



Year 1: Organization-wide Implementation

Day 3: Positive Behavior Support



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Goal for the Day

- Overview of Positive Behavior Support
- Coaches Connect
- Could your team use a matrix?
 - Social skills handout
- PBS Self-Assessment
 - Quality of the Social and Physical Environment
- PBS Action Planning
- Assessment and Action Planning
 - Tiered Onsite Evaluation Tool (TOET) Visits



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LIKE

- Presenter – Easy to listen to, funny, good energy, engaging and clear (4)
- Better noise from the kitchen (3)
- It was nice to know what projects were ahead of time to determine if our large group should do together or break out
- Bob's art
- Examples given
- Microphone
- Vision Boards (4)
- Group discussion (3)
- Flow of day and able to move around (3)
- Snacks Blueberry bagel and Chex Mix



Learn

- Action plan (2)
- Baby steps and breaking things down (3)
- Vision Boards (4)
- Different view points (3)
- More about other organizations
- This is truly a long process (2)



Change

- NO HOMEWORK or more time to do homework (3)
- Trainers talking back and forth – not on the same page
- NO microphone or go wireless
- More water
- Room hot
- More examples of how to organize and make flow
- Maybe do action plans by lunch
- Shorten Coaches connect (2)
- Share examples of vision board before lunch to give people time to think
- More time for action planning (2)
- Should have used different quad to start planning
- More action less philosophy
- Nothing (4)



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Coaches Connect for Team Wide Session

- Share Learning from previous coaches sessions presentations.
 - Good Day/Bad Day
 - What's Working What's Not Working
- Share a level 1 change in story form.
- Review Action Plan from Day 2

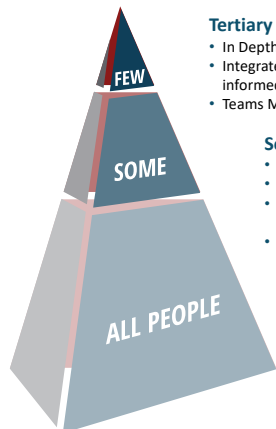


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TLC-PCP 2017 www.learningcommunity.us

Implementing Organization-Wide Planning

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
- Encourage Self Expression
- Self-Determination and Choice Making
- Meaningful Participation in the Community

Positive Behavior Support

Person-Centered
Practices & Planning

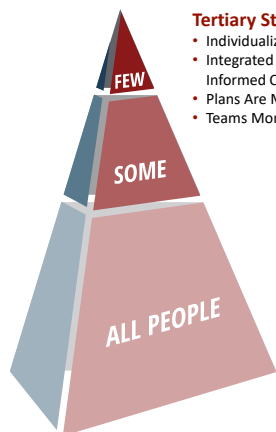
Organizational Workforce



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Implementing Organization-Wide Planning

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

Secondary Stage

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

Universal Stage

- Teach and Encourage Communication
- Predictable and Proactive Settings
- Encourage and Reinforce Social Skills
- Consensus-Based Team Focus
- Emphasis on Using Data For Decisions

Positive Behavior
Support

Person-Centered
Practices & Planning

Organizational Workforce



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Examples of Universal Strategies

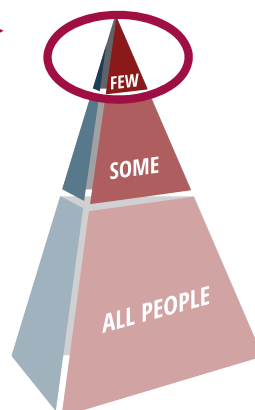
- Person Centered Thinking strategies
- AAIDD Positive Behavior Support curriculum
- The Tools of Choice Social Skills curriculum
- Health and wellness strategies
- Efforts to build natural supports
- Strategies for increasing positive social interactions



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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

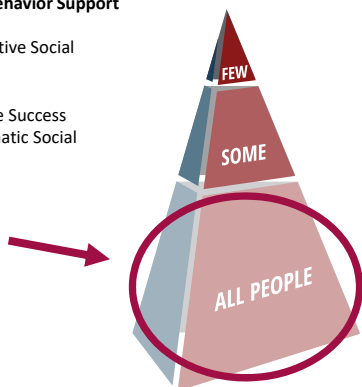


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Positive Behavior Support Provides a Framework for Prevention

Focus First on Universal Positive Behavior Support

- Work Together to Create a Plan
- Prompt, Teach, & Encourage Positive Social Interactions
- Practice New Social Skills
- Reinforce, Recognize, & Celebrate Success
- Consistent Responses to Problematic Social Interactions
- Early Prevention and Monitoring



Build Positive Social Settings Where Everyone Practices and Celebrates Social Skills That Are Important

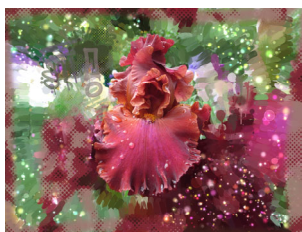


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Focus On Prevention

"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..."

