnesota Statewide Plan for Building Regional Capacity



Universal Person-Centered Practices & PBS Key Roles & Training Systems

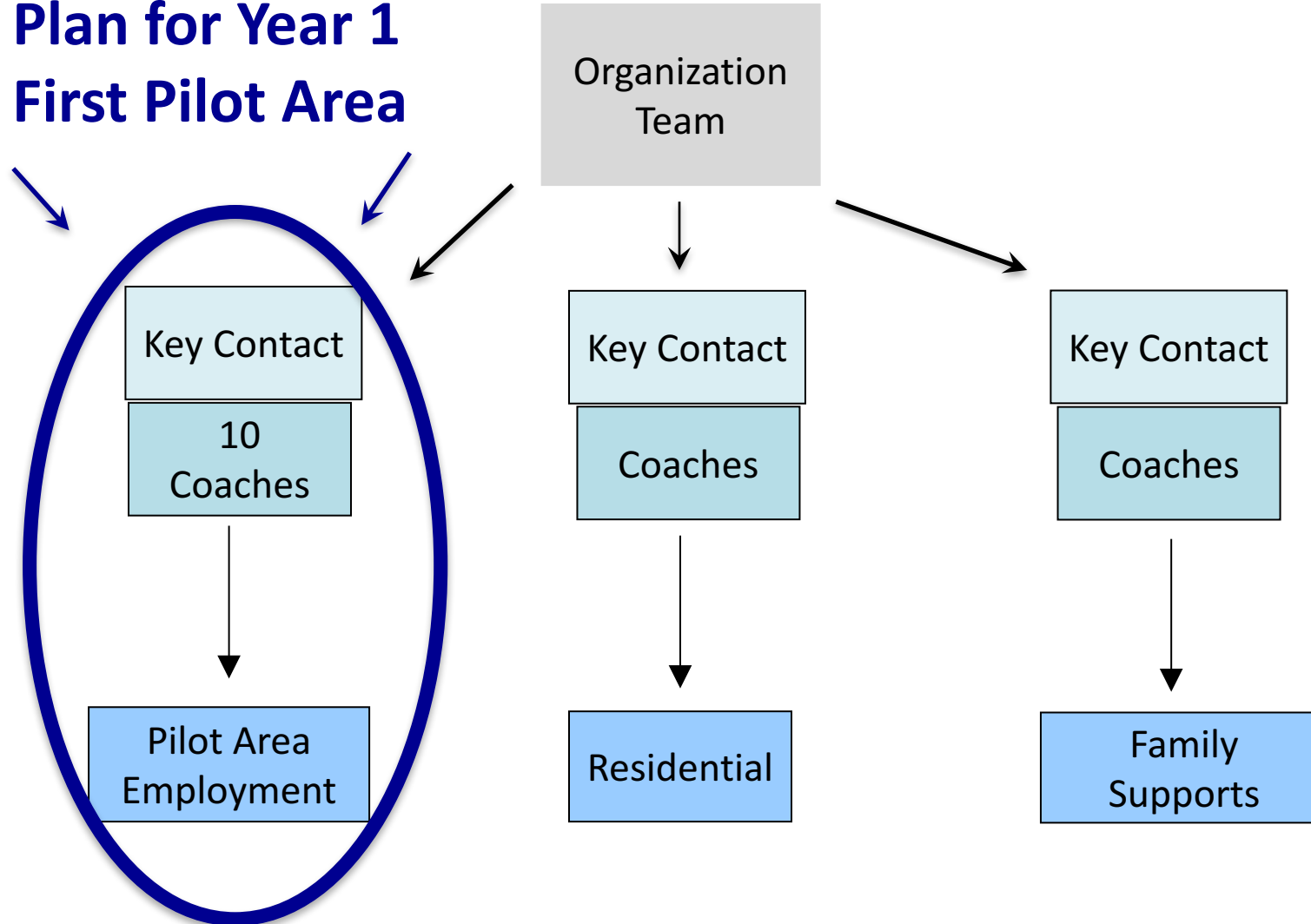
- Team-Based Action Planning
- Key Contacts
- Coaches in Each Organization
- Trainers
 - Person-Centered Thinking Trainers
 - Person-Centered Planners
 - PBS Facilitators

Example 1

Considering A Plan That Works

Larger Organizations -- One Geographic Area

Plan for Year 1
First Pilot Area



Training Layers

Universal (Year 1)

- Team Training (5 days)
- Regional Trainers
- PCT Coach Training
- Person-Centered Thinking Trainers
- Picture of a Life Planners/Trainers
- PBS Facilitators

Secondary and Tertiary (Years 2 and 3)

- Team Training (4 Days)
- Secondary Team – Data-based Decision making/monitoring
- Regional Trainers
- PCT Coach Training
- Person-Centered Thinking Trainers
- Picture of a Life Planners/Trainers
- PBS Facilitators

Main Universal Activities – Year 1

Person-Centered Practices

- Self-Assessment/Action Plan Items
- Vision – Now and In Future
- Outcome Statements
 - People Supported
 - Employees
 - Organization
 - Community
- 3-Year Backward Planning
- History Map
- Applied Coach Activities



Positive Behavior Support

- Self-Assessment/Action Plan
- Consensus-Based Sharing and Problem Solving
- Social Skills Matrix
- Strategies for Reinforcing Social Skills
- Observations of Implementation
 - Person-Centered
 - Social Skills and Engagement
- Introduction to Data-Based Decision Making

Examples of Universal Stage – Person-Centered Practices

- **Changing Documents and Reports**
 - Edit of Language to be More Person-Centered
 - Paperwork/Documents Reflect Important To/For
 - Length of Report
- **Implementing PCT Tools**
 - 2-Day Training for Targeted Staff
 - Used in Meetings
 - Included in Performance Evaluations
 - Used While Supporting People
- **Universal PCT For People We Support**
 - Person-Centered Description for People Receiving Support
 - Action Plans Connected to Descriptions
- **Integrating Person-Centered Approaches and Tools in Training**
 - New Staff Orientation
 - Ongoing Mentoring

Examples of Universal Stage - Positive Behavior Support

- **Dedicating Meeting Time for PBS**
 - Case Manager/Social Worker Meetings
 - Organization-Wide Team
 - All Staff
- **Implementing the PBS Matrix**
 - With People We Support Directly Involved in Process
 - Within Meetings in Our Organizations
 - Introducing Positive Social Interactions Using Skits and Activities
 - Creating Strategies for Practicing and Reinforcing Positive Social Behaviors
- **Direct Observation of Meetings**
 - Increasing Person-Centered and Positive Behaviors
 - Increasing Mindfulness and Awareness of Our Language & Actions
- **Use of the Universal Quality of Life Checklist**

Examples of Universal Stage Organizational Workforce

- **Team Data-Based Decision Making Using Organizational Information**
- **Align Person-Centered Practices and PBS by Integrating With**
 - Position Descriptions
 - Training Materials
 - Job Hiring and Interviewing
 - Performance Reviews Teams
- **Action Planning Based on Review of**
 - Staff Climate/Satisfaction
 - Satisfaction of People Supported
- **Regular Review of Policies and Procedures for**
 - Alignment with Person-Centered Practices
 - PBS

