



Year 1 Organization-Wide Implementation Day 1: Overview



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Main Topics for Day 1

- Overview of positive person centered practices
 - Person centered practices
 - Positive behavior support
 - Building a stable workforce
- Organizational introductions, roles, and ground rules
- Coaches Connect
- Preparing for ongoing team self-assessment
- Planning for Day 2



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Positive Supports Defined

Added Recently

Refers to All Practices that Include these Characteristics:

- 1) Person-Centered Interventions that Demonstrate Cultural Competence and Respect for Human Dignity
- 2) Emphasizes the Importance of Family-Centered and Community-Centered Practices
- 3) Evidence-Based and Promising Practices
- 4) Strategies for Ongoing Assessment and Monitoring at Individual and Organizational Levels
- 5) Often Implemented in Combination with More than One Practice



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Positive Support Examples

- Person Centered Thinking/Planning – Foundational
- Positive Behavior Support
- Applied Behavior Analysis
- Assertive Community Treatment
- Cognitive Behavior Therapy
- Motivational Interviewing
- Systems of Care
- Wraparound Planning
- Trauma Informed Practices
- School-Linked Mental Health



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Slide 3

- a1** Couldn't you implement PCT without any other practice?
amado003, 1/30/2016

Key Elements Included in Training

- Person-Centered Thinking and Planning
- Organizational Workforce Development
- Cultural Competence
- Positive Behavior Support



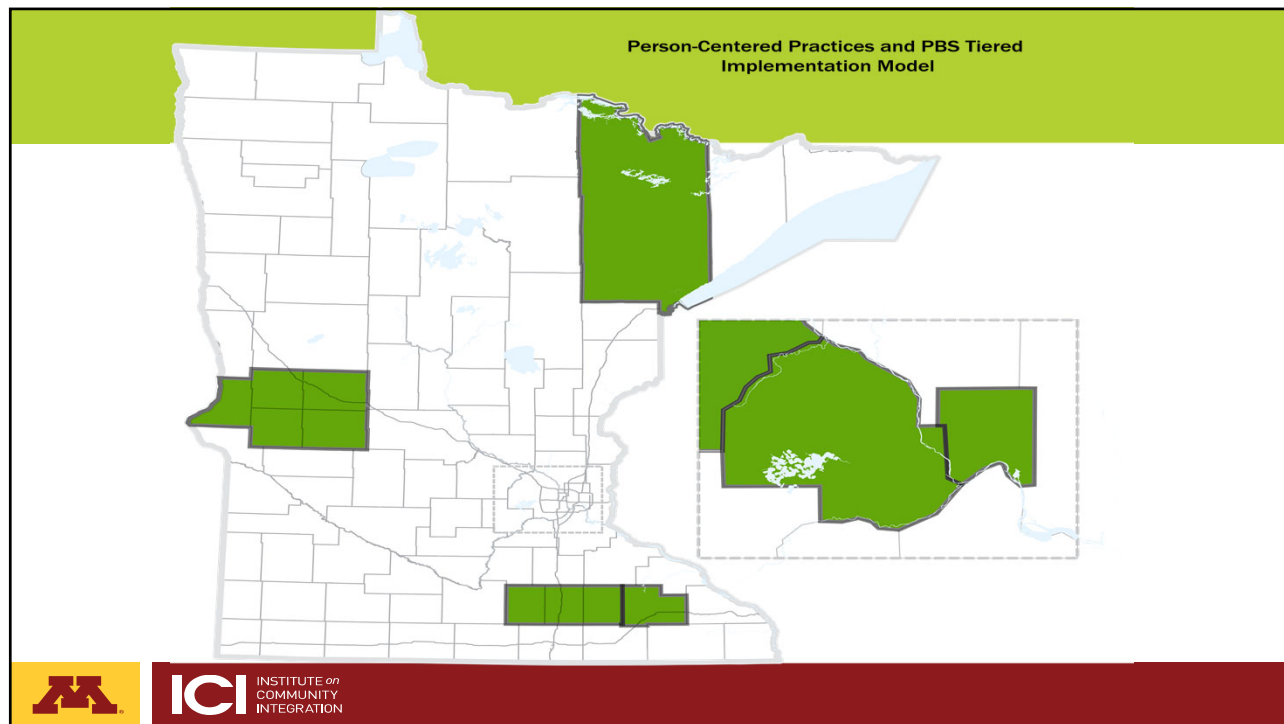
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Content Covered Across Team Training Days

- Day 1 – Overview and Introduction to Self-Assessment
- Day 2 – Person-Centered Practices
- DAY 3 – Positive Behavior Support
- DAY 4 – Organizational Workforce and Cultural Responsiveness
- Day 5 – Making a History Map & Considering Tier 2 (Middle Part of the Triangle)



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Positive Behavior Support & PC-Practices

Cohorts 1- 4 (2015-2019)

Growth

- Regions = 4
- Cohorts = 4
- Counties Represented = 12
- Teams = 24
- Organizations = 27

