

Implementing Sustainable PBS in Organizations Supporting People with Intellectual and Developmental Disabilities

Data-Based Tools and Resources



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Presentation Goals

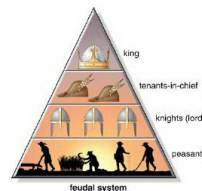
- Describe 3 Examples of Implementation in IDD Settings
- Provide Different Ways to Think About Implementation
- Share Tools That Promote Data-Based Decision Making

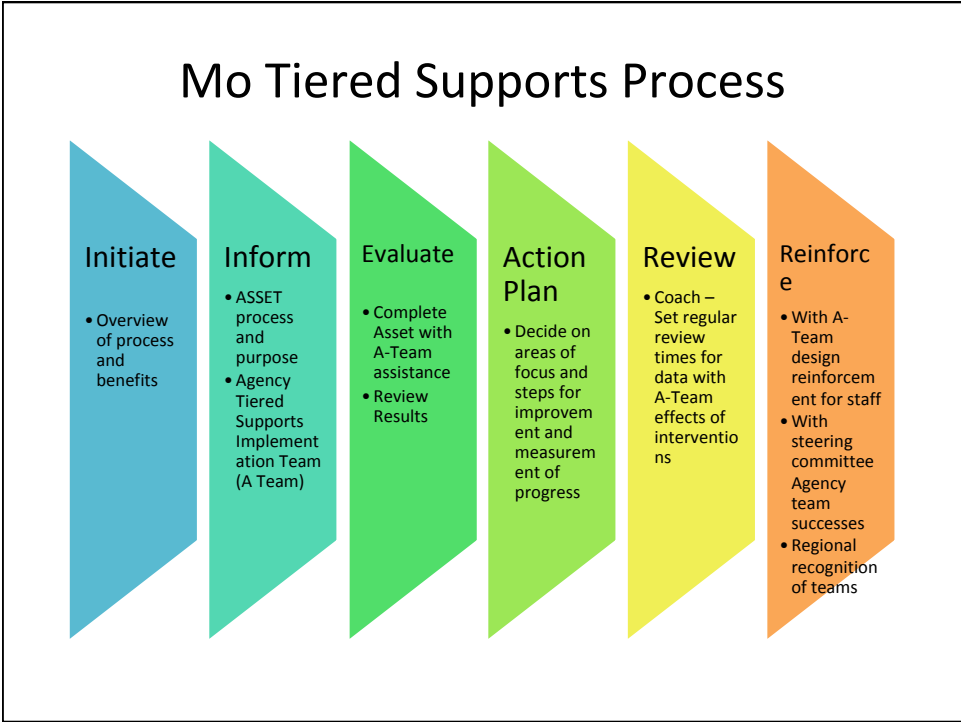
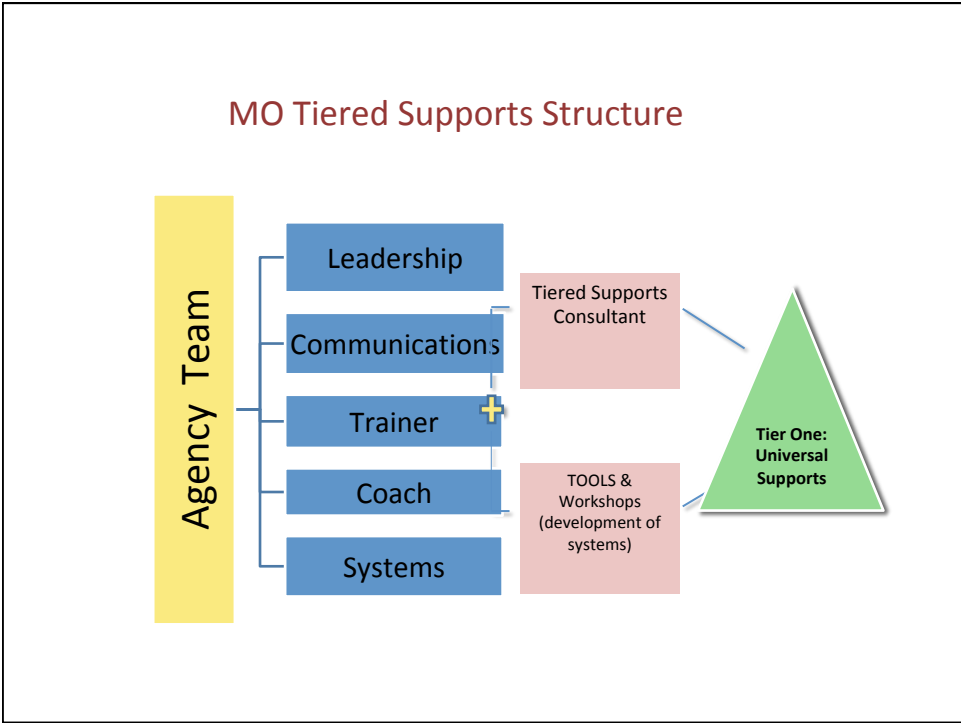
Missouri IDD Tiered Supports: Evaluating Sustainability

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What is sustainability of a practice?

- McIntosh et al (2016)- durable implementation of a practice at a level of fidelity that continues to produce a valued outcome.
- What is “a practice” ?
 - One or set of strategies
 - Framework/structure to approach services





First, evaluate the context as it is

- ASSET- Agency System and Supports Evaluation Tool
- Based on SET from School Wide
- Evaluates presence or absence of essential elements for Tier 1 practices
 - Individuals need a healthy, positive, enriched environment
 - Administration/family decision maker(s) support, participation & leadership
 - Common approach to teaching & providing encouragement for what to do and what not to do
 - Procedures for coaching, feedback, re-teaching
 - And Data to evaluate and re-evaluate fidelity of and effectiveness of procedures used by both family and staff

Sample of evaluation questions from ASSET

Feature	Evaluation Question	Suggested Data Sources (circle sources used) P=product, I=interview, O=observation	Score: 0-2	Rationale
C: Systems of Reinforcement	1. Are there formal motivational systems to encourage supported individuals to meet expectations? (0=no; 1=an informal system exists; 2=formal systems for all)	- Interview - Behavior Support Plan - Programs Other _____ I P		
	2. Do individuals receive frequent positive incentives (e.g., praise, attention, items/activities, etc.) for meeting expectations? (0=less than 34%; 1=35-75%; 2=more than 75%)	- Interviews - Observation Other _____ I O		
	3. Are the incentives delivered valuable (i.e., rewarding/meaningful) to the supported individual? (0=no; 1=for some; 2=yes for all)	- Interviews - Observations Other _____ I O		
	4. Are there formal motivational systems to encourage staff to meet expectations? (0=no; 1= an informal system exists; 2=formal systems for all)	- Interviews - Observation Other _____ I O		
based Decision Making	1. Does the agency have a clearly defined system or formal mechanism for collecting, summarizing & reviewing individual behavioral data (challenging behaviors as well as skill acquisition targets) and incident reports from support staff (i.e., computer software, data entry time)? (0=no system or mechanism; 1=incident reports are collected but no system or mechanism to summarize or review them; 2=yes—clear evidence of a system)	- Product Review Other _____ P		
	2. Are incident reports and/or behavioral summaries supplied to an individual's planning team at least four times/year? (0=no; 1=1-2 times/yr.; 2=4 or more times/yr)	- Product Review Other _____ P		
	3. Does the management team analyze aggregated data regularly to identify agency-wide patterns?	- Product Review		

ASSET Interview and Observation Form

Agency Name: _____
 Live Values: _____

Questions	Support Staff (10)				Team Member			Individual's Supported (5)					
	What are the agency life values to individuals this year? Record the number known.	Have you taught the agency life values to individuals this year?	Have you given out any recognition or awards in the past month?	What type of individual problems do you or would you refer to your supervisor for assistance? Or for police or hospitalization?	Is there a team in your agency to address agency-wide behavior support systems?	Are you on the team? If yes, ask team questions.	Does your team use behavior or SMT data to make decisions?	Has your team taught or reviewed the agency-wide program with staff this year?	Who is the team leader or facilitator?	What are the agency life values? Record the number known.	Have you received any recognition or awards in the past month? Record the number known.	What do you usually do during the day? Do you enjoy what you do most days?	Where do you want to be in five years?
1.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
2.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
3.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
4.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
5.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
6.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
7.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
8.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
9.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
10.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
11.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
12.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
13.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
14.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
15.	Y N	Y N		Y N	Y N	Y N	Y N			Y N			Y N Y N Y N
Staff Location & Address (1) Office (2) Individual's Home	1.	2.	3.	4.	5.	6.	7.	8.					
Individual Location & Address (1) Office (2) Individual's Home	9.	10.	11.	12.	13.	14.	15.						

