

ALIGNING PERSON-CENTERED PRACTICES AND POSITIVE BEHAVIOR SUPPORTS IN COLLABORATIVE PLANNING AND SERVICE PROCESSES



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2 Introductions



How do Person Centered Practices and Positive Behavior Supports align with each other?

MINNesotaCenterofProjects.org

Positive Behavior Support

Tertiary Stage

- Individualized PBS Plans
- Integrated with Other Positive Supports (PCT, Trauma-Informed Care, DBT, Etc.)**
- Plans Are Monitored- Data-Based Decision Making
- Teams Monitor Progress of Each Person

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**

Person-Centered Practices & Planning

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

Universal Stage

- Universal Person-Centered Strategies**
- Encourage Self Expression**
- Self-Determination and Choice Making**
- Meaningful Participation in the Community**

Types of Person Centered Planning

Picture of a Life	Essential Lifestyle Planning	MAPS
PATH	Personal Futures Planning	Others

“Person-Centered” Broadly Explained. . .

- “The term, person-centered planning, refers to a family of approaches to organizing and guiding community change in alliance with people with disabilities and their families and friends...” Connie Lyle O'Brien & John O'Brien
- “We understand person-centered planning as a systematic way to generate an actionable understanding of a person with a developmental disability as a contributing community member...” Connie Lyle O'Brien & John O'Brien

Source: <http://files.eric.ed.gov/fulltext/ED356576.pdf>

Person-Centered Practices applicable across disciplines

- Aging services
- Education
- Employment
- Health care
- Mental health
- Nursing care

The style of person-centered planning is different in each of these contexts. The common goal is to support people so they can **fully engage in their community & live their best life.**

Source: <http://mn.gov/dhs/partners-and-providers/program-overviews/long-term-services-and-supports/person-centered-practices>

8 Core Features of Person-Centered Planning

- Strengths-based,
- Person and family-led,
- Involves people from across home, school and community,
- Person has control over amount, scope and duration of services and chooses providers,
- Awareness and sensitivity to issues of culture, race, age, sexual orientation and gender identity,
- Pre-planning meeting to ensure person's preparedness.
- Transformation to a recovery-oriented system.

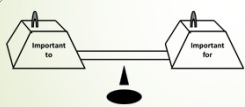
- Common values and methods that apply when:
 - Getting to know the person and understanding their goals and needs.
 - Planning for services and treatments.
 - Identifying supports driven by the person and/or his or her family.

Source: <http://mn.gov/dhs/partners-and-providers/program-overviews/long-term-services-and-supports/person-centered-practices>

MHA, www.recoveryinmn.org

Core Concept

Important to **and** Important for



- If something is **important for** us and is also **important to** us, we will do it
- If something important **for us** is **not important to** us, we have no interest in doing it
- If we want people to attend to what is **important for**, there has to be an aspect of it that is **important to**

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Why Change Now?

Why Not??? It's the right thing to do!!!!

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Significant Legislative Events

- 1975 • Education For All Handicapped Children Act (Now known as IDEA)
- 1990 • American's with Disabilities Act
- 1999 • Olmstead v. LC
- 2011 • Jensen Settlement
- 2014 • Work Incentive's Opportunities Act
- 2015 • Mn Olmstead Plan approved by Courts

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Olmstead Outcomes: DHS and MDE Overlap

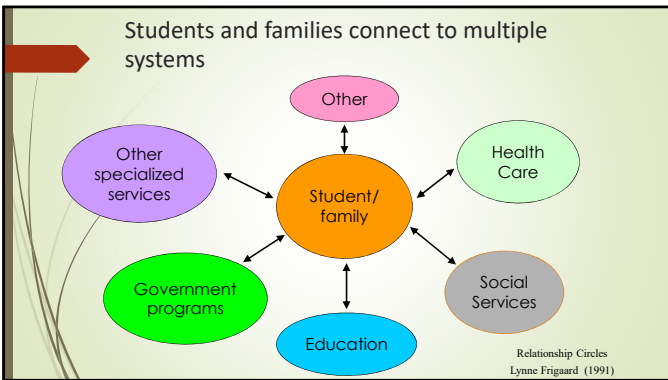
- Goal 1:** Mental health crisis services for children to stay in the community will increase.
- Goal 2:** People with disabilities will experience informed choice over major life decisions.
- Goal 4:** Students receiving special education services will experience lower incidents of restrictive interventions.
- Goal 5:** The overall use of emergency restrictive procedures used in schools will decrease

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Interagency Coordination Legislation

Minnesota System of Interagency Coordination

Purpose: It is the policy of the state to develop and implement a coordinated, multidisciplinary, interagency intervention service system for children ages three to 21 with disabilities.



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Word Art


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Slide 13

BS(1 do you want to add the statute language

Benolken, Sue (MDE), 2/21/2019

Families & Students...



Youth with special needs are much less likely

- ▀ finish high school
- ▀ pursue post-secondary education
- ▀ get jobs
- ▀ live independently

Want coordinated planning and services

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What does it take? Why use in Schools?