Understanding Cultural Competence in Organization-Wide Planning

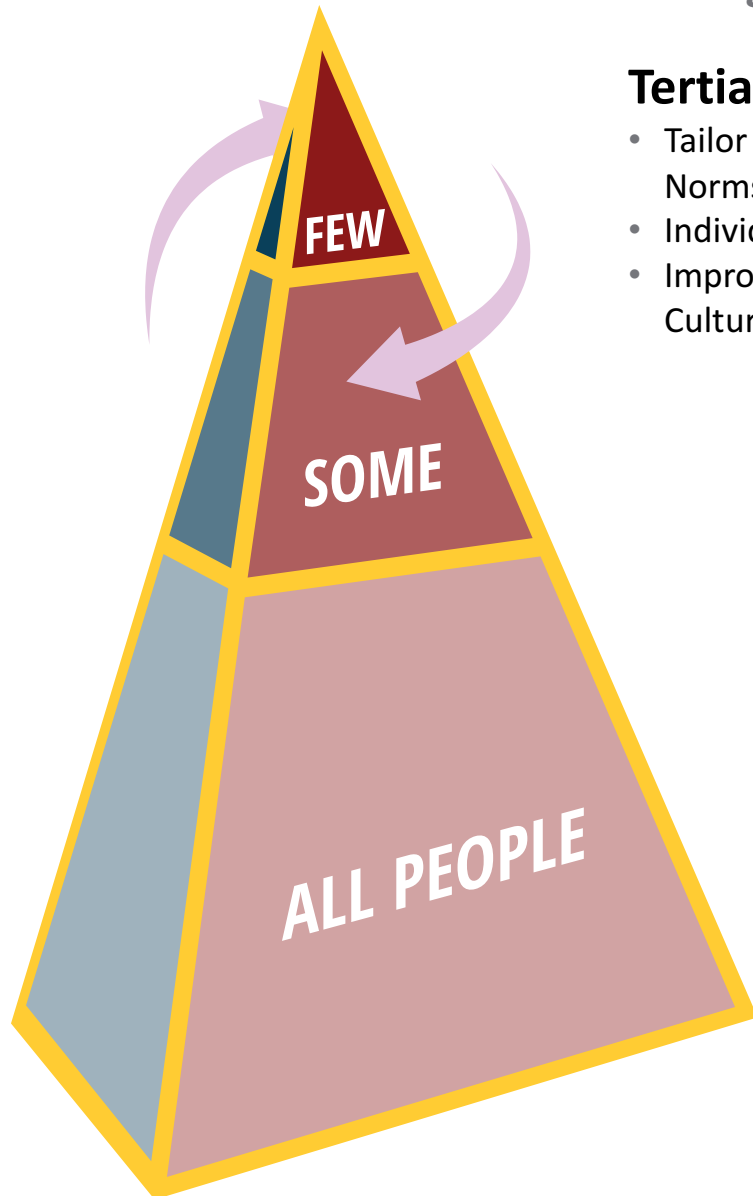


Minnesota Department of **Human Services**

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Implementing Multi-Tiered Systems of Support

Embedding Cultural Awareness



Tertiary Stage

- Tailor Problem Solving for Specific Problematic Situations Which Incorporates Cultural Norms and Awareness
- Individualize Training and Mentoring to Address Unique Settings Where Problems Occur
- Improve Supervision and Mentoring for Locations Experiencing Challenges Which Include Cultural Responsiveness

Secondary Stage

- Awareness of Cultural Bias and Norms when Monitoring and Early Intervention
- Training Targeted for Groups
- Culturally Appropriate Targeted Strategies to Improve Specific Settings
- Simple Problem Solving for Challenging Situations That Occur in More Than One Situation

Universal Stage

- Using a Cultural Lens When Developing Policies
- Recognizing Culture When Developing/Completing Job Descriptions and Performance Evaluations
- Offering Culturally Relevant Trainings in New Orientation and Ongoing Instruction
- Meaningful Data Collection-Collecting Data on Diversity to Guide Decision Making
- Encourage Diverse Cultural Point of View
- Encourage Self-Assessment
- Varying Perspective and Interpretation of Self-Determination and Choice Making

Culture

- [Culture] is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by [a human] as a member of society.(UNESCO).
- “**Culture** is defined as the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group.” (Center for Advanced Research on Language Acquisition, U of M).

“It is not possible to be truly sensitive to someone else’s culture until one is sensitive to one’s own culture and the impact that cultural customs, values, beliefs, and behaviors have on practice.”

(Lynch & Hanson, 1997)

Changing Demographics of the U.S Population: 2014 to 2060

The U.S. population is projected to increase from 319 million to 417 million, reaching 400 million in 2051

By 2044, more than half of all Americans are projected to belong to a minority group (any group other than non-Hispanic White alone); and



Image: <https://www.cdc.gov/minorityhealth/events/index.html>

Data Source: United States Census Bureau Retrieved on 02/02/17 from <https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf>

Foreign-born population

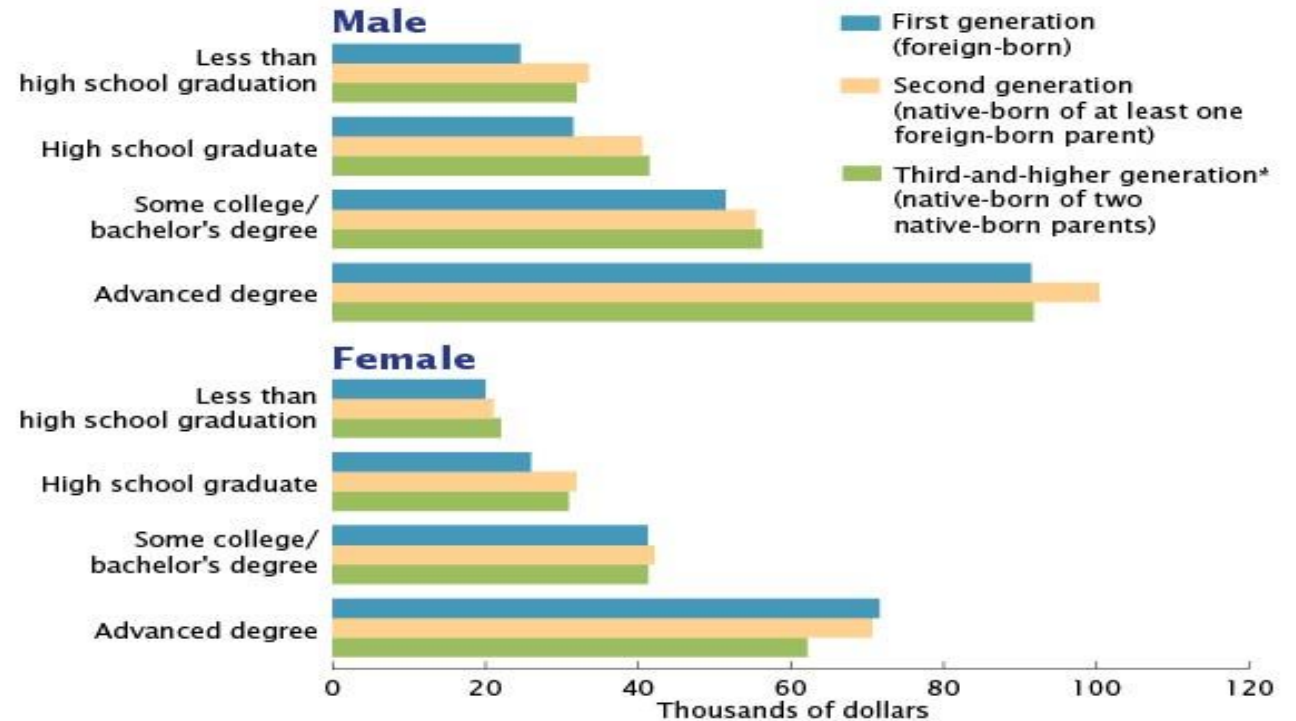
By 2060, nearly one in five of the nation's total population is projected to be foreign born

Children of foreign-born parents, the second generation, were more likely to be college-educated and have higher incomes than parents' generation.



Generational Earnings and Education

Median Earnings of Full-Time, Year-Round Workers Ages 25 to 64



Note: Refer to "Characteristics of the U.S. Population by Generational Status: 2013" for comparisons of the estimates. Data shown for 2012 reference year.

*Three quarters of the U.S. population were third-and-higher generation.