www.pbskansas.org/files/missouri_interagency_pbs_team_newsletter_part1.pdf



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PBS is Not Used to “Fix” People....It is a Strategy for Changing How We Support Each Other and Encourage Positive Social Interactions

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

“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 it as [problem behavior]”

--Person Supporting People With Traumatic Brain Injury in Kansas



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Creating a Positive Environment

- Our needs are met
- We have choices
- Events are predictable
- People listen and communicate
 - Verbal
 - Nonverbal
- Quality of life is monitored and optimal



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Elements of Well-Being

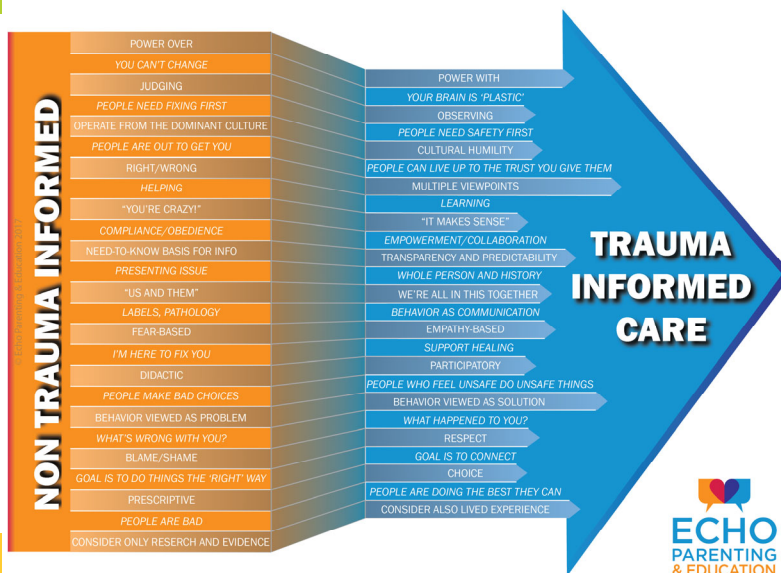
- Experiencing positive emotions
- Engagement and flow (the feeling of being lost in a task)
- Making meaningful relationships
- Finding meaning in life
- Feelings of accomplishment
- Connecting with part of nature
- Contributing to our community



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More Trauma-Informed Care Resources:

<https://mnps.org/trauma-informed-approaches/>



ECHO
PARENTING
& EDUCATION

Assessing Social Interactions in the Environment

 DEPARTMENT OF
HUMAN SERVICES



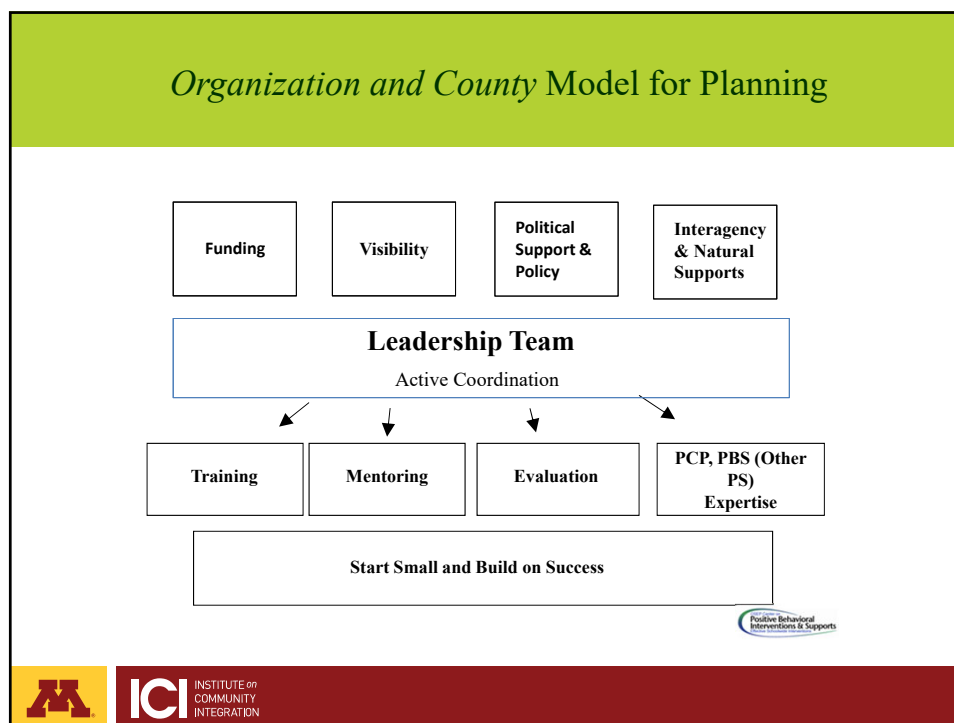
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Getting Started

- 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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Pick a “Doable List”

- This is a Marathon – Not a Sprint
- Start Small!
- Include Only What Is Reasonable for the Year
- Work Smarter Not Harder With Time
 - Practice Effective Meeting Behaviors!
- Embed Actions Into Every Day Meetings and Work

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Identify Ways to Communicate

- Team Meetings
- Staff Meetings
- Trainings
- Coach Meetings
- Other Events
- Newsletters
- Website

** Build Into Existing Communication Whenever Possible*



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Human Behavior

"Face it, we are the human race and we don't like being told what to do!"

