

# Module 1: Community-Based Positive Supports



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# Welcome

- **Who is this training series for?**
  - People support children, adolescents and adults with intellectual or neurodevelopment disabilities and complex behavioral health needs who engage in behavior that interferes with their or others' personal safety or well-being. To improve and prevent interfering behavior, people often benefit from person-centered and positive support services in their communities of choice.
- **What will the Community-Based Positive Supports Mini-Training Series cover?**
  - Important areas of knowledge development and skill building practices to build the capacity to support people with interfering behavior in improving their quality of life and ability to reside in their communities of choice.
- **Do I need to attend each training?**
  - No, although you are welcome to attend each training session, and the content is cumulative in nature, we also encourage you to attend what you can and check out the training materials (and videos) on [mnp.org](http://mnp.org)





# Multi-Disciplinary Panel



## **Disciplines including the following:**

*Educational Psychology, Pediatrics, Speech-Language Pathology and Augmentative and Alternative Communication, Positive Behavior Supports, Telehealth, TeleOutreach, and Remote Supports, Autism and Neurodevelopmental Disabilities, Case Management, Greater Minnesota, Self-Injurious Behavior, Trauma-Informed Support*



# YOU are the experts in the room

- This training series is developed for us to all learn from each other.
- Please share your feedback, ideas, challenges, and opportunities for improvement with us and the group. We will share out summaries of what we learn at each mini series training.
- Please no identifying information (please do not share names of people you are supporting, specific locations, or features that would be identifying)



# Considering Challenging Behavior Across the Lifespan & Effective Transitions From Hospital Settings



# Challenging Behavior

- Everyone engages in behaviors that
  - Interfere with quality of life
  - Can result in injury to self or others
- When challenges become intense and chronic the goal is to help a child or adult problem solve
- Transitions in life vary and can result in increases or decreases in challenging behavior



# Common Challenges Associated With Transitions From Hospitals and Other Settings

- Navigating multiple services
- Examples of services involved
  - Providers
  - Case management
  - Education
  - Social services
  - Juvenile justice
  - Mental health
- Each organization has a planning process



# Transitioning from Hospital Settings

## Communication across services can break down.....

*“Come to find out she’d left the \_\_\_\_\_ (out of home placement) six weeks ago. She’s been in our community for six weeks with absolutely no mental health support... [focus group participant].”*

-Matthews et al., 2018

*“...Sometimes, you know, we’ll get a heads-up that somebody’s coming home from the contractor, and sometimes we won’t.” –[focus group participant].*

-Matthews et al., 2018





# Addressing The Challenges: Wraparound Planning

- **Community partnership:** Working together across partners
- **Collaborative action:** Create a unified plan
- **Planning for sustainability:** Develop long-term supports for a person
- **Access to supports and services:** Community works together to make sure people can access supports
- **Training and assistance:** Coaching and mentoring is provided
- **Accountability:** Wraparound plans are assessed and outcomes are measured



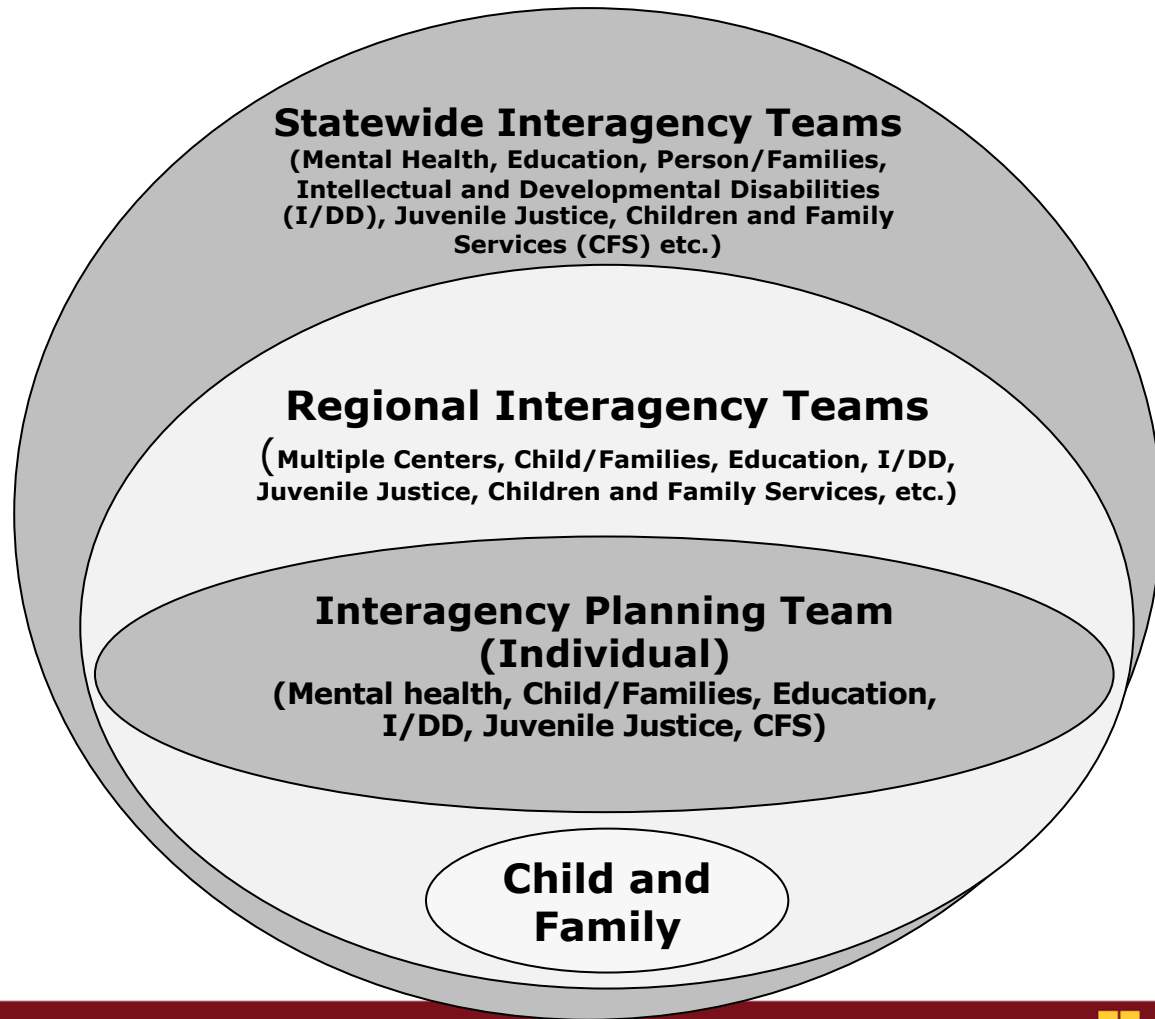
# Phases & Activities of the Wraparound Process

