

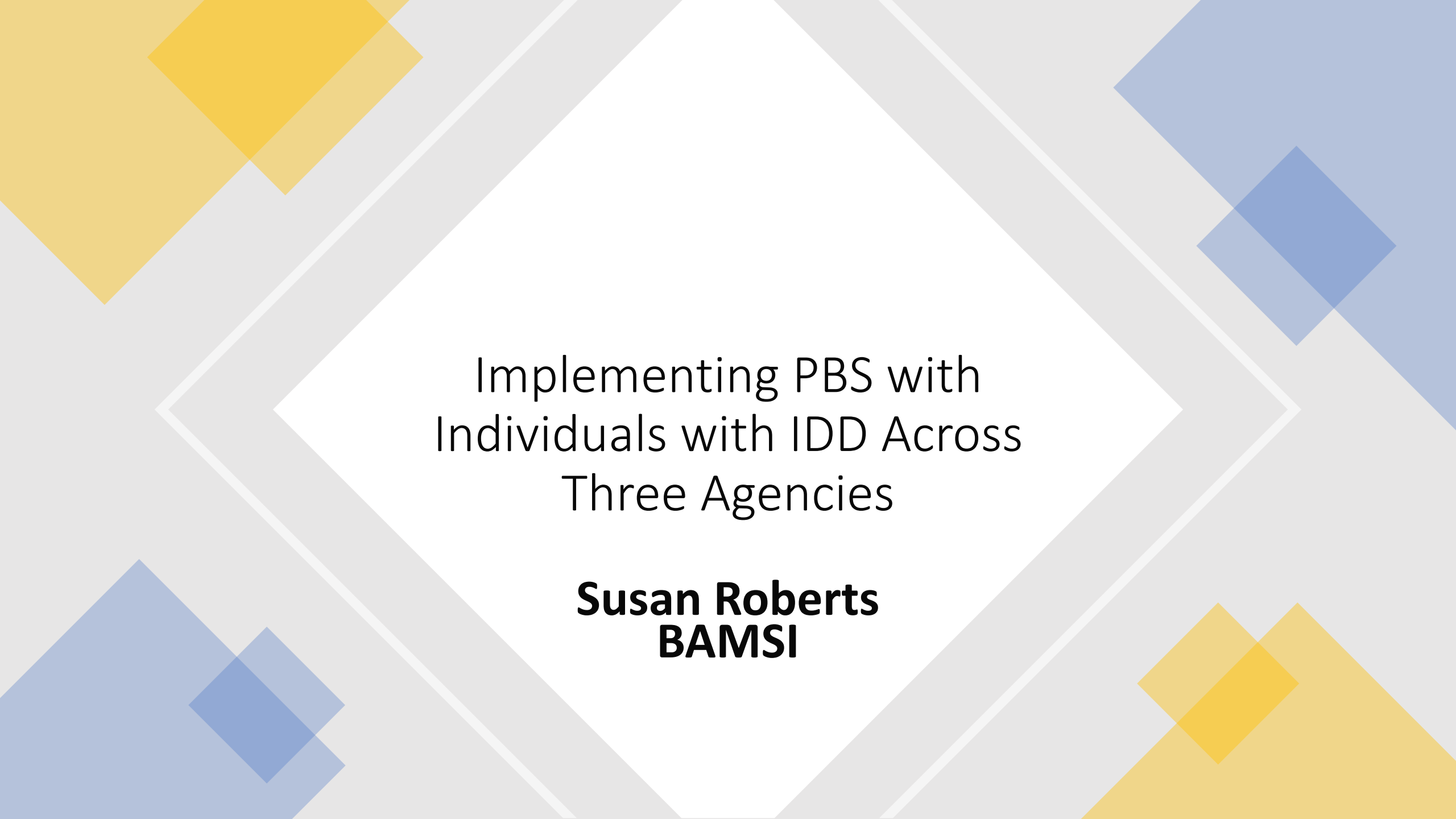
# E2: Implementing PBS with Individuals with IDD Across Three Agencies

**Bob Putnam, May Institute**

**Susan Roberts, BAMSI**

**James Green, Vinfen**

**MayInstitute**  
*Shaping Futures. Changing Lives.*



Implementing PBS with  
Individuals with IDD Across  
Three Agencies

**Susan Roberts**  
**BAMSI**

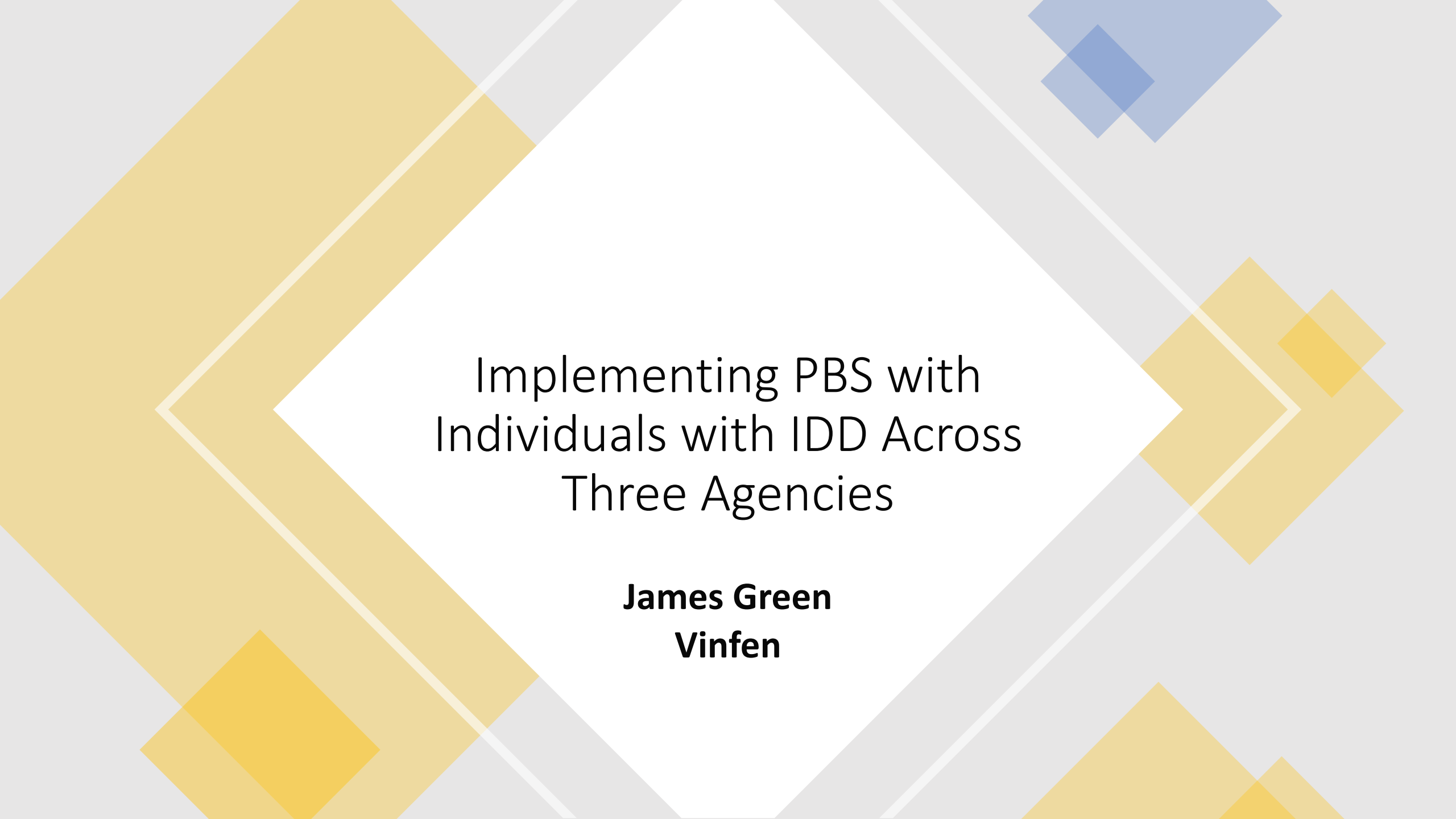
# Universal Supports

## 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 meaningful, cross-disability relationships.

We support opportunities for the people we serve to be connected into their communities by enhancing cultural safety, and by empowering intentional strategies to support awareness, belonging, and friendship.





