Planning your DSP Positive Support Training Part 1

Rachel Freeman, Jennifer Jeffrey- Pearsall, Tanya Misgen

INSTITUTE *on* COMMUNITY INTEGRATION | UNIVERSITY OF MINNESOTA

Listening Sessions in Positive Supports

- Most people attending listening sessions are looking for training for direct support staff
- Each organization is unique and different resources are needed
- Quality content is necessary for good training
- Ongoing learning opportunities are important

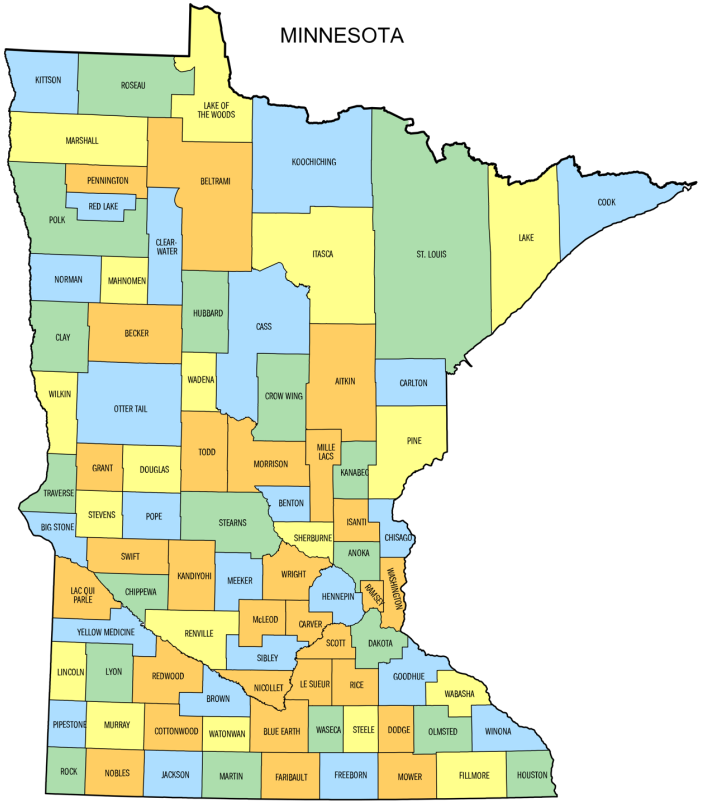
Next Training Dates & Topics….

Date	Time	Topic
May 26th	9:00am – 11:00am	Planning Your DSP Positive Support Training Part 2
June 8th	9:00am – 11:00am	Supporting Cultural Awareness and Responsive in Your System
June 22nd	9:00am – 11:00am	Positive Supports with Families
Visit the March 2023 Newsletter on MNPSP.org to register!		

Goal for Today – Direct Support Staff Training Part 1

- Organize using an action planning tool
- Review one positive support: positive behavior support
- Use MNPSP.ORG to find free resources
- Join the ICI Cohort to tailor your training and find resources more quickly or use the website to work on your own

Welcome and Introductions



Today's facilitators:

Rachel Freeman

Jennifer Jeffrey-Pearsall

Tanya Misgen

Tell us about you!

In Chat, please enter your name of the names of those attending with you

AND

Where you are joining us from

Goal for the Next Two Trainings: Tailoring Direct Support Staff Training

Types of Training to Consider…..

- New staff training
- Ongoing training days
- Adding content to staff meetings
- Self-learning options
- Ongoing coaching and mentoring

Goal for Action Planning Today

- Learn about the basics of one positive support
- Tour the MNPSP.ORG website to access free materials
- Use the action plan tool from today to tailor your training for staff
- Go back later and look for other resources

Create Your Own Plan for Training Staff

Action Planning for Direct Support Staff
Strategies for Ongoing Learning

Date:

Training resource	Choose the type of training you need using suggestions below 1. Circle the links you believe are the most important 2. Write down the supplementary training materials and use the following codes as a way to get organized: NT = New staff training S = Staff Meetings OT = ongoing training opportunities I = Independent learning opportunity	When you will use training materials Put the initials for the type of training in each section
Creating positive relationships	• https://communication-skills.net/free-workbook/challenge-1-empathic-and-responsive-listening/ video • https://mnpsp.org/wp-content/uploads/2016/12/Positive-Social-Strategies-actitvity10-18-17.pdf ***tool*** • https://mnpsp.org/wp-content/uploads/2019/05/Person-centered-relationship-building.pdf ***tool*** • https://mnpsp.org/wp-content/uploads/2016/12/PBS-QOL-socialphysical-6-27-16-2.pdf ***Tool***	
Person-centered skills	• https://mnpsp.org/wp-content/uploads/2023/02/Day-2-skill-building.pdf***Slides*** • https://mediaspace.umn.edu/media/t/1_gxomi5qx ***Video*** • https://rtc.umn.edu/docs/Friends_Connecting_people_with_disabilities_and_community_members.pdf ***training manual***	
Working together to identify person-centered values	• https://mnpsp.org/wp-content/uploads/2017/06/PBS-Social-Skills-Handout.pdf ***Tool*** • https://mnpsp.org/wp-content/uploads/2016/12/Matrix-Examples.pdf ***Example***	
Creating a plan to teach, model, and practice new skills	• https://mnpsp.org/wp-content/uploads/2016/12/example-of-provider-Implementation.pdf ***presentation*** • https://mnpsp.org/wp-content/uploads/2018/09/Provider-Org-Example-Two-Plus-Years8-4-18.pdflk ***example***	

As we go through the training and Minnesota Positive Supports Website:

- link helpful items in your resource guide *(middle column)*
  - videos
  - resources
  - tools
  - slides
  - etc.
- Consider what training resource group it goes into *(left column)*
- Consider how long your organization will spend supporting DSPs with this skill *(right column)*

Positive Supports Defined (DHS Positive Supports Page)

Refers to all practices that include the following characteristics:

1) Person- centered interventions that demonstrate cultural competence and respect for human dignity
2) Evidence- based and promising practices
3) Include strategies for ongoing assessment and monitoring at individual and organizational levels
4) Are often implemented in combination with more than one practice

Examples of Positive Support Strategies

- Person- centered thinking/ planning- foundational values
- Positive behavior support
- Applied behavior analysis
- Assertive community treatment
- Cognitive behavior therapy
- Dialectical behavior therapy
- Motivational interviewing
- Wraparound planning/ Systems of care
- Trauma informed practices
- School- linked mental health

Overview of Positive Behavior Support

Example of Action Planning for DSP Training:

Positive Behavior Support

A Note About the Word "Behavior"

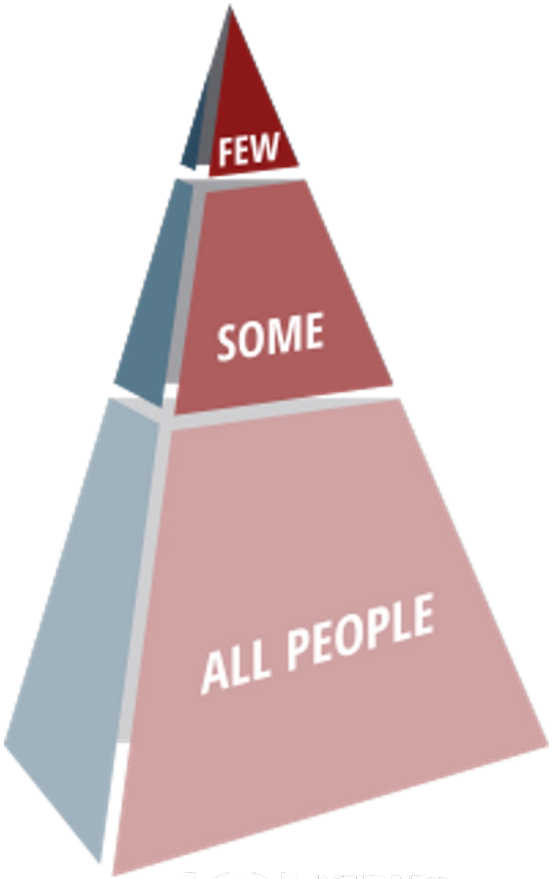
- Everyone engages in behaviors that
  - Interfere with quality of life
  - Can result in injury to self or others
- When challenges become intense and chronic the goal is to help a child or adult problem solve
- Transitions in life vary and can result in increases or decreases in challenging behavior
- Our goal is to prevent challenges by helping people live their best lives and develop skills for coping with problems when they arise