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PCP & PBS Success Story in School Setting.....

- ▀ 2nd Grade: Qualified for EBD Special Education Services. Diagnosis: Oppositional Defiant Disorder, Anxiety, Depression, Disruptive Behavior Disorder
- ▀ 3rd Grade: TN Most restrictive environment....(separate school setting with multiple grade levels in one classroom setting, restraints, police on staff, cameras and padded locked rooms.
- ▀ 4th Grade: swearing, running around school hallways, threats of violence against teachers and classmates, difficulty managing change, property destruction, rigid with rules, leaving school property, police involvement at home, suicide attempts, homicidal ideation, emotional dysregulation
- ▀ 5th Grade: Day Treatment program within a school setting; PACER Advocate supported parent in developing IEP outcomes and accommodations that were based on what was important to Jordan and what worked for him, day treatment staff were open to trying new things and supporting Jordan in a more person centered manner.
- ▀ 7th Grade: Full mainstream, decrease in school incidents, full team meetings and communication regularly including Jordan in the planning and decision making.
- ▀ 12th Grade: Terminated IEP, no behavioral incidents resulting in office referrals or disciplinary action, had established independent informal support system in the school and out, captain of football team, DECA state award recipient, NCAA Division 2 college football recruit, leader at Fellowship for Christian Athletes.
- ▀ Went on to complete 4 years in college without formal supports and has managed to increase coping skills and self manages independently, anxiety and depression symptoms.

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What worked & What Didn't in the IEP

- Being able to go to weight room to work out when upset, and talk with football coach/gym teacher
- Teachers having a discussion with Jordan when he disagreed with something or refused to comply, giving him a chance to share his perspective.
- Validating feelings and perspectives
- Consistency at home with rules and consequences
- Teachers recognizing early warning signs and intervening with verbal cues and subtle prompting
- Given a choice of which tests to take in another room and usually a room with no one else present as slightest noise would cause frustration and lead to leaving the room abruptly.
- Involving Jordan and his mother in the decision making and planning process
- Correction in front of others
- Being sent to resource room when disrupting class or behavioral
- Not giving him a chance to tell "His side of the story" and be validated for his feelings
- Removing after school athletic activities as consequence
- Forced to take all tests in resource room
- Groups of professionals at the planning meetings making all decisions without input from family or Jordan.

Health Perspective & Responsibilities

- Promote health information & implications for lifelong wellbeing.
- Integrate health into all aspects
- Model Interagency partnerships

Incorporating Health into Transition IEP

Health needs to consider as part of transition planning:

- good nutrition practices
- proper hygiene practices
- the effects of alcohol, tobacco, and other substances
- the importance of exercise
- reproductive education

Health Examples

- Present level:
 - Number of days of school missed due to health condition
 - Impact of communication skills on ability to get needs met
 - Ability to self administer medications " Needs reminders at lunch to take her medications."
 - Ability to recognize and take action on symptoms " when he sees light, about to get a migraine and needs to go take medicine in school nurse's office
- Post Secondary Goals:
 - After HS, will manage diabetes independently and live on her own.
 - Jess will hire and manage own PCA
 - Will arrange for transportation for medical appointments.

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Are MN school districts and/or schools implementing PCP- Examples?

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Have you facilitated and/or participated in a person-centered plan in Minnesota?

- Percent of respondents reporting their involvement
 - 30% Yes
 - 70% No
- There were 773 responses and they came from all over that state, across all ages and disability groups
- Most respondents participated during that school-year and/or previous year (73.4%)

Interagency Person-Centered IEP Pilot – What is it?

- The Interagency Person-Centered IEP is a model that coordinates efforts across home, school and community to improve outcomes and engagement of children/youth and their families and effective interagency partnerships with:
- Support for active interagency system leadership teams.
- Planning protocols to support coordination of services around individual students and their families.
- Tools for enhancing students' strengths and interests in an IEP.
- These practices help multiple agencies/programs work together to improve services and outcomes for families and their children and youth with disabilities and mental health concerns.

The path to the interagency person centered pilot

```
graph TD; A[Researched successful practices] --> B[Identified teachable, doable, measurable, repeatable practices]; B --> C[Completed pilot phase 1 to test and refine the model]; C --> D[Launching final pilot phase in preparation for scale-up];
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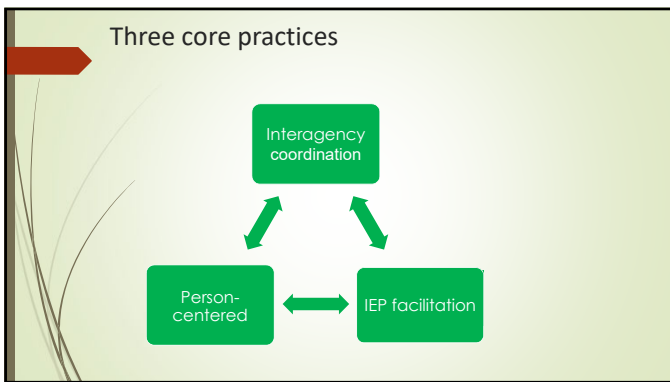
Who participates?