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**

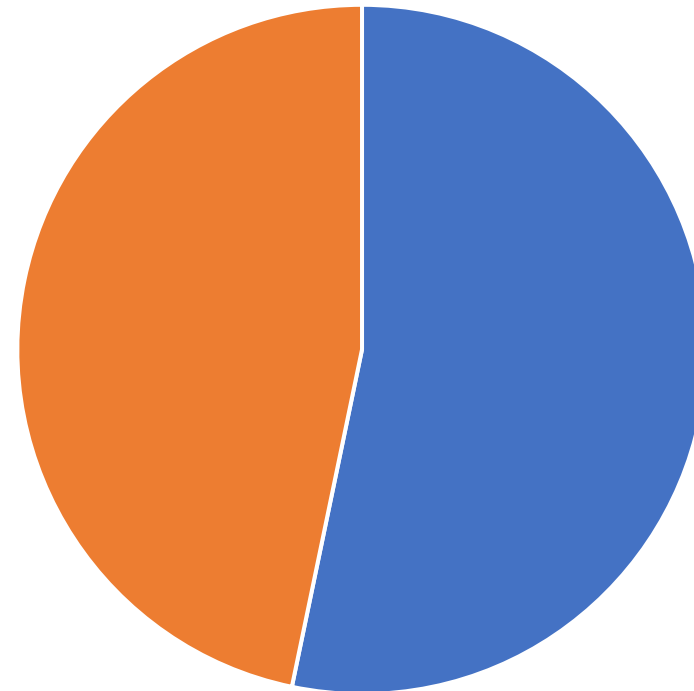


# About the May Institute

- 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](http://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

May Institute Demographics  
Adult Services N = 858  
Duplicated count



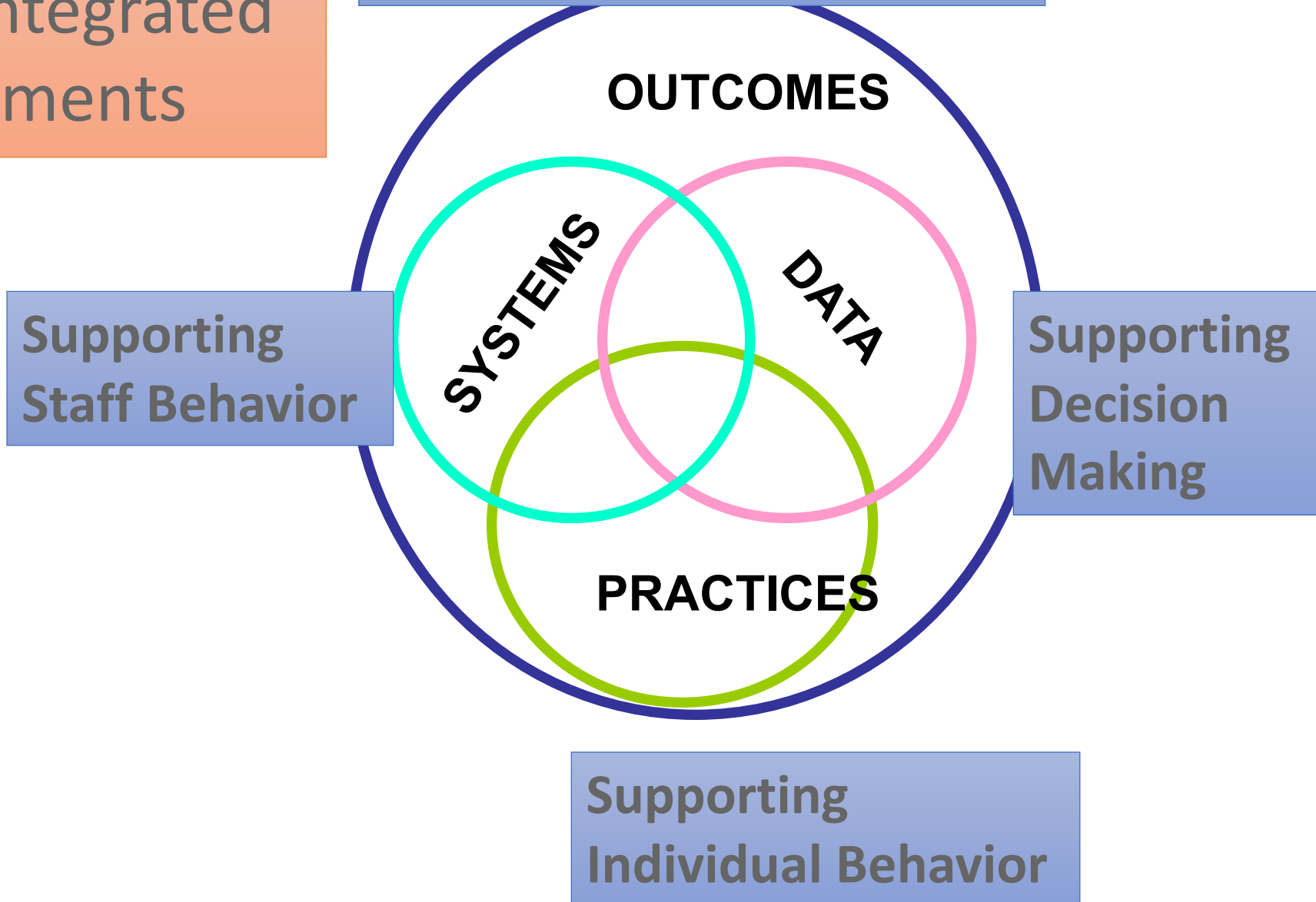
■ Day ■ Residential



**WORK  
IN PROGRESS**

Emphasize:  
4 Integrated  
Elements

Supporting Quality of Life  
and Prosocial Skills



Supporting  
Staff Behavior

Supporting  
Decision  
Making

Supporting  
Individual Behavior

# What Have We Accomplished?

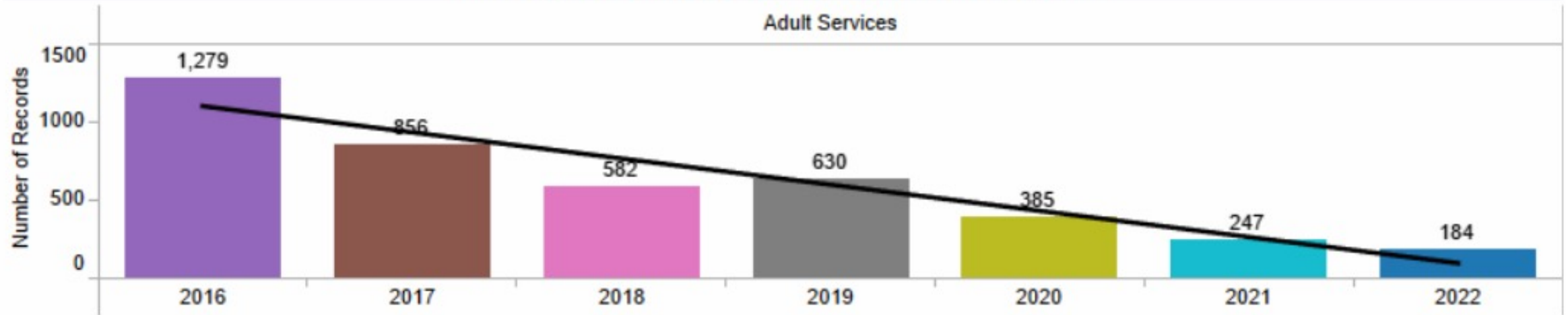
- **Systems**
  - Developed representative agency-wide, and division-wide, including administrators data-based decision-making teams that review meaningful data and develop action plans
- **Data**
  - Developed easily used electronic data collection systems that can disaggregate meaningful data
- **Practices**
  - 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?

