

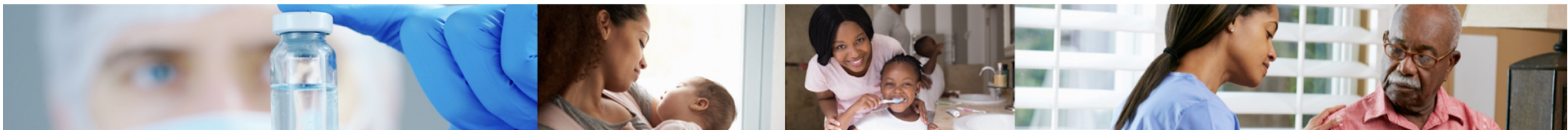


Developmental Disabilities Administration (DDA)

Positive Behavior Supports Organization-Wide Positive Behavior Support (PBS):

What It Is and How To Get Involved!

September 3, 2026



Our Time Today

- Introductions
- Overview of Positive Behavior Support (PBS)
- Examples from the field
- Details on how to get involved with PBS
- Opportunity for questions and answers



Developed by: Jennifer Jeffrey-Pearsall, Coordinator of Maryland Supports for the Mid-Atlantic PBIS Network and Associate Director of the Midwest PBIS Network with support from the Maryland DDA Statewide Technical Assistance Project on Organization-Wide Positive Behavior Support. The views expressed in this presentation are anchored to current evidence and are solely those of the presenter and do not necessarily reflect the official position or policy of the Maryland Developmental Disabilities Administration.

Partnership



Maryland

DEPARTMENT OF HEALTH

Developmental Disabilities Administration

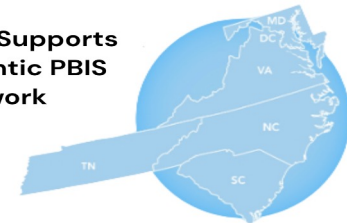


UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

*UCEDD, Content Area Expertise, Consult on
Statewide Infrastructure, Curriculum Developer*

Maryland Supports
Mid-Atlantic PBIS
Network



*Local Content Area Expert, Curriculum and Product
Development, Training & Technical Assistance,
Guidance for Statewide and Regional Capacity*



Local University, Micro-credential courses in PBS

Introductions

Who do we have here today
and what do you hope to
get from this session?

Remember! Please type your name,
the name of your organization, and
your role within the organization
into the question box!



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Overview of Positive Behavior Support (PBS)



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Positive Behavior Support

- Promotes the *respectful delivery* of practices that support the *dignity* of individuals
- Focuses on building *social* and *other functional competencies*
- Creating *supportive contexts*
- Focuses on the *prevention* of challenging behavior
- Includes a *progression* of assessment, intervention, and decision-making activities
- Utilizes *evidence-based* strategies
- Is applied throughout the *system*
- Occurs across a multi-tiered *continuum* of support

Create positive, consistent, safe, predictable, and equitable environments

in order to enhance Quality of Life and prevent challenging behavior.

Kincaid, Dunlap, Kern, Lane, Bambara, Brown, Fox & Knoster, 2016



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Organization-Wide Thinking

- Applies the principles of PBS to the larger system or organization
- Focuses the planning on creating supportive environments
- Borrows from the public health model of prevention and intervention
- Provides a framework and way of using data that supports teams in:
 - Determining how to allocate resources to support staff
 - Identifying the types of supports that are needed with the people they support
 - Working more efficiently to focus on alignment of different initiatives



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PBS in Organizations

Tier 3 Individualized planning is often what we first think of with PBS

Individualized and More Intensive Support for *FEW* Individuals

We will begin with focusing in Tier 1 PBS for ALL People as a foundation to decrease the need for the number of Tier 2 and Tier 3 supports and establish a positive living and working environment for ALL.

Additional Support for *SOME* Individuals

Support for *ALL* Individuals

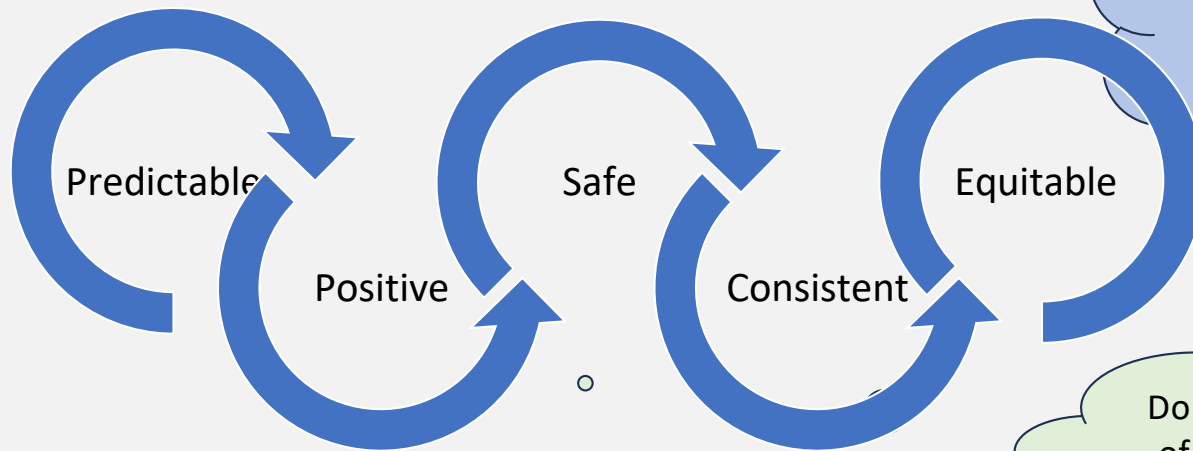


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the Midwest PBIS Network with support from
presentation are anchored to current
Disabilities Administration.

PBS Organization-Wide Thinking

Create and maintain environments that are...



What are the different environments in your organization?

Do these terms remind you of other initiatives in your organization? If so, what?

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Alignment: Trauma Informed Support

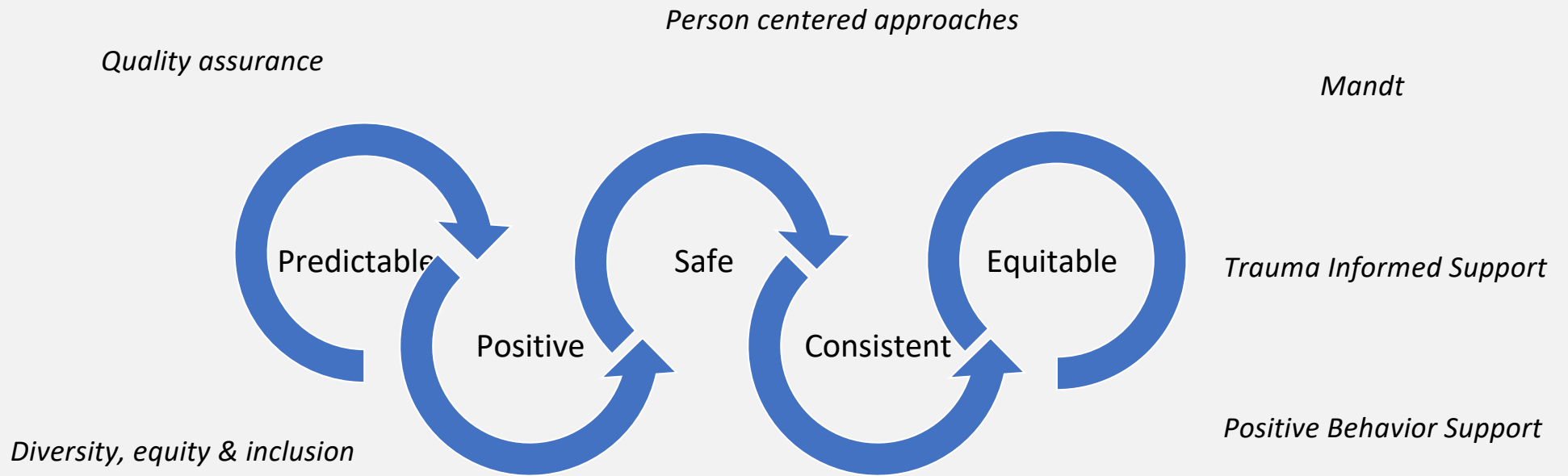
Excerpts from Karyn Harvey's Trauma-Informed Support for People with Intellectual Disabilities for MD DDA