—Gary King (Simon Pegg) from World's End



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

--Peter M. Senge



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Universal PBS Means Building a Positive Social Experience

Everyone Works Together to:

- **List** Key Person-Centered Values
- **Identify** the Social Behaviors That Reflect These Values
- **Create** a Plan for Increasing Social Interactions
- **Support** and Recognize Each Other, Help Encourage and Prompt
- **Celebrate** Success



Who Is Involved In Building a Positive Social Environment?

- People Receiving Services and Supports
- Staff members, Managers and Administrators
- Family Members, Guardians
- Advocates and Community Members



Identify the Area the Team Will Start Building Positive Social Interactions – **Provider Example**

- Identify Home With Two Roommates
- Staff Create a Matrix as a Guide to Help Conversation
- Use Roommate Meeting and PCT Tools to Explore Each Person's What Works/Doesn't Work and Important To/For
- Create Person-Centered Values and Important Social Behaviors
- Establish Opportunities to Practice, Recognize, and Celebrate Positive Interactions



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First Steps to Prepare for Roommate Expectations

	Morning	Returning Home	Meetings	Meal Prep	Chores
Respectful	<input type="checkbox"/> Follow morning routine <input type="checkbox"/> Communicate any changes in advance	<input type="checkbox"/> Allow people time and space to settle in	<input type="checkbox"/> Listen to understand <input type="checkbox"/> Come to the meetings <input type="checkbox"/> Work together	<input type="checkbox"/> Say thank you for cooking dinner	<input type="checkbox"/> Complete chores (follow-through) <input type="checkbox"/> Do them well!
Communication	<input type="checkbox"/> Ask and offer <input type="checkbox"/> Communicate any changes in advance	<input type="checkbox"/> Ask and offer	<input type="checkbox"/> Ask and offer <input type="checkbox"/> Call a meeting if needed	<input type="checkbox"/> Ask and offer	<input type="checkbox"/> Ask and offer
Caring	<input type="checkbox"/> Understand what your housemate wants in to morning. *Ask what you would want to see	<input type="checkbox"/> Asking how your day was and being okay with reaction	<input type="checkbox"/> Use PCT tools and help each other see the differences between us <input type="checkbox"/> Work together	<input type="checkbox"/> Offer to cook if the other person doesn't want to	<input type="checkbox"/> Offering to fill in or share the chore



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Identify the Area the Team Will Start Building Positive Social Interactions – County Team Example

- Identified Person-Centered Values Important in Meetings
- Work With Team to Identify What Social Behaviors Reflect Values
- Document Types of Meetings Where Behaviors Will Be Identified
- Create Plan to Increase Awareness, Practice, Celebrate Success



Person-Centered Community Supports County Meeting

Values	Before Meetings	At the Beginning of Meeting	While Sharing Person's Information	Supporting Other Team Members
Use Person-Centered (PC) Language	Use PC Language in Documents (Emails, Handouts)	Provide Reminders Before Meeting (Be Sensitive to Acronyms Too)	Be Receptive and Aware of Language Used	Celebrate Use of PC Language as Team
Show Your Respect for People	Use Active Listening During Conversation	Attend Meetings on Time Cell Phones to Vibrate	Share Only Information Needed Provide Feedback to Others	Listen to Others and Ask if Feedback is Invited
Demonstrate Appreciation of Culture	Review Plans and Discuss Role and Identity & Culture	Review Possible Cultural Bias and Assumptions	Share Thoughts on the Role of Culture in Person's Life	Discuss How Culture Can be Incorporated Into Plan



Create a Training Plan

Practice Teaching Skills in the Matrix

1. Identify Person-Centered Behavior
2. Choose Setting Where Behavior is Encouraged
3. Assess What Each Person Needs to Learn and Practice Skill
 - Show Examples and Nonexamples
 - Create a Task Analysis (If Needed)
4. Schedule Opportunities to Practice Social Interactions
5. Create a Plan to Reinforce, Recognize and Support



Inservice Training and Staff

- Create Skits That Show Examples and Non-examples of a Positive Social Interaction
- Review Each Person-Centered Value and Ask Staff to Make Up a Skit For Each Location/Setting
 - Encouraging Choice In The Morning
 - Example/Non-example
 - Schedule Opportunities to Practice
- Create Activities With Skits Ask
 - Staff to Act Out Non-example of Social Interaction
 - Staff Act Out the Positive Example