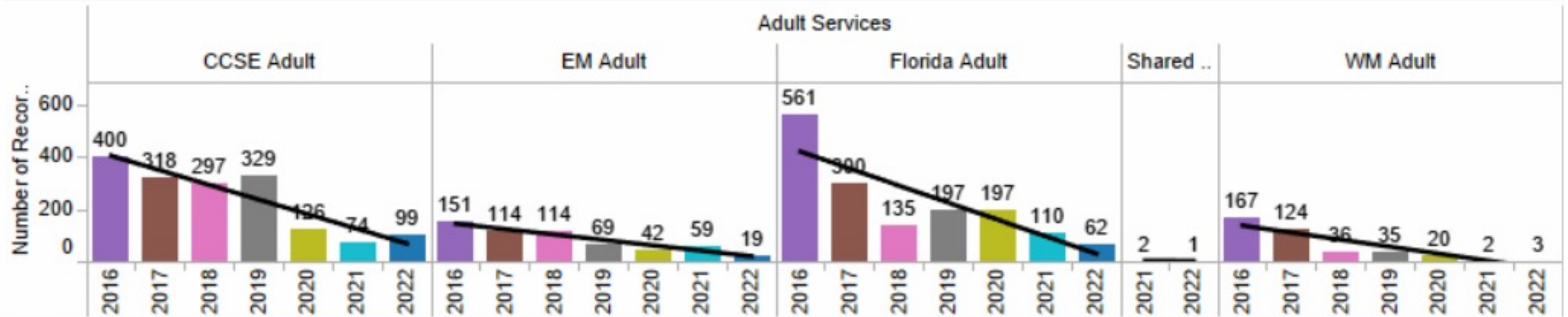
- Outcomes with individuals
  - Reduced the use of protective holds over the last five years
  - Increased the focus of our interventions to improve meaningful outcomes through screening and assessment
  - Reduced intensive support plans (formerly Level 2 plans)
  - Improved communication competencies 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

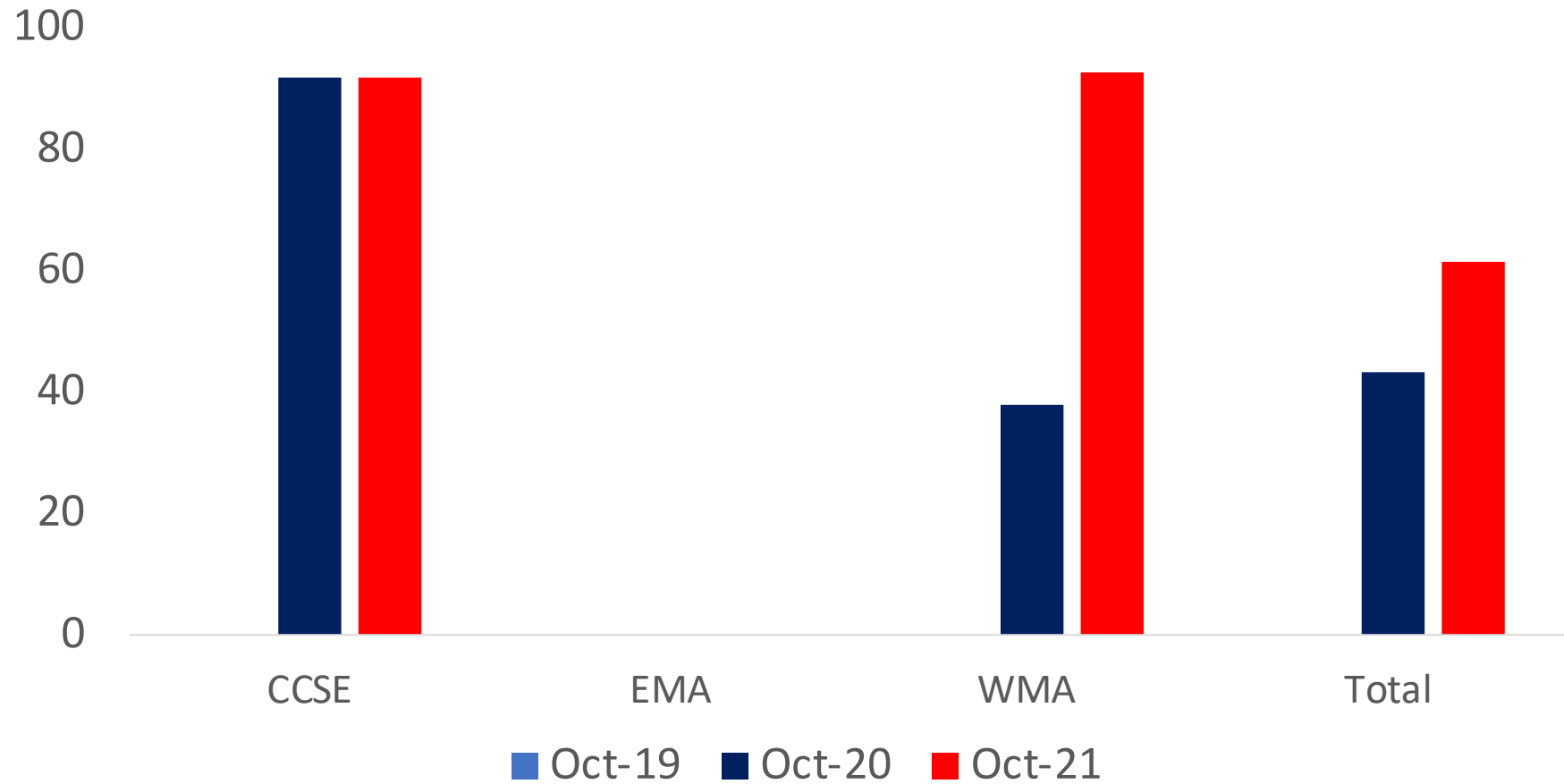
Total Physical Management By Division Year by Year



