



# Application for Technical Assistance and Training: Organization-Wide Implementation of Person-Centered and Positive Support Practices

**SUMMARY OF OPPORTUNITY**

This application is for agencies interested in a year-long program of training and technical assistance for organizational change to implement person-centered practices and positive behavior support in services for people who receive long-term supports. Two additional years of training and technical assistance will be available to all successful responders. **Person-Centered Thinking** and planning will provide the foundation for organization-wide implementation with training in **Positive Behavior Support** available as an integrated positive support. Training and technical assistance will be delivered by staff from the Research and Training Center for Community Living at the Institute on Community Integration, University of Minnesota and the Minnesota Department of Human Services, as well as in collaboration with Support Development Associates. **The intent is to support organization-wide implementation and integration of person-centered practices, positive behavior support, or other positive support practices, while working toward systems changes required for the state’s full implementation of the Olmstead Plan.**

A new regional person-centered organization cohort will be developed. Creating a cohort within a region will create more capacity to collaborate and move forward person-centered practices across a region. Please organize and submit your application in one of the two ways described below:

1. Collaborate with other organizations in your region and submit an application for your organization that identifies which organizations in your region you plan to collaborate with.

2. Submit an application without identifying other organizations that you plan to collaborate with.

Note: You may be grouped with other organizations who submitted applications in your area OR you may not be selected if there are no other applicants from your region.

Potential agencies that may apply individually or that your agency may be grouped with are:

1. Counties and tribes
2. Differing types of providers (e.g., residential, employment, mental health, etc.).

Upon review of applications, the committee will accept a combination of three to five differing agency types in the same geographical area, including counties and/or tribes, and providers (e.g., residential, employment, mental health, etc.).

Organizations selected for the training will provide evidence in the application of:

* Active administrative support and involvement,
* Demonstration of staff buy-in and informed commitment,
* Participation in trainings,
* Ability to participate independently in organization-wide meetings in addition to attending training days, complete key activities/tools/checklists/data collection for teams implementing positive supports, and
* Collaboration among all applicant agencies.

**APPLICATION DEADLINE:** Application period opens **October 1, 2018** and applications are due **November 2, 2018**.

Application Submission: The application should be returned by email to Rachel Freeman Rachel Freeman, Institute on Community Integration, freem039@umn.edu

or mailed via hard copy to:

Rachel Freeman, Ph.D.

Institute on Community Integration,

University of Minnesota,

Pattee Hall Room 110A, 150 Pillsbury Dr. SE

Minneapolis MN 55455

**WHO WILL BE SELECTED:** The Minnesota Department of Human Services and the Institute on Community Integration at the University of Minnesota will select three to five agencies to participate in this opportunity. Please note that each agency within the region must submit their own application and can indicate the agencies they plan to work with throughout the training and technical assistance program.

Applications will be reviewed and selections will be made based on each agency’s demonstrated commitment to implementing person-centered practices, strength of the regional partnership, and need. A group of agencies in which at least one agency supports individuals with significant needs (particularly people at the highest risk of restrictions), or is willing to do so, will be prioritized in the review process. Preference will be given to organizations with staff who have participated in the past Person-Centered Thinking and/or Positive Behavior Support cohort trainings conducted by the University of Minnesota. Applicants that have not yet participated in any of the above, but are interested in applying for the technical assistance in this application must be able to send the team of participating project staff to attend a two-day Person-Centered Thinking training prior to January 8, 2019 (http://rtc.umn.edu/pctp/training/).

**APPLICATION PROCESS:** An application is attached in Appendix A and is **due by the end of the day on November 2, 2018.** We anticipate notifications to applicants to be sent out **November 16, 2018**. For selected agencies, the first scheduled Person-Centered Thinking Coaches (PCT) is December 4, 2018. The first scheduled key contact and team training dates are January 7, 2019 and January 9, 2019, respectively. Trainings and activities for Year 1 are scheduled through June, 2019.

Therefore, it is anticipated that project activities will begin with the first PCT Coaches Day December 4, 2018 and continue through June of 2019. Potential applicants may be interviewed **by phone or webinar** before final selection.

An informational Question and Answer session will be held for questions and answers about this opportunity:

**WebEx Call Informational Meetings (two dates/times available):**

**Friday, October 5, 2018; 12-1pm via WebEx or Phone**

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| **WebEx Link Instructions**   * <https://umn.webex.com/umn/j.php?MTID=maa803acd3a401e7187100aec258b8bf9> * Meeting number: 810 761 150 | **Phone Instructions**   |  | | --- | | * US Toll: +1-210-606-9466 US Toll | | * US Toll Free: 1-866-282-7366 US Toll Free | | * Access code: 810 761 150 | |

**Tuesday, October 15, 2018: 2-3pm via WebEx or Phone**

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| --- | --- | --- | --- | --- |
| **WebEx Instructions**   * <https://umn.webex.com/umn/j.php?MTID=m8d7b3483034cb35e2ad2a2886b3a35fa> * Meeting number: 818 180 036 | **Phone Instructions**   |  |  |  | | --- | --- | --- | | |  | | --- | | * US Toll: +1-210-606-9466 US Toll | | * US Toll Free: 1-866-282-7366 US Toll Free |  * Access code: 818 180 036 | |

**Following the informational meetings,** the webinar will be recorded and posted here: <https://mnpsp.org/>

Questions about this application or the technical assistance that may be provided may also be directed to: Rachel Freeman, Institute on Community Integration, freem039@umn.edu, 541-979-3409

