Positive Behavior Support (PBS)

*What It Is And How To Get Involved*

September 14, 2021

Welcome!

As you join, please type your name, the name of your organization, and your role (e.g., program director, executive director, clinician) into the chat.
• Introductions
• Overview of Positive Behavior Support (PBS)
• Stories from the field
• How to get involved with PBS?
• Questions & Answers
Statewide Partnership for PBS

Maryland
DEPARTMENT OF HEALTH
Developmental Disabilities Administration

INSTITUTE on COMMUNITY INTEGRATION
University of Minnesota
Driven to Discover™

Sheppard Pratt

UNIVERSITY of MARYLAND EASTERN SHORE
Introductions

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

Reminder! Please type your name, the name of your organization, and your role within the organization into chat!
Overview of Positive Behavior Support (PBS)
The Positive Behavior Support (PBS) Approach:

- Promotes the *respectful delivery* of practices that support the *dignity* of individuals
- Includes a *progression* of assessment, intervention, and decision-making activities
- Utilizes *validated* strategies
- Is applied throughout the *system*
- Occurs across a multi-tiered *continuum* of support

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

*Kincaid, Dunlap, Kern, Lane, Bambara, Brown, Fox & Knoster, 2016*
PBS and Organizations

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

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.
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
<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Returning Home</th>
<th>Meetings</th>
<th>Meal Prep</th>
<th>Chores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respectful</strong></td>
<td>• Follow morning routine</td>
<td>• Allow people time and space to settle in</td>
<td>• Listen to understand</td>
<td>• Say thank you for cooking dinner</td>
<td>• Complete chores (follow-through)</td>
</tr>
<tr>
<td></td>
<td>• Communicate any changes in advance</td>
<td></td>
<td>• Come to the meetings</td>
<td></td>
<td>• Do them well!</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>• Ask and offer</td>
<td>• Ask and offer</td>
<td>• Ask and offer</td>
<td>• Ask and offer</td>
<td>• Ask and offer</td>
</tr>
<tr>
<td></td>
<td>• Communicate any changes in advance</td>
<td></td>
<td>• Call a meeting if needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Caring</strong></td>
<td>• Understand what your housemate wants in to morning. *Ask what you would want to see</td>
<td>• Asking how your day was and being okay with reaction</td>
<td>• Use PCT tools and help each other see the differences between us • Work together</td>
<td>• Offer to cook if the other person doesn’t want to</td>
<td>• Offering to fill in or share the chore</td>
</tr>
<tr>
<td>Values</td>
<td>Times of Day</td>
<td>Free Time</td>
<td>Dinner</td>
<td>Lunch Time</td>
<td>Fundraising</td>
</tr>
<tr>
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<td>------------------------------------------------------------------------</td>
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<td>---------------------------------</td>
</tr>
<tr>
<td>Working Together</td>
<td>Respecting Each Other</td>
<td>Respect another’s privacy, understanding differences</td>
<td>Offer to help each other, talk to each other kindly if something isn’t working</td>
<td>Push in/pull out chairs for others, ask if help is needed</td>
<td>Everybody can do something, break bigger jobs into smaller parts</td>
</tr>
<tr>
<td></td>
<td>Having a Positive Attitude</td>
<td>Be aware of your environment, be aware of how other’s are feeling</td>
<td>Respect people’s differing abilities, get involved</td>
<td>Talk to people that you may not otherwise talk to</td>
<td>Help out where you can, participate in Clubhouse meetings and offer suggestions</td>
</tr>
<tr>
<td>Vales</td>
<td></td>
<td></td>
<td>Offer to help each other with the bigger tasks</td>
<td>Clean up after yourself, allow people time to finish eating before cleaning up/try not to rush people</td>
<td>Develop committees to break down the bigger jobs</td>
</tr>
<tr>
<td></td>
<td>Positive Communication</td>
<td>Respect boundaries, have compassion, use humor respectfully</td>
<td>Ask for help if you need it, offer it if you see someone needs it</td>
<td>Use manners (please and thank you), thank the people who cook and serve you</td>
<td>Plan more fundraisers, talk about how to plan them at Clubhouse meetings</td>
</tr>
<tr>
<td></td>
<td>Volunteering</td>
<td>Welcoming new members, help others to participate more</td>
<td>Try out different tasks, try not to always do the same things</td>
<td>Pay attention to what chore/cleaning needs to be done</td>
<td>Volunteer for what you can, attend Clubhouse meetings to learn of and present opportunities</td>
</tr>
<tr>
<td></td>
<td>Support for Each Other</td>
<td>Offer to help, share computer time, only share things with others that you are comfortable sharing</td>
<td>Take turns doing tasks, develop teams for getting bigger cleaning projects done</td>
<td>Help out where you can - 2 people can do a job faster than 1</td>
<td>If someone or a committee needs help, offer assistance</td>
</tr>
</tbody>
</table>
### Universal Social Skill Tool
### Team Activity Example
### Teaching Two People Supported Learning to Build Alliance

