

Minnesota Specialty Health System - Cambridge and Settlement Successor Facilities

2011/2012 Settlement Required Training and other Supplementary Training

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Outline of Settlement Requirements

- Settlement Agreement, Page 14, Section IX. Other practices at the facility, Part A
 - A. The Facility treatment staff shall receive training in positive behavioral supports, person centered approaches, therapeutic interventions, personal safety techniques, crisis intervention, and post crisis evaluation. The training is explained more fully in Attachment B which is incorporated into this Agreement by reference. All training will be consistent with applicable best practices, including but not limited to the Association of Positive Behavior Supports, *Standards of Practice for Positive Behavior Supports* (<http://apbs.org>, February, 2007)

Outline of Settlement Requirements

continued

- Settlement Agreement, Page 14 & 15, Section IX. Other practices at the facility, Part B.1.

B.1. Staff at the Facility shall receive the specified number of hours of training subsequent to September 1, 2010 and prior to December 31, 2011:

Therapeutic Interventions	8
Personal Safety Techniques	8
Medically Monitoring Restraint	1*

Staff at the Facility shall not be eligible to impose restraint until the above specified training has been completed, and then only certain restraints in an

emergency as set forth in Attachment A to this Agreement, *“Therapeutic Interventions And Emergency Use Of Personal Safety Techniques.”*

* The curriculum for Medically Monitoring Restraint amounted to 2 credit hours of training time, surpassing the Settlement Requirements

Outline of Settlement Requirements

continued

- Settlement Agreement, Page 15, Section IX. Other practices at the facility, Part B.2.

B.2. Staff at the Facility shall receive the specified number of hours of training subsequent to September 1, 2010 and prior to March 31, 2012:

Person Centered Planning and Positive Behavior Supports (at least 16 hours on Person Centered thinking/planning)	40
Post Crisis Evaluation and Assessment	4
Grand Total	61*

*The actual time was 62 hours per staff person with the 2 hour actual time for Medically Monitoring Restraint. This all occurred while there were clients being served at Cambridge with a cap on the census.



Therapeutic Interventions

- These are techniques that are used everyday to promote a therapeutic environment, including the following elements:
 - Connecting
 - Understanding
 - Awareness of Self
 - Awareness of Others
 - Awareness of the Environment
 - Safety



Personal Safety Techniques

- A variety of techniques used in volatile and unsafe situations as a means to attain safety with the least amount of intrusiveness, including training the following areas:
 - Balance
 - Movement
 - Disengagement
 - Engagement
 - Escorts
 - Approved Restraints (see attachment on Approved Techniques for MSHS Cambridge and its Successor facilities)



Medically Monitoring Restraint

- Observing and understanding how to physically monitor an individual while he/she is being restrained
- Minimize risk of medical impact of restraint use
- The training was developed by a Registered Nurse
- Qualified medical staff as instructors



Post Crisis Evaluation and Assessment

- Training on Critical Action Review of Experience (or CARE reviews*)
 - How to evaluate the circumstances that resulted in a restraint
 - It is more than a debriefing
 - Allows the program to learn more about the client and make modifications to programming to prevent future unsafe situations for that individual
 - It also provides information to the program on system, process, or training issues that may need revisions, modifications, or updates

*CARE reviews were initiated on the METO campus in 2009. This curriculum was much more detailed than the initial format for CARE reviews and included training of all MSHS Cambridge and Successor Facility staff.



Person Centered Thinking/Planning

(<http://sdaus.com/>)

- Two days of certified instructor led training developed by Support Development Associates, LLC
 - Day 1: exposure to PCT concepts
 - Day 2: applied learning to begin skill development.
 - Focused on changing perspectives to balanced support between what is “important to” a person and what is “important for” a person
 - Changing thinking from fixing what is wrong with a person to supporting each person’s opportunities to live an everyday life
 - Eight specific tools for creating the structure of person centered thinking are taught across the two days
- Infrastructure for ongoing training and culture change in the PCT philosophy



Positive Behavior Supports

- 2 days of classroom work and one day of on the job training
- Training was developed by Rick Amado, Ph. D., LP and co-lead with intern Stacey Danov, Ph. D.
- Objectives of the course:
 - Understanding the difference between behavior modification and Positive Behavior Support
 - Identify potential factors influencing behavior
 - Use at least one behavior data collection method
 - Conduct a simple functional behavior assessment

Dates of Completion*

*MSHS Cambridge and Successor Facility's compliance with the Settlement Agreement