United States
Census
Bureau

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

Source: 2013 Current Population Survey,
Annual Social and Economic Supplement
www.census.gov/programs-surveys/cps.html

http://www.census.gov/library/visualizations/2016/comm/cb16-203_earnings_education.html

<http://www.census.gov/topics/population/foreign-born.html>

Embedding Cultural Competency
into Minnesota's Infrastructure-
Positive Behavior Supports

Cultural Norms and Communications

Cultural Norms Might Influence Communication in Many Ways, Including:

- Greeting, Hand-Shaking
- Eye Contact
- Use of Gestures
- Comfort with Silence
- Turn-Taking
- Space –Comfort Zone
- Topics of Conversation
- Asking and Responding to Questions
- Interruptions, Use of Humor



Source: American Speech-Language-Hearing Association. (2010). Cultural Competence Checklist: Personal reflection. Available from www.asha.org/uploadedFiles/practice/multicultural/personalreflections.pdf.

Slide source: @2016 –University of MN, Institute on Community Integration, Research and Training Center on Community Living.

Cultural Norms and Values

- **Cultural Norms Might Influence:**
 - Perception and Understanding of Disease and Risky Behavior
 - Disability
 - Attitudes Towards Authority
 - Access to Care
 - Preference in Medical Setting
 - Decision-Making Roles
 - Time
 - Identification
 - Carrying ID

Source: American Speech-Language-Hearing Association. (2010). Cultural Competence Checklist: Personal reflection. Available from www.asha.org/uploadedFiles/practice/multicultural/personalreflections.pdf.

Slide source:@2016 –University of MN, Institute on Community Integration, Research and Training Center on Community Living.

Cultural Competence

Cultural Competence is the Ability and Willingness to:

- Increase Knowledge and Understanding of Cultural Differences
- Acknowledge Cultural Assumptions and Biases
- Make Changes in Thought and Behavior to Address those Biases

Source: National Center for Biotechnology Information, U.S. National Library of Medicine.

<http://www.ncbi.nlm.nih.gov/books/NBK64076/>

Moving Towards Cultural Competency

- Knowledge of Cultural Competence
 - Individual
 - Organizational Level
 - Assessment
- Understanding the Stages of Cultural Competence
- Based on Cultural Competence Assessment, Implementing Changes
- Long-Term, Ongoing Process planning

Adopted from Substance Abuse: Administrative Issues in Outpatient Treatment. Series No.46. Center for Substance Abuse Treatment.

Cultural Awareness

- To Understand the Reasons for Our Actions and Reactions
- First Step in Learning about Other People's Culture
- Opportunity to Quell Preconceived Stereotypes and Prejudices
- Prevent Ethno-Centric Tendencies
- To Prevent Misunderstandings

Embedding Cultural Competency
into Minnesota's Infrastructure-
Person-Centered Practices

Cultural Diversity and Person-Centered Practices

- Person-Centered Practices Helps to Create a Culture That Celebrates Diversity
- Key to Success: Teaching Awareness of Our Cultural Assumptions
- Cultural Blindness Can Create Barriers to Implementing Person-Centered Planning
- Using Visuals, Graphics, Pictures Decreases Reliance on Language

Accidental Cultural Blindness

*It is Important to Use Person-Centered Practices in a Way that Avoids
Accidentally Exerting 'Power Over' Other People*

Person Centered Thinking

- Underlies and guides respectful listening which leads to actions, resulting in people who:
 - Have positive control over the life they desire and find satisfying;
 - Are recognized and valued for their contributions (current and potential) to their communities; and
 - Are supported in a web of relationships, both natural and paid, within their communities

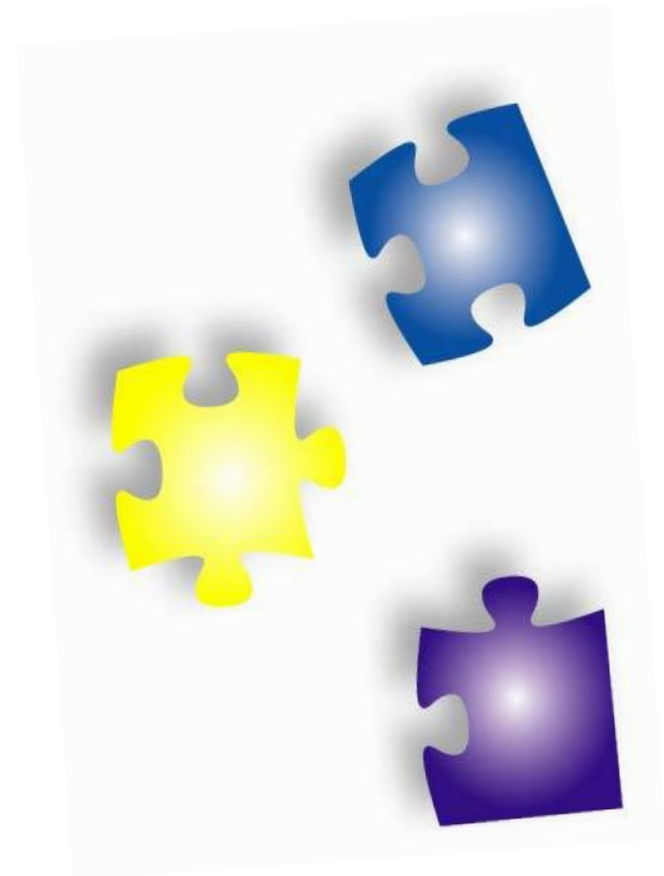
Core Concept:

IMPORTANT TO
AND
IMPORTANT FOR
AND
THE BALANCE BETWEEN
THEM

Discovery/Listening Tools

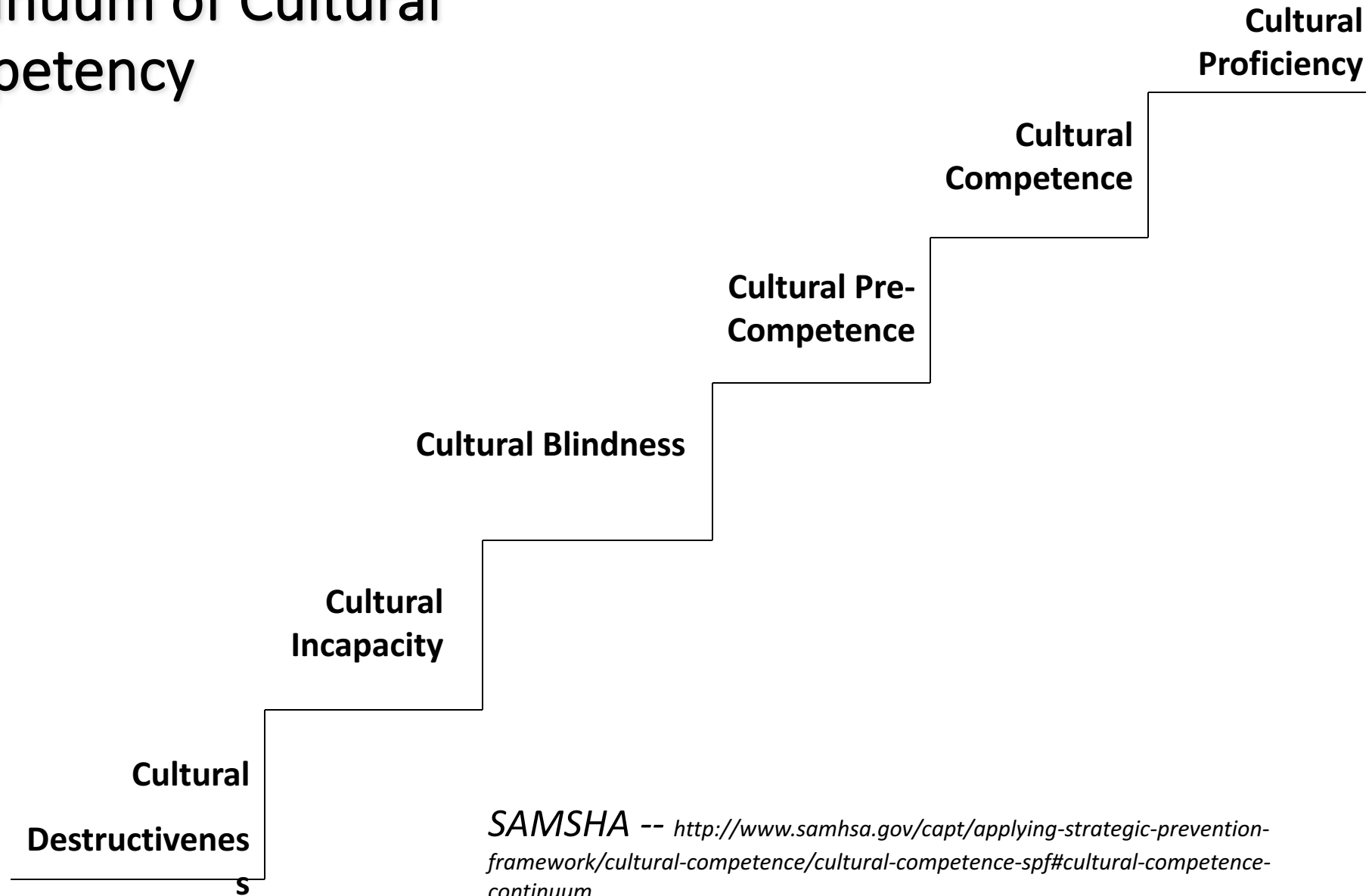
6 methods for collecting information

- ✓ Relationship Map
- ✓ Rituals and Routines
- ✓ Good Day/Bad Day
- ✓ Two Minute Drill
- ✓ Communication Chart
- ✓ Reputations



Building Culture into Action Planning

Continuum of Cultural Competency



SAMSHA -- <http://www.samhsa.gov/capt/applying-strategic-prevention-framework/cultural-competence/cultural-competence-spf#cultural-competence-continuum>

Team Activity – Integrating Cultural Awareness

Cultural Awareness Item	Action	Date	Person Responsible
Assess diversity of organization and the local community	Use Wednesday meeting to discuss		ALL
Work with staff to create strategies for increasing cultural awareness across the organization aligned to team's outcome statements	Spell out the different cultural backgrounds of employees and service recipients in the company and discuss how to effectively work with these members		Pete, Ryan
Integrate cultural awareness into staff development and competency-based training	Add to as an element into reviews?		HR
Identify as a team the dominant cultures within the organization and whether there are subcultures that team needs to learn more about	Sit down as a team in the Wednesday meeting to discuss this		ALL
Reach out to community members to increase natural supports, recruit diverse staff members, etc	Add this as an element of action plan items - reaching out to community members - use SSL Facebook page		Ryan
Team evaluates impact of cultural awareness (surveys, disparities related to incidents, 911 calls, diversity of staff, staff turnover, etc.)	Review incident reports, send staff survey, talk with diverse groups of staff to see how to make changes to help and educate clients in multi-cultural group		Laura, Beth, Pete

Exemplary Implementation in a County Setting



Person-Centered and PBS Self-Assessment and Action Planning—A County Example

Team Roles

- 26 Organization-wide Team Members
- 4 Key Contacts
- 10 Coaches
- 2 PBS Facilitators (in training)
- 1 Person-Centered Thinking Trainer (in training)

Monthly Team Meetings

Implementation Areas Targeted

- Developing Person-Centered Plans for People Receiving Services
- Improving Interactions Between Team Members
- Integrating Cultural Awareness into Organization Development Process

Outcomes for People Who Receive Support:

- I make meaningful contributions to my community.
- I am who I want to be, not who others expect me to be.

Outcomes for Employees/Staff:

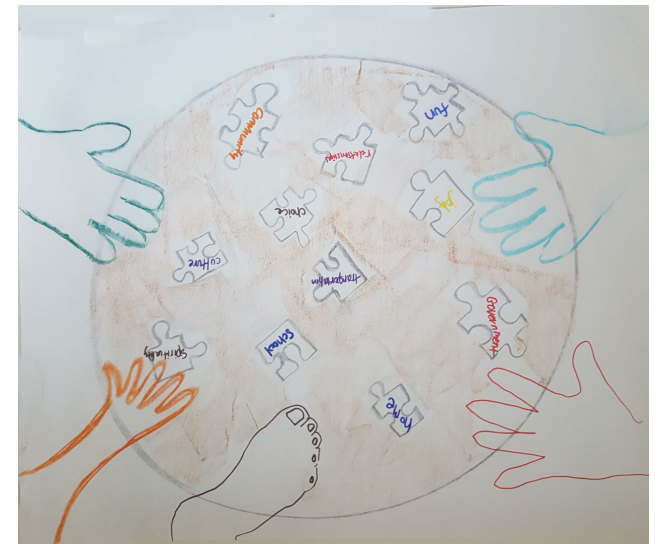
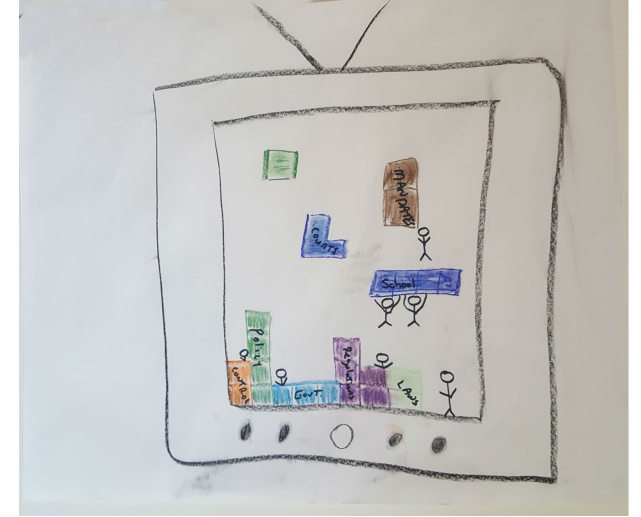
- We are honest, have integrity, and are respectful of others.
- We have time to spend with people to really listen and intentionally engage with the people and partners.

Outcomes for Organization:

- People are our priority and we value and take time to see and understand others' perspectives.
- People are our priority.

Outcomes for Community:

- Inclusive collaborative community campaign.
- There are no "those" people. No more us and them.



Action Plan Implementation Examples

- Completed 10 Person Centered Plans
- Using Person-Centered Thinking (PCT) Tools With People Receiving Case Management Services
- Awareness Presentations and Discussions Across Other Units
- Integrating PCT Across Meetings
- Training PBS Facilitators
- One PCT Trainer Selected for State Funded Training
- Tools Available to Employees
- Planning to Make a “Skit” Showing How to Complete a Personal Description and Action Plan for Co-Workers
- Adding PCT Tools to Adult Services Portal
- Ready to Start Observations

Personal Description & Action Plan

[Flo's Profile and Plan](#)

[Shirley's Profile and Plan](#)

County Team Matrix Example

		Consumer Driven Community Supports (CDCS) Meeting Matrix			
		Before meeting (planning)	At meeting, before it starts	While sharing person's information	While others share information
Person – Centered Values	Use Person Centered language	Email participants about upcoming meeting using person centered language. Prepare any handouts/documents using person centered language. (Waiver coordinator)	Provide friendly reminders to others to use person centered language in the consultation. Try to avoid unfamiliar acronyms or jargon in conversations.	Speak using person centered language during the discussion. Be receptive to feedback about your use of person centered language.	Reinforce people's use of person centered language in discussion and on CDCS plans. Provide gentle feedback about others use of person centered language and ideas about how to rephrase statements if needed.
	Show your respect for people	Waiver coordinator to email CDCS plan to participants prior to meeting for participants to review. Participants should review the CDCS plan prior to attending the meeting.	Participants should be in the meeting before the scheduled start time and put cell phones on vibrate.	Share only information that you need to about the person. Stay on task to the questions you want answered during the meeting, listen attentively to the feedback and suggestions offered by others.	Listen attentively to other's suggestions on the plan. After the person has shared their ideas, ask if you can give additional feedback or suggestions as needed.
	Demonstrated appreciation of culture	As participants review the CDCS plan, look for what role and identity culture plays in the person's life.	Check cultural bias and assumptions.	Share thoughts on the role culture plays in a person's life. Always bring up cultural experts including the person in the conversations. How can culture be incorporated into a person's CDCS plan?	Listen as other participants share their ideas on the role of culture in the person's life. Suggest the use of cultural experts, including the person. How can culture be incorporated into the person's CDCS plan?