Key Elements of Positive Behavior Support

Positive behavior support is the integration of…

- Valued outcomes
- behavioral and biomedical science
- Validated procedures
- Systems of change
- In order to enhance quality of life and prevent challenging behavior

Implementing Three Tiered Positive Behavior Support Framework



Zoom Poll

How familiar are you with different positive behavior support?

Implement *Universal* Positive Behavior Support

Teach, prompt, and model social and emotional skills

Reinforce and celebrate positive skills in use

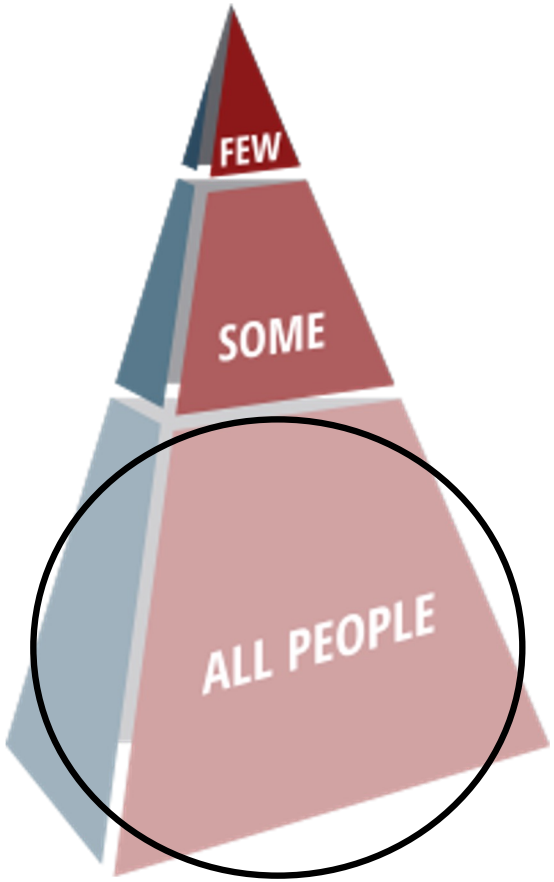
Create a consistent response when challenges occur

Use data to reflect on progress

Positive Behavior Support Provides a Framework for Prevention

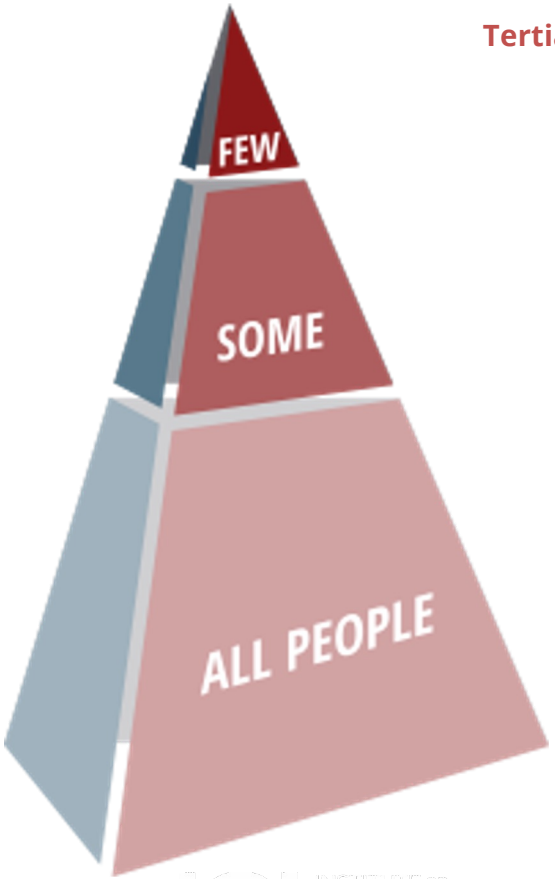
Focus First on Universal Positive Behavior Support

- Work together to create a plan
- Prompt, teach, & encourage positive social interactions
- Practice new social skills
- Reinforce, recognize, & celebrate success
- Consistent responses to challenging social interactions
- Early prevention and monitoring



Build positive social settings where everyone practices and celebrates social skills that are important

Implementing Positive Behavior Support

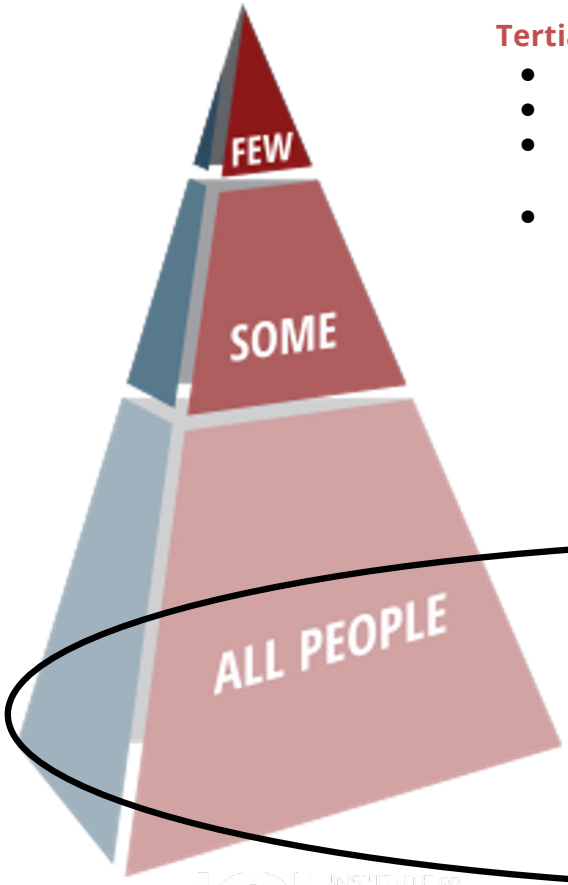


Tertiary Stage

Secondary Stage

Universal Stage

Implementing Multi- Tiered Systems of Support



Tertiary Stage

- Individualized plans
- Integrated with other Positive Supports
- 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