DIVISION OF DEVELOPMENTAL DISABILITIES Adapted from © 2004 Susan Lewis-Dalmer, Trudi A. Minton

Positive and Negative Interactions observations

Positive – Negative Interactions Observation Form 2.0 (revised March 2012)

Date: _____ to _____ Time: _____ to _____ Setting description (#): _____ # Individuals: _____ # Staff: _____ Observer: _____	1. Recognize/praise desirable behavior of individuals (Displayed by Staff/Caregiver)	2. Non-judgmental, non-directive positive social interaction (By Staff/Caregiver to individuals)	3. Coercive responses related to undesirable behaviors (By Staff/Caregiver towards individuals)	4. Coercive –general not related to behaviors Interactions (Displayed by Staff/Caregiver)	
	Total _____			Total _____	
	Desirable Behavior (of Individual served)				Total _____
	Undesirable Behavior (of Individual Served)				Total _____
Date: _____ to _____ Time: _____ to _____ Setting description (#): _____ # Individuals: _____ # Staff: _____ Observer: _____	1. Recognize/praise desirable behavior of individuals (Displayed by Staff/Caregiver)	2. Non-judgmental, non-directive positive social interaction (By Staff/Caregiver to individuals)	3. Coercive responses related to undesirable behaviors (By Staff/Caregiver towards individuals)	4. Coercive –general not related to behaviors Interactions (Displayed by Staff/Caregiver)	
	Total _____			Total _____	
	Desirable Behavior (of Individual served)				Total _____
	Undesirable Behavior (of Individual Served)				Total _____

Specific Examples for setting /individual observed

Part of one of the Tools for Implementation Fidelity

Tier 1 ♦ Universal Support Checklist ♦ Implementation Fidelity

The skills and products that are pivotal to tiered supports are identified below and organized by the Essential Features. Used to guide team action planning, the specific content related to each of these skills or products will be gradually included in your training and technical assistance process. As such, it creates a vision of your work and a roadmap of what should be in place to ensure a positive, proactive and instructional approach to social and behavioral skills.

Teams assess fidelity of implementation of systems and practices with: **1) artifacts, 2) direct observation or 3) self-report**

COMMON PHILOSOPHY AND PURPOSE				
	Implementation Data	Yes	Partially	No
1. A positive and proactive philosophy, a vision and essential beliefs or guiding principles about quality of life are in writing and included in the agencies policies and procedures handbooks.				
2. The Agency Mission emphasizes both rehabilitative and behavioral outcomes (habilitative and social competency for all individuals).				
3. Staff understands the essential features of tiered supports and has made a commitment to the work.				
LEADERSHIP				
	Implementation Data	Yes	Partially	No
1. Tiered Supports is one of the top Agency Improvement Goals.				
2. The administrator(s) states frequent and public support for tiered supports through regular communication with staff, individuals, families, and community. (e.g., conversations, letters, newsletters, website)				

Tool for evaluation of sustainability

- ✓ Contextual Fit
 - Policy and Processes align to support
 - Braided initiatives
 - Adapt to context with fidelity to core/essential elements
 - Address context Issues
- ✓ Consider changes in capacity
 - Funding for implementation of system and practices
 - Key personnel –plan for turnover
 - Written plan and documentation of system, changes and progress
- ✓ Consider changes in consequences
 - Fidelity to model-collect and review data
 - Frequently Share Outcomes Broadly
 - Perception of effectiveness
- ✓ Collaboration, Cross Training, and Continuous data sharing
 - Not depend on single person, roles identified for implementing and maintaining
 - Data based decision making process established
 - Broad representative team to evaluate implementation and sustainability



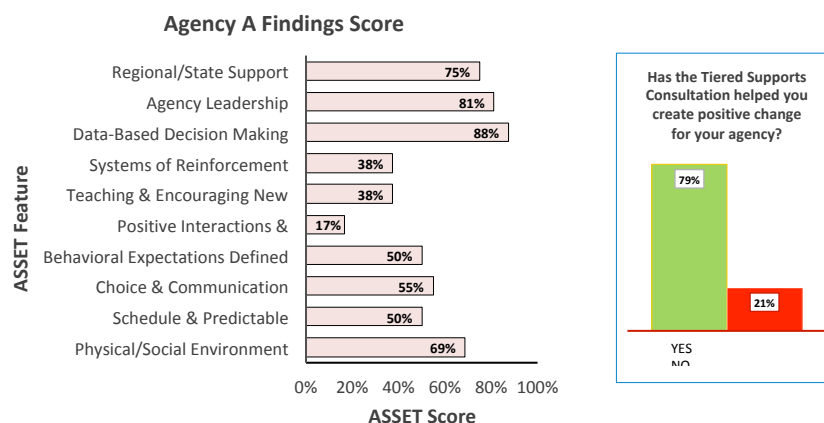
How does Mo Tiered Supports stack up?



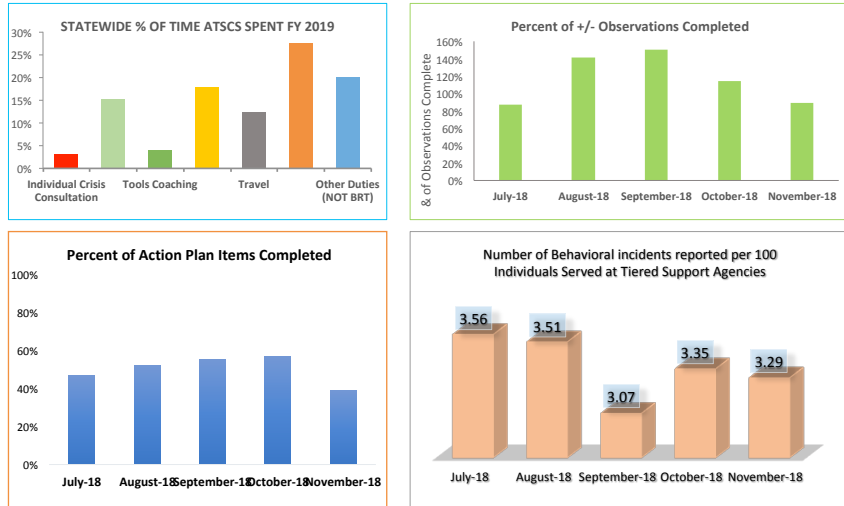
- Contextual Fit
 - ASSET-assessment of agency implementation systems
 - Coordinator and Steering Committee at State Level
 - Training for System Coaches
 - Process for Supports with essential elements for fidelity
 - Adapted to each agency context
 - Implementation by coaches and agency measured
 - Data shared with coaches, state administration and agencies
 - Working on policy (money contingency for participation)
 - Top level support for coaches, working with agencies who volunteer, annual Summit
- Capacity
 - Funding for coaches and Coordinators
 - Not funding for agency participation – maybe value based outcomes on the horizon
 - Coordinator improving documentation and data, and system for fidelity checking at state coaches and agency levels
- Consequences
 - Data on effectiveness and fidelity and cost in process
 - Sharing outcomes monthly within state system
 - Summit annually where agencies share successes



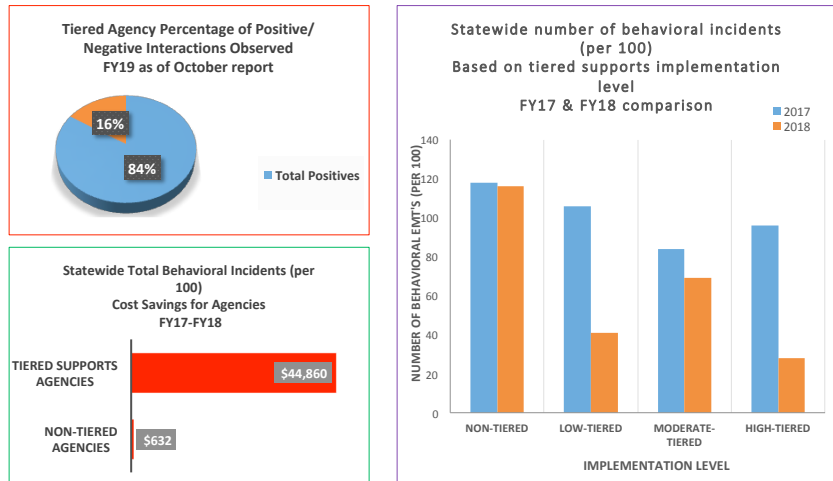
Sample ASSET and Satisfaction Survey Results- Contextual Fit