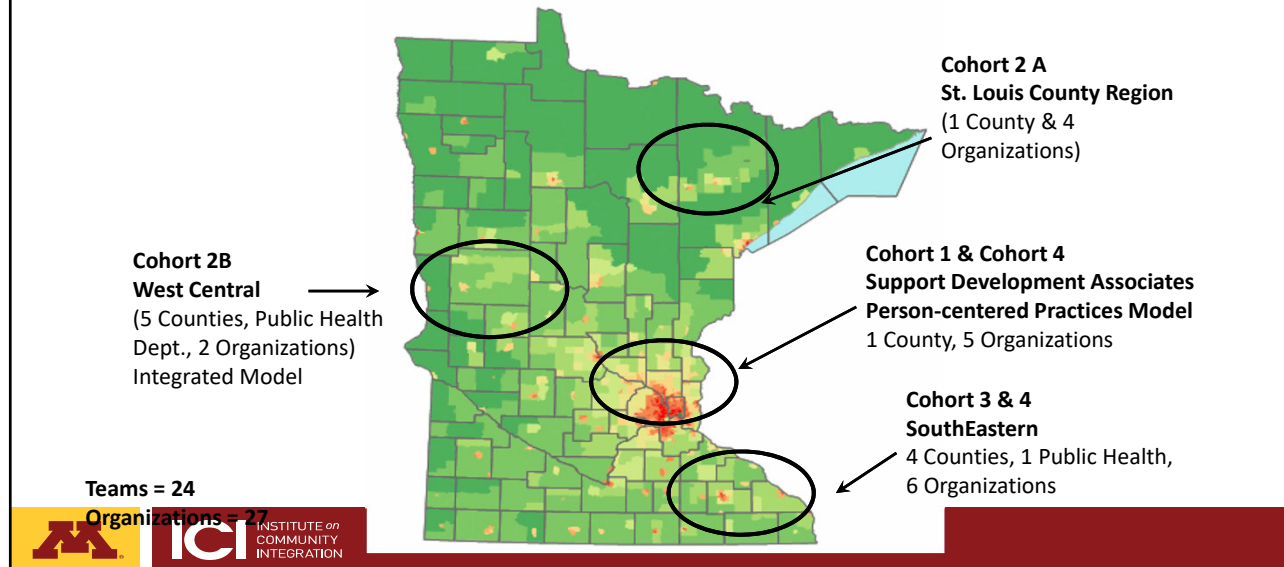
Teams Involved

- Counties
- Providers IDD
- Public Health
- Mental Health

Training Layers

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

Minnesota Statewide Plan for Building Regional Capacity

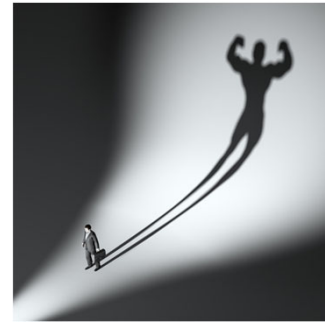


“Implementation factors are universal (like gravity) and apply equally to any human service sector.”

-Dean Fixsen, APBS, 2016

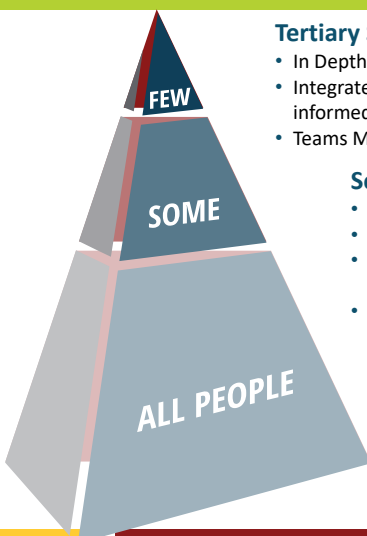
Assumptions for Moving Forward

- Build on organizational STRENGTHS!
- Identify a “do-able” list of tasks that can be achieved this year
- Setting the pace
 - Marathon, not a sprint
 - Changing everyday work routines
 - Work smarter not harder
 - Celebrate successes



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Implementing Multi-Tiered Systems of Support 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

Primary Stage

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

Person Centered Practices
& Planning

Positive Behavior Support

Organizational Workforce



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Implementing Multi-Tiered Systems of Support

Person Centered Practices & Planning



WHAT DOES “PERSON CENTERED” MEAN?

- Treat each person with dignity and respect
- Build on person’s strengths and talents
- Help people connect with their community and develop relationships
- Listen to and act on each person’s preferences
- Listening to all the ways people communicate and express themselves
- Practice cultural humility and responsiveness

PERSON CENTERED PRACTICES

Person Centered Practices (PCP) is about helping find and support the balance of what is important to and for a person. By listening to and taking action. This can be applied at all three levels of change.

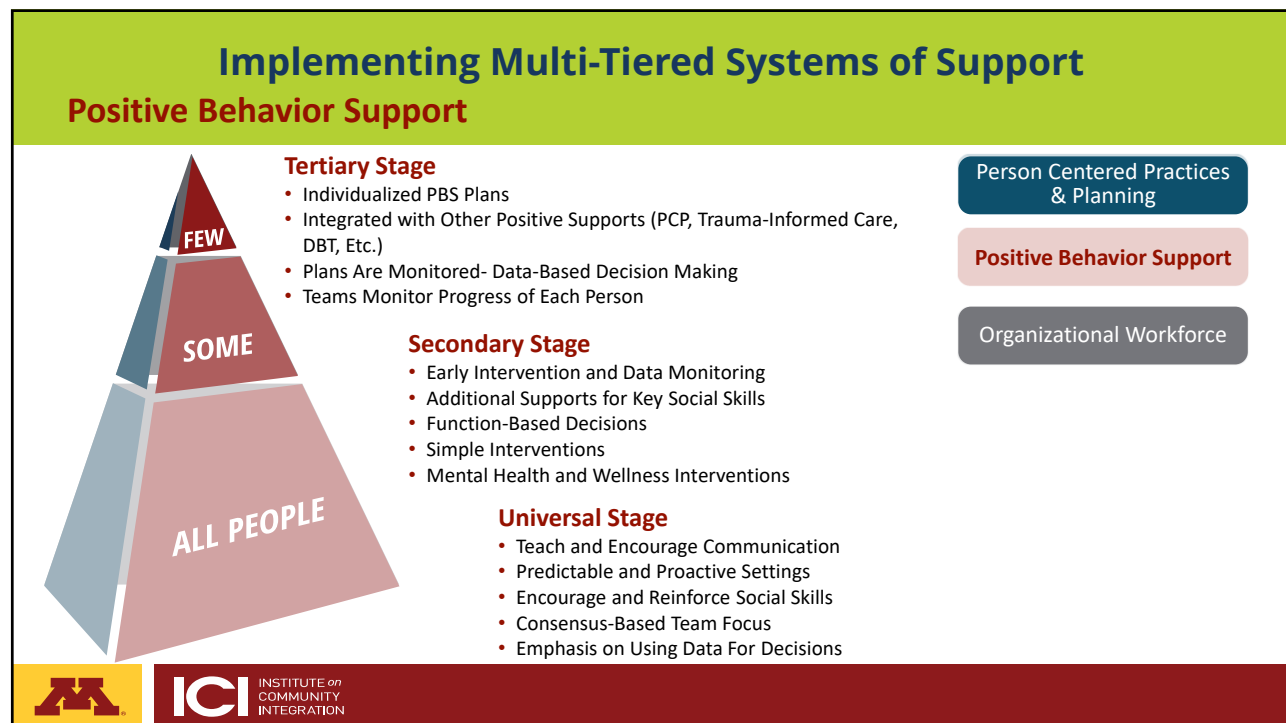
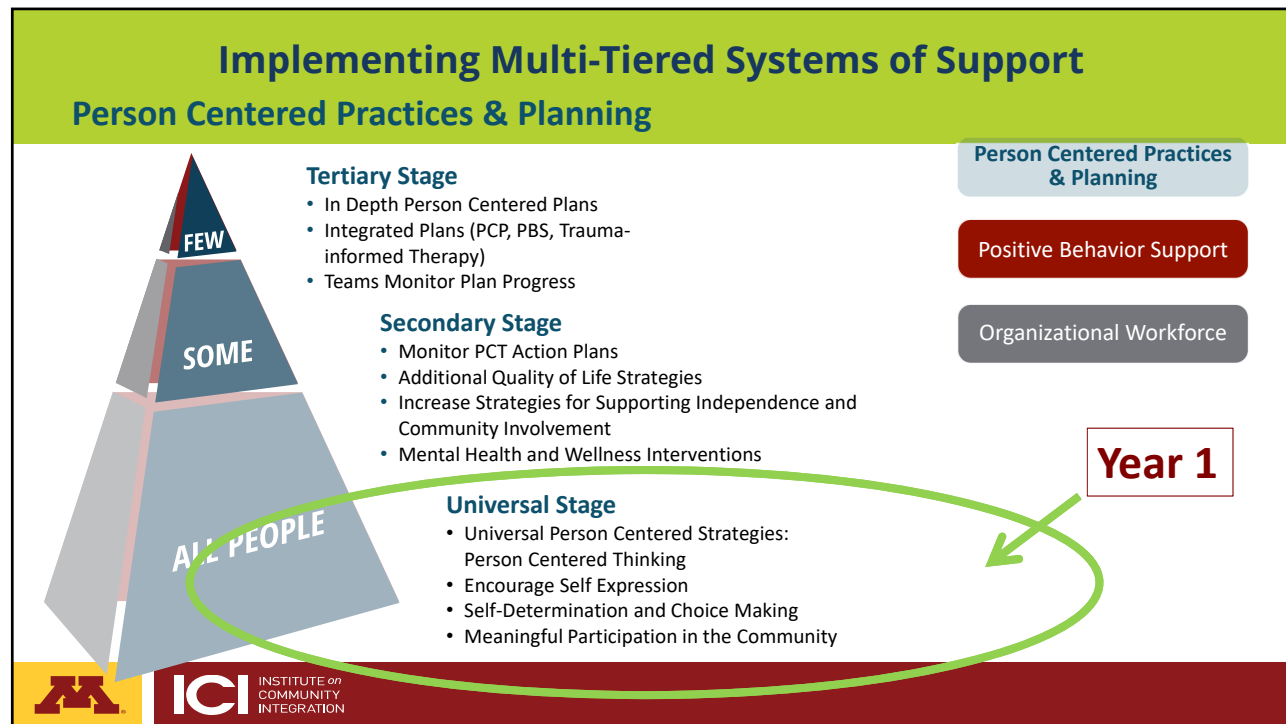
-The Learning Community for Person Centered Practices
TLCPCP.COM