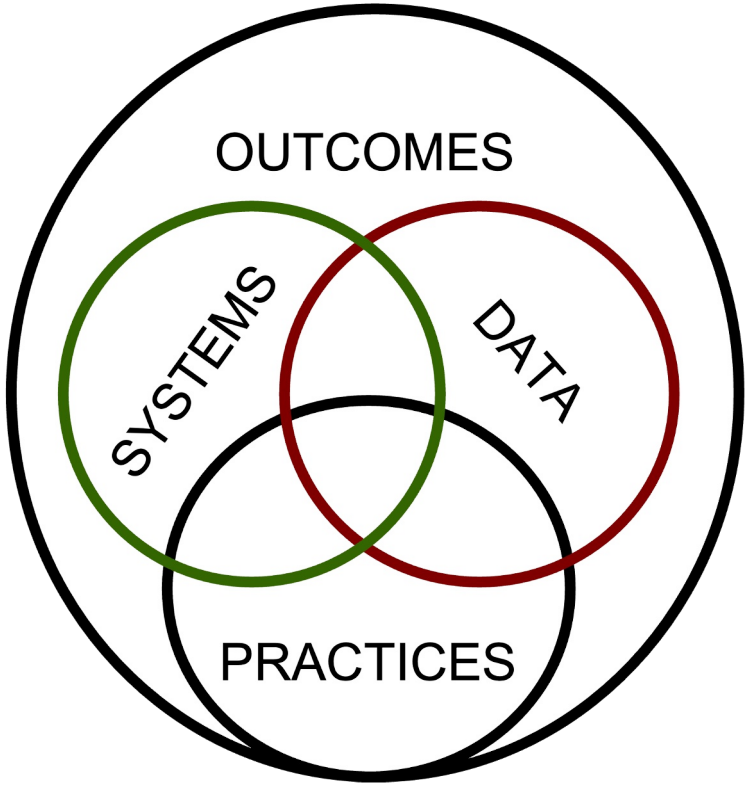
Positive Behavior Support

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

Improving Quality of Life

Supporting Staff Behavior



Supporting Decision Making

Supporting *All* People

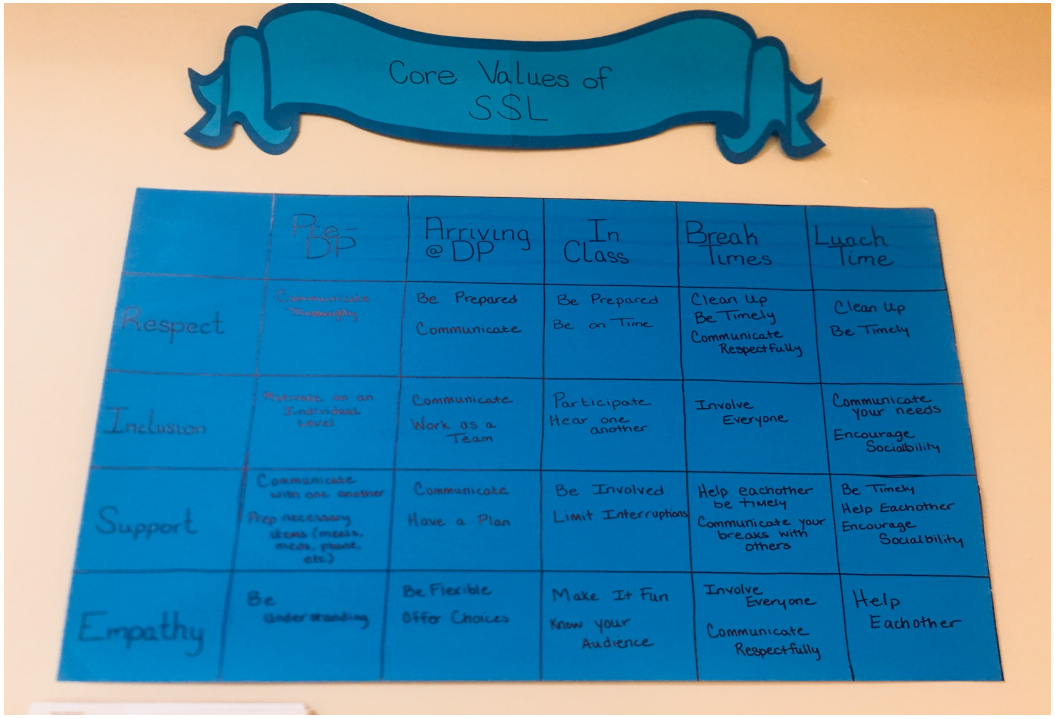
Serving as Team Members for Organization-Wide Change

Core Team Members

- People Receiving Supports
- Families, Caregivers
- Administration
- Management
- Person-Centered Coaches
- PBS Facilitators
- Person Centered Planners

People Choose the Person-Centered Values to Improve

- Brainstorm a list of values
- List the routines and settings
- Vote on 3 to 5 most popular values
- Make a list of the settings or routines
- Define the social behaviors
- Create a plan to teach, practice, prompt behaviors
- Choose how to celebrate



The Matrix- A tool for building positive social interactions

Person-centered Values	Setting 1	Setting 2	Setting 3	Setting 4
Value 1				
Value 2				
Value 3				

Positive behavioral definitions of the values for each setting

Roommates Creating Values Together

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

Roommates Creating Values Together

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

Roommates Creating Values Together

	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.
Kindess	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 havew 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.

Create a simple skills training plan that includes….

- Skill to be taught
- How to observe the behavior
- Routine or setting
- How to prepare
- Examples and nonexamples of what this value looks like

Person-Centered Positive Behavior Support
Skill Building Plan Template (Complex Verbal Communication Involved)
Example from a home shared by roommates.
Matrix: Roommates who live together.

Getting Ready for Using the Skill Building Plan

Value Selected for the Skill Building Plan: (Value from Matrix):

Helpfulness

Routine or Setting Selected for Learning and Practicing:

Dinner routine, cleaning up after dinner

Behavior Definition(s) Addressed (from Matrix)

Observable actions include: (what does it look like, sound like, feel like)

Rinse your plate. Clear your dishes. Put away someone else's dishes.

Goals Supported: Circle the level of support and write in the specific goal below.

Universal	*Secondary*	*Tertiary*
Tier 1	*Tier 2*	*Teri 3*

Goal being supported: This plan supports the universal goals and values identified by the roommates in this home.

Preparing for the Training:

Decide how to share the training: Group or individual, when including time and place, and where.

- Group (both roommates), in the kitchen and eat in area, in the home.

Who will participate in the training (list people involved)