- Empathy, Respect, Support
- Understand how life experiences influence the function of behavior
- Creating safe environments by understanding triggers
- Responding to individuals through a trauma informed lens
- “Ingredients Necessary for Post Traumatic Recovery”
 - Perceived safety
 - Connection
 - Empowerment



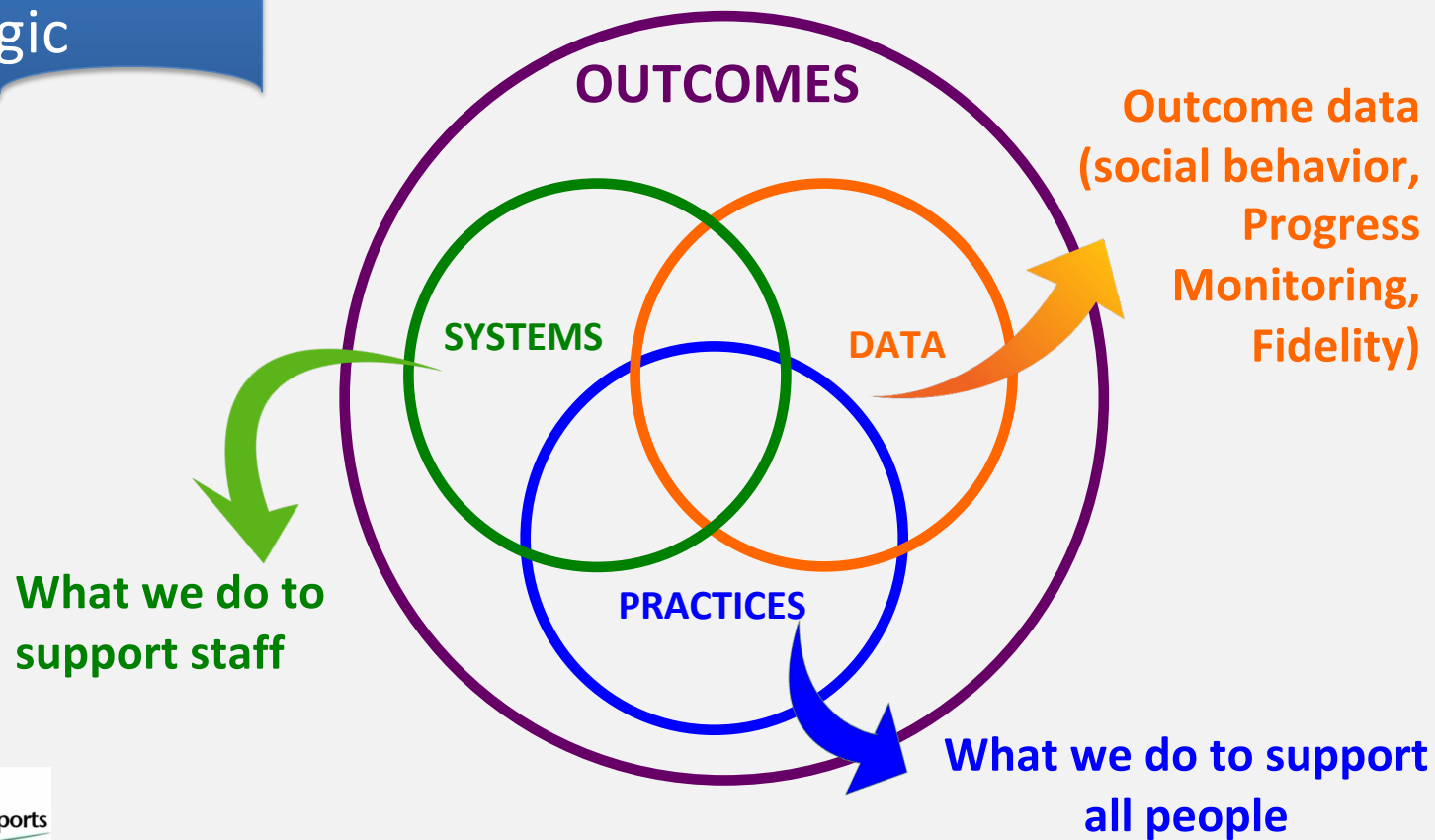
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Alignment With Other Priorities



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Implementation Logic



Systems to Support Staff

- Through this process, teams discuss and develop plans for:
 - Onboarding staff
 - Engaging staff in the planning and development process
 - Supporting staff in implementing strategies and skills

Note: PBS Plans Require Those Supporting Adults and Children to Change Their Own Behavior



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Voices From The Field (MN)

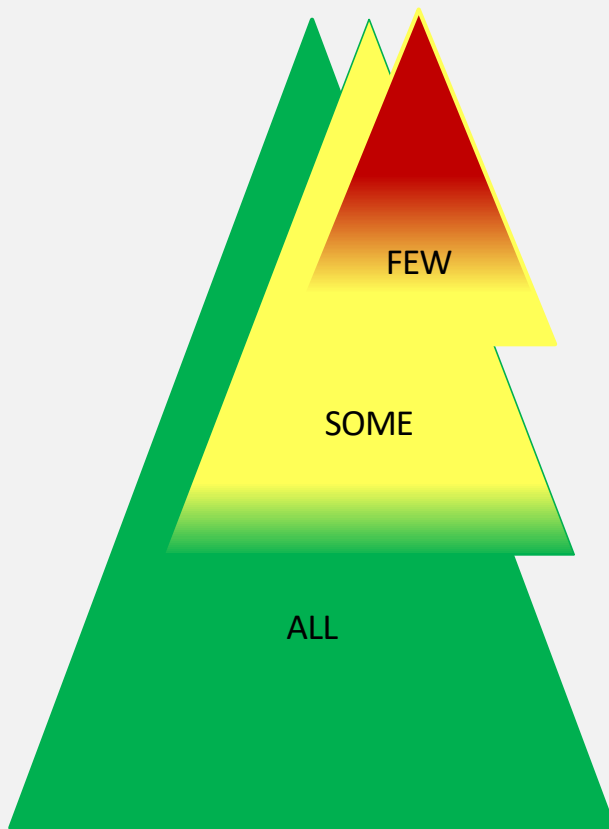
PBS is Not Used to “Fix” People....It is a Strategy for Changing How We Support Each Other and Encourage Positive Social Interactions

- You can't change anyone else but people do change in relationship to your change. All relationships are a system, and when any one part of a system changes, it affects the other part*
-Jack Canfield



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Tier 1 PBS: What Does it Look Like?



Tier 1 (for ALL)

- Predictable and proactive settings
 - Common language/values
 - Routines
- Plan for teaching and prompting communication and positive social behaviors
- Strategies to acknowledge and recognize positive social behaviors
 - Positive social interactions
 - Praise
 - Recognizing individuals and staff
- Proactive and function-based responding to challenging situations
- Consensus-based team focus
- Emphasis on using data for decisions

Adapted from



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Developing a Common Language

 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.

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Developed by: J...
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Roommates (common language)

	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.