**A. INTRODUCTION**

The Minnesota Department of Human Services (DHS) in collaboration with the University of Minnesota’s Research and Training Center on Community Living at the Institute on Community Integration will provide technical assistance to promote person-centered services and positive behavior support. DHS seeks partners and providers who are interested in expanding organizational capacity by implementing person-centered and positive culture throughout their organization. The State continues its efforts in the implementation of Reform 2020 initiatives and the state’s Olmstead Plan, including the Home and Community-Based Services Standards (Minnesota Statute 245(D)), and the implementation of the Positive Supports Rule. As part of these efforts, the Department wants to promote service planning and delivery to empower the people who receive services, provide staff with an expanded array of skills and competencies, and support agencies in undertaking the larger cultural shifts necessary in their organizational capacities. DHS hopes that this technical assistance will help create opportunities and choices for people that are not otherwise available. The training and technical assistance provided through this project is intended to lay the foundation for an agency to continue cultural changes that may take five to ten years to implement.

**B. DESCRIPTION OF TRAINING AND TECHNICAL ASSISTANCE**

**PERSON-CENTERED PRACTICES AND POSITIVE BEHAVIOR SUPPORTS:** Organizations participating in this technical assistance effort will build capacity to implement the foundational principles of Person-Centered Thinking (PCT). In addition, agencies will be provided assistance in building capacity to implement Positive Behavior Support (PBS) in a manner that works best for each organization (for example, a county will be interested in how these approaches are being effectively used for people who receive services). An agency that is currently implementing other positive supports and/or that has or may be receiving technical assistance from other trainers to implement practices such as Assertive Community Treatment, WRAP, Motivational Interviewing, Dialectical Behavior Therapy, or Trauma-Informed Practices, may use the tools and resources in this training to integrate these strategies at the organization-wide level with person-centered practices. However, the main focus of this training will be to assist teams in assessing, evaluating, and prioritizing action-planning across PCT and PBS practices.

This application covers the first year of a **three-year training** to implement organization-wide person-centered and positive support practices. It is important to view the organization-wide technical assistance and training as a long-term commitment. The group of organizations selected in this application year will be approved for further training when final plans are confirmed for technical assistance in years two and three.

This year-long training and technical assistance will be coordinated by staff at the Research and Training Center on Community Living, Institute on Community Integration, University of Minnesota, in collaboration with the Minnesota Department of Human Services and Support Development Associates (SDA). Curricula for Coaches training, Person-Centered Thinking, and Picture of a Life Person-Centered Planning, all developed by SDA, will be included as important resources within this training system.

The PCT and PBS organization-wide training is based on three stages for improving high quality of life, building positive environments, and preventing problems. Strategies that are implemented increase along a continuum of intensity starting with universal interventions for all people (Universal or Primary Stage), early intervention for individuals needing additional interventions for improving quality of life (Secondary Stage), and more individualized intensive interventions (Tertiary Stage).

**Universal (Primary) Stage:** These strategies support all people living and working within a setting. Examples of universal strategies include: using PCT tools; promoting choice, independence, and autonomy; creating a positive environment, and preventing problem behavior. During this phase of implementation, positive feedback is used to recognize the people who practice, prompt, and model effective social and communication strategies (e.g. prompting communication, offering choices, modeling strategies to manage frustration). People with disabilities, staff members, family, and community members work together to identify important person-centered values and identify the positive social behaviors that make these values a reality for everyone in the organization.

**Secondary Stage:** Some people may not have achieved an ideal quality of life or can be experiencing challenges in daily activities even after universal strategies have been implemented. Teams use evaluation data to monitor quality of life over time. Early identification and intervention strategies are used to improve the lives of people who may need a little more support.

**Tertiary Stage:** Sometimes more intensive person-centered approaches are implemented to support a person in need of more individualized plans for improving quality of life. Once a person-centered plan has been implemented, PBS or other positive support interventions may be used to increase quality of life and minimize or prevent problem behavior.

The first year of this training addresses Universal Tier activities that will help organizational teams prepare for Secondary and Tertiary Tiers in subsequent years. Each organization-wide team will assess current positive and person-centered strengths and create an action plan that addresses the most important goals that can be accomplished within the year. Teams will be encouraged to establish a reasonable pace for action planning and to choose activities for the year that best address each organization’s needs.

1. **ORGANIZATION-WIDE TEAM TRAINING**

Organization-wide teams will assess strengths and identify action plans for implementing person-centered practices and positive supports. Training in the implementation of person-centered thinking and planning tools and practices will provide a foundation for organization-wide efforts, for all participating agencies, including the integration of these tools and practices among staff, and between staff and management. Teams will also be introduced to universal positive behavior support strategies that focus on creating reinforcing environments that encourage effective communication and social interactions within the organization and in the community.

If an agency is already using other positive support strategies, the organization-wide teams may use the action-planning process to address the organizational integration of these approaches with PCT. However, it is assumed that training for competency building in the specifics of these other positive supports has already been or is being provided to the agency from other sources.

**Organizational Teams.** Teams should consist of up to ten coaches, up to five members of agency leadership, and a Key Contact who will represent the team as a “lead communicator” with technical assistance providers. Key Contacts can also be recruited to fulfill the role of a coach or may represent another position within the organization (management, front/line supervisors, direct support professionals, etc.). Although the staff will vary, teams attending the training should represent administration, management, frontline supervisors and/or lead direct support professionals. Five team training days are scheduled throughout the year and are designed for this group to participate.

Teams will be asked to bring a computer and organization-level data to organization-wide team training days and to other trainings as needed.