- **Therapeutic Interventions**
 - December 2010/January 2011 4 hours
 - May/June 2011 4 hours
 - December 2011 4 hours
- **Personal Safety Techniques**
 - December 2010/January 2011 4 hours
 - May/June 2011 4 hours
 - December 2011 4 hours
- **Medically Monitoring Restraint**
 - November/December 2011 2 hours
- **Post Crisis Evaluation and Assessment/Critical Action Review of Experience**
 - January – March 2012 4 hours
- **Person Centered Thinking**
 - January – March 2012 16 hours
 - Two 8 hour classroom days with practice during class
 - Ongoing support by the peer coaches and leadership infrastructure
- **Positive Behavior Support**
 - November/December 2011 24 hours
 - Two 8 hour classroom days with one 8 hour On the Job Training day

Additional Training Prior to Settlement Agreement

- “Positive Behavior Support” training through the College of Direct Support completed in the summer of 2009 by all METO staff whose jobs included direct contact with clients (<http://directcourseonline.com/directsupport/>)
 - This seven-part course was created to help direct support professionals to learn to better support people who may engage in challenging behavior. The curricula encourages learning safe, fair, and compassionate strategies that help to reduce and even prevent these behaviors. The following areas are covered as part of the training
 - Understanding Behavior
 - Functions and Causes of Behavior
 - Understanding Positive Approaches
 - Preventing Challenging Behavior
 - Responding to Challenging Behavior
 - Behavior Support Plans
 - Rules, Regulations, Policies and Rights

Additional Training Prior to Settlement Agreement continued

- Expansion to a classroom version of College of Direct Supports “Positive Behavior Support” curricula
 - 12 or more hours
 - Presented by clinically trained staff in a classroom setting
 - The course followed the CDS computer based training
 - Occurred during the summer of 2010

Additional Training Prior to Settlement Agreement continued

- 40 hour/week long orientation to the new MSHS Cambridge Program Model
 - This was an orientation to the proposed new practices with the inception of the MSHS Cambridge program in pace of treatment, utilization review, and active discharge planning throughout treatment
 - The MSHS Cambridge program filed a variance in January 2012 with DHS Licensing, closely following regulations of the mental health IRTS model Training on how to teach individuals with intellectual and developmental challenges
 - Training on the following evidence based practices: Illness, Management, and Recovery and Trauma Informed Care
 - Training on new milieu management to incorporate PBS principles and extinguish past practices with a consequence based model
 - Training on clients with dual diagnoses of intellectual disability and mental health conditions, including differences in presentation of symptoms (Ohio’s Coordinating Center of Excellence)
 - Training on MN Waiver System, Utilization Management, and Discharge Planning process for MSHS Cambridge

Additional Training Subsequent to Settlement

- Training geared at building capacity in SOS and the private staff to complete functional behavioral analyses and associated program plans that incorporate positive behavior supports in a person centered planning format
 - This training is being offered to a small cohort of SOS and private sector staff at a time
- Minnesota Positive Behavior Support Initiative (<http://rtc.umn.edu/mnpbsi/main/>)
 - Approximately 15 months of intense training on Positive Behavior Supports and Person Centered Planning
 - The training time commitment is approximately:
 - 8.5 hours per week of studies and assignment work
 - One 8 hour classroom session per month
 - Ongoing access to an expert acting as a mentor

Ongoing training for the MSHS Cambridge and Successor Programs

- Upon start of employment

▫ Therapeutic Interventions*	8 hours
▫ Personal Safety Techniques*	8 hours
▫ Medically Monitoring Restraint	2 hours

*These training curricula will be completed by new employees prior to being authorized to participate in any use of emergency restraint.



Ongoing training for the MSHS Cambridge and Successor Programs Continued

- Within the probationary period of early employment
 - Person Centered Thinking 16 hours
 - Positive Behavior Support** 24 hours
 - Post Crisis Evaluation & Assessment 4 hours

**This curricula includes 2 classroom days of 8 hours each and an on the job training day.



Ongoing training for the MSHS Cambridge and Successor Programs Continued

- Yearly thereafter
 - Therapeutic Interventions 8 hours
 - Personal Safety Techniques 8 hours
 - Medically Monitoring Restraint 2 hours
 - Positive Behavior Support* 12+ hours
 - Post Crisis Evaluation & Assessment 4 hours
 - Person Centered Thinking** Ongoing

*PBS training will occur in part with computer based training portions, on the job training portions, and classroom portions. At a minimum each staff will complete 12 hours per year.

**With the initiation of PCT from Support Development Associates, LLC in the original settlement requirement training, an infrastructure of peer coaches and leadership have received ongoing training in order to help the continuation of culture change at MSHS Cambridge and its successor facilities to a more PC treatment facility. This occurs mostly in on the job contexts and is also the topic of many all staff meetings.



Questions

