Statewide PBS Planning and Implementation in IDD Systems: Issues, Challenges, and Examples

David A. Rotholz, University of South Carolina, Center for Disability Resources (UCEDD)

Teresa Rodgers, Missouri Department of Mental Health, Division of Developmental Disabilities

Molly Dellinger-Wray, Partnership for People with Disabilities, Virginia Commonwealth University

Matt Enyart, Kansas Institute for PBS, University of Kansas

Barbara Brent, National Association of State Directors of Developmental Disabilities Services South Carolina's Statewide PBS Effort: Key Issues and Its Evolution Over the Past Decade

> David A. Rotholz, Ph.D., BCBA-D Executive Director and Professor *Center for Disability Resources USC School of Medicine

* In Collaboration with South Carolina Department of Disabilities and Special Needs



Creating clear, objective and enforceable standards makes a difference:

All in Medicaid Waiver and Departmental Standards

- Qualifications
- Work Sample
- Renewable Approval Status
- CEU requirements



Standards Evolve Over Time

- Revised in response to provider & local agency requests for increased objectivity
- > Task force developed revised standards
- Became more detailed, specific and numerically based after 10+ years
- > Now more prescriptive than before



Quality Assurance Produces Change

- Based on standards
- Clear criteria
- 1 chance to correct/improve
- Enforceable by removal from approved provider list



Capacity is a BIG problem

- Not clear that any state has sufficient PBS providers to meet the need
- > ASD compounds the problem
- SC provides 6-course BCBA sequence (infused with PBS) for free
- New approach/revised qualifications about to begin



Systems Approach is Needed

- Necessary for success, ongoing commitment, improvement and maintenance
- Requires political and other support from the DD agency
- Ability to prevail when inappropriately challenged





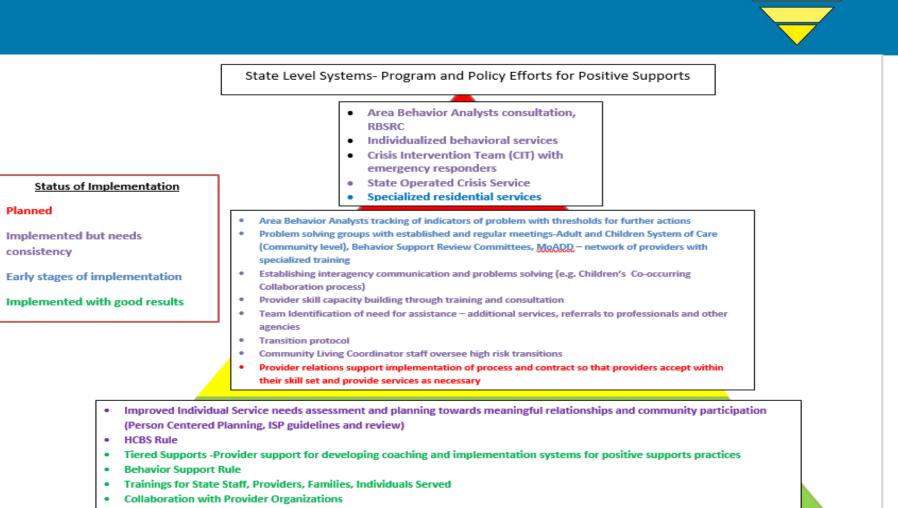
Improving lives THROUGH supports and services THAT FOSTER Self-determination.

Statewide PBS Planning and Implementation in IDD Systems: Issues, Challenges, and Examples