**Social Skills selected for training plan**
*Working Together*

**Behavior definitions addressed in this tool (taken from the MN Direct Observation and Self-Assessment Tool)**

Observable actions include:
- Offer to help
- Do something together with someone

**Routine Selected for Learning/Practicing Social Skill:**  
Dinner

**Prepare for the Training**

Decide how to share the training:  
2 roommates living together
Who is will participate in the training (List people involved):  
Akemi and Martha
What materials are needed to complete the training:  
Practice skills in kitchen right before and during dinner preparation
Time allocated: 5 minutes before and 5 minutes during dinner preparation

Write down examples and nonexamples of the behavior (see example below):

<table>
<thead>
<tr>
<th>Non-Examples of Social Skill</th>
<th>Examples of Social Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching Akemi get dinner ready from chair</td>
<td>Offer to get food out</td>
</tr>
<tr>
<td>Watch TV</td>
<td>Put plates on the table</td>
</tr>
<tr>
<td>Talk to friend on phone</td>
<td>Stir soup for Akemi</td>
</tr>
</tbody>
</table>
Encouraging Positive Social Interactions

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

“Whatever you feed, will grow.”
~ Bishop TD Jakes
Responding

• Thinking about the why before responding
• Empathy can help shape our responding

• When responding
  • Respectful
  • Person centered
  • Supportive
  • Safety

Link to Video:  https://www.youtube.com/watch?v=jz1g1SpD9Zo&t=3s
Tier 2 & Tier 3 PBS: What Does It Look Like?

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

Tier 3 (for Few)
- Individualized PBS Plans
- Integrated with Other Positive Supports (PCP, Trauma-Informed Care, DBT, Etc.)
- Plans Are Monitored and Data-Based Decision Making
- Teams Monitor Progress of Each Person

Adapted from

ICI
PBS and Organizations

Supporting Staff Behavior

Supporting All People

Supporting Decision Making

System That Promote Success:
- Teaming
- Training
- Coaching/performance feedback
- Evaluating fidelity
- Evaluating outcomes

Adapted from PBIS.org
Alignment With Existing Person Centered Priorities

Person centered approaches

Quality assurance

Predictable

Positive

Safe

Consistent

Equitable

Diversity, equity & inclusion

Mandt

Trauma Informed Care

Positive Behavior Support

Balancing Important To and Important For!
Role of Leadership

- 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
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
Organization Support for Staff

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

• 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
Maryland’s History With PBS

**MSDE (Schools)**
- PBIS or SWPBIS
- 20+ year history
- Partnership with MSDE, Johns Hopkins & Sheppard Pratt
- 24 school systems, AOB and MANSEF schools

**MD DJS**
- Facility Wide PBIS
- 5+ year history
- Statewide implementation plan
- Range of programs

**MD DDA**
- PBS
- First cohort- 2019
- Partnering with: University of Minnesota, Sheppard Pratt/Mid-Atlantic PBIS Network, University of Maryland Eastern Shore
Maryland DDA and PBS

- Statewide leadership
- Building regional support for PBS training, coaching, & evaluation
- Engaging and supporting organizations across the state to support their programs

DDA State Implementation Team

Coaching, Training, Evaluation

DDA Regional Teams/Support

Coaching, Training, Evaluation

Organizational Implementation Team

Can be the same depending on size and focus of organization

Program Implementation

Coaching, Training, Evaluation
Stories From The Field
Positive Behavior Supports

Lauren Neubauer, BCBA, LBA
Clinical Behavior Analyst
Our Journey

Spring 2019 to begin rolling out use of Positive Behavior Support (PBS) agency-wide:

• Form committee & develop mission statement
• Develop pilot sites
• Train & implement
Our team

At least 1 member from every department

Expectations reviewed annually

Rotate yearly if desired

Meet monthly & be the ambassador of PBS to their own department

Pay attention to who you’re around when you’re feeling your best.
Our mission statement

“To increase positive interactions between everyone in the organization which in turn, improves our quality of life.”
Leading the PBS initiative

Who? Why?