1. **KEY CONTACTS WITHIN EACH TEAM**

One to two people in each organization should be identified to participate as Key Contacts within the organization-wide team. The role of the Key Contact is to:

* Represent the organization-wide team by communicating with training and technical assistance contacts as needed (ICI trainers);
* Learn additional information that the Key Contact will share with fellow team members;
* Meet with other agencies’ Key Contacts to share progress, troubleshoot, and form a Community of Practice related to organization-wide implementation of person-centered practices and positive behavior support;
* Align team implementation by communicating with Coaches and other team members, and
* Share evaluation data (action plan, team checklist information) with ICI trainers.

Additional information about the Key Contact role is in Appendix B.

Key Contacts participate in two additional full day trainings and three conference calls throughout the year.

**3. PERSON-CENTERED THINKING COACHES**

Up to ten coaches should be recommended by organizational leaders to participate in a year-long training. The coaches’ commitment includes six days of training designed for coaches only. Coaches are selected from the organization-wide team and participate in the organization-wide team training as described above.

NOTE: Coaches are finalized after they have participated in the two-day PCT training although it is important to know in the application the number of coaches needed for the organization. Please include tentative names for these coach positions. People should only be selected to be coaches if they have a passion and commitment to support other staff in the implementation of these practices and tools. More extensive description of coach selection is in Appendix B.

**4. PERSON-CENTERED THINKING TRAINERS**

One to two individuals within the organization may be identified who will have the opportunity to apply to participate in trainings that will prepare them to become Person-Centered Thinking trainers for their organization and/or region. These individuals will be identified after their participation in the two-day Person-Centered Thinking training and after a regional assessment is completed (how many local PCT Trainers are already available). Training will likely occur in Year 2 of the project. Activities involved in this training are described in Appendix B.

**5. PERSON-CENTERED PLANNING: PICTURE OF A LIFE (POL)**

Once individuals are trained as PCT trainers, it is recommended that several individuals in the region participate in training to become facilitators of a person-centered planning method called Picture of a Life (PoL), which is a planning method based on the 2-day PCT approach. Organization-wide teams that are building capacity for person-centered practices may want to identify individuals they would like to have become trained facilitators of person-centered plans as well as professionals who will receive training to become PCP/PoL trainers to lead the two-day training. These individuals will be identified at a later date, after a regional assessment (how many local PCT Trainers are already available) has been completed. Training these facilitators and trainers will likely occur in Years 2 and 3 of the projects. The opportunity to participate in Picture of a Life training will also be made available to all members of the organization-wide teams.

**6. POSITIVE BEHAVIOR SUPPORT (PBS) FACILITATORS**

Teams will select one to two staff persons who will learn more about positive behavior support. It is important to note that even if a team does not need someone to facilitate intensive, individualized support plans, a staff person who receives more intensive training is considered an important asset for training staff in strategies for building a person-centered and positive environment. The role of the PBS Facilitator is to:

* Provide ongoing training in universal positive behavior support via in-service and pre-service training,
* Support team-based monitoring of progress across behavior support plans,
* Assist in monitoring and early identification of people in need of additional support,
* Facilitate individual PBS plans within the organization, and
* Mentor new staff members learning to facilitate positive behavior support.

Two types of positive behavior support training are available: 1) Introduction to PBS and Systems Change, and 2) PBS Facilitator Training.

**Introduction to PBS Training.** Thistraining involves six full days that are provided with options to attend either onsite in the Minneapolis/St. Paul area or via webinar. The training opportunity is open to anyone including people from agencies that did not submit applications. The goal of the training is to introduce the main elements of PBS and how systems change is used to prevent problem behavior.

**PBS Facilitator Training**. The PBS Facilitator level of the training is available only to organization-wide teams selected as part of this application process. Teams are asked to select up to two staff members within the organization who will receive more intensive mentoring in individual positive behavior support. These staff members will first attend the Introduction to PBS Training (described above). An additional 4-5 “virtual” visits by an experienced trainer are then scheduled via Telepresence (e.g., video conferencing or webinar). Together, the trainer and staff person will co-facilitate a plan for someone interested in participating in PBS who receives support from the organization (or who is supported by a county). This intensive training is for staff members who are involved in the development of behavior support plans (i.e. Frontline Supervisors of Direct Support Professionals). It includes hands-on training and ongoing support for the implementation of a person-centered plan, a functional assessment, and PBS planning and follow-up.

Additional information about these trainings is available in Appendix B.

**C. LEVEL OF COMMITMENT**

The training and technical assistance described in this application and all project activities are offered at **no cost** to participating agencies. However, agencies choosing to participate are responsible for the commitment of staff time and agency travel costs. Teams implementing PCT and PBS will be meeting between trainings to implement action plans that may include changing policies, implementing new training systems, and other systems change-related efforts. Prior to the second, organization-wide team training day (March 20, 2019) who will be attending the training and who have not participated in a two-day Person-Centered Thinking training will be required to do so. Two- day PCT training opportunities will be scheduled and coordinated once an agency is selected.

Coaches must commit to meeting on the five team-wide days identified throughout the year along with the six coach days. Coaches, team members, and key contacts must all commit to implementing the changes that become identified during the planning and implementation phases.

Agency executive leadership are active participants in this training and are expected to attend team trainings and support teams throughout the implementation of PCT and PBS. Families and people supported along with local community members and affiliated organizations will also be encouraged to participate in training activities. In addition, some staff may be expected to attend Picture of a Life (POL) training, depending on the agency’s individual organizational change plan. Organizations are asked to identify staff to become internal or regional PCT and PCP trainers, and participate in local or regional communities of practice concerning PCT and/or PBS. During the year, a significant number of agency staff will be expected to attend the two-day PCT training. It is anticipated that this training will be integrated into the organization’s training systems.

