Missouri Division of Developmental Disabilities Tiered Supports Model

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The Problem of affecting individual problem behavior on a large scale - Why is a '*systems*' approach advantageous?

When tackling problem behaviors, human services might often be characterized as trying to "shut the barn door after the horse is out". Typical attempts to address behavioral issues include 1) developing individual behavior plans (and hoping they are followed); 2) delivering one-time training in-services (and hoping it is practiced); and/or 3) offering time-limited expert consultations (and hoping to build capacity). These approaches have only demonstrated sporadic outcomes at the individual level. The field of developmental disabilities services is experiencing the resource allocation crunch that has affected the rest of the economy and must reduce the untenable practice of funding long-term services by professionals that do not produce a long-term effect of reducing the overall need for the service. Smull (2009), O'Brien (June 1992) and others have long prescribed improving quality of life as the primary focus for addressing individual problem behaviors and larger system problems including abuse and neglect within residential care. It has been proposed by Biglan (1995) that, to effect significant and large scale change that improves quality of life, a fundamental shift must occur that is guided by the science of changing and influencing social and cultural practices. A systems approach is advantageous as it addresses problems described by 1) defining and adopting practices supporting quality of life outcomes, 2) designing and instructing practices with planned on-going coached support, and 3) building capacity for expertise within the system.

MO DDD adapting the MO SWPBS model that has been recognized nationally for its demonstrated effectiveness

The Evidence-Based Policy Initiative is a recent development by the National Association of State Directors of Developmental Disabilities Services (NASDDS). It is a joint initiative of the NASDDS and the Association of University Centers on Disabilities (AUCD) to promote the practice of and to maximize the extent to which sound research is integrated into policy and program decisions that affect the independence, inclusion, productivity, self-determination, health and well-being of individuals with developmental disabilities. Missouri School-wide Positive Behavior Support (MO SWPBS) is a school based teaching model supported by evidenced based practice. MO SWPBS is successfully implemented at the state, regional, district, and building levels in Missouri. The School-wide PBS Model is defined by Freeman (January 2010) as "a team based approach that includes three tiers of increasingly intensive interventions."   Missouri Division of Developmental Disabilities (MO DDD) personnel have collaborated with the MO SWPBS Team to adapt the evidenced based teaching model for the

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DDD and is embarking on implementing an innovative state-level tiered-supports system to address the dual MO DDD priorities of crisis responding and prevention. MO DDD Tiered Supports include: 1) universal strategies-proactive, preventative, positive teaching based strategies for staff and families to use; 2) specialized strategies for common problem situations; and 3) intensive individualized behavior supports-to be developed and implemented by licensed professionals (see Appendix A). School-wide data have generally demonstrated 80% of individuals are successful when universal supports are in place, reducing the number of individuals with the need for intensive supports (McIntosh, 2009). It is expected that the development and implementation of universal strategies in the MODDD system will advance quality of life outcomes by improving processes and practices supporting communication and consistency for all individuals (those served and those supporting) thus reducing occurrences and severity of crisis situations.

