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

Data-Based Tools and Resources

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Devereux Foundation

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
MO Tiered Supports Structure

Agency Team

- Leadership
- Communications
- Trainer
- Coach
- Systems

Tiered Supports Consultant

TOOLS & Workshops (development of systems)

Tier One: Universal Supports

Mo Tiered Supports Process

Initiate
- Overview of process and benefits
  - ASSET process and purpose
  - Agency Tiered Supports Implementation Team (A Team)

Inform

Evaluate
- Complete Asset with A-Team assistance
- Review Results

Action Plan
- Decide on areas of focus and steps for improvement and measurement of progress

Review
- Coach – Set regular review times for data with A-Team effects of interventions

Reinforce
- With A-Team recognition for staff and regional recognition of teams
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

<table>
<thead>
<tr>
<th>Feature</th>
<th>Evaluation Question</th>
<th>Suggested Data Sources (double-source study)</th>
<th>Score:</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Environment</td>
<td>Are there family involvement systems to encourage supported individuals to meet expectations?</td>
<td>- Interview - Behavior Support Plan - Program</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(e.g., informal systems exist, informal systems for all)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does the individual receive frequent positive interactions (e.g., praise, attention, feedback, etc.) for meeting expectations?</td>
<td>- Interview - Observation</td>
<td>I-O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Does the individual receive frequent positive interactions?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are the measurable defined (e.g., recording meaningful) for the supported individual?</td>
<td>- Interview - Observation</td>
<td>I-O</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>I-O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Does the individual receive frequent positive interactions?)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Support Staff (s)

<table>
<thead>
<tr>
<th>Observation</th>
<th>Team</th>
<th>Individual(s) Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Positive and Negative Interactions observations

Positive – Negative Interactions Observation Form 2.0 (revisted March 2015)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Setting description</th>
<th># Individuals:</th>
<th># Staff:</th>
<th>Observation:</th>
<th># Individuals:</th>
<th># Staff:</th>
<th>Observation:</th>
<th># Individuals:</th>
<th># Staff:</th>
<th>Observation:</th>
<th># Individuals:</th>
<th># Staff:</th>
<th>Observation:</th>
<th># Individuals:</th>
<th># Staff:</th>
<th>Observation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Specific Example 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 context 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

<table>
<thead>
<tr>
<th>COMMON PHILOSOPHY AND PURPOSE</th>
<th>Implementation</th>
<th>Data</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 agency's policy and procedures handbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The agency mission emphasizes both habilitative and behavioral outcomes (habilitative and social competency for all individuals)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Staff understands the essential features of tiered supports and has made a commitment to the work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEADERSHIP</th>
<th>Implementation</th>
<th>Data</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tiered Supports is one of the top Agency Improvement Goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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, websites)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ASSET Feature</th>
<th>Agency A Findings Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional/State Support</td>
<td>75%</td>
</tr>
<tr>
<td>Agency Leadership</td>
<td>61%</td>
</tr>
<tr>
<td>Data-Based Decision Making</td>
<td>48%</td>
</tr>
<tr>
<td>Systems of Reinforcement</td>
<td>38%</td>
</tr>
<tr>
<td>Teaching &amp; Encouraging New</td>
<td>38%</td>
</tr>
<tr>
<td>Positive Interactions &amp;</td>
<td>17%</td>
</tr>
<tr>
<td>Behavioral Expectations Defined</td>
<td>50%</td>
</tr>
<tr>
<td>Choice &amp; Communication</td>
<td>55%</td>
</tr>
<tr>
<td>Schedule &amp; Predictable</td>
<td>50%</td>
</tr>
<tr>
<td>Physical/Social Environment</td>
<td>69%</td>
</tr>
</tbody>
</table>

Has the Tiered Supports Consultation helped you create positive change for your agency?