Total Physical Management By Division/Center Year by Year

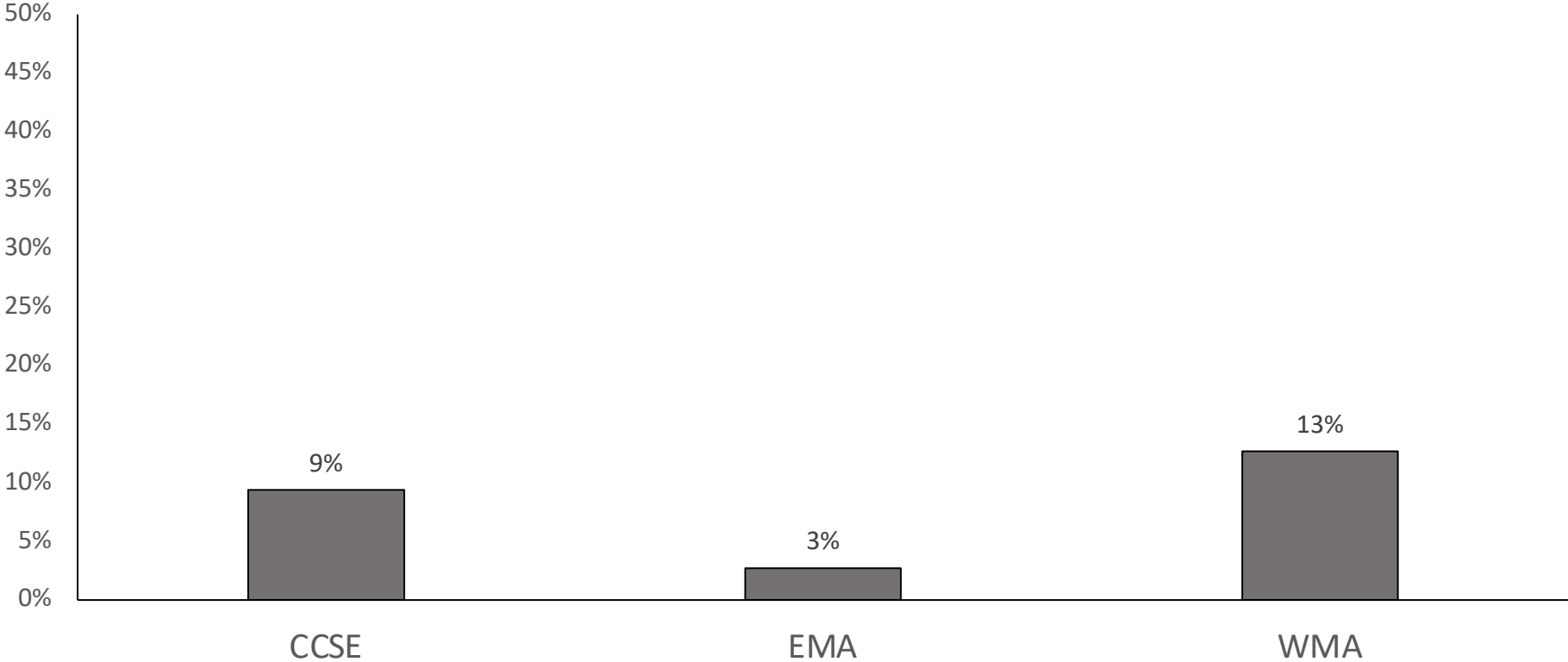


# Universal Agency Goal: Learners with Access to Functional Skills Assessment – Year over Year





# Intensive Plans by Center – May 202



# 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

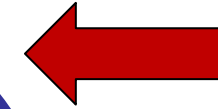
**Quality of life** & behaviorally important outcomes for