LEVELS OF CHANGE

- . Level 1: Changes made personally and professionally these help create positive control in the life of people you support, and those around them. You do not need permission to make these changes – example - Person First Language
- . Level 2: Changes made at an organizational level (administration, human resources, CEO, Board...) these effect the lives of people supported, workforce, or administration to support positive control at a larger scale
- . Level 3: Changes made at the system level. These changes have an effect on many organizations, and therefore many peoples' lives. State and Federal Mandated or initiatives.



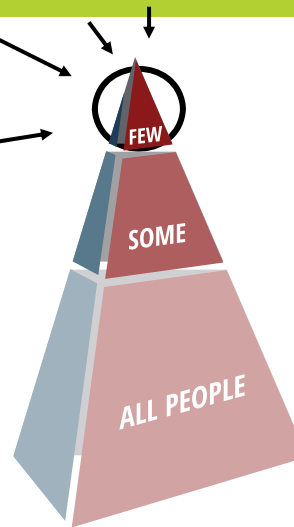


Positive Behavior Support Provides a Framework for Prevention

Most PBS efforts only respond when Tertiary supports are needed

Intensive, individual interventions

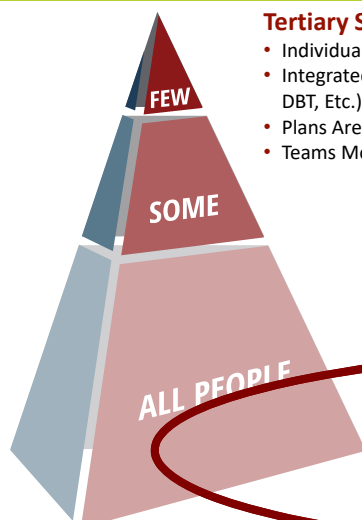
- Individuals with intense needs
- Assessment-based
- High intensity
- Appropriate for professionals across agencies and systems



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Implementing Multi-Tiered Systems of Support

Positive Behavior Support



Tertiary Stage

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

Person Centered Practices
& Planning

Positive Behavior Support

Organizational Workforce

Secondary Stage

- Early Intervention and Data Monitoring
- Additional Supports for Key Social Skills
- Function-Based Decisions
- Simple Interventions
- Mental Health and Wellness Interventions

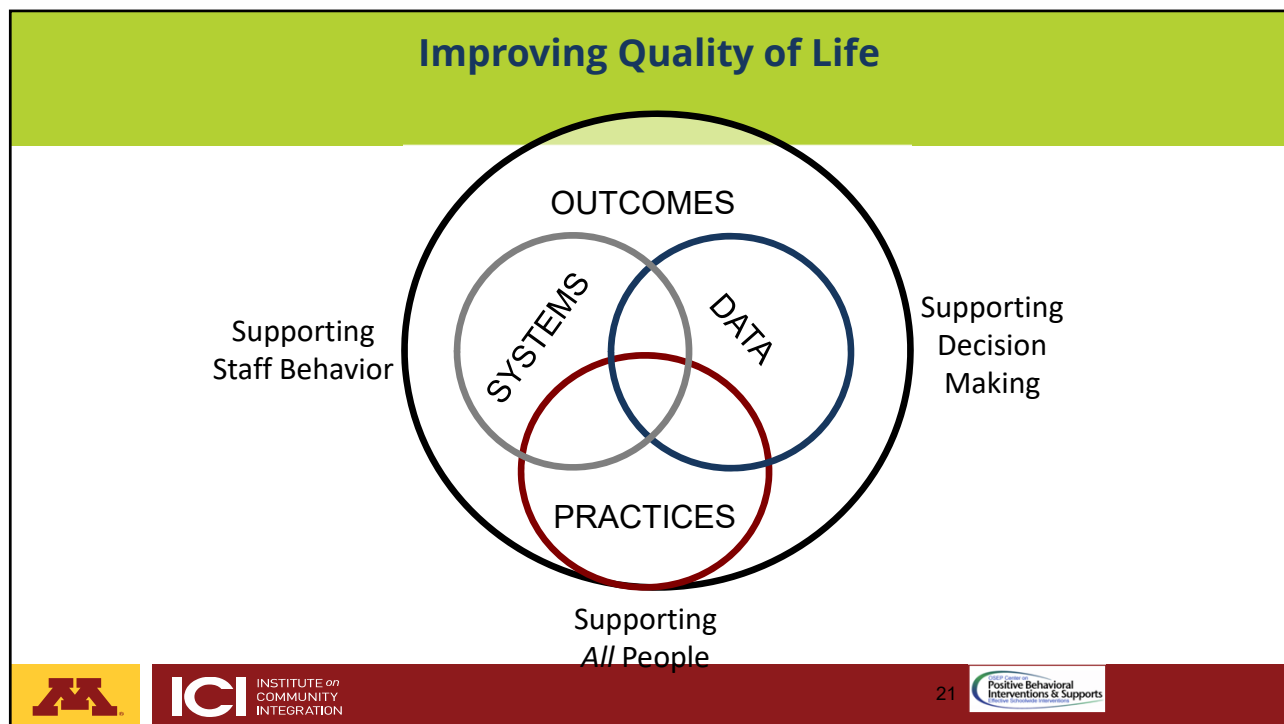
Year 1

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



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Focus on Prevention

“It’s a whole shift in paradigm of fighting fires to building capacity within the organizations--whether it is a contracted service provider or residential or day treatment program....I see our role as...helping people build capacity...”