	Times of Day	Free Time	Dinner	Lunch Time	Fundraising	During Outside Activities
V a l u e s	Respecting Each Other	Respect another's privacy, Understanding differences	Offer to help each other, talk to each other kindly if something isn't working	Push in/pull out chairs for others, Ask if help is needed	Everybody can do something, break bigger jobs into smaller parts	Respect each other's preferences, follow the rules, watch out for each other
	Having a Positive Attitude	Be aware of your environment, Be aware of how other's are feeling	Respect people's differing abilities, Get involved	Talk to people that you may not otherwise talk to	Help out where you can, participate in Clubhouse meetings and offer suggestions	Appreciate the moment and activity, say thank you to those who plan activities
	Working Together	If there is nothing to do, get together and decide to do something, Clean up after yourself	Offer to help each other with the bigger tasks	Clean up after yourself, allow people time to finish eating before cleaning up/try not to rush people	Develop committees to break down the bigger jobs	Be friendly, clean up after yourself, be neat
	Positive Communication	Respect boundaries, have compassion, use humor respectfully	Ask for help if you need it, help if you see someone needs it	Use manners (please and thank you), thank the people who cook and serve you	Plan more fundraisers, talk about how to plan them at Clubhouse meetings	Be polite to the public and each other
	Volunteering	Welcoming new members, help others to participate more	Try out different tasks, try not to always do the same things	Pay attention to what chore/cleaning needs to be done	Volunteer for what you can, attend Clubhouse meetings to learn of and present opportunities	Help other people stay on time and with the group
	Support for Each Other	Offer to help, share computer time, only share things with others that you are comfortable sharing	Take turns doing tasks, develop teams for getting bigger cleaning projects done	Help out where you can - 2 people can do a job faster than 1	If someone or a committee needs help, offer assistance	Be friendly, get involved in planning activities



Universal Social Skill Tool Team Activity Example	
Teaching Two People Supported Learning to Build Alliance	
Social Skills selected for training plan <i>Working Together</i>	
Behavior definitions addressed in this tool (taken from the MN Direct Observation and Self-Assessment Tool) Observable actions include: <input type="checkbox"/> Offer to help <input type="checkbox"/> Do something together with someone	
Routine Selected for Learning/Practicing Social Skill: <u>Dinner</u>	
Prepare for the Training Decide how to share the training: <u>2 roommates living together</u> Who is will participate in the training (List people involved): <u>Akemi and Martha</u> What materials are needed to complete the training: <u>Practice skills in kitchen right before and during dinner preparation</u> Time allocated: <u>5 minutes before and 5 minutes during dinner preparation</u> Write down examples and nonexamples of the behavior (see example below):	
Non-Example of Social Skill	Examples of Social Skill

Practice

1. Create the examples and non-examples of social skill – *Sit with Akemi and Martha right before dinner and ask them for examples of what is helpful and not helpful when making dinner*
2. Assess what the is needed in order to learn/practice the social skill: *Akemi has helped Martha in the past and Martha likes to help with dinner but just needs reminders when it is dinner time. Martha does not always remember that it is good to help Akemi and often goes to her room to watch TV.*

Support for Martha

 - ☐ Help Martha create her own schedule when she gets home from work.
 - ☐ Work with Martha on a visual schedule of what she wants to do when she gets home
 - ☐ Help Martha can set her watch alarm to go off to signal it is time to see if Akemi needs help for dinner.

Support for Akemi

 - ☐ As Akemi is starting dinner, talk to Akemi about the steps involved in making dinner
 - ☐ Ask Akemi to make a list of what would be helpful for Martha
 - ☐ Support Akemi in preparing this list and present choices for Martha.
 - ☐ Akemi might put some snacks out for Martha to say thanks for the help
3. Discuss examples and celebrate success- *Ask Akemi and Martha to create a way to celebrate when they are working together to make dinner and each person is showing how they are building alliance with each other. This may involve making a brainstorming list of ideas and then selecting a way to celebrate. For instance, Akemi and Martha may decide to pick going out for ice cream together when they are working together several days in a row.*



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Use Social Skills and Existing Training Materials

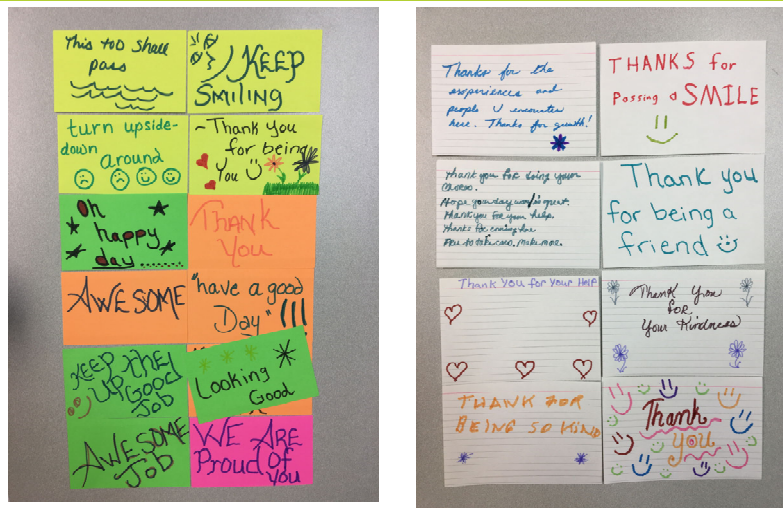
Examples of Strategies Teaching New Skills