Missouri APBS 2018



www.dmh.mo.gov/dd MISSOURI DEPARTMENT OF MENTAL HEALTH



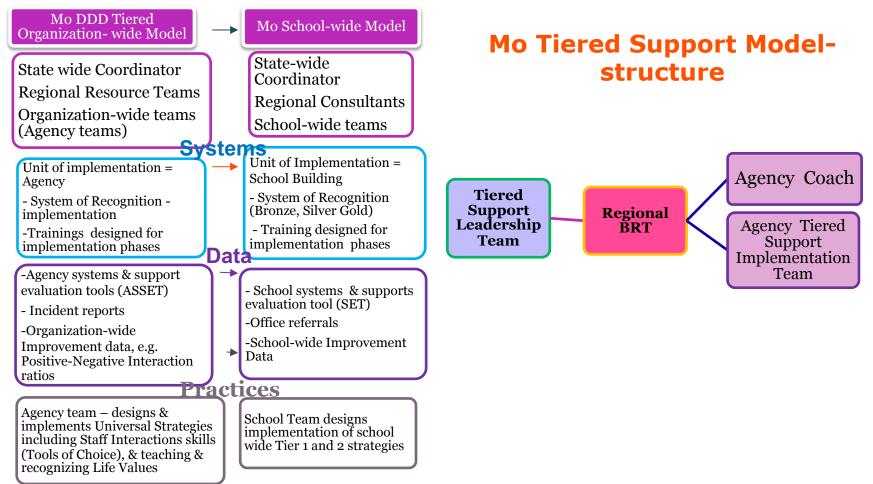
MISSOURI DIVISION OF DEVELOPMENTAL DISABILITIES

- Inter and Intra Agency Collaborations
- Empowering through Employment Initiative

Revised February 28, 2018

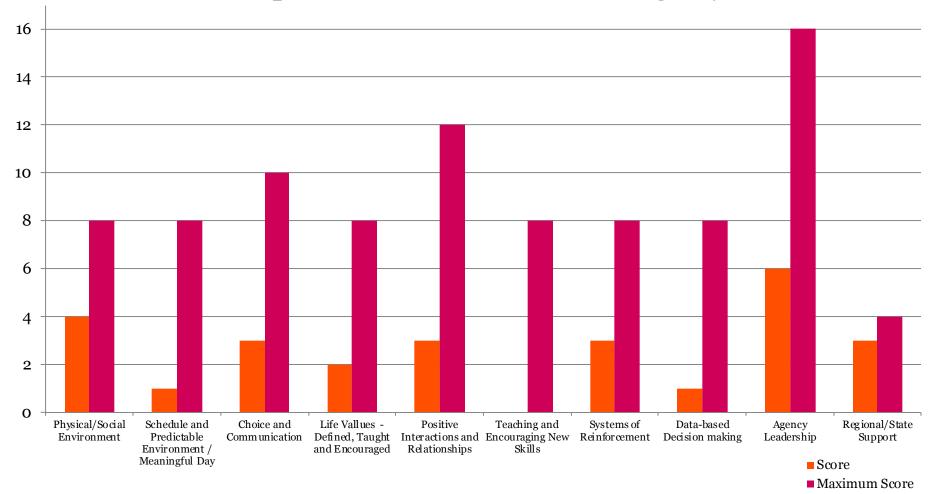


MO-DD Tiered Supports state-level implementation mirrors the PBS Schoolwide model at Tier 1 Level of Prevention





Example ASSET Score for A Tiered Agency



Improved Fidelity = Improved Outcomes

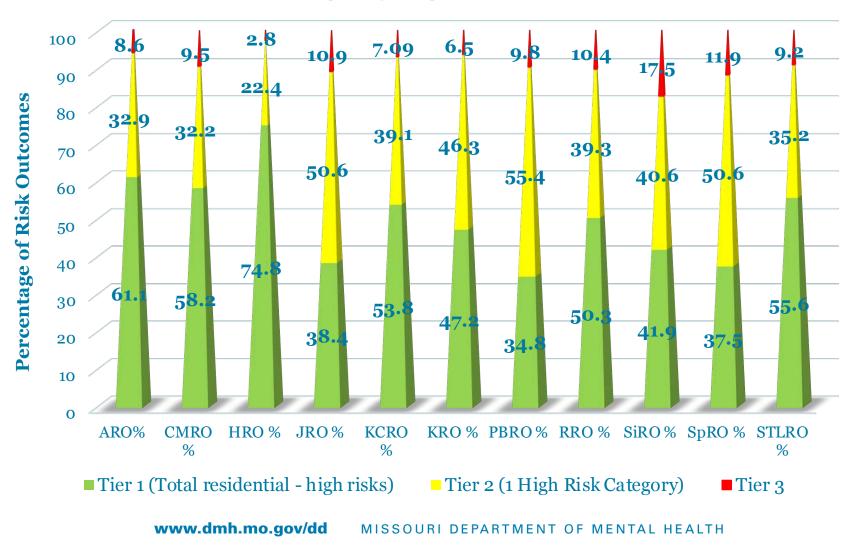


| Level of Implementation | % Agencies with Reduction in Incident Reports | | | |
|----------------------------|---|--|--|--|
| Low | 32% | | | |
| Moderate | 60% | | | |
| High | 78% | | | |

www.dmh.mo.gov/dd MISSOURI DEPARTMENT OF MENTAL HEALTH



Risk Percentages by Region for FY 2017 4th Qtr





Improving lives THROUGH supports and services THAT FOSTER Self-determination.