1. Engagement and Team Preparation
2. Initial Plan Development
3. Implementation
4. Transition to Natural Supports

-National Wraparound Initiative



# Improving Transition Planning Using Systems of Care



# Person-Centered Planning

- Person leads their own meeting
- Team-based action planning
- Create plan for achieving a positive and meaningful life
- Help the person connect with their community
- Build a circle of support
- Balancing What is Important to and For a Person



# Person-Centered Planning Models

- MAPs
- Personal Profiling
- Futures Planning
- PATH (Planning Alternative Tomorrows with Hope)
- Essential Lifestyle Planning
- Florida's Integrated Process



[Learn More About Person-Centered Plans](#)



# Similarities and Strengths of Each Approach

## Wraparound Key Features

- Team-based planning
- Focusing on the child or adult strengths & those close to them
- Action planning to improve social and emotional strengths and quality of life
- Coordinating services
- Connecting to natural supports
- Respecting the cultural values, beliefs, and preferences

## Person-Centered Planning Key Features

- Team-based planning
- Build on strengths and talents
- Connect with the community
- Create meaningful relationships
- Treat everyone with dignity and respect
- Use active listening strategies
- Encourage empathy
- Seek to understand each person



# Integrating Strengths of Planning Processes

**Planning processes for building on strengths and improving lives should always be tailored.....**

- **Wraparound includes service coordination focus**
  - tools for improving communication
  - Measurement strategies for tracking strengths
- **Person-centered methods don't rely on verbal and written words**
  - Drawing pictures
  - Images from the internet
- **Both methods encourage community natural supports and mapping**



# Strategies for Improving Interagency Team Meetings

- Clarify roles and responsibilities of each person
- Spend time as a team understanding each service involved
- Work on establishing a common language
- Consider a glossary or simple list of acronyms and terms
- Make a list of the key steps needed for the transition
- Create an agreement that notification of submission to or from the hospital is immediately communicated with all key partners
- Write memorandums of agreement when communication barriers are encountered
- Adapt the way in which meetings are held when a person does not like meeting in large groups





# Positive Supports Defined

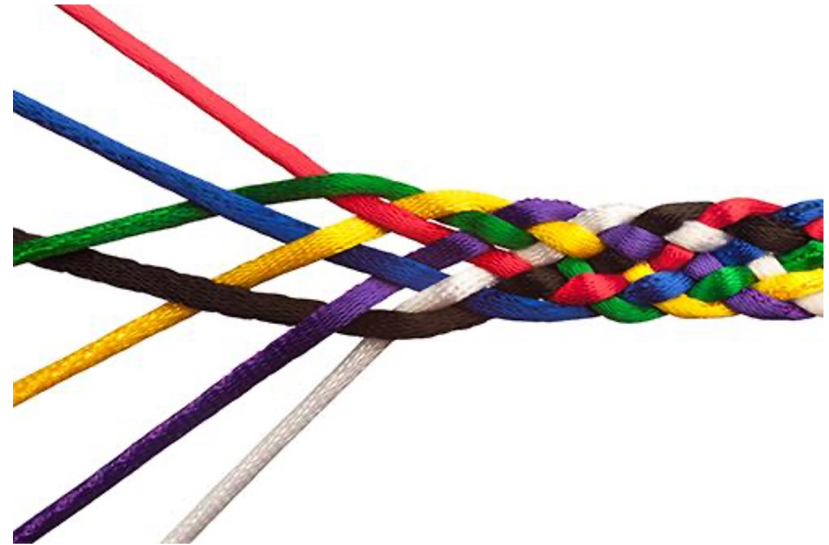
**Refers To All Practices That Include The Following Characteristics Are:**

