



Tier 2 Planning Introduction
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Institute on Community Integration

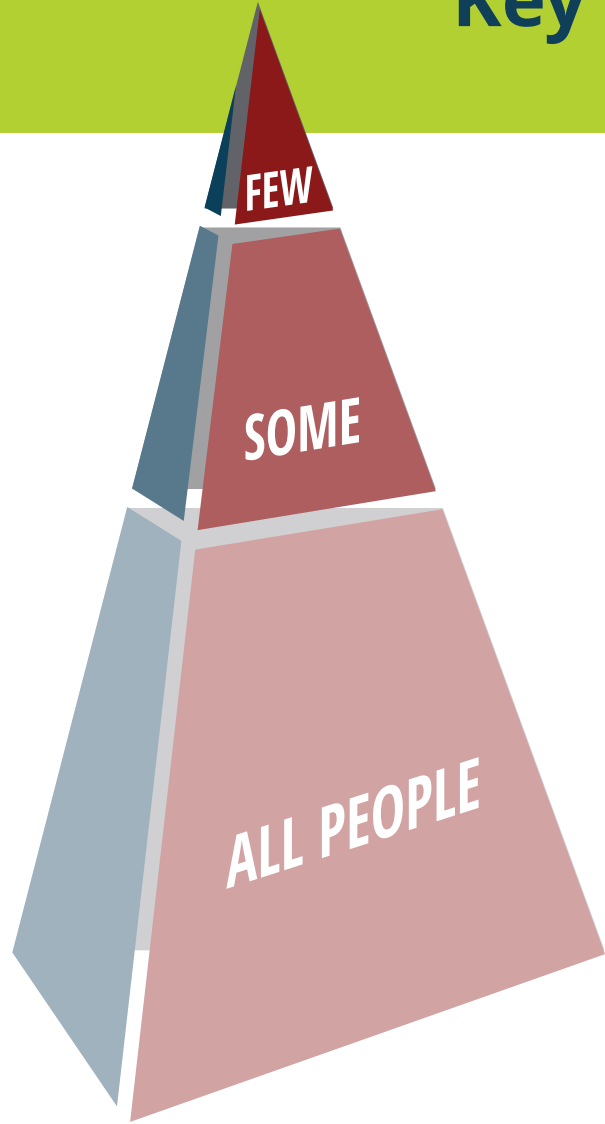


Outline

- Introduction
- Teams
- Systems
- Practices
- Data
- Summary



Key Elements Included in Training



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



Implementing Multi-Tiered Systems of Support

Person Centered Practices & Planning



Person Centered Practices
& Planning

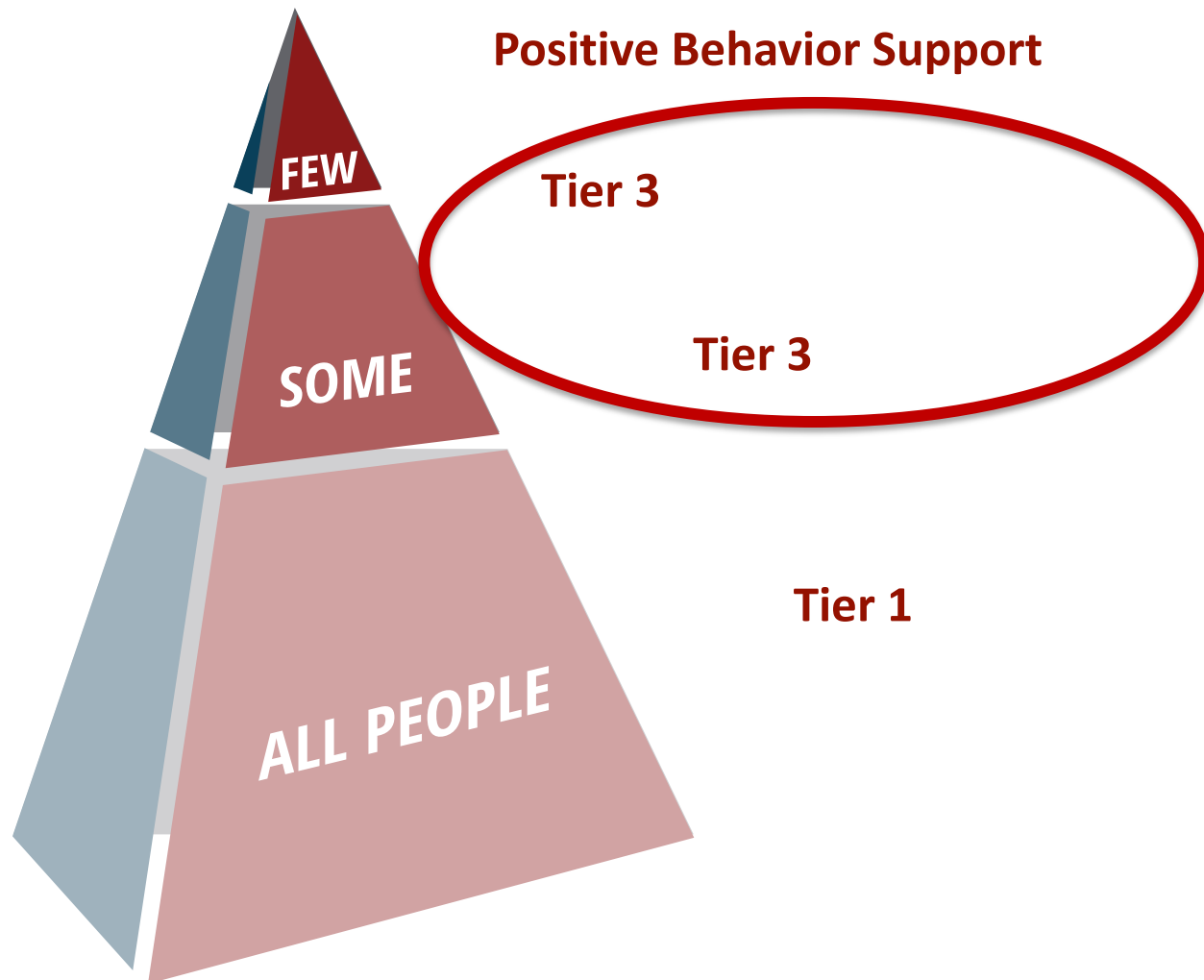
Positive Behavior Support

Organizational Workforce



Implementing Multi-Tiered Systems of Support