		Consumer Driven Community Supports (CDCS) Meeting Matrix			
		Before meeting (planning)	At meeting, before it starts	While sharing person's information	While others share information
Person – Centered Value	Demonstrated appreciation of culture	As participants review the CDCS plan, look for what role and identity culture plays in the person's life.	Check cultural bias and assumptions.	Share thoughts on the role culture plays in a person's life. Always bring up cultural experts including the person in the conversations. How can culture be incorporated into a person's CDCS plan?	Listen as other participants share their ideas on the role of culture in the person's life. Suggest the use of cultural experts, including the person. How can culture be incorporated into the person's CDCS plan?

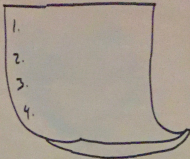
Team Activity – Integrating Cultural Awareness

Cultural Awareness Item	Action	Date	Person Responsible
Assess diversity of organization and the local community	Review staff data from previous survey.	11/23/16	Dani
Work with staff to create strategies for increasing cultural awareness across the organization aligned to team's outcome statements	Invite Diversity Action Team (DAT) to share information between both groups-share outcome areas with DAT.	10/27/16	Dani
Integrate cultural awareness into staff development and competency-based training	Provide training to org-wide team about cultural variety Complete training throughout agency on PBS and Matrix (senior managers and supervisors)	1/2017	Dani Dani and Laura
Identify as a team the dominant cultures within the organization and whether there are subcultures that team needs to learn more about	Start survey with org wide team and develop questions for survey to assess current standing.	6/2017	Dani
Reach out to community members to increase natural supports, recruit diverse staff members, etc.	Autism respite grant connecting with tribal support and NAACP to look at gaps analysis.		
Team evaluates impact of cultural awareness (surveys, disparities related to incidents, 911 calls, diversity of staff, staff turnover, etc.)	Education on broadening cultural definition, noting variety of values as well as race and ethnicity. Review bias in how people do there work with Decision Point Mapping – start in intake	Ongoing End of 2017	All team

The Beginning



Key Events



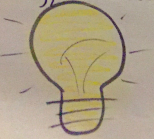
People



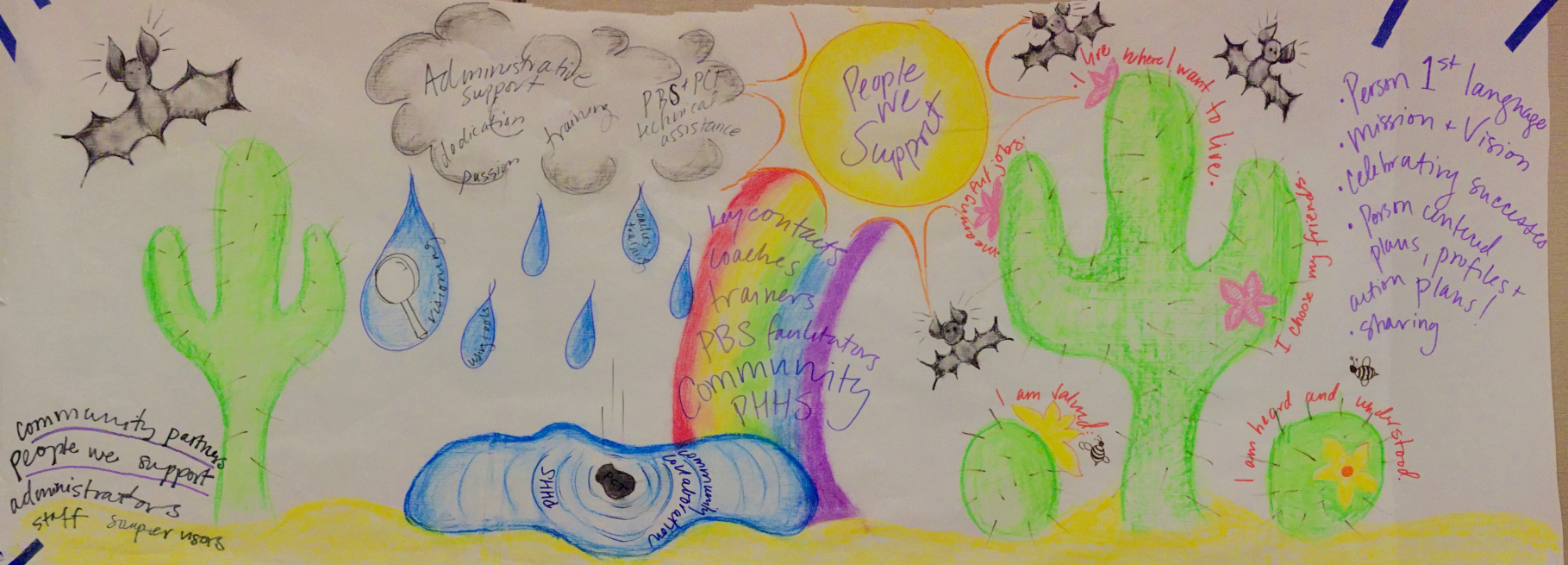
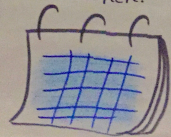
Results/Accomplishments



Learning/Discoveries



When?



Community partners
 people we support
 administrators
 staff super users

- Person 1st language
- Mission + Vision
- Celebrating successes
- Person contact plans, profiles + action plans!
- sharing

People we Support

Administrative support
 dedication
 passion
 training
 PBS + PCT technical assistance

key contacts
 coaches
 trainers
 PBS facilitators
 Community
 PHHS

we where I want to live.

I choose my friends.

I am valued

I am heard and understood.

Evaluation Questions Related to Culture: Universal Level



Evaluation & Data Systems	
Organization-Wide Evaluation	Related Evaluation Data/Tools
What impact did the training have on capacity building?	<ul style="list-style-type: none"> • Number of coaches, key contacts • Number of staff involved in implementation • Number of people supported
What are the strengths and needs of the organization?	<ul style="list-style-type: none"> • Person-centered organizational tool • Quality of social and physical environment
How well are the practices implemented?	<ul style="list-style-type: none"> • Fidelity of implementation checklist (Quarterly) • Onsite evaluation
Are the improvements in conceptual knowledge of staff?	<ul style="list-style-type: none"> • Pre/post tests for staff using DC/CDS
Are there changes in behavior of Staff and People Living and Working in a Setting?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • Quality of social and physical environment interviews



Person-Centered Organizational Development Tool

rtc on community living

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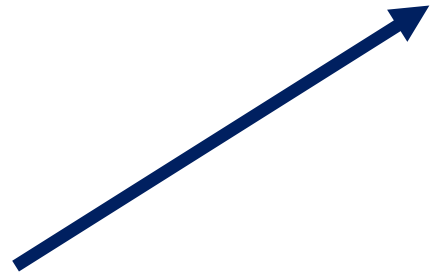
4. Current Level of Supports and Services

At our agency	Never Evident 0	Rarely Evident 1	Sometimes Evident 2	Mostly Evident 3	Always Evident 4
4.A. We provide supports and services that respect an individual's history and cultural background.					
4.B. The individual's point of preference and shapes the way services are delivered.					
4.C. We are creative in finding ways to help individuals achieve their goals and work with other organizations to address service gaps.					
4.D. We provide supports and services that help individuals live and stay in the community.					
4.E. We provide supports and services customized to the current needs and desires of the individual.					
4.F. We offer a wide variety of support options when possible and collaborate with community partners, if needed.					

