Person-Centered Organization-Wide Person-Centered Practices and Positive Behavior Support
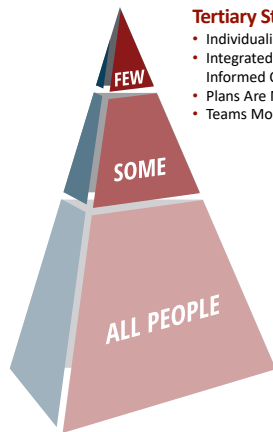
Provider Example Implementing Over Two Years

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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

FEW

SOME

ALL PEOPLE

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

FEW

SOME

ALL PEOPLE

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

FEW

SOME

ALL PEOPLE

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
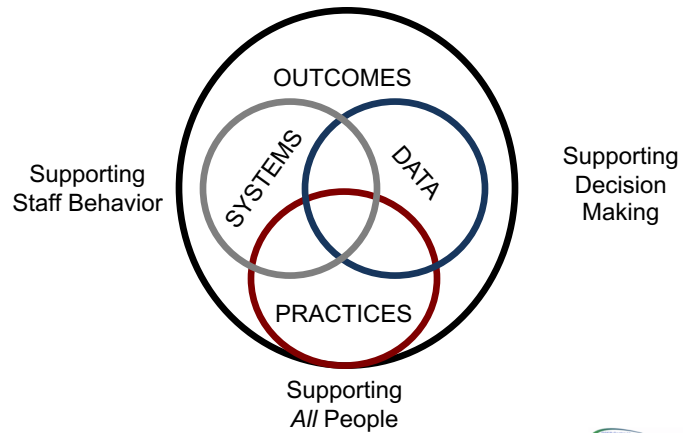- Use Data for Decision Making

Positive Behavior Support

Person-Centered Practices & Planning

Organizational Workforce

Avoiding the "One-Shot Workshop" Approach to Training

Improving Quality of Life

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting
Staff Behavior

Supporting
Decision
Making

Supporting
All People

Person-Centered Practices & PBS Curriculum

Institute on Community Integration
(https://mnpsp.org/training-materials/)
- Team-Based Action Planning & Data Systems
- PBS Multi-Tiered Curriculum
- Key Contact Training
- Person-Centered Planning & PBS Facilitator Training
- Regional Trainer Mentoring

The Learning Community and Support Development Associates
(http://sdaus.com/resources)
- Universal Person-Centered Practices
- Coaches Training System
- Person-Centered Thinking Training
- Picture of a Life Planning Training

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
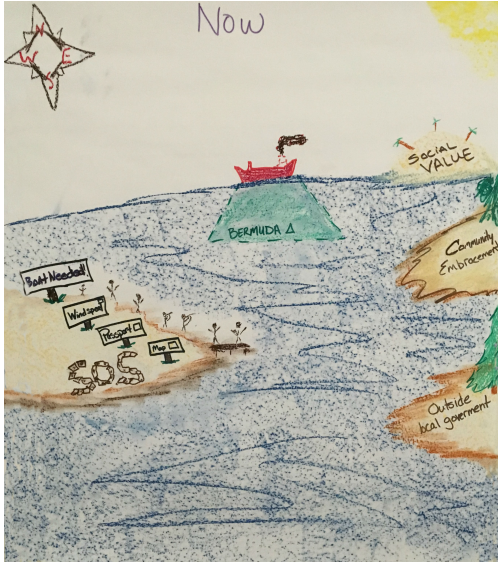- History Map
- Applied Coach Activities

MAKE THE WORLD A BETTER PLACE

Quality Of Life

Positive Behaviour 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

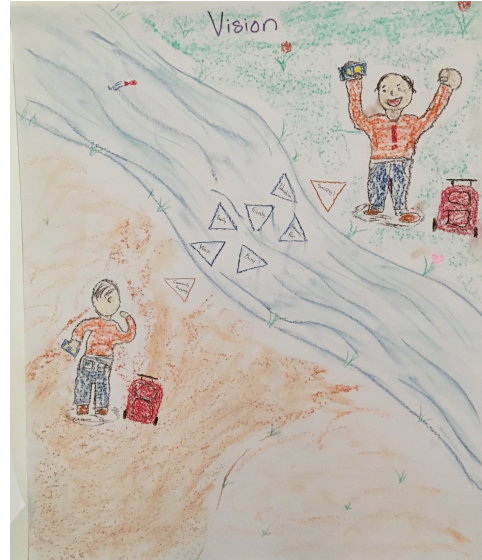# Organization-Wide Team Activities

- Form a Team
- Confirm Readiness
- Team Self-Assessment
- Action Plan and Long-term Vision
- Data-Based Decision Making
- Monitoring Capacity Building
- Preparing for Year Two

Vision for Moving Forward: Status of Our Efforts Now and For the Future

Now

Future

History Map Completed After Year One

Outcome Statements

- Outcomes for People Who Receive Support:
  - People who receive support feel respect, acceptance, and value in the community.
  - People who receive support drive their plans and services.
- Outcomes for Employees/Staff:
  - Staff understand person centered thinking are are working for/with the person receiving supports.
  - Staff feel valued and want to work at SSI.
- Outcomes for Organization:
  - SSL will match staff with person receiving supports.
  - Organization will restructure the way services and supports are provided.
- Outcomes for Community:
  - Community members will be excited to welcome, participate, engage, with SSL and person receiving support.
  - Community members expand awareness of mental health.

Action Plan Documentation

Overall Management Activities	Who	By When	Status Update
Last 30 minutes of Wednesday Meeting used for PC/PS Grant Discussion	ALL	Start 7/27/16	Achieved/In progress, 1/12/17 need to look at accomplishing one task at each meeting, setting assignments to comment next meeting, look at different meeting locations, flip charts/post it notes
Exit Interviews	Anyone with employees	Start Friday 7/22/16	Completed- distributed to all supervisors/managers 7/26/16, 1/12/17 look at if these are being done
Pancake Breakfast, changed to staff role out pizza	Chris, ryan, pete, rachel, beth, laura, steph, all organization team member assistance	10/31/16	Picked dates of 11/11 and 11/18, need to work on agenda and get marketing about it out by 10/30/16 Completed both roll outs as of 1/12/17
Staff matching pilot- determine plan for pilot and start system	Beth, Laura Flynn,	10/31/16	Will meet on 8/1/16 at 10:30am to develop action plan
Leadership training	Steph	12/31/16	In progress, completed, DP in progress
Meet & Greet site visit with politician	Steph, Beth, Jeff	11/14/16	Nothing done as of 1/12/17
Police Department Outreach	Laura F, Steph	10/1/16	2 came to ice cream social First One completed 1/12/17
Booth at SLC Health & Human Services Conference	Beth	7/1/17	Waiting for email response from Mary Bridget Lawson, missed out on 2016 conference, will look at attending 2017
Neighborhood gathering (Ice cream social Appreciation Event for police, fire department, etc)	Laura Bussey, Rachel	8/30/16	Completed, 2 police came
Policy language revision	HR, Laura F	Monthly	In progress