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Creating a Process and Resources to Support Skill Building (Teaching & Prompting)



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Person-Centered Positive Behavior Support Skill-Building Plan Template (Complex Verbal Communication Involved)

Getting Ready for Using the Skill-Building Plan

Matrix:

Identify matrix and enter that here.

Value selected for the Skill-Building Plan (value from Matrix):

Identify a value from the matrix and enter that here.

Routine or setting selected for learning and practicing:

Identify a routine or setting from the matrix and enter that here.

Behavior definition(s) addressed (from Matrix):

Observable actions include what it looks like, sounds like, and feels like.

Identify the specific behaviors or skills that are listed in the matrix that correspond to the value and routine/setting listed above and enter those skills or behaviors here.

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

Universal Tier 1	Secondary Tier 2	Tertiary Tier 3
---------------------	---------------------	--------------------

Goal being supported:

If a specific goal is being supported, enter that here. Otherwise, indicate that the skills being reviewed apply to all people in the setting (e.g., home, workplace).

Preparing for the session:

Decide how to share the session:

Group or person, and include time and location.

Identify if the plan is being used to support a person or a group of people and then describe the time and location of where the session is taking place.

Who will participate in the session:

List the people involved.

Identify who will be involved with the skill-building session (e.g., people involved, direct support professional)

What materials are needed to complete the session?

Include recommendations for assistive technology or other accommodations or equipment needed.

List all of the materials that will be needed to complete the skill-building lesson. Be sure to think of any assistive technology or other equipment that might be needed.

Time allocated

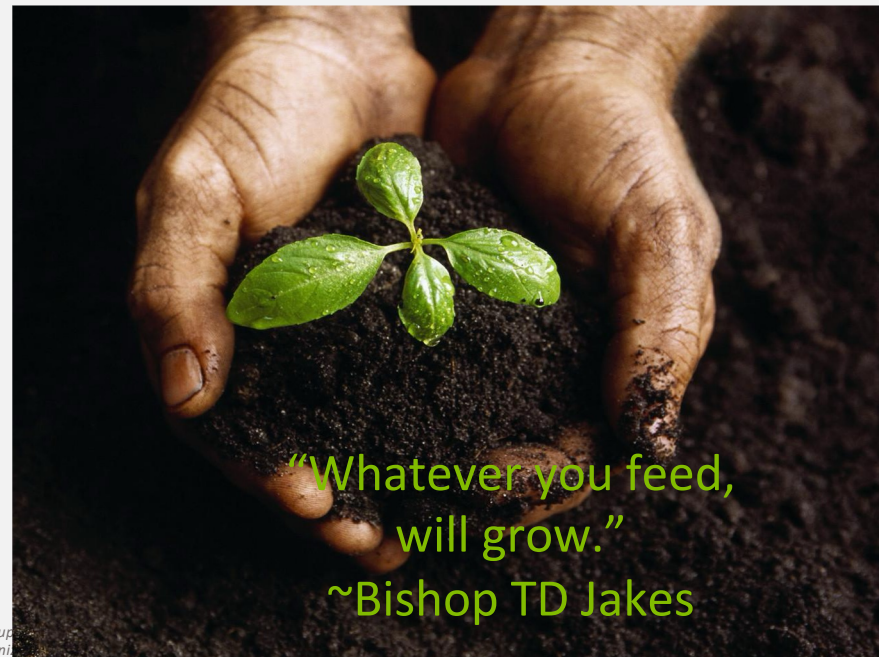
Enter the approximate time needed to complete the skill-building plan (e.g., 20-30 minutes).

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

Examples	Non-Examples
Insert a range of examples	Insert a range of behaviors or skills that are not examples of the skills being reviewed in this plan. Try to include examples that are close to the skills as well as examples that are clearly not close to the skill.

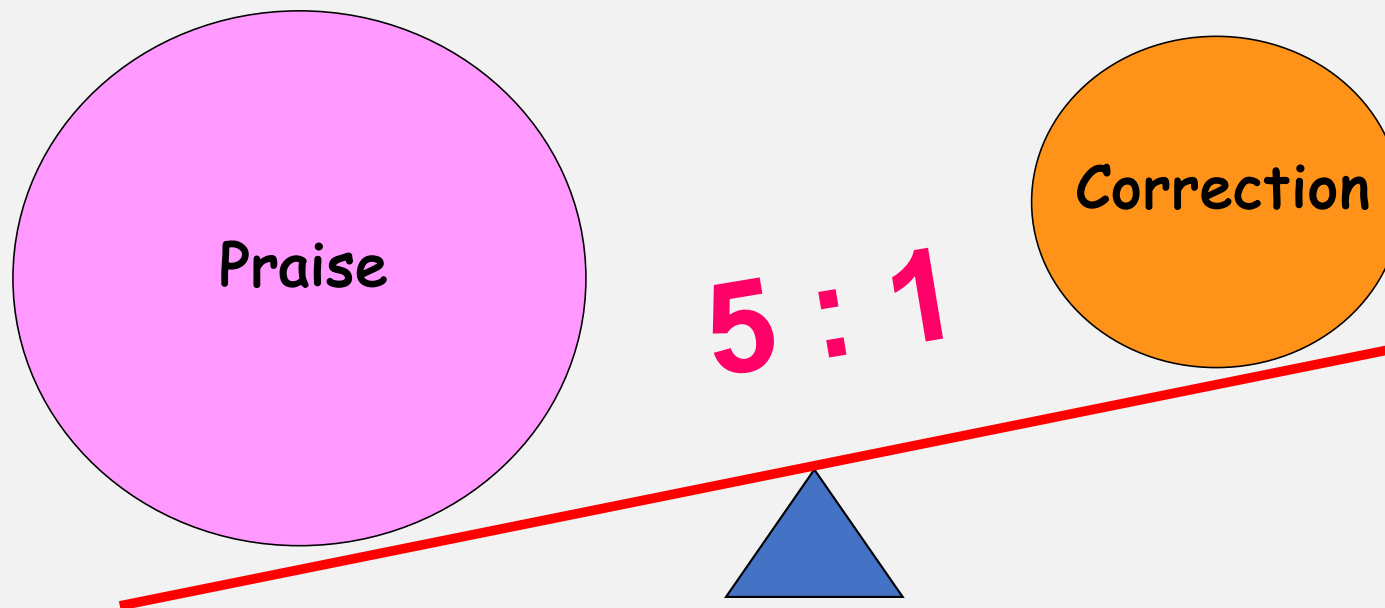
Acknowledging and Recognizing

- Promotes relationship building
- Improvements in climate
- Impact on satisfaction and quality of life



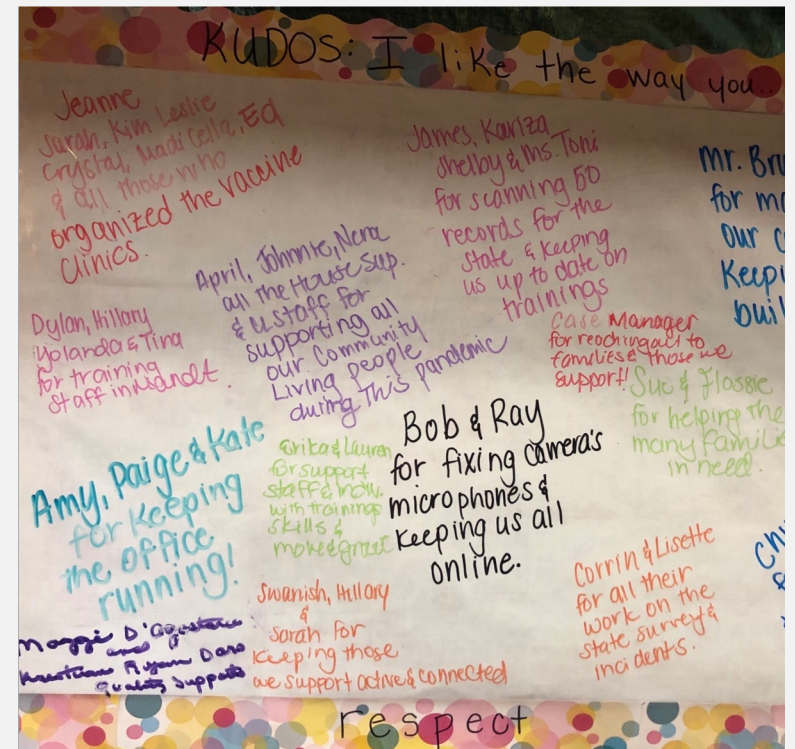
Developed by: Jennifer Jeffrey-Pearsall, Coordinator of Maryland Supportive Services, as part of the Maryland DDA Statewide Technical Assistance Project on Organizational Development. The content and opinions expressed in this presentation are those of the presenter and do not necessarily reflect the official position or policy of the Maryland Developmental Disabilities Administration.

