Collaboration on Policy and System Issues in Positive Behavior Support

David A. Rotholz, Ph.D., BCBA-D
Center for Disability Resources (UCEDD)
University of South Carolina School of Medicine

Rachel Freeman, Ph.D.
University of Minnesota (UCEDD)

Barbara Brent, M.S.
National Association of State Directors of Developmental Disabilities Services
Alexandria, VA

Center for Disability Resources
SCHOOL OF MEDICINE
UNIVERSITY OF SOUTH CAROLINA

ICI INSTITUTE on COMMUNITY INTEGRATION
UNIVERSITY OF MINNESOTA
Driven to Discover℠

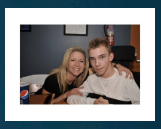
Intent of This Session

- Provide description of NASDDDS interest in Positive Behavior Support
- Describe session that is the basis for an upcoming whitepaper by APBS IDD workgroup and panel members
- Interactive component today for discussion and input from the collective expertise and experience of participants

Positive Behavior Support Across the States Pathways Forward

National PBS trends in state I/DD systems:

- States describe PBS implementation as a journey, identifying new opportunities with partnerships, continuous learning and a commitment to change even, or especially, when times are difficult.



- States have purposeful intent to move systems from deficit-based decisions in policy & practice, such as modifications to behavior focused on prohibited practices and learned replacement skills toward strength and preference-based decisions, plans & actions to improve overall quality of life.

NASDDDS
National Association of State Directors of Developmental Disabilities Services

PBS Implementation Strategies Align With Where People Live and Work

- In 2014, 56% of people served in I/DD systems lived in the family home; this continues to trend higher*, 11% lived in their own home and only 4% lived in group setting of 16 people or more.

- In 2013, 18% of people served worked in community integrated employment & more people want to work.

  This is increasing.

- PBS policies, funding mechanisms, training, partnerships and implementation models are becoming more nimble to support adults in their family's home, community and at work.

Larson et al (2017). RISP FY 2014

NASDDDS
National Association of State Directors of Developmental Disabilities Services

Considerations for Success

- *Communication and Collaboration*- States brings together providers, families, people with disabilities, other state agencies, UCEDDs, support coordinators, and other stakeholders from the beginning and on-going.
- *Partnerships- e.g.* Universities are included as key partners, bringing important expertise, assist in data-based reviews and analysis, training and technical assistance and familiarity with the state's history, financial structures, systems architecture, and provider relationships.
- *Training and TA-Training* is frequent, consistent and widely available. Needs to take into account geography and learning styles, such as through collaboratives, regional support and on line resources. TA is consultative; assists providers and local teams with organizational change and supports teams through complex situations.

NASDDDS
National Association of State Directors of Developmental Disabilities Services

Systems View For Each State

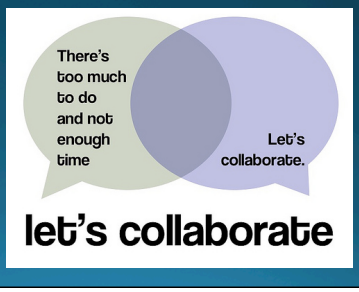
Every state has a "cultural context" to inform PBS implementation:

- Includes factors such as history, cultural considerations, relationships, political influences, financial pressures, service capacity and staff capacity.
- Taken into account when developing and implementing systems design; Medicaid funding, training and TA, outreach strategies, policies, case management, capacity development, evaluation and measurement.
- Strong PBS principles needed, but not one single way to implement statewide PBS.

NASDDDS
National Association of State Directors of Developmental Disabilities Services

Future Work Awaits

- Working in collaboration with APBS/IDD group and NASDDDS on states policies & practices in PBS
- Continue partnerships for webinars, white papers, and recommendations for systems change, policy considerations and other joint efforts



Closing Thoughts

- Qualifications of those providing PBS at every level requires thoughtful discussion, clear descriptions and reliable follow-through. This has been complicated so far.
- Leadership is important everywhere. The state I/DD agency is a must, but can't do it alone.
- Spread the word; often. Everyone needs to hear that PBS works!

Thank you!

Barbara Brent, State Policy Director
NASDDDS
bbrent@nasddds.org
480-221-2426

Mary Lee Fay, Executive Director
NASDDDS
mlfay@nasddds.org

APBS

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

Ad Hoc Workgroup Dedicated to Increasing the Number of Practitioners Supporting People With Intellectual and Developmental Disabilities

White Paper: How Positive Behavior Support Helps Address the Challenges in Community Living
Home and Community Based Services

Information from 2018 APBS Panel

1) Ralph Lollar – CMS Director of Long Term Services & Supports (key points from his presentation)

- New HCBS regulation and relationship to PBS
  - Person-Centered Planning process
  - Informed choices and decisions to the extent possible
  - Cultural considerations
  - Key role of personal choice for settings & supports
  - Person-Centered Service Plan reflects clinical and support needs identified though an assessment of functional need