H.M.- Human Services Professional

“Almost everybody I work with has ‘behavior’, including staff, that is problematic to them on a daily basis. I mean we need to not think of it as [problem behavior]”

--Person Supporting People With Traumatic Brain Injury in Kansas

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Positive Behavior Support is Implemented in...

- Residential Supports
- Employment
- Children and Family Services
- Mental Health: Center-Wide Positive Behavior Support
- Nursing Homes/Elder Care
- Facility-wide Positive Behavior Support
- School and Districts
- Early Childhood



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Major Goals of Universal PBS

- Promote, Teach, & Practice Positive Social Interactions
- Design Positive, Proactive, Predictable Environments
- Establish Data-based Decision Making Systems
- Consistent Response to Problems
- Build Capacity for Individualized PBS



We All Perceive Behavior Differently

- Loud arguments can be punishing to some people but considered entertaining by others

We All Respond to Behavior Differently

- People who enjoy arguing and debating go out for drinks afterward
- People who are insulted by arguments will avoid going out for drinks



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Improving Our Data Systems

- Use data we already collect
- Make sure data are collected in an accurate manner
- Improve consistency of our responses to problems/crises
- When is a problem really a problem?



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Extra Support from PBS Facilitators

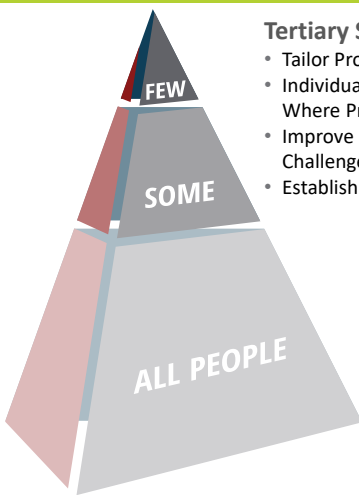
- Supports ongoing training in universal Positive Behavior Support
 - Orientation
 - In-service
- Assist in monitoring and early identification of people in need of additional support (Year 2)
- Support team-based monitoring of progress across behavior support plans (Years 2/3)
- Facilitate individual PBS Plans
- Mentor new staff members in individualized PBS



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Implementing Multi-Tiered Systems of Support

Organizational Workforce Development



Tertiary Stage

- Tailor Problem Solving for Specific Problematic Situations
- Individualize Training and Mentoring to Address Unique Settings Where Problems Occur
- Improve Supervision and Mentoring for Locations Experiencing Challenges
- Establish Matching/Hiring Tailored to Individualized Plans

Secondary Stage

- Monitoring and Early Intervention
- Training Targeted for Groups
- Targeted Strategies to Improve Specific Settings
- Simple Problem Solving for Challenging Situations That Occur in More Than One Situation

Universal Stage

- Align Policies to Person Centered Practices
- Revise Job Descriptions, and Performance Evaluations
- Integrate Person Centered Practices and PBS With New Orientation and Ongoing Instruction
- Use Data for Decision Making

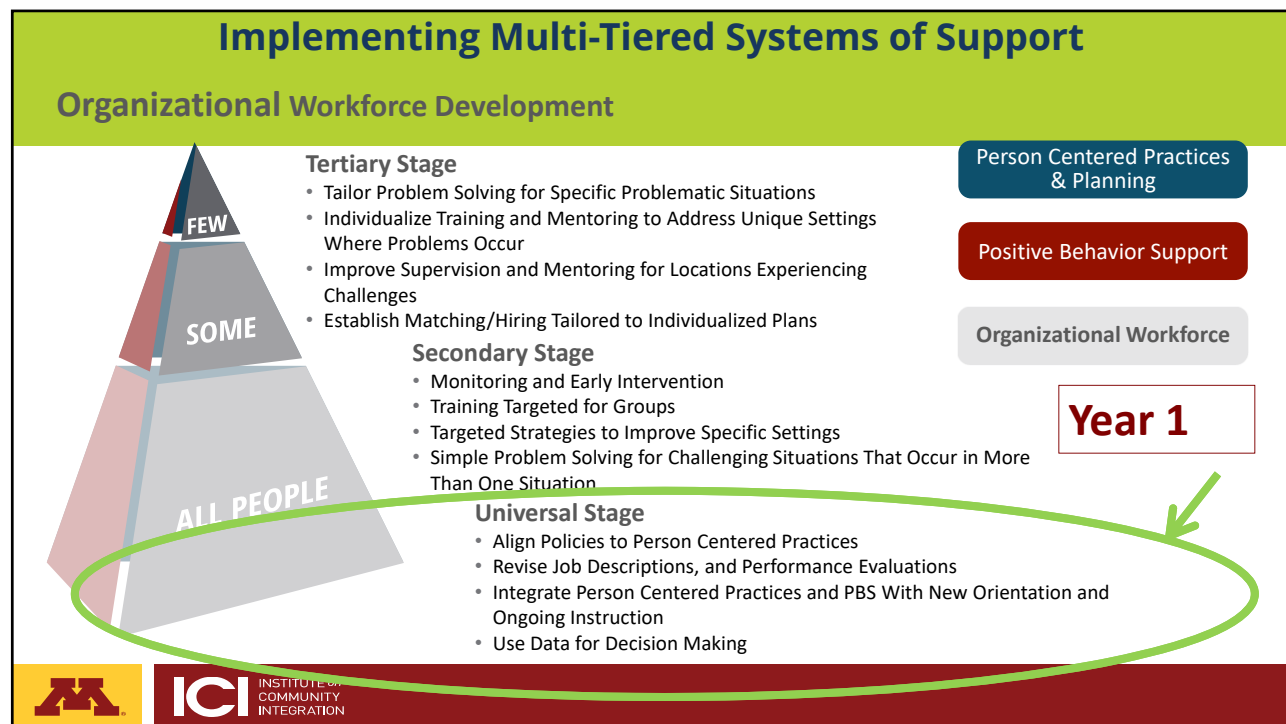
Person Centered Practices
& Planning

Positive Behavior Support

Organizational Workforce



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What is Organizational Design?