Action Plan Examples

- 9 Person-Centered Thinking Coaches trained
- 2 Key Contacts
- 2 people are trained in Picture of a Life Planning
- 2 people are in the process of becoming PBS Facilitators
- 2 PBS Trainers already within the agency
- Training with new employees about Person-Centered Practices
- Adding person-centered questionnaires into behavior plans
- Implemented social skills instruction (matrix) in two settings
- Staff training and direct observation started
- Improved incident reporting data collection system

Adding Universal Positive Behavior Support Strategies

1. Teach, Promote, Model Positive Social Interactions

2. Design Positive, Proactive, Predictable Environments

3. Establish Data-based Decision Making Systems

4. Consistent Response to Problems

5. Build Capacity for Individualized PBS

Matrix Developed in Residential Setting

		Time of Day				
		Before Day Program 7-9:30am	**After Day Program 3:30-5pm**	**Dinner 5-6pm**	**Evening Activity 6-8pm**	**Night time 8-?**
V a l u e s	**Keeping it real**	Follow preferred routine	Relaxing in preferred way	Eat at respectable time	Enjoy your time	Allow housemates to do their thing
	Open Line of communication	Respectfully being woken up	Talk about evening plan	Know your role	Discuss activity (who's going/expectations)	Talk about day if needed
	Organization	Lunches / Tobacco for day	Dinner prep / Tobacco for evening	set/clean table	proper supplies (money, meds, clothes, tobacco)	Prepare for next day
	Cleanliness	Clean clothes	Discuss Chores. Pick up room	Finish up chores, Compliment housemates.	Help others prepare for activity	Follow routine (Shower, clean room, pick up house
	Respect	Let others follow preferred routine. Staff passdown	Allow other to relax as they prefer	Rinse own dishes and put in dishwasher - Thank each other	Allow housemates to enjoy activity	Respect quiet time and passdown

Meetings Matrix for Organizational Meetings

STEPPING STONES *for Living*

SSL Meetings	Before Meeting	Beginning of Meeting	During Meeting	End of Meeting	Post Meeting / Follow up
RESPECT	• Come prepared • Be positive • Always assume the meeting is happening, unless you hear otherwise	• Be on time / communicate scheduling conflicts • Open with positive statement	• Stick to agenda • Active listening (limit distractions, don't interrupt) • Participation	• End on time • Stay engaged	• Follow through (complete tasks) • Positive exit • "Keep it classy"
INCLUSION	• Communication	• Designated note taker • Introductions (if needed) • Everyone is heard • Everyone signed in	• Encourage sharing • No jargon	• Summarize/ recap • Check in	• Feedback (requesting) • Follow through w/ meeting notes
SUPPORT	• Know audience • Offer prep help	• Respectful • Body Language	• Stay focused on solutions • Remain positive • Mindful of time	• End on positive note • Set next meetings agenda	• Positive praise
EMPATHY	• Anticipate and help prepare for stressors	• Be understanding • Discuss agenda	• Paraphrase (understand individual needs) • Nonjudgmental • open-minded	• Say thank you • Check in on feelings	• Feedback (offer) • Be understanding • Be supportive

Working Towards Outcome Data

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Responding to:
"Our Agency is Already Person-Centered"

Fidelity of Implementation

- Strategy for Providing Evidence That an Organization is Implementing a Practice in the Manner Intended
- A List of Key Elements of a Practice Teams Can Use for
  - Self-Assessment and Evaluation
  - Help Guide Implementation
- External Evaluation
  - Unbiased Assessment of Practice

Evaluation & Data Systems	
Organization-Wide Evaluation	**Related Evaluation Data/Tools**
What impact did the training have on capacity building?	**Number of coaches, key contacts** **Number of staff involved in implementation** **Number of people supported**
What are the strengths and needs of the organization?	**Person-centered organizational tool** **Quality of social and physical environment**
How well are the practices implemented?	**Fidelity of implementation self-assessment (twice a year)** **Onsite evaluation (annual)**
Are there changes in behavior of staff and people living and working in a setting?	**Direct observation of staff person-centered practices (Quarterly)** **Direct observation of people supported (Quarterly)** **Incident reports, restraint, 911 calls, etc. (Quarterly)** **Organizational data (retention/tenure, etc.)**
Are there changes in universal quality of life?	**Quality of social and physical environment interviews** **Regional Quality Council Interview Tools**

Examples of Evaluation Data

Effort
- Coaches, Key Contacts. PBS Facilitators
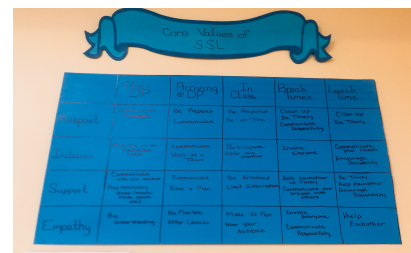- Homes, Areas of Organization (parameters)

Fidelity
- Self-Assessment
- Onsite Evaluation

Outcome
- Quality of Life
- Incident Reports
- Injuries, Sick Days
- Attrition/Retention, Workers Compensation

Employment Matrix & Direct Observations

Collaborative Process for Creating the Matrix

- Team of staff members, supervisor involved in observations, people supported met to identify positive social values
- Following initial observations, the PBS team member and employment site supervisor initiated:
  - Large printed versions of the matrix displayed in hallways, employment classrooms, and the cafeteria
  - Larger scale employee training on the matrix
  - Training and education on the matrix to the employees and people being supported during employment classes.

Development of Employment Matrix

- Collaboratively Developed with People Supported & PBS Team including:
  - Supervisor of the employment site (also on the PBS team)
  - Employees at the employment site
  - People being supported at the employment site
- Observations Conducted in Two Settings
  - Lunch
  - Employment classes

	Before Day Program	Arrival	In Class	Break Times	Lunchtime
Respect	Communicate thoroughly	Being Prepared & Communicate	Be Prepared & Be on time	Clean up, Be Timely, & Communicate Respectfully	Clean up & Be Timely
Inclusion	Motivate on an individual level	Communicate and work as a team	Participate and hear one another	Involve Everyone	Communicate your needs Encourage Socialbility
Support	Communicate with one another Prep necessary items (Meals, Meds,Phone, etc)	Communicate and have a plan	Be Involved, Limit Interruptions	Help each other be timely Communicate your breaks with others	Be Timely, Help each other Encourage Sociability
Empathy	Be understanding	Be Flexible & Offer Choices	Make it fun, Know your audience	Involve Everyone, Communicate Respectfully	Help each other

Slide 1

Direct Observation Tool

- Train the trainer model to collect direct observation data

- Utilize 'TelePBS' (e.g., live coaching and data collection via video conferencing) to increase the number of data collection/training opportunities

- Work together to curate and analyze data to inform matrix training practices.