- DSPs in evening shift, roommates

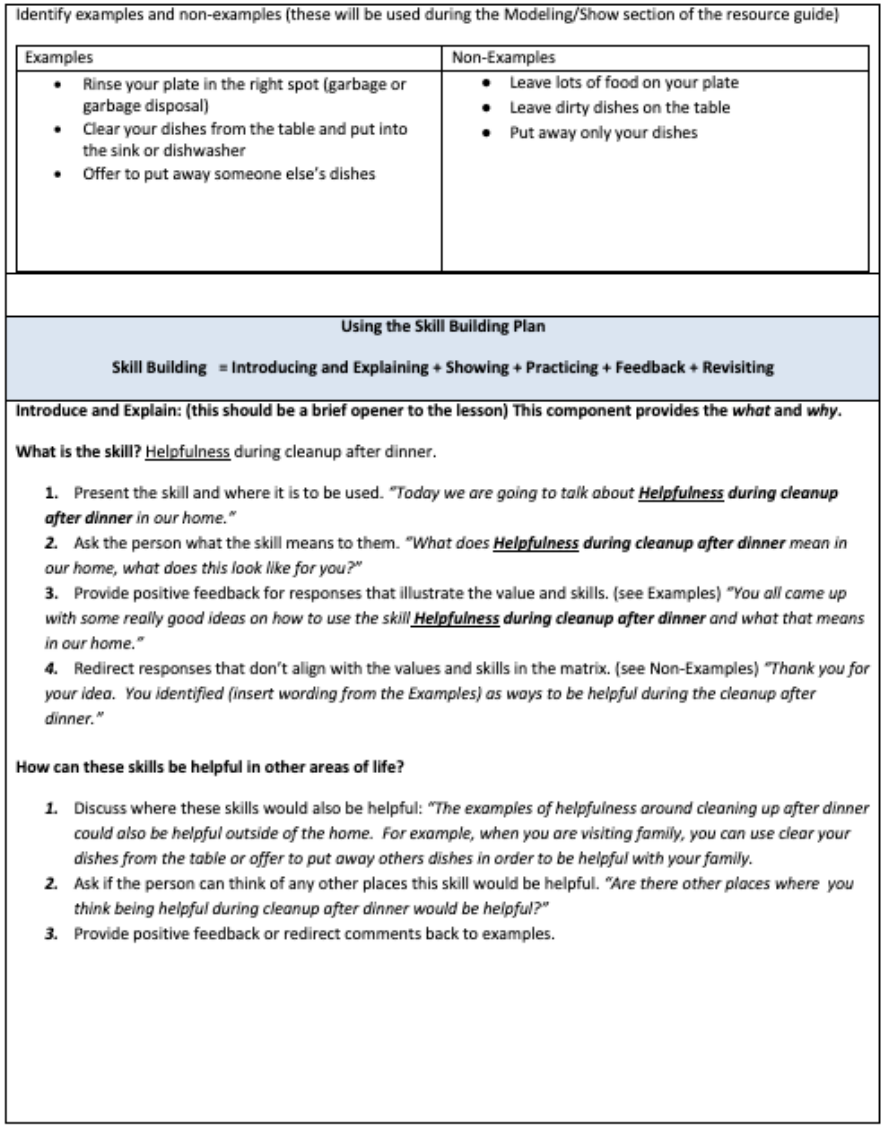
What materials are needed to complete the training: (include recommendations for assistive technology or other accommodation or equipment needed)

- Skill Building Guide (printed so DSP or facilitator has the guide to read from)
- Roommate matrix to review during the lesson (use the matrix that is posted in the kitchen as a visual to refer to during the discussion)
- Paper and writing utensil: To write down
- Accommodation for practice/ role play: Table set with meal items like plates, cups, and silverware.

Time allocated: 20- 30 minutes

Create a simple skills training plan that includes….

- Skill to be taught
- How to observe the behavior
- Routine or setting
- How to prepare
- Examples and nonexamples of what this value looks like
- Scripted procedures for using the plan



Identify examples and non-examples (these will be used during the Modeling/Show section of the resource guide)

Examples	Non-Examples
• Rinse your plate in the right spot (garbage or garbage disposal) • Clear your dishes from the table and put into the sink or dishwasher • Offer to put away someone else's dishes	• Leave lots of food on your plate • Leave dirty dishes on the table • Put away only your dishes

Using the Skill Building Plan

Skill Building = Introducing and Explaining + Showing + Practicing + Feedback + Revisiting

Introduce and Explain: (this should be a brief opener to the lesson) This component provides the *what* and *why*.

What is the skill? Helpfulness during cleanup after dinner.

1. Present the skill and where it is to be used. *"Today we are going to talk about **Helpfulness during cleanup after dinner** in our home."*
2. Ask the person what the skill means to them. *"What does **Helpfulness during cleanup after dinner** mean in our home, what does this look like for you?"*
3. Provide positive feedback for responses that illustrate the value and skills. (see Examples) *"You all came up with some really good ideas on how to use the skill **Helpfulness during cleanup after dinner** and what that means in our home."*
4. Redirect responses that don't align with the values and skills in the matrix. (see Non-Examples) *"Thank you for your idea. You identified (insert wording from the Examples) as ways to be helpful during the cleanup after dinner."*

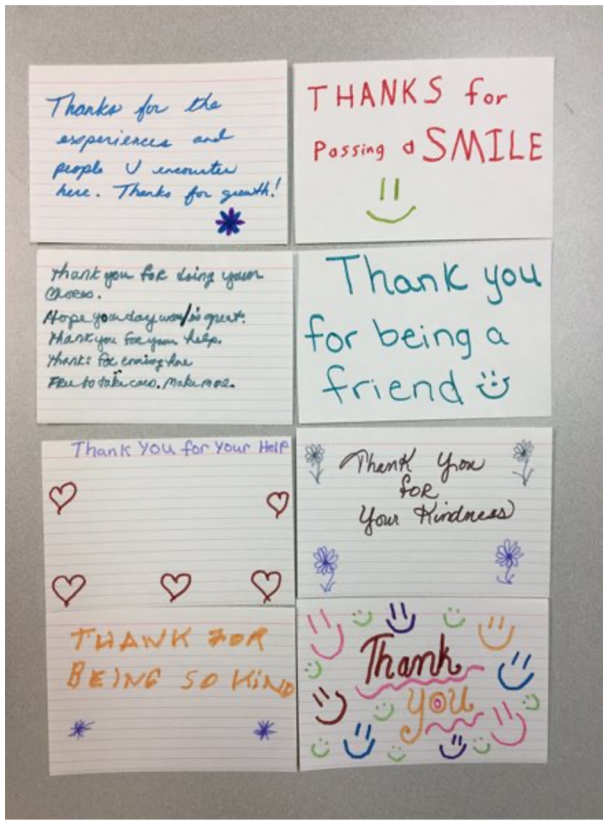
How can these skills be helpful in other areas of life?

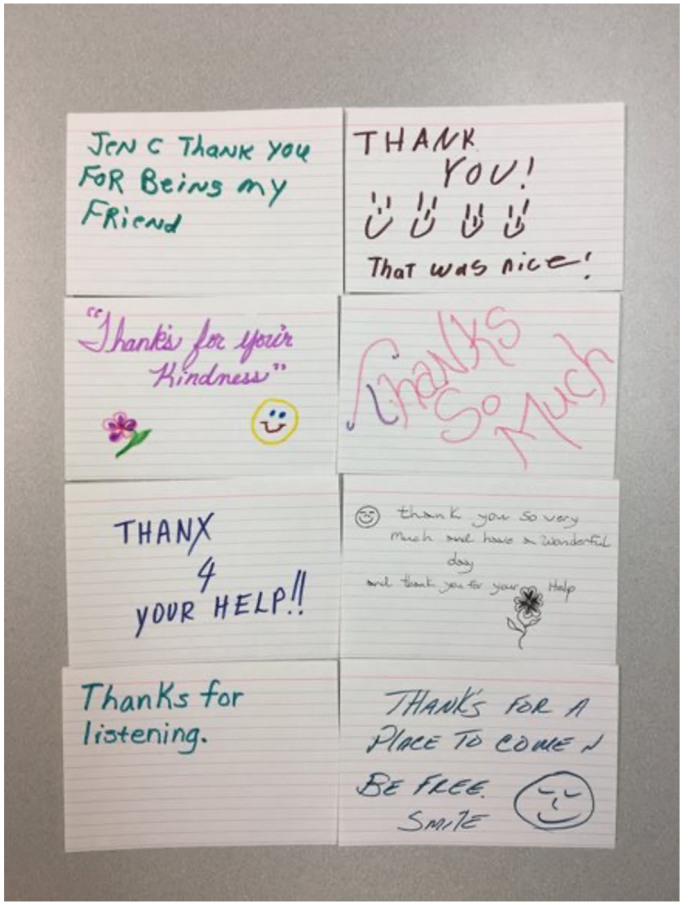
1. Discuss where these skills would also be helpful: *"The examples of helpfulness around cleaning up after dinner could also be helpful outside of the home. For example, when you are visiting family, you can use clear your dishes from the table or offer to put away others dishes in order to be helpful with your family.*
2. Ask if the person can think of any other places this skill would be helpful. *"Are there other places where you think being helpful during cleanup after dinner would be helpful?"*
3. Provide positive feedback or redirect comments back to examples.

