Implementing PBS at the May Institute

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May Institute
May Institute

- Designated and funded by OSEP in September 2003 as one of ten universities and agencies in conjunction with the University of Oregon and University of Connecticut as the National Technical Assistance Center on Positive Behavior Interventions and Supports (www.pbis.org)
SysPBS is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Quality of life & behaviorally important outcomes for

All individuals
CONTINUUM OF SUPPORT for ALL

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

OVERSEEN BY Leadership Team

Individualized (tertiary prevention) Supports for Individuals with High-Risk Behavior

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

ALL

FEW

SOME
May Institute Demographics
Adult Services

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 Decision Making

Supporting Individual 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 effectiveness of behavior support interventions
- Improve functional skill acquisition
  - Increase functional assessments that lead to meaningful functional skill acquisition
- Maintain and improve individuals and consumer satisfaction
Emphasize: 4 Integrated Elements

Supporting Staff Behavior

Supporting Individual Behavior

Supporting Quality of Life and Prosocial Skills

Supporting Decision Making

Outcomes

Practices

Systems

Data

May Institute
Shaping Futures. Changing Lives
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 Quality of Life and Prosocial Skills

Supporting Staff Behavior

Supporting Individual Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES

May Institute
Shaping Futures. Changing Lives
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 Quality of Life and Prosocial Skills

Supporting Staff Behavior

Supporting Individual Behavior

Supporting Decision Making

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
Implementation Status

- Action plan drafted
- Leadership team formed
- Adjusted existing meetings to align with regulatory requirements
- Tier goals initiated
Action Plan Components

• Mission Statement
  – Describes evidence-based practice

• Leadership Team
  – Roles and Function
Leadership Team

- Develops and oversees the Action Plan
- Meets frequently (monthly) and then quarterly
- Review clinical indicators/outcomes
- Members:
  - Adult Leadership (Operational and Clinical)
  - QI team
  - Qualified clinicians
  - Human Resources representative
  - Stakeholder/parent/individual served
Action Plan Components

• 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

• 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
Action Plan Components

Secondary Universal Indicators

Functional Living Skills Assessment

Objective: Increase the number of learners with access to a functional skills curriculum across the organization.

- Outcome: Percent of all individuals served having the Essential for Living (EFL) assessment completed (Data source: EFL database)

Communication

Objective: Increase the number of learners with effective and efficient communication modes across the organization.

- Outcome: Percentage of all learners with an identified communication system (score of 4 on either the spoken words or alternative methods of speaking items of the EFL Quick Assessment) and
- Outcome: Percentage of learners with a basic requesting repertoire (i.e., score of 4 on item one, making requests, of the EFL Quick Assessment)
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

• 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
Action Plan Components

- Crisis Prevention and Response & Restraint Management System
  - Safety-Care Behavioral Safety Training components & requirements
## 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><strong>MIDAS</strong></td>
<td>Frequency of physical management/Year (any employee and verified by regional supervisor)</td>
<td></td>
<td>Bar Graphs &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>
Outcomes - Physical Management
## Tier Goals Initiated

### Secondary Outcomes – Universal Level

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<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>
<td></td>
</tr>
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</table>
Universal Agency Goal: Learners with Access to Functional Skills Assessment

- CCSE: 91.8%
- EMA: 9.50%
- WMA: 37.9%
- Total: 100%
## Tier Goals Initiated

### Targeted Level Outcomes

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

Challenging Behavior Ratings on EFL QA

- CCSE: 61.2%
- EMA: 11.2%
- WMA: 0%

At-risk - Targeted (2/3 QA) • At-risk - Intensive (1 QA)
## Tier Goals Initiated

### Intensive Level Outcomes

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<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>
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We are currently in the process of identifying individuals who meet criteria for intensive plans and will report data similarly to these next graphs.
Cape Cod & Southeastern MA Level 2 Plans
2017-2020
Next Steps

Focus on training plan

- Modifying for COVID-19
- Other regions: WMA & EMA
- Use of new behavior support plan templates clinical team developed

Meet with Leadership Team to perform duties outlined
Tips for Participants

Complete Your Evaluation

Session Materials & Handouts

Evaluation

Q&A, Chat, Raise Hand and Leave Webinar – Hover cursor over window to pop up menu.

Theater Mode
Expands the viewing screen
Thank You!

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