```
graph TD; SF((Student Family)) --- SD((School district)); SF --- SS((Social services)); SD --- PH((Public health/health care team)); SD --- MBHA((Mental/behavioral health agency)); SD --- VR((Vocational rehabilitation)); SS --- JJC((Juvenile justice/corrections)); SS --- OA((Other agencies));
```

Interagency Person-Centered IEP

Model that coordinates efforts across home, school and community

- Support for active interagency system leadership teams
- Planning protocols to support coordination of services around individual students and their families
- Tools for enhancing students' strengths and interests in an IEP



Coordinated Interagency Person-Centered IEP model

Three levels of teamwork

- Student teams
- Community leadership team
- State team

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Community Leadership Team

Phase 1: **Organizing**

Phase 2: **Implementation**

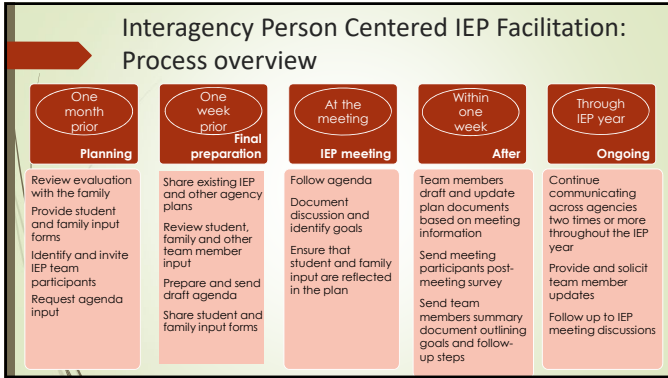
Phase 3: **Sustaining**

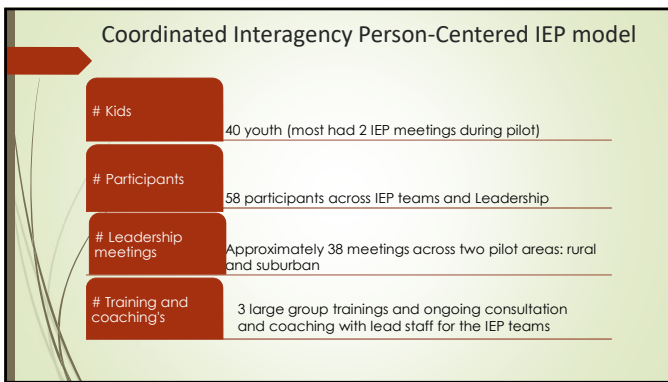
Student Teams

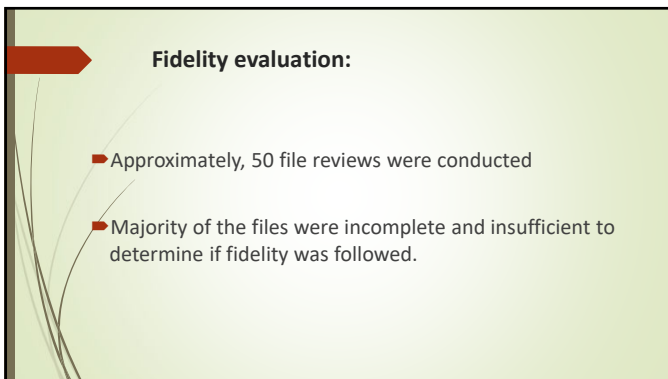
- Participate in trainings
- Implement the process as outlined
- Provide documentation as requested
- Feedback to state team on implementation (surveys, in-person, etc.)
- Be willing to share what you have learned with others

What's different about this model?

- Interagency and person-centered practices are embedded in the IEP
- The process is made up of activities before, during and after the meeting.







Outcome data

System-level

- County social services added a release of information to the schools on their intake and agreed to talk to families about possible communication and connections.
- Some private health providers set up a networking and training event with the CMH staff , which may become regular event
- Set up and agreed to make cross-training of staff a regular event. Training included eligibility, case plans and other system elements
- Suggested person-centered-planning training be a part of the staff individual performance plan

Outcome Data

IEP team level

Parents and students	<ul style="list-style-type: none"> • Experience was more positive and reflective of the student and family goals than they had experienced with previous IEPs • Appreciate the person-centered focus on goals and strengths, and handling assessment information in a separate meeting.
Teachers and interagency staff	<ul style="list-style-type: none"> • More aware of each other's role in serving the students they have in common • Coordinating schedules and managing time in the meeting present challenges • Pilot documentation requirements were onerous, but the model process was worthwhile

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Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Any changes that results in a positive difference in the lives of people who use services or in your own work life. • No permission needed to implement. • Can make change immediately. 	<ul style="list-style-type: none"> • Any changes an organization makes to its practices, structure or rules that result in positive differences in the lives of people. • Approval from management. • Shared learnings go to the leadership. 	<ul style="list-style-type: none"> • Any change in practice, structure and rules made at the system level. • These changes have an effect on many organizations, and therefore many peoples' lives • Change in state law or regulation

