POSITIVE BEHAVIOR SUPPORT TIER 3 CERTIFICATION TRAINING & EVALUATION SELF-ASSESSMENT CHECKLIST AND ACTION PLANNING TOOL

Adapted from the Kansas Institute for Positive Behavior Support (KIPBS)
University of Kansas

Purpose: This self-assessment has been designed to serve as a multi-level guide for statewide teams interested in establishing a tertiary training system for positive behavior support. This self-assessment checklist and action-planning tool provides teams with a list of the key features that should be considered when establishing a tier 3 intensive training system at the state-wide level. The checklist includes steps related to creating systems based on funds from Home and Community-based planning waiver services However, this particular tool is meant to launch the training system irrespective of what form of funding is supporting the training system.

Guidelines for Use:

- Form a team who will complete self-assessment and action plan and will meet regularly in order to establish a tertiary training system for behavioral support.
- Specify how this self-assessment information will be used given the funding available for a tier 3 implementation effort.
  - Modifications to Positive Support Services,
  - Recommendations to state leaders for advocacy purposes.
- Describe how ongoing evaluation will be used to ensure services are effective and plan for cost effectiveness evaluation in advance.

Date of Meeting____________________

Notetaker: ________________________

Members of Team Completing Self-Assessment

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Positive Behavior Support Funding

Self-Assessment and Planning Tool

FEATURE		**IN PLACE STATUS**		
		Yes	**Partial**	**No**
Vision & Scope of Training System	1. Define goal of the training system and funds that will support implementation. --What funds are allocated to training system and how are funds are used in reimbursement systems --Who will receive training (providers in adult services, child and family service staff, educators)? --What skill level is expected from training? --What are the incentives for participation in the training?			

	2. State the priorities for the training. --Is there a specific consumer group that needs behavioral support (adults in residential settings, supported employment) --Are there parts of the state needing support or where the training should start due to political issues or for funding-related reasons? --Should the team consider other stakeholder groups now?			
	3. Determine title, vision, and mission of the team creating recommendations. --Who are the main partners in the training? --Establish title for training program, vision, and mission statements.			
	4. Set dates for planning and coordination meetings. --Make a list of the key team members who will help launch the training.			
	5. Team completes self-assessment. --Self-assessment is considered complete when the team has used this checklist 2-3 times to establish a long-term goal --The long-term goal should be broken down into short term objectives and monthly tasks to complete the training launch			
Coordination & Planning	6. Identify a Coordinator(s) who will lead overall communication and management of the tertiary system. --Facilitate planning meeting to manage and organize launch --Manage and organize instructors and mentors --Oversee evaluation activities --This person has the FTE necessary to perform this task.			
	7. Establish leaders for main elements of the training launch based on funding, capacity, skills, etc. --One person may work on the syllabus, edits to key documents to add MN language --One person may create the evaluation system --One person may work on advertising and recruitment			
	8. Set dates for team to report to statewide teams/leaders (funders, state-wide interagency teams, etc.) regarding training launch progress.			

	9. Market/advocacy plan for the training opportunity for providers and organizations -- Create a marketing plan to share information in locations where training will be offered. --Consider newsletter format for updating state and organizations about training opportunity. --Use natural mechanisms for distributing information (state list-serves if appropriate, websites, presentations. --Time marketing with main website page for training program (see Technology section for more details).			
	10. Decide target date for launching training.			
Training System and Curriculum	11. Determine scope of training based on available current and future funding 12. Example from KS: --2-3 full day "celebrations" (kick off, mid-term, celebration) --4 hour classes (8) (During year one, instructors are reading the content and learning the process too, therefore, some time is needed for preparation; later in the year, instructors will read case studies as they are submitted). --3-4 mentor sessions on average for each trainee (more for those who need it; plan conservatively in the first year since instructors and mentors will be new to the process). --6 instructor meetings (2 hours) (can be webinar/videoconference events; One time consuming tasks is inter-rater agreement for scoring plans). --Online instructor (time varies based on how much time instructors spend responding to each student; the system provides an exemplary response). --Grading mid-term and final exams for "X" number of students --Coordinator: will be responsible for monitoring students, tracking progress; this task becomes more intensive later in course as mentoring starts. --evaluation tasks (for case studies)			
	13. Confirm the number of trainers, number of classes, locations for trainings for the class during first three years. --Instructors are identified for each location --Online instructor is identified --Coordinator/manager of trainee course submissions is identified			