Virginia's Positive Behavior Support Project and Network

Molly Dellinger-Wray

Partnership for People with Disabilities

Virginia Commonwealth University



mdwray@vcu.edu



RIGEROUS ENDORSEMENT PROCESS





VCU Partnership for People with Disabilities

LIFE AFTER PBS ENDORSEMENT



Virginia Board for PBS

- Provisional Endorsement Pilot
- Ethical Considerations
 - Dual relationships
 - Confidentiality
- Standards of Practice
- Continuing Education
- Endorsement



From the Bylaws

 The Virginia Board for PBS will embody the principles of PBS, including, but not limited to, working collaboratively, placing emphasis on person-centered positive practices, including all subcommittee members, and a commitment to be unconditionally constructive. The board will rotate responsibilities for setting the agenda/meeting facilitation, note taking, time-keeping, correspondence, and follow up with identified action items. Matt Enyart, KIPBS Director

Building Positive, Healthy, & Inclusive Kansas Communities with Positive Behavior Interventions and Supports





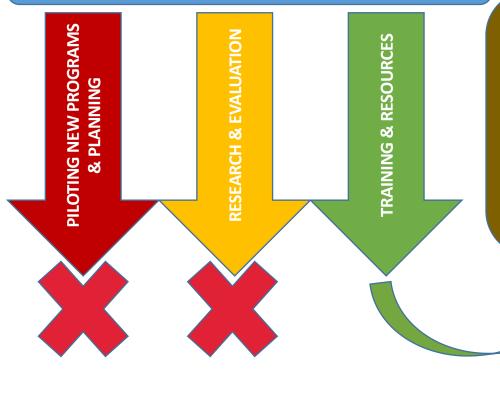
KANSAS PBS EVOLUTION

- KIPBS TERTIARY MEDICAID PBS TRAINING
- KANSAS PBS MONOGRAPH & SWPBS
- PBS KANSAS PLANING & STANDARDS
- HCBS WAIVER STUDIES & KMHPBS
- MANAGED CARE IMPACT
- SHIFT TO POSITIVE KANSAS COMMUNITIES & REGIONAL PBS EXPANSION PROJECTS
- SCALING UP COMMUNITY AND ORGANIZATION-WIDE PBS APPLICATIONS VIA PILOTS





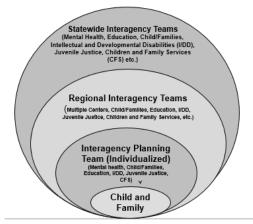
State Funding, Planning, Direction, Oversight

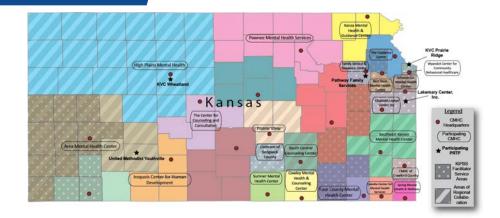


- Robust Projects Resulted in Solid, Fertile State-wide PBS Foundation
- State Support Terminated for Pilots & Planning
- New Innovative Applications Sprouted Organically at Regional Level
- KIPBS Nurtured Local Efforts Despite Discontinued State Funding

