E2: Implementing PBS with Individuals with IDD Across Three Agencies

Bob Putnam, May Institute
Susan Roberts, BAMSI
James Green, Vinfen
Implementing PBS with Individuals with IDD Across Three Agencies

Susan Roberts
BAMSI
Universal Supports
Community Connections & Pathways to Friendship

The Pathways to Friendship collaboration explores the benefits of relationships between people with disabilities and people without disabilities, and provides information about resources to help interested individuals engage in constructive those relationships.

We support opportunities for the people we serve to be connected into their communities by establishing natural roles, and by implementing intentional strategies to support membership, belonging, and friendships.
Implementing PBS with Individuals with IDD Across Three Agencies

James Green
Vinfen
Vinfen PBS Roll-Out – 3 stages

“POSITIVE BEHAVIOR SUPPORT” VS “BEHAVIOR MODIFICATION”
Evolution in philosophy and practice preceded reg change

DRAFT OF REGULATIONS RELEASED IN 2014
Draft was released and detailed much of what would later be in regs

FINAL PROMULGATION OF REGS 2/2020
Upon final promulgation of regs, remaining changes occurred
Vinfen Final Roll-Out in 2020

UPDATED SYSTEMS

› From “Behavior Management Treatment Plans” to “Positive Behavior Support Plans”
› Updated policy to reflect new regs
› Training
Vinfen Current Status

ONGOING PROGRESS

› Training Challenges
› Metrics
› Next Steps
Implementing PBS with Individuals with IDD Across Three Agencies

Bob Putnam
Sarah Weddle
Jennifer Zarcone
May Institute
About the May Institute

- Large behavior analytic organization (Northeast, Mid-Atlantic, Southeast & West Coast)
  - Provides schools for students with ASD/IDD
  - Provides residential and day services for adults
  - Individual, classroom-wide, school-wide, and systemic consultation to over 30 school districts and agencies

- Serve as technical assistance provider, researcher, and content expert for autism and developmental disabilities for the National Technical Assistance Center on Positive Behavior Interventions & Supports (PBIS.org) (Supported by US DOE).

- Home to the National Autism Center (nationalautismcenter.org) – Conducted the National Standards Project which reviewed over 1,100 studies to determine what interventions that have empirical support for individuals with autism.
May Institute Demographics
Adult Services N = 858
Duplicated count

Day  Residential
Emphasize: 4 Integrated Elements

Supporting Quality of Life and Prosocial Skills

Supporting Staff Behavior

Supporting Data

Supporting Decision Making

Supporting Practices

Supporting Individual Behavior

Supporting Outcomes
What Have We Accomplished?

• Systems
  • Developed representative agency-wide, and division-wide, including administrators data-based decision-making teams that review meaningful data and develop action plans

• Data
  • Developed easily used electronic data collection systems that can disaggregate meaningful data

• Practices
  • Improving our screening, assessment, practices, and training for our staff on meaningful outcomes for our individuals through applied behavior analytical practices
  • Changed all our BSPs to the new DDS format and simplified the plans
  • Have begun to organize and standardize our Tier 2 practices to reduce the number of individualized plans
What Have We Accomplished?

• Outcomes with individuals
  • Reduced the use of protective holds over the last five years
  • Increased the focus of our interventions to improve meaningful outcomes through screening and assessment
  • Reduced intensive support plans (formerly Level 2 plans)
  • Improved communication competencies of our individuals
  • Have begun screening all individuals with the Essential for Living assessment to determine needs, develop more meaningful goals, and to systematically track progress
Reduced Physical Management

![Total Physical Management By Division Year by Year](chart1)

![Total Physical Management By Division/Center Year by Year](chart2)
Universal Agency Goal: Learners with Access to Functional Skills Assessment – Year over Year
Intensive Plans by Center – May 202

- CCSE: 9%
- EMA: 3%
- WMA: 13%
Goals of Positive Behavior Supports

• To improve the efficiency and effectiveness of behavior support to improve quality of life of individuals served
System-wide PBS is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Quality of life & behaviorally important outcomes for

All individuals
Emphasize: 4 Integrated Elements

- Supporting Staff Behavior
- Supporting Individual Behavior
- Supporting Quality of Life and Prosocial Skills
- Supporting Decision Making