Add points from each column _____ Divide by 6 _____ = Average score

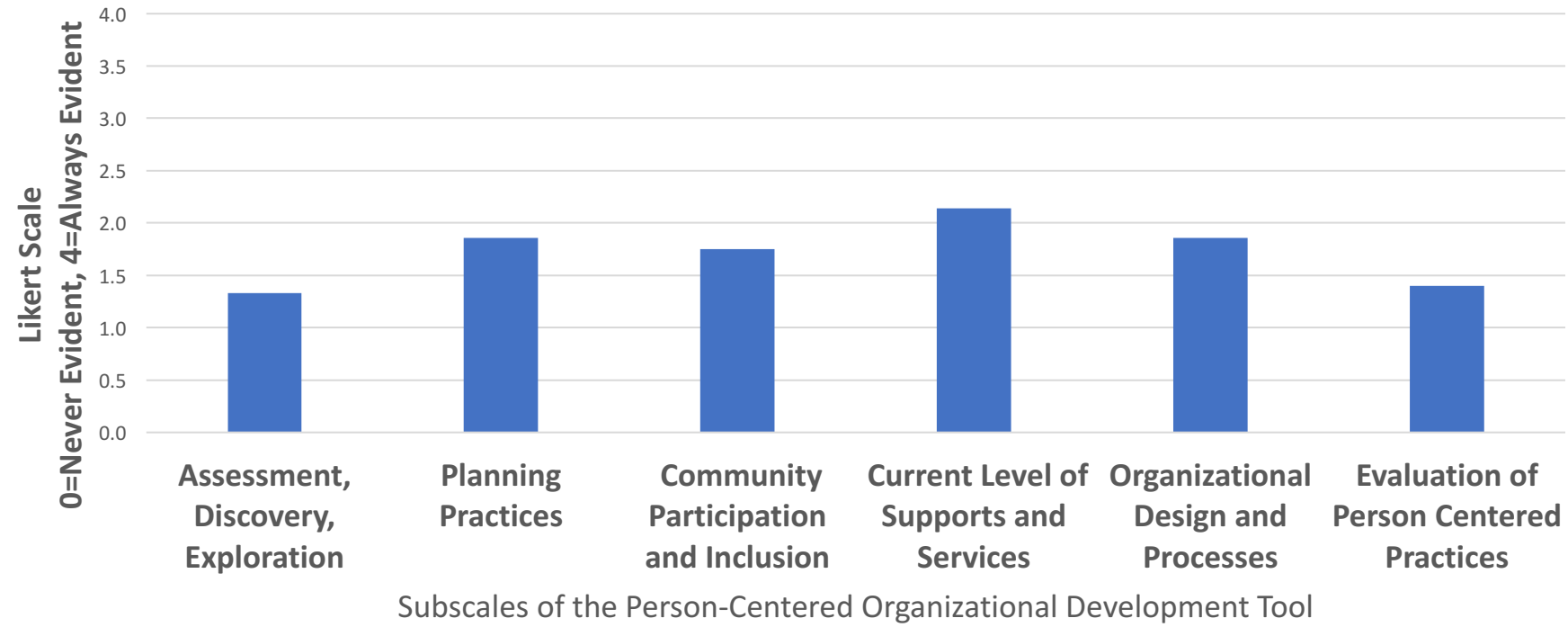
<p>What have you tried?</p>	<p>What have you learned?</p>
<p>What are you pleased about?</p>	<p>What are you concerned about?</p>

“We provide supports and services that respect an individual’s history and cultural background.”



County Example - Person-Centered Organizational Development

County Person-Centered Organizational Development Tool
Baseline Data 6/10/2016



Quality of the Social and Physical Environment Survey

“People living and/or working within the setting are able to access people, activities, and items that reflect their cultural preferences”

Quality of Life Assessment of the Social & Physical Environment Survey Part 1: Survey Instructions for Staff

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. Circling “DK” means that you do not know the answer to the item.

Statements for each item address people living and/or working in a particular setting *except* when the term “everyone” is used in a sentence (“everyone” includes people living and/or working in a setting, staff, managers, family member/guardians, community members, etc).

Personal Development

	Strongly Disagree		Strongly Agree		Don't Know
1. People living and/or working in this setting regularly participate in activities/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. Everyone receives instruction and support that is individualized to meet his/her needs	1	2	3	4	DK
4. People living and/or working in this setting receive learn skills that are useful and meaningful to their daily lives	1	2	3	4	DK

Self-Determination & Choice

5. Most people living and/or working in the setting control their own finances	1	2	3	4	DK
6. People living and/or working within the setting are able to access people, activities, and items that reflect their cultural preferences	1	2	3	4	DK
7. People supported in the setting make major decisions related about where they live, what employment they want, and how they spend their time	1	2	3	4	DK
8. People living and/or working in this setting have <i>many</i> opportunities to make important choices (about what they will do, when, and with whom)	1	2	3	4	DK

Positive Interpersonal Relations

9. Everyone within the setting works together to identify the person-centered

“People living and/or working in the setting have opportunities to celebrate and connect with others with similar cultural backgrounds.”

values that are considered important	1	2	3	4	DK
10. Everyone in the setting is involved in implementing a plan for increasing positive social interactions that are associated with person-centered values	1	2	3	4	DK
11. People living and working in the setting promote and reward positive social interactions	1	2	3	4	DK
12. Everyone is familiar with the receptive and expressive language levels and skills of the people in this setting	1	2	3	4	DK
Social Inclusion					
13. People living and/or working in the setting are involved in a variety of different community settings that occur outside of the home, school, workplace	1	2	3	4	DK
14. People living and/or working in the setting participate in a variety of different social community activities	1	2	3	4	DK
15. People living and/or working in a setting have an opportunity to engage in socially integrated activities with people who are not paid to attend the event	1	2	3	4	DK
Rights					
16. People living and/or working in the setting are actively participating in citizenship-related activities (voting)	1	2	3	4	DK
17. People living and/or working in the setting are not treated differently because of their cultural identity or background	1	2	3	4	DK
18. People living and/or working in this setting receive the same access to legal rights and processes as everyone else	1	2	3	4	DK
Emotional Well-being					
19. People living and/or working in this setting regularly participate in activities and tasks that are useful and meaningful in their daily lives	1	2	3	4	DK
20. People living and/or working in a setting have opportunities to celebrate and connect with others with similar cultural backgrounds	1	2	3	4	DK
21. People have the opportunity to seek out spiritual activities and to explore religion	1	2	3	4	DK
22. People providing support know how to recognize increases in stress, signs of discomfort or other negative emotions.	1	2	3	4	DK

Fidelity of Implementation: MN Team Checklist

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

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: _____

Checklist #1: Start Up Activity			
<i>Put an "X" in the column that fits where the team is in the planning process for each numbered item on the checklist.</i>			
	Not Started (0 points)	In Progress (1 point)	Achieved (2 points)
Team			
1. Team established (administration, management, direct support staff, county staff, etc.).			
2. Team has regular meeting schedule.			
3. Plan is completed for including feedback in planning process from people living and/or working in setting, and families, guardians, case managers, etc.			
4. Team has clear purpose and vision that aligns with the person-centered values identified.			
5. Team has an effective meeting process.			
6. Team has Key Contact.			
7. Administrator's support & active involvement (attendance in meetings, support for systems change, etc.).			
Staff Commitment			
8. Staff members are aware that the organization is implementing person-centered and positive support practice(s).			
9. Team assesses readiness of people to participate in each person-centered and positive support practice(s).			
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 for Overall Fidelity