MINNESOTA DIRECT OBSERVATION FORM

Date and Time of Observation: _____   Number of People in the Setting: _____

Setting Observed: _____

B. Promoting Social Engagement and Interactions

Part 1
Observe Staff using the list below.

A. Person-Centered Behaviors

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Person-First Language				
Nonjudgmental Descriptive Language				
Working in Alliance with the Person				
Reflective Listening Skills				
Person-Centered Behaviors				
Demonstrates Empathic Behavior				

Subtotal Person-Centered Behaviors Observed ___/24 ___%

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Encouraging Others to Interact				
Supporting Choices				
Reinforcing Others				

Subtotal Person-Centered Behaviors Observed ___/12 ___%

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

A. Opportunities to Participate in Positive Social Interaction

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Active Involvement in Conversations/Meetings/Activities				
Engaging in Identified social Behaviors:				
Person Centered Value 1				
Person Centered Value 2				
Person Centered Value 3				
Person Centered Value 4				

Subtotal Person-Centered Behaviors Observed ___/___ ___%

Slide 2

Interrater Agreement for Direct Observations

- Supervisor and ICI Tele-PBS Mentor Connect Via Distance Strategies
- Date Set to Organize Direct Observation
- Supervisor and Tele-PBS Mentor Observe Direct Support Staff Using Direct Observation Tool
- Initial Results of Inter-Rater Session
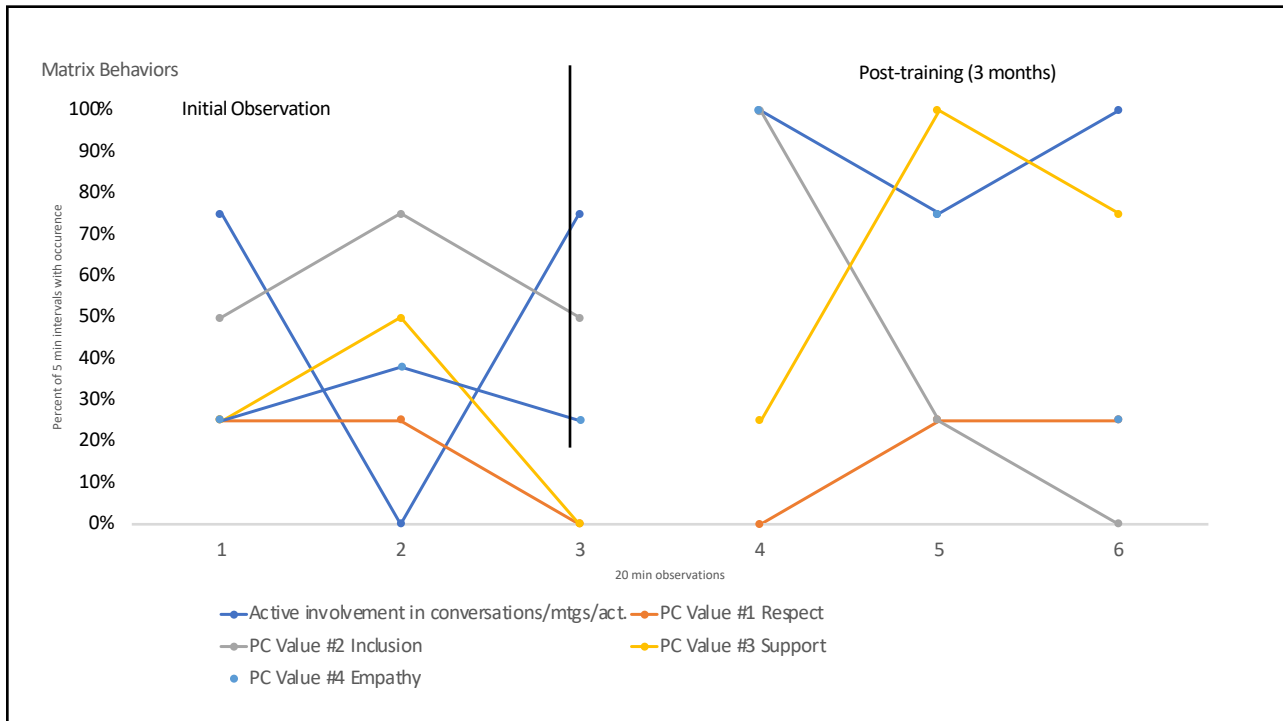
Matrix Behaviors

Initial Observation

Post-training (3 months)

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

Percent of 5 min intervals with occurence

1   2   3   3   4   5   6

20 min observations

→ Active involvement in conversations/mtgs/act.   → PC Value #1 Respect
→ PC Value #2 Inclusion   → PC Value #3 Support
• PC Value #4 Empathy

Part 2

Are People Actively Using the Social Interactional Skills Considered Important?

MINNESOTA DIRECT OBSERVATION FORM

Date and Time of Observation: _____   Number of People in the Setting: _____

Setting Observed: _____

B. Promoting Social Engagement and Interactions

Part 1
Observe Staff using the list below.

A. Person-Centered Behaviors

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
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Demonstrates Empathic Behavior				
Subtotal Person-Centered Behaviors Observed				____/24 ____%

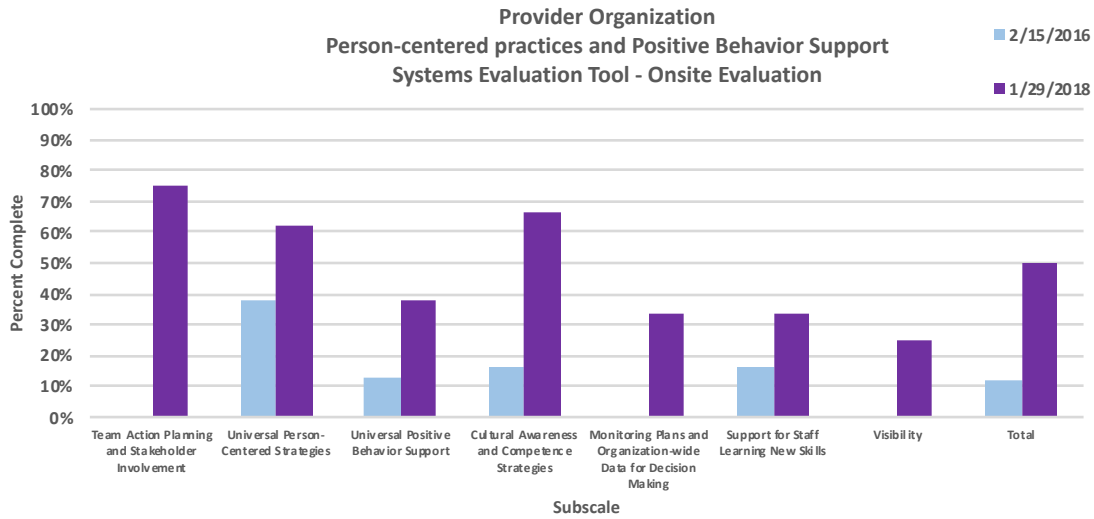| Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Encouraging Others to Interact				
Supporting Choices				
Reinforcing Others				
Subtotal Person-Centered Behaviors Observed				____/12 ____%