Using Our Words as Positive Social Interactions



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Strategies for Recognizing Staff



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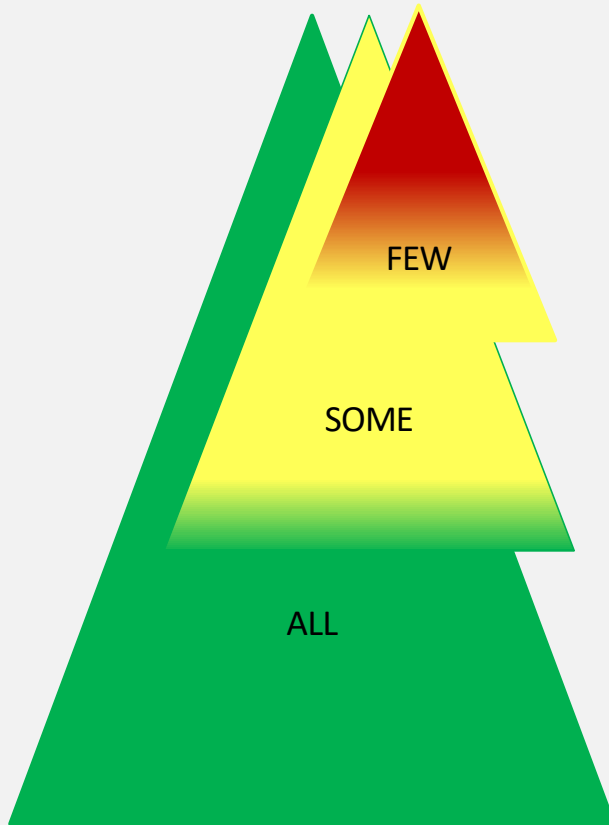
Proactive and Function-Based Responding

- Thinking about the why before responding
- Empathy can help shape our responding
- Employ de-escalation strategies
- When responding
 - Respectful
 - Person centered
 - Supportive
 - Safety



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Tier 2 and Tier 3: What Does It Look Like?



Tier 3 (for Few)

- Individualized PBS Plans
- Integrated with Other Positive Supports (PCP, Trauma-Informed Care, DBT, Etc.)
- Plans Are Monitored- Data-Based Decision Making
- Teams Monitor Progress of Each Person

Tier 2 (for Some)

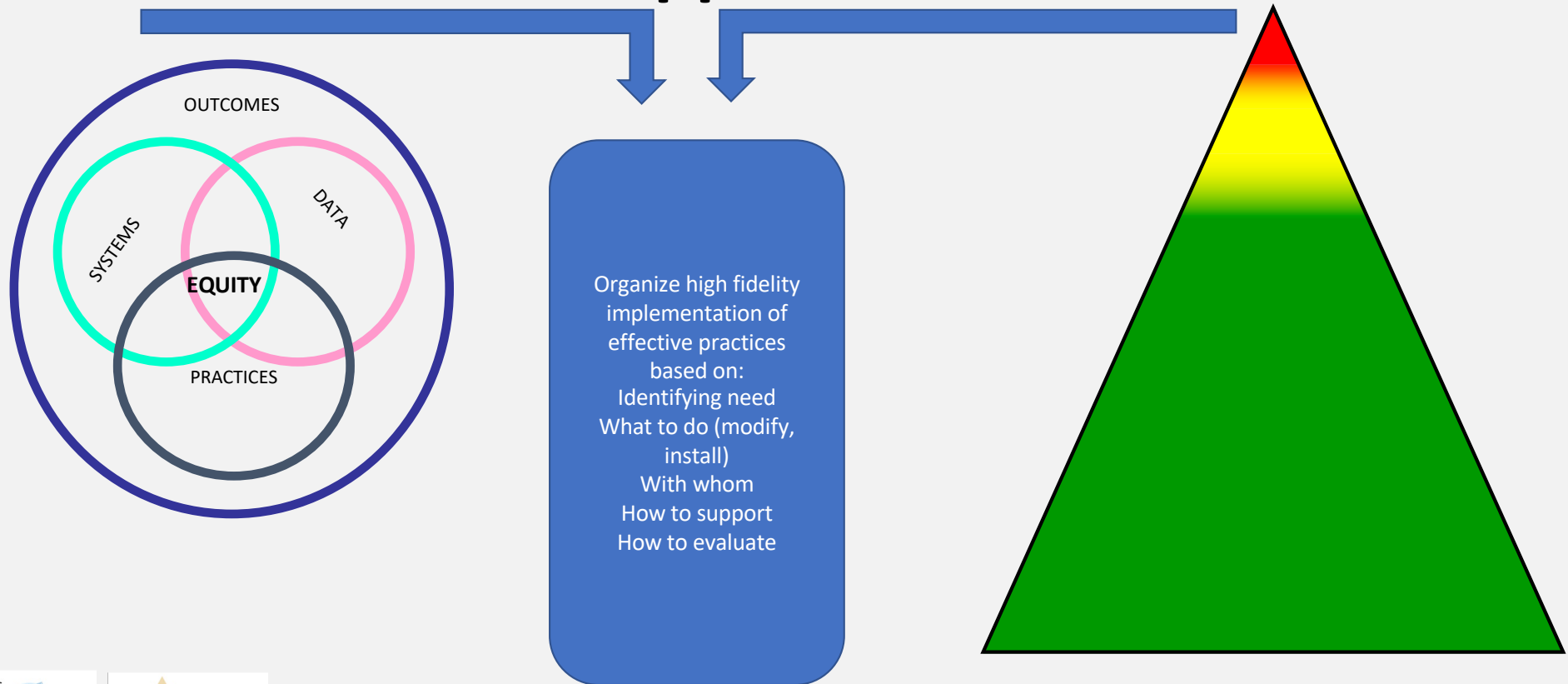
- Early Intervention and Data Monitoring
- Additional Supports for Key Social Skills
- Function-Based Decisions
- Simple Interventions
- Mental Health and Wellness Interventions

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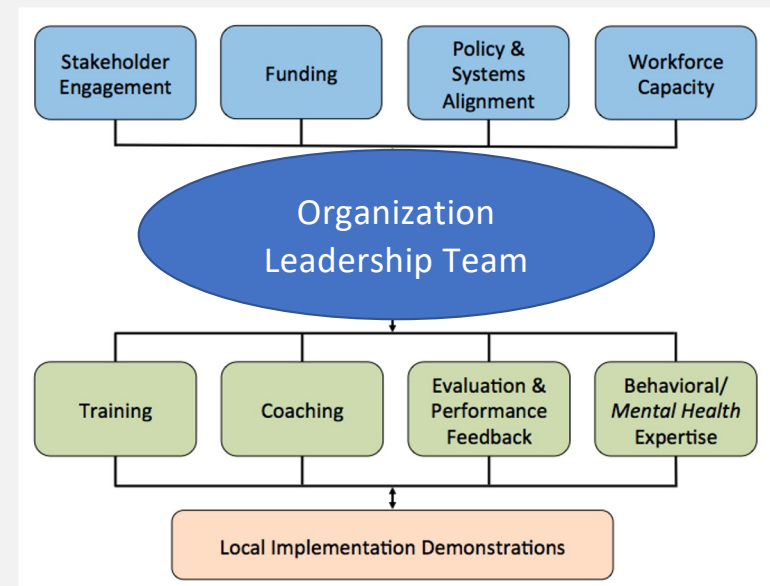
Leveraging PBS to Enhance Efficiency and Effectiveness of Supports



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Team Guided Process

- Establishes priority for this work
- Identifies how this work compliments or other efforts
- Determines long term action plan for building capacity for:
 - Training
 - Coaching
 - Evaluation
 - Behavioral Expertise



Organization Leadership

Consider existing team(s)
Avoid adding one more team

Working Smarter Not Harder!

