Positive Supports MINNESOTA

Competency-Based Training Positive Behavior Support

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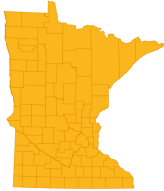
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Agenda for Today

12:00 – 12:10	Introductions
12:10 – 12:40	Purpose and Overview
12:40 – 1:00	Content Needed for PBS
1:00 - 1:10	Break
1:10 – 1:30	Documents for Review or Scanning
1:30 – 2:00	Wrap up and Next Steps

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Purpose of Meeting

Bring experts together to advise the state on how to establish a competency-based training in positive behavior support

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Introductions

Please write down what job, position, or role you represent in the chat so we know who is here

(…or, if we are a smaller group we will each introduce ourselves)

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Goal of Meeting 1

- Set the context for meeting
- Discuss recommendations for an intensive competency-based training for PBS
- Review what is included in an effective PBS plan
- List the key elements necessary for a training system

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Importance of Sharing Your Thoughts

- We are gathering all of the thoughts, concerns and recommendations that you have
  - » Chat
  - » Transcript
  - » Emails are good too!
- In the meeting today, please consider sharing details, we will summarize these findings to create recommendations

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Creating Recommendations for DHS

- Be as involved as you want to be or can – we know you are busy
- We have a planning team that you can join where we are preparing information for these meetings
- There are 3 events to gather information
  - » Meeting 1 – Today's discussion
  - » Meeting 2 – Continue and begin considering recommendations
  - » Meeting 3 – Finalize thoughts on recommendations
- We will send out the recommendations for review and comments and then submit to DHS
- Timeline: This is a tight timeline with recommendations by June 30, 2024

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History of PBS in Minnesota

- MN included a large number of initial founders of PBS/early adopters
  - » State training teams
  - » PBIS implementation
  - » Early childhood leadership
  - » University leaders
  - » Implementers across the state
  - » Earlier competency-based training efforts
- This leadership is evident in the number of people with expertise, the programs and projects shared in research and literature, state leaders promoting PBS, etc.
- However, we know that to go to scale with PBS, a lot of additional effort is needed
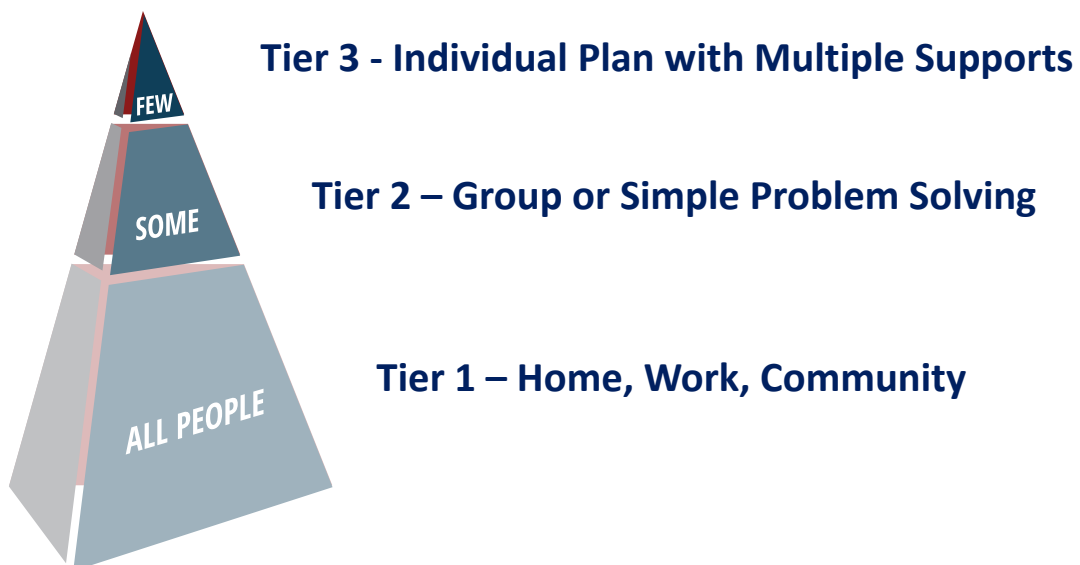
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Different Types of Services That Would Benefit from PBS Training

- Positive Support Services
- Crisis Respite Services
- Respite Services
- Specialist Services
- **Are there Other Services That Considering PBS Would be Important....?**
  - » **How would we create incentives for the use of PBS?**

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Context of Positive Behavior Support in Minnesota

FEW

SOME

ALL PEOPLE

Tier 3 - Individual Plan with Multiple Supports

Tier 2 – Group or Simple Problem Solving

Tier 1 – Home, Work, Community

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Creating a Common Language

Minnesota's Standards of Practice: Positive Behavior Support Across the Lifespan
Visit the Standards of Practice

mnpbs
POSITIVE BEHAVIOR SUPPORT NETWORK
MNPSP.ORG/mnpbs

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Positive Supports and Positive Behavior Support
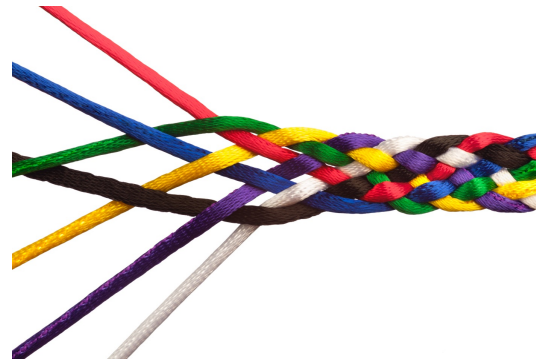
Positive Supports Are…..