Positive Behavior Support



Person Centered Practices
& Planning

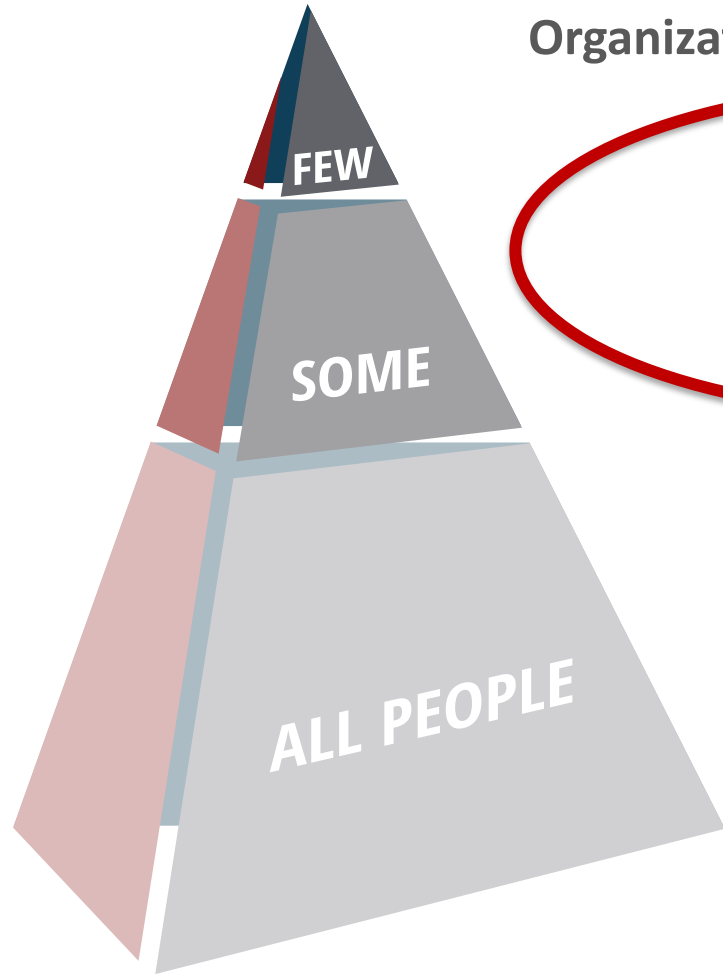
Positive Behavior Support

Organizational Workforce



Implementing Multi-Tiered Systems of Support

Organizational Workforce Development



Person Centered Practices & Planning

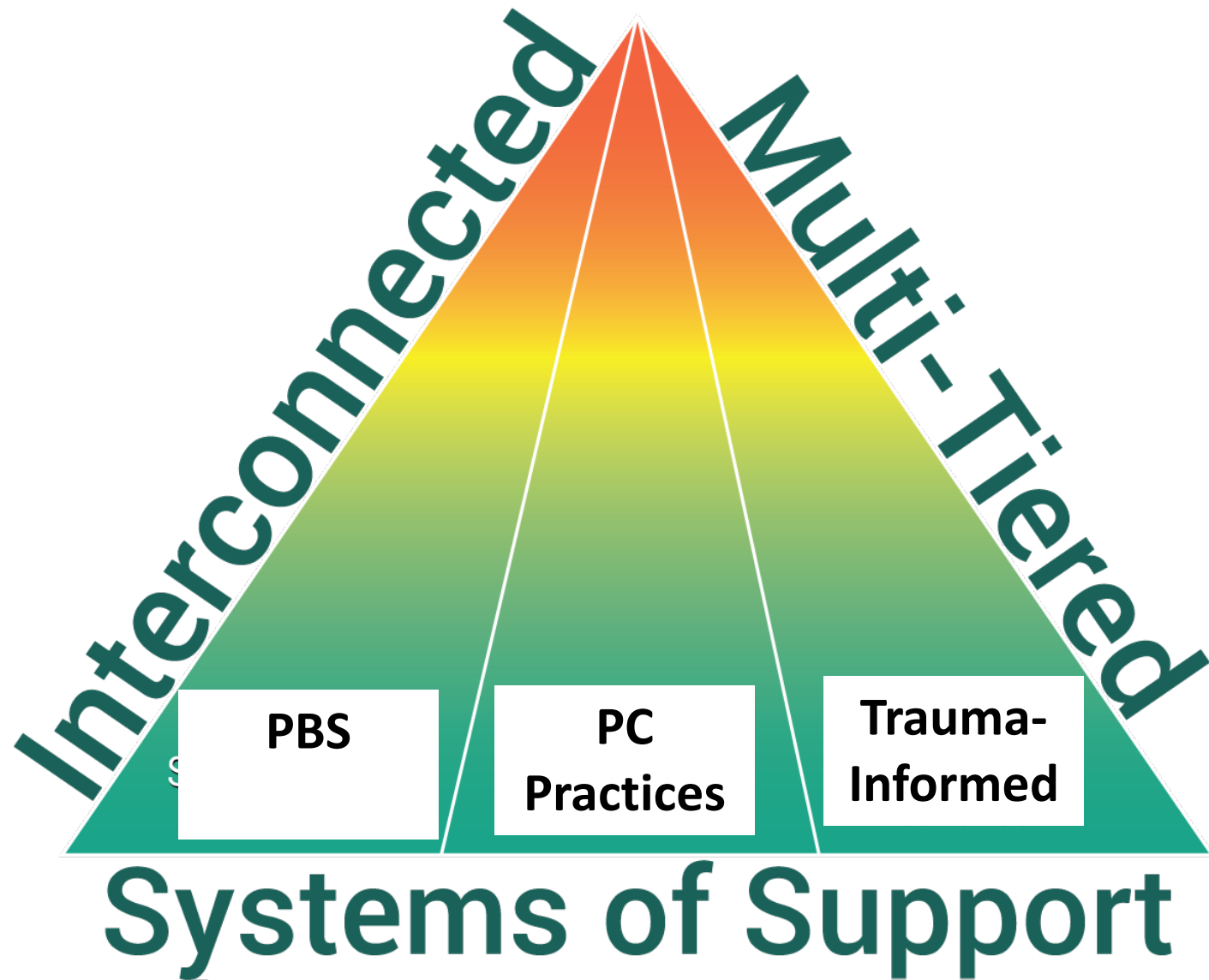
Positive Behavior Support

Organizational Workforce



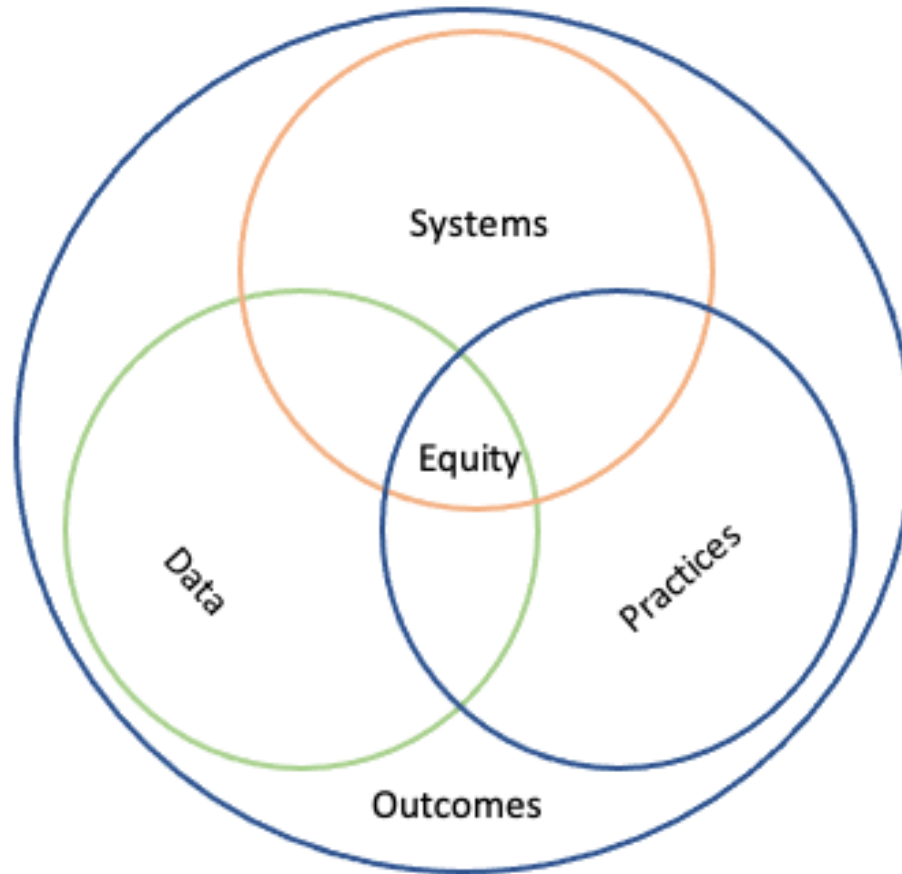
Teams





Create Cultural Competence
(Ensure Diversity at the Leadership Level,
Increase Self-Awareness, Encourage Learning
About Different Cultures, Celebrate
Differences)