Membership Should Include

- Organization leadership
- Program managers
- Quality assurance
- Members with knowledge of individual functional skills and behavior patterns
- Individual representation
- Direct support professionals



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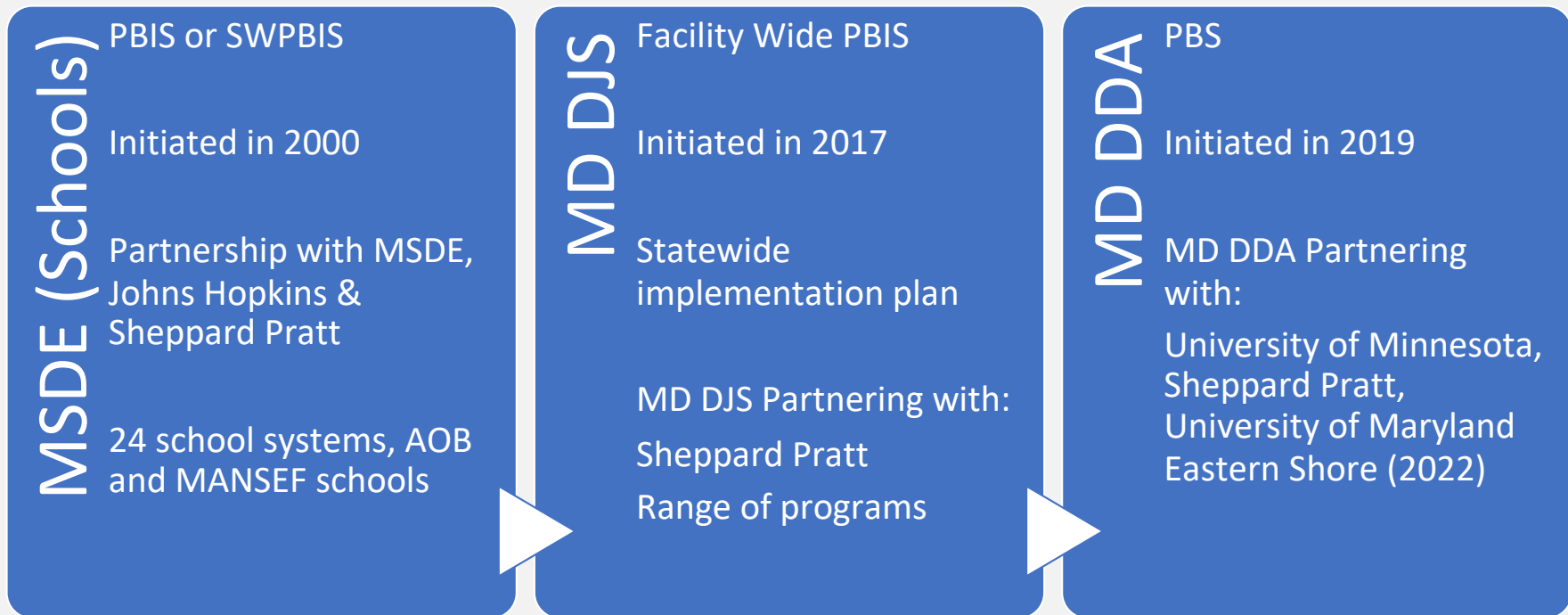
The Maryland DDA Cohort Model and How to Get Involved

APBS



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History of System-Wide Positive Behavior Support in Maryland



MD DDA PBS Cohort Model & Organizations

Cohort 1 (2019)	Cohort 2 (2024)	Cohort 3 (2025)	Cohort 4
SEEC	Humanim	Arc of Prince George's County	
*Arc of Northern Chesapeake	Iridescent Behavior Support Services	Gallagher Services	
*Arc of Washington County	Itineris	Linwood Center	
*Friends Aware	Millenium	Providence	
*Somerset	NCIA		
	Precision Healthcare Resources, Inc		
	Target Community & Education Services, Inc		
	The League for People with Disabilities		

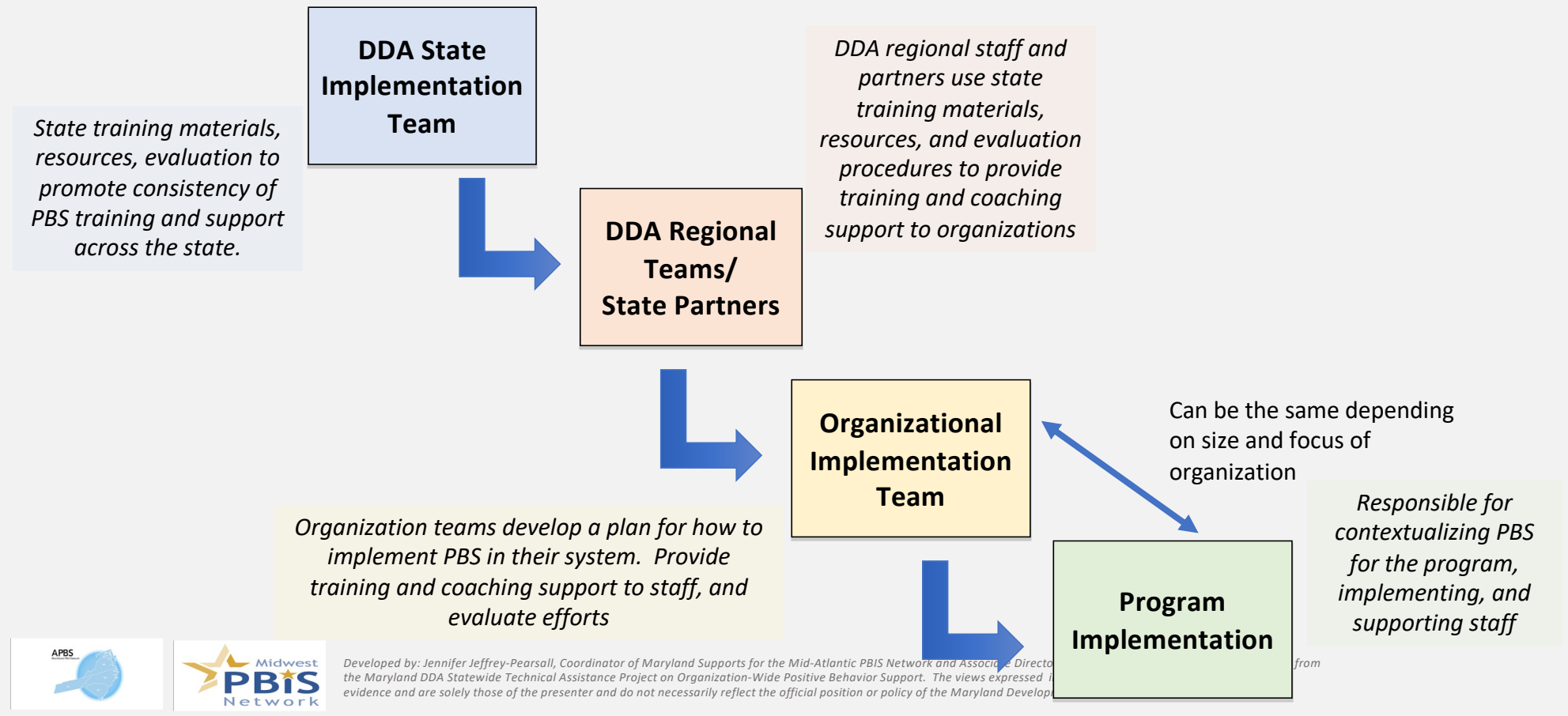
*Inactive organizations – (a) received year 1 team training and ongoing technical assistance before and during COVID

**Cohort 1 were selected by MD DDA Administration. C2 and future Cohorts require organizations to self-initiate involvement and indicate interest and buy-in through an application process.