- A look at all processes and practices within an organization for:
 - Alignment with Mission/Vision/Values and Purpose
 - Alignment with efficient and effective use of resources (creativity, technology, streamlined, etc.) and ongoing viability (surplus, etc.)
 - Alignment with growth and development (visioning, building toward the future while attending to today, strategic risk)
 - In the context available (laws, regulations, demographics, resource cost and availability, etc.) and anticipated (what can we predict?)

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Workforce Development

- Strategies and approaches that:
 - Increase Visibility and Desirability of Positions
 - Increase Viable Pool of Candidates
 - Improve Individual Employee, Team, and/or Organizational Performance
 - Improve Satisfaction, Safety, Tenure, and Morale of Employees



Workforce Development (Continued)

- Strategies and approaches that:
 - Improve satisfaction, safety, inclusion, opportunity, meaningful outcomes of people supported
 - Improve positive retention (good people stay and are satisfied)
 - Support positive turnover practices (promotion/succession of desirable employees)



Performance Management



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Data-Driven Decision-Making



- Decide how you will know you are succeeding
- Find the right measure:
 - Focused on the right things
 - Reliable/helpful
 - Do-able (not too complex-just enough)
- Use It to guide next steps



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Key Data in Workforce

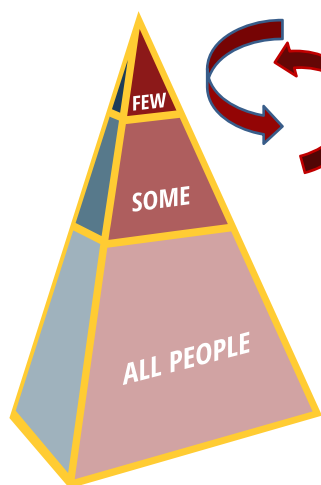
- Turnover, Vacancy, and Tenure
- Employee Satisfaction
- Exit Interviews
- Performance Measures (Job Reviews, Work Observations)
- Outcomes for People Supported
- Satisfaction of People Supported and Family
- Incident Reports (Identify: Training, Resources, etc.)
- Records of Efforts to Solve Problems (So you Know What you Tried)



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Implementing Multi-Tiered Systems of Support

Embedding Cultural Awareness



Tertiary Stage

- Tailor Problem Solving for Specific Problematic Situations Which Incorporates Cultural Norms and Awareness
- Individualize Training and Mentoring to Address Unique Settings Where Problems Occur
- Improve Supervision and Mentoring for Locations Experiencing Challenges Which Include Cultural Responsiveness

Secondary Stage

- Awareness of Cultural Bias and Norms when Monitoring and Early Intervention
- Training Targeted for Groups
- Culturally Appropriate Targeted Strategies to Improve Specific Settings
- Simple Problem Solving for Challenging Situations That Occur in More Than One Situation

Universal Stage

- Using a Cultural Lens When Developing Policies
- Recognizing Culture When Developing/Completing Job Descriptions and Performance Evaluations
- Offering Culturally Relevant Trainings in New Orientation and Ongoing Instruction
- Meaningful Data Collection-Collecting Data on Diversity to Guide Decision Making
- Encourage Diverse Cultural Point of View
- Encourage Self-Assessment
- Varying Perspective and Interpretation of Self-Determination and Choice Making



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Being Culturally Responsive is....

- Part of being person-centered
- Means we consider how our culture is related to social challenges
- Being intentional about every action we take



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Consider Culture at Each Step

- Form an organization-wide team that represents all stakeholders
- Assess readiness and buy in
- Complete a self-assessment
- Create an action plan
- Use data for decision making
- Make changes to improve outcomes



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TEAM ROLES AND RESPONSIBILITIES



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Team Members

- Core team representation (planning and coordination)
- Administration
- Management
- Coaches
- Key Contact
- PBS Facilitators
- PCT Trainers
- Person Centered Planners



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Key Contact Roles

- Prompt team to meet regularly
- Bring team additional information
- Share questions and issues with trainers
- Work with team to gather data
- Manage data collected during trainings
- Collaborate with Coaches, PBS Facilitators, trainers, etc.
- “Positive nag” to make sure action plan items are being completed



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Coaches

- Practice and demonstrate PCT Skills
- Identify plans with staff for using tools
- Champion use of PCT Tools
- Share stories
- Share victories and ideas at “Coaches Connect” during meetings with the full organization-wide team
- Help key contacts collect information
- In the future:
 - Coaches make great PCT Trainers
 - Coach trainers are PCT trainers first



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Positive Behavior Support Facilitators

- 1-2 people in each organization
- Mentored experience facilitating Person Centered Plans, Functional Behavioral Assessments, and Positive Behavior Support Plans
- Provide support for universal strategies
- Provide guidance/monitoring for PBS plans
- Introduce PBS via orientation and in-service training
- Mentor new staff learning to facilitate PBS
- Help move team into secondary stage in coming years



Person Centered Plan Facilitators

- Many varieties of Plan Formats
- Plan Facilitators have attended Picture of a Life or another Person Centered Plan Facilitation training
- Use PCT Tools to develop for Person Centered Descriptions and Person Centered Plans for people receiving support
- Often involved in secondary plans team in future years



Person Centered Thinking Trainers

- Anyone who has participated in a 2-day PCT session and has experience using PCT skills can request to become a trainer
- Structured process to develop as a trainer includes:
 - Trainer Orientation
 - Independent Study/Learning log focused on use of PCT
 - Observe PCT sessions
 - Co-lead 2 PCT training sessions with a mentor to become certified
- Help build PCT skills in region by leading the 2-day PCT Training
- Have the capacity to become coach trainers in the future
- Engage in secondary stage in future years of training



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COACHES CONNECT

Discussion



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Plan for Coaches Connect

- Coaches Connect happens at each Organization-Wide Meeting
- Coaches share learning with the full organization-wide team
 - Successes
 - Struggles
 - Suggestions/Requests
- Discuss how to embed PCT skills in organizational practices
- Identify ideas and issues to build into end-of-day Action Plans
- As teams build, this time will be expanded to allowed for PBS Facilitators and other groups to share learning with the full team



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COACHES CONNECT

- Share your Meeting Map and explain why it is important
- Share Coaches Donut

TLC-PCP
2012 www.learningcommunity.us



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Meeting Map For Coach Sessions



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Donut Exercise



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Defining Roles & Expectations: Role of Key Contact