- 1) Person-centered & culturally responsive
- 2) Evidence-based and promising Practices
- 3) Based on ongoing assessment and monitoring
- 4) Integrated with more than one practice

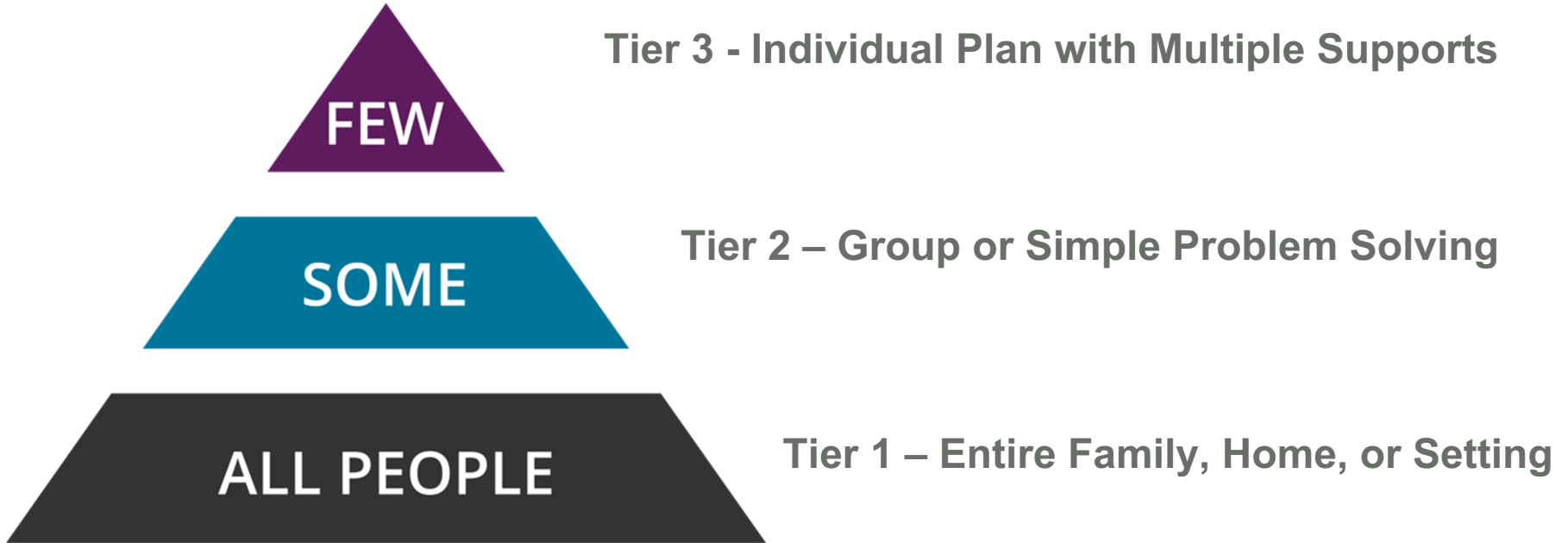


# Positive Supports in Minnesota

- Person-Centered Practices
  - Person-Centered Thinking
  - LifeCourse
- Positive Behavior Support
- Culture of Safety
- Trauma-Informed Supports



# Family & Organizational Systems



# Trauma-Informed Supports

...Learn more about how trauma-informed approaches guide three-tiered efforts as a philosophy

## Some Examples of Trauma

- **Being hospitalized**
- Death of a family or close friend
- Violence, neglect, substance, or sexual abuse
- Natural disasters
- Historical traumatic events that have impacted cultural groups
- Health crisis of one's own or someone close
- Legal problems, encounters with law enforcement



# Adapting Positive Supports to Each Cultural Context

## Culturally responsive transition planning involves...

- Understanding the cultural values and beliefs of the child or adult receiving support
- Dedicating time in team meetings to learn more about each other
- Teaching people to recognize deeply held viewpoints
- Encouraging dialogue, reflection, and respect for others when disagreements arise
- Creating an atmosphere of trust where people feel safe to raise concerns
- Considering whether bias is impacting how data are being collected and interpreted