Some examples of state level data collected-Capacity



Data supporting effectiveness of the Mo Tiered Supports Model- Consequences

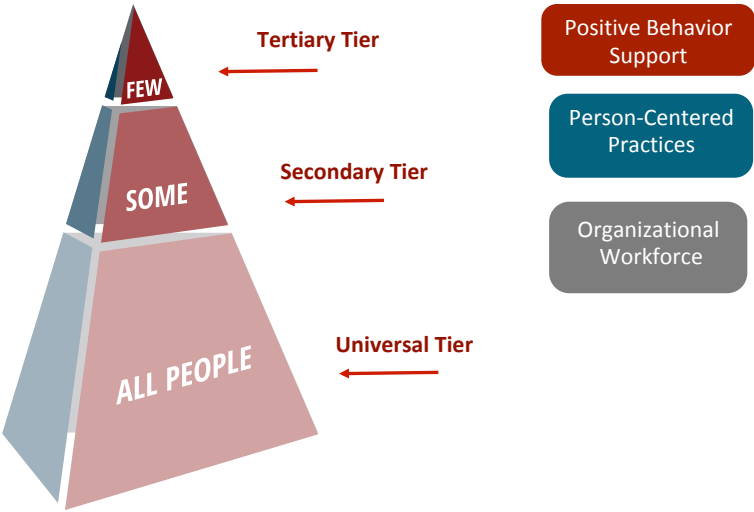




rtc on community living



Positive Behavior Support & Person-Centered Practices

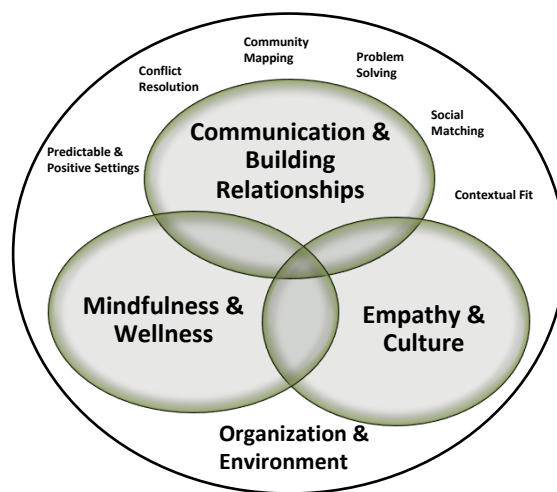


Freeman, R. (2018). Minnesota organization-wide person-centered practices and positive behavior support. University of Minnesota, Institute on Community Integration, Minneapolis, MN.

Universal Themes Associated With PBS and Person-Centered Practices

- Balancing What is *Important To* and *For* a Person
- Increasing Awareness of *Power With* Versus *Power Over*
- Being Open to and Show *Ongoing Interest in Cultural Differences* (Cultural Humility)
- Understanding *How Trauma Impacts Our Responses*

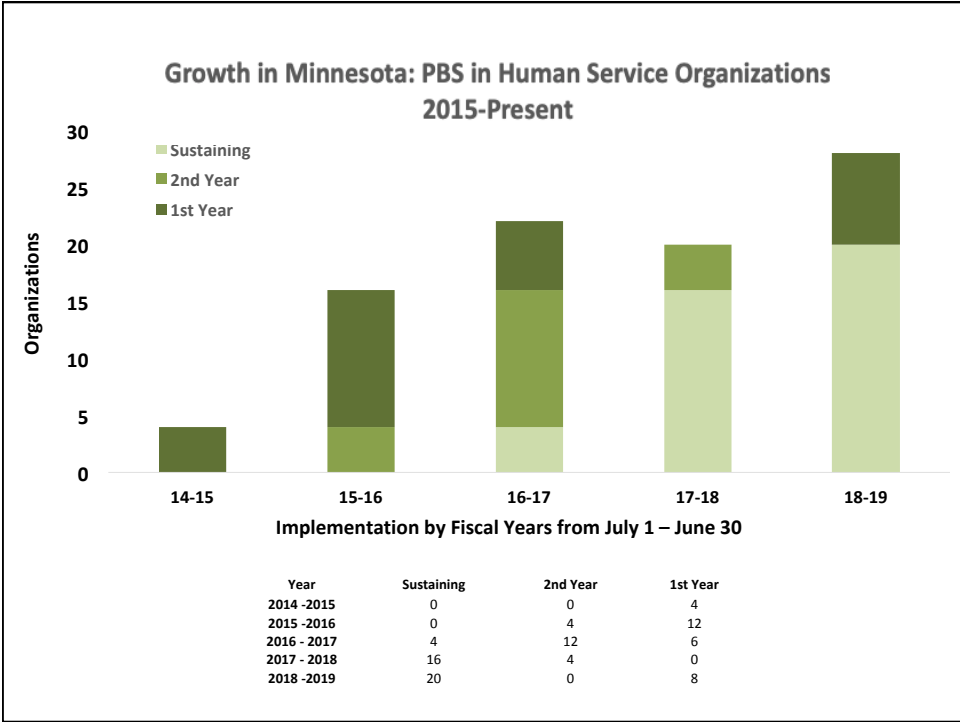
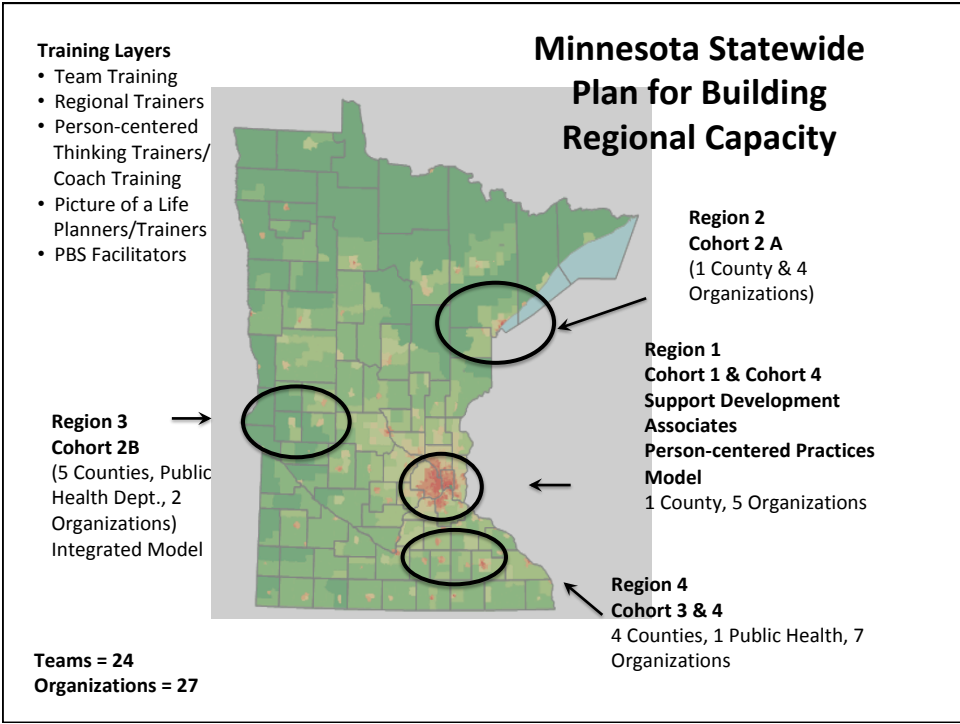
Universal Tier 1 Strategies: Person-Centered Practices & Positive Behavior Support



Positive Social Strategies:

Tools and Strategies for Improving Social Interaction in Person Centered Practices

.....And Helps Us Build on the Inter-Related Features That Create a Positive Community



Effort Data Showing Expansion Over Time

	2015	2016	2017	2018	2019
Region	1	3	4	4	4
Active Organizations	4	16	22	20*	27 (24 Teams)
Total Trained Coaches	44	167	212	282	318
Total Trained Key Contacts	6	24	36	29	45
PBS Facilitators by Region	0	6	15	73	77
PCT Trainers by Region	4	14	18	53	55
Total PCT Trainers	46	66	86	78	78

Team Attrition Occurred in 2018 N=2

Data-Based Decision Making: Sampling Tools Used in Implementation



Stages of Implementation

National Implementation Research Network (NIRN).