Core Responsibilities	Using Judgment & Creativity	Not My Usual Responsibility
<ul style="list-style-type: none"> Be the main point of contact between ICI and your organization Provided updated information to ICI about team makeup and team progress Coordinate (and facilitate?) regular meetings in-between training days Maintain and share information gathered on training days 	<ul style="list-style-type: none"> Engage in Discussions, Activities, & Actions for your team on training days How you share the information you learn How team is supported How information is gathered and maintained Encourage Team to keep moving forward Finding opportunities for celebration 	<ul style="list-style-type: none"> Train PCT, POL or another curriculum Make people learn Force people to use Person-Centered Practices Change your organization by yourself Micromanage other team members Participate in 6 coach sessions



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Defining Roles & Expectations: Role of Coaches

Core Responsibilities	Using Judgment & Creativity	Not My Usual Responsibility
<ul style="list-style-type: none"> Participate in 6 coach sessions Practice using PC tools and skills Share your experiences using PC Practices with others Model person centered practices consistently Participate in Organizational Team training 	<ul style="list-style-type: none"> Finding opportunities for celebration How you share the information you learn How team is supported Encourage Team to keep moving forward Participate in organizational meetings in-between training days Share what is and is not working in ways people can hear 	<ul style="list-style-type: none"> Train PCT, POL or another curriculum Make everyone think in a person centered way Facilitate formal person-centered plans Know every Person-Centered Planning Method Be the main point of contact between ICI and your organization



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Defining Roles & Expectations: Role of PBS Facilitators

Core Responsibilities	Using Judgment & Creativity	Not My Usual Responsibility
<ul style="list-style-type: none"> • Provide ideas for universal PBS strategies • Understand basic PBS principles • Help team develop a matrix • Offer support/ ideas to teams and other facilitators around PBS 	<ul style="list-style-type: none"> • Finding opportunities for celebration • How you share the information you learn • How team is supported • How information is gathered and maintained • Encourage Team to keep moving forward 	<ul style="list-style-type: none"> • Write all PBS Plans • Force people to use Person-Centered Practices/ PBS Skills • Change your organization by yourself • Be the main point of contact between ICI and your organization



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Defining Roles & Expectations: Role of Leaders/ Team Members

Core Responsibilities	Using Judgment & Creativity	Not My Usual Responsibility
<ul style="list-style-type: none"> • Participate in team-wide training days and meetings • Support the efforts of Coaches and PBS facilitators • Help encourage and support team to keep moving forward • Identify what is and is not working – and share • Seek opportunities to learn more about PC practices 	<ul style="list-style-type: none"> • Help create a positive “buzz” around PC/PBS Practices • Engage in organization PC/PBS activities between training days • Finding opportunities for celebration • How you share the information you learn • How team is supported • How you encourage Team to keep moving forward 	<ul style="list-style-type: none"> • Train PCT, POL or another curriculum • Make people learn • Force people to use Person-Centered Practices • Change your organization by yourself • Be the main point of contact between ICI and your organization



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Year One Activities

- Form an organization-wide team that represents all stakeholders
- Assess readiness and buy in
- Complete a self-assessment
- Create an action plan
- Use data for decision making
- Make changes to improve outcomes



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Example of Team Implementation

- Range



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SELF ASSESSMENT: PERSON CENTERED ORGANIZATIONAL DEVELOPMENT TOOL



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Person-Centered Organizational Development Tool

rtc on community living

UNIVERSITY OF MINNESOTA
Driven to Discover™



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REVIEW THE PCO CHECKLIST ITEMS

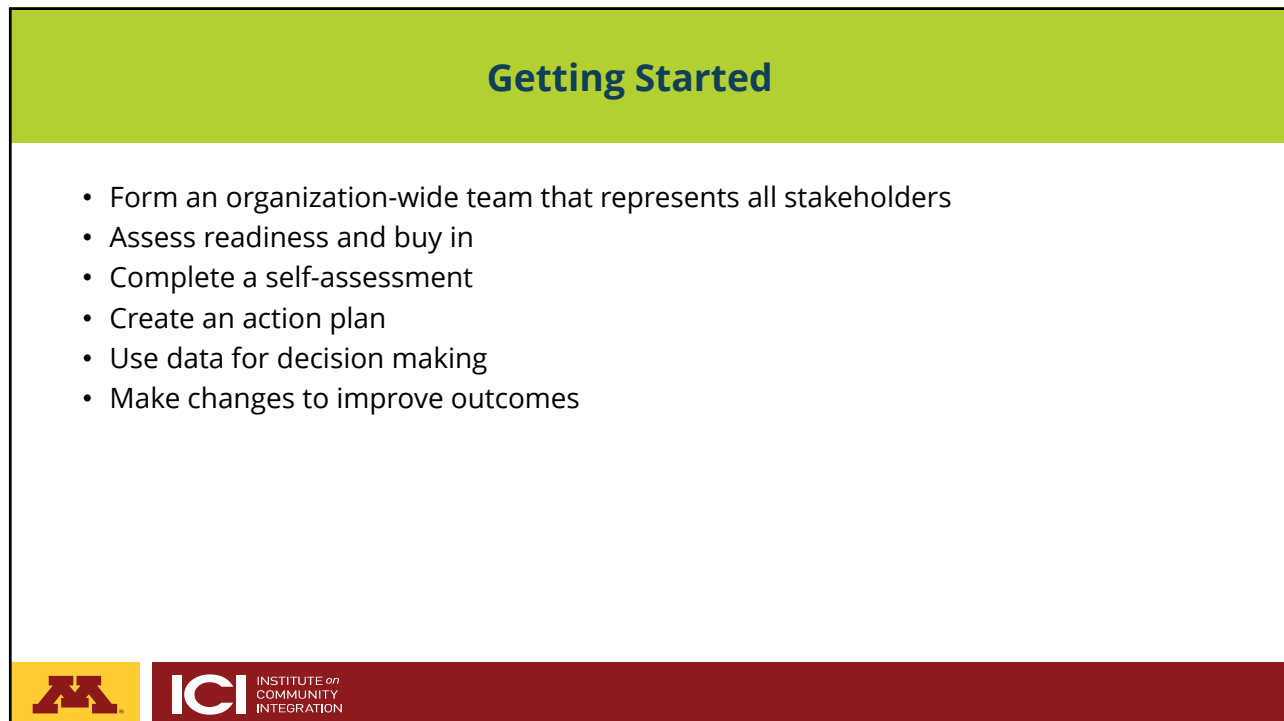
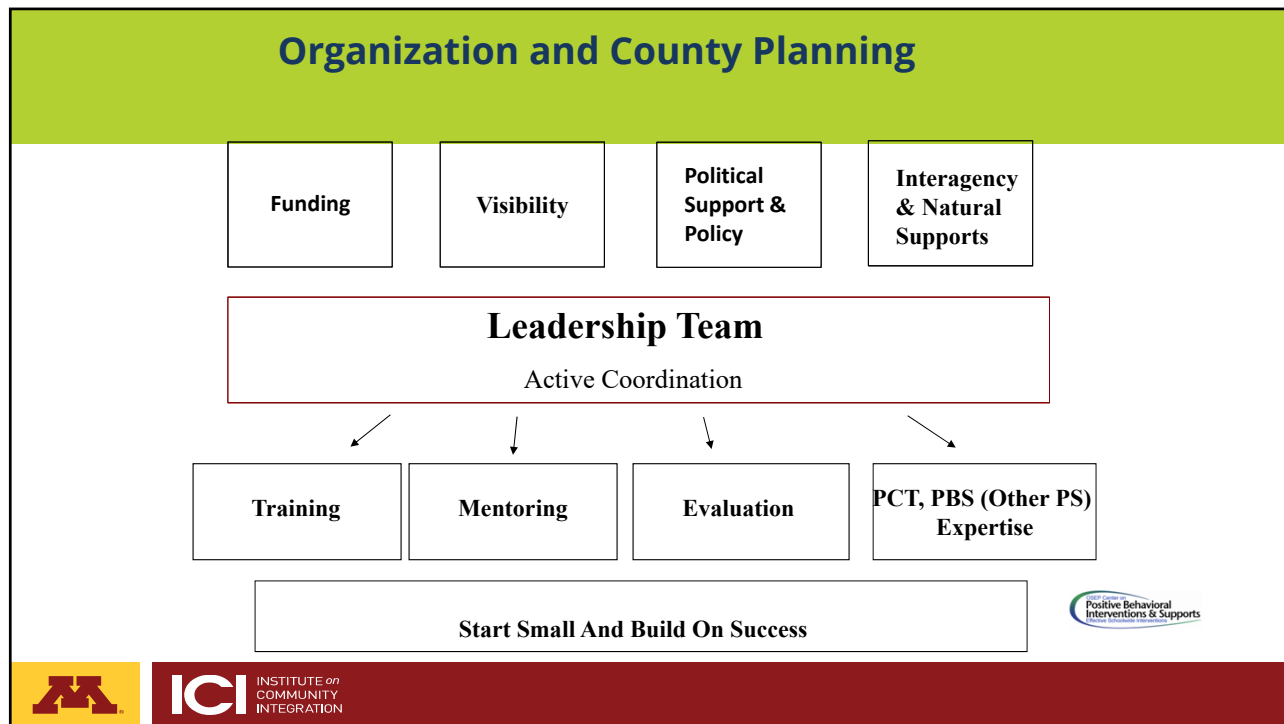