More from CMS Perspective

- Person-Centered Service Plan
  - Reflects risk factors and measures in place to minimize them
  - Informed consent
  - Specific assessed needs play a primary role in any plan modifications
  - Focus on least intrusive interventions
    - Regular collection and review of data regarding intervention effectiveness
    - Cause no harm

Information from APBS Panel

2) Stuart Shear, Devereux Foundation, National Director of I/DD Services

- How a private I/DD provider meets CMS requirements
  - Use of less restrictive interventions & free from coercion & restraint
  - Individual Choice
  - Optimizing Autonomy
  - Community Participation

More from Private Provider Perspective

- Use of Functional Behavioral Assessment (FBA) and Positive Behavioral Interventions and Supports (PBIS)
  - Understanding reasons for problem behavior
  - Systems approach to improve programs and outcomes
  - Strong emphasis on staff teaching socially acceptable behaviors
  - Primary, secondary and tertiary prevention efforts
  - Proactive Strategies
    - Active engagement
    - Self-management
    - Self-determination
    - Coaching & more

More from Private Provider Perspective

- What they are learning from this approach
  - The model is robust and can be tailored to a range of individual abilities
  - Satisfaction of individuals and staff is high
  - Training must include coaching/modeling for staff to learn to teach effectively
  - Performance feedback delivered with integrity is critical for staff teaching
  - Teaching individuals using errorless learning is very effective
  - Implementation of this model is a team effort
  - Sustainability is yet to be determined . . .

Information from APBS Panel

3) Dennis Reid, Ph.D – Professional Trainer & Author

- Focus on active engagement in meaningful activities
- DSP and supervisor skills needed and how best to train
- Evidence-based approach
- Focus on individual preferences and enjoyment
- Effective teaching by staff
- Functional activities and contexts

More Information from Training Perspective

- Specific staff skills
- Naturalistic teaching
- Group interaction

- Supervisor skills in observing & providing feedback
  - Evidence-based approach
- Motivating staff (proficient work with enjoyment)

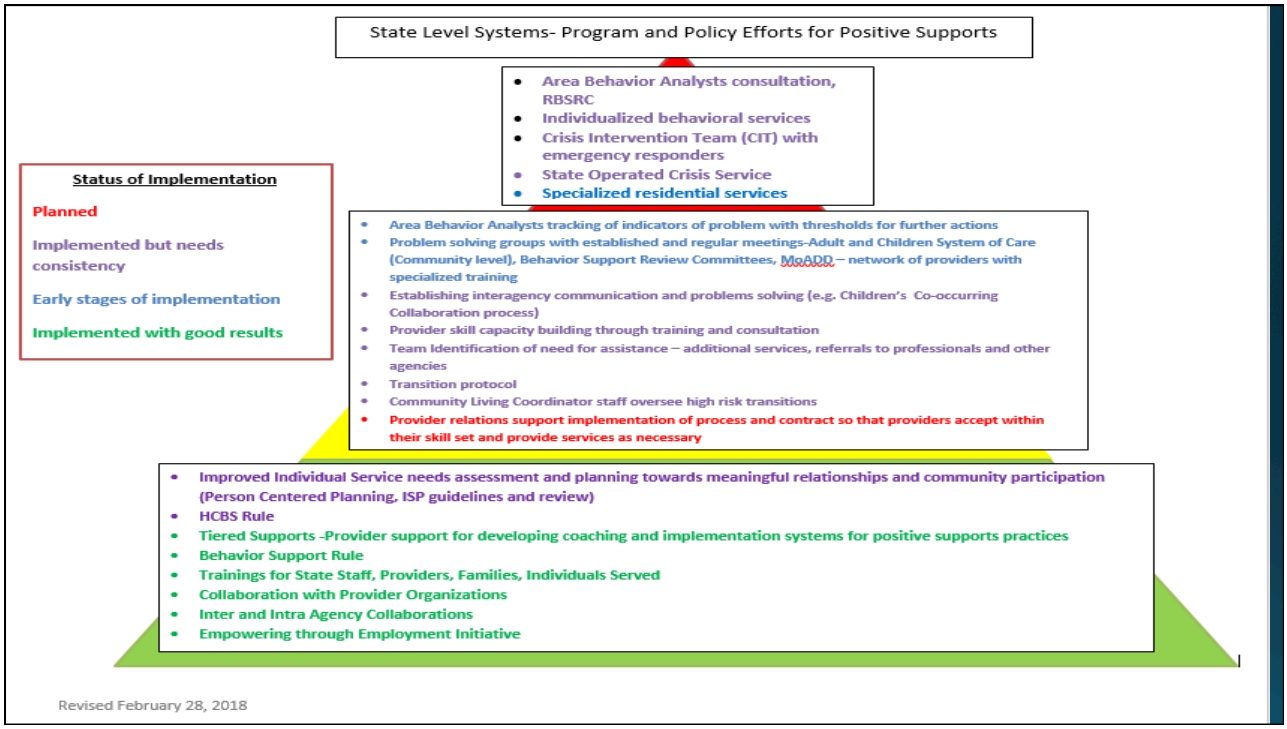
More Information from Training Perspective