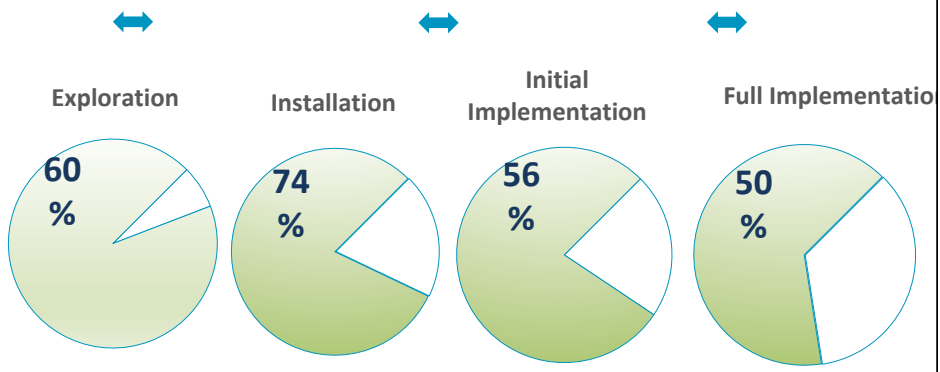
LINK: <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-Education-StagesOfImplementationAnalysisWhereAreWe.pdf>



Stage-Related Activities for:	In Place (2)	Initiated or Partially In Place (1)	Not Yet in Place (0)	Evidence for "Place" or "Initiated or Partially in Place" Components
Exploration 1. Form "Implementation Team" or Re-purpose/Expand a Current Group 2. Develop communication plan to describe the exploration process (e.g. activities, participants, groups) 3. Analyze Data to determine need and prevalence of need 4. Select Targeted Areas to address Need (e.g. student, teacher, family outcomes) 5. Review and identify programs, practices, interventions that match target area and address need 6. Review and discuss "eligible" programs and practices (i.e. use relation to: a) Need b) Fit c) Resources - Sustainability d) Strength of Evidence e) Readiness for Replication f) Capacity to Implement 7. Select program...				
Installation 1. Identify structural and functional changes needed (e.g. policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new positions needed) a) Within the classroom/building level b) Across the district/building level (e.g. collaborative teams, behavior teams, literacy teams) c) Outside the district level (e.g. community, mental health centers etc.) 2. Make structural and functional changes needed to initiate the new program, practice, framework a) Within the classroom/building level b) Across the district/building level (e.g. collaborative teams, behavior teams, literacy teams) c) Outside the district level (e.g. community, mental health centers etc.) 3. Development of selection protocols for... a) Within the classroom... b) Across the...				

Organization-Wide Person-Centered Practices and Positive Behavior Support

Stages of Implementation Completed February 2019



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 Completed in A Residential Setting with Two Women

Matrix Completed in A Residential Setting with Two Women

	Cleaning	Meal Prep	Dishes start and Empty	Grocery Shopping
Respect	Get chores done on time, before dinner	Say, "thank you" Offer each other compliments on the good food	Honor each other's process, but keep up the timeline	Tell the other person if you are not going grocery shopping. Watch for other people's feet while driving the cart. Be ok with what the other person picks out.
Kindness	Say, "thank you" or, "that looks good." Maybe get a kudos board	Assist each other in looking up new recipes on the tablet	Ask if help is needed	Learn how to make the grocery list. Do the grocery list together. Pick-up something your roommate might like.
Helpfulness	Offer to bring supplies if needed	Offer to teach each other cooking skills	Rinse your plate. Clear your dishes. Put away someone else's dishes.	Help carry the groceries in from the car. Help make the list
Communication	Look at the calendar so you don't have to remind each other. Let your great work speak for itself (No need to talk about what you did)	Look at calendar to know what is going on. Learn the likes and dislikes of each other. Ask the likes and dislikes of each other.	Tell each other if you need to switch days.	Tell your roommate if you are not going shopping. Look at the calendar to see whose day it is.

Universal Social Skill Tool	
Select a Social Skill	
Define the Social Skill so it is Observable	
Routine Selected for Learning/Practicing Social Skill	
Prepare for the Training <ul style="list-style-type: none"> • Decide how to share the training: _____ • Who will participate in the training (List people involved) _____ • Materials are needed to complete the training: _____ • How much time is allocated for this training: _____ 	
Write down examples and nonexamples of the behavior below:	
Write Down "Non-examples" of Social Skill	Write Down Examples of Social Skill
Practice <ol style="list-style-type: none"> 1. Create the examples and non-examples of social skill 2. Assess what the is needed in order to learn/practice the social skill 3. Write down examples and nonexamples of the social skills 4. Create a scenario that helps people practice building alliance and ask each person to play a role in the scenario or make one up together or use a real routine to practice new skills 5. Use other resources that help share what the social skill looks like (video, stories, etc.) 6. Choose two everyday routines and write down a plan to practice the social skill 7. Discuss examples and celebrate success 	

Assessing Organizational Data

- Quality of Life Evaluation
- Incident Reports
- Injuries, Sick Days
- Information Related to Retention, Workers Compensation, Staff Injury
- Fidelity of Implementation
- Onboarding and Inservice Training Data
- Surveys and Other Documentation Related to
 - Quality of Life
 - Climate
 - Stress
- Documented Changes in Organizational Policies

The Person-Centered Organizational Development Tool is used by Teams to Engage in the Assessment and Action Planning Process



Person-Centered Organizational Development Tool

It is Available for Free at <https://mnp.org/training-materials/>

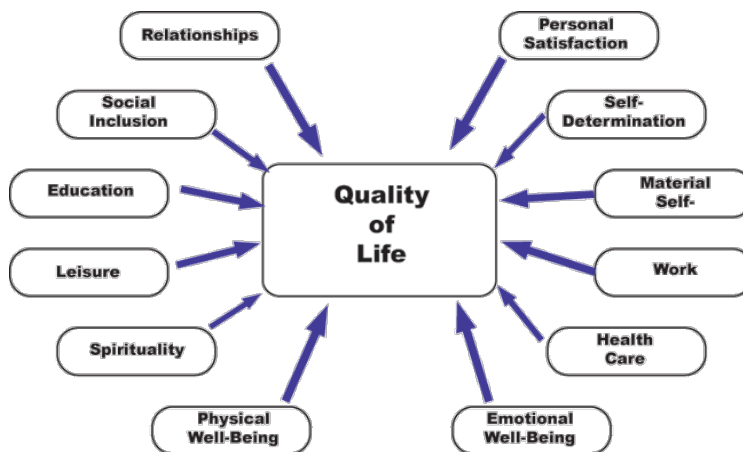
rtc on community living

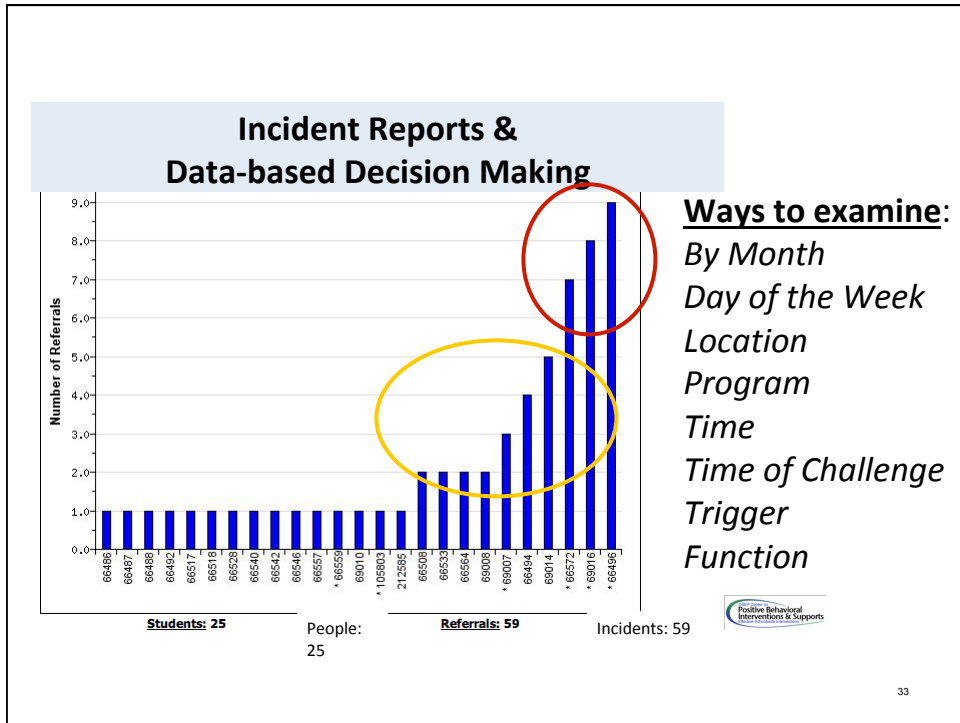
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Assessing Quality of Life