SYSTEMS

DATA

PRACTICES

OUTCOMES
CONTINUUM OF SUPPORT for ALL

Overseen by Leadership Team

Universal Systems; primary prevention; for all Individuals & Staff in all Settings

Targeted (secondary prevention) Systems (standardized) for Individuals with At-Risk Behavior or in at-risk situation

Individualized (tertiary prevention) Supports for Individuals with High-Risk Behavior
Step 1: Define Measurable Outcomes

• Improve safety of individuals and staff
  • Reduce physical management
  • Reduce significant incidents

• Reduce restrictiveness
  • Reduce Level 2 plans

• Reduce problem behavior
  • Improve the effectiveness of behavior support interventions

• Improve functional skill acquisition
  • Increase functional assessments that lead to meaningful functional skill acquisition

• Maintain and improve individual and consumer satisfaction
Emphasize: 4 Integrated Elements

Supporting Quality of Life and Prosocial Skills

Supporting Staff Behavior

Supporting Decision Making

Supporting Individual Behavior
Step 2: Build Data Systems

Build efficient electronic accessible data systems that you can use to progress monitor your outcomes –

• May Institute Data Analysis Systems (MIDAS)
• Microsoft Teams or Excel data
Emphasize: 4 Integrated Elements

Supporting Staff Behavior

Supporting Individual Behavior

Supporting Quality of Life and Prosocial Skills

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES
Step 3 – Build Systems

- Representative leadership teams including administrators
  - With agenda
  - Data presented
  - Action plan
- Meet regularly
- Review data for data-based decision making
Emphasize: 4 Integrated Elements

- Supporting Staff Behavior
- Supporting Individual Behavior
- Supporting Decision Making
- Supporting Quality of Life and Prosocial Skills

OUTCOMES

SYSTEMS

DATA

PRACTICES
4. Implement Evidenced Based Practices

- Applied behavior analysis
  - Emphasis on communication
  - Essential for Living
  - Behavior support practices emphasizing teaching and antecedent practices
- Improving quality of life
- Person centered
May Institute's Implementation Status
Leadership Team

- Develops and oversees the Action Plan
- Met frequently in the beginning (monthly) and now quarterly
- Review clinical indicators/outcomes using team-based data-based decision-making

Members:
- Adult Leadership *(Management, Operational, and Clinical)*
- QI team
- Qualified clinicians
- Human Resources representative
- Stakeholder/parent/individual served
• Tiers of Support: indicators & related objectives toward goals
  • Universal, targeted, intensive interventions
  • Plan for data-based decision making and integrity at each level
Action Plan Components

• Training Plan
  • Plan for existing staff & new hires
  • Competency-based utilizing a BST model (Parsons, Rollyson, & Reid, 2012)
    • Focuses on core skills needed to teach the EFL curriculum & behavior support plan adherence
  • On-going integrity checks and coaching
Action Plan Components

- Universal Curriculum & ABA Interventions
  - Essential for Living (EFL; McGreevy, Fry, & Cornwall, 2014):
    - Part of standard quality of care
    - Criterion-referenced assessment & curriculum guide
    - Organizes and prioritizes crucial language, health and safety, and daily living skills to promote the independence of adults with moderate to severe disabilities
    - Identifies observable and measurable goals for all learners
Prior Training Practices

• Lack of standardized training across centers
• Need to focus explicitly on DDS PBS regulations – March 2020
• Need to be accessible to a diverse range of employees
• Need to support DSPs meeting work performance standards
MI Universal Supports

Universal Supports

- Core Teaching
  - 6 Modules
- PB-Basics
  - 5 Modules
Action Plan Components

- Quality Assurance Plan
  - Monitored through various existing agency groups
    - Quality Improvement Department
      - Program audits (avg/year 70 audits across division)
    - Clinical
      - Clinical peer review, intensive plan review committee, ABA/PBS Support Team training initiatives
## Tier Goals Initiated