Participation in these trainings and activities will be determined during the planning phase, based on the size and focus of the agency and regional need.

A summary of training events and time commitment is in the table in Appendix D.

**Data-sharing commitment:** As part of this project, we collect data to better support your organization, to train future organizations, to evaluate and disseminate the project as a whole to the State and to academic audiences.

(1) As part of this project, your organization will agree to collect and to have data collected on implementation fidelity and related evaluation data. These data will be reported in a **de-identified** **nature** to evaluate the progress of the project as a whole to the State and may be disseminated in a **de-identified nature** to academic outlets/other outlets.

Including evaluation tools:

* De-identified organization self-evaluation of fidelity
* De-identified tiered onsite fidelity tool (collected during onsite visits from UMN/ICI team members)
* De-identified matrix direct observation (collected either by organization or via telepresence from UMN members)

Including organization-wide information (all de-identified in nature):

* De-identified incident reporting
* De-identified cultural awareness and competence and strategies
* De-identified worker’s compensation claim rates
* De-identified staff turnover/vacancy/retention rates
* De-identified quality of Life data

(2) Some organizations choose to create and share implementation examples (see link for an example: <https://mnpsp.org/wp-content/uploads/2016/12/example-of-provider-Implementation.pdf>). These examples are used for collaborative and training purposes (e.g., when training other organizations, to share at local and national conferences or other events, etc). We would ask for permission from your organization to approve use the specific information/platform prior to sharing. Your organization can choose to share this level of information as an optional choice and refusing to do so would not affect your participation in the program or relationship with DHS or the University of Minnesota if your organization opted out of this level of sharing.

**D. APPLICATION CRITERIA**

Each agency must submit its own application, and though not required, it is encouraged for agencies to also list potential collaborating agencies (e.g., counties, tribes, other providers) who are within or near their region. For the purposes of this application, “region” is defined broadly as an area within the State of Minnesota where regional trainings and resources could be delivered.

The following criteria will be considered in the selection process. Please include information related to these criteria when submitting the application, and note that an agency may apply even with limited experience in the listed areas. **The most important criteria are an agency’s desire to change their own programs and practices to realize organizational and systems change; and their willingness and capacity to have the resources available to complete the training and technical assistance activities at all levels.**

Selection will be based on the overall strength of the application with consideration given for the following criteria:

1. The diversity of agency types who apply and the documented potential for an agency to collaborate with other agencies in their region (e.g., a county or tribe and/or other providers in the general geographic area).
2. Indication that the agency can travel to a centralized location in their region for the training and technical assistance events. (Note: Centralized locations for trainings will be determined based on the final selection of participants and in collaboration with participating organizations.)
3. Each applicant organization in an application must demonstrate: a) interest in, b) need to, and c) commitment to implementing person-centered practices and PBS. **The application should reflect evidence that the organization is interested in making a difference in the lives of the people they support and can demonstrate a strong, mission-driven desire to improve services and systems.**
4. Organizations that have completed the below activities:
   1. invested training for staff members in PCT, PCP, and/or PBS
   2. developed, hired, or want to develop internal PCT/PCP trainers,
   3. graduates or current participants in the PBS training
5. Organizations will include a preliminary list of people who can fill the roles of Key Contacts, ideal number of coaches and possible participants, and team members.
6. At least one organization in the joint application serves people who are at risk of restrictions, experience emergency use of manual restraints, and/or are working on Positive Support Transition Plans.
7. Organizations that have a coordinated plan to include the people they support and/or families in this effort, and/or who have peer specialists or leaders involved in the effort.
8. Some organizations in the joint application support people from more than one service population (mental health, intellectual/developmental disabilities, traumatic brain injury, aging, etc.) or setting (employment, residential, in-home supports, crisis services, day services, etc.).
9. At least one organization in the joint application provides bi-cultural or multi-cultural services.

Applicants will also be expected to be ready and enthusiastic to engage in dialogue that supports on-going system change which includes:

1. Providing honest, positive, and proactive feedback to DHS and ICI regarding what’s working/what’s not working regarding the training and technical assistance, regulations, and other aspects of the system, including recommendations for systems-wide changes in rules, statutes, funding, or policies;
2. Meeting periodically to share stories and challenges with others in the organization and with those outside the organization;
3. Ability and motivation to apply ongoing resources to necessary activities related to the training and technical assistance outside of training days (such as daily, weekly, and monthly implementation of new practices; revision of policy or procedures, etc.); and
4. Interest in sharing with others via community of practice events, presentations, and/or mentoring others internal and external to the organization.

**Planning for Implementation.** Please note that applications submitted for large agencies should identify a reasonable target program or area with which to start implementation. Identifying a specific geographic area and/or type of service and aligning Coaches, Team members, and Key Contacts with these specific areas will be an important first step in implementing team-based organization-wide planning. Please include a visual (e.g., map) OR a description that shows where the applicant plans to start implementation including: types of services Coaches and Key Contacts are involved in, geographic location of Coaches and Key Contacts, etc.

After an agency is selected through the application process, the initial details provided in this application will be reviewed and each agency will be asked to confirm specific staff participation in all training opportunities or outline their plans for identifying individuals at a later date: Leaders, Coaches, Key Contacts, Person-Centered Planners/Facilitators (Picture of a Life), PCT Trainers, PBS Facilitators, and participation in any other trainings as identified as part of the plan.