Quality of the Social and Physical Environment Tool

<https://mnp.org/wp-content/uploads/2016/12/PBS-QOL-socialphysical-next-version9-11-17.pdf>





Fidelity of Implementation Tiered Onsite Evaluation Tool (TOET)

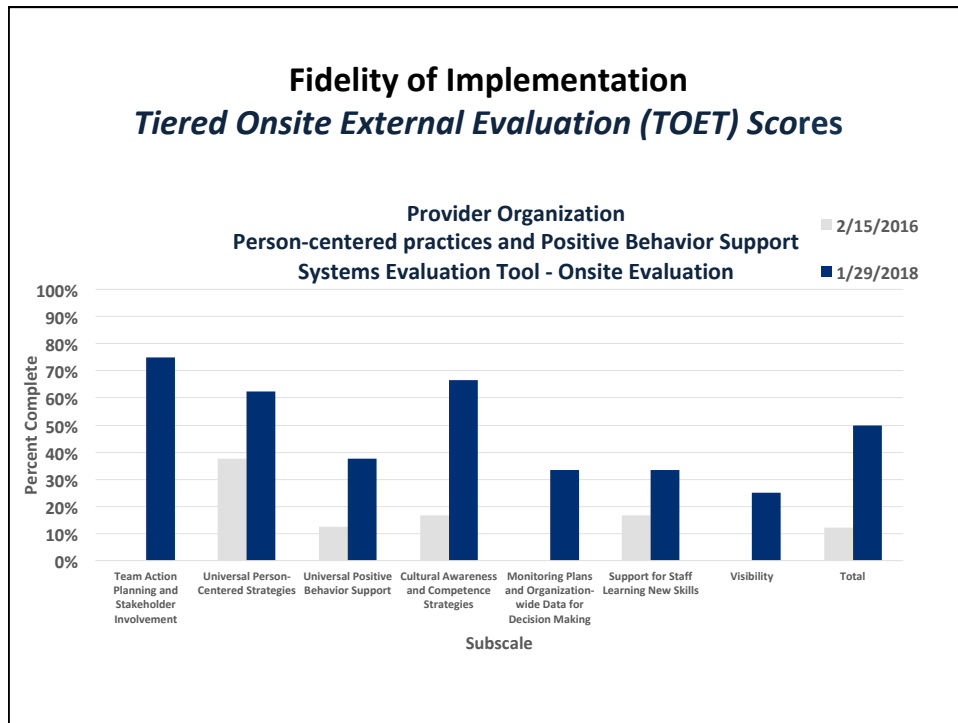
Key Elements

- 2-4 Hours Onsite Visit to Organization
- Outside Evaluation of Progress
- Review of Documentation
- Interviews
- Observations

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First Steps for Direct Observation of the Matrix



- Team -- staff members, supervisor involved in observations, & people supported met to identify positive social values
- After initial observations, the PBS team created:
 - Large printed versions of the matrix in hallways, employment classrooms, and the cafeteria
 - Larger scale employee training on the matrix
 - Additional training during 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 Sociability
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

Direct Observation Strategy

Part 1 – Staff Members Observed

PC Practices

- Person-First Language
- Nonjudgmental Language
- Working in Alliance
- Reflective Listening Skills
- Universal Person-Centered Strategies
- Empathic Behaviour

PBS Practices

- Encouraging Social Interaction
- Supporting Choices
- Reinforcing Others

Part 2 – Person Supported

- Active Involvement in Conversations/Meetings/Activities
- Engaging in Identified Social behaviors
- Operational Definitions for...
 - Respect
 - Inclusion
 - Support
 - Empathy

Part 1: Matrix Observation Process

MINNESOTA DIRECT OBSERVATION FORM

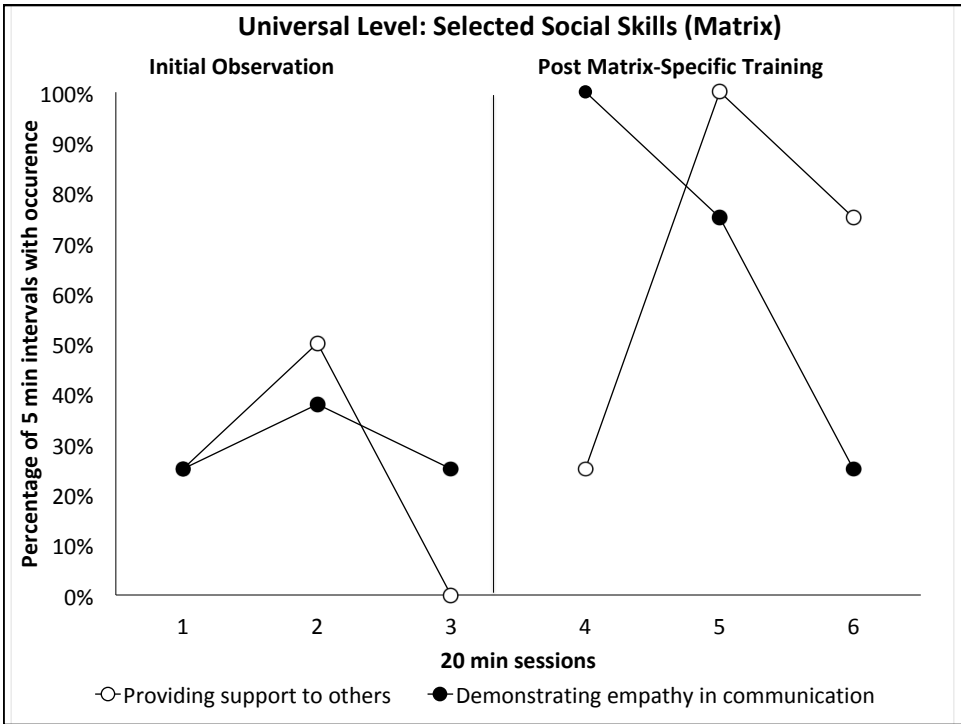
Date and Time of Observation: _____ Number of People in the Setting: _____

Setting Observed: _____

Part 1
 Complete Parts 1A and 1B simultaneously during a 20 minute observation period of a selected staff member using the lists below: Mark a plus in the box if you observed an example of the behavior occur within the 5 minutes and write a brief note on what you observed.

A. Person-Centered Behaviors

Behavior Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Person-First Language	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
Nonjudgmental Descriptive Language	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
Working in Alliance with the Person	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
Reflective Listening Skills	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
Person-Centered Behaviors	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
Demonstrates Empathic Behavior	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
Paraphrasing	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
Subtotal Person-Centered Behaviors Observed				_____/24 _____%



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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nonjudgmental Descriptive Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in Alliance with the Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflective Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person-Centered Behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates Empathic Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal Person-Centered Behaviors Observed				/24 %

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Encouraging Others to Interact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforcing Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal Person-Centered Behaviors Observed				/12 %