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How Support for PBS Flows from the State to the Program Level



What Does It Mean to Get Involved?

Training to Organization leadership teams

Access to consultation as you build and maintain your PBS approach

Ongoing training opportunities with your Cohort

Support for evaluation

Timely and relevant resources and updates

What DDA Provides

Active administrative leadership & involvement

Organization leadership team to coordinate PBS efforts

Complete the application to indicate interest

Attending two readiness webinars

Attending three days of team training

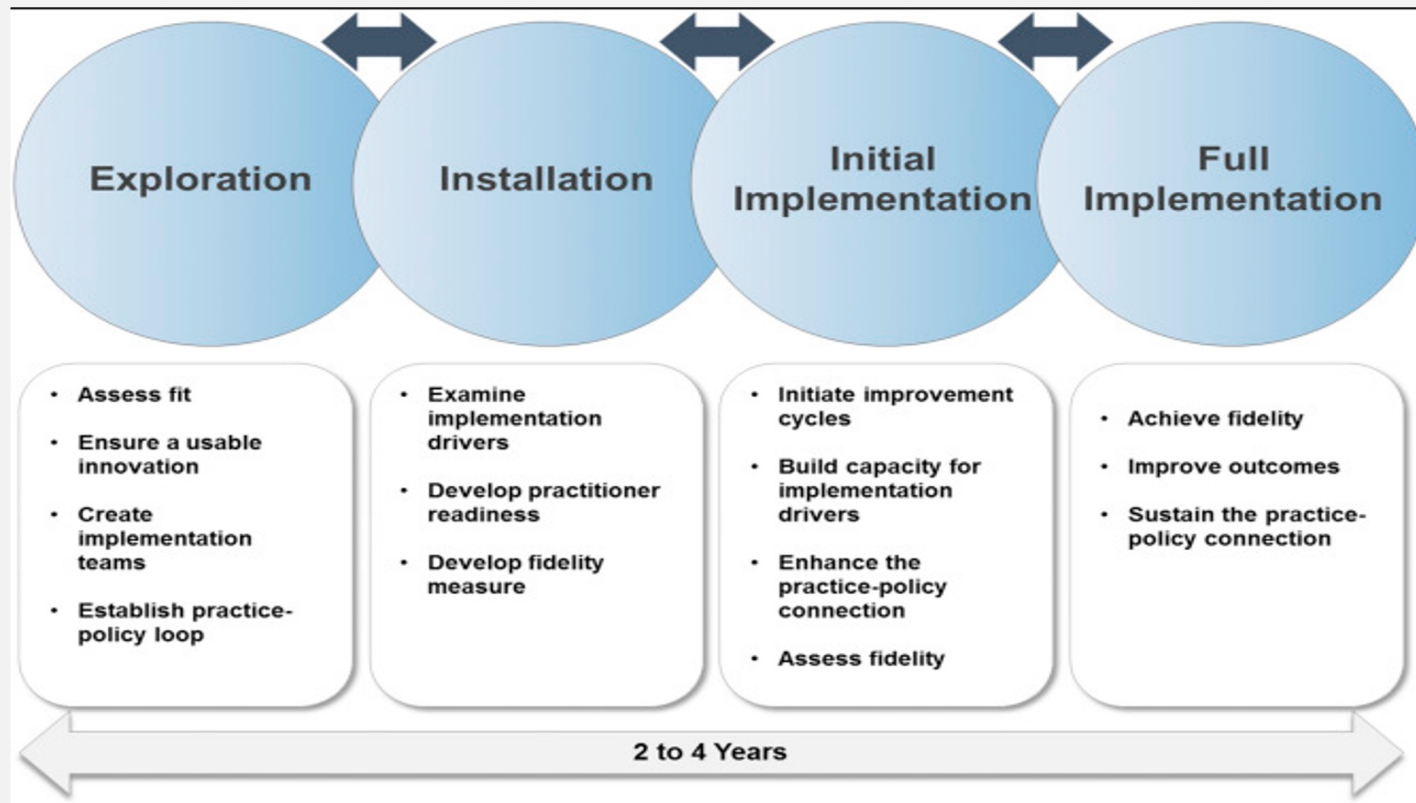
Engage in TA & evaluation (virtual & onsite)

What Organizations Need To Commit To



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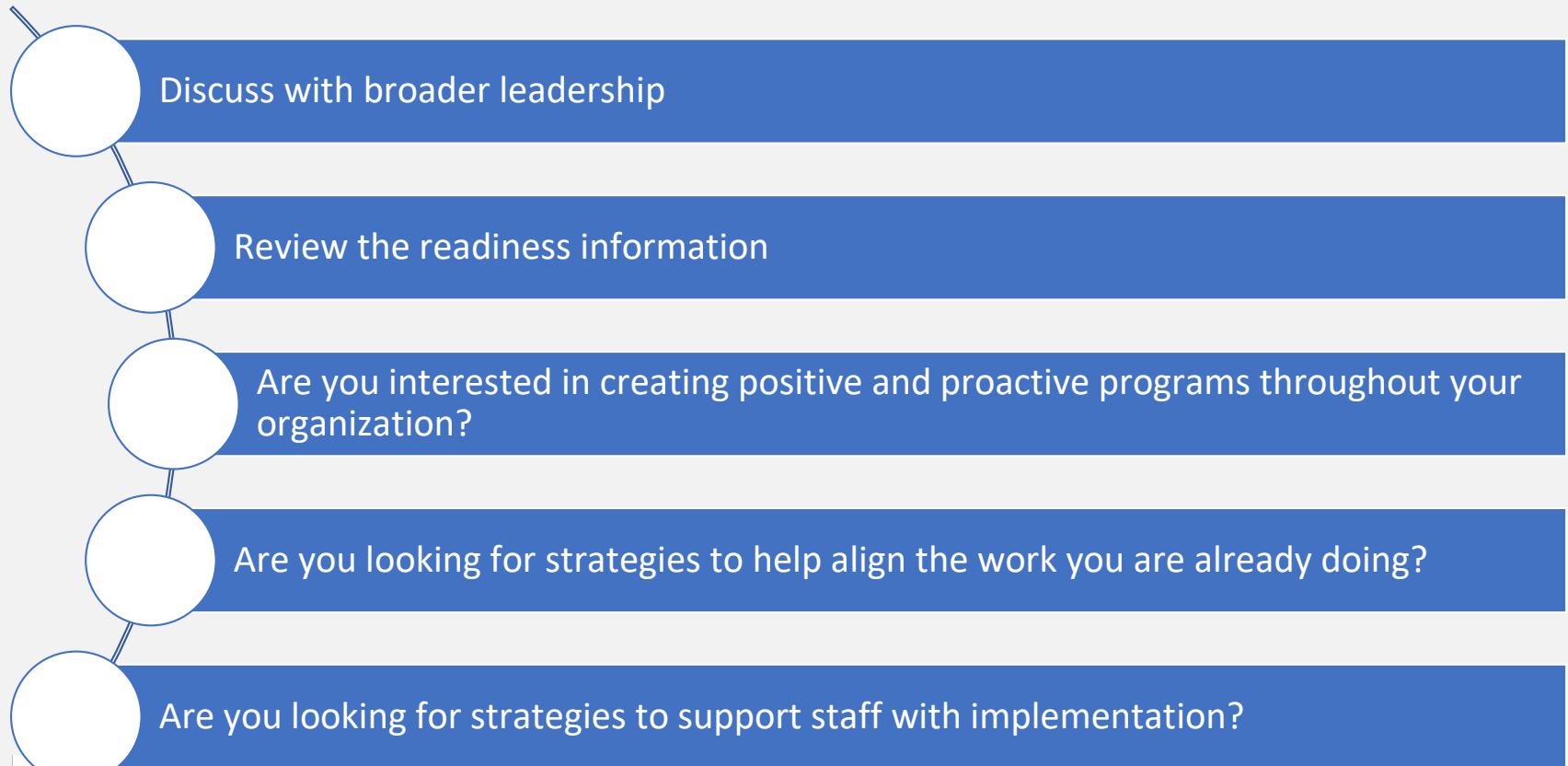
Ongoing Commitment: *Lasting Change Takes Time*