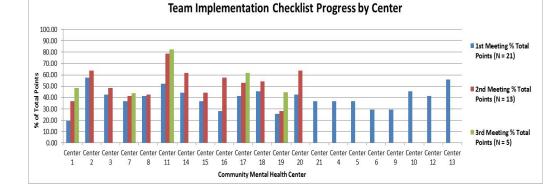
Fertile Ground Despite Funding Loss

Kansas Mental Health & PBS Project



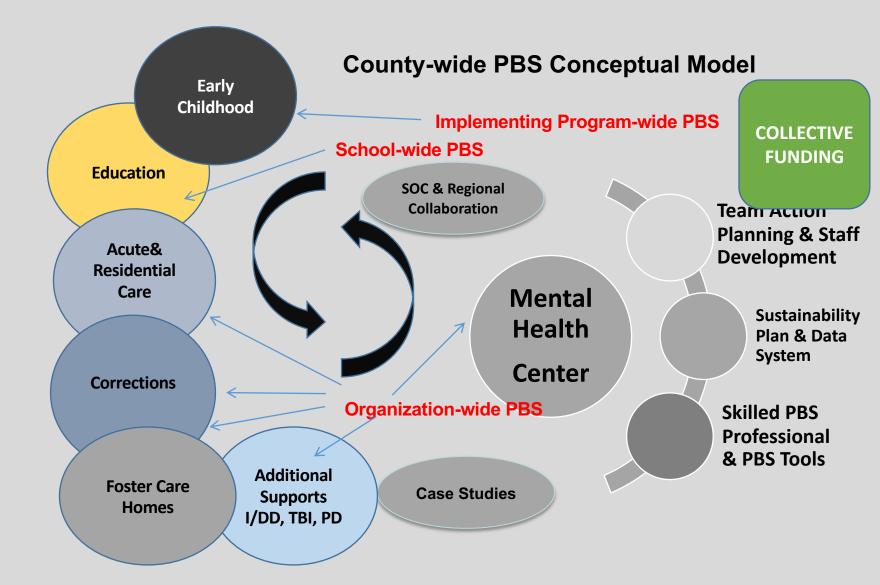


Please consider the following description of Positive Behavior Support: Positive Behavior behaviors by designing effective environments and teaching individuals appropriate social and communication skills. Given this description, do you feel the youth you serve would

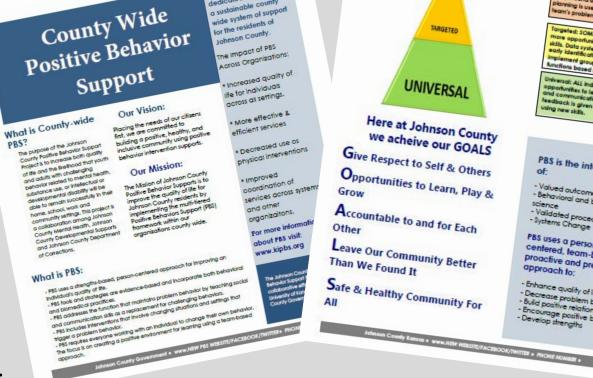


Support is a set of research-based strategies that are intended to decrease problem benefit from Positive Behavior Support? Yes 117 94.4%





Johnson County Communitywide PBS Pilot



Johnson County PBS is

dedicated to creating

a sustainable county

for the residents of

wide system of support

JERUNANSAS

Intensive: a FEW individuals need intensive supports with multiple interventions to address their unique social and quality of Ble needs. Wraparound and/or person-centered planning is used to guide each eam's problem solving efforts.

Multi-tiered Approach

TARGETED

Targeted: SOME individuals need more opportunities to practice new skills. Data systems are used for early identification and to Implement group and individualized functions based interventions.

Universal: ALL individuals receive opportunities to learn social skills and communications skills. Positive feedback is given to everyone for

PBS is the integration

- Valued outcomes - Behavioral and biomedical

- Validated procedures - Systems Change

PBS uses a personcentered, team-based, proactive and preventative approach to:

- Enhance quality of life - Decrease problem behavior - Build positive relationships - Encourage positive behavior - Develop strengths