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

Creating Opportunities for Recognition When Values are Seen





Visuals to Support Matrix Implementation

Getting Started with a Training Plan

Types of Training to Consider…..

- New staff training
- Ongoing training days
- Adding content to staff meetings
- Self-learning options
- Ongoing coaching and mentoring

Questions to Consider…

- Do you want to add a few elements or revise training completely?
- Have you created ongoing learning opportunities after a positive support training?
- Make a list of things you want staff to learn about that they can do during quiet times at work
- Do you have veteran staff who can coach others?

Getting Started Tailoring the Plan

Step 1: Go to MNPSP.ORG

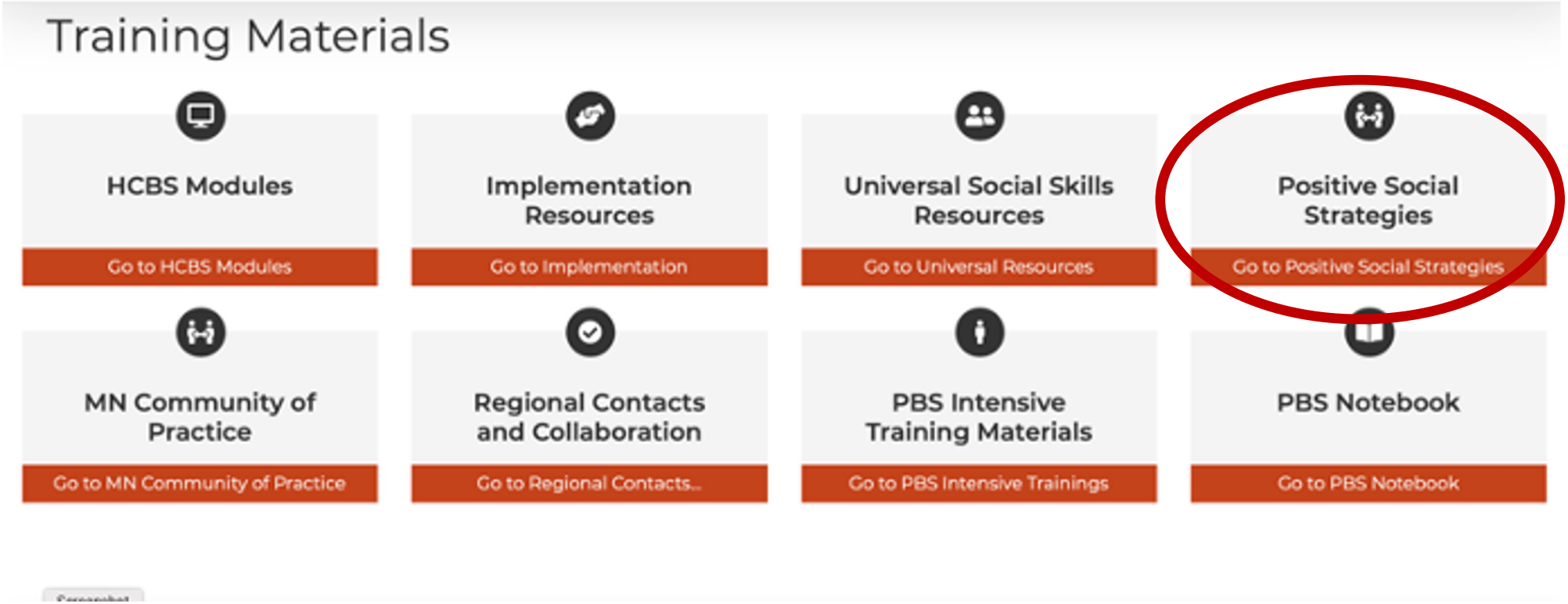
What do you Need….

- New staff training
- Ongoing training days
- Adding content to staff meetings
- Self-learning options
- Ongoing coaching and mentoring

Visit MNPSP.ORG For Free Resources

Positive Supports
MINNESOTA
Select Training Materials
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
An online opportunity is now available for families

Find the Box that Says Positive Social Strategies



Examples Using the Action Plan Form…

Circle Links that Work Best for You

Action Planning for Direct Support Staff
Strategies for Ongoing Learning

Date:

Training resource	**Choose the type of training you need using suggestions below** 1. Circle the links you believe are the most important 2. Write down the supplementary training materials and use the following codes as a way to get organized: NT = New staff training S = Staff Meetings OT = ongoing training opportunities I = Independent learning opportunity	**When you will use training materials** **Put the initials for the type of training in each section**
Creating positive relationships	• https://communication-skills.net/free-workbook/challenge-1-empathic-and-responsive-listening/ video • https://mnpsp.org/wp-content/uploads/2016/12/Positive-Social-Strategies-activity_10-18-17.pdf ***tool*** • https://mnpsp.org/wp-content/uploads/2019/05/Person-centered-relationship-building.pdf ***tool*** • https://mnpsp.org/wp-content/uploads/2016/12/PBS-QOL-socialphysical-6-27-16-2.pdf ***Tool***	
Person-centered skills	• https://mnpsp.org/wp-content/uploads/2023/02/Day-2-skill-building.pdf***Slides*** • https://mediaspace.umn.edu/media/t/1_gxomi5qx ***Video*** • https://rtc.umn.edu/docs/Friends_Connecting_people_with_disabilities_and_community_members.pdf ***training manual***	
Working together to identify person-centered values	• https://mnpsp.org/wp-content/uploads/2017/06/PBS-Social-Skills-Handout.pdf ***Tool*** • https://mnpsp.org/wp-content/uploads/2016/12/Matrix-Examples.pdf ***Example***	
Creating a plan to teach, model, and practice new skills	• https://mnpsp.org/wp-content/uploads/2016/12/example-of-provider-Implementation.pdf ***presentation*** • https://mnpsp.org/wp-content/uploads/2018/09/Provider-Org-Example-Two-Plus-Years8-4-18.pdflk ***example***	

Brene Brown on Empathy

Thinking about the why before responding

Empathy can help shape our responding

Knowing about a skill is not the same as

- Being in the moment
- Becoming aware
- Practicing empathy

Brene Brown Video

Need a Plan to Increase Awareness of Positive Social Interactions?

Action Planning for Direct Support Staff
Strategies for Ongoing Learning

Date:

Training resource	**Choose the type of training you need using suggestions below** 1. Circle the links you believe are the most important 2. Write down the supplementary training materials and use the following codes as a way to get organized: NT = New staff training S = Staff Meetings OT = ongoing training opportunities I = Independent learning opportunity	**When you will use training materials** **Put the initials for the type of training in each section**
Creating positive relationships	• https://communication-skills.net/free-workbook/challenge-1-empathic-and-responsive-listening/ video • [illegible] actitvity10-18-17.pdf ***tool*** • https://mnpsp.org/wp-content/uploads/2019/05/Person-centered-[illegible] ***tool*** • https://mnpsp.org/wp-content/uploads/2016/12/PBS-QOL-socialphysical-6-27-16-2.pdf ***Tool***	
Person-centered skills	• https://mnpsp.org/wp-content/uploads/2023/02/Day-2-skill-building.pdf***Slides*** • https://mediaspace.umn.edu/media/t/1_gxomi5qx ***Video*** • https://rtc.umn.edu/docs/Friends_Connecting_people_with_disabilities_and_community_members.pdf ***training manual***	
Working together to identify person-centered values	• https://mnpsp.org/wp-content/uploads/2017/06/PBS-Social-Skills-Handout.pdf ***Tool*** • https://mnpsp.org/wp-content/uploads/2016/12/Matrix-Examples.pdf ***Example***	
Creating a plan to teach, model, and practice new skills	• https://mnpsp.org/wp-content/uploads/2016/12/example-of-provider-Implementation.pdf ***presentation*** • https://mnpsp.org/wp-content/uploads/2018/09/Provider-Org-Example-Two-Plus-Years8-4-18.pdflk ***example***	

Coaching in Action
Positive Social Strategies Self-Assessment

Positive Social Strategies Self-Assessment Checklist

Name: _____
Date of Interaction: _____
Other Person(s) Involved: _____

Review this checklist before communicating with others to increase your awareness of positive social strategies that can be used. Reflect on your actions after talking with another person. Make a check mark next to each type of social strategy that you used during this interaction.