Ongoing time & effort:

Roughly 6 hours a month for meeting preparation, sharing resources and doing research.
<table>
<thead>
<tr>
<th></th>
<th>attitude</th>
<th>respect</th>
<th>communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Outgoing</td>
<td>Use walking feet, kind words, and</td>
<td>Ask for help.</td>
</tr>
<tr>
<td></td>
<td>Cheerful</td>
<td>appropriate tone of voice.</td>
<td>Ask for a break.</td>
</tr>
<tr>
<td></td>
<td>Safe</td>
<td>Share</td>
<td>Ask questions.</td>
</tr>
<tr>
<td></td>
<td>Helpful</td>
<td>Take Turns</td>
<td>Tell staff where you are going.</td>
</tr>
<tr>
<td></td>
<td>Team work</td>
<td>Keep hands to ourselves</td>
<td>Discuss schedule changes &amp; wait</td>
</tr>
<tr>
<td></td>
<td>Attentive</td>
<td>Clean up after ourselves</td>
<td>time.</td>
</tr>
<tr>
<td></td>
<td>Willing to try</td>
<td>Raise hands to ask questions</td>
<td>Know your group (role call/assignments)</td>
</tr>
<tr>
<td>r</td>
<td></td>
<td>Stay seated on the bus</td>
<td>Review expectations each morning.</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>Follow swimming pool rules.</td>
<td></td>
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</tbody>
</table>

Camp Sp’arc Program Matrix
<table>
<thead>
<tr>
<th>EDC Class</th>
<th>a: Accepted</th>
<th>r: Respect</th>
<th>c: Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treat people Positively</td>
<td>Appropriate Language</td>
<td>Work with each other on activities</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>Listening</td>
<td>Positive body language</td>
<td></td>
</tr>
<tr>
<td>Truthful</td>
<td>Eye Contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Site</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendly</td>
<td>Be Helpful</td>
<td>Nice to Customers</td>
<td></td>
</tr>
<tr>
<td>Welcoming</td>
<td>Follow Directions</td>
<td>Use Appropriate Language</td>
<td></td>
</tr>
<tr>
<td>Office/On Breaks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kind to each other</td>
<td>Be Safe</td>
<td>Aware of Meetings</td>
<td></td>
</tr>
<tr>
<td>Included</td>
<td>Quiet when walking around work areas</td>
<td>Listen</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility</td>
<td>Friendly and Appropriate Conversation</td>
<td>Let driver know of changes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be Safe</td>
<td>Resonable Voice Volume</td>
<td></td>
</tr>
</tbody>
</table>
We interrupt this presentation for a world-wide pandemic....
Staff appreciation

Shining Stars

Staff Spotlights
Training

All staff overview: Summer 2019
Directors: Fall 2020
Front Line Supervisors: Fall 2021
Direct Support Professionals: TBD
Renew pilot sites

Reach out to ambassadors/use committee meetings to find new pilot sites.

Help develop behavioral expectations for each department/house in CL

Assess progress
Use of bulletin board

Kudos shoutouts
Staff Spotlights
Shining Star poster for the month
Topic of the quarter
Shared resources

Microsoft Teams library
Research and other positive psychology organizations:
Happify
Action for Happiness
Headspace
GoNoodle
The Science of Happiness

IT’S NOT MAGIC

IT’S SCIENCE
Questions?
Positive Behavior Support in Minnesota

Rachel Freeman
Institute on Community Integration
University of Minnesota
Positive Supports Defined

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
Positive Support Examples

• **Person-Centered Strategies/Planning – Foundational**
  • 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
Training Layers
- Team Training
- Regional Trainers
- Person-centered Thinking Trainers/Coach Training
- Picture of a Life Planners/Trainers
- PBS Facilitators

Minnesota Statewide Plan for Building Regional Capacity

Cohort 2 A
St. Louis County Region
(1 County & 3 Organizations)

Cohort 2B
West Central
(5 Counties, Public Health Dept., 2 Organizations)
Integrated Model

Cohort 1
Support Development Associates
Person-centered Practices Model
1 County, 3 Organizations

Cohort 3 & 4
Olmstead County
3 Counties, 5 Organizations

Total=21 Organizations
Getting Started

• Form an Organization-wide Team That Represents All Stakeholders
• Assess Readiness and Buy in
• Complete a Self-assessment
• Create an Action Plan
• Use Data for Decision Making
• Make Changes to Improve Outcomes
Residential and Employment Organization Tiered Onsite Evaluation Tool

* Data collected for Agency disrupted in 2019 due to staff attrition issues
ORGANIZATIONAL CHANGE STAKEHOLDERS PATH
OCTOBER 17TH 2016
Welcome to Minnesota Positive Supports Website

This website is for:
- Mental health providers
- Disability services providers

All people want to be respected, have choices, and feel safe.