**All** individuals

Emphasize:  
4 Integrated  
Elements

Supporting Quality of Life  
and Prosocial Skills

**OUTCOMES**



Supporting  
Staff Behavior

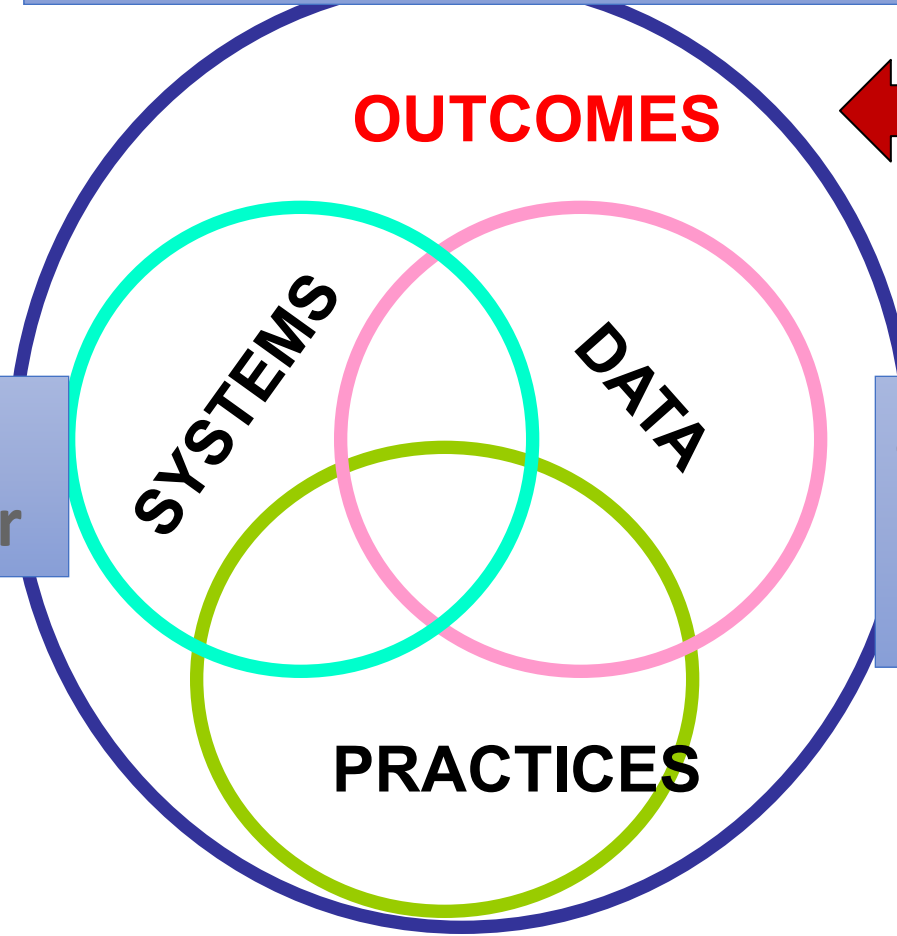
**SYSTEMS**

**DATA**

Supporting  
Decision  
Making

**PRACTICES**

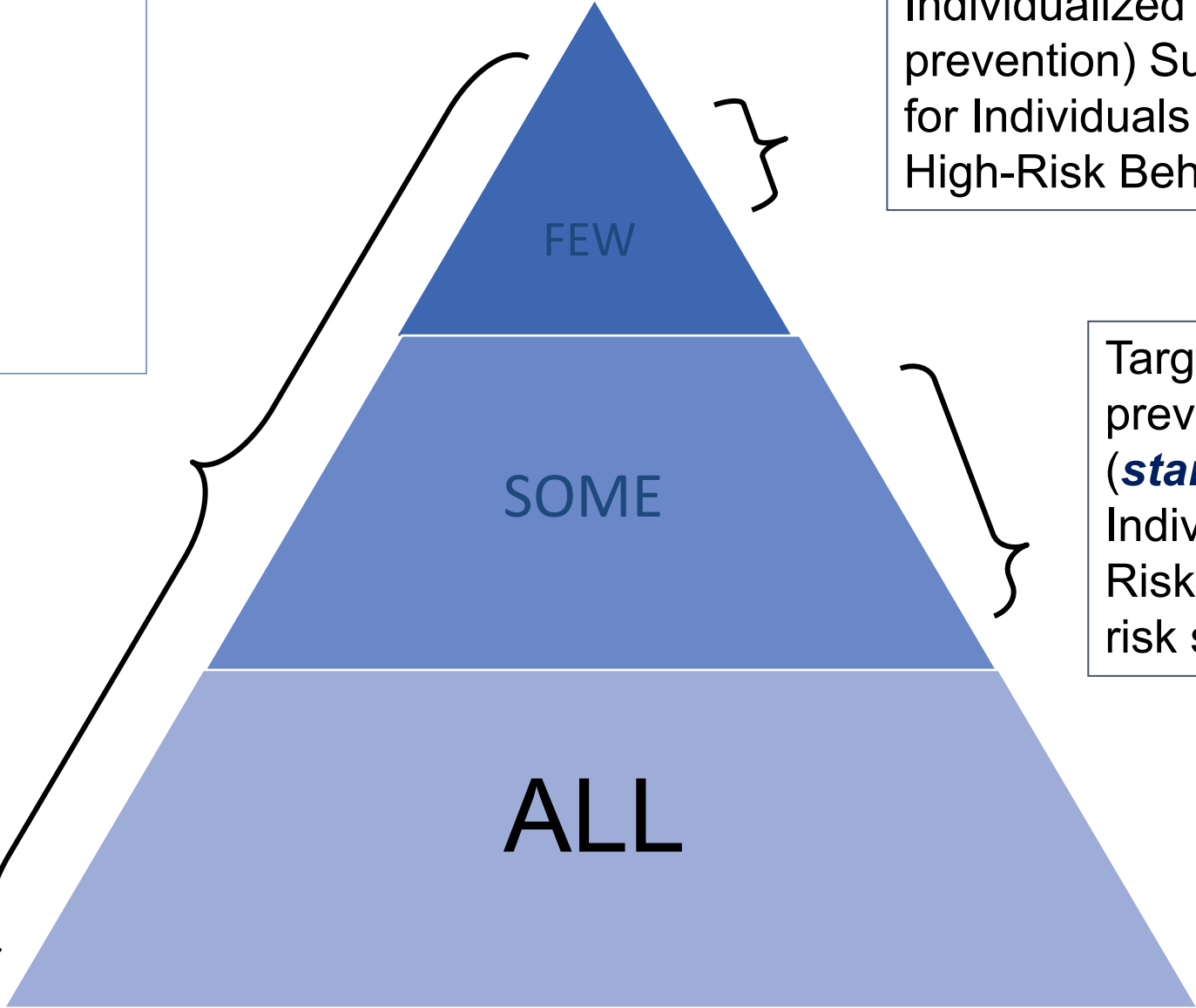
Supporting  
Individual Behavior



CONTINUUM OF SUPPORT for ALL

*Overseen by Leadership Team*

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



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