Support Decision Making
(Use Data to Assess Equity,
Create Interventions Based on
Information Gathered)



Supporting All People
(Teach, Model, and Practice
Cultural Humility, Actively
Teach Cultural Responsive
Practices)

Social & Emotional Skills and
Quality of Life Outcomes



Effective Teams Assess the Impact of Culture on Tier 2

[Visit the MNPSP.ORG Page on Empathy and Culture](https://www.mnp.org)

- **Make sure different experts have a chance to share key terms**
 - Misunderstandings
 - Acronyms
- **Encourage individual teams to spend time sharing cultural backgrounds**
 - Reflect on each person's views
 - Stop to consider how decisions may be driven by our values and biases



Teams Are Sensitive to all Members About Jargon

Mn CHOICE Assessment

Functional Assessment

Diagnostic Assessment

Functional Analysis

Person Centered Plan



Positive Support Strategies

Behavior Support Plan

Positive Behavior Support

Functional Behavior Assessment

Person Centered Plan

Positive Support Transition Plan

Psychological Assessment

Neuropsychological Assessment

Functional Assessment



Moving to Tier 2 Team Planning

People Identified Who Are Engaged or Beginning Tier 2/3 Roles

PBS Matrix is in Place

Your Universal Team Meets Regularly

Data Systems are in Place or in Progress

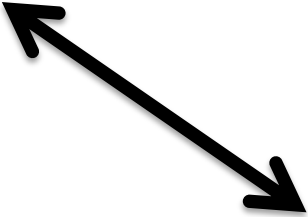
- Incident Report Data
- Quality of Life

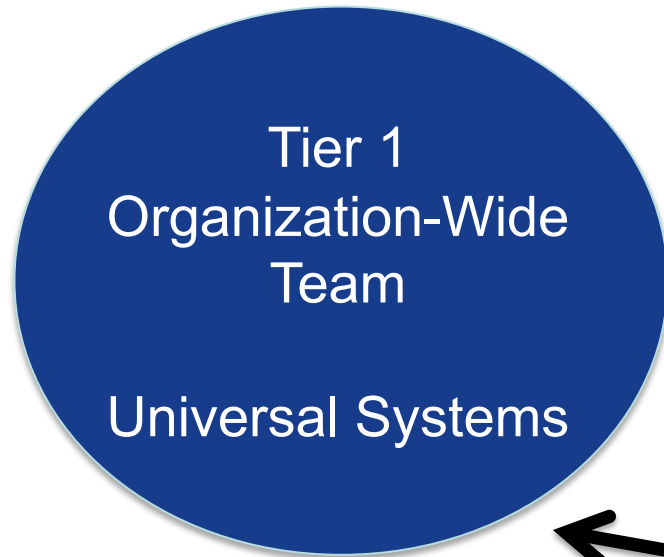
A Way to Review Quality of Life and Social Behavior



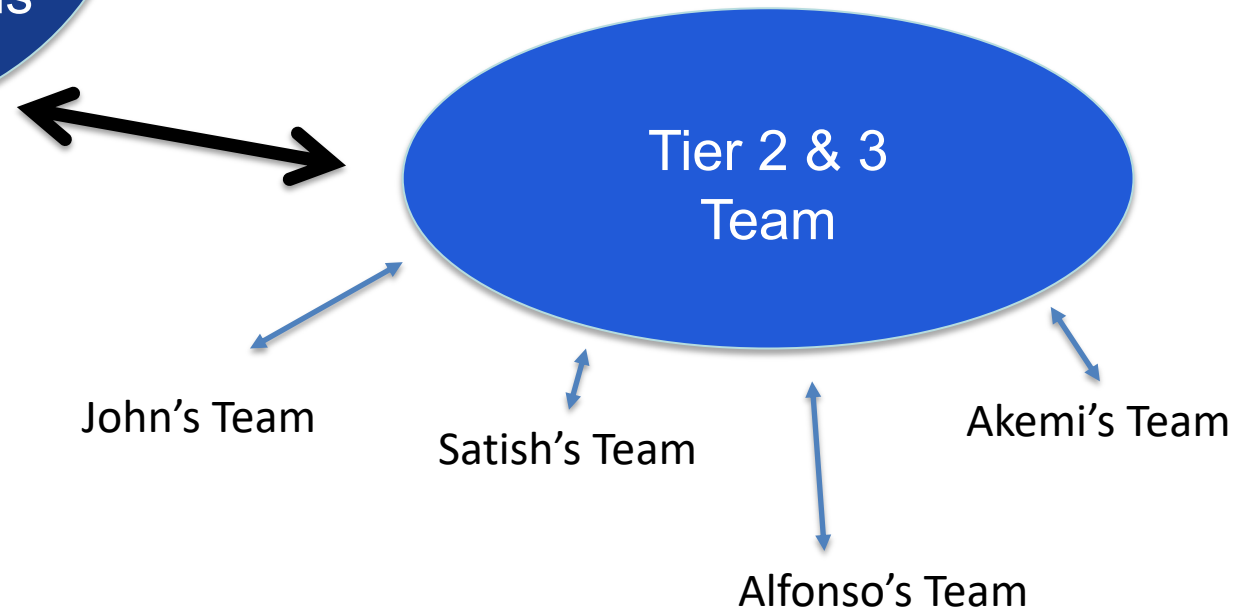


**At Tier 2 Organizations
Form Two Teams**





Organizations With All 3 Tiers Form Two Teams for Oversight



Two Separate Teams

Organization-Wide Team

- Administrators
- Managers
- Staff Members
- People Supported
- Family Members
- Community
- Representation From
Secondary/Tertiary Team

Tier 2 & 3 Team

- Person-Centered Thinking Trainers
- Person-Centered Plan Facilitators
- Positive Behavior Support Facilitators
- Leaders of Organizational
Workforce/Training Systems
- Other Specialists Within Organization
 - Trauma-Informed Therapy
 - Dialectical Behavior Therapy



Use Staff Who Are Already Working on Tier 2 and 3 Issues



Tier 2 & 3 Team

Tier 2 & 3 Team

Monitor Plans and Intervene Early to Improve Outcomes for:

- PCT Action Plans
- Person-Centered Plans
- PBS Plans
- Organizational Issues Impacting QOL

Provide Support to Individuals to:

- Assist Person is Finding Job
- Foster and Encourage Relationships
- Problem Solve to Help Person Find Ideal Home
- Supported Decision Making
- Bring in Positive Support Expertise