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Effective Teams



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Creating a Planning Team

- Planning team should not be too large
- 3-7 participants
- Overall action planning
- Consider representation
- Make sure all staff have a representative voice represented in the planning team



Identify Team Roles and Responsibilities

- **Coach**- facilitates meetings, reviews past meeting minutes, keeps focus of group on agenda
- **Record Keeper** - writes down the actions and activities
- **Timekeeper**- before meeting gets consensus on time to be spent on each topic, monitors time for each topic, and gives warnings when time is running out (i.e., "we have 5 minutes left")
- **Data Entry Person**- trained to enter and access office referral data and brings the data to the meetings
- **Behavior Specialist**- a person who has received training in individual positive behavior support
- **District Facilitator/External Coach**- district-level individual who coordinates coach and in-service trainings, provides link between schools, KU PBS Trainers, and coaches



Creating the Setting for Effective Meetings

- Find a meeting place where team members won't be distracted
- Focus on strengths and progress in addition to problem solving
- Reinforce each other for the work that is done
- Set ground rules
 - Everyone stays throughout the entire meeting
 - Attendance by everyone is expected
 - Team members will give everyone a chance to speak and voting will be used
 - Everyone chips in regardless of roles and job responsibilities



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"People don't resist change. They resist being changed."

- Peter M. Senge

You can't change anyone else but people do change in relationship to your change. All relationships are a system, and when any one part of a system changes, it affects the other part."

- Jack Canfield



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Assessing Interest & Commitment

- 80% Staff support for implementation
- 3-Year Action Plan, progress occurs over time
- Behavior is one of top three goals within organization
- All staff agree to participate in implementation
 - Encouraging and modeling social interactions
 - Building Person Centered values into everyday actions
 - Participating in decision making
 - Reinforcing and recognizing positive social interactions



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Building Consensus

- Identify area to start consensus building
- Readiness and staff commitment
 - Share
 - Vote
- Involving people in decision making increases likelihood of real change
- Creativity of our people is impressive



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Think About Ways To Communicate

- Team Meetings
- Staff Meetings
- Trainings
- Coach Meetings
- Other Events
- Newsletters
- Website
- Build into existing communication whenever possible!



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MN Team Overall Checklist

Minnesota Team Implementation Checklist:
Planning Tool for Integrating Person-centered and Positive Support Practices

Organization: _____ Date: _____
Region: _____ County: _____

INSTRUCTIONS: The organization-wide team should complete checklists quarterly to monitor activities for implementation of positive supports selected by the organization.

Please complete as a team and submit quarterly to: _____

Team Members: _____
Person(s) Completing Report: _____

Checklist #1: Start Up Activity			
	Put an "X" in the column that fits where the team is in the planning process for each numbered item on the checklist.		
	Not Started (0 points)	In Progress (1 point)	Achieved (2 points)
Team			
1. Team established (administration, management, direct support staff, county staff, etc.).			
2. Team has regular meeting schedule.			
3. Plan is completed for including feedback in planning process from people living and/or working in setting, and families, guardians, case managers, etc.			
4. Team has clear purpose and vision that aligns with the person-centered values identified.			
5. Team has an effective meeting process.			
6. Team has Key Contact.			
7. Administrator's support & active involvement (attendance in meetings, support for systems change, etc.).			
Staff Commitment			
8. Staff members are aware that the organization is implementing person-centered and positive support practices(s).			
9. Team assesses readiness of people to participate in each person-centered and positive support practice(s).			
10. Staff members are directly involved in organization-wide planning.			

Freeman, R., Amado, A., O'Neill, S., Ritchie, J. & Julien, H. M. (2015). *Minnesota Organization self-assessment and action planning tool for positive supports*. Minneapolis, MN: Institute on Community Integration, University of Minnesota.