- Team
- Staff Commitment
- Self-Assessment
- Action Planning
- Staff Development
- Evaluation
- Visibility

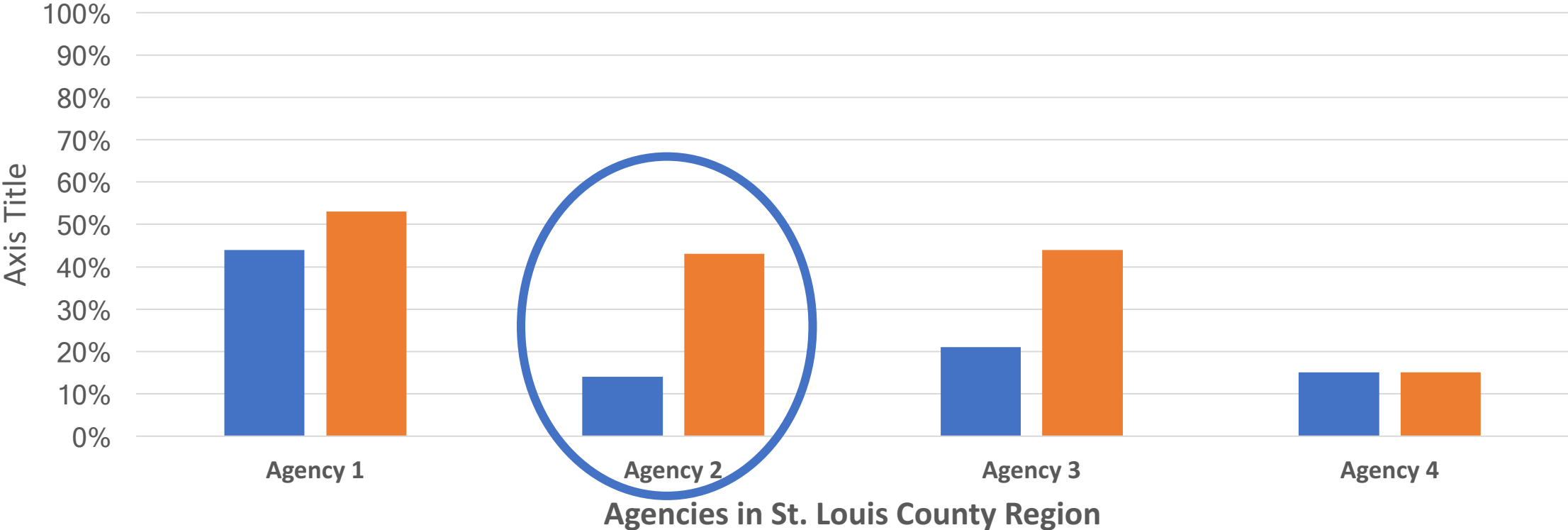
Scoring the MN Team Checklist

- 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

Minnesota Team Implementation Checklist (Overall)

Minnesota Team Implementation Checklist (overall)
St. Louis County Region

6/10/16 9/28/16

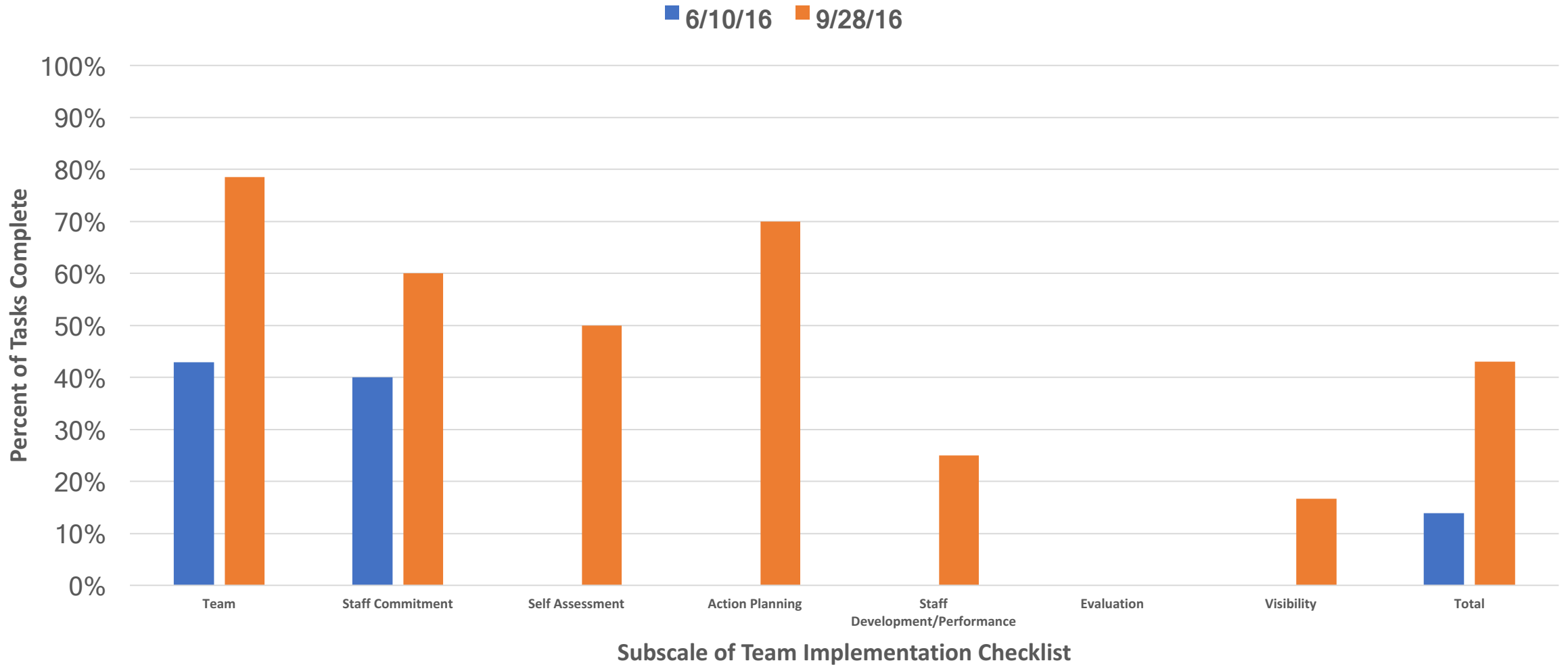


Checklist #1: Start Up Activity			
	<i>Put an "X" in the column that fits where the team is in the planning process for each numbered item on the checklist.</i>		
	Not Started (0 points)	In Progress (1 point)	Achieved (2 points)
24. Staff members responsible for training related to person-centered and positive supports participate in ongoing development to maintain and enhance skills.			
25. Specific learning opportunities for each stakeholder group are in place (introductions to specific positive supports for families/community, mentoring sessions, presentations at staff meetings describing positive supports, etc.).			
26. Training in cultural competence is integrated within person-centered and positive support practices.			
Evaluation			
27. Team meets regularly to review data (introduced in training) and summarize progress for staff members.			
28. Progress is shared with all stakeholders during meetings and events (people living and working in settings, staff, management, families, guardians, etc.).			
29. Staff and people living and working in a setting are invited to provide feedback on person-centered and positive support implementation regularly through the following types of methods: <ul style="list-style-type: none"> • Interviews, • Surveys, • Focus groups, and • Direct communication with stakeholders. 			
30. Strategies for evaluating person-centered and positive support practices implemented are in place <ul style="list-style-type: none"> • Variety of evaluation tools used (observations, interviews, surveys, etc.) • Graphing fidelity data, incident reports, staff attrition, etc. 			
31. Evaluation report summarizes progress in integrating person-centered and positive supports.			