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National Implementation Research Network

Determine Your Interest And Readiness



Important Commitments And Dates

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Application Dates



Applications
Due to DDA



Teams Will Be
Notified



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2025-2026 Cohort Training Dates



Welcome and
Orientation Webinar

12:00noon - 1:30pm



In-Person team training.

Location: Southern Maryland Regional Office*

9:00am – 4:00pm

*March 18th -
Inclement Weather
Day

*Location may
change based on
location of C4
organizations

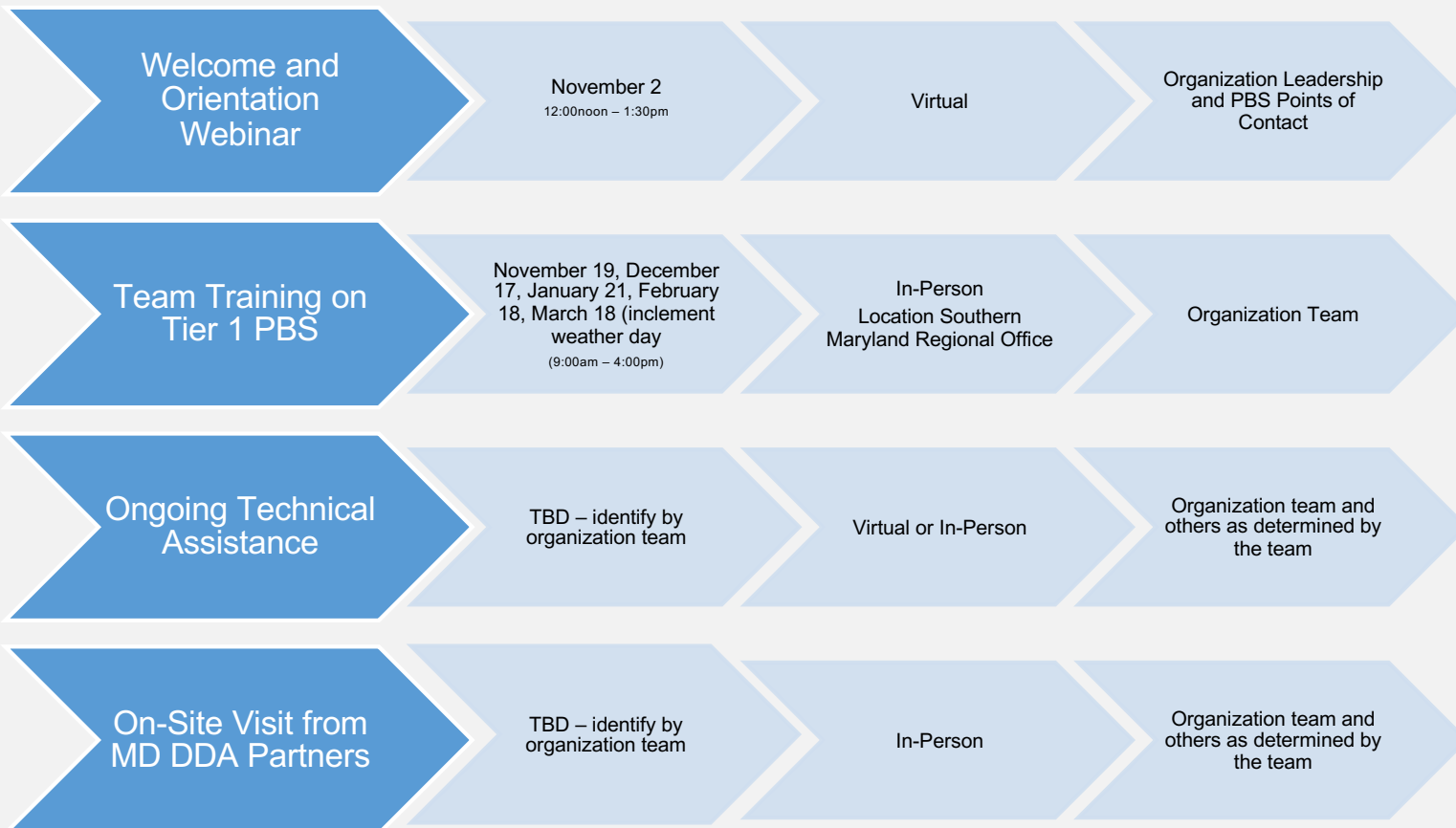


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2025-2026 Cohort 3 Activities and Resources

Tier 1 Team Training on Organization-Wide PBIS

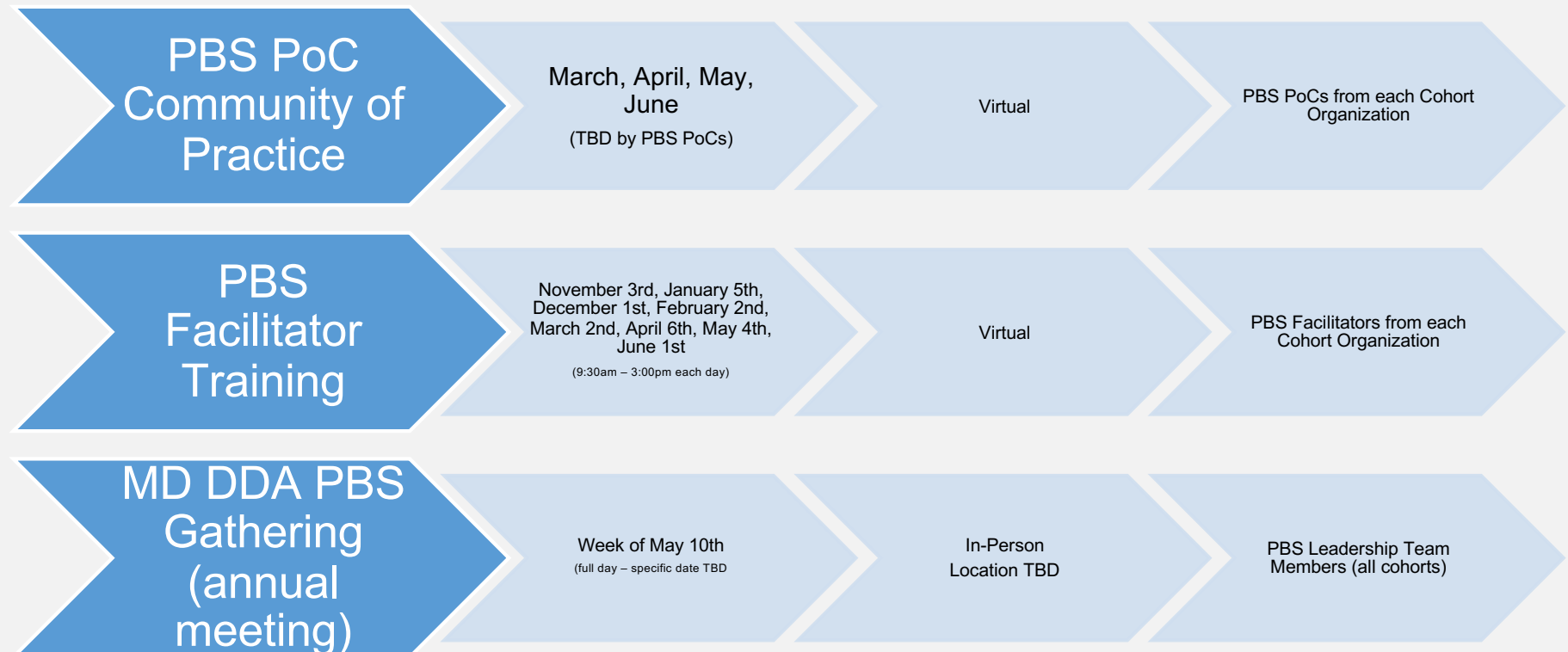
See Appendix E in the application for estimated time commitment for activities