Positive supports are approaches that are used to help people using a

Screen Readers Users
If you are using a screen-reader, please visit the site map for a listing
Click on HCBS Modules
Each Box is a Module

HCBS Modules

These Home and Community-Based Services (HCBS) modules provide an introduction to individuals who are interested in improving person-centered practices and implementing positive supports.

Person-Centered Organizations
Go to Module 1

Creating an Action Plan
Go To Module 5

Using a Team Approach
Go to Module 2

Making Person-Centered Practices a Part of Everyday Work
Go To Module 6

Confirming Readiness
Go to Module 3

Evaluating Person-Centered Practices Over Time
Go To Module 7

Assessing Your Organization
Go to Module 4

Problem-Solving When Person-Centered Related Challenges Occur
Go To Module 8

Also, Scroll Down This Page For Implementation Stories
Build Implementation Into Every Day Work
(Accreditation, Strategic Planning, Organizational Workforce, etc.)

The Minnesota Home and Community-Based Services (HCBS) Modules for Person-Centered Organizations

- Module #1: Overview of the Minnesota Home and Community-Based Services (HCBS) Modules for Person-Centered Organizations
- Module #2: Using a Team Approach to Build on Person-Centered Practices
- Module #3: Confirming Readiness
- Module #4: Assessing Your Organization’s Strengths and Needs
- Module #5: Creating an Action Plan
- Module #6: Making Person-Centered Practices a Part of Everyday Work
- Module #7: Evaluating Person-Centered Practices Over Time
- Module #8: Problem-Solving When Person-Centered Related Challenges Occur
Team Stories From Minnesota

Implementation Stories

Team Implementation Examples
These stories describe how teams in Minnesota are building on existing strengths and tailoring action plans to expand on areas important to each organization.

- Team Story 1 – Public Health
- Team Story 2 – Residential Provider
- Team Story 3 – Employment Services
- Team Story 4 – Mental health Provider
- Team Story 5 – County Example
- Team Story 6 – Evaluation Story

State and National Examples
This website link shows both Minnesota-based and national team examples as well as projects and resources related to person-centered and positive support practices.

- Implementation Examples from the Training Materials Page
PBS Resources

- Home and Community Based Modules
- MNPSP.ORG Positive Social Strategies
- MNPSP.ORG Universal Social Skills
- Implementation Resources
- Individualized PBS Resources
How To Get Involved
What Does It Mean To Get Involved?

What DDA Provides

- 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 Organizations Need to Commit To

- 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)
Ongoing Commitment: *Lasting Change Takes Time*

- **Exploration**
  - Assess fit
  - Ensure a usable innovation
  - Create implementation teams
  - Establish practice-policy loop

- **Installation**
  - Examine implementation drivers
  - Develop practitioner readiness
  - Develop fidelity measure

- **Initial Implementation**
  - Initiate improvement cycles
  - Build capacity for implementation drivers
  - Enhance the practice-policy connection
  - Assess fidelity

- **Full Implementation**
  - Achieve fidelity
  - Improve outcomes
  - Sustain the practice-policy connection

*2 to 4 Years*

National Implementation Research Network
Determine Your Interest

- Discuss with broader leadership
- Review the readiness information
- Are you interested in creating positive and proactive programs throughout your organization?
- Are you looking for strategies to help align the work you are already doing?
- Are you looking for strategies to support staff with implementation?
2021 – 2022: Important Dates

**October 12**
Want To Learn More? Follow-up Webinar
9:30am – 11:30am

**November 04**
Support Webinar For Applications
11:00am – 1:00pm

**December 10**
Applications Due to DDA

**January 31**
Teams Will Be Notified

To be Announced
Readiness webinar and team training dates
February 2022 – June 2022
Who To Contact

Dr. Meg DePasquale
MD DDA
Director of Clinical Services
meg.depasquale@maryland.gov

Terrence Proctor
MD DDA
Statewide Coordinator of Clinical Services
terrence.proctor1@maryland.gov
Want To Learn More About PBS?

https://www.apbs.org/
Informational Modules

https://mnpsp.org/hcbs-modules/

Agency Examples

https://mnpsp.org/implementation-stories/
Maryland PBS Modules for Staff and Teams
Questions