- Break Down A Task (Task Analysis)
- Shaping Behavior Towards New Skills
- Prompting Behavior
- Reinforcement



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Clubhouse Participants Created Thank You Notes and Give Each Other Recognition and Thanks When They See Examples of Values



Reinforcement is Personal

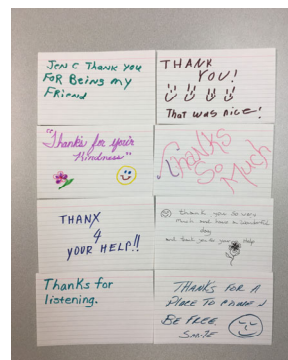
- Reinforcers Vary for Each Person
- People Sometimes Hold a Negative View of Reinforcement (Bribery)
 - Use Meetings to Help People Understand Reinforcement
- Create An Awareness Activity for Meetings and Trainings
 - Ask Each Person What They Really Like
 - Compare Responses & Pass to Your Right
 - Would You Find Another Person's Idea Reinforcing?
- Strategies for Reinforcement Must Take Into Account Each Person's Preferences



All People (Universal): Acknowledgement

Reinforce the Positive!

- Be clear
 - “Thank you for helping Anne put the groceries away.”
- Watch for opportunities to promote positive social interactions
- Give 4 positive statements for every demand/correction
- Teach, promote, model positive social interactions
- Design positive, proactive, predictable environments



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Ideas for Reinforcement


- Create a Way to Share Information
 - Jar with Colorful Marbles
 - White Board With Boxes Marked
- Whenever Someone Sees a Positive Social Behavior, Put a Marble in the Jar
- Set a Goal With the Group
- Be Sure to Tell the Person What Actions Were Appreciated



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Examples of Reinforcers Used to Support Positive Social Behavior

Bee Cards



I SAW _____
(name of individual)

(describe positive behavior)

Date _____ Staff _____

ON THE SPOT

Thank You! Good Job! Well Done!

TO: _____

You were spotted:

FROM: _____

CUSTOMER SERVICE



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McAuliffe's Frequent, Specific Praise Prompt

6 TO 1

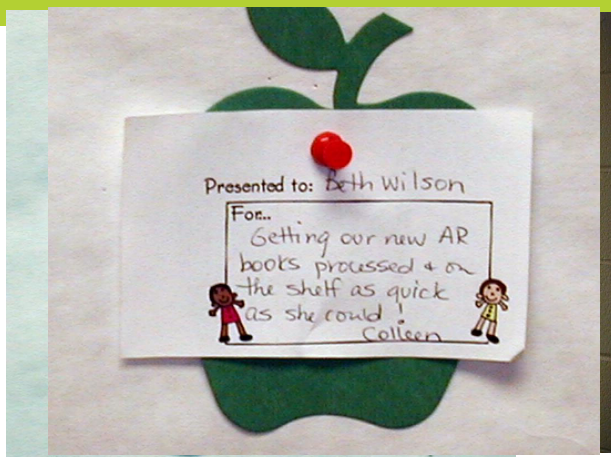


Create Visual Reminders
to Recognize Positive
Social Interactions



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North Myrtle Beach Primary June 8, 2004 SC



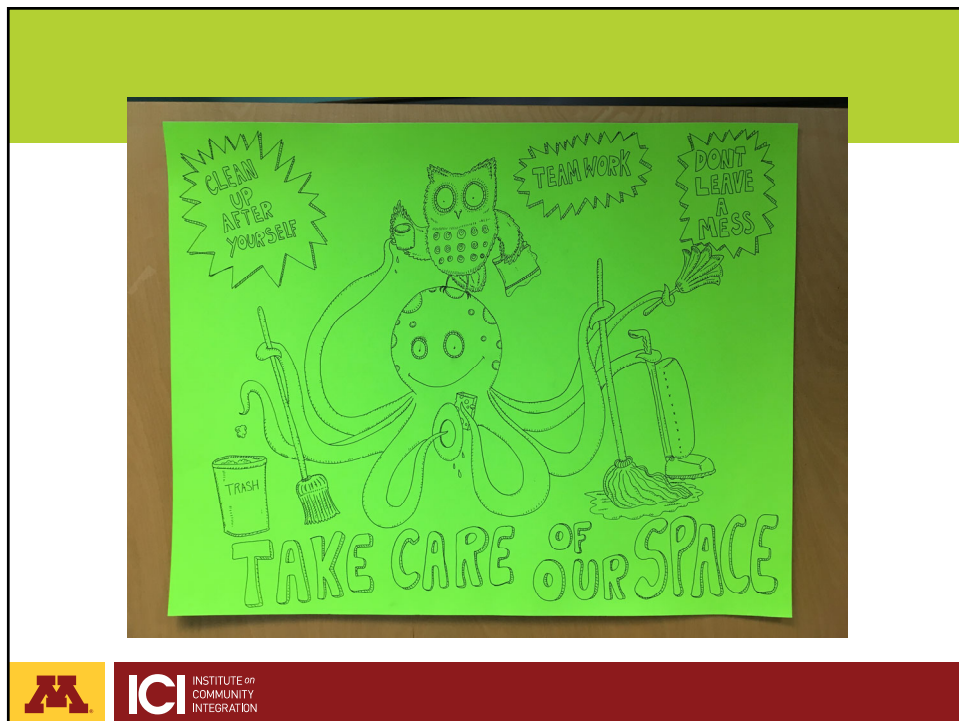
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**Consider Strategies for
Recognizing Staff – Designated
Parking Spot**