# 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

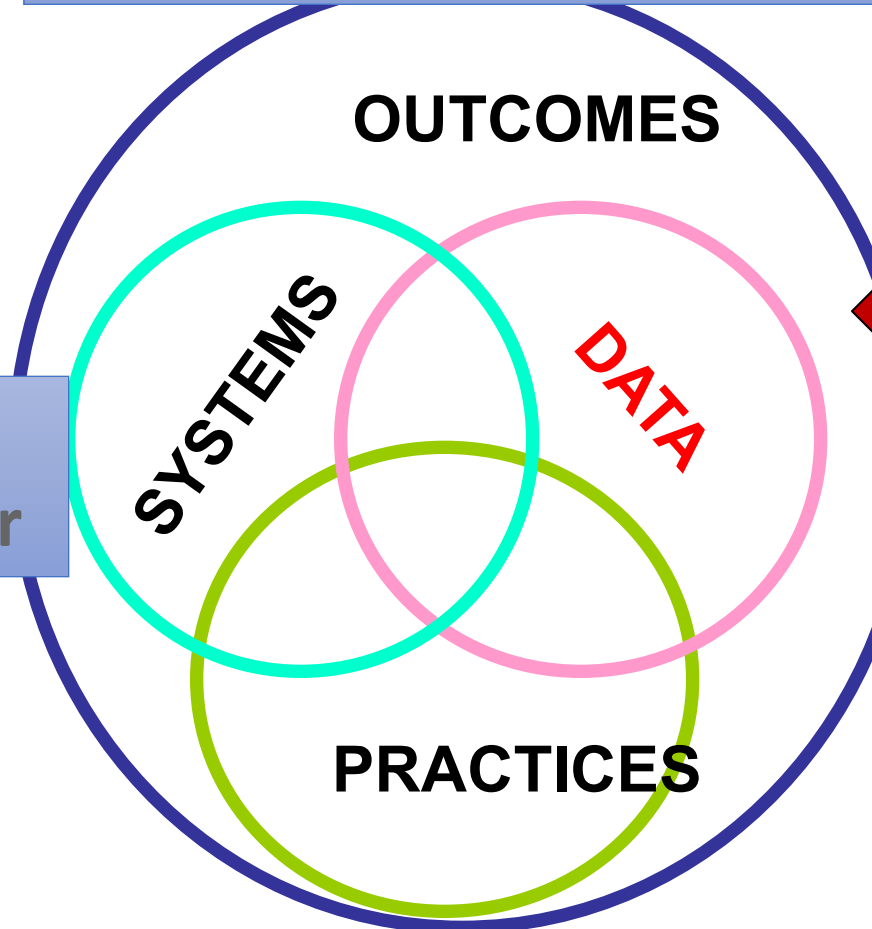
Emphasize:  
4 Integrated  
Elements

Supporting Quality of Life  
and Prosocial Skills

Supporting  
Staff Behavior

Supporting  
Decision  
Making

Supporting  
Individual Behavior



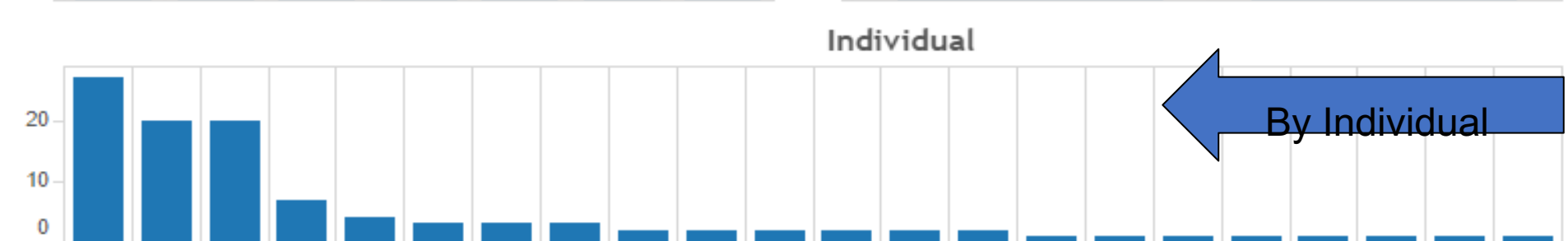
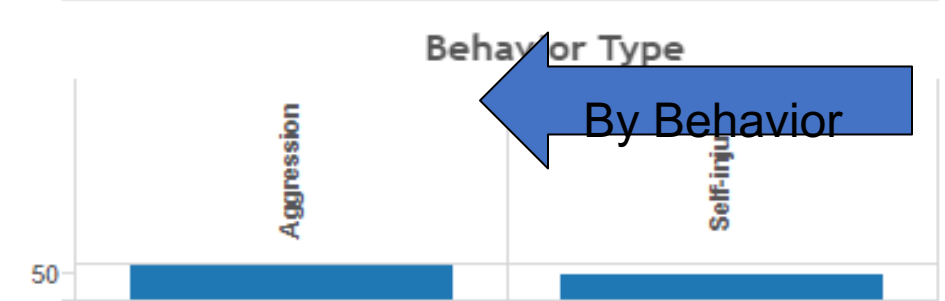
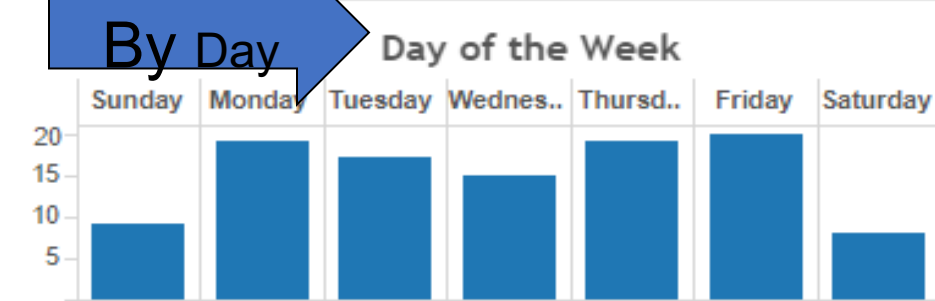
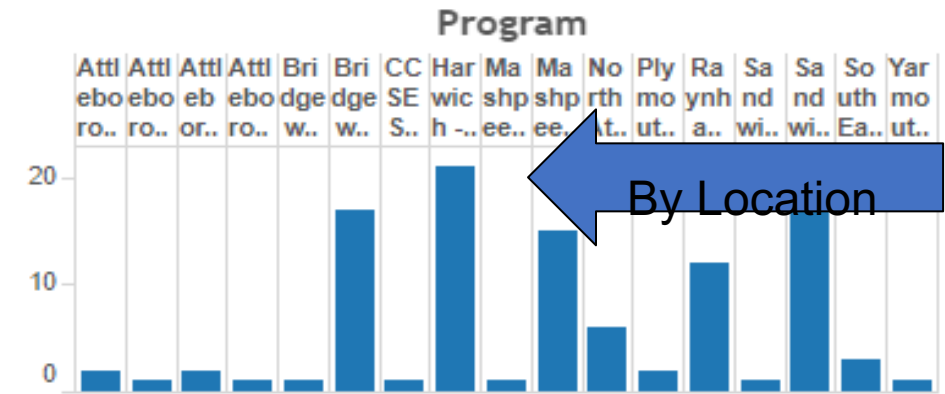
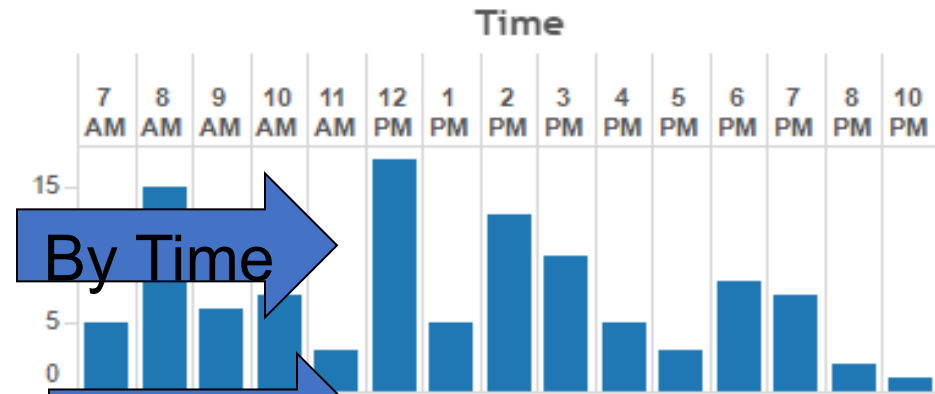
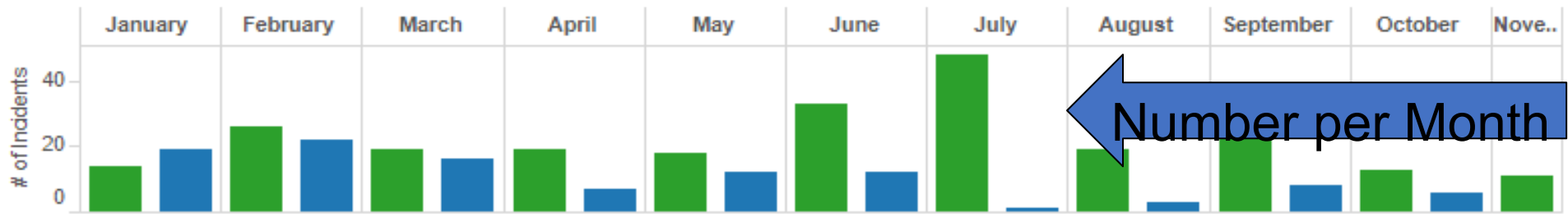
## Step 2: Build Data Systems