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

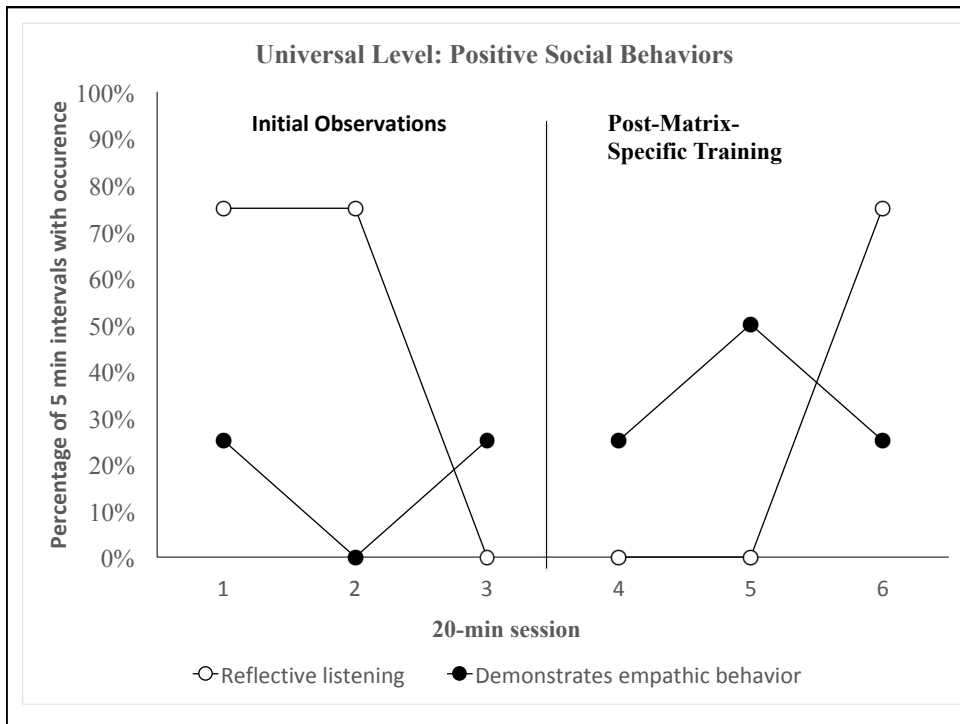
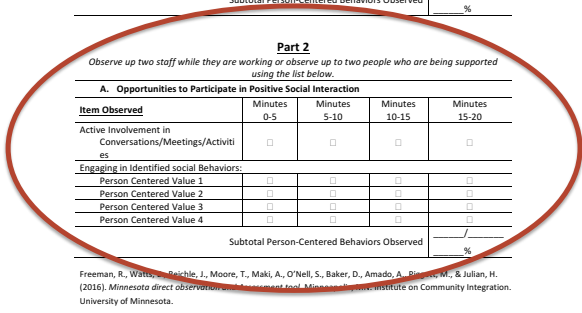
A. Opportunities to Participate in Positive Social Interaction

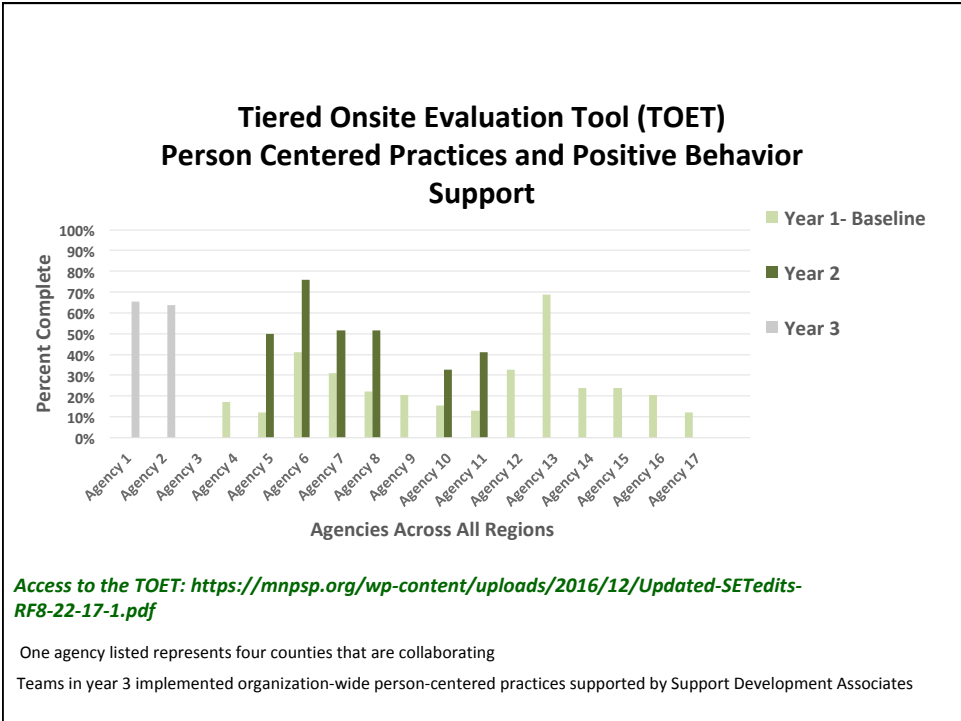
Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Active Involvement in Conversations/Meetings/Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging in Identified social Behaviors:				
Person Centered Value 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person Centered Value 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person Centered Value 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person Centered Value 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal Person-Centered Behaviors Observed				/4 %

Freeman, R., Watkins, R., Reichle, J., Moore, T., Maki, A., O'Neil, S., Baker, D., Amado, A., Riosse, M., & Julian, H. (2016). Minnesota direct observation assessment tool. Minnesota: Institute on Community Integration, University of Minnesota.

Part 2

Are People Actively Using the Social Interactional Skills Considered Important?





Tools on MNPSP.ORG

Main Resource Site
<https://mnpssp.org/training-materials/#pbsPlanning>

Older Version of TOET
<https://mnpssp.org/wp-content/uploads/2016/12/Updated-SETedits-RF8-22-17-1.pdf>

Direct Observation Tools from TOET

- **Definitions**
<https://mnpssp.org/wp-content/uploads/2016/12/Observation-Tool-Definitions-FINAL.pdf>
- **Direct Observation Tool**
<https://mnpssp.org/wp-content/uploads/2016/12/Observation-Tool-and-Worksheet.-7.31.17-js-3.pdf>

Fidelity of Implementation- Self-Assessment

MN Team Checklist Person-Centered Subscale

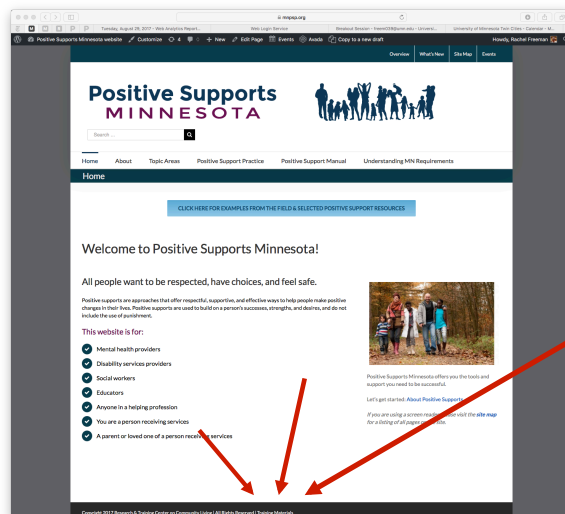
- <https://mnpssp.org/wp-content/uploads/2017/06/MNTICPCSubscale2-18-17-Next-Version.pdf>

MN Team Checklist PBS Subscale

- <https://mnpssp.org/wp-content/uploads/2016/12/Blue-MN-checklist-PBSNext-Version-Minor-Edit.pdf>

Quality of the Social and Physical Environment

- <https://mnpssp.org/wp-content/uploads/2016/12/PBS-QOL-socialphysical-next-version9-11-17.pdf>



Look for Training Materials at the Bottom of the Home Page

Tools and Resources Organized by Topic

The screenshot shows the website for Positive Supports Minnesota. At the top, there are navigation links: Overview, What's New, Site Map, and Events. The main header includes the organization's name and logo, a search bar, and a secondary navigation menu with links for Home, About, Topic Areas, and Positive Support Practice. Below this, there are links for 'Positive Support Manual' and 'Understanding MN Requirements'. The 'Training Materials' section is highlighted with a blue oval and contains a list of quick links: Cohort 3 Training Materials, Cohort 2 Training Materials, Positive Social Strategies, Universal Social Skills Resources, Implementation Examples, Organization-Wide Evaluation, Positive Behavior Support Trainings, and Positive Behavior Support Notebook. To the right of the list are several call-to-action links: 'Click Here for Cohort 3 Training Materials', 'Click Here for Cohort 2 Training Materials', 'Click Here for DHS Internal PCO Materials', and 'Click Here for Positive Social Strategies Materials'. Below these links is a section titled 'Positive Social Strategies' which lists various resources in a grid format, including 'Encouraging and Building Relationships', 'Empathy and Cultural Responsive', 'Mindfulness and Wellbeing', and 'Organizational Systems'.

Implementing Sustainable D-PBIS I/DD in Organizations Supporting People with Intellectual and Developmental Disabilities

Stewart M Shear, Ph.D.
National Director of IDD Services
Devereux Foundation

APBS Conference
February 22, 2019

The slide features a dark green horizontal bar at the top. The main content is centered and includes the title of the presentation, the speaker's name and title, the organization, and the event details. The Devereux logo is located in the bottom right corner, with the tagline 'UNLOCKING HUMAN POTENTIAL'.