Team Membership at the Secondary Level: Increase Members As Needed

- Universal Person-Centered Trainers (PCT)
- Person-Centered Plan Facilitators
- Someone skilled in function-based assessment, behavior support planning & implementation
- Staff Members Who Know the Person
- Family Members
- Mental Health
- Juvenile Justice
- Children and Family Services



Systems



Deciding How Your Tiered Systems Work

- Smaller organization may have one team for all three tiers
- Larger organizations may organize by including
 - Tier 1 Universal, and
 - Tier 2 & 3 Team
- Consider teams that already exist and assess whether there is an overlapping purpose



Universal Team

Organization-Wide interventions
Monitor Organization-Wide Data
Implement Universal Strategies

Positive Support Secondary Team Managers (1-2 people)

Monitor Personal Description Action Plans
Monitor Incident Reports
2 people Decide What Level of Support Is Needed
Is an Individual Team Meeting Needed
Can We Implement Tier 2 Strategies

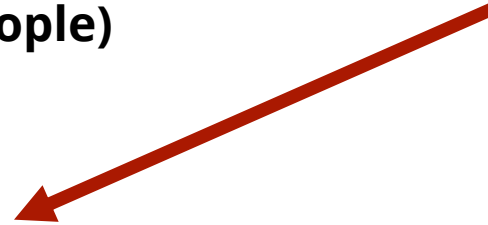
Positive Support Team (Tier 2 & 3)

Establish individualized Teams for More Intensive Plans
Monitor Progress of Each Team at Secondary and Tertiary Levels
Problem Solve When Quality of Life or Problem Behaviors Are Not Improving

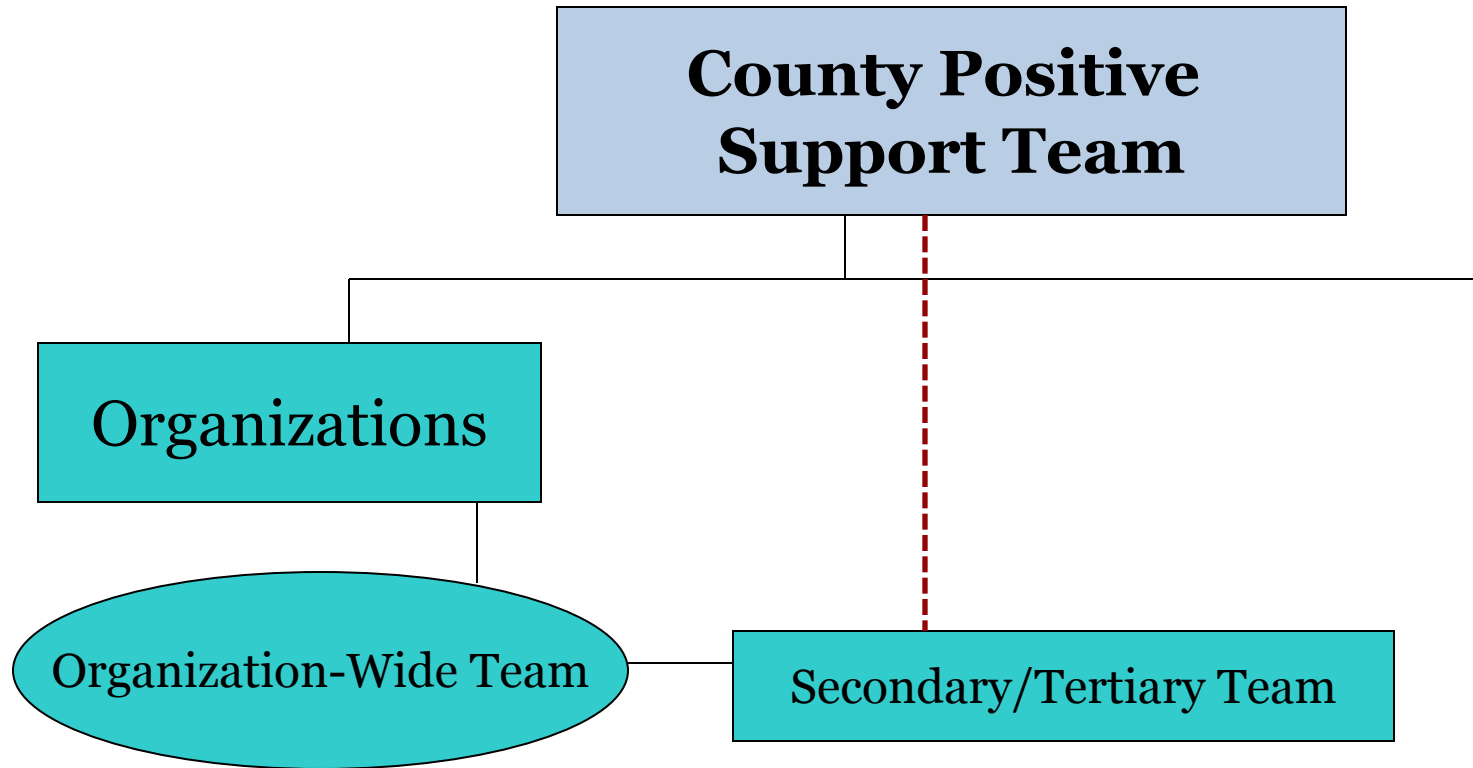
Regional Team – Possible Approach in Rural Areas

Interagency Team Meetings for Region
Additional Training and Supports
Assist With Referrals for Support

**Organizing for
Progress Monitoring
and Problem Solving:
Use Small Number of
People with
Experience to Monitor
and Coordinate**



Organizing for Individual Supports



County Considerations

- What Role Should the County Play in Tier 2 Level Supports?
 - Case Management Supports
 - One Area or Across IDD, Behavioral Health, etc.
- How Might Personal Descriptions be Used to Support People?
- What Fiscal and Other Considerations Should be Considered?
- Should the Team Create a Proposal to Share with County Leaders?



Create a Section of Your Action Plan for Tier 2 Or Create a Dedicated Plan



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



Tier 2 Team Characteristics

Referrals to the Team

- Automatic From Team Monitoring
- Person Requests Referral
- Staff Members, Guardians, Family Members Etc.
Make Referral

1-2 People Meet Regularly to Monitor

4-6 Times Per Month Larger Meeting



Referrals Monitored by 1-2 People

Automatic Referrals

- Action Plans from Personal Description Are Not Completed a Month After Completion Due Date
- 4-5 Incident Reports Signals Review
- Team Identifies the Key Features for Automatic Referrals

Self-Referrals

- Person Requests Referral

Referrals From Others

- Staff Members, Guardians/Family, Case Managers



Addressing Level 3 Team Decisions

- **Level 1:** Tier 2 Strategies (Quick Hypothesis)
- **Level 2:** Modify Tier 2 Strategies & Use *Simple PBS Plans*
- **Level 3:** Full Functional Behavioral Assessment and PBS Plan



What Happens If We Try a Tier 2 Stage Strategy and It Doesn't Change a Person's Quality of Life?

Tier 2 Problem Solving



Implement Tier 2 Strategies



Are the Strategies Working?

Yes



- **Continue with Basic Tier 2 Strategies**

No, There Are Issues Related to Quality of Life

Add Additional Quality of Life Assessment

- What are the barriers to an optimal quality of life?
- What tools are needed to gather more information?