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

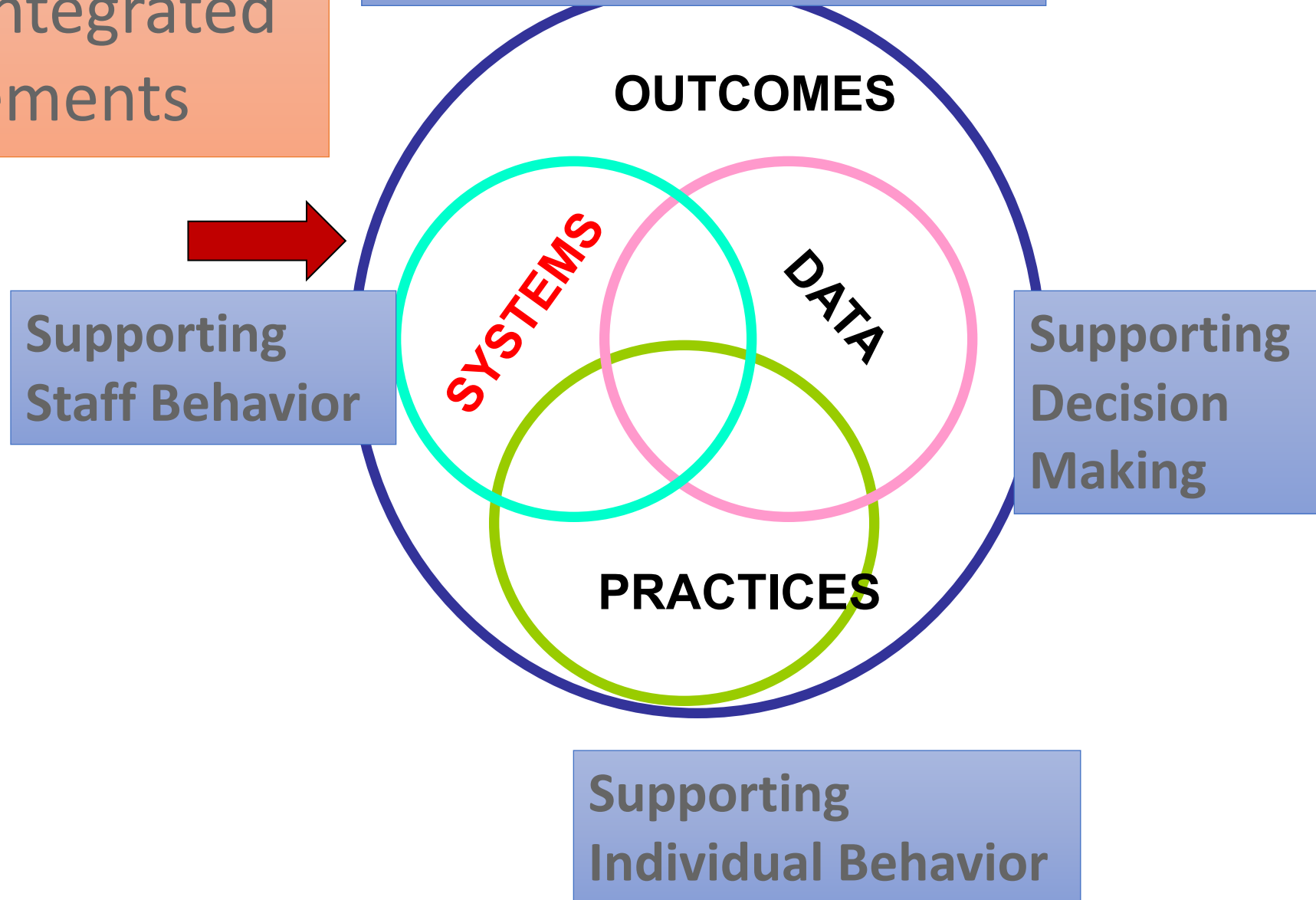


# Total Number of Physical Management Incidents (month to month, year to year)



Emphasize:  
4 Integrated  
Elements

Supporting Quality of Life  
and Prosocial Skills



Supporting  
Staff Behavior

Supporting  
Decision  
Making

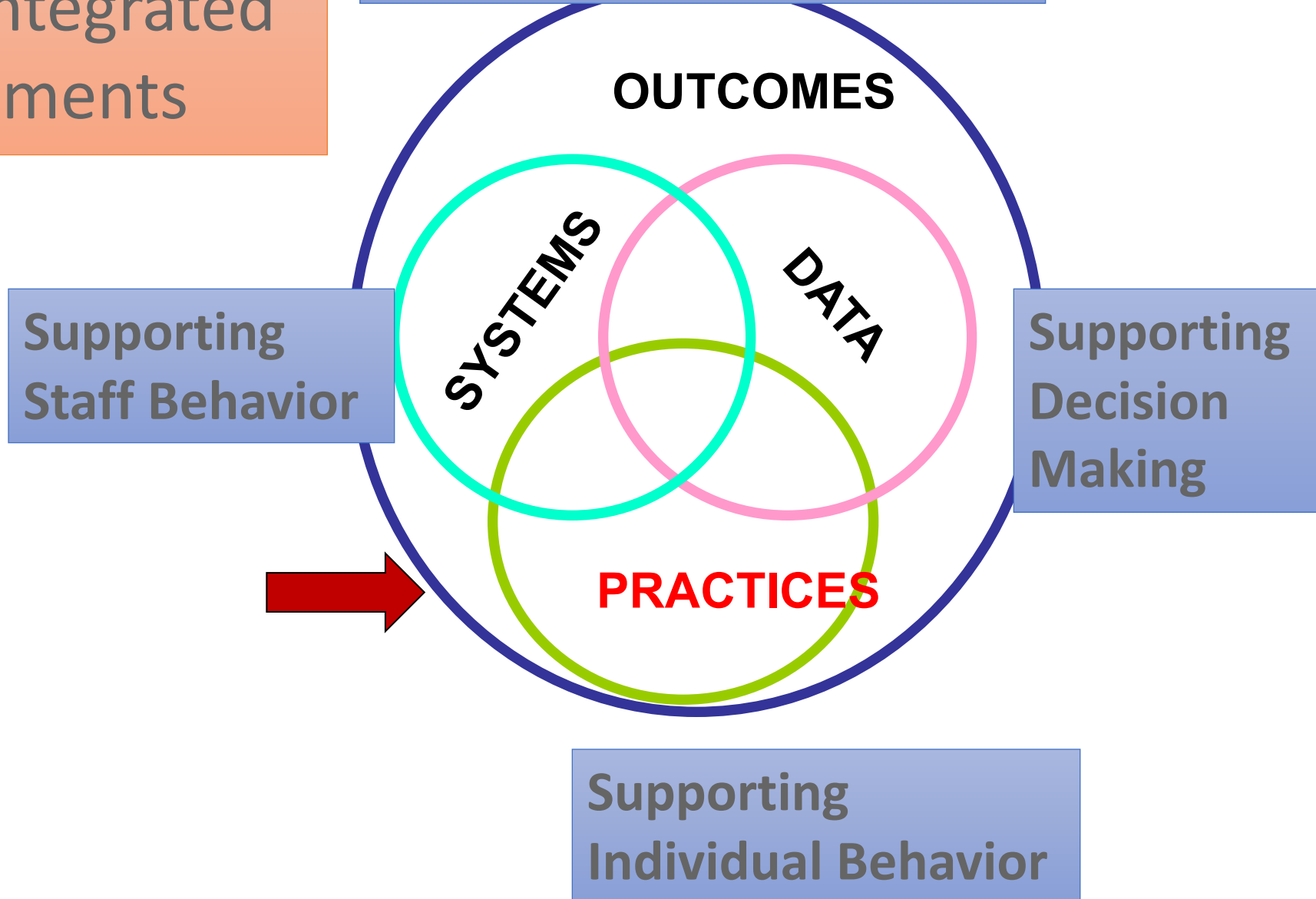
Supporting  
Individual Behavior

## 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  
Decision  
Making

Supporting  
Individual Behavior

## 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**

# 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

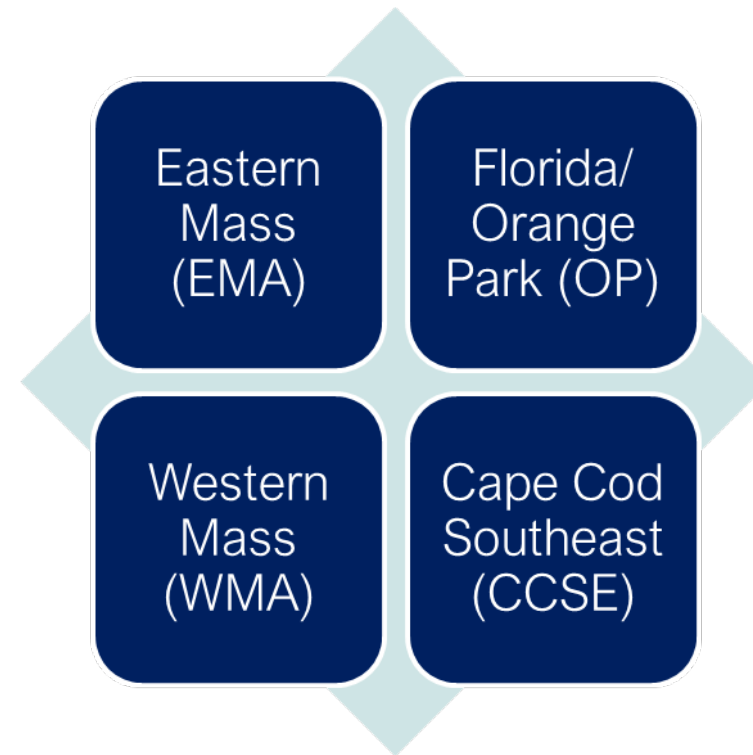
- Training Plan
  - Plan for existing staff & new hires
  - Competency-based utilizing a BST model (Parsons, Rollyson, & Reid, 2012)
    - Focuses on core skills needed to teach the EFL curriculum & behavior support plan adherence
  - On-going integrity checks and coaching

# Action Plan Components

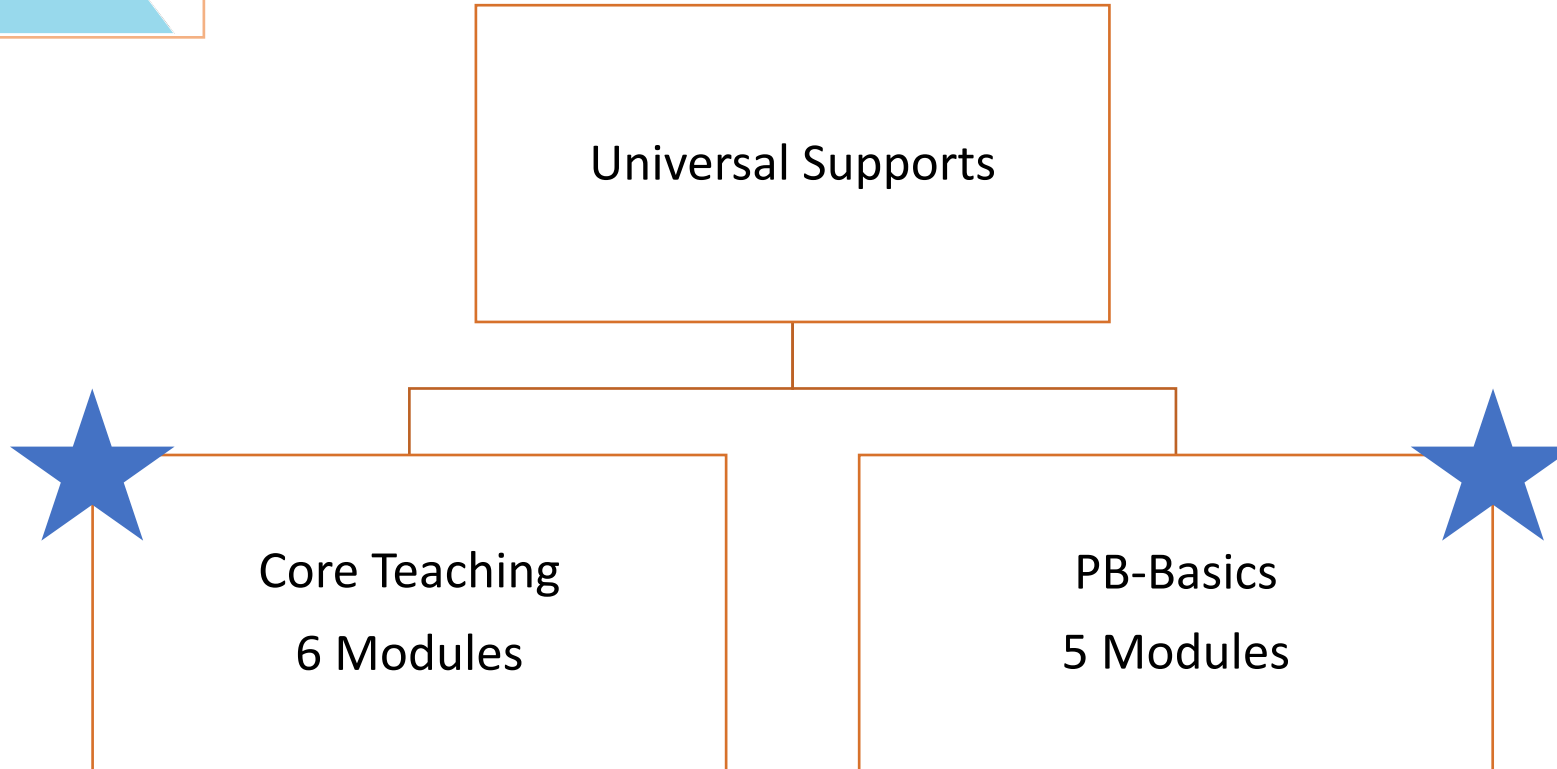
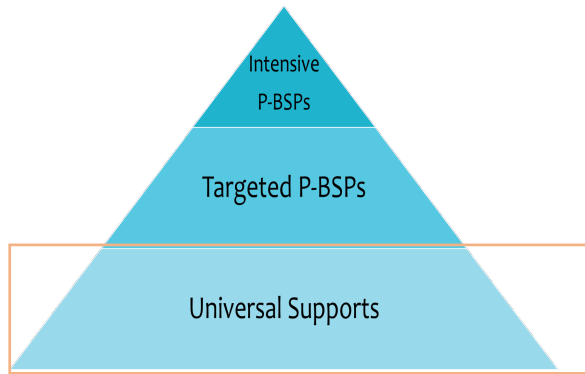
- Universal Curriculum & ABA Interventions
  - Essential for Living (EFL; McGreevy, Fry, & Cornwall, 2014):
    - Part of standard quality of care
    - Criterion-referenced assessment & curriculum guide
    - Organizes and prioritizes crucial language, health and safety, and daily living skills to promote 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