- YES 79%
- NO 21%
Some examples of state level data collected-Capacity

Data supporting effectiveness of the Mo Tiered Supports Model- Consequences
Positive Behavior Support & Person-Centered Practices

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
Training Layers
- Team Training
- Regional Trainers
- Person-centered Thinking Trainers/Coach Training
- Picture of a Life Planners/Trainers
- PBS Facilitators

Region 3
Cohort 2B
(5 Counties, Public Health Dept., 2 Organizations)
Integrated Model

Teams = 24
Organizations = 27

Minnesota Statewide Plan for Building Regional Capacity

Region 2
Cohort 2 A
(1 County & 4 Organizations)
Region 1
Cohort 1 & Cohort 4
Support Development Associates
Person-centered Practices Model
1 County, 5 Organizations
Region 4
Cohort 3 & 4
4 Counties, 1 Public Health, 7 Organizations

Growth in Minnesota: PBS in Human Service Organizations 2015-Present

Implementation by Fiscal Years from July 1 – June 30

<table>
<thead>
<tr>
<th>Year</th>
<th>Sustaining</th>
<th>2nd Year</th>
<th>1st Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>2015-2016</td>
<td>0</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>2016-2017</td>
<td>4</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>2017-2018</td>
<td>16</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>2018-2019</td>
<td>20</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>
## Effort Data Showing Expansion Over Time

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

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

Organizations-Wide Person-Centered Practices and Positive Behavior Support
Stages of Implementation
Completed February 2019

Exploration 60%  Installation 74%  Initial Implementation 56%  Full Implementation 50%
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

<table>
<thead>
<tr>
<th>Request</th>
<th>Cleaning</th>
<th>Meal Prep</th>
<th>Dishes start and Empty</th>
<th>Grocery Shopping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get chores done on time, before dinner</td>
<td>Say, “thank you”</td>
<td>Honor each other’s process, but keep up the timeline</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Kindness</td>
<td>Offer each other compliments on the good food</td>
<td>Assist each other in looking up new recipes on the tablet</td>
<td>Ask if help is needed</td>
<td>Learn how to make the grocery list. Do the grocery list together. Pick up something your roommate might like.</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>Maybe get a kudos board</td>
<td>Offer to teach each other cooking skills</td>
<td>Rinse your plate. Clear your dishes. Put away someone else’s dishes.</td>
<td>Help carry the groceries in from the car. Help make the list</td>
</tr>
<tr>
<td>Communication</td>
<td>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)</td>
<td>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.</td>
<td>Tell each other if you need to switch days.</td>
<td>Tell your roommate if you are not going shopping. Look at the calendar to see whose day it is.</td>
</tr>
</tbody>
</table>

Matrix Completed in A Residential Setting with Two Women
Selected Social Skill

Mark the Social Skill to be Observed

Mark the Selected Social Skill to be Practiced

Project for the Training

- Decide how to share the training
- Who will participate in the training (List people involved)
- Materials needed to complete the training
- How much time is allocated for this learning

Write down examples and nonexamples of the social skill

Write down "Non-Examples" of Social Skill

Write down "Examples" of Social Skill

Practicing

1. Create the examples and non-examples of social skill
2. Assess what is needed in order to learn/practice the social skill
3. Write down examples and non-examples of the social skill
4. Create a scenario that helps people practice building alliances and ask each person to play a role in the scenario or make one up together or use a real situation to practice new skills
5. Use other resources that help them learn (videos, 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.