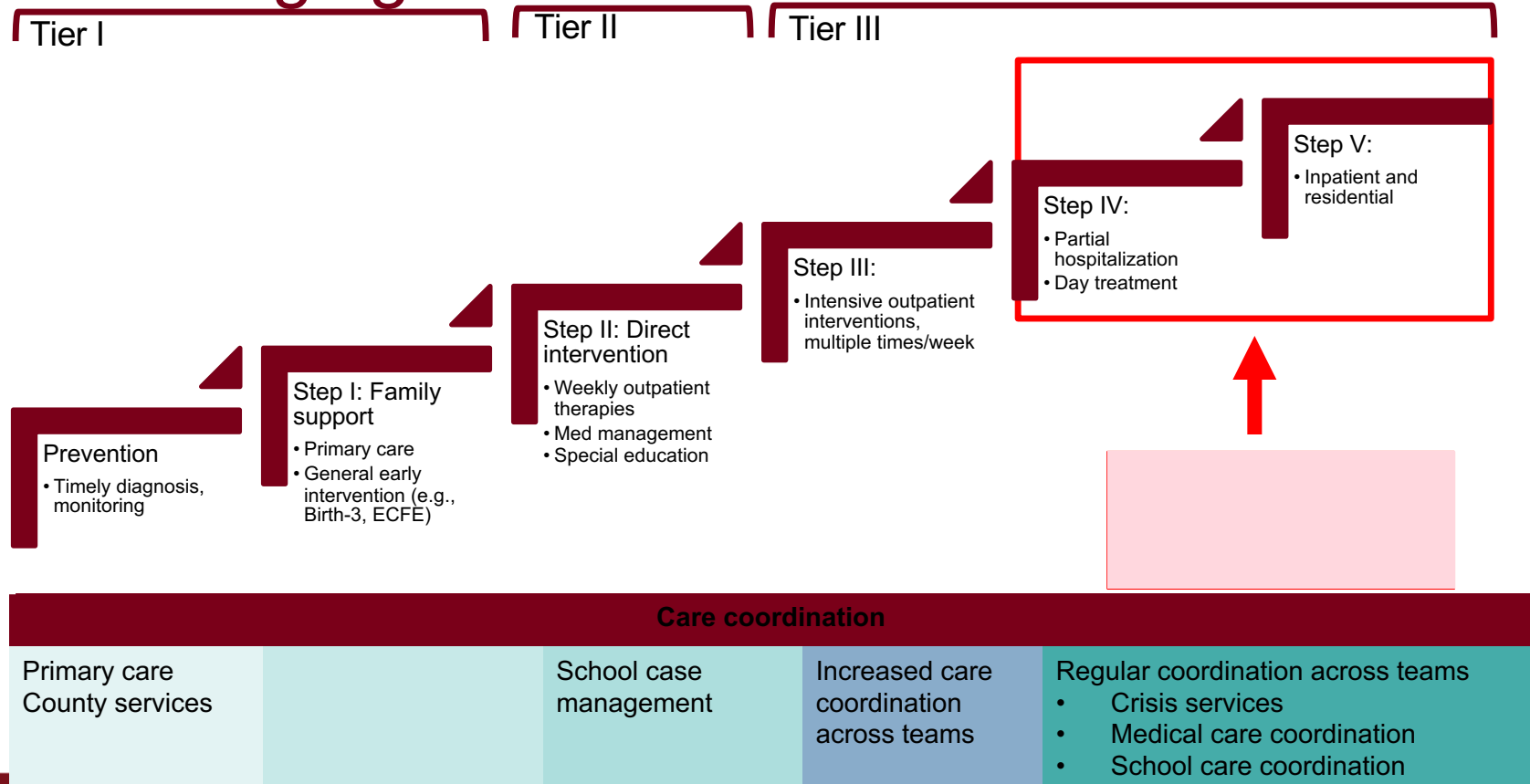


# Using a Continuum of Supports for Children and Adults with Challenging Behavior

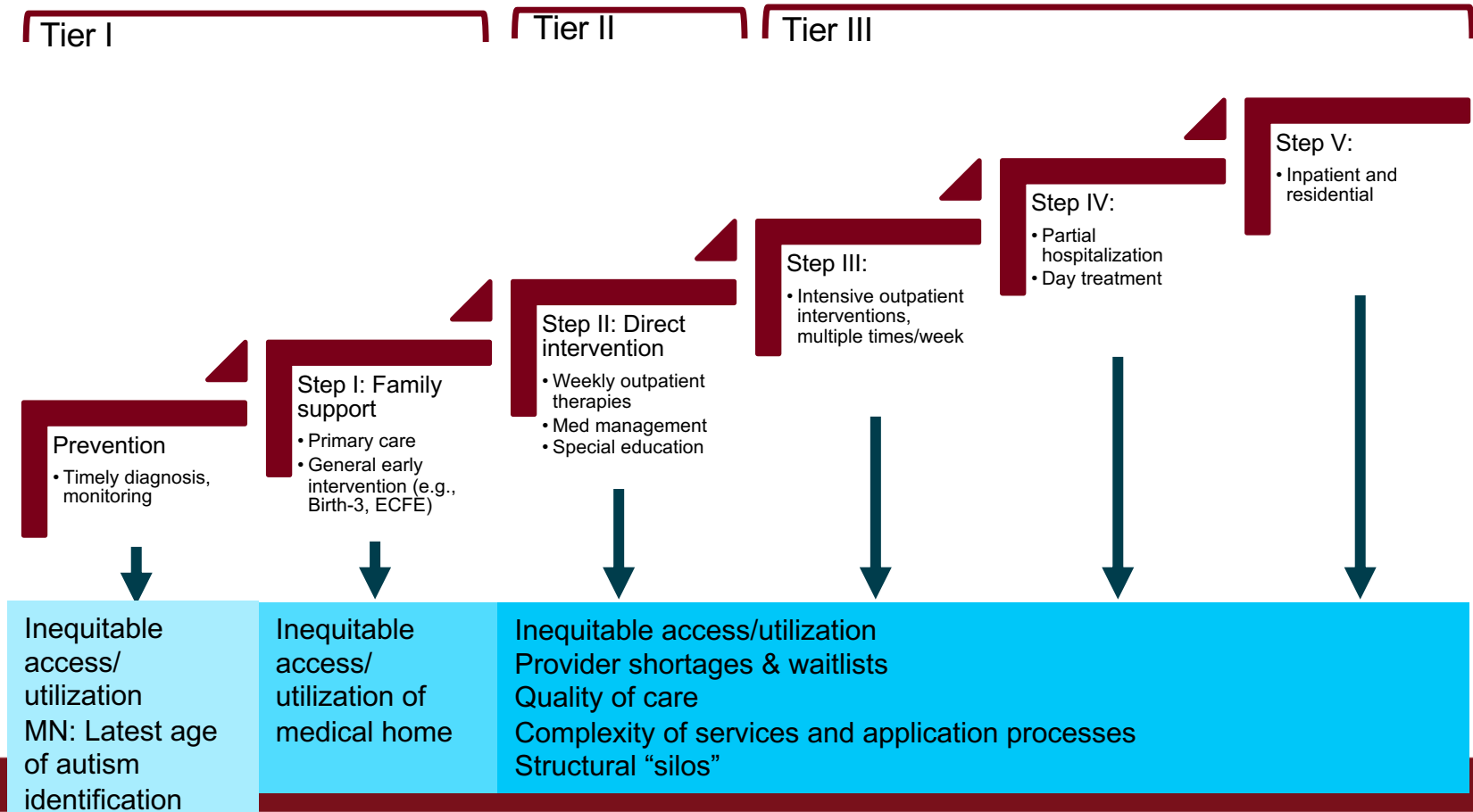
**Amy Esler, MIDB**



# Continuum of Supports for Severe Challenging Behavior



# Continuum of Supports: Current State

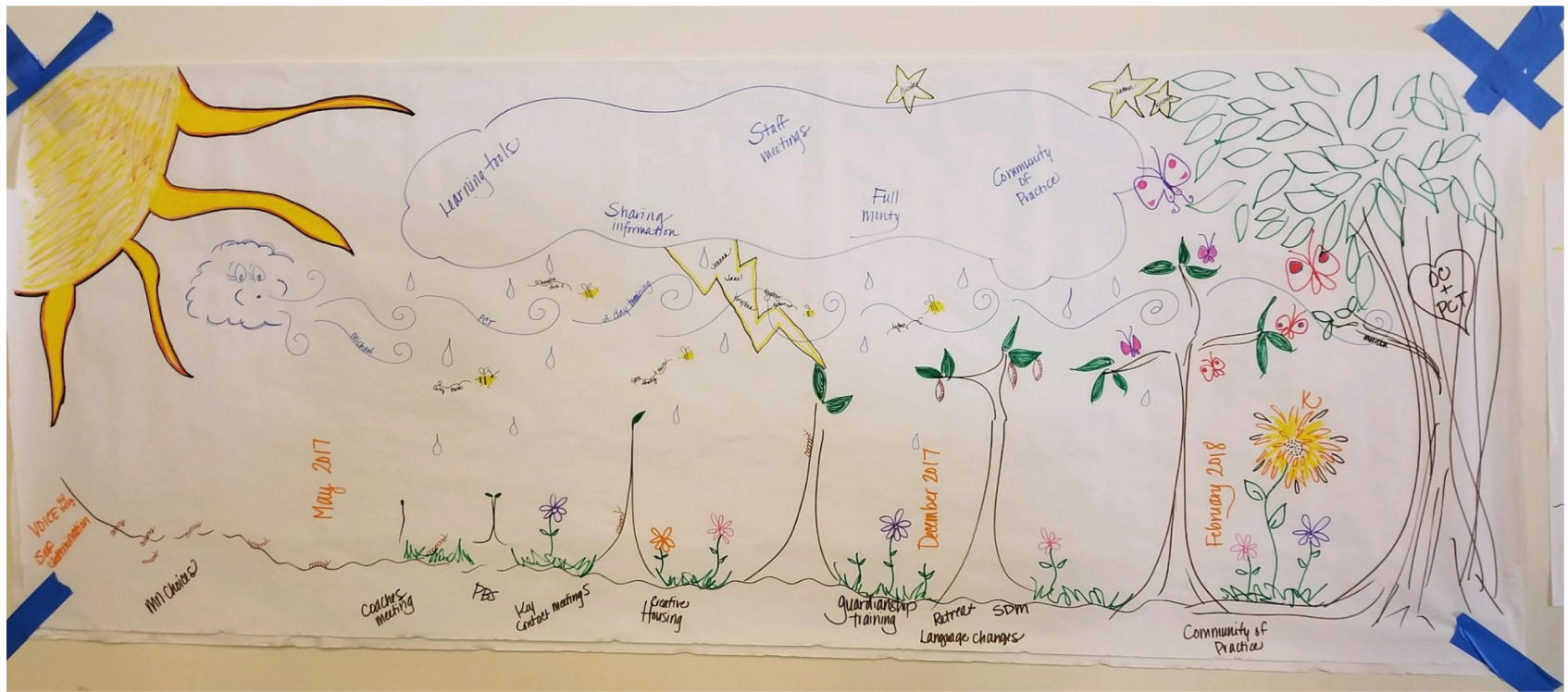




# How can we fill gaps in the continuum?

Training and consultation:	Provider shortage Waitlists Quality of care □ prevention of need for higher care level
Care coordination and wrap-around:	Complexity of application processes Quality of care □ prevention of need for higher care level Timely movement up the continuum