Devereux-Positive Behavior Interventions and Supports (D-PBIS I/DD)

Scope

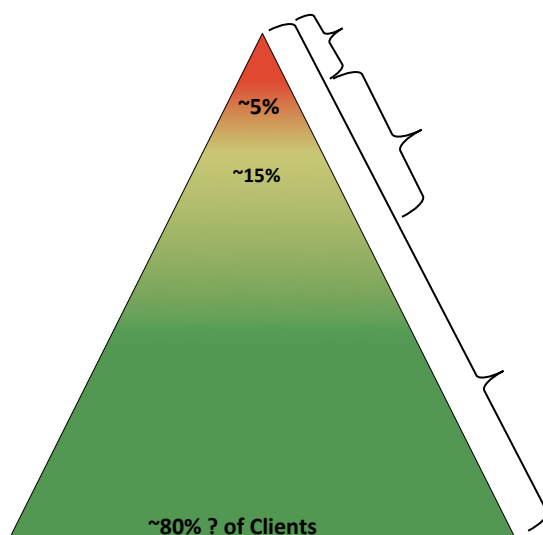
- The Devereux organization operates in 13 states
- There are 8 Centers across the United States serving I/DD
- Centers are located in (NY, NJ, PA (2), MA, Florida, Texas, California)
- Devereux Adult Services implementing 24 of 72 D-PBIS programs

Implementation Issues

- All centers are rolling out the D-PBIS I/DD framework with some modifications
- Coordination across and within centers
- Continued focus on implementing with good fidelity
- Necessary to develop measures that ensure sustainability



3 Tiered approach: designed to improve programs and outcomes for all individuals



- TERTIARY PREVENTION**
- Comprehensive FBA
 - Positive Behavior Support Plans
 - Increased Supervision
 - Individual and Family Therapy
 - Trauma-Focused CBT
 - Modified PE

- SECONDARY PREVENTION**
- Check-in/Check out
 - Mentoring
 - Peer support
 - Group Therapy
 - Specialized Group Skills Training

- PRIMARY PREVENTION**
- Behavioral Assessment & Consultation
 - Clear expectations
 - Proactive Focus
 - Skills Training
 - Data Based Decision Making
 - Self-Management
 - Safe and Positive Environment
 - Lesson Plans
 - Corrective Instruction
 - Staff and Individual Acknowledgements

D-PBIS I/DD Sustainability

Once a D-PBIS framework is implemented, how do we sustain it?

What are we trying to sustain?

- Program Integrity
- Program Support
- Acknowledgements & Satisfaction

Sustainability Threats – Staff turnover, primarily supervisors and direct support professionals

Strategies for Sustainability

- | | |
|-------------------------|-------------------------|
| ■ Contingency plan | ■ Integrity data |
| ■ Home visit spot check | ■ Acknowledgements |
| ■ Compliance data | ■ Satisfaction Measures |

The goal is to build a D-PBIS I/DD Culture



Contingency Planning

- What is a contingency plan?
 - A plan that identifies specific team members to assist in the consultation/coaching process while vacancies exist.
 - Frequency of consultation/coaching would be less during the vacancy
- How is the plan implemented?
 - Coordination of home visits
 - Specific identified responsibilities
 - Direct observation, data collection, performance feedback
- How is the success of the plan measured?
 - Analysis of the data
 - Compliance monitoring

D-PBIS I/DD Contingency Plan For Devereux PAAS	
Open Supervisor Position	Open Clinical position
<ul style="list-style-type: none"> •Program Coordinator notifies clinician of opening •Program Coordinator schedules visits 1x per month •Clinician schedules home visits 1x per month •PBIS Project coordinator schedules home visit 1x month <p>Open Coordinator/Director Position</p> <ul style="list-style-type: none"> •Program Administrator notifies supervisor and clinician •Clinician notifies Project Coordinator & Clinical Director •Clinician completes home visit checklist 1x per month <p>Open Supervisor and Coordinator</p> <ul style="list-style-type: none"> •Program Administrator notifies Project Coordinator •Appointed covering Coordinator schedules visit 1x month •Clinician schedule home visit 2x month •PBIS Project Coordinator schedules home visit 2x month 	<ul style="list-style-type: none"> •Clinical Director or Project Coordinator notifies Program Coordinator and Supervisor •Covering Clinician schedules visit 2x month •PBIS Project Coordinator schedule home visit 1x month <p>New Staff</p> <ul style="list-style-type: none"> •Supervisor notifies training department of new staff needing to be registered for on-line D-PBIS training •Supervisor has new staff observe active engagement and lesson plan teaching from experienced staff •Supervisor and/or clinician observes new staff and gives performance feedback until fidelity is complete <p>Monthly Staff meetings</p> <ul style="list-style-type: none"> •Need to occur every month •Are positively driven •Acknowledgements of individuals and staff •Data presented to the team •Bee card drawing



D-PBIS Coaching Integrity
<ul style="list-style-type: none"> ■ A training procedure leading to certification as a D-PBIS coach ■ Insures that all coaches can demonstrate the skills needed to teach the D-PBIS components effectively ■ Provides consistency in teaching new staff



D-PBIS I/DD Certification Integrity Checklist

Category	Date of Completion
Supervisor has met with clinician to review the implementation of D-PBIS I/DD	
Supervisor is able to list what needs to be posted on the white board	
Supervisor has developed and is implementing the Program Schedule and Activity Calendar	
Supervisor has implemented the system for Bee cards (bee box, bee card drawings for individuals (every 2 weeks, staff 1x month)	
Supervisor observes staff and scores the consultation form correctly	
Supervisor is able to collect data with at least 80% reliability for each category	
Supervisor is able to provide performance feedback to staff with 100% accuracy	
Supervisor is able to correctly demonstrate each D-PBIS instructional component <ul style="list-style-type: none"> • Teaching with Lesson Plans • Effective redirection and Corrective Instruction • Level of Safety • System Self-management • Performance Learning • House Meetings 	
Supervisor is able to enter data into Profiler	
Supervisor is able to graph integrity and instructional data from Profiler	
Supervisor is able to analyze the data on the Profiler graph	
Supervisor receives Certificate of Completion for D-PBIS I/DD integrity training	Date:

Home Visit Spot Check

- A brief check on the home environment to determine if implementation is being maintained
 - Home environment D-PBIS I/DD elements
 - Implementation integrity - Positive staff/individual interactions, active engagement

- Completed by coordinators, supervisors or clinicians



Home Visit Spot Check Sample

Category	YES	NO	NA
A. D-PBIS Information center			
Is there a current weekly Program Schedule posted?			
Is there a current activity calendar?			
Is the Teaching Matrix posted?			
Are the nine Key Signs posted?			
B. D-PBIS I/DD Implementation			
Is the activity schedule being followed?			
Are materials available for the individuals?			
Are staff interacting positively with the individuals?			
Are the individuals engaged in an activity?			
Ask-House Meetings are held weekly?			
C. D-PBIS I/DD Integrity Data			
Active Engagement data at or above 80%?			
Lesson Plans teaching integrity data above 80%?			
Satisfaction of individuals, staff and consultation at or above 80%			
D. D-PBIS I/DD Non-verbal			
Non-verbal – Picture activity schedule posted?			
Non-Verbal – Individual communication systems?			
Non-verbal – Minimal verbal instruction (gestural or modeled prompts)			
Totals:			



Compliance Data

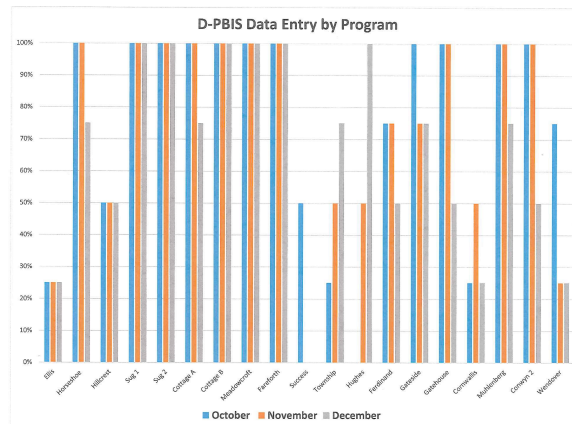
- Data that measures the number of times coaching has occurred over the past month (1 time per week expected)

- Will be used to measure the success of contingency plan (2-3 times per month)