- Person-driven, culturally responsive, & driven by human rights
- Evidence-based and promising practices
- Data-drive evaluation
- Integrated with more than one practice

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Examples of Positive Supports

• Knowledge or Experience with Positive Supports topics such as:

  • Positive Behavioral Supports
  • Person Centered Thinking and Practices
  • Culture of Safety
  • Trauma-Informed Supports
  • Motivational Interviewing
  • Cognitive Behavioral Therapy
  • Systems of Care
  • Wellness Recovery Action Plan
  • Wrap around planning

  The Regional Quality Council website includes this list of positive supports

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Discussion 1: What Needs to be Considered in Establishing Effective and Sustainable PBS in Minnesota?

A Couple Examples to get us Started …..

• Training curriculum for Direct Support Staff that can be offered regularly to address turnover

• Preparing expert-level professionals in various services in equitable ways:

  » Training is expensive (BCBA, university degrees, etc.)

  » This creates a barrier for scaling up implementation

  » We need to create a plan allowing for equitable access to training

  » Moving from degrees to competency-based training is one way to address this issue

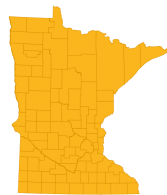 » Addressing qualifications in services is a slow process

• **Other issues…..**

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Discussion 2: How Would Training in Positive Supports Relate to Positive Behavior Support?

Addressing the Details: For Example….

- The positive supports definition includes functional behavioral assessment (specific practice)
    - » Functional assessment is a term used in behavioral health
    - » How do these two processes relate?
- Can we create a lifespan approach to intensive individualized PBS?
- Would a PBS competency-based training be one type of positive support curriculum?
    - » Applied behavior analysis, trauma-informed supports, person-centered planning, etc.
    - » Are there core skills all positive supports must include and then training breaks off into specialty areas?
- **Other thoughts….what are the bigger picture concerns, considerations, and issues associated with this type of training**

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Types of Content Needed for Positive Behavior Support Training

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What Was Missing From This List of Required Content?

Table 1. Kansas Institute for Positive Behavior Support (PBS) Modules and Training Objectives

Module	Title	Selected supporting references
1	Introduction to PBS	Carr et al., 2002; Carr et al., 1999; Koegel, Koegel, & Dunlap, 1996; Luchsyn, Dunlap, & Albin, 2002
2	Person-centered planning	Blue-Banning et al., 2000; O'Brien, 1987; Smull & Harrison, 1992; Vander-cook et al., 1989
3	Introduction to applied behavior analysis	Baer et al., 1968, 1987; Michael, 1993; Stokes & Baer, 1977; Wolf, 1978
4	Measurement & data	Carr & Burkholder, 1998; Hawkins, 1986; Kahng & Iwata, 1998; Thompson, Felce, & Symons, 2000
5	Functional behavioral assessment	Bijou et al., 1968; Carr, 1977; Iwata et al., 1994; O'Neill et al., 1997; Touchette et al., 1985
6	Multi-component interventions	Durand & Carr, 1991; Horner, Vaughn, Day, & Ard, 1996; Sprague & Horner, 1992; Vollmer et al., 1993
7	Designing positive behavior support plans	Horner, Albin, et al., 2000; Kincaid et al., 2002; O'Neill et al., 1997
8	Emotional and behavioral health	Cataldo & Harris, 1982; Mace & Mauk, 1995; Matson et al., 2000; Reiss, 2000
9	Systems change	Dunlap et al., 2000; Gordon, 1983; Sugai, Sprague, et al., 2000; Walker et al., 1996
10	Facilitator guidelines	Horner et al., 2000

Note. See reference list for full citations.

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What Research/Topics Should be Included in Training Curricula?

Examples….

- Training in making graphs, managing current mac and PC software, etc.
- Biobehavioral theories that connect operant and respondent learning
- Cognitive behavioral strategies that address biobehavioral approaches
- Multi-model models for case formulation (Hunter et al., 2008)
- **Other ideas, exemplary articles, etc…..**
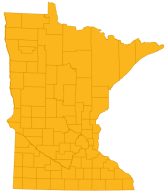
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Training Systems Considerations

- Vision and scope
- Coordination and Planning
- Training curriculum
- Applications
- Training systems
  - » Focus on systems rather than written reports
  - » Observations of trainees
- Ongoing supports after training

- Technology needs
  - » Learning management system
  - » Databased for tracking each trainee
- Statewide planning and coordination
  - » Policies and procedures
  - » Links to waiver/services
- Evaluation plan
  - » Training
  - » Ongoing services

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Preparing and Moving Towards Recommendations
Meeting 2

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Meeting 2 Content Areas

- **Review of Meeting 1 discussion**
- **Current recommendations for content**
- **Overview of a tool for tracking the development of training systems**
  - » Create a different tool for planning purposes
  - » Modify tool to fit Minnesota target areas of development
- **Fidelity of implementation tool development**
  - » Review different tools available
  - » Discuss how to evaluate fidelity of PBS facilitation in Minnesota

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Discussion: Actions to Prepare for Next Meeting

What steps are needed to prepare for the next meeting….

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Reviewing Content for Next Meeting
(If you have the time…or want to scan for next conversation)

Please Review/Scan for Meeting 2 (we will send these documents to you in an email)

- MNPBS Standards of Practice
- Self Assessment Checklist (prepares a group to begin planning competency-based training)
- PBS Plan Checklist (outlines steps to guide a planning process with mentors who would support a trainee)
- Consider what direct observations are needed to provide support to a trainee (confirming operational definition, observing functional behavioral assessment meeting, etc.)
- Reviewing existing fidelity checklist examples Send fidelity tools you believe should be considered
  - » Discuss what is needed to evaluated how well plans reflect values and content of PBS

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Questions & Discussion

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