No, There Are Issues Related to Social Interactions

Use Brief Functional Assessment

- Where does the problem behavior occur/not occur?
- Why does the problem behavior keep happening?

Use a Guide for Problem Solving

Example Draft



Addressing Level 3 Team Decisions

- **Level 1:** Tier 2 Strategies (Quick Hypothesis)
- **Level 2:** Modify Tier 2 Strategies & Use *Simple PBS Plans*
- **Level 3:** Full Functional Behavioral Assessment and PBS Plan



Activity

Smaller Team Meetings for Tier 2/3

DO YOU HAVE THE RIGHT TEAM?



Tier 2

WHAT ARE TIER 2 STRATEGIES?



Tier 2 Stage Strategies

- **Minor Quality of Life Issues Needing Attention**
 - Add Quality of Life Assessment
 - Expand Personal Description Action Plan
- **Minor Social Interaction Problems**
 - Simple Function-Based Strategies
- **Group Social Skills**
 - Anger Management
 - Expressing Emotions



What is a Group Intervention?

- Strategies for Teaching Social Skills to a Group of People
- Providing Mental Health Opportunities
- Groups of People are Involved

Examples of Tier 2 Strategies

- Handling Strong Emotions for Groups
- Developing Specific Social Skills
- Expressing Emotions
- Mindfulness, Yoga, Relaxation in the Community
- Counseling or Mental Health
- Simple Function-Based Interventions



Practices



Examples of Tier 2 Strategies

- Additional Social and Communication Skills Training
- Strategies for Recognizing Emotions
- Problem-Solving Employment Issues
- Increase Friendship Skills
- Relaxation and Mindfulness Activities
- Other Health and Wellness Strategies
- Self-Management Strategies



Possible Targeted Strategies *in the Community*

1. Person-Centered & Quality of Life Strategies Related to the Community
2. Social and Behavioral Supports
3. Emotional Wellness
4. Health and Wellness



Examples of Secondary Strategies

- Additional Social and Communication Skills Training
- Strategies for Recognizing Emotions
- Problem-Solving Employment Issues
- Increase Friendship Skills
- Relaxation and Mindfulness Activities
- Other Health and Wellness Strategies
- Self-Management Strategies



Do Your Secondary Strategies Address Different Functions

	Self-Manage	Social Skills Group	Communication Skills	Community
Seeking Staff Attention	X	X	X	
Seeking Attention from Friends		X	X	X
Relationship Building	X	X		
Choice of Activities		X		
Teaching of Social Skills for Work	X	X	X	X
Precorrect/Feedback Prior to Events	X	X	X	



Activity: What Secondary Strategies are Available?

Name of Strategy	Who Monitors Strategy	What is the Type of Secondary Strategy?	DATA COLLECTED / MONITORED
Anger Management Class	Jamain	Social Skills	Anger Outbursts Incident Reports
Mindfulness Sessions	Stacey	Mental Health	Quality of Life Survey
Health and Wellness Class	lucy	Health and Wellness	Quality of Life Survey



Activity: What Secondary Strategies are Available?

Name of Strategy	Who Monitors Strategy	What is the Type of Secondary Strategy?	DATA COLLECTED / MONITORED



Activity

- Write Down What Types of Secondary Data You Can Have or Need:
 - Personal Descriptions
 - Satisfaction Surveys
 - Quality of Life
- What Information is Missing That You Need?
- What Steps Need to be Shared With the Universal Team?



Two Types of Data for Monitoring

1. Actively Monitoring Quality of Life
2. Review Incident Reports and/or Social Behavior Regularly



Monitoring Universal Person-Centered Practices

- Personal Descriptions/Profiles with Action Plans in Place for All People Supported
- Monitor Action Plans for Progress Over Time
- List Individual Data That Can Be Used to Monitor Quality of Life



Flo's Profile & Plan



What Is Important To Flo:

- Spending time & talking on the phone with Rikki (brother) & Ruby (sister).
- Hanging out with Cheyenne.
- My wheelchair is kept comfortable.
- Dressing well & feeling good about my appearance gives me a good self-esteem.
- Getting out of the house to enjoy LOTS of activities!
- Watching sports, especially my favorite teams the Twins & Vikings!
- I enjoy playing with balloons, having stuffed animals around & soft/warm blankets when relaxing.
- Going to church regularly and praying before bed and meals.
- I love listening & singing to music!
- It's important to me that I have choices & that people listen to me.
- I am VERY social and want the opportunity to meet new people.
- Working on arts & crafts.
- Remembering my mom & keeping her memory alive.



What Is Important For Flo:

- Having thicket in my liquids for drinking.
- Making sure my medications are monitored and managed well.
- A healthy diet.
- Keeping my wheelchair in working order & comfortable.
- It's important for me to be dressed well so my self-esteem doesn't suffer.
- It's important that I get out in the community & enjoy a variety of activities & that those places are accessible to me.
- It's important for me to be social & get out into the community to meet new people.
- It's important for my religious practices to be respected & accommodated.
- It's important for me to have choices, be respected & feel my voice is being heard.
- It's important for me to have people who will help me find ways to remember my mom & her memory.



Add Simple Secondary Action Plan to Description

Action Planning Form

What needs to be done?	How often?	Who is responsible ?	By when?
Jesse will make sure staff are organized and transportation is available on Sundays so Flo can attend church	Available Every Sunday	Jesse	By August 16, 2017
Lucy will work with Flo to create a lunch club and help Flo send out invitations	Weekly Starting on August	Flo and Lucy	First invites by August 1, 2017
Jesse will help Flo create a simple invitation to lunch that Flo can share with people in the community	July 24, 2017	Flo and Jesse	By August 16, 2017
Jamain will sit down with Flo on Sunday each week and identify a plan for spending time in the community, and share this with Jesse who will make sure transportation and staffing are available	August 13, 2017	Flo and Jamain	July 18, 2017
Rikki and Ruby will work with Flo to create a family collage book during their visits	August to September 6, 2017	Flo, Rikki, and Ruby	October, 2017
Flo will begin looking for a pet by visiting the sanctuary and assessing what kind of animal would be the best fit. Flo and the team will review findings together and take the next step	August to September	Flo and Jamain	Review October, 2017



Log for

1. Tracking Activities in the Community
2. Number of Friends Attending Lunch Club

Community Activities

Monitor Outcomes of Simple Plans

(See Larger Handout)

Date	Activity
7/20/17	Sunday Services and Brunch
7/24/17	Pet Sanctuary
7/27/17	Dinner Out With Rikki and Ruby
7/31/17	Lunch Club Launch

July Community Activity Summary: 4

Date	Activity
8/2/17	Lunch Club
8/5/17	Visit 2 Pet Stores
8/9/17	Lunch Club
8/10/17	Dinner Out With Rikki and Ruby
8/13/17	Sanctuary Animal Visit
8/20/17	Sunday Services and Brunch
8/22/17	Dinner Out With Rikki and Ruby
8/14/17	Dinner with Girlfriend
8/16/17	Lunch Club
8/25/17	Movie Night with Girlfriend
8/23/17	Lunch Club
8/27/17	Sunday Services and Brunch
8/28/17	Sanctuary Animal Visit
8/29/17	Dinner Out With Rikki and Ruby
8/30/17	Lunch Club