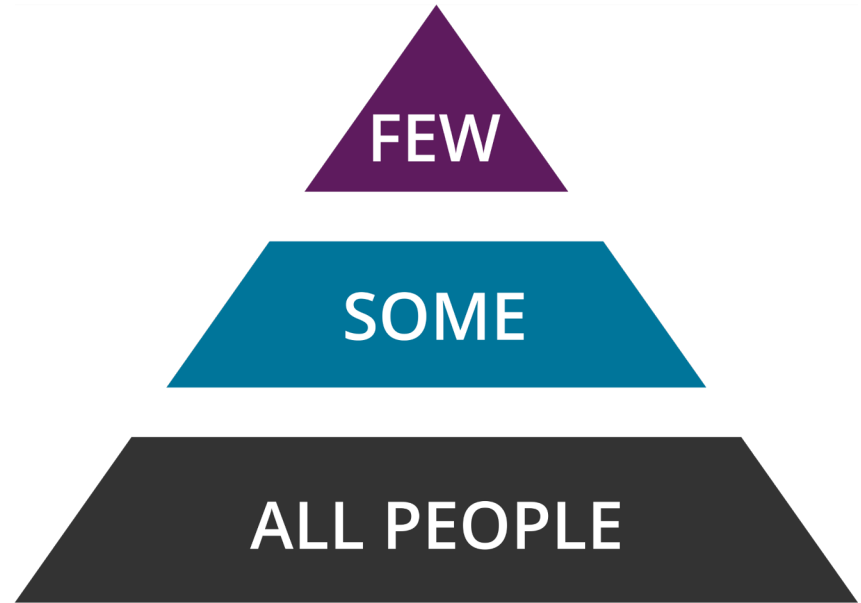




## Other Organizations Using Tiered Implementation at Home and at Work

# Organization-Wide Teams

- Team
- Readiness and buy-In
- Self-assessment
- Action plan
- Data for decision making
- Monitor & improve outcomes
- Build capacity - coaches, facilitators, & trainers



# Adding Positive Universal Positive Strategies

1. Teaching, Promoting, Modelling Positive Social Interactions
1. Designing Positive, Proactive, Predictable Environments
1. Establishing Data-based Decision-Making Systems
1. Consistently Responding to Challenges
1. Build Capacity for Individualized Plans



## What Person-Centered Values Mean to Me

	Cleaning	Meal Prep	Cleaning up After Dinner	Grocery Shopping
Respect	Get chores done on time, before dinner	Say, "thank you". Offer each other compliments on good food.	Honor each other's process, but keep up the timeline.	Tell the other person if you are not going grocery shopping. Watch for other people's feet while driving the cart. Be OK with what the other person picks out.
Kindness	Say, "thank you" or, "that looks good".	Assist each other in looking up new recipes on the tablet.	Ask if help is needed	Learn how to make the grocery list. Do the grocery list together. Pick-up something your roommate might like.
Helpfulness	Maybe get a kudos board. Offer to bring supplies if needed.	Offer to teach each other cooking skills	Rinse your plate. Clear your dishes. Put away someone else's dishes.	Help carry the groceries in from the car. Help make the list.
Communication	Look at the calendar so you don't have to remind each other. Let your great work speak for itself (No need to talk about what you did)	Look at calendar to know what is going on. Learn the likes and dislikes of each other. Ask the likes and dislikes of each other.	Tell each other if you need to switch days.	Tell your roommate if you are not going shopping. Look at the calendar to see whose day it is.