**E. APPLICATION REVIEW PROCESS**

A committee of DHS and ICI staff will review all applications. Two levels of scoring and review will be conducted.

**Part 1:** **Up to 70 points will be awarded to each individual agency application based on the following criteria:**

1. Demonstrated commitment to system’s change in their agency for person-centered and positive behavior supports: **15 points**
2. Agency’s capability/capacity to fulfill on the project structure and

intention: **20 points**

1. Participation of families and people who receive services: **5 points**
2. Clear commitment to and capacity for collaboration with other agencies in the region: **15 points**
3. The willingness to support people at highest risk of restrictions (even if not currently doing so) with capacity/commitment to fulfill PBS or other best practices: **5 points**
4. The commitment to impact multiple diverse groups or services, including different service populations, bi-cultural or multi-cultural services, or a variety of types of services provided: **10 points**

**Important Note:** If application scores are equal across organizations, priority will be given to organizations that have submitted as a regional team (county team, providers or other organizations submit applications indicating the intent to systematically collaborate in the same region of the state) and/or are located in an area of the state where regional cohort teams are already in place. Prior regions involved in this training include: 1) Twin Cities Metropolitan Area (one county, three provider organizations) 2) West Central Minnesota (5 counties, public health, two provider organizations) 3) North Eastern (one county, 2 providers, mental health), and 4) South Eastern (one county, four provider organizations)





**APPENDIX A**

# Application for Technical Assistance and Training:

# Organizational Implementation of Person-Centered and Positive Support Practices

# Part 1

***Note: this application has 2 parts, both of which must be submitted.***

***For each question, you may use as much space as you wish.***

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| --- | --- |
| Organization Name: |  |
| Name of contact person for this application: |  |
| Phone: |  |
| Email: |  |

1. Which agencies do you have the potential to collaborate with in or around your region? \*Note: Each agency must submit its own application.

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2. What is your agency’s mission? Please provide a brief description of your agency and the types of support you provide.

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3. Number of people your agency serves: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

What specific populations (types of disability, elderly, etc.) does your agency serve?

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What is the range of bi-cultural or multi-cultural supports you provide?

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4. Why are you applying for this training and technical assistance? Please provide a brief description of your agency’s goals. How will you use the training and technical assistance to support your agency’s work? What are you struggling with? How do you want to develop and/or improve the quality of person-centered supports you provide? What will be the benefits to the people you support?

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If you are a large agency (i.e., many different types of services and/or services in many counties), please describe how you will focus your efforts in this first year of implementation.

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For example, what services or portion of the agency will you focus on? (e.g., group’s goal is to start with a specific type of service and geographical area so that Key Contacts, Coaches, Leaders, and future trainers can make a significant impact?) Overtime, teams can expand across the agency systematically to ensure maximum impact.

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5. What aspects of the support you provide do you consider to be already person-centered? (What are examples of changes for people you support, and/or organizational changes you have implemented to be more person-centered?)

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6. How will you currently coordinate at a regional level with the other agencies in the application with whom you are applying?

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7. How would you include people who receive support from your agency and their families in these efforts?

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8. Please provide numbers for the following information:

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|  | For Provider Agencies: Number of Direct Support Professionals in your agency |
|  | For Counties/Tribes: Number of case managers, total of county-hired and contracted |
|  | Number of staff members who have attended 2-day Person-Centered *Thinking* training |
|  | Number of staff members who have attended 2-day Person-Centered *Planning* training (Picture of a Life) |
|  | Number of staff members who have or are participating in training to lead Person-Centered Thinking workshops |
|  | Number of staff members who have participated/are participating in the Positive Behavior Support Intensive cohort training |
|  | Number of people receiving support for whom you have developed or are developing Positive Support Transition Plans |
|  | Number of persons supported who are trained as Peer Specialists |

9. Does your agency already implement Positive Behavior Support?

Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_\_

If yes:

(a) What is the status of your implementation of Positive Behavior Support? (For example, describe your efforts to implement Positive Behavior Support, and what successes or barriers you have experienced within your organization)

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(b) If you are not currently supporting individuals who are at risk of restriction and/or have high behavioral needs, are you willing to do so?

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(c) Please provide a brief description of your goals for PBS assistance, and what types of support you are requesting (if applicable): What are you struggling with? How do you want to develop and/or improve the quality of PBS within your organization? (Note, for example: a Lead Agency (county/tribe) may describe assistance requested in working with provider agencies, service planning, etc.; agencies which have already had people participate in PBS intensive cohort trainings may request assistance in expanding organizational implementation of these approaches, etc.)

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10. Please describe how you document or monitor incidents of problem behavior for the people you support. Include information about software programs that might be used and attach any documentation forms that are used to collect this information.

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11. Are you currently implementing other positive supports (Motivational Interviewing, Dialectical Behavior Therapy, etc.)? If so, please describe the type of training and technical assistance you have or are receiving to ensure effective implementation.

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(a) What strategies are currently used to evaluate your implementation or the impact of the positive support(s)?

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(b) If you participated in this project, what are your goals for organization-wide implementation of this positive support and integration with person-centered thinking practices?

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12. Does your organization collect information about quality of life for people receiving supports? If so, please describe how these data are collected.

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13. Does your agency include training on cultural competence or issues related to diversity? If so, please briefly describe your approach.