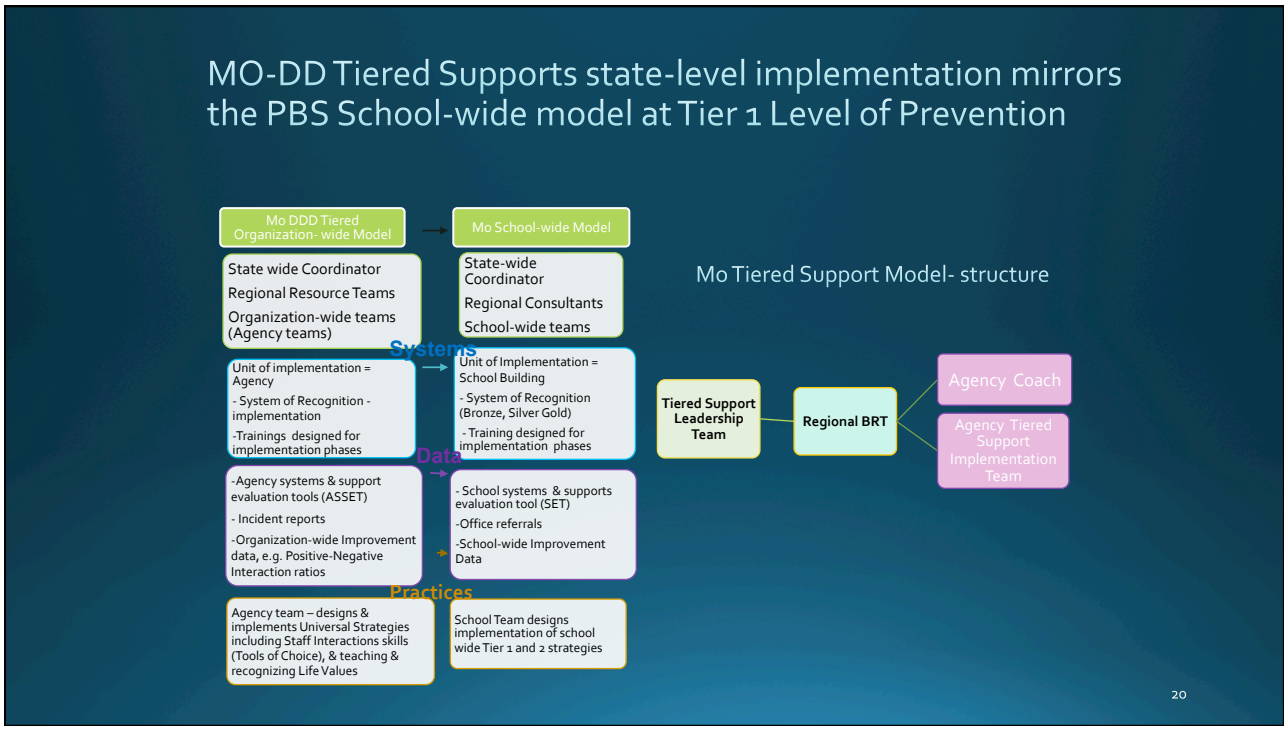
- Pursuit of happiness as a fundamental right
- Increasing situations accompanied by indices of happiness
- Decreasing situations accompanied by indices of unhappiness
- Monitor regularly!

Information from 2018 APBS Panel

4) Terri Rodgers, Ph.D.— Missouri Department of Mental Health

- State System Training and Technical Assistance Infrastructure
- Multi-Tiered System of Support
- Focus on Positive Behavior Support and Person-Centered Practices
- Emphasis on Data-Based Decision Making
- Importance of Teaching Social and Emotional Skills


State Level Systems- Program and Policy Efforts for Positive Supports
Area Behavior Analysts consultation, RBSRC
Individualized behavioral services
Crisis Intervention Team (CIT) with emergency responders
State Operated Crisis Service
Specialized residential services
Status of Implementation
Planned
Implemented but needs consistency
Early stages of implementation
Implemented with good results
Area Behavior Analysts tracking of indicators of problem with thresholds for further actions
Problem solving groups with established and regular meetings-Adult and Children System of Care (Community level), Behavior Support Review Committees, MoADD – network of providers with specialized training
Establishing interagency communication and problems solving (e.g. Children's Co-occurring Collaboration process)
Provider skill capacity building through training and consultation
Team Identification of need for assistance – additional services, referrals to professionals and other agencies
Transition protocol
Community Living Coordinator staff oversee high risk transitions
Provider relations support implementation of process and contract so that providers accept within their skill set and provide services as necessary
Improved Individual Service needs assessment and planning towards meaningful relationships and community participation (Person Centered Planning, ISP guidelines and review)
HCBS Rule
Tiered Supports -Provider support for developing coaching and implementation systems for positive supports practices
Behavior Support Rule
Trainings for State Staff, Providers, Families, Individuals Served
Collaboration with Provider Organizations
Inter and Intra Agency Collaborations
Empowering through Employment Initiative
Revised February 28, 2018


