

"Doing Right by People in Challenging Times"

Crisis Services in Oregon



QUALITY OF SERVICES/QUALITY OF LIFE

- "Doing Right by People in Challenging Times" is the theme of the 2010 Reinventing Quality conference
- Focus on how forward thinking states and service providers are not only weathering the economic crisis, but using it as a fulcrum to improve quality of services and quality of life for individuals with intellectual and developmental disabilities and their families.

The History of Crisis Services...

- ❖ “Diversion Services” were initiated to “divert” individuals from admission to an ICFMR as part of Oregon’s plan to close the state’s largest ICFMR.
- ❖ Crisis Eligibility continued to mirror Civil Commitment criteria in Oregon statute (ORS 427), requiring a life-threatening level of need or a significant danger to self or others exist or be imminent.
- ❖ Crisis Services were administered centrally by the state until the late 1990s when Adult Services were transitioned to regions. Children’s Crisis Services decentralized in 2003.

The History of Crisis Services...

- ❖ ODDS and regions begin work to improve consistency across regions and collaboration on challenging cases.
- ❖ ReBAR, Oregon's rate restructuring program, was initiated in 2005. Oregon adopted AAID's SIS tool for assessment and rate-setting in 2008 and began using the tool to develop rates for individuals placed through Crisis in 2009.
- ❖ ODDS adds development staff to regional offices in 2007.
- ❖ Oregon sponsors the collection of information from stakeholders about capacity to support individuals with complex needs and a capacity development project (Oregon Technical Assistance Corporation implements the "Growing Resources in Oregon" (GRO) project).
- ❖ ODDS with regional and county partners, develops the **proactive** strategy in Fall 2009.

Oregon's Crisis System

State: policy, administration, technical assistance, assessment & rate-setting

Region: technical assistance, identify expertise, out of area referral, resource development, assessment request

County: Service planning, facilitating access, monitoring, reporting

Family

Individual

Provider

Crisis Eligibility for Adults

- ❖ Enrolled in Developmental Disability Services AND
- ❖ Experiencing one or more of these crisis risk factors:
 - ✓ Life-threatening safety skill deficits, or life-threatening issues resulting from behavioral or medical conditions; or
 - ✓ Individual undergoes loss of caregiver due to caregiver inability to provide services;
 - ✓ A protective service action results in loss of home; or
 - ✓ Individual is not receiving the necessary supports to address one or more of the following:
 - Pattern of physical aggression serious enough to cause injury;
 - Fire-setting behaviors;
 - Sexually aggressive behaviors or a pattern of sexually inappropriate behaviors;
 - Self-injurious behavior serious enough to cause injury requiring medical attention.

Crisis Eligibility for Children

- ❖ Eligible for Developmental Disability Services;
AND
- ❖ At-risk of out of home placement; or requires supports to return home from an out of home placement

Short-Term Diversion (STD)

- ❖ Counties and/or regions have funding to resolve or mitigate a crisis until long-term funding can be approved.
- ❖ Short-term diversion funding may be used to fully pay a temporary rate for a new service, temporarily enhance an existing service, or to make a one-time or time-limited purchase of goods or services.

Proactive Strategy for Crisis System

- ❖ Proactive Position
- ❖ Training & Technical Assistance
- ❖ Information Integrity
- ❖ Targeted Development
- ❖ Data & QA

Proactive Position

- ❖ Crisis intake data shows that the majority of crises involved individuals currently receiving comprehensive services (mostly in group homes, foster homes). This is the group for which we can identify issues prior to crisis.
- ❖ Data also showed that most of individuals have complex support needs. For example, 40% have a co-occurring mental health diagnosis.

Proactive Position

- ❖ More focus on identifying individuals before the situation becomes a crisis.
- ❖ Regions provide technical assistance either through regional staff or the use of consultants to address the issues earlier.
- ❖ Transition planning for both crisis moves and non-crisis moves incorporates activities to increase long-term stability (person centered planning, targeted training for provider, regional follow-up).

Training & Technical Assistance

- ❖ Regional staff spend more time in the field providing onsite technical assistance.
- ❖ Individuals do not have to meet crisis eligibility to access training & technical assistance provided through regions.
- ❖ Regions and counties identifying training needs that could prevent crises (using data on crisis issues and demographics).

Information Integrity

- ❖ Standardize forms and referral packets.
- ❖ Streamline processes to make information more accessible.

Targeted Development

- ❖ Region and state have staff focused on targeted development activity.
- ❖ Collaboration with providers
 - Addressing training needs in development
 - Identifying providers who are interested in serving individuals with needs that are unlike the population they currently serve.
- ❖ Access to information (transition lists, regional intake data).
- ❖ Regions collaborate and share information on current projects and what's worked or not worked.

Data and QA

- ❖ Continue using data from crisis intake reporting and other state data systems.
- ❖ Setting goals and performance measures.
- ❖ Continue to ask:
 - What does the data tell us?
 - What can we do to improve the numbers in future cycles?
 - What are the skill sets of providers, regional, and county staff?
 - How do we build the skills to meet the needs of the individuals?

GRO



Growing Resources in Oregon



Spring 2007

- ❖ SPD contracts for development of White Paper on Oregon's capacity issues in serving individuals with complex support needs.
- ❖ Surveys, interviews, stakeholder “think tanks”, group discussions & national research outcomes were compiled into “Building Oregon's Capacity to Serve Individuals with Complex Needs: Recommendations for Action” <http://www.otac.org/gro/resources/>.

February 2008

- ❖ SPD releases Capacity Building Request For Proposals (RFPs) using recommendations from White Paper.



Six Capacity Building Domains

1. Personnel
2. Placement Process
3. Housing
4. Partnerships for Specialized Resources & Ancillary Services
5. Training and Technical Assistance
6. Communication



1. Personnel

- ❖ Staff have skills required to meet complex support needs.
- ❖ There is an adequate pool of staff available.
- ❖ Information and training is readily available to identify, design, and coordinate services.



2. Placement Process

- ❖ Innovative service models are being developed.
- ❖ Person-centered planning is accessed to assist with the placement process.
- ❖ A cadre of trained professionals is available to respond during a crisis.



3. Housing

- ❖ Residential settings are sized according to individual needs and preferences.
- ❖ There is prompt access to affordable housing for people who need residential services.



4. Partnerships for Specialized Resources and Ancillary Services

- ❖ Agencies across the system understand each other's role & work collaboratively.
- ❖ Funding is flexible and can be individually-tailored.
- ❖ New treatment options are funded and widely disseminated.



5. Training and Technical Assistance

- ❖ Training is coordinated at the local or regional level.
- ❖ Best practices are shared and funded.
- ❖ New competencies are developed to meet complex support needs.



6. Communication

- ❖ Communication across disciplines is encouraged and results in improved services.
- ❖ Information is shared in a variety of ways that take advantage of technology and cross-training opportunities.
- ❖ Forecasting for future needs becomes a regular part of the system.



GRO's "Regional" Capacity Project

GRO's "Provider" Capacity Project

GRO's "Training" Capacity Project



GRO Training Project Goals

- ❖ Understand developmental disabilities, mental health issues, and dual diagnoses
- ❖ Understand challenging behaviors with PBS
- ❖ Provide positive and effective support strategies and methods
- ❖ Provide tools for quality assurance of support



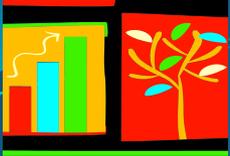
Purpose

- ❖ Develop training curriculums focusing on persons with dual diagnoses/co-occurring and challenging issues to leave with providers and regional diversion offices.
- ❖ Provide training to increase knowledge in supporting individuals with complex needs.
- ❖ Increase Oregon's capacity and ability to serve individuals with complex support needs.



We started by:

- ❖ Surveying and researching for best practices
- ❖ Developing curriculum for GRO Training & Resource Manual
- ❖ Developing training curriculums for Behavior Specialist and Community Awareness trainings
- ❖ Selecting behavior specialists
- ❖ Developing & coordinating community awareness trainings
- ❖ Providing series of training programs for behavior specialists
- ❖ Establishing video-conferencing trainings statewide



Series of Training Programs

- ❖ 40-hours of group training on positive behavior support, functional assessment and behavior support planning
- ❖ 28-hours of group training on assessment, environmental supports, and how to teach/train.
- ❖ 40-hours of on-site technical assistance on functional assessment and behavior support planning
- ❖ 40 hours of trainings on topics around supporting people with complex needs were presented by:
 - ❑ community awareness trainings
 - ❑ video conferencing trainings with guest presenters
 - ❑ behavior network meetings



Behavior Specialist Curriculum Development

- ❖ Curriculum based on research and training from the Universities of Kansas, South Florida, and Oregon as well as information from West Virginia's Autism Center
- ❖ Piloted in Southern Oregon
- ❖ Classroom style utilizing a textbook for applied behavior analysis, tests, in-class training and practice, and “field work”



Selection Criterion for Behavior Specialists

- ✓ Represent a GRO provider or Regional Crisis Program.
- ✓ Experience with Oregon's DD system in relation to developing FA's and BSP's.
- ✓ Education and/or experience in field.
- ✓ OIS Instructor or Instructor candidate.
- ✓ Demonstrate person centered values and a basic understanding of PBS
- ✓ Commitment from individual and agency director or Regional Crisis Program .
- ✓ Attend all training activities related to mentorship.



Behavior Specialist Curriculum

- **Section 1:** The role of the behavior specialist, PBS, OAR's, ISP, PCP/PCT, and exercises.
- **Section 2:** Functional Assessment, OAR's, and exercises.
- **Section 3:** Data-why use, types of, and how to use Excel.
- **Section 4:** Teaching new skills through task analysis, shaping, forward/backward chaining, etc.
- **Section 5:** BSP-deriving information from FA, OAR's, formats, teaching/training the BSP.
- **Section 6:** Quality assurance, formats for data review, behavior specialists role and expectations.



Behavior Specialist Mentorship

- ❖ OTAC behavior specialists provide detailed instruction through
 - ❑ On-site technical assistance, online communication, written materials, additional training resources, and teaching
- ❖ Training participant identifies 2 individuals who require behavior support planning
 - ❑ Gather PC information referring to ISP (questionnaire will be provided)
 - ❑ Conduct functional assessment (format will be provided)
 - ❑ Develop support plan, train staff and monitor plan
- ❖ Training participant uses GRO Training and Resource Manual to train staff



GRO Tools for Behavior Specialists

- ❖ A manual with all documents also in electronic format
<http://www.otac.org/gro/manual/>.
- ❖ Manual includes:
 - ✓ Competencies,
 - ✓ Pre/Post assessments,
 - ✓ Teaching/training tips,
 - ✓ Training activities,
 - ✓ White papers on topics to support power point presentations.
- ❖ A decision guide to enhance supports for people at risk – The GRO Tree
 - ✓ Suggested strategies for problem-solving,
 - ✓ Structure for team work.



GRO Training & Resource Manual

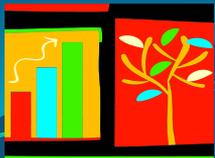
- Target Audiences:
 - ❑ Behavior Specialist and management level staff for training direct care staff
 - ❑ DD County Service Coordinators and Regional Crisis Programs

- Manual content includes:
 - ❑ Awareness information (fast facts)
 - ❑ More technical information/resources for the trainer,
 - ❑ Power-Points with notes
 - ❑ DVDs of presenters from video conference trainings and community/GRO provider trainings



Areas Addressed in the GRO Manual

- ❖ Co-Occurring Developmental Disabilities and Mental Health Issues
- ❖ Strategies to Help Reduce Difficult Behavior
- ❖ Person Centered Approaches and Supporting Direct Care Staff
- ❖ Positive Behavior Support (PBS)
- ❖ Other Complex Issues and Treatment/Training Approaches
- ❖ Mental Health Diagnoses and DD/MH Medical Issues
- ❖ Navigating the Legal System
- ❖ Additional Resources



GRO Tree Decision Guide

- ❖ Quality assurance tool
- ❖ Outlines process for examining support documents
 - ❖ Person focus worksheet
 - ❖ Individual support plan
 - ❖ Functional assessment and/or behavior support plan
- ❖ Provides structure for examining supports
- ❖ Provides platform for brainstorming sessions
- ❖ Assists users to contribute to the process of adding, enhancing, or developing new supports



GRO Training