	14. Establish length and intensity of training system (e.g. ask professionals to read the modules and participate in online assessment and reflective activities prior to classes). --A problem that can occur with this type of training is that a trainee will pick a case study that requires the team to move faster through the behavioral planning process faster than the scheduled content. One solution is to ask trainees to read the content prior to the beginning of scheduled classes. --Since trainees are probably working full time, giving them time to finish the case studies is important, however, many people will procrastinate when given extra time and wait until the deadline to submit case materials. This continues to be a challenge for tertiary training systems.			
	15. Confirm the level of expertise expected from trainees, key measures everyone will use, and the fidelity of implementation criteria --Review the *KIPBS PC-PBS Checklist* and modify as needed --Confirm measures for evaluation --Compare behavioral plans of the individuals who will be trainers/mentors in course --Score local plans using KIPBS checklist (or modified fidelity tool) --Decide whether portfolio method or full written plan will be expected for training course			
	16. Score local behavioral plans or KIPBS plans using the *KIPBS PC-PBS Checklist* and *KIPBS Impact Assessment* --Review the inter-rater agreement system used by KIPBS. --Make a list of instructors and mentors who will be scoring plans. --Establish example plans for practice purposes --Create a plan for obtaining inter-rater agreement with key trainers. --Schedule ongoing inter-rater checks to address the possibility of drift.			
	17. Determine how many case studies will be expected as part of course.			

	18. Evaluate KIPBS Modules and evaluation system and decide whether any additional training content will be added. --Do you want to replace any readings with local research/implementer information in the syllabus? Are there specific populations/case studies that should be addressed in the training? --Are there any tools you prefer to measure quality of life, person-centered planning (PCP)/wraparound, etc. --Obtain videotape footage or additional training materials to demonstrate important elements of PCP/Wraparound.			
	19. Create a draft syllabus based on the timeline for the training and expected start and end dates.			
	20. Obtain video or conduct training for person-centered planning that demonstrates key features of facilitation. --KIPBS has a video that cannot be shared with others due to consent issues. This video is used in classes to highlight important skills --In the past, the KIPBS trainees attended real PCP/wraparound events during the section of the module that introduced this topic --The challenge for this training program is to be able to demonstrate effective facilitation skills to trainees while not exceeding the costs required to run the training program			
	21. Establish an Instructor/Mentor Meeting --Identify dates that would work with a team member's schedule --Describe how the system is used to monitor students at next management meeting			
	22. Prior to the training launch, schedule Instructor/Mentor Meetings to prepare instructors and mentors for training (this is essential if instructors and mentors are different from the team launching the training) --Start instructor/mentor meetings prior to training so that instructors can become familiar with the materials --At this first pre-training meeting, set dates for the rest of the year; decide how meetings will be held (videoconference/onsite/mixture)			

Application Process	23. Review the KIPBS Application process available online on the Partner Page. --www.kipbs.org; go to left hand menu and click on the *Partner Page* in *Training Section;* --Go to KIPBS Application System --Review scoring system for KIPBS --Will you ask trainees for pre-measures of their work (e.g. behavioral plans, person-center plans, wraparound plans) --Create a strategy for accepting trainees based on vision and mission			
	24. Decide what prerequisites should be in place before applying for this course. Examples include: --Crisis prevention training --Certain number of years in a human service field --Bachelor's degree			
	25. Create the application process and post these materials online prior to marketing launch.			
	26. Establish deadlines for receiving applications.			
	27. When trainees are identified, put trainee information into an Access database or some other time of tracking system and establish your documentation systems for each trainee in advance.			
	28. Contact each person prior to the training to make sure they understand the program, can access training materials, and understand the intensity level of the training.			
Technology	29. Identify who will assist with transferring modules, what server the modules will be located on, and who will be posting content for the coordinator/trainers --Download the modules to the new server --Set up username and passwords for instructors and mentors --Set up a guest username and password for free community access --Place statement on site indicating "modules are available at no cost but to develop behavioral expertise, technical assistance requires both online learning and active mentoring from a person with a background in behavior while implementing behavioral support plans in applied settings."			
	30. Establish a website main page for the training system (assess the KIPBS modules and use if appropriate).			