☐ **Active Listening**-Active listening is a process of focusing your attention on the person in a way that supports his or her ability to communicate. Behaviors include both language and non-language based communication.

☐ **Paraphrasing What a Person Says** - Reflecting what you have heard someone say in your own words.

☐ **Nonjudgmental Statements** –Verbal and body language used describes what you observe is happening but does not criticize or imply judgment.

☐ **Use of Universal Tools to Support Discovery and Exploration** -Inquiring with open-ended questions about a person's life, interests, goals, wants, and needs across domains of life (home, community, relationships, work, etc.), and using answers to questions to generate novel branches/directions in conversation. Includes natural use of person0centered thinking tools within conversation.

☐ **Demonstrating Empathy Toward Others** - Actions that show you understand and share the emotions and feelings of another person.

☐ **Encouraging People to Connect With Others** - support people in joining in conversations, sharing information, and joining activities during meetings or activities.

☐ **Working With People in Collaboration** - Helping people achieve their goals in a way that

Activity

On Your Own….Select One or Two of the Links in the Action Plan Form…

- Review the link
- Consider whether this is a resource that works for your organization
- Think about how you will use it…
  - Show a 3 minute video
  - Introduce a tool and create a plan to try it out
  - Circle the link and put the code next to it so you remember what you were thinking about

ICI Can Help Build Your Plan!

Activity

- Write down your name and email address in the chat
- Tanya will contact you and set up a zoom meeting
- We can help you find the things you need to speed up the process for setting up trainings

Get Recognition for Your Hard Work- Join Our Cohort Community

Example from This Year….

- Teams implementing are being recognized by the state
- Video messages for each team receiving an award
- Small items to recognize staff for working hard related to person-centered positive supports

Join a Community of People Sharing Ideas and Resources…

- Cohorts tend to become part of regional networks
- Training events and opportunities are available for free
- Organizations often share resources to decrease costs

Teams Implementing Person-Centered Positive Supports

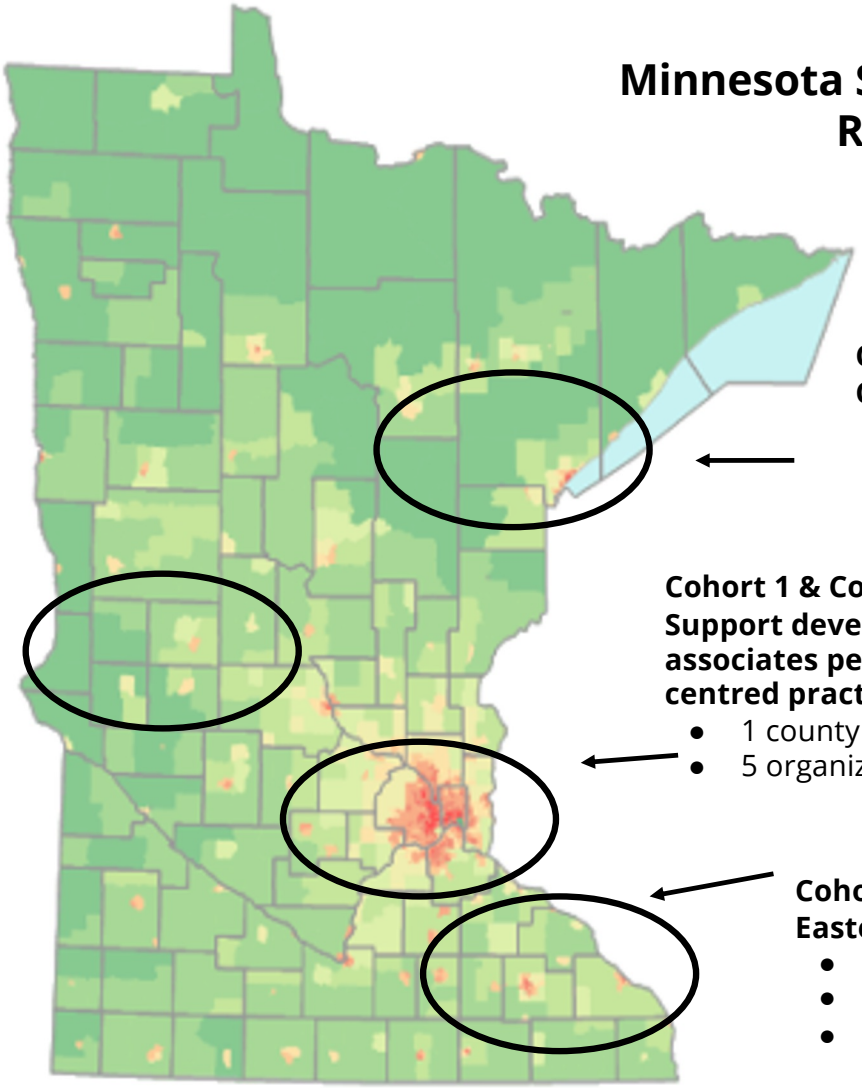
- Report decreases in staff attrition after starting the process
- Decreases in workers compensation costs
- People report increases in person-centered supports

Decreases in costs occur because of these positive outcomes

Minnesota Statewide Plan for Building Regional Capacity

Training Layers

- Team training
- Person- centered thinking trainers/ coach training
- Picture of a life planners/ trainers
- PBS facilitators



Cohort 2A St. Louis County Region

- 1 county
- 4 organizations

Cohort 2B West Central

- 5 counties
- Public health department
- 2 organizations
- Integrated model

Cohort 1 & Cohort 4 Support developmental associates person-centred practices model

- 1 county
- 5 organizations

Cohort 3 & 4 South Eastern

- 4 counties
- 1 public health
- 6 organizations

Teams= 24
Organizations= 29
Counties= 12

Next Direct Support Staff Training: May 26th (9:00am – 11:am)

Homework Assignment

- Review the other links on the action plan page
- Circle the links you want to use and for what types of activities
- Contact Tanya to create a date for tailoring training systems for your organization
- Come with more questions
- If you can't make it on day 2, ask Tanya to set up a time for a personal planning day

We will complete the action plan process and add the final training elements for positive behavior support on Day 2

Questions and Answers

Thank you for your time!