ğ

Johnson County Project Action Plan & Outcomes

| | Year One | Year Two | Year Three | Year Four | Year Five |
|--|--|---|--|--|--|
| Enhance Systems, Practices, and Evaluation within County Programs by using OWPBS | Pilot OWPBS Program Leadership Teams Built & Implementation Planning | OWPBS Launched -JDC, ACT, JCDS, CRC/ADU, TC | OWPBS Fidelity OETs OWPBS Expansion | OWPBS Calibration Sustainable OETs OWPBS Expansion Continued Expansion | OWPBS in all County Programs Collaborative Training Systems for County Partners |
| Enhance Systems, Practices, and Evaluation County- wide by using CWPBS and SOC | County-wide PBS Leadership Team Developed & Action Plan Developed | CWPBS PBS Child Coord Pres Leadership Community Mapping and SOC Initiated | SOC County Departments Operational | Full SOC Operational Collaborative PBS Trainings with other Agencies/Schools Court Diversion | SOC Ongoing & Expansion as Needed |
| Enhance Behavioral Expertise within Programs and County- wide | Identify Intensive PBS Needs and Potential Students | Tertiary PBS Training Completed | Intensive PBS Capacity | Ongoing Capacity Building of Intensive PBS Collaboration with other Agencies | Effective Collaboration Across Schools, Human Service, Corrections, and Foster Care |
| Evaluate Impact of PBS & SOC County- wide and within County Programs | Implementation | Implementation & Identify Outcome Data | Return on Investment Cost Benefit Analysis Impact for OWPBS, Intensive, & SOC Case Studies | Return on Investment Cost Benefit Analysis Impact for OWPBS, Intensive, & SOC Case Studies | Return on Investment Cost Benefit Analysis Impact for OWPBS, Intensive, & SOC Case Studies |

County & Organization-wide Implementation Data

| TIC Dates | CWPBS Implementation Checklist | | | | | | | | |
|-----------|--------------------------------|-----|------|------|-----|-----|-----|-----|--------|
| 1/13/2017 | 80% | 38% | 50% | 50% | 0% | 61% | 17% | 40% | 45.59% |
| 1/11/2018 | 100% | 75% | 100% | 100% | 75% | 94% | 50% | 40% | 76.47% |

Learn more about the County and Organization-wide PBS Project Friday!





Matt J. Enyart menyart@ku.edu

our chant **RISES**





Positive Behavior Support Across the States Pathways Forward

National PBS trends in state I/DD systems:

- States describe PBS implementation as a journey, identifying new opportunities with partnerships, continuous learning and a commitment to change-even, or especially-when times are difficult.
- States have purposeful intent to move systems from deficit-based decisions in policy & practice, such as modifications to behavior focused on prohibited practices and learned replacement skills toward strength and preference- based decisions, plans and actions to improve overall quality of life.



NASDDDS

National Association of State Directors of Developmental Disabilities Services

PBS Implementation Strategies Align With Where People Live and Work

- In 2014, 56% of people served in I/DD systems lived in the family home; this continues to trend higher*, 11% lived in their own home and only 4% lived in group setting of 16 people or more.
- In 2013, 18% of people served worked in community integrated employment & more people want to work.
- PBS policies, funding mechanisms, training and partnerships and implementation models are becoming more nimble to support adults in their family's home, community and at work.



Larson et al (2017). RISP FY 2014

NASDDDS

National Association of State Directors of Developmental Disabilities Services

Considerations for Success

- Communication and Collaboration-the state brings together providers, families, UCEDDs, people with disabilities, other state agencies and other stakeholders from the beginning and on-going.
- Partnerships- e.g. Universities are included as key partners. UCEDDS bring important expertise, assist in data-based reviews and analysis, are training and technical assistance experts and are familiar with the state's history, financial structures, systems architecture, and provider relationships.
- *Training and TA-Training* is frequent, consistent and widely available. Needs to take into account geography and learning styles, such as through local collaboratives, regional support and on line resources. TA is consultative; assists providers and local teams with organizational change and supports teams through complex situations.

NASDDDS

National Association of State Directors of Developmental Disabilities Services

Systems View For Each State

Every state has a "cultural context" to inform PBS implementation:

- Includes factors such as history, cultural considerations, relationships, political influences, financial pressures, service capacity and staff capacity.
- These need to be taken into account when developing and implementing systems design; Medicaid funding, training and TA, outreach strategies, policies, case management, capacity development, evaluation and measurement.
- Strong PBS principles needed, but not one single way to implement statewide PBS.

NASDDDS

National Association of State Directors of Developmental Disabilities Services

Closing Thoughts

- Qualifications of those providing PBS at every level requires thoughtful discussion, clear descriptions and reliable follow-through. This has been complicated so far.
- Leadership is important everywhere. The state I/DD agency is a must, but can't do it alone.
- Spread the word; often. Everyone needs to hear that PBS works!

Thank you! Barbara Brent, State Policy Director NASDDDS <u>bbrent@nasddds.org</u> 480-221-2426



Mary Lee Fay and Barbara Brent

Mary Lee Fay <u>mlfay@nasddds.org</u> Barbara Brent <u>bbrent@nasddds.org</u>