MO DDD Tiered Supports Model

Like MO SWPBS, MO DDD Tiered Supports is designed around the central structures of data, systems, and practices developed across state, regional, local, agency, family and individual levels.
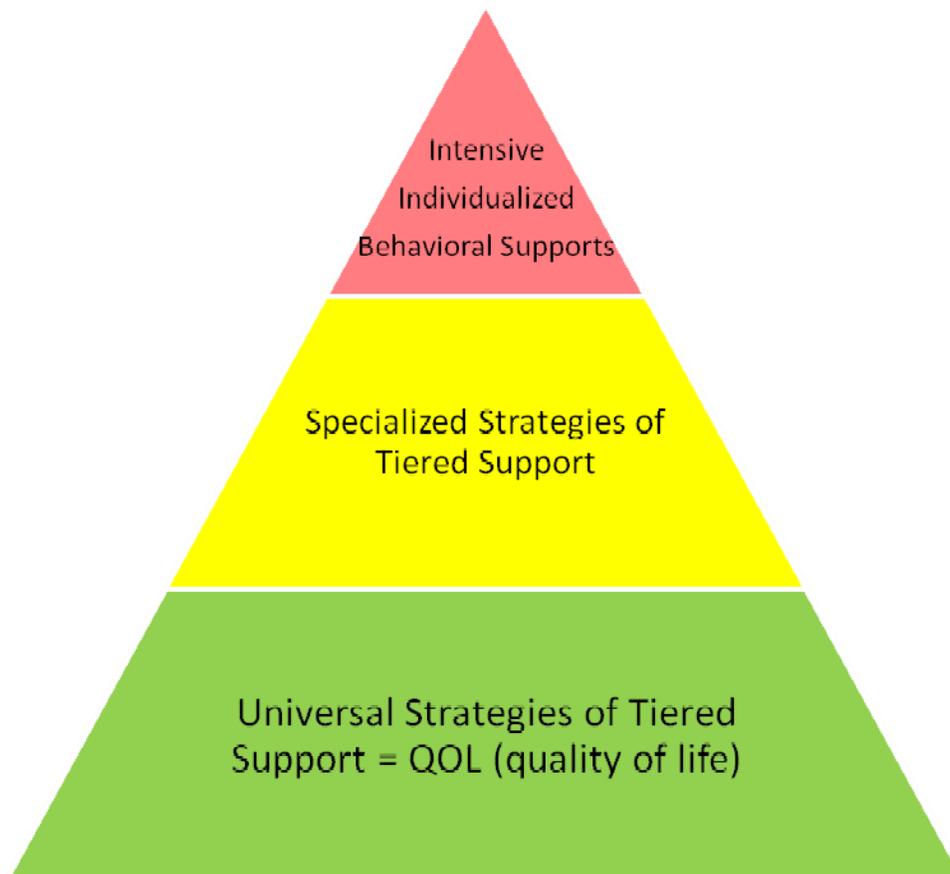
DATA - Data will inform implementation of MO DDD Tiered Supports at all levels and phases. Similar to an office discipline referral collected in school settings, the MO DDD collects Event Management Tracker (EMT) indicator measures. These data have been organized in such a way to allow regional staff access to "ready" reports across informational indicators including: number of reportable incidents per type of incident, total number of incidents per month, number of incidents per day of the week, time of day of incidents, number of individuals producing the incidents, number of events by restraint type, number of events by location. These reports are available to be aggregated at the appropriate planning level - state, regional, agency, or individual. These outcomes will inform planning on an on-going basis. Regional Behavior Resource Team (BRT) personnel will support and coach providers and families to make data-based plans and decisions informing practices. Similar to the School-wide Evaluation Tool (SET) administered in school settings informing SWPBS implementation, the MO DDD is piloting the Agency Systems and Supports Evaluation Tool (ASSET), a tool to inform implementation of proactive, preventative and positive teaching systems and/or strategies currently in place at an agency level. Work towards a comparable tool to inform family planning is in progress. In addition, the MO DDD is standardizing tools and data-based processes statewide for prioritization of referrals as well as risk assessment. The availability of these data sets and reports will enable regional BRT to monitor effectiveness of services as well as implementation fidelity.

SYSTEMS - Systems include the context of processes, supports, procedures, and rules that are in place supporting the implementation of a given practice or program. Examples of system variables include training modalities, policies, resources, etc. MO DDD is taking a new approach to behavior problem solving by concentrating system-wide efforts on prevention and universal strategies of positive behavior supports and person centered planning in addition to specialized and intensive supports as necessary, using MO DDD's Tiered Supports model. Systematically, BRT staff across the state will implement training and coaching processes based on data. Behavior Resource Teams will be supported by professional behavior analysts regionally and by a state steering committee. This statewide committee will be supported and led by the MO DDD Chief Behavior Analyst (see Appendix B).