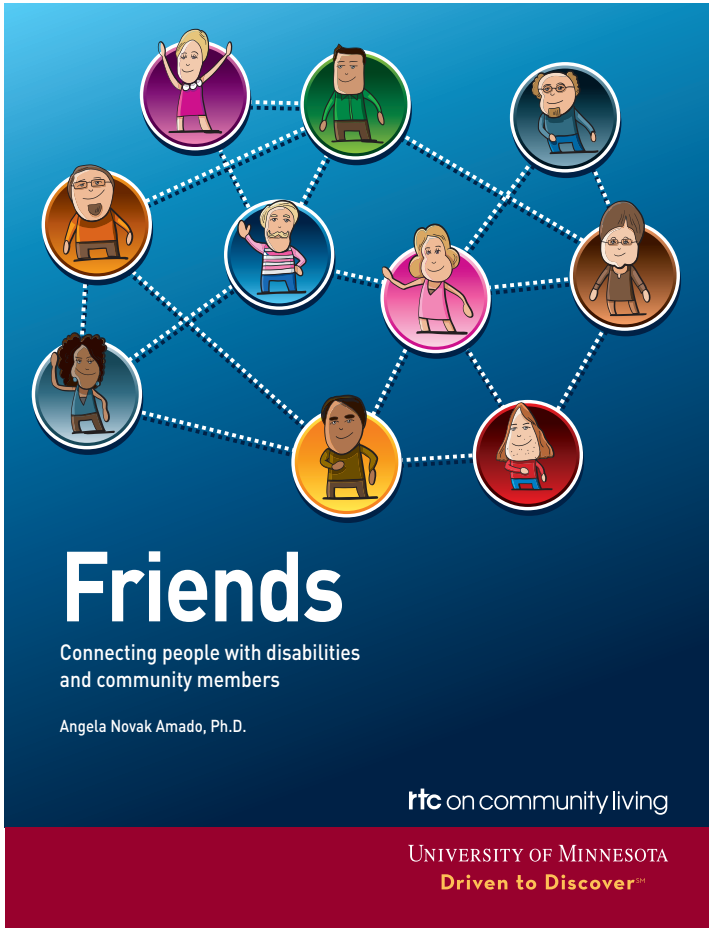
Contact Information

Rachel Freeman
Email: freem039@umn.edu

INSTITUTE on COMMUNITY INTEGRATION

UNIVERSITY OF MINNESOTA

Driven to Discover℠



Friends: Connecting people with Disabilities and Community Members

MNPSP.ORG

- Training Materials
- Universal Social Skills

More Matrix Examples….

	Pre-DP	Arriving @ DP	In Class	Break Times	Lunchtime
Respect	Communicate thoroughly	Being Prepared & Communicate	Be Prepared & Be on time	Clean up, Be Timely, & Communicate Respectfully	Clean up & Be Timely
Inclusion	Motivate on an individual level	Communicate and work as a team	Participate and hear one another	Involve Everyone	Communicate your needs Encourage Sociability
Support	Communicate with one another Prep necessary items (Meals, Meds, Phone, etc)	Communicate and have a plan	Be Involved, Limit Interruptions	Help each other be timely Communicate your breaks with others	Be Timely, Help each other Encourage Sociability
Empathy	Be understanding	Be Flexible & Offer Choices	Make it fun, Know your audience	Involve Everyone, Communicate Respectfully	Help each other

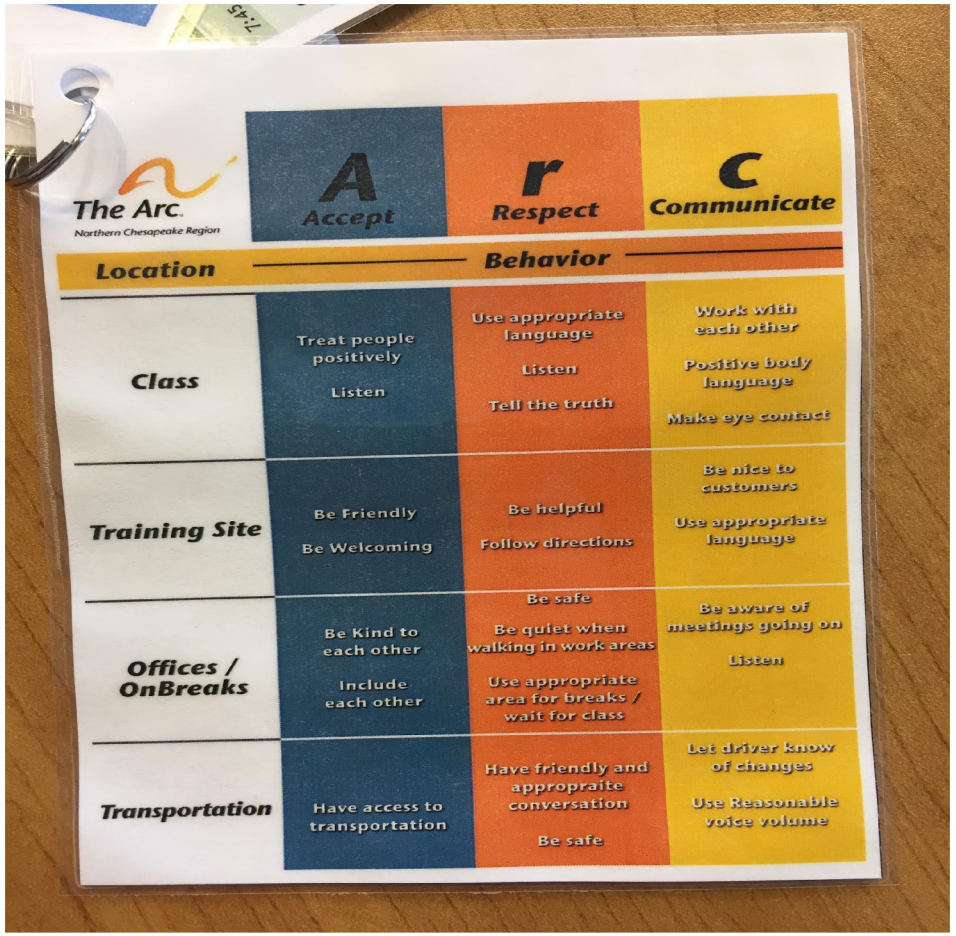
Values for Staff

The Arc
Northern Chesapeake Region

Positive Behavior Supports

	A accountability	r reliability	c commitment
Transportation	Doing the pre and post check for the van. Have everything ready before getting into vehicle.	Maintain drivers license & have it while transporting. Have staff badge while transporting. Notify supervisor/transport of any issues with the vehicle.	Arrive back to house on time from appointments. Transport individuals separately (if needed). Communicate a transportation schedule, including leaving/return times.
Medication Time	Make sure meds are locked where they need to be. Make sure no meds, PMOFs, or MARs are outdated. Make sure to sign off on meds given.	Report issues to nurse/supervisor immediately. Give meds on time and stay within window of time. Document med refusal.	Be on time. Follow protocol for calling out/notifying lateness. Communicate to peers, supervisors, and HR (if needed)
Shift Change	Take 5-10 minutes to pass information off from one shift to the next. Take accountability for what happens on shift. Finish up loose ends towards end of shift.	Committing to HIPPA- maintaining privacy. Thank each other when things are done correctly.	Follow through with all expectations of job. Take 5-10 minutes to pass information off from one shift to the next. Thank each other when things are done correctly.