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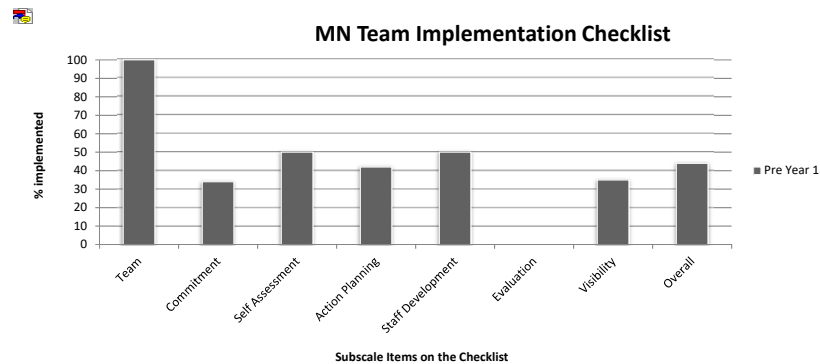
Scoring the MN Team Checklist

- Implementation Points
 - Achieved = 2
 - In progress = 1
 - Not Started = 0
- Percentage of Items Implemented
 - Total
 - ✓ Number of Items Scored as “Achieved” Divided by Total # of items
 - Subscale Scores
 - ✓ Number of Items in Each Subscale Area Scored as “Achieved” Divided by the number of Items in That Subscale Area
- Percentage Of Points Implemented
 - Total
 - ✓ Total Number of Points Achieved Divided by Total Possible
 - Subscale scores
 - ✓ Total Number of Points in Each Subscale Divided by Total Number of Items Multiplied by 2



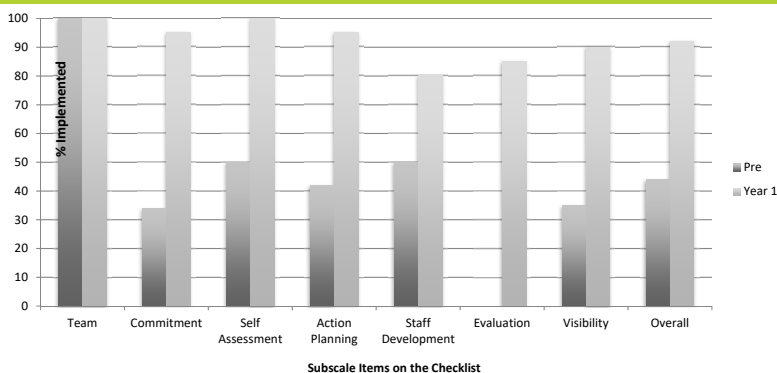
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What has the Team Accomplished? What Areas should the Team Work on Next?



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Results Of The MN Team Checklist



What has the Team Accomplished?
What are the Team's Strengths?



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MN TEAM CHECKLIST ACTIVITY

Complete Items 1-10



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NEXT STEPS



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Year One Activities

- Form an organization-wide team that represents all stakeholders
- Assess readiness and buy in
- Complete a self-assessment
- Create an action plan
- Use data for decision making
- Make changes to improve outcomes

**Today We Discussed These
Activities**



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Next Team Training Day...

- Assess person-centered vision and values
- Discuss how your organization might use the PCO Tool we reviewed today
- Continue discussing how to build buy in and involve everyone
- Begin mapping out your plan for building on your organization's strengths



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Training Days for Year 1:

- 5 Days for agency teams
 - Overview and kick-off of team training (Day 1)
 - Person Centered practices (Day 2)
 - Positive Behavior Support (Day 3)
 - Workforce development/culture (Day 4)
 - History Map and Next Steps (Day 5)
- 2 Days for key contacts + 3 conference calls
- 6 Training days for Person Centered coaches
- 6 Training webinars/onsite days for PBS facilitators
- 1 Onsite evaluation at each agency



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Calendar Reminders

Key Contact Days:

June 3

Coach Training Days:

Team-Wide Days:

June 5



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3rd Annual Collaborators Forum April 30, 2019

The Collaborators Forum is an event for people interested in Positive Behavior Supports across settings and the lifespan in Minnesota. This year the MNPBS Network is planning to create host sites in other parts of the state and to increase the amount of interactivity for audience members who can't travel but want to be a part of the Forum.



Keynote: Caryn Ward, PhD, HSP-P
Associate Director, National Implementation
Research Network

Practical Use of Implementation Science to Meet Your Community's Goals

What strategies and practices are needed to ensure effective use of positive behavior supports? How do we ensure these strategies and practices are relevant and feasible for our different contexts (e.g., rural, urban, clinic, community) and fields (e.g., early childhood, K-12 education, adult education and services) in Minnesota? The keynote session will share how active implementation practices and strategies can be used to answer these questions through the use of case examples and their respective data stories.

<https://www.eventbrite.com/e/mn-pbs-network-collaborators-forum-tickets-56668780849>



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Save The Date: Intelligent Lives Film Screening and Panel Discussion



Film Screening:

April 30, 2019 6:30pm-9pm
South High School
3131 S 19th Ave
Minneapolis, MN 55407

Panel Discussion with Dan Habib:

May 1st, 2019 9am-11am
John B. Davis Educational Center
1250 West Broadway
Minneapolis MN 55411



<https://www.eventbrite.com/o/minnesota-collaboration-18504405425>



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Three POST-Its:

- What did you **LIKE** about today ?
- What did you **LEARN** today?
- What would you **CHANGE** about today?



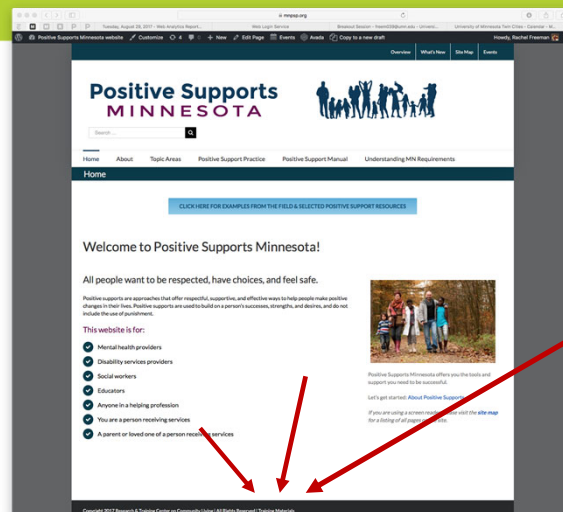
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Training Materials Quick Links

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- > Universal Social Skills Resources
- > Implementation Examples
- > Organization-Wide Evaluation
- > Positive Behavior Support Trainings
- > Positive Behavior Support Notebook

Click Here for Cohort 3 Training Materials

Click Here for Cohort 2 Training Materials

Click Here for DHS Internal PCO Materials

Click Here for Positive Social Strategies Materials

Positive Social Strategies

Encouraging and Building Relationship	Empathy and Cultural Responsive	Mindfulness and Wellbeing	Organizational Systems
Positive Social Strategies Self-Assessment	Improving Cultural Competence	Introduction to Mindfulness	Community Mapping Tool
Types of Listening from	Empathy in Action Video	How Mindfulness Empowers Us	Temperament Tool – Toddler
			Temperament Tool – Infants





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Strategies for Encouraging Universal Strategies for Improving Quality of Life