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

A. Opportunities to Participate in Positive Social Interaction

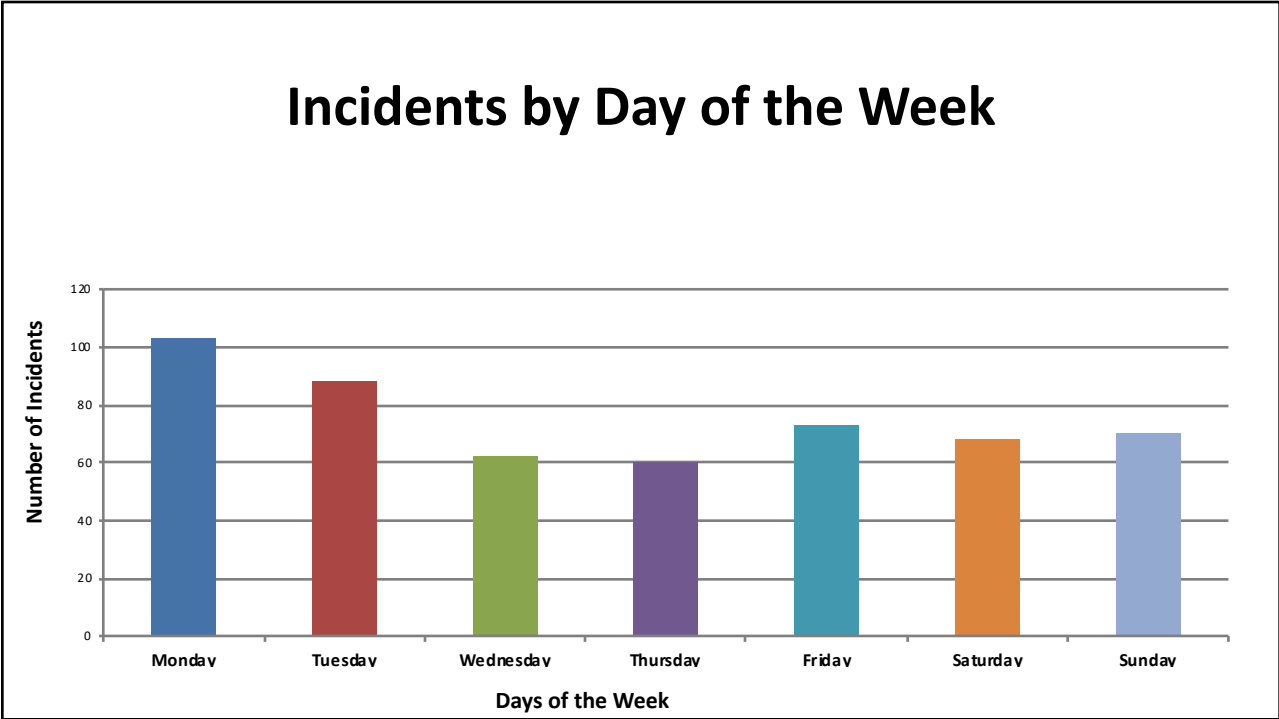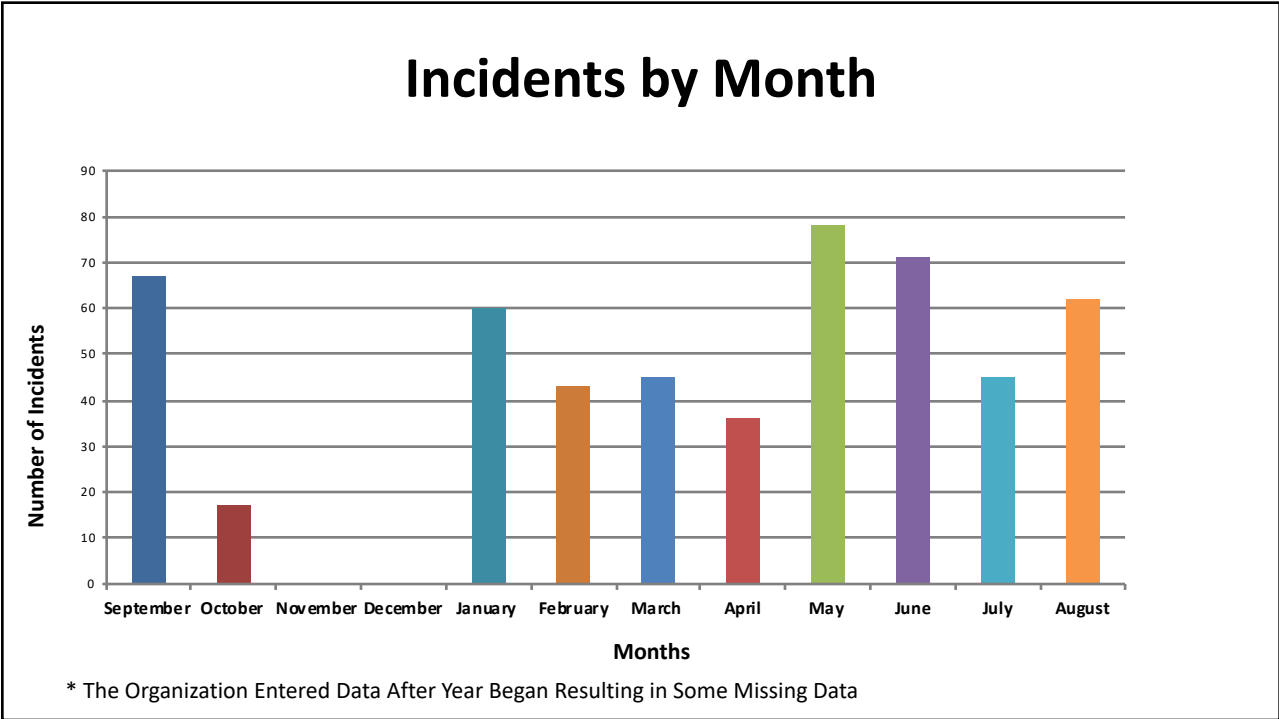| Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Active Involvement in Conversations/Meetings/Activities				
Engaging in Identified social Behaviors:				
Person Centered Value 1				
Person Centered Value 2				
Person Centered Value 3				
Person Centered Value 4				
Subtotal Person-Centered Behaviors Observed				____/____ ____%