Vocational Setting Matrix for Staff



The Arc
Northern Chesapeake Region

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

S. Quick, M. Enyart, R. Freeman, & A. Little. 2014

"I think we forget as adults, just 'cause we're adults…we still like to know that people see that we're doing something good." Interview with mental health professional

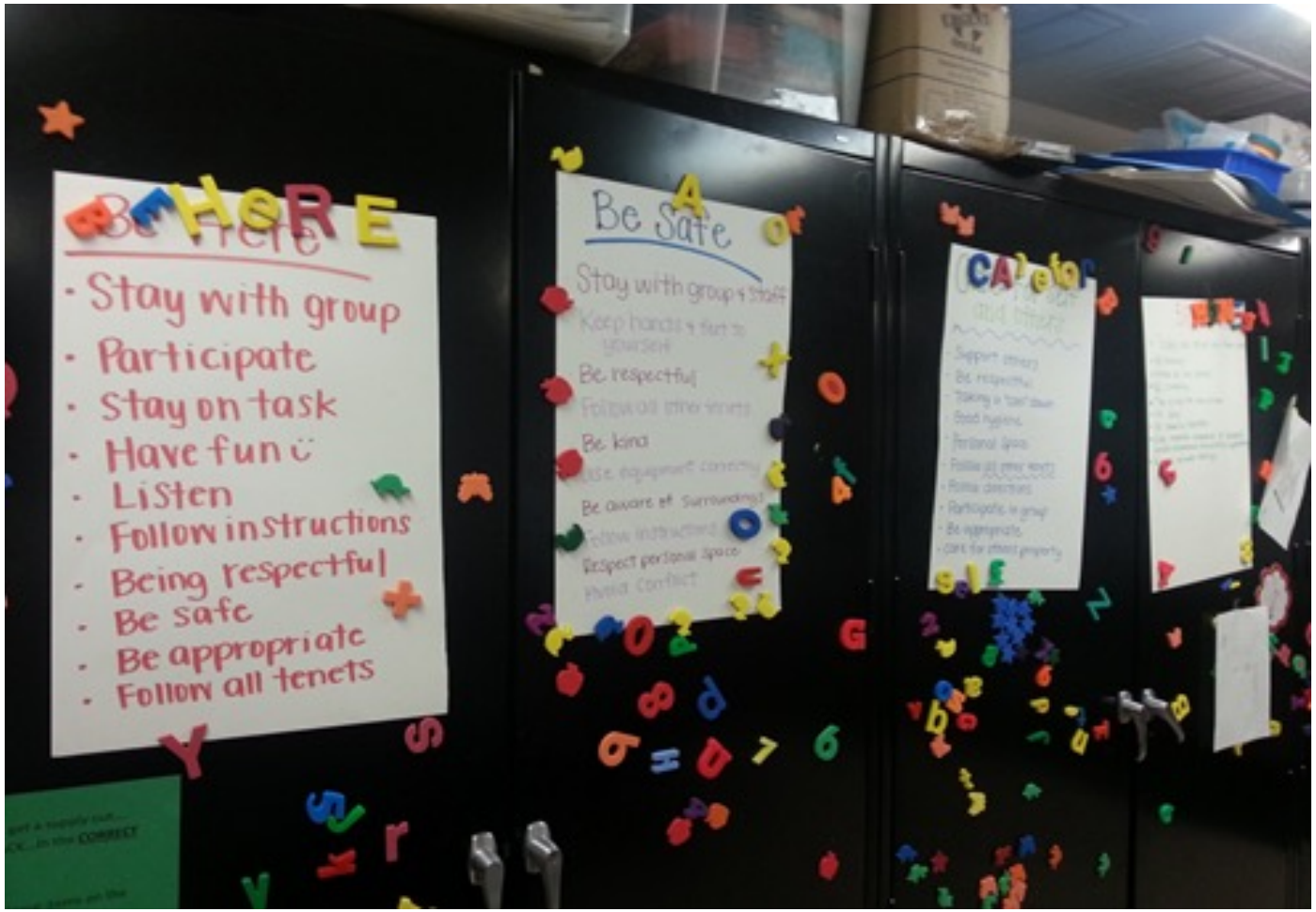
Identify the Area the Team Will Start Building Positive Social Interactions- Mental Health Clubhouse Example

- Created a matrix as a guide and shared
- Who was involved:
  - 28 people use the clubhouse
  - 2 staff members
  - 4 coaches attended
- Coaches organized into 4 groups and facilitated each group
- Coaches started by facilitating what works and what doesn't work at the clubhouse
- Group identified times of day that are important
- Groups shared results and then identified what person- centered values & social behaviors are in place when clubhouse works well
- Next steps
  - How to practice and celebrate success
  - Creating visuals in the clubhouse as reminders
  - Establish a monthly value that receives attention, practice, etc.

Person-Centered Values in a Mental Health Clubhouse

Keep Steph!		Times of Day			
		Free Time	Outside Activities	Clubhouse Meetings	Coming to the Clubhouse for the day
Person-Centered Values	Respect of Each Other	Judgement-free zone, Treat each other like you'd like to be treated	Smoke in designated areas, tip your servers	Be aware of other people and how they react to different things, Be respectful when others are speaking	Be kind, Respect others property
	Take Care of our Space	Clean up after yourself	Be friendly, don't leave a mess for others/be neat	Develop teams for getting more difficult chores done	Recognize/respect the work involved in each task
	Volunteering/Helpfulness	Share ideas, Develop planning committees	Help other people stay on time and with the group	Create and post a meeting agenda for all to get involved, volunteer for fundraisers and activities	Sign up for chores and try to rotate what you do
	Working Together	Take turns doing chores, Be aware of your volunteer hours, Develop teams for getting chores done	Be friendly	Number of volunteer hours each has is individual and if you choose to share that number, that's your option.	Be prepared for your day, have your own personal items with you (for example; money, cigarettes, etc.)
	Having a positive attitude	Support one another, honor people's uniqueness	Be friendly, be polite	Get involved with meetings by adding things to the agenda	Follow the Clubhouse rules and remind others if they need help
	Positive Communication	Saying please and thank you, Respect humor, Only share things with people that you are comfortable sharing	Be aware of how you are using your words, be sensitive to what other people may like	Develop teams to do non-preferred chores	Ask for help when needed, Speak kindly to others even if you have to remind them of something

	Entering Center	Therapy Session	Group Therapy	Hallway	Bathroom
Respect Others	*Use inside voice Share limited seats*	*Share your feelings*	*Let others share*	*Stay to right*	*Remember to flush*
Respect Environment & Property	*Pick up items you are no longer using*	*Put chair back at the table*	*Pick up items and put them away*	*Let others pass*	*Put trash in trash can*
Respect Yourself	*Respect others space*	*Express your opinion*	*Share your ideas*	*Give yourself time to think*	*Washing your hands*
Respect Learning	*Be ready for session*	*Be open to new ideas*	*Participate in discussion*	*Go directly to and from therapy*	*Return to session promptly*


Be HERE
Stay with group
Participate
Stay on task
Have fun
Listen
Follow instructions
Being respectful
Be safe
Be appropriate
Follow all tenets
Be Safe
Stay with group
Be respectful
Be kind
Be aware of surroundings
Respect personal space

	Before Day Program	Arrival	In Class	Break Times	Lunchtime
Respect	Communicate thoroughly	Being Prepared & Communicate	Be Prepared & Be on time	Clean up, Be Timely, & Communicate Respectfully	Clean up & Be Timely
Inclusion	Motivate on an individual level	Communicate and work as a team	Participate and hear one another	Involve Everyone	Communicate your needs Encourage Socialbility
Support	Communicate with one another Prep necessary items (Meals, Meds,Phone, etc)	Communicate and have a plan	Be Involved, Limit Interruptions	Help each other be timely Communicate your breaks with others	Be Timely, Help each other Encourage Sociability
Empathy	Be understanding	Be Flexible & Offer Choices	Make it fun, Know your audience	Involve Everyone, Communicate Respectfully	Help each other

UNIVERSITY OF MINNESOTA

Driven to Discover®

Crookston Duluth Morris Rochester Twin Cities

The University of Minnesota is an equal opportunity educator and employer.