- Data summarized from D-PBIS I/DD data input records



Compliance Data



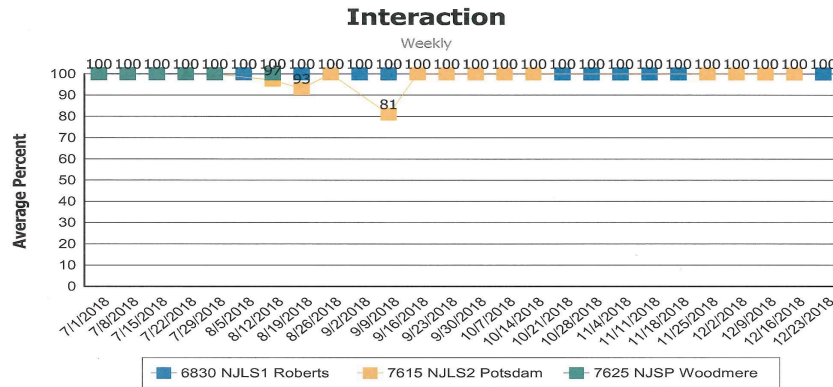
Integrity Data

- Data that is collected by the coaches in the D-PBIS I/DD residences to ensure implementation integrity
- Data compared prior to vacancy (as baseline data)
 - Staff/Individual Interaction data
 - Active Engagement data
 - (Teaching Integrity data)

Integrity Data

PBIS Integrity Data Weekly Surveys by Unit - Continue

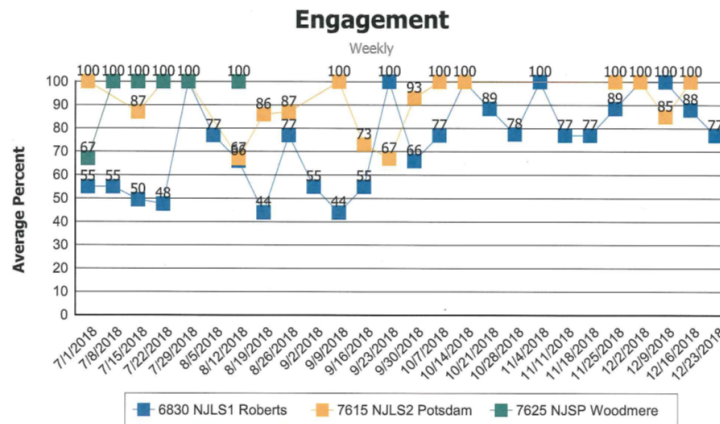
07/01/2018 - 12/31/2018



Integrity Data

PBIS Integrity Data Weekly Surveys by Unit - Continue

07/01/2018 - 12/31/2018



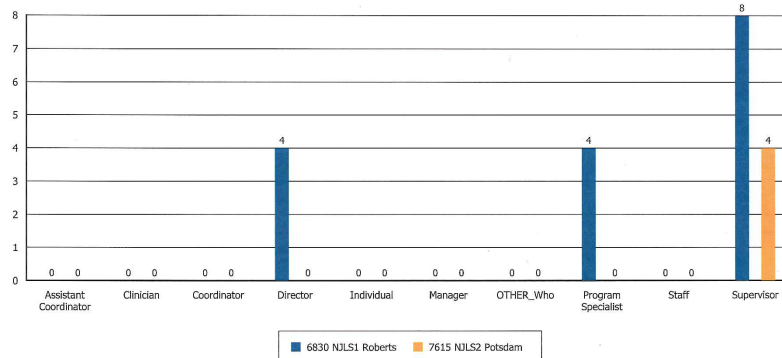
Acknowledgements

- Measures designed to ensure that both individuals and staff continue to be acknowledged (reinforced) for their participation in D-PBIS I/DD
- Monitor to ensure acknowledgement system continues to be used during staff vacancies



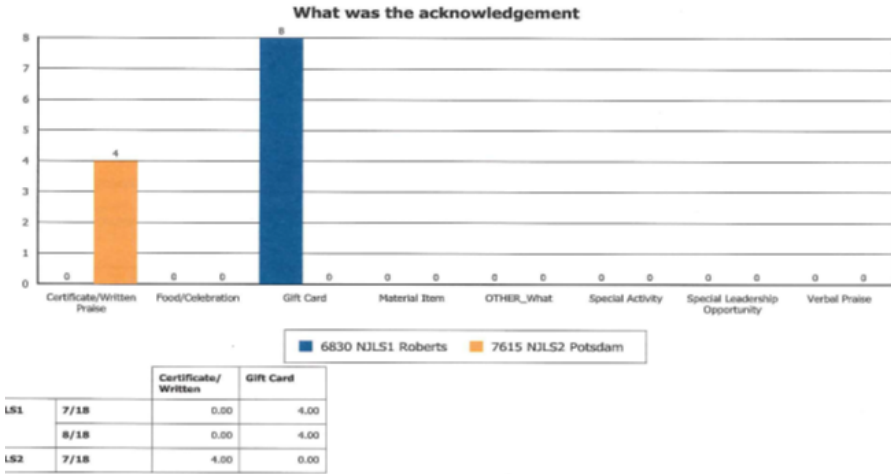
Acknowledgement Data

Who did the acknowledging




		Director	Program Specialist	Supervisor
30 NLS1 berts	7/18	0.00	0.00	4.00
	8/18	4.00	4.00	4.00
18	7/18	0.00	0.00	4.00

Acknowledgement Data



Bee Cards



I SAW

(name of individual)

(describe positive behavior)

Date _____

Staff _____



Satisfaction Data

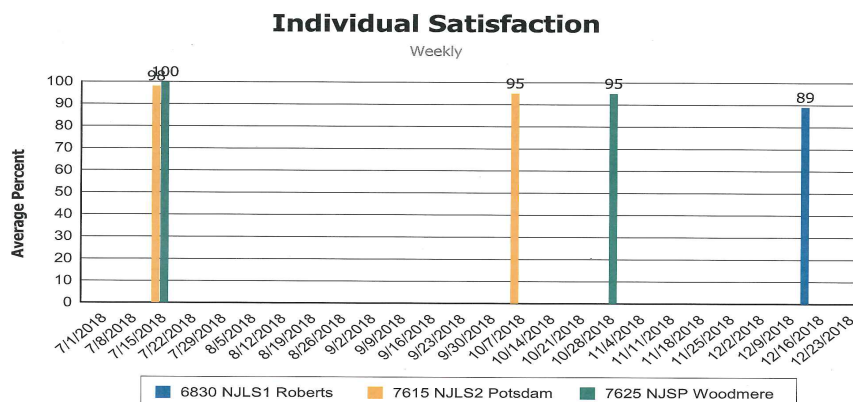
- Satisfaction measure used to ensure that during vacancies, staff and individuals continue to be satisfied with the team support

- Satisfaction measures completed by:
 - Individuals
 - Staff

 - Consultation (coaching) process rated by staff



Individual Satisfaction Data



Putting It All Together

Example - Supervisor Vacancy

- Contingency Plan – clinician & coordinator implement within first week of vacancy
- Coaching – clinician & coordinator schedule one home visit each, per month
- Home Spot Check - completed during each home visit
- Compliance Data – compliance data for home visits & spot checks monitored by clinician monthly
- Acknowledgements –coordinator ensures acknowledgements continue during house meetings
- Satisfaction – clinician monitors individual and staff satisfaction measures conducted every 30 days
- Program Integrity Data – clinician and coordinator review integrity data for the residence monthly

Monthly Data Analysis

- Were the above steps completed over the past month?
- Are the program integrity data (interactions, engagement) at 80% or above?
- Are the satisfaction measures at 80% or above?
- Are the outcome measures stable or favorable?

All Yes – Continue contingency plan



No – Analyze where systems or supports are needed based on the identified category



Measuring Outcomes

Future Questions to Answer

- Do vacancies affect program integrity?
- Do vacancies affect program outcomes?
- Are coaching and satisfaction rates stable over time?



Building Culture

What We Are Learning

- We are finding that the roll out of the D-PBIS I/DD framework can be implemented with good fidelity for adult individuals with I/DD
- We are developing a Peer Mentoring system for training new supervisors and staff. Peer Mentors must be certified in coaching to qualify
- Staff by-in does not come with good fidelity or good looking data but by the changes they see in the individuals
- D-PBIS I/DD culture takes longer to develop after implementation
 - D-PBIS I/DD culture – i.e. “this is how we do it here”

D-PBIS I/DD and Sustainability

Questions?