Freeman, R., Watts, E., Reichle, J., Moore, T., Maki, A., O'Nell, S., Baker, D., Amado, A., Piggott, M., & Julian, H. (2016). *Minnesota direct observation and Assessment tool.* Minneapolis, MN: Institute on Community Integration. University of Minnesota.
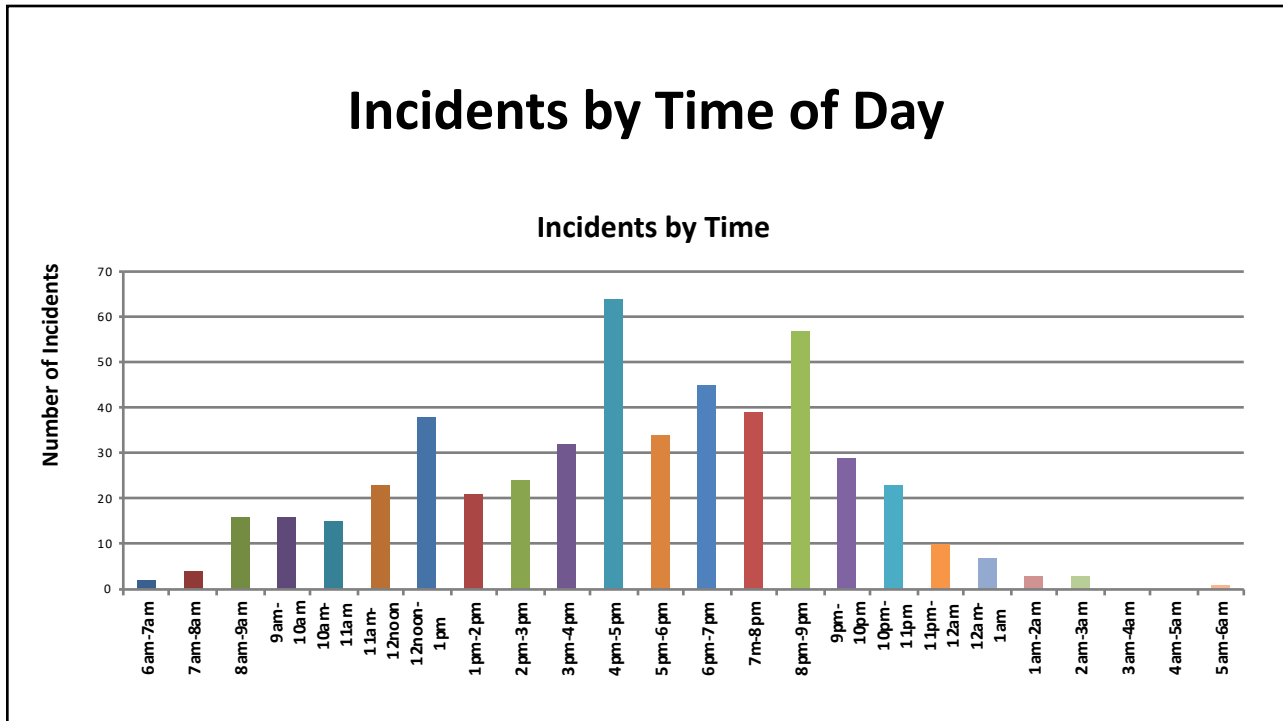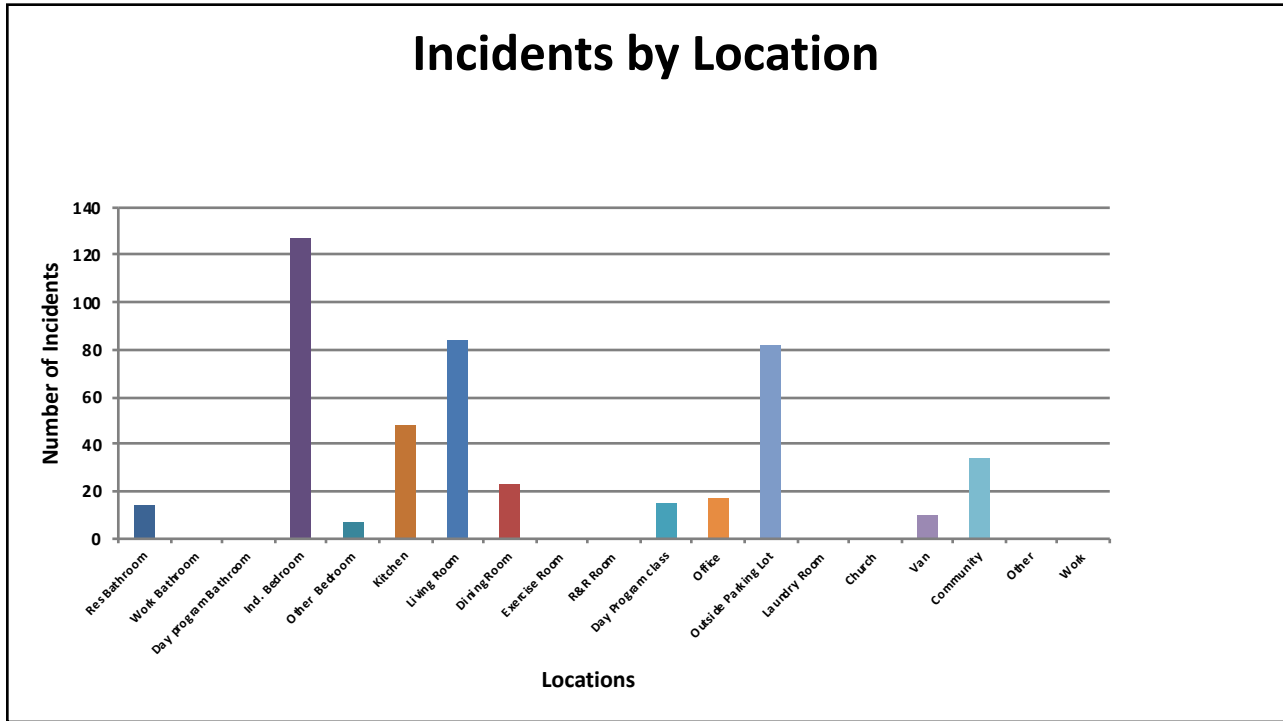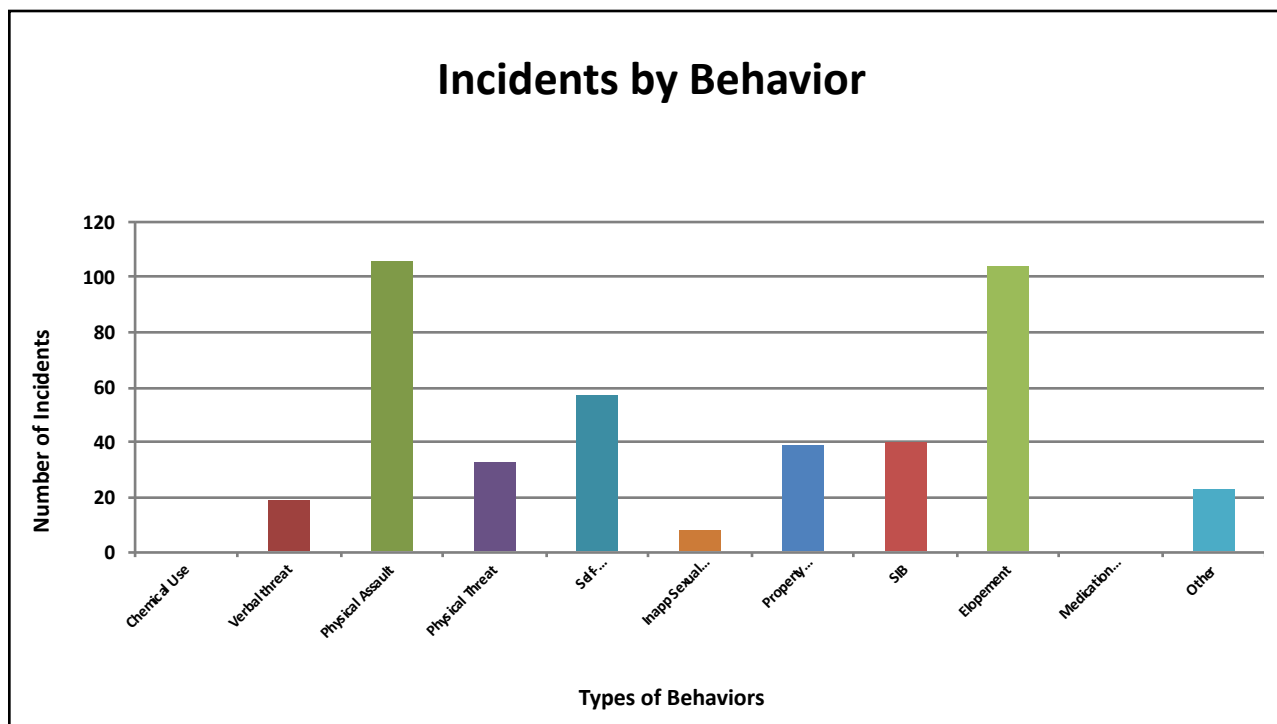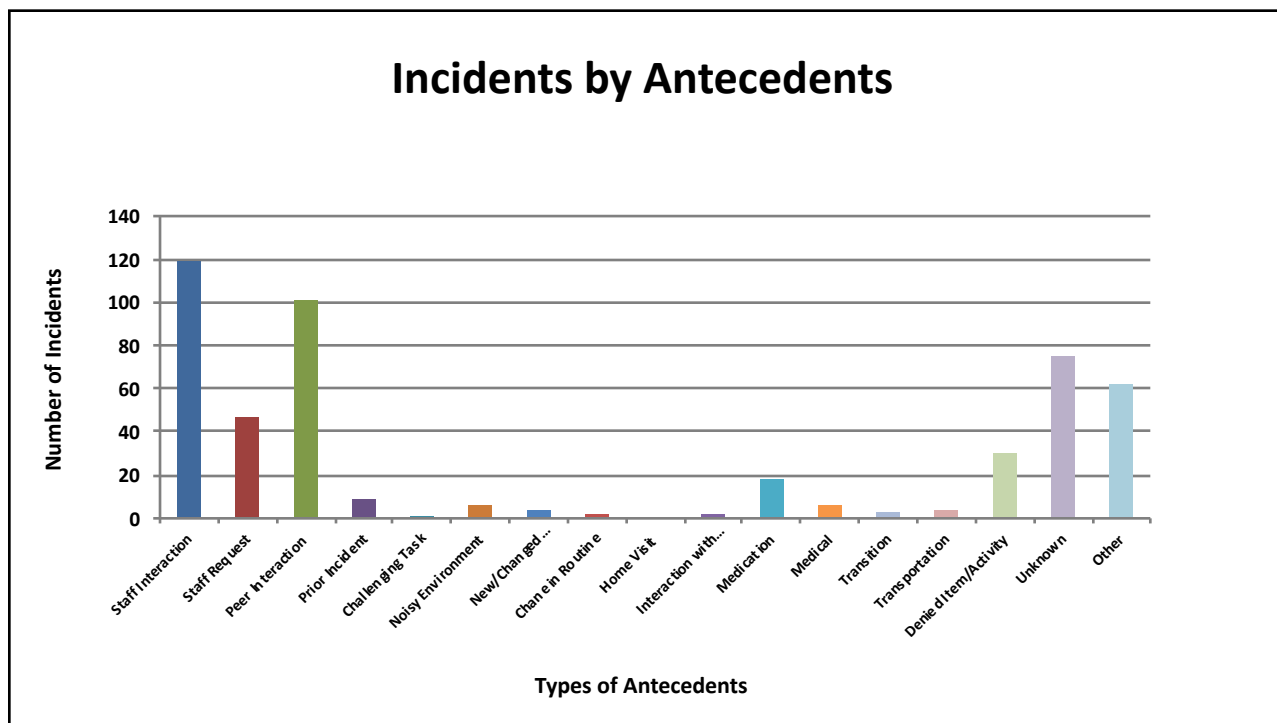
Part 2 Observations of People Supported
Use of Matrix Behaviors