August Community Activity: 15

Number of Friends Who Meet With Flo at Least Monthly
(Count Begins After Two Social Meetings Occur)

Month	Number	Friend
July, 2017	2	Rikki and Ruby
August, 2017	4	Rikki, Ruby, Tova, Dara
September, 2017	5	Rikki, Ruby, Tova, Dara, Andy



Quality of Life Domains (QOL)

1. **Emotional Wellbeing** -(Feeling Empowered and Experiencing Positive Emotions)
2. **Interpersonal Relations** - (Opportunities for Friendship and Intimacy, Quality of Interactions With Others)
3. **Material Well-being** -(Ownership of Possessions, Meaningful Employment)
4. **Personal Development** -(Opportunities for Education and Habilitation)
5. **Self-determination** -(Setting Personal Goals, Making Decisions About Important Life Choices)
6. **Physical Well-being** -(Optimal Health Care and Nutrition, Mobility & General Wellness)
7. **Social Inclusion** -(Natural Support Networks Inclusive and Integrated Environments)



INSTITUTE on
COMMUNITY
INTEGRATION

8. **Rights** -(Experience of Ownership of Key Items and Property, Allowed Due Process, Privacy and Barrier Free Environments are Available).

Activity: Using the Quality of Social and Physical Environment



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



More Quality of Life Tools

- [Self-Determination Scale](#)
- [Self-Determination Scale Procedural Manual](#)
- [Person-Centered Dementia Care Tool](#)
- [Family Quality of Life Survey](#)
- [Quality of Life Tools for Caregivers](#)
- [My Best Life: A Tool to Tell Others How You Feel](#)
- [The Helping Relationship Questionnaire](#)
- [Quality of the Social and Physical Environment](#)
- [World Health Organization Quality of Life Survey](#)
- [It's My Choice](#)

Important Note: these resources are not all considered psychometrically validated tools and should be used with caution as a way to gather information



Everyone Does Not Need to be an Expert in Person-Centered Planning

	Universal Team & Staff	Tier 2/3 Team	Plan Facilitator	Trainer
Universal Tools & Personal Descriptions	X			
Additional Quality of Life Assessment	X	X		
Person-Centered Plan Facilitation	X	X	X	
Trainer in Person-Centered Practices	X	X	X	X

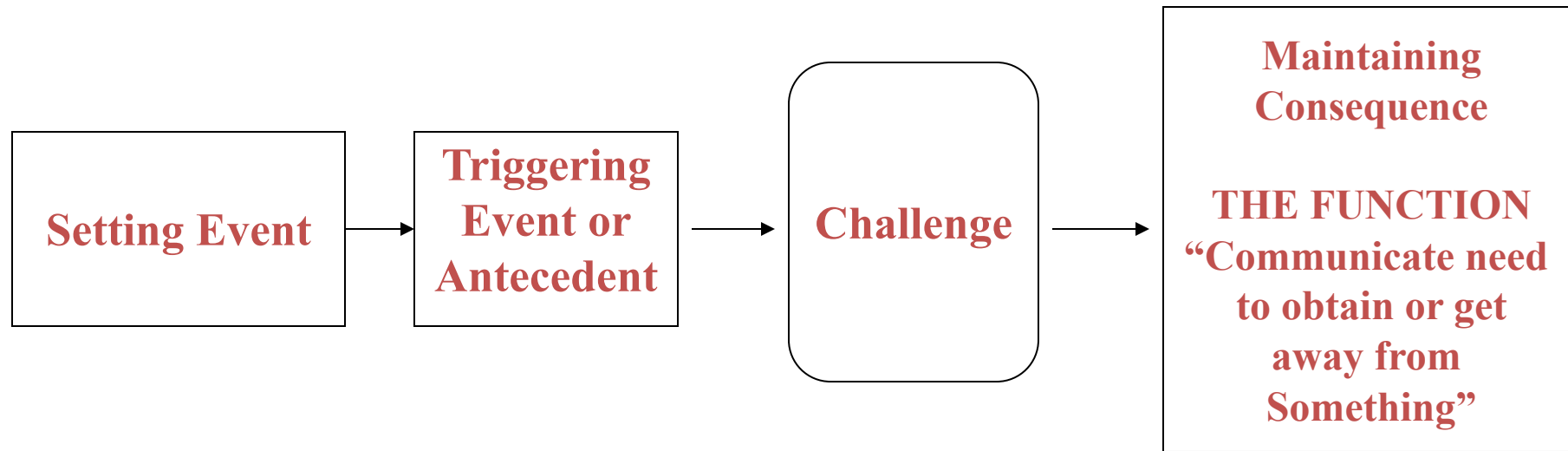


Two Types of Data for Monitoring

1. Actively Monitoring Quality of Life
2. Review Incident Reports and/or Social Behavior Regularly



Functional Assessment Pathway



What are people trying to communicate (staff and people we support)

Encourage/teach alternative response

Change the context!

Function-based Thinking

Identify Why We Engage in Behaviors

– Escape or Avoid

- People,
- Situations,
- Things
- Internal Physiological Response

– Obtain Access to

- People,
- Situations,
- Things
- Internal Physiological Response

Replace Problem Behavior With a Positive Alternative



Function-Based Thinking at All Levels

	Universal Team & Staff	Tier 2/3 Team	PBS Facilitator	PBS Facilitator Trainer
Informal Function-Based Thinking	X			
Simple Function-Based Thinking	X	X		
Complex Functional Assessment	X	X	X	
High Level of Expertise	X	X	X	X

Function-Based Decision Making Activity for Staff

- Build Function-Based Thinking Activities Into Onboarding
- Introduce Function-Based Thinking in Staff Meetings

Remember Makayla's Story!?!



Activity: Practice Hypothesis Statements (From Earlier Trainings)

Small Group Activity

Read the following hypothesis statements and identify the four major elements

When 18-year-old Akemi is at work on her own, she will look around the room, and will start singing a popular pop song really loudly until someone notices her and says something. Akemi's job is at the library and loud noises are not encouraged. Akemi sings loudly in order to begin a conversation with others and she is more likely to sing at work at the beginning of the week.

What is the Quality of Life Area That Could be Addressed?

What Person Centered Strategies Would be Helpful for Discovery?

What is the Behavior Communicating (Function)?

Setting Event	Antecedent	Challenging Behavior(s)	Maintaining Consequence
Beginning of week	Independent work	Singing songs loudly at work	Attention



Tier 2 Training Resources

- [Tier 2 Activity](#)
- [Makayla's Story](#) *
- [Makayla's Brainstorming Example](#) v*
- [Hypothesis Statement \(Blank\)](#) *
- [Hypothesis Statement \(Answer Key\)](#) *
- [Tier 2 & 3 TOET \(Draft\)](#)
- [Tier 2 & 3 Request Form](#)
- [Problem Solving Tool](#)