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**Part 2**

Please provide the names and information of people you are recommending for the different roles in this training and technical assistance project. Note that description of these roles and training available are included in Appendix B. **Note that some roles may be determined at a later date.**

**I. List One to two Key Contact(s) for your organization (minimum of 1 Key Contact Needed)**

Key Contact Name:

Role in Organization:

Email:

Key Contact Name:

Role in Organization:

Email:

**II. Document the administrators and management level professionals (up to five) who will participate in five full day organization-wide team trainings and will meet within your organization between trainings to complete the positive person-centered organization-wide planning process.**

1. Administrator/Management Name:

Role in Organization:

Email:

2. Administrator/Management Name:

Role in Organization:

Email:

3. Administrator/Management Name:

Role in Organization:

Email:

4. Administrator/Management Name:

Role in Organization:

Email:

5. Administrator/Management Name:

Role in Organization:

**III. Other Team Members. List any other people who will participate in the organization-wide planning.**

Team Member Name:

Role in Organization:

Email:

Team Member Name:

Role in Organization:

Email:

**IV. List Person-Centered Thinking trainers already established from your organization.**

Person-Centered Thinker Trainer Name:

Role in Organization:

Email:

Person-Centered Thinker Trainer Name:

Role in Organization:

Email:

**Do you have individuals who you would like to have become trainers to deliver the two-day Person-Centered Thinking training? (NOTE: These should only be identified after they participate in the two-day training.) If so, please list them:**

Name:

Role in Organization:

Email:

Name:

Role in Organization:

Email:

OR: We will identify them at a later date: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**V. List one to two people who you recommend to be trained as Person-Centered Planning-- Picture of a Life Planners/Facilitators (NOTE: These should only be finalized after they participate in this training):**

Picture of a Life Planner Name:

Role in Organization:

Email:

Picture of a Life Planner Name:

Role in Organization:

Email:

OR: We will identify them at a later date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Do you have individuals who you would like to have become trainers to deliver the two-day Person-Centered Planning (Picture of a Life) methods? (NOTE: They should only be finalized after they participate in the Picture of a Life training.) If so, please list them:**

Picture of a Life Trainer:

Role in Organization

Email:

OR: We will identify them at a later date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VI. List staff who will be asked to attend the Introduction to PBS and Systems Change Course:**

Staff:

Role in Organization:

Email:

Staff:

Role in Organization:

Email:

OR: We will identify them at a later date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VII. List staff who will be asked to apply for the PBS Facilitator Training:**

PBS Facilitator:

Role in Organization:

Email:

PBS Facilitator:

Role in Organization:

Email:

OR: We will identify them at a later date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VIII. If you are using other Positive Support approaches, please let us know the names of the facilitators or trainers you have in those approaches:**

Positive Support Approach:

Facilitator:

Role in Organization:

Email:

**IX. If you have identified certain individuals for the Coach training, please list them below (up to 10). However, final selection of coaches may be delayed until after coaches participate in the 2-day Person-Centered Thinking training. Coaches in the first year should only be people who have the passion and commitment to implement the PCT tools and practices with other staff. (See Appendix C for further information.)**

1. Coach Name:

Role in Organization:

Email:

2. Coach Name:

Role in Organization:

Email:

3. Coach Name:

Role in Organization:

Email:

4. Coach Name:

Role in Organization:

Email:

5. Coach Name:

Role in Organization:

Email

6. Coach Name:

Role in Organization:

Email:

7. Coach Name:

Role in Organization:

Email:

8. Coach Name:

Role in Organization:

Email:

9. Coach Name:

Role in Organization:

Email:

10. Coach Name:

Role in Organization:

Email:

**We will identify them at a later date, but will plan to select the following number of coaches: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

PLEASE SEND THIS APPLICATION by mail or email to:

Rachel Freeman, Institute on Community Integration, freem039@umn.edu, 541-979-3409

The application should be returned by email to Rachel Freeman or mailed to:

Rachel Freeman, Ph.D.

Institute on Community Integration,

University of Minnesota,

Pattee Hall Room 110A, 150 Pillsbury Dr. SE

Minneapolis MN 55455

**APPENDIX B**

**Additional Information on Roles and Training Opportunities**

**Organizational Implementation of Person-Centered and Positive Behavior Support**

**Organization-Wide Teams:** Representatives of key stakeholders within an organization meet on a regular basis to conduct a self-assessment and action plan for expanding the person-centeredness of supports throughout the agency, improving quality of life and preventing problem behavior using the public health model that includes three stages: universal or primary, secondary stage for early identification of individuals at risk, and tertiary stage strategies to provide individualized interventions and supports. Positive behavior support practices needed by the organization are identified and a plan for implementing training and technical assistance is established. Teams use evaluation data to assess effectiveness and review fidelity of implementation data. Some organizations will implement more than one type of positive behavior support practice to meet the needs of the people receiving supports.

**Key Contact:** Each organization-wide team identifies a person who will be considered a main point of contact for training and technical assistance. This Key Contact will provide a communication link with external coaches, trainers, and the statewide coordinator. The Key Contact for each organization attends all team and coaches training, and in addition attends specialized training events prior to team training and two to three conference calls with other Key Contacts as part of a community of practice. Key contacts support their teams by encouraging team members, prompting the need for meetings, and working with trainers to ensure data are collected for organization-wide decision making.