# 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

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

# Tier Goals Initiated

## Secondary Outcomes – Universal Level

Indicators	Goal	Data Location	Source	Summarizes	Display
<b>Functional Living Skills Assessment</b> <i>(Secondary)</i>	Increase access to a person-centered curriculum	MTSS Database in Microsoft Teams	EFL Assessments Completed/Total Center Census	ABA Support Team: Shared at Clinical Peer Review & Reported to Leadership Team	Line and bar graphs as appropriate
<b>Communication</b> <i>(Secondary)</i>	Increase learner access to a mode of communication	MTSS Database in Microsoft Teams	AMS Assessment Completed/Total Center Census		
<b>Social</b> <i>(Secondary)</i>	Increase learner access to a curriculum that promotes inclusion and acceptance	MTSS Database in Microsoft Teams	Relationships Assessments Completed/Total Census		

# Tier Goals Initiated

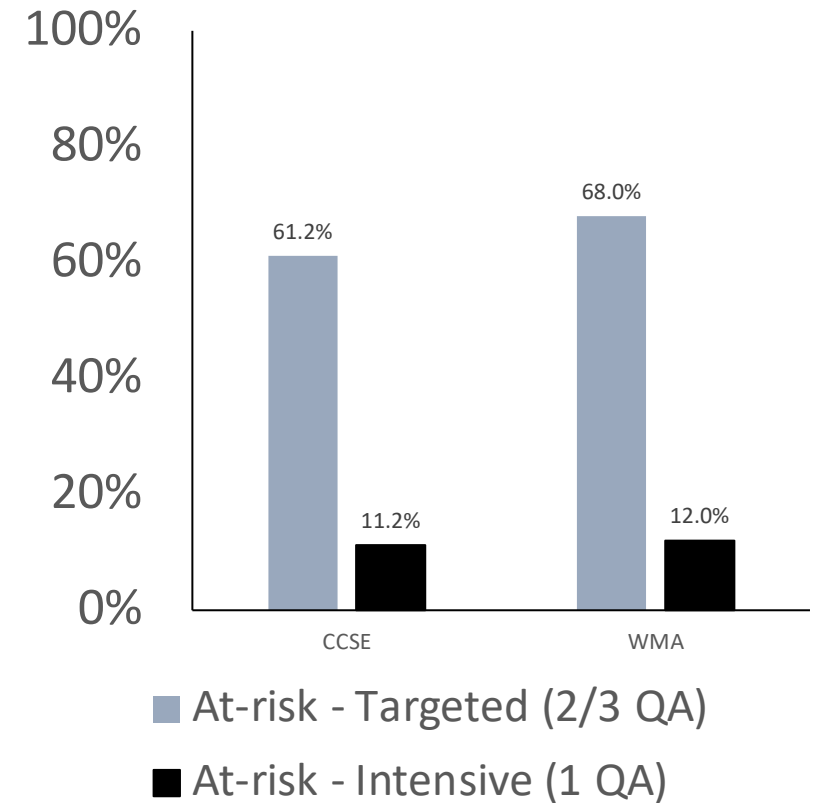
## Targeted Level Outcomes

Indicators	Goal	Data Location	Source	Summarizes	Display
<i>Behavior</i>	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
<i>Effectiveness</i>	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

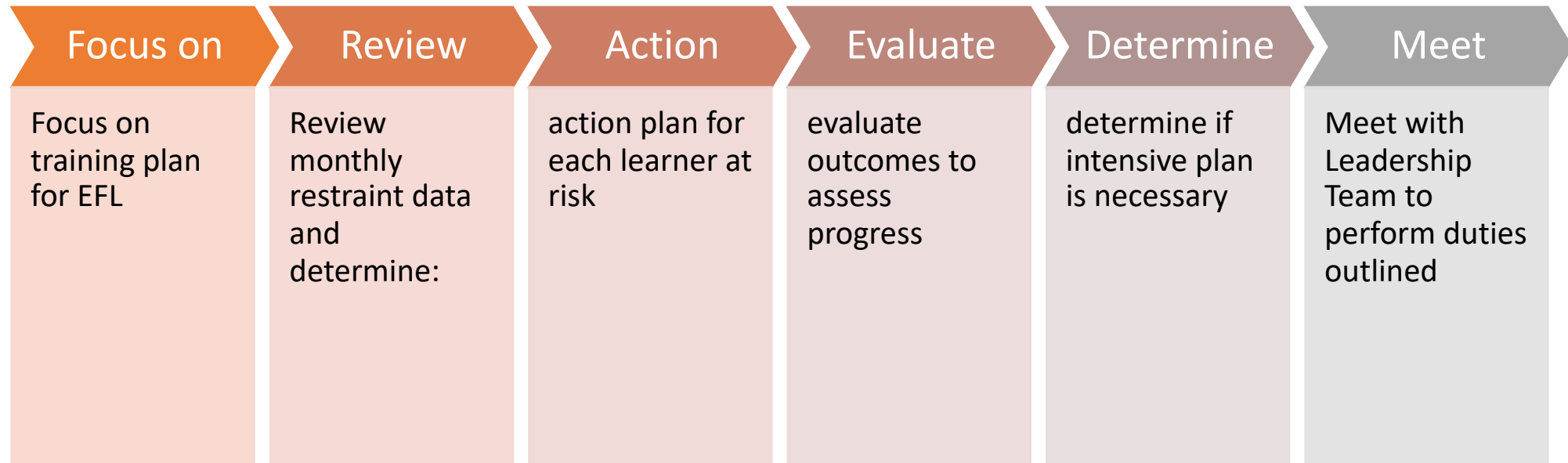


# Tier Goals Initiated

## Intensive Level Outcomes

Indicators	Goal	Data Location	Source	Summarizes	Display
<i>Behavior</i>	Reduce the number of individuals with intensive plans at the agency	MTSS Database in Microsoft Teams	Frequency of Intensive Support Plans/Total Center Census	ABA Support Team: Shared at Clinical Peer Review & Reported to Leadership Team	Line and bar graphs as appropriate

# Next Steps



Thank You!

[bputnam@mayinstitute.org](mailto:bputnam@mayinstitute.org)

For  
Psychology  
CEs