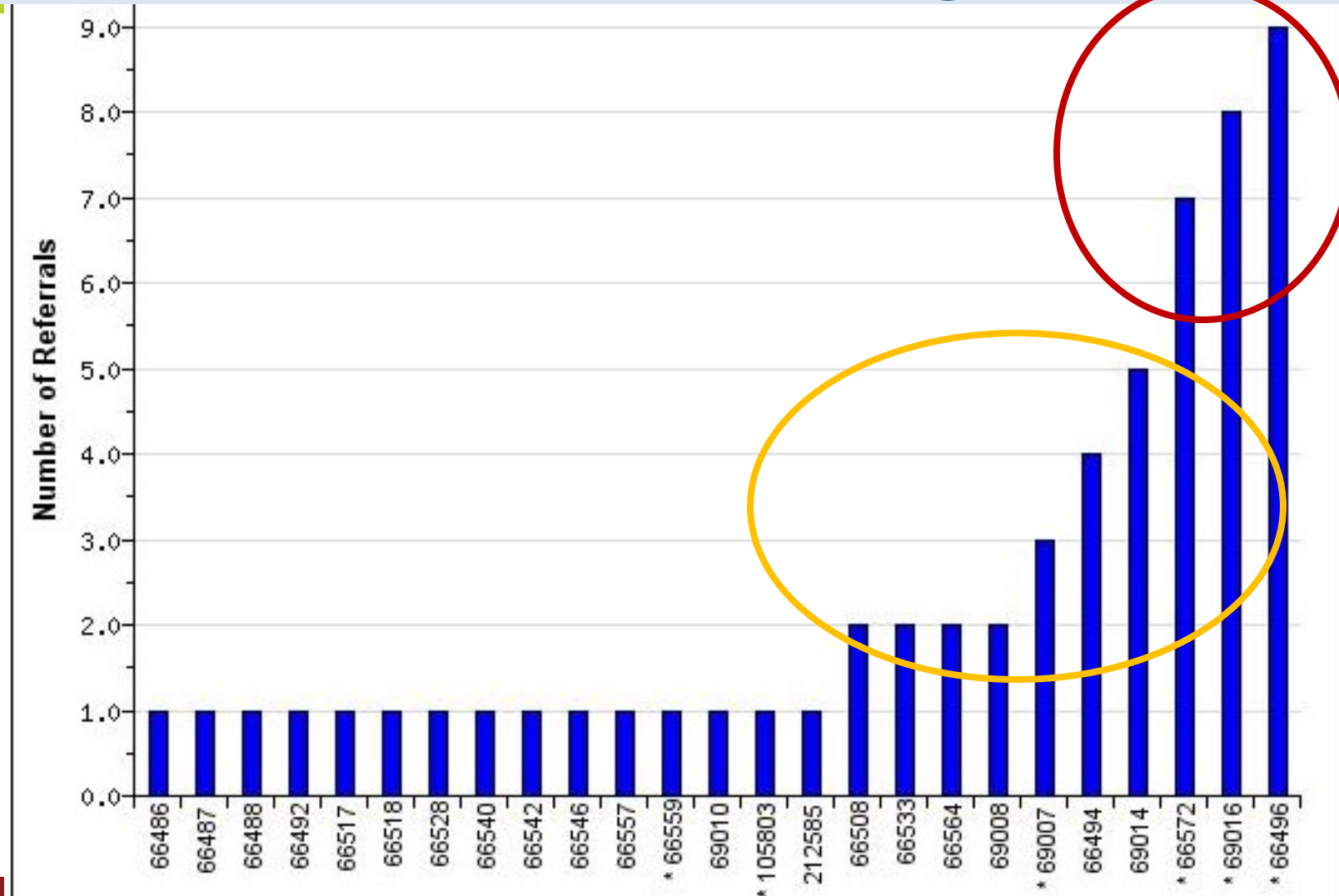
* Resources for Slide 58 & 59



Data



Incident Reports & Data-based Decision Making



People:

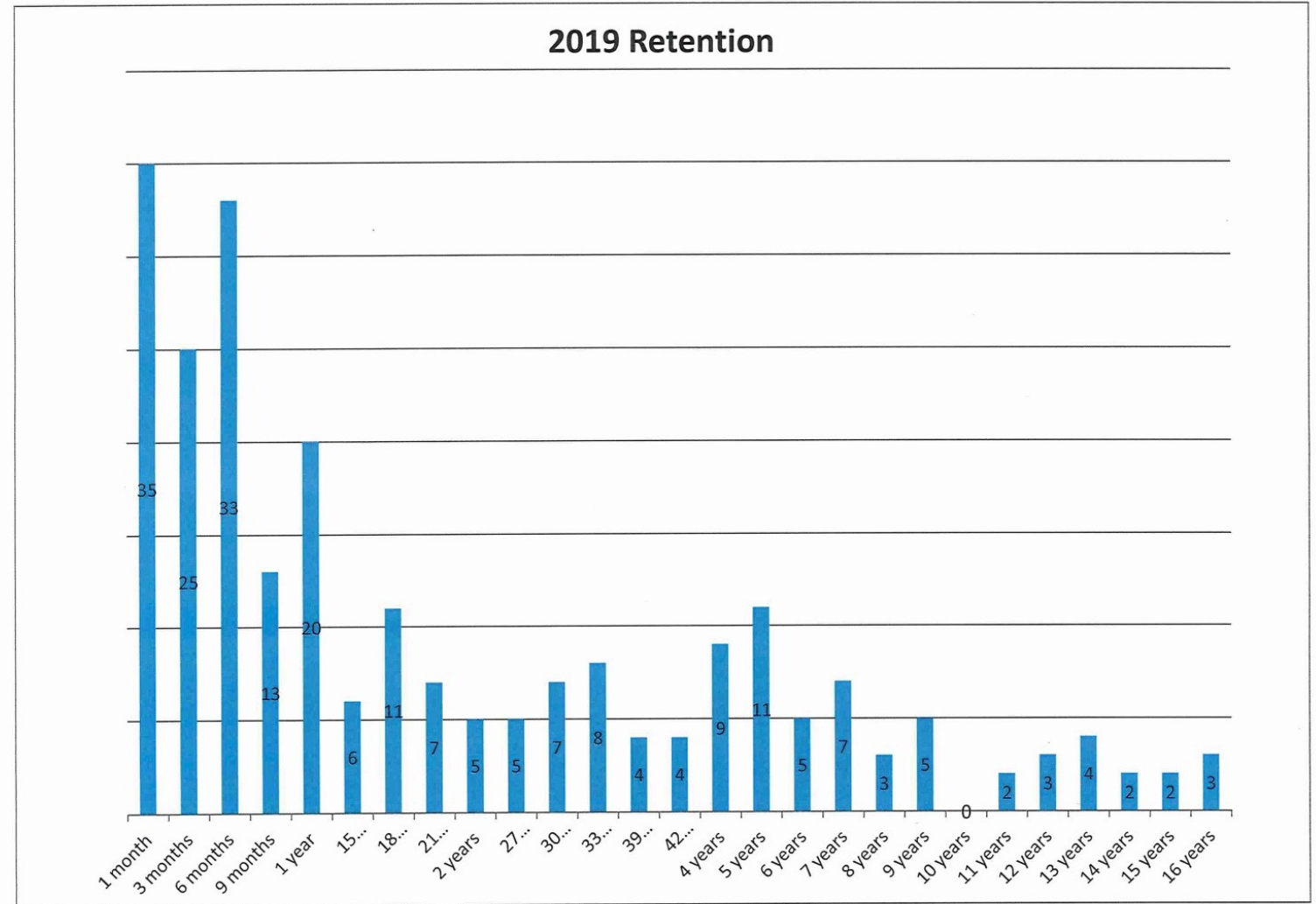
Incidents: 59



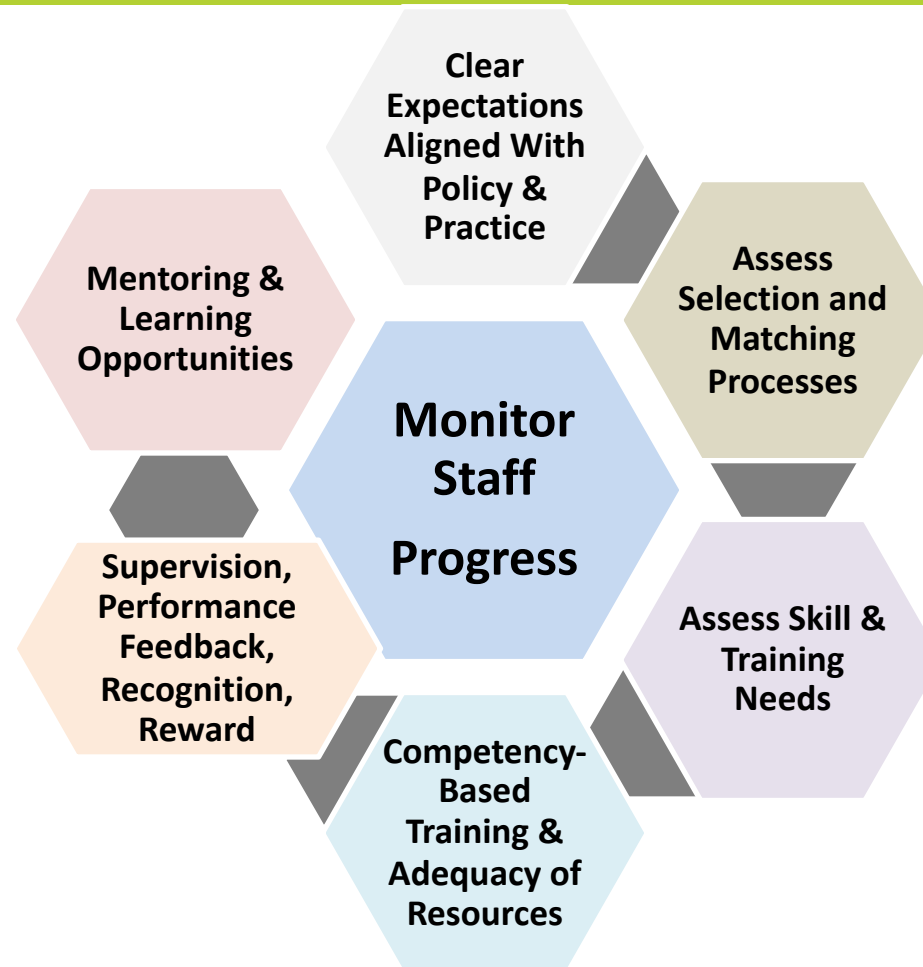
How Can You Use Retention Data for Early Intervention?

Looking for Patterns:

- Number of Incidents Reported
- Sick Day Increases
- Injuries
- Late to Work
- Simple Quality of Life Screen



Monitoring Data at Tier 2



PBS Facilitator Role

- Teach Universal PBS
 - Assist with Matrix
 - Help Monitor Data
- Help Team Access Resources
- Facilitate PBS Plans
- Mentor New Staff Members to Become PBS Facilitators (Trainer Level)



Goals for the Year: Examples of Possible Actions for Tier 2 in the First Year

- Confirm Team members for
 - PBS Team Managers (1-2 People Monitoring)
 - Positive Support Team
- Pick One Tier 2 Intervention to Improve or Create
- Add Action Planning to Personal Descriptions
- Pilot Secondary Monitoring in Smaller Part of Organization
- Review Incident Report Forms for Compatibility
- Talk to the Universal Team About Piloting Training Activities to Improve Incident Report Documentation
- Create Simple Introduction to Tier 2 for everyone



MNPSP.ORG Website – Evidence-Based & Values-Based Practices

Overview ▾ What's New Site Map Events

Positive Supports
MINNESOTA

Search ... 🔍

Home Topic Areas ▾ Positive Support Practice ▾ **Training Materials ▾**

Home

Welcome to Minnesota Positive Supports Website

This website is for:

- ✓ Mental health providers
- ✓ Disability services providers
- ✓ Social Workers
- ✓ Educators
- ✓ Anyone in the helping profession
- ✓ You are a person receiving services
- ✓ A parent or a loved one of a person receiving services

All people want to be respected, have choices, and feel safe.

Positive supports are approaches that are used to help people using a variety of proven support strategies that do not include punishment or seclusion.

But positive supports are much more than that. Positive supports are about respecting the dignity and rights of every person while offering individualized and effective services.

Whether someone is receiving mental health, housing, educational, disability, or any other services meant to improve a person's life, positive supports:

- Build on a person's unique strengths, assets, interests, expectations, cultures, and goals,
- Respect the rights and individuality of each person, and

Recent Events and Presentations

Upcoming Event

[Register for 2019 AAIDD Annual Conference June 24-27 in Minnesota](#)

Opportunity for Minnesota Families

Are you supporting family member with a disability? An online opportunity is now available for families



MNPSP.ORG Resources







- [PBS Notebook](#)
- [Social Skills Across the Lifespan](#)
- [Positive Social Skills](#)
- [HCBS Modules](#)



Go To MNPSP.ORG Find the PBS Notebook

Positive Supports MINNESOTA

Training Materials

 HCBS Modules Go to HCBS Modules	 Implementation Resources Go to Implementation	 Universal Social Skills Resources Go to Universal Resources	 Positive Social Strategies Go to Positive Social Strategies
 MN Community of Practice Learn More Here	 Regional Contacts and Collaboration Go to Regional Contacts...	 PBS Intensive Training Materials Go to PBS Intensive Trainings	 PBS Notebook Go to PBS Notebook





Making Community Connections

MNPSP.ORG

- Training Materials
- Universal Social Skills

http://rtc.umn.edu/docs/Friends_Connecting_people_with_disabilities_and_community_members.pdf



Mindfulness Studies in the Disability Field

Free Articles Online

Singh N. N., Lancioni G. E., Karazsia B. T., Myers R. E. (2016b). Caregiver training in Mindfulness-Based Positive Behavior Supports (MBPBS): Effects on caregivers and adults with intellectual and developmental disabilities. *Frontiers in Psychology*, 7:98 10.3389/fpsyg.2016.00098

<https://www.frontiersin.org/articles/10.3389/fpsyg.2016.01549/full>

Singh N.N., Lancioni GE, Karazsia BT, Chan J, Winton ASW. Effectiveness of caregiver training in mindfulness-based positive behavior supports (MBPBS) vs. training-as-usual (TAU): A randomized controlled trial. *Frontiers in Psychology*, 2016;7:1549

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5053082/>

Singh, N. N., Lancioni, G. E., Karazsia, B. T., Myers, R. E., Winton, A. S. W., Latham, L. L., et al. (2015). Effects of training staff in MBPBS on the use of physical restraints, staff stress and turnover, staff and peer injuries, and cost effectiveness in developmental disabilities. *Mindfulness* 6, 926–937. doi: 10.1007/s12671-014-0369-0

<https://link.springer.com/article/10.1007/s12671-014-0369-0>



Thank You for Your Time!



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Driven to DiscoverSM

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