*(This Would be a Big Hit at the
University of Minnesota)*




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**Create Posters
Using Low
Cost Methods**

Hallway Expectations


Walk



Quiet




Hands to Yourself




Breakfast/Lunch Room Expectations


Use Whispering Voices





Use Manners



Keep Your Hands and Feet to Yourself










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**Create Posters Using Low
Cost Methods**







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Salina High School Example



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Calendar to Prompt Awareness

2008-2009 STAR Expectation Calendar

Christa McAuliffe Elementary

August 2008

S	M	T	W	T	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September

2-5: RESPECTFUL
8-12: PEACEFUL
15-19: RESPONSIBLE

September 2008

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24	25	26	27	28	29	30

October

7-9: RESPECTFUL in Hallway
13-17: PEACEFUL in Hallway
20-24: RESPONSIBLE in Hallway

October 2008

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November

3-7: SAFE in Cafeteria
10-14: RESPECTFUL in Cafeteria
17-21: PEACEFUL in Cafeteria

December

1-5: RESPONSIBLE in Cafeteria
8-12: KIND and SAFE in Bathroom
15-18: RESPECTFUL in Bathroom

January

5-9: POSTER Week
26-30: KIND in Cafeteria

February 2009

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March 2009

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April 2009

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May 2009

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COLUMBUS COUGARS ACTION CALENDAR 2017-2018

	AUG 17	SEPT 17	OCT 17	NOV 17	DEC 17	JAN 18	FEB 17	MAR 17	APR 17	MAY 17
STUDENT	Aug. 25th School Assembly				Mid-year celebration		Mini-paws for classroom incentives	Cool cougars, weekly recognition starts		
STAFF	Aug. 7th Team training Staff Training Aug 14-17th Aug. 21st Teaching expectatio ns	2 mtgs	2 mtgs	2 mtgs	2 mtgs	2 mtgs	Shoreview Training	Staff Mtg PD day on Mar. 13--one hour- class matrix and positive language	Staff Mtg PD on April 3rd--Resp ond VS React	
FAMILY	Open House--TB D							Tri-fold brochure for parents,		



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Activity-Discuss the Matrix

Discuss Areas That Would be Good to Start PBS

- Is Your Organization Implementing Similar Strategies?
- How Could You Start Small?
- Review Lesson Plan Examples and Think About
 - What Your Organization Does to Teach Social Skills
 - Do You Use Lesson Plans to Guide Social Interactions Already?

Review the Positive Social Interactions Handout



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Prevention of Problem Behavior

Responding in a Consistent Manner to Problems



Moving Away From Traditional Behavior Management

- **Traditionally Problem Behavior Has Been Viewed As:**
 - a Function of a Person's Disability
 - Existing Solely Within the Person Who Engages in the Problem Behavior
 - Maladaptive (i.e., Non-Functional, Meaningless)
- **The Goal of Intervention has been to Eliminate the Behavior by Suppressing It**



Common Functions that Maintain Problem Behavior

- To **Escape** from Tasks, People, Situations, or Internal Sensations
- To Obtain **Attention** from Teachers, Peers, or Other Individuals
- To Obtain **Access** to Preferred Items or Events
- To Either Escape or Obtain **Internal Sensations Due to Physiological Events**



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Common Themes That Set the Stage for Problems

- Choices Available
- Predictability of My World
- Control Over My Life



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Can We Create the Context That Will Make This Task Okay?



Slide From: Freeman, R., Matthews, K., Enyart, M. & Griggs, P. (2013). *Building positive behavior support plans* [Online]. Lawrence, KS: University of Kansas. Available: <http://knhpbs.org>



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Two Common Problems That Occur in Most Social Settings

- 1. A Person Makes a Request/Demand and the Other Person Refuses**
(Escape From People, Activities, Events, Items)
- 2. Someone is Ignored or Left Alone With No Social Interaction for a Period of Time**
(Strategies to Communicate With Others)



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Understanding Coercive Interactions

- Coercive Interactions Develop Between Two People When One Person Engages in a Negative Behavior to Achieve a Social Outcome
- The Other Person Responds in an Equally Negative Way
- The Initiator of this Exchange Increases the Intensity of the Negative Response

The ongoing exchange continues until one person “gives up”---One Person “wins” because he is willing to increase the intensity of his response



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Coercive Interactions Are Found in All of Our Lives



Example of Every Day Coercive Interactions:

- Young Children at the Store
- Husband and Wife Arguing About Finances
- Siblings Arguing About Television
- Many Coercive Interactions Occur at Home and Work!