**Person-Centered Practices and Person-Centered Organization-wide Planning**

**Person-Centered Practices:** This term refers to a range of methods, tools and skills designed to help professionals and organizations to be more person-centered. One initiative Minnesota is currently using is a specific methodology based in “Person-Centered Thinking (PCT).” This methodology provides three types of training opportunities to strengthen individuals’ and organizations’ Person-Centered Practices: (1) Person-Centered Organization Training and Technical Assistance (the multiple year comprehensive implementation support described above); (2) Person- Centered Thinking Training (2-days described below); and (3) Person-Centered Planning/Picture of a Life Training (2-days described below). Organizations implementing comprehensive person-centered practices in Minnesota will build capacity for all three of these person-centered practices, and other methods as desired and appropriate to their work.

**Person-Centered Organization-Wide Planning:** The use of implementation science to build capacity and engage in systems change efforts to promote person-centered practices. Organizations implementing person-centered organization-wide planning use team-based approaches that address funding, training, coaching systems, evaluation, policy, and the visibility of the organization’s efforts within the community.

**Person-Centered Thinking:** Incorporating the core concepts and principles of person- centeredness into one’s approach in working with people. PCT is the foundation of person-centered planning and person-centered organization work. PCT Training is a 2 day training where participants acquire and practice foundational person-centered skills, such as how to discover what’s important to people and how to help support people to find a balance with what’s important for them.

**Coaches:** Coaches are identified and recruited by organization-wide teams to facilitate team meetings and encourage the use of person-centered thinking with colleagues. Coaches must participate in the 2-day Person-Centered Thinking training before project implementation, but do not need to be person-centered plan facilitators. Coaches in the first year should only be people who have the passion and commitment to implement the practices and tools with other staff. Coaches are responsible for facilitating organization-wide meetings and are a point of contact for the regional trainers. Meetings are approximately monthly the first year and will continue throughout the three years of implementation. See the attached Appendix C regarding selection of coaches.

**Person-Centered Thinking Trainers:** Trainers are certified by an international group called The Learning Community to train the 2 day PCT. Organization-wide teams building capacity for person-centered practices will identify and recruit professionals who will receive training to become Person-Centered Thinking trainers. The number of Person-Centered Thinking trainers needed within an organization will be based on each organization’s characteristics and needs. The training consists of several days training: observing an experienced trainer, practicing, and being observed leading the two-day training, twice.

**Person-Centered Planning (PCP):** There are a variety of methods for developing person-centered plans, all of which share a set of core concepts and principles. A person-centered planning process is an on-going process of assisting someone to plan their life and supports. A service plan should align with goals and preferences identified in the person-centered plan.

**Person-Centered Planning/Picture of a Life (PoL):** “Picture of a Life” is a particular format of planning for a change in someone’s life (home, job, retirement or other transition). It incorporates graphic facilitation as well as action planning based on the Person-Centered Description (PCD) tools of Person-Centered Thinking.

**Person-Centered Planning/Picture of a Life (PoL) Planners/Facilitators**. PoL Planners/Facilitators have participated in the two-day Person-Centered Thinking training and the two-day Person-Centered Planning/Picture of a Life (PCP PoL) training and actively use the methods and materials in planning with individuals.

**Person-Centered Planning/Picture of a Life (PoL) Training:** This is a two-day training to become a PoL Facilitator. Sessions are led by a PCP/PoL Trainer and a co-trainer who—as part of the training –develops his/her own PCP/PoL with his/her team and the training attendees. Attendees design a PoL Plan and initial action steps for at least one goal area identified by the co-trainer. Training includes about 20 participants.

**Person-Centered Plan/Picture of a Life (PoL) Trainers:** These are trainers certified by The Learning Community to facilitate the PCP/PoL Training. Organization-wide teams building capacity for person-centered practices may want to identify and recruit professionals who will receive training to become PCP/PoL trainers.

The training to become a trainer consists of several days training: observing an experienced trainer, practicing, and being observed leading the two-day training, twice. One must be a certified Person-Centered Thinking two-day trainer in order to be trained to lead Picture of a Life.

**Person-Centered Plan/Picture of a Life (PoL) Co-Trainers:** Someone who develops his/her own PCP/PoL plan in PCP/PoL Training. The person must be someone who requires support and/or services because of a disability of any type and who has team members able to participate in the session.

**Positive Behavior Support**

Positive Behavior Support refers to a set of strategies that are used by organization-wide teams to improve quality of life and prevent problem behavior. Interventions include making changes to everyday situations and settings in a way that naturally prevents the likelihood of problem behavior and involves encouraging and teaching everyone (e.g. direct support staff, family members, peers, employers etc.) important social, cultural, and communication skills that will create a positive environment.

PBS provides a continuum of interventions that increase in intensity. **Universal or Primary Stage** strategies are implemented with everyone with a social setting to establish a positive environment that encourages self-determination and choice. **Secondary Stage** strategies are used to establish early identification of problems that may escalate over time. **Tertiary Stage** involves individualized person-centered planning and positive behavior support plans. Organizations interested in implementing positive behavior support will need to invest in a PBS Facilitator. The role of the PBS Facilitator is to:

* Provide ongoing training in universal positive behavior support via in-service and pre-service training,
* Support team-based monitoring of progress across behavior support plans,
* Assist in monitoring and early identification of people in need of additional support,
* Facilitate individual PBS plans within the organization, and
* Mentor new staff members learning to facilitate positive behavior support.

**PBS Facilitators:** One to two people in each organization participate in additional training so that they can support their team while implementing PBS that the Primary, Secondary, and Tertiary Stages of implementation. Training includes an Introduction to PBS (6 training days) and onsite co-facilitation of a person-centered plan and PBS plan with a person interested in being the focus of a PBS plan within each participating organization or at a regional level.