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PRACTICES – Practices to be implemented are determined based on a person-centered, positive behavior support (PBS) philosophy intended to improve quality of life outcomes. These practices will be addressed and standardized at various training levels. For example, state personnel will train standard practices of coaching and PBS implementation for BRT staff who will then train standard practices of coaching and PBS implementation for providers/families. These training/coaching practices at all levels will be informed by the data, systems, and tools previously described, guiding BRTs to focus families and/or agency staff on skill acquisition and person-centered, quality of life outcomes.

APPENDIX A

Intensive Individualized Behavioral Supports

Specialized Strategies of Tiered Support

Universal Strategies of Tiered Support = QOL (quality of life)

What? Applied Behavior Analysis

When? Necessary for behaviors causing significant harm, limited access to community, police involvement or hospitalizations or complex issues like early intensive programs for children with autism
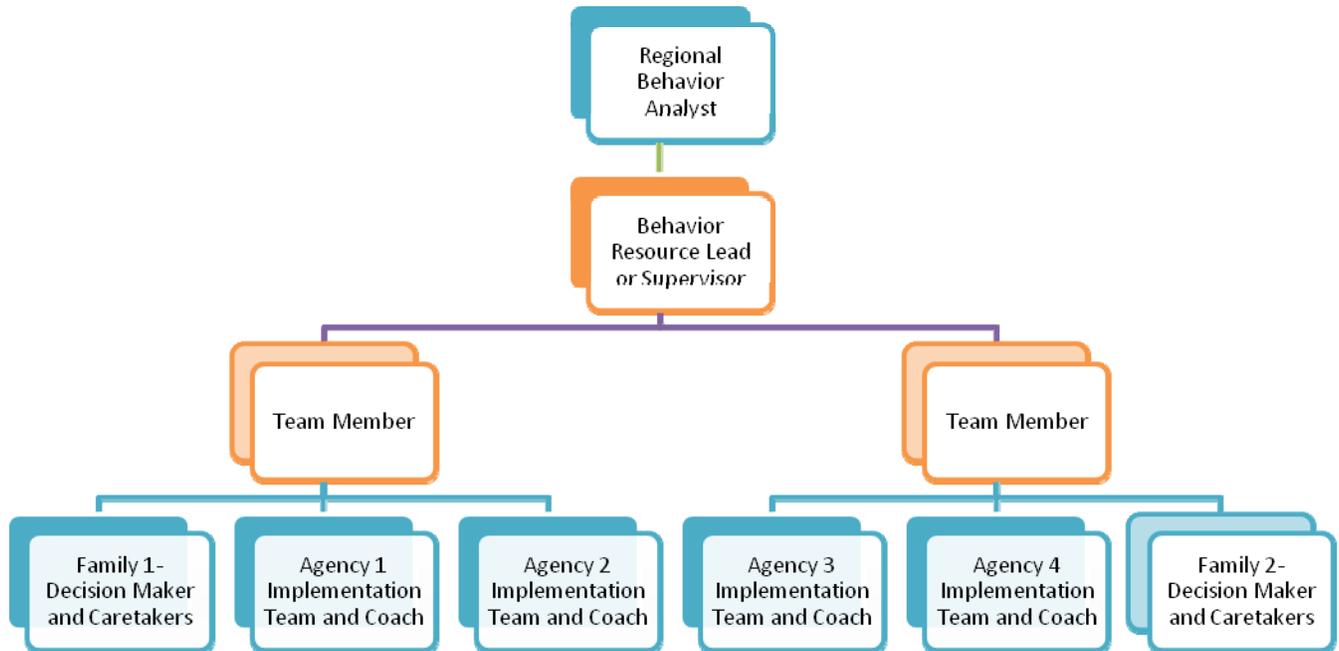
What? Focused teaching strategies

When? For common problem situations or behaviors or times of day based on data after implementation of Universal strategies

Ex. 1) teaching peer-problem solving skills and staff to prompt and coach using skills because there is a lot of bickering between roommates

APPENDIX B

Missouri DDD Tiered Support Work Structure

Works Cited

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