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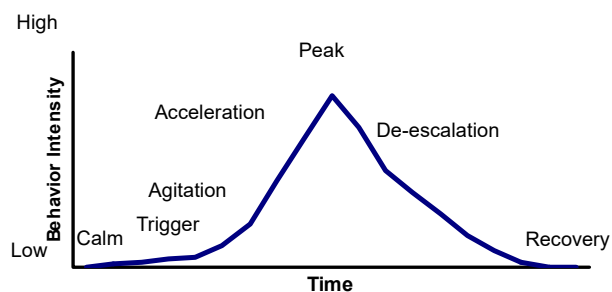
Increase Awareness of How Negative Interactions Escalate

Universal Goal: Teach Strategies for Preventing and Interrupting Negative Social Interactions



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The Escalation Cycle



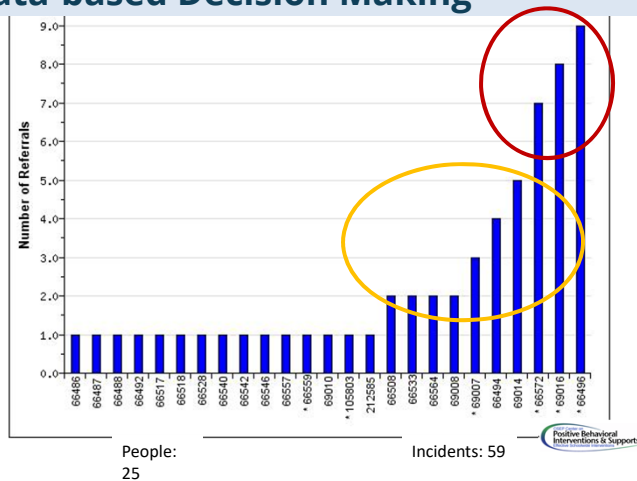
Colvin & Sugai, 1989



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Incident Reports & Data-based Decision Making





Take Your Time...
**Remember the Marathon & Don't Cut
Corners (Don't Be This Person)**

There are Three Major Areas of PBS to Think About

1. Create Plan to Increase Social Interactions
2. Consistent Responses to Challenges
3. Plan for Data-Based Decision Making



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**Self-Assessment:
Data-Based Decision
Making**

m DEPARTMENT OF
HUMAN SERVICES



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Next Steps: What Needs to be Added to the Team's Action Plan?

- Does Your Mission and Vision Statement & Policies Include an Emphasis on Prevention and Creating Positive Social Environments?
- How Do Your Training Systems Reflect PBS Related Content?
 - Coaching and Mentoring Related to Social Skills
 - Reviewing Incident Reports for Patterns
- How Many People are Familiar with Positive Behavior Support?
- Do You Have Information on Staff Tenure/Retention, Workers Compensation, Injuries?
 - Who Needs to be Added to the Conversation
 - Can You Summarize Information in Ways That Allow Teams to Review Progress?



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PBS Assessment

- Alignment of Organizational Policies
- Orientation Staff Development & Performance
- Surveys and Other Documentation Related to
 - Quality of Life
 - Climate
 - Stress
- Information about Other Positive Supports Used in Organization
- Quality of Life Evaluation
- Incident Reports
- Injuries, Sick Days
- Information Related to Retention, Workers Compensation



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Activity: Complete the Quality of Social and Physical Environment



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Quality of Life Assessment of the Social & Physical Environment Survey

Survey Instructions

Circle the number that best reflects how much you agree with the statements below as it applies to the area or setting in which you are working. A score of one on the tool indicates you strongly disagree with a statement, a score of two indicates you disagree, a score of three indicates agreement, and a score of 4 indicates strong agreement.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	2	3	4	DK

Unless the item is clarified, statements address everyone in a particular setting as appropriate such as people living and/or working in a setting, direct support professionals, managers, family member/guardians, community members, etc. The interview questions (at the end of this survey) are used to ask people receiving support their opinion about key questions in each quality of life domain.