**APPENDIX C**



**PERSON CENTERED THINKING COACHES: GETTING STARTED**

**Begin with a conversation.**

Talk with the people at ICI before the final selection of coaches. You have to think about where the best places to start within your organization are and who from those services would make the best coaches. The following will help with the conversation.

# Who are Person-Centered Thinking coaches?

Person-Centered Thinking coaches are people who have been selected by their organization to utilize person-centered skills/practices in the day-to-day function of their official job duties to:

* Lead the implementation of person-centered thinking skills –
  + Demonstrate how the person centered thinking skills work and
  + Support the skills in becoming habit
* Make changes that improve quality of life for those who use the services and those who provide the services –
  + Make the changes that can be made without permission or altering policies, procedures, or structures (level 1)
  + Identify those changes that need to be made but require permission or a change in policies, procedures, or structures (level 2)
* Support the development of a positive organizational culture characterized by -
  + Partnership
  + Learning
  + Accountability
* Learn what is working within the organization, needs to stay the same and be celebrated; and what is not working and needs to change.

# Who should be in the first group to be selected to be Person-Centered Thinking coaches?

**You need to select the first group of coaches very carefully.** If you are an organization of any size you are deciding where to start as well as whom should lead your effort. Look to:

* Front line managers
* Middle managers
* Interested professionals
* Involved service coordinators/case managers
* Senior direct support professionals (who are already looked to for leadership)

However, they must also be people with gift, passion, and opportunity

The first group of coaches should be people who have a gift for the work. Look for the “naturals,” people did very well in the Person-Centered Thinking skill training. Look for those who can see how they can use the skills. When we say they need passion we mean that they see the connection between the skills and improving people’s lives and they find it doable and exciting. They should have ordinary opportunities to use the skills. They should be able to see this as a way of making positive changes in people’s lives by changing how they do their work; they should see this as a real example of the cliché work smarter, not harder. They need to be people whose day to day responsibilities include opportunities to use the skills. These people will be found among front line managers, interested professionals, and those who do support coordination/case management.

# What about senior/middle managers and direct support professionals as coaches?

Having a few middle and/or senior managers serve as coaches is a good idea. But only a few middle/senior managers should be among the first group of coaches. The majority of the coaches should be people who have day to day contact with the people who use services. On the other hand we do not recommend the selection of direct support professionals as coaches. Experience has shown that they may find themselves in an awkward position when coaching their peers. Direct support professionals who have management responsibilities work well as coaches.

# No isolated coaches

When the first coaches begin their work it will feel awkward. Most people need support as the build confidence and competence. Make sure that there are some people who came to the person-centered thinking skills training who will be among those that are coached. Make sure that there will be other coaches that they will have contact with in the course of their day to day work. The first group of coaches needs located in the areas where successful change should be easiest.

**APPENDIX D**

**SUMMARY: TIME COMMITMENTS**

Note: The cost of travel time and expenses to attend all trainings are covered by the organization. Each organization-wide team will be meeting regularly between meetings to work on an action plan created during trainings. Time dedicated to these additional activities vary by organization and are not included in the table below.

| **Role** | **Expectations** | **Time Commitment (Hours) per person** |
| --- | --- | --- |
| Team Members | * 2-Day Person-Centered Thinking Training * 5 Full training Days: Tentatively scheduled:   + January 8, 2019   + March 20, 2019   + April 24, 2019   + May 22, 2019   + June 26, 2019   + Meetings within agency between training days | Estimated 65 |
| Key Contacts | * 2-Day Person-Centered Thinking Training * 6 Full training Days (see “Team members” row, above) * 3 Full Key Contact Days: Tentatively scheduled:   + January 7, 2019   + March 19, 2019   + One additional meeting to be scheduled late spring/early summer 2019. * Meetings within agency between training days * 3 Telephonic Meetings | Estimated 92 |
| PCT Coaches | * 2-Day Person-Centered Thinking Training * 6 Full training Days (see “Team members” row, above) * Meetings within agency between training days * 6 Full Coach Training Days:   + December 4, 2018   + February 5, 2019   + March 5, 2019   + April 2, 2019   + May 7, 2019   + June 4, 2019 * Preparation for Coach Days and homework as assigned | 109 |
| PCT 2-Day Trainers | * 2-Day Person-Centered Thinking Training * 5 Full training Days (see “Team members” row, above) * Meetings within agency between training days * Full Day Trainer Orientation * Observe 2-Day PCT Mentor Training * Minimum 40 hours * Present 2-Day training twice with mentor observation * Present 2-Day PCT Training 3 times annually | 145 |
| Picture of a Life Facilitators | * Attend 2-Day Person-Centered Thinking Training * Attend 2-Day Picture of a Life Training | 32 |
| Picture of a Life Trainers | * Obtain 2-Day PCT Trainer certification through the Learning Community * Meet with Picture of a Life Training Mentor to determine Individual Requirements for becoming Picture of a Life Trainer | 152 + TBD |
| PBS Facilitators | * 2-Day Person-Centered Thinking Training * 5 full day team-wide trainings (see “Team members” row, above) * 6 Full Day Positive Behavior Support Trainings (onsite OR via webinar, TBD between January 2019-June 2019) * 4 Full Day on-site consultation and technical assistance meetings for the creation of a Person-Centered Plan, Functional Assessment, and PBS Plan (TBD, scheduled with each agency) * Time necessary to complete planning outlined above as necessary | 129 |
| Regional Trainer | * Two Full Day Training Days * 4 Conference Calls (TBD) * Participation in 5 Team-Day Trainings (see “Team members” row, above) | 62 |