	--Consider password protected site for instructors, mentors and graduates to share information.			
	31. Create plan for technology assistance related to posting information on main site --Main page may be used for marketing and recruitment. --Who will the Coordinator send information to in order to post content?			
	32. Develop graphic design for main portal page and decide the major purpose of this page --Will you connect other projects to this website page?			
	33. Identify someone who will summarize website stats on a regular basis and provide this to the team for decision making purposes. --main page traffic --visitors to site --trainee patterns			
Evaluation	34. Establish a working logic model for project.			
	35. Design evaluation plan for training systems (fidelity checklist for written plans, impact of training, exam scores, pre-post plan scores). --list all fidelity measures --list surveys all trainees will be asked to complete --list all outcome measures			
	36. Read the latest KIPBS Evaluation Report and examples of external evaluations from KIPBS.			
	37. Set dates for Quarterly reports and Final Report Submission.			
	38. Obtain a stats program for web-based training and monthly/annual reporting systems. -- Main page and module patterns can be evaluated using a software program. --Identify someone who will summarize website stats on a regular basis and provide this to the team for decision making purposes.			
Exploring Medicaid Funding for Behavioral Support	39. Present information to state leaders describing how Medicaid funds are being used to support behavioral planning for both prevention and for tertiary supports (and other services). Examples: --Kansas state plan and Medicaid reimbursement --Review ICI report including West VA and VA endorsement systems --Join APBS community of practice			

	40. Set up conference call with state leaders, trainers, and other partners to discuss how the statewide systems might be organized. --Make recommendations for changing PSS procedures to competency-based evaluation to improve equity. --Discuss advocating for changes and who could assist with this effort.			
	41. Define target population. --Which populations would be served through this service?			
	42. Define billing mechanisms for reimbursement system.			
	43. Begin identifying policy documents needed to obtain approval for moving forward. --Definition of target population --Billing hours and documentation --Prior authorization forms --Policy manual draft			
	44. Identify goals for increasing number of individuals served by the reimbursement system. --Determine overall amount of funds available for each child and whether billing will be broken down by sections (Wraparound/PCP, FBA, PBS interventions and training).			
	45. Confirm length of services provided to individuals.			
	46. Determine how many facilitators are needed to provide services given the current need and number of individuals that can be served.			
	47. Define how many cases facilitators could maintain at one time (limit for quality assurance). --How would this be monitored (prior authorization system)?			
	48. Consider billing system for follow-up support. Examples: One year of intensive support with more billing hours available. --One additional year available for cases in transition. --Follow-up hours available for supporting teams already implementing behavior plans.			
	49. Establish eligibility criterion for trainees (application, years of experience, etc.).			
	50. Create prior authorization system and forms? --Review KIPBS documents. --Confirm prior authorization system. --Edit documents as needed and submit to state for review.			

	--Place materials online in password protected site.			
	51. Design early termination forms for services that end early and possible transfers from one facilitator to another.			
	52. Consider criteria for graduates of training to maintain eligibility (e.g. donated time, ongoing professional development).			
	53. Create ongoing professional development training system.			
	54. Consider wait list system (central or by facilitator).			
	55. Consider all possible incentives for trainees to participate in course. --System to fasttrack BCBAs, people with expertise, etc. --Course credits/CEUs/BCBA supervision --Reimbursement systems --State level recognition			
Policy & Procedures	56. Create the policy document (specific for process) needed by state officials.			
	56. Finalize all policy documents needed for training program --Prior Authorization forms --Training prerequisites, procedures and expectations for course --Manual for providers			
State-wide Planning & Coordination	57. Coordinate curriculum development with state trainer committee.			
	58. Assess state-wide policies across mental health, education, child welfare, and developmental disabilities to determine service coordination.			