Personal Development

	Strongly Disagree		Strongly Agree		Don't Know
1. People living and/or working in this setting regularly participate in activities and tasks that are useful and meaningful to their daily lives	1	2	3	4	DK
2. People living and/or working in this setting participate in a variety of different activities that promote learning and independence	1	2	3	4	DK
3. People living and/or working in this setting receives instruction on activities and skills that are useful and meaningful to their daily lives	1	2	3	4	DK
4. Everyone in this setting in this setting has the opportunity to learn new social and interpersonal skills	1	2	3	4	DK



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Next Steps: How Could You Use the Quality of the Social and Physical Environment

Using the Quality of the Social and Physical Environment

- Create A Plan to Distribute the Survey to Staff
- Focus on Pilot Area for Assessment
- Gather Responses to Survey
- Review the Results This Year the Best You Can
- Key Contact Sends Surveys to ICI

Discuss Other Tools Your Organizations Uses for Quality of Life

- Satisfaction Surveys
- Quality of Life Interviews



Activity: Review MNPBS Checklist

- Tour of Checklist Before Activity
 - Subsections
 - Introducing PBS
- PBS Subscale
 - Complete Items 1-4 in Handout
 - You Can Always Move Forward on the Checklist
 - NOTE: We Will Be Talking More About Item 5 Later Today



Activity and Discussion

- What Types of Data are Collected in Your Organization?
 - Problems That Come Up
- Who is Really Good at Excel and Data Based Decision Making?
- Should We Invite Others to Join:
 - Human Resources
 - Strategic Action Planning Leaders
 - Really Smart People in Organization Who Love Data
- What Types of Data Need to Be Collected for Assessment Purposes?



MINNESOTA TEAM CHECKLIST ITEM 5 SELF-ASSESSMENT



Review Action Plan and Add to Actions by Outcome Statement



Organization-wide Annual Action Plan (Provider Agency Examples)

Date: May 10, 2016

Team Members: Alice, Amy, Jane, Steve, Bella, Joe

For the People We Support			
Person-Centered Practices	Who	By When	Status Update
1. Learn about each individual by using person-centered thinking tools	Coach	10/1/16	
2. With each person, create a one-page profile	Coach	10/1/16	
3. Create one meaningful personal connection based on gifts, talents and interests	Coach, person & circle of support	3/1/17	In progress Sept 2016
4. Have all staff attend PCT training	Brandon		
Positive Behavior Supports	Who	By When	Status Update
1. Confirm pilot area for consensus building	Steve	October, 2016	Completed
2. Schedule meeting time for review of policies across organization	Jane/Team	Sept, 2016	Completed
3. Dedicate 15 minutes in staff meetings to share PBS updates.	Coaches/Leaders	August 15, 2016	In Progress
Organization-wide	Who	By When	Status Update
1. Tenure and retention data are gathered with attention to pilot areas for self-assessment	Alice and Andy	July 31, 2016	Not Yet Started
2. Team gathers information about different cultures represented for both people supported and staff members	Brandon, Kayla & Nicole	July 31, 2016	Not Yet Started
3. Information about different cultures are integrated within staff development	Steve	October, 2016	Completed



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Examples of Universal Stage - Positive Behavior Support

- **Dedicating Meeting Time for PBS**
 - Case Manager/Social Worker Meetings
 - Organization-Wide Team
 - All Staff
- **Implementing the PBS Matrix**
 - With People We Support Directly Involved in Process
 - Within Meetings in Our Organizations
 - Introducing Positive Social Interactions Using Skits and Activities
- **Direct Observation of Meetings**
 - Increasing Person-Centered and Positive Behaviors
 - Increasing Mindfulness and Awareness of Our Language & Actions
- **Use of the Universal Quality of Life Checklist**



**Turn Your PBS Subscale In
to Nicole & Julie Before
Leaving!
Thanks!**



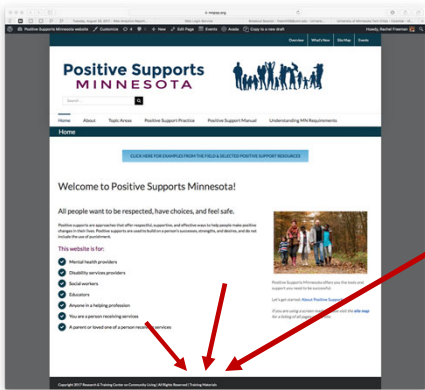
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**Activity: Complete Items
6-25 on the PBS Subscale**

Note: You Can Just Put Zeros in and Not Discuss
Each Item....We Will Be Working on These Over
Time



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Look for Training Materials at the Bottom of the Home Page

Positive Supports MINNESOTA

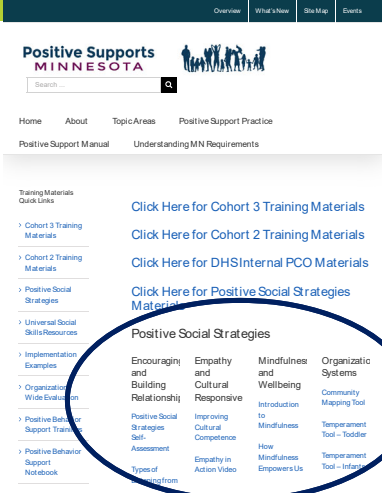
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Strategies for Encouraging Universal Strategies for Improving Quality of Life

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Home About Topic Areas Positive Support Practice

Positive Support Manual Understanding MN Requirements

Training Materials Quick Links

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

Like. Learn. Change.

Thanks for Your Time!



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