### Primary Outcomes – Universal Level

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Goal</th>
<th>Data Location</th>
<th>Source</th>
<th>Summarizes</th>
<th>Display</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health, Safety, &amp; Well-being</strong></td>
<td>Reduction in the use of physical management</td>
<td>MIDAS</td>
<td>Frequency of physical management/Year (any employee and verified by regional supervisor)</td>
<td></td>
<td>Bar Graph &amp; Pie Charts</td>
</tr>
<tr>
<td><strong>Effectiveness</strong></td>
<td>Ongoing progress towards DHSP and ISP goals</td>
<td>Data sheets from day habilitation program and residences as indicated in ISP</td>
<td>Direct Support Professional &amp; Clinicians</td>
<td>Quality Improvement Department: Shared at PMM &amp; Reported to Leadership Team</td>
<td>Bar Graph</td>
</tr>
<tr>
<td><strong>Consumer &amp; Caregiver Feedback</strong></td>
<td>Improve May Institute services using a family-centered approach</td>
<td>Annual satisfaction survey (sent out each Jan)</td>
<td>Parents, guardians, and consumers</td>
<td></td>
<td>Table, percentage of responses to each question</td>
</tr>
</tbody>
</table>


### Secondary Outcomes – Universal Level

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<th>Indicators</th>
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<tbody>
<tr>
<td><strong>Functional Living Skills Assessment</strong> (Secondary)</td>
<td>Increase access to a person-centered curriculum</td>
<td>MTSS Database in Microsoft Teams</td>
<td>EFL Assessments Completed/Total Center Census</td>
<td>ABA Support Team: Shared at Clinical Peer Review &amp; Reported to Leadership Team</td>
<td>Line and bar graphs as appropriate</td>
</tr>
<tr>
<td><strong>Communication</strong> (Secondary)</td>
<td>Increase learner access to a mode of communication</td>
<td>MTSS Database in Microsoft Teams</td>
<td>AMS Assessment Completed/Total Center Census</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social</strong> (Secondary)</td>
<td>Increase learner access to a curriculum that promotes inclusion and acceptance</td>
<td>MTSS Database in Microsoft Teams</td>
<td>Relationships Assessments Completed/Total Census</td>
<td></td>
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## Tier Goals Initiated

### Targeted Level Outcomes

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<td><strong>Behavior</strong></td>
<td>Identify the number of individuals at-risk for more intensive intervention across the agency due to challenging behavior so that targeted interventions are implemented</td>
<td>MTSS Database in Microsoft Teams</td>
<td>(a) Individuals at-risk/total census (b) Total Positive Behavior Support Plans/Total Center Census</td>
<td>ABA Support Team: Shared at Clinical Peer Review &amp; Reported to Leadership Team</td>
<td>Line and bar graphs as appropriate</td>
</tr>
<tr>
<td><strong>Effectiveness</strong></td>
<td>Identify the number of learners at-risk due to lack of progress since initiating interventions</td>
<td>MTSS Database in Microsoft Teams</td>
<td>(a) Individuals at-risk/total census (b) Total Positive Behavior Support Plans/Total Center Census</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Targeted Agency Goal: Identify Learners At-Risk

Challenging Behavior Ratings on EFL QA

- CCSE: 61.2%
- WMA: 68.0%
- At-risk - Targeted (2/3 QA): 11.2%
- At-risk - Intensive (1 QA): 12.0%
### Tier Goals Initiated

**Intensive Level Outcomes**

<table>
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<tr>
<td><strong>Behavior</strong></td>
<td>Reduce the number of individuals with intensive plans at the agency</td>
<td>MTSS Database in Microsoft Teams</td>
<td>Frequency of Intensive Support Plans/Total Center Census</td>
<td>ABA Support Team: Shared at Clinical Peer Review &amp; Reported to Leadership Team</td>
<td>Line and bar graphs as appropriate</td>
</tr>
</tbody>
</table>
Next Steps

- **Focus on**
  - Focus on training plan for EFL

- **Review**
  - Review monthly restraint data and determine:

- **Action**
  - Action plan for each learner at risk

- **Evaluate**
  - Evaluate outcomes to assess progress

- **Determine**
  - Determine if intensive plan is necessary

- **Meet**
  - Meet with Leadership Team to perform duties outlined
Thank You!

bputnam@mayinstitute.org