Initial Observation

Post-training (3 months)

Percentage of 5 Minute Intervanls

Sessions

Active involvement in conversations/mtgs/act. — PC Value #1 Respect — PC Value #2 Inclusion — PC Value #3 Support — PC Value #4 Empathy

Overall Fidelity Data for Provider Organization
Team Self-Assessment

Minnesota Team Implementation Checklist
Overall Fidelity for Provider Organization

6/10/2016
9/28/2016
1/17/2018

Percent Implemented

Subscales

Fidelity of Implementation
Onsite External Evaluation Scores

Provider Organization
Person-centered practices and Positive Behavior Support
Systems Evaluation Tool - Onsite Evaluation

■ 2/15/2016
■ 1/29/2018

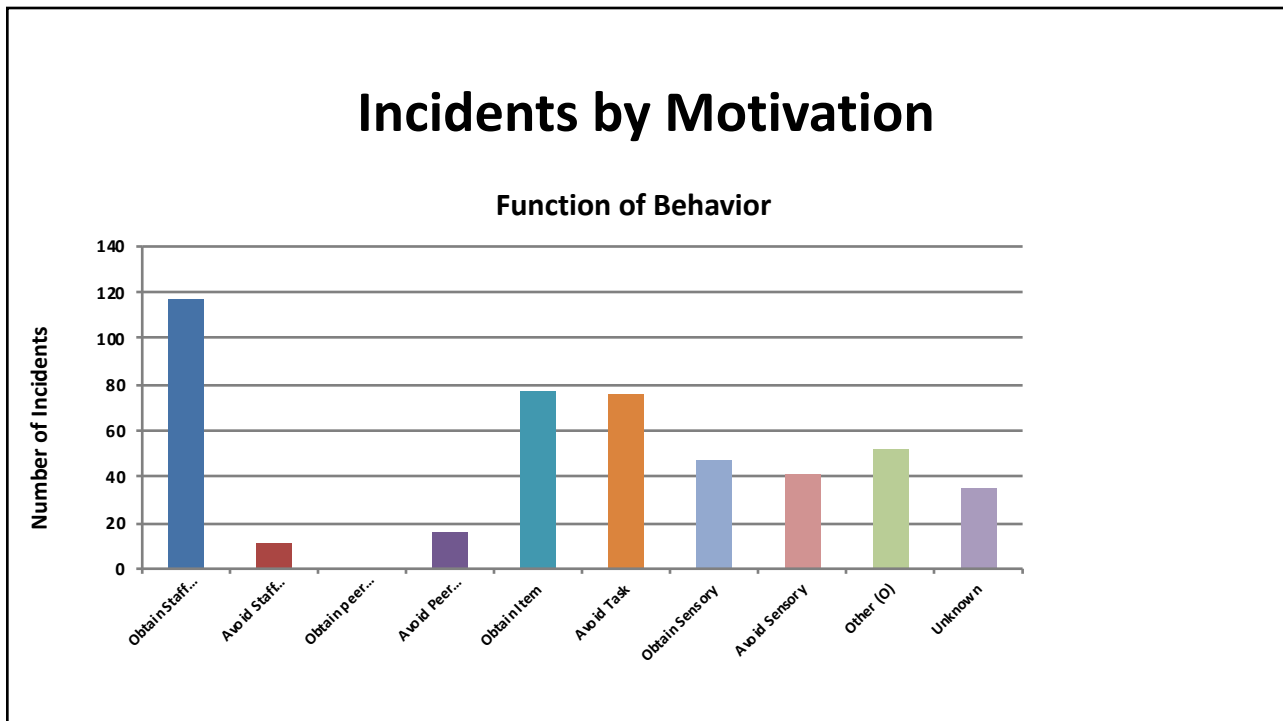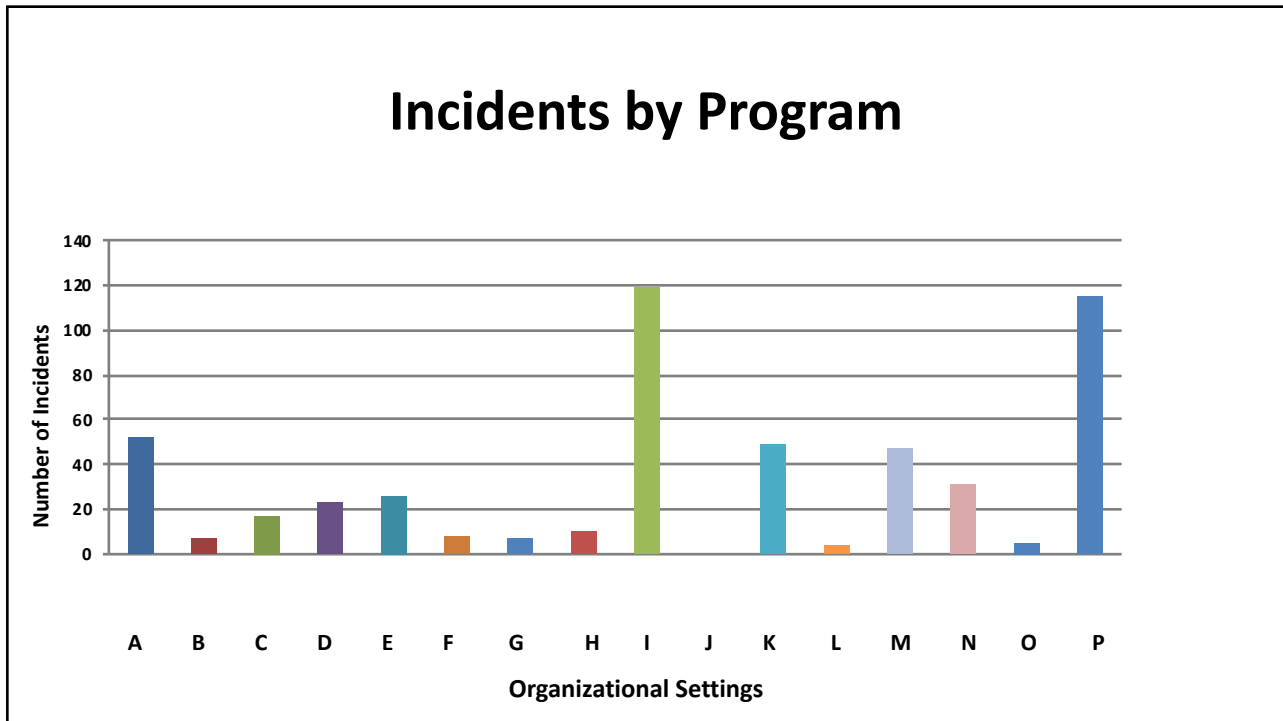# Incident Report Graphs