MO-DD Tiered Supports state-level implementation mirrors the PBS School-wide model at Tier 1 Level of Prevention
Mo DDD Tiered Organization- wide Model
Mo School-wide Model
State wide Coordinator
Regional Resource Teams
Organization-wide teams (Agency teams)
State-wide Coordinator
Regional Consultants
School-wide teams
Systems
Unit of implementation = Agency
- System of Recognition - implementation
-Trainings designed for implementation phases
Unit of Implementation = School Building
- System of Recognition (Bronze, Silver Gold)
- Training designed for implementation phases
Data
-Agency systems & support evaluation tools (ASSET)
- Incident reports
-Organization-wide Improvement data, e.g. Positive-Negative Interaction ratios
- School systems & supports evaluation tool (SET)
-Office referrals
-School-wide Improvement Data
Practices
Agency team – designs & implements Universal Strategies including Staff Interactions skills (Tools of Choice), & teaching & recognizing Life Values
School Team designs implementation of school wide Tier 1 and 2 strategies
Mo Tiered Support Model- structure
Tiered Support Leadership Team
Regional BRT
Agency Coach
Agency Tiered Support Implementation Team
20

Small Group Discussion On PBS in Adult Settings

- General Topic Areas
  - HCBS Rules
  - Settings advantages and challenges
  - Strategies
  - Tiered Supports
  - Engagement
  - Data
  - Outcomes

Training
Staff Skills
Teaching by Staff

Support Settings for Adults with I/DD

- What are some of the challenges posed by support settings that PBS can help with?
- Identify PBS solutions to one or more key challenges.
- What will still need to be addressed in this area?

HCBS Rules

- What are ways that PBS can be used to help providers meet the new(and existing) HCBS requirements?
- Identify one or more key challenges states and providers are concerned with and how PBS can play a key role in the solution.

Strategies

- What are some strategies through which PBS can be implemented effectively in your area of service/support/ concern?
- Identify one or more key challenges states and providers are concerned with and how PBS can play a key role in the solution.

Engagement

- How well is meaningful engagement by people with I/DD in your area of interest achieved?
- Identify one or ways that PBS can play a key role in the solution.

Outcomes

- What outcomes should we look for in effective PBS implementation for people with I/DD supported in community settings?
- What are some key challenges that need to be addressed to make this happen?

Data

- What data are needed to assess meaningful progress on PBS implementation?
- How are these data connected to meaningful PBS outcomes?
- What are the key challenges and how are they best resolved?

Tiered Supports

- How do you see tiered supports as part of PBS implementation in community settings for adults with I/DD?
- What practical are practical ways for this to be implemented?

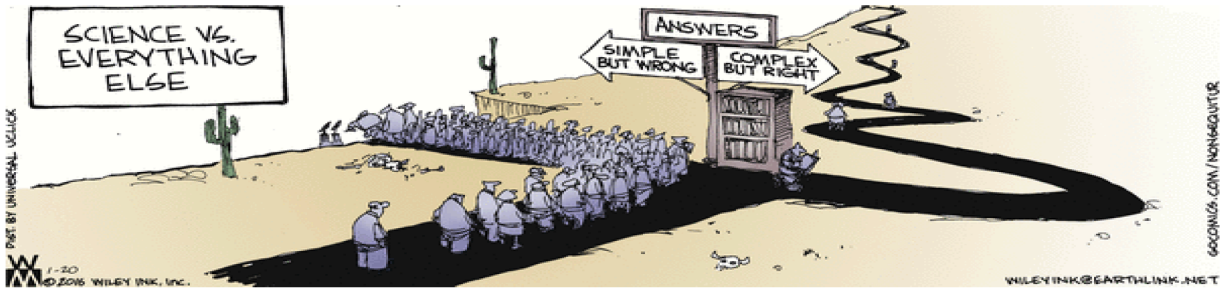
Training

- How do you envision effective training for those needed to implement PBS?
- What are the key staff skills needed for effective implementation of PBS in community support settings?
- Since it is essential for staff to teach skills to PBS recipients, how can the best be accomplished?

Small Group Information Discussion with Large Group

Questions?

Non Sequitur by Wiley Miller



© Wiley - All Rights Reserved.