It is available for free at [https://mnpsp.org/training-materials/](https://mnpsp.org/training-materials/)

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Assessing Quality of Life
Quality of the Social and Physical Environment Tool
Incident Reports & Data-based Decision Making

Ways to examine:
By Month
Day of the Week
Location
Program
Time
Time of Challenge
Trigger
Function

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
Fidelity of Implementation
Tiered Onsite External Evaluation (TOET) Scores

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.
<table>
<thead>
<tr>
<th>Before Day Program</th>
<th>Arrival</th>
<th>In Class</th>
<th>Break Times</th>
<th>Lunchtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Communicate thoroughly</td>
<td>Being Prepared &amp; Communicate</td>
<td>Be Prepared &amp; Be on time</td>
<td>Clean up, Be Timely, Communicate Respectfully</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Motivate on an individual level</td>
<td>Communicate work as a team and Participate and hear one another</td>
<td>Involve Everyone</td>
<td>Communicate your needs</td>
</tr>
<tr>
<td>Support</td>
<td>Communicate with one another</td>
<td>Prep necessary items (Meals, Meds, Phone, etc)</td>
<td>Communicate and have a plan</td>
<td>Be Involved, Limit Interruptions</td>
</tr>
<tr>
<td>Empathy</td>
<td>Be understanding</td>
<td>Be Flexible &amp; Other Choices</td>
<td>Make it fun, Know your audience</td>
<td>Involve Everyone, Communicate Respectfully</td>
</tr>
</tbody>
</table>

**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: ________________

A. Universal Level: Selected Social Skills (Matrix)

<table>
<thead>
<tr>
<th>Percentage of 5 min intervals with occurrence</th>
<th>Initial Observation</th>
<th>Post Matrix-Specific Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing support to others</td>
<td>![Initial Observation Graph]</td>
<td>![Post Matrix-Specific Training Graph]</td>
</tr>
<tr>
<td>Demonstrating empathy in communication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 1

Complete Parts 1A and 28 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.

<table>
<thead>
<tr>
<th>Behavior Observed</th>
<th>Minutes 0-5</th>
<th>Minutes 5-10</th>
<th>Minutes 10-15</th>
<th>Minutes 15-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person-First Language</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonjudgmental Descriptive Language</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working in Alliance with the Person</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective listening skills</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person-Centered Behaviors</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates Empathic Behavior</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Person-Centered Behaviors Observed: 24

2/21/19
**Part 2**

Are People Actively Using the Social Interactional Skills Considered Important?

<table>
<thead>
<tr>
<th>Universal Level: Positive Social Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Observations</strong></td>
</tr>
<tr>
<td><strong>Post-Matrix-Specific Training</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of 5 min intervals with occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
</tr>
<tr>
<td>90%</td>
</tr>
<tr>
<td>80%</td>
</tr>
<tr>
<td>70%</td>
</tr>
<tr>
<td>60%</td>
</tr>
<tr>
<td>50%</td>
</tr>
<tr>
<td>40%</td>
</tr>
<tr>
<td>30%</td>
</tr>
<tr>
<td>20%</td>
</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>

| 1 | 2 | 3 | 4 | 5 | 6 |
|-----------------------------------------------|
| □ Reflective listening                        |
| □ Demonstrates empathic behavior              |

2/21/19
Tiered Onsite Evaluation Tool (TOET)
Person Centered Practices and Positive Behavior Support


One agency listed represents four counties that are collaborating
Teams in year 3 implemented organization-wide person-centered practices supported by Support Development Associates

Tools on MNPSP.ORG

Main Resource Site
https://mnpsp.org/training-materials/#pbsPlanning

Older Version of TOET

Direct Observation Tools from TOET
• Definitions
• Direct Observation Tool
Fidelity of Implementation- Self-Assessment

MN Team Checklist Person-Centered Subscale

MN Team Checklist PBS Subscale

Quality of the Social and Physical Environment

Look for Training Materials at the Bottom of the Home Page
## Tools and Resources Organized by Topic

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### Positive Social Strategies

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<th>Mindfulness and Wellbeing</th>
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<td>Meditation</td>
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<td>Mindfulness Empowers Us</td>
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### Organization Systems

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## 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
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

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

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

TERTIARY PREVENTION
- Comprehensive FBA
- Positive Behavior Support Plans
- Increased Supervision
- Individual and Family Therapy
- Trauma-Focused CBT
- Modified PE
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
- Home visit spot check
- Compliance data
- Integrity data
- Acknowledgements
- 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