Incidents by Month

Incidents by Day of the Week

Incidents by Location

Incidents by Time of Day

Incidents by Antecedents

Incidents by Behavior

Incidents by Program

Incidents by Motivation

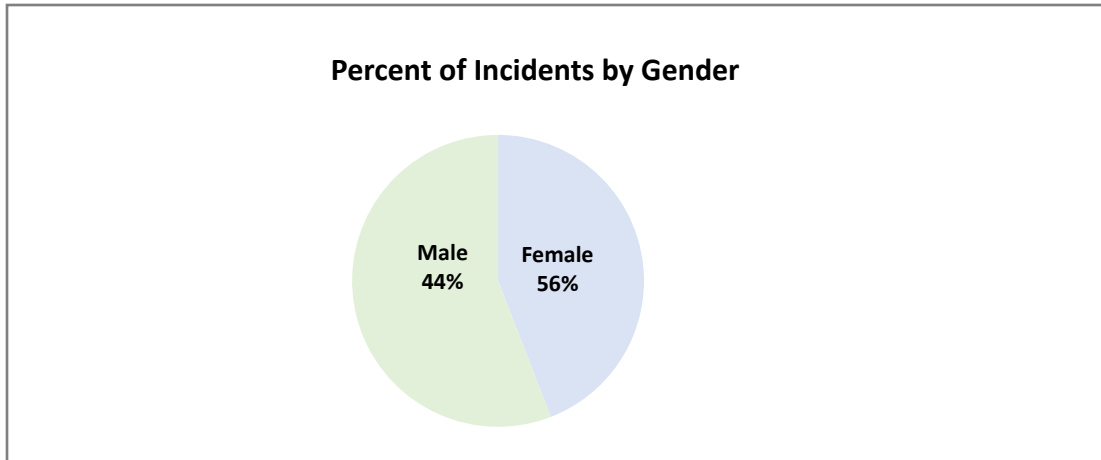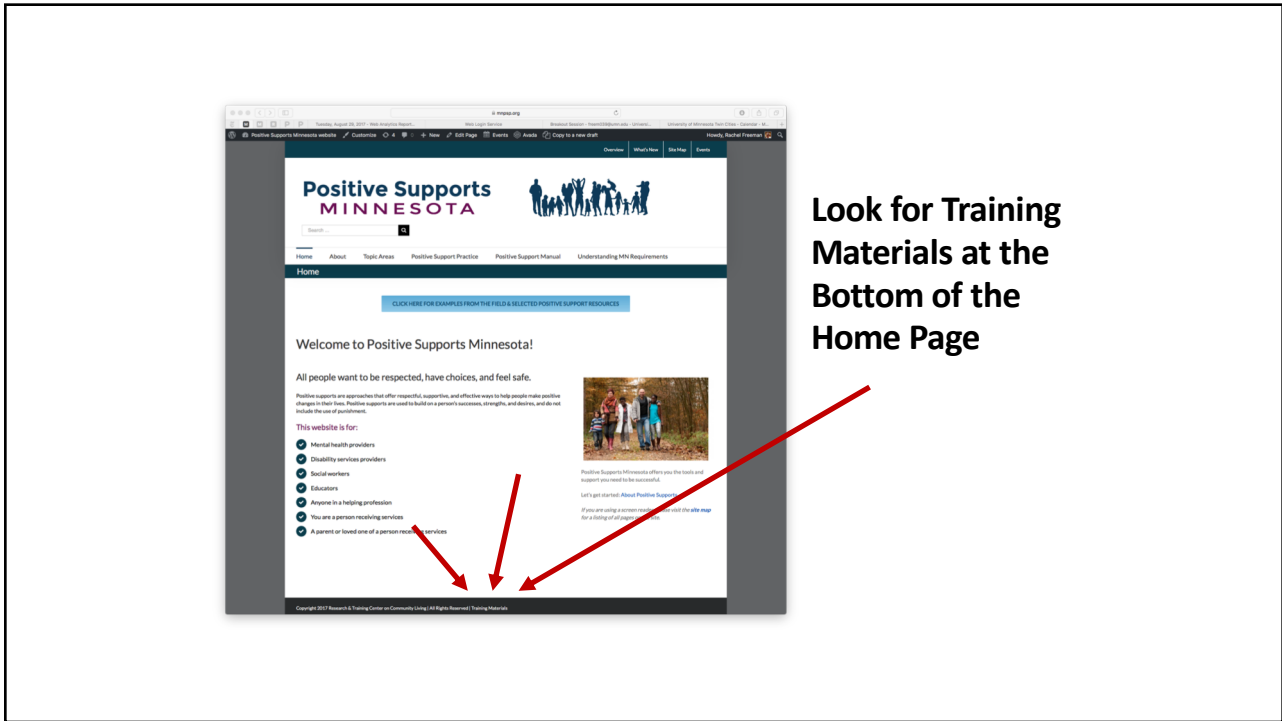# Incidents by Gender

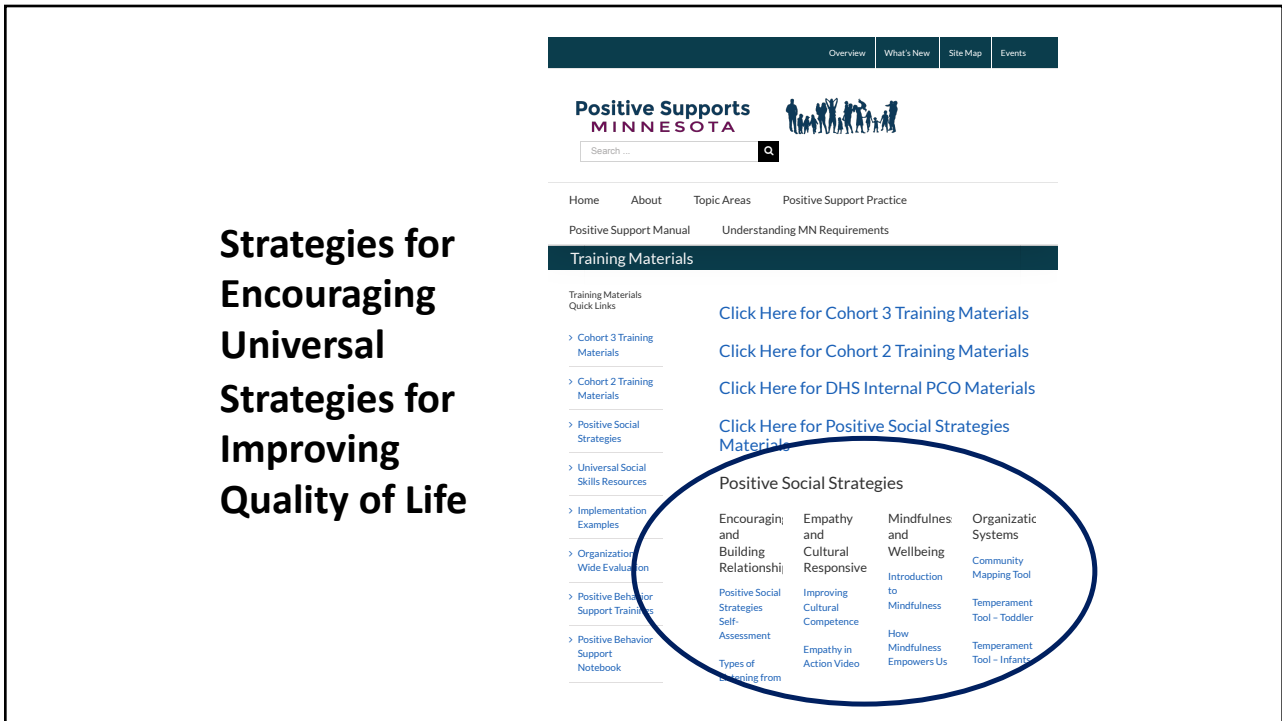**Percent of Incidents by Gender**

Male
44%

Female
56%

Status of Evaluation Efforts: Establishing Outcome Measures

- Incident Report Data
- Direct Observation
- Attrition
- Worker's Compensation
- Quality of Life

Look for Training Materials at the Bottom of the Home Page

Strategies for Encouraging Universal Strategies for Improving Quality of Life