“Training in cultural competence is integrated within person-centered and positive support practices.”

Minnesota Team Implementation Checklist (Overall)

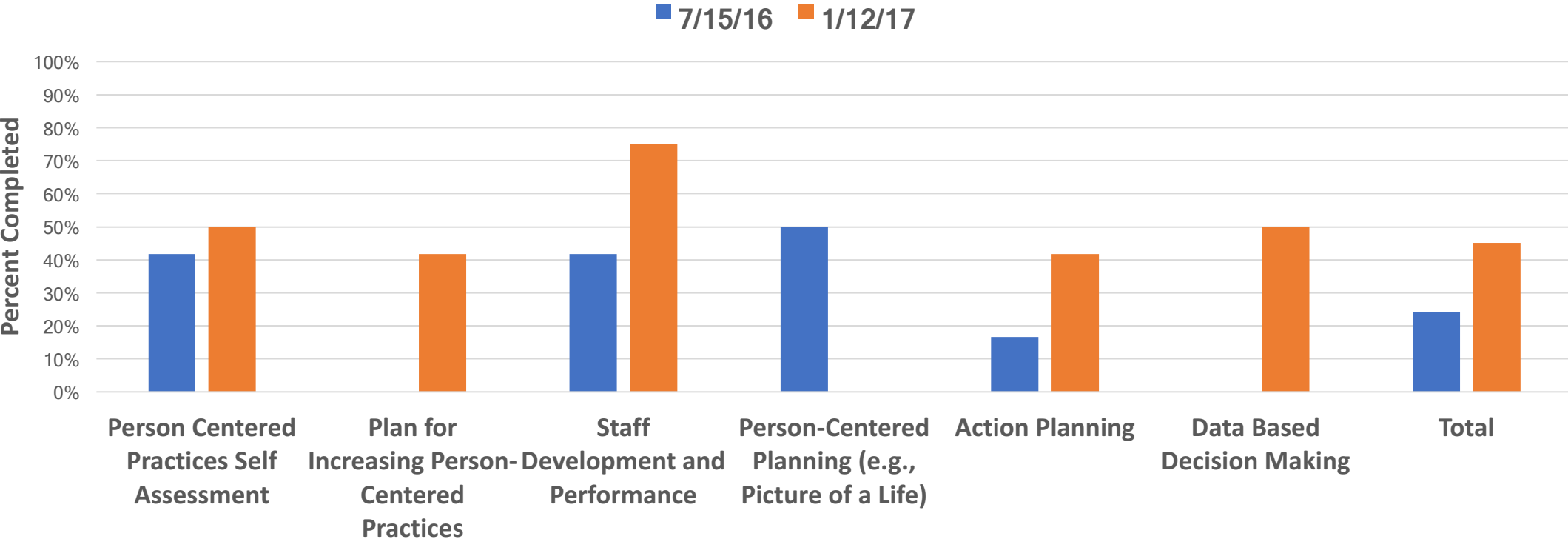
St. Louis County Team Implementation Checklist by Subscale



Minnesota Team Implementation Checklist

Person-Centered Practices Subscale

MN Team Implementation Checklist: Person Centered Practices Subscale
St. Louis County



Minnesota Team Implementation Checklist

Positive Behavior Support Subscale

Minnesota Team Implementation Checklist: Positive Behavior Support Subscale
St. Louis County



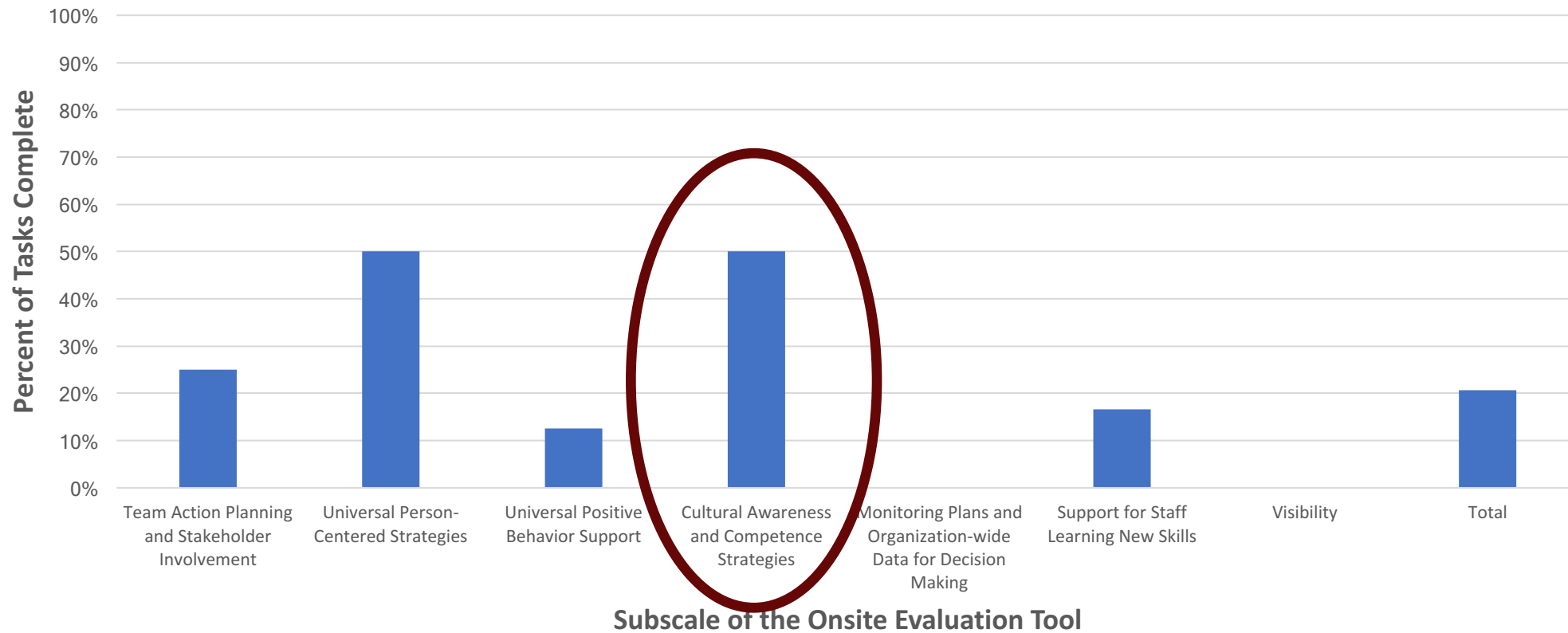
PCP-PBS Systems Evaluation Tool (PCP-PBS SET)

- External Evaluation
- Half Day Onsite Visit
- Administrator and Key Contact Interviews
- Document Reviews
- Observation

Cohort 2 Team Baseline Data

Person-Centered Positive Onsite Evaluation Tool

County Baseline Data for Onsite Evaluation by Subscale
12/13/2016



Outcome Data Coming Soon...

- Observation Systems in Place for 2 Out of 12 Teams
- Behavior Incident Reporting System Data by Region
- State and Regional Quality Councils are Working on Quality of Life Measurement
- Individual Person-Centered Plans and PBS Plans are Implemented Within Training Context
- Teams are Working on Organization-Wide Data Collection Systems
 - Provider Organizations Preparing to Improve Incident Reporting Systems
 - Retention-Tenure Data are Assessed
 - Surveys and Quality of Life Data are Assessed

Questions?

Thanks for Your Time

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Online Resources

MN Positive Supports Website:

<https://mnpssp.org>

Organization-Wide Training Materials

<https://mnpssp.org/training-materials/>

Impact Newsletter

<https://ici.umn.edu/index.php?products/view/876>



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.