<table>
<thead>
<tr>
<th>Open Supervisor Position</th>
<th>Open Clinical position</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Program Coordinator notifies clinician of opening</td>
<td>• Clinical Director or Project Coordinator notifies Program Coordinator and Supervisor</td>
</tr>
<tr>
<td>• Program Coordinator schedules visits 1x per month</td>
<td>• Covering Clinician schedules visit 2x month</td>
</tr>
<tr>
<td>• Clinician schedules home visits 1x per month</td>
<td>• PBIS Project Coordinator schedule home visit 1x month</td>
</tr>
<tr>
<td>• PBIS Project coordinator schedules home visit 1x month</td>
<td></td>
</tr>
</tbody>
</table>

Open Coordinator/Director Position

• Program Administrator notifies supervisor and clinician
• Clinician notifies Project Coordinator & Clinical Director
• Clinician completes home visit checklist 1x per month

Open Supervisor and Coordinator

• 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

New Staff

• 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

Monthly Staff meetings

• 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

- 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

<table>
<thead>
<tr>
<th>Category</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision has met with clinician to review the implementation of D-PBIS I/DD</td>
<td></td>
</tr>
<tr>
<td>Supervisor is able to list what needs to be posted on the white board</td>
<td></td>
</tr>
<tr>
<td>Supervisor has developed and is implementing the Program Schedule and Activity Calendar</td>
<td></td>
</tr>
<tr>
<td>Supervisor has implemented the system for Bee cards (bee box, bee card drawings for individuals (every 2 weeks, staff 1x month)</td>
<td></td>
</tr>
<tr>
<td>Supervisor observes staff and scores the consultation form correctly</td>
<td></td>
</tr>
<tr>
<td>Supervisor is able to collect data with at least 80% reliability for each category</td>
<td></td>
</tr>
<tr>
<td>Supervisor is able to provide performance feedback to staff with 100% accuracy</td>
<td></td>
</tr>
<tr>
<td>Supervisor is able to correctly demonstrate each D-PBIS instructional component</td>
<td></td>
</tr>
<tr>
<td>* Teaching with Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>* Effective redirection and Corrective Instruction</td>
<td></td>
</tr>
<tr>
<td>* Level of Safety</td>
<td></td>
</tr>
<tr>
<td>* System Self-management</td>
<td></td>
</tr>
<tr>
<td>* Performance Learning</td>
<td></td>
</tr>
<tr>
<td>* House Meetings</td>
<td></td>
</tr>
<tr>
<td>Supervisor is able to enter data into Profiler</td>
<td></td>
</tr>
<tr>
<td>Supervisor is able to graph integrity and instructional data from Profiler</td>
<td></td>
</tr>
<tr>
<td>Supervisor is able to analyze the data on the Profiler graph</td>
<td></td>
</tr>
<tr>
<td>Supervisor receives Certificate of Completion for D-PBIS I/DD integrity training</td>
<td></td>
</tr>
</tbody>
</table>

### 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

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

### 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

- 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

Interaction Weekly

Engagement Weekly

Integrity Data
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
Acknowledgement Data

What was the acknowledgement

<table>
<thead>
<tr>
<th>Certificate/Verbal Praise</th>
<th>Praise/Celebration</th>
<th>GIR Card</th>
<th>Material Item</th>
<th>OTHER/Skill</th>
<th>Special Activity</th>
<th>Special Leadership Opportunity</th>
<th>Virtual Praise</th>
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<tbody>
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</tbody>
</table>

Date_________________                                             Staff_____________

Bee Cards

I SAW

__________________________
(name of individual)

_____________________________________________________________
_____________________________________________________________

(design 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

![Individual Satisfaction Data Chart](chart.png)
Staff Satisfaction Data

Consultation 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 buy-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?