2025-2026 Cohort 3 Activities and Resources

Tier 1 Team Training on Organization-Wide PBIS

See Appendix E in the application for estimated time commitment for activities



Readiness Checklist for MD DDA PBS

(see Appendix B)

Active Organization-wide Assessment of Readiness Checklist for Organizations

Organization/County Participating: _____ County/Region: _____ Date: _____

Documents/Evidence Complete?	Items to Review, Complete and Up-date
☐ YES ☐ NO	1. Commitment to policy development related to positive behavior support and person-centered practices with time allocation for staff development and team-based planning. Attach resource map documenting policies related to person-centered practices and behavioral support systems.
☐ YES ☐ NO	2. A Team is identified with broad representations, and roles assigned to members (administrator, management, staff members, etc.) and commitment to including a broader group in the meeting process (people supported, family members, community partners, etc.). List team member names and roles on page 2.
☐ YES ☐ NO	3. CEO/Executive/Head Administrator is an active participant on the Team and agrees to attend all training days. Confirm participating Administrator(s) based on webinar conversations.
☐ YES ☐ NO	4. CEO/Executive/Head Administrator commits (or re-commits) to organization-wide implementation as a 3-5 year process that may require ongoing training and/or revisions to the Strategic Plan and PBS Action Plan. Please provide Administrator signature(s) on this Document below.
☐ YES ☐ NO	5. Team commits to meet at least once a month during the year to analyze and problem-solve organization-wide evaluation information.
☐ YES ☐ NO	6. The team will evaluate ongoing interest and buy-in of implementing PBS with staff, people living/working in a setting, and administration.
☐ YES ☐ NO	7. Organization has allocated/secured funding to support on-going staff development and cohort training.
☐ YES ☐ NO	8. Cadre of staff (e.g., 5-10) identified to provide coaching support and receive additional training and actively participate in process. List confirmed list of Coach(es) for the Team:
☐ YES ☐ NO	9. Individual(s) are confirmed for key trainer positions (e.g., PCT Trainer, PCP Trainer, PBS Trainer, as applicable) and staff are confirmed for attending webinars and/or full day trainings (as applicable). List confirmed staff:
☐ YES ☐ NO	10. The organization will work with trainers to identify data that are already collected to use for self-assessment and will work to gather additional information in a manner that works for the organization. Attach Data Mapping matrix.

Successful implementation requires strong administrative support, commitment, and involvement. In recognition of the time, effort, and motivation required to

Key Readiness and Commitment Elements

See Appendix B in the Application for details

- Demonstrate leadership/executive support for getting involved with the Cohort model for PBS, including:
 - Allocating time for staff to engage in team meetings, training, and technical assistance activities
 - Committing to a 3-to-5-year involvement in the Cohort process
 - Executive or designee, involvement in training and technical assistance
- Identify an organization-wide team to coordinate this work
 - Size depends on size of your organization
 - Representative of the range of roles in your organization
 - Team (vs. individual) helps sustain this work
- Identify a PBS Point of Contact(s)
 - This will be the point person(s) for MD DDA Partnership staff
 - Will engage in additional focused trainings (three webinars) throughout the year with other PBS PoCs in the Cohort



Developed by: Jennifer Jeffrey-Pearsall, Coordinator of Maryland Supports for the Mid-Atlantic PBIS Network and Associate Director of the Midwest PBIS Network with support from the Maryland DDA Statewide Technical Assistance Project on Organization-Wide Positive Behavior Support. The views expressed in this presentation are anchored to current evidence and are solely those of the presenter and do not necessarily reflect the official position or policy of the Maryland Developmental Disabilities Administration.

Key Readiness and Commitment Elements

See Appendix B in the Application for details

- Demonstrate leadership/executive support for getting involved with the Cohort model for PBS, including:
 - Allocating time for staff to engage in team meetings, training, and technical assistance activities
 - Committing to a 3-to-5-year involvement in the Cohort process
 - Executive or designee, involvement in training and technical assistance
- Identify an organization-wide team to coordinate this work
 - Size depends on size of your organization
 - Representative of the range of roles in your organization
 - Team (vs. individual) helps sustain this work
- Identify a PBS Point of Contact(s)
 - This will be the point person(s) for MD DDA Partnership staff
 - Will engage in additional focused trainings (three webinars) throughout the year with other PBS PoCs in the Cohort
 - Outcome data



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Application Review



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Developmental Disabilities Administration

Developmental Disabilities Administration Organization-Wide Positive Behavior Support (PBS) Application

SUMMARY OF OPPORTUNITY

The Maryland Department of Health's Developmental Disabilities Administration (DDA) is offering an opportunity for organizations to engage in a multi-year partnership to support the adoption and implementation of a Positive Behavior Support (PBS) framework. Through this opportunity, organizations will receive training, technical assistance, and evaluation support to promote the use of positive behavior support across the organization and to integrate priorities using a multi-tiered decision-making framework. The DDA, in collaboration with the Institute of Community Integration at the University of Minnesota, Sheppard Pratt, and the University of Maryland Eastern Shore, will provide training, technical assistance and evaluation support to participating organizations.

Through this application process, the DDA seeks organizations interested in investing in the organization-wide implementation of Positive Behavior Support, promoting efficiency within the organization, and enhancing the quality of life for people supported, as well as for staff.

PDF Fillable Application

Submit to:

Terrence Proctor, Statewide
Coordinator of Clinical Services,
Maryland Developmental
Disabilities Administration

terrence.proctor1@maryland.gov



Developed by: Jennifer Jeffrey-Pearsall, Coordinator
the Maryland DDA Statewide Technical Assistance P
evidence and are solely those of the presenter and a

Application Review Process and Scoring Criteria

All completed applications submitted by **11:59pm on October 9, 2026** will be reviewed by the MD DDA PBS Partnership

5 points

- Full completion of application with executive leadership sign-off

15 points

- Clear indication of organization leadership commitment to positive behavior support and understanding of long-term investment in this effort (at least three years)

20 points

- Organization capacity/capacity to fulfill on project structure and intention

5 points

- Existing data collection and review process within the organization

5 points

- Participation of family and people who receive services



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Who To Contact

Terrence Proctor

MD DDA

Statewide Coordinator of Clinical Services

terrence.proctor1@maryland.gov



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Questions

APBS



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