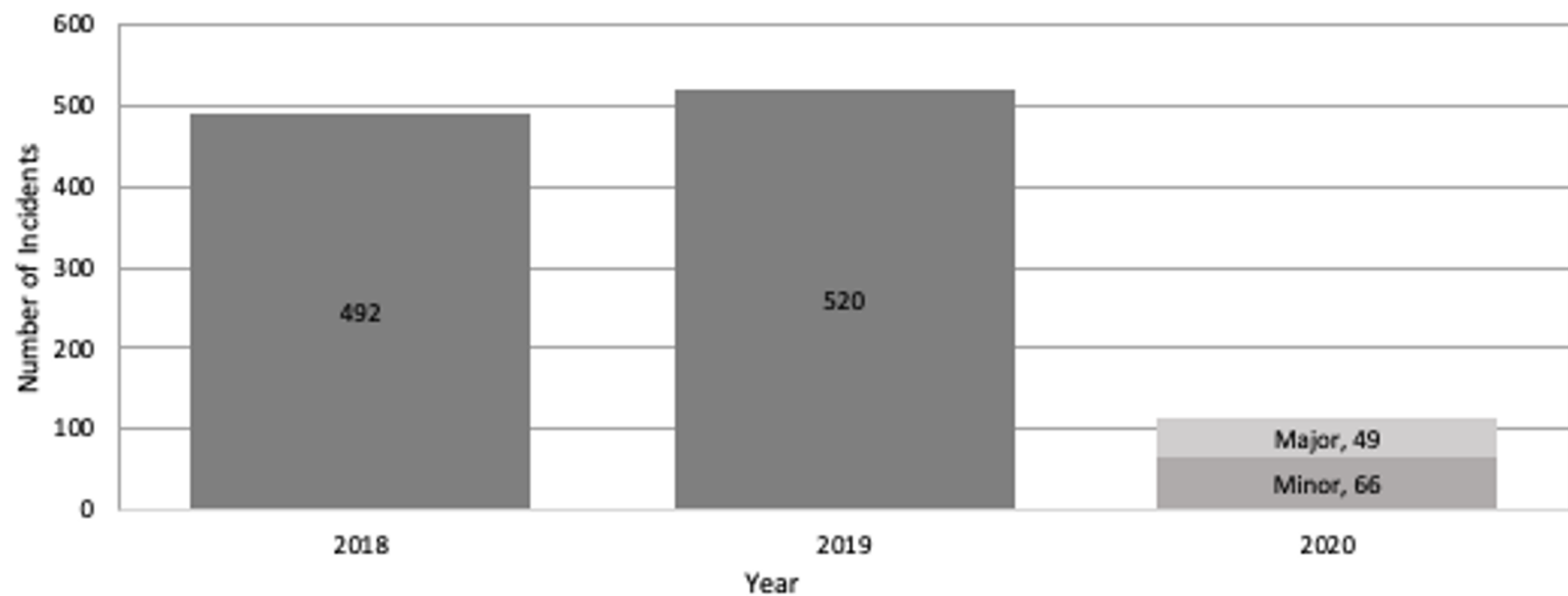


# Celebrating Progress Together

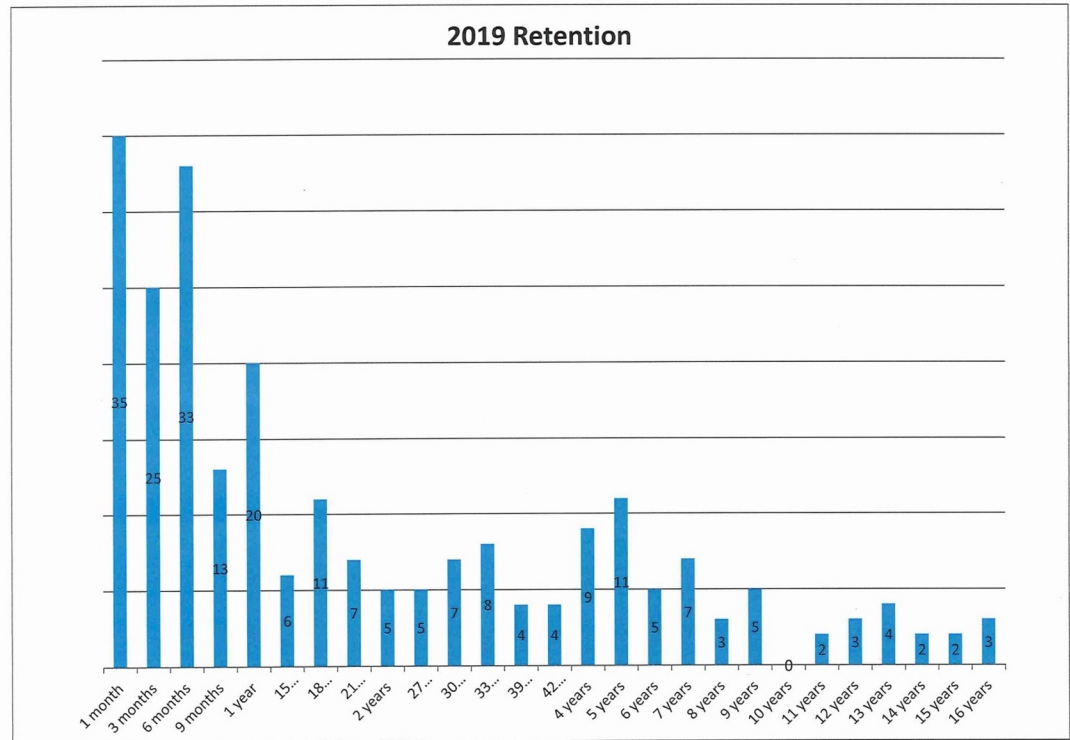
- Each time a behavior is observed
- Write down the behavior on a strip of paper
- Create a paper chain
- Placed in the living room
- When the chain reaches across the wall we celebrate
- Choose how to celebrate success



### Number of Incidents Per Year



## Staff Retention Data for the Organization

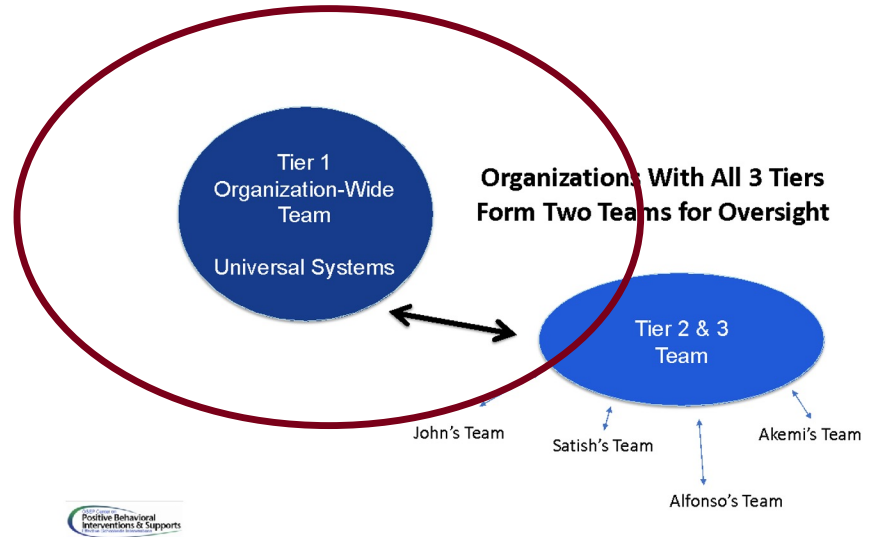




# Universal Tier 1 Team

## Team Members

- People Supported
- Administrators
- Managers
- Staff Members
- Family Members
- Community Members
- Members of Tier 2 & 3 Team



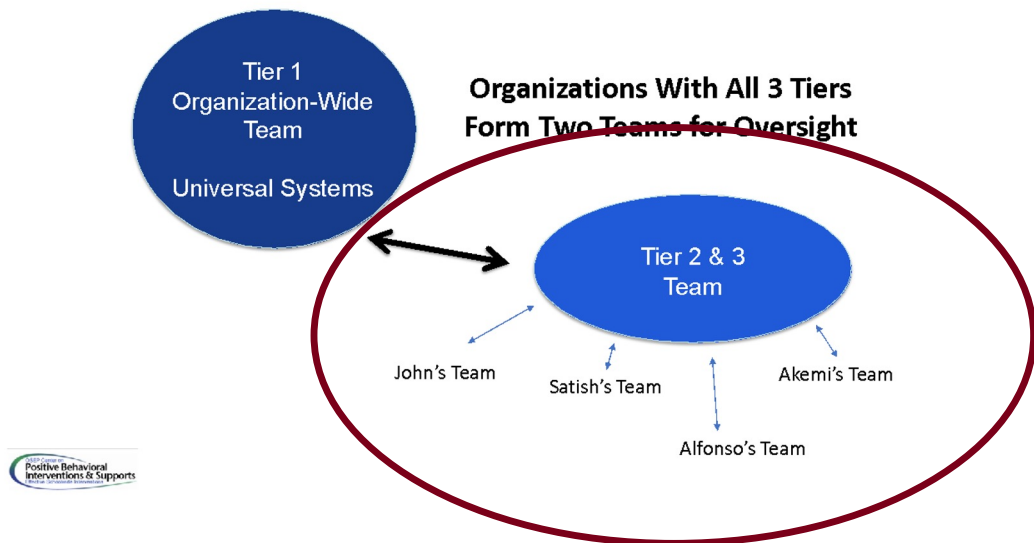
## Why Universal Strategies Assist Transitions

- Focus on prevention
- Make transitions smoother
- Decrease staff attrition
- Avoid triggers for challenging behavior
- Increase overall quality of life
- Teach, prompt, and model communication and emotional regulation
- Consistent responses to challenging behavior are more effective



# Tier 2 & 3 Teams Actively Monitor all Positive Support Plans

- Person-Centered Practice Trainers
- Person-Centered Plan Facilitators
- Positive Support Trainers/Facilitators
  - Positive Behavior Support
  - Dialectical Behavior Therapy
  - Trauma-Focused Cognitive Behavior Therapy
- Leaders of Organizational Workforce/Training Systems



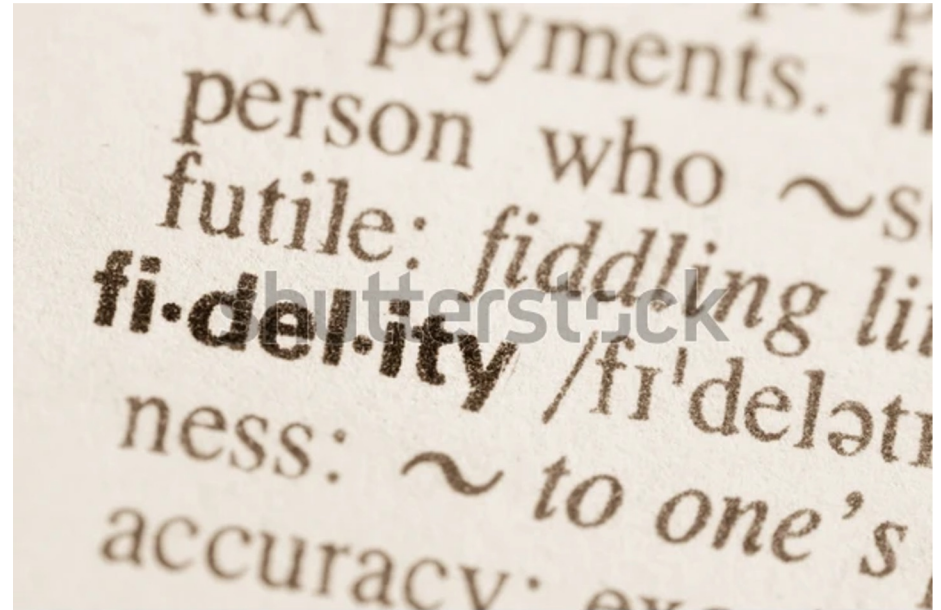
# Fidelity of Implementation

- Implementing a practice in the manner intended
- A list of key elements of person-centered practices
  - Self-assessment and evaluation
  - Help guide implementation
- External evaluation
  - Unbiased assessment of practice



# Types of Fidelity of Implementation

1. Team Organizational Level Fidelity
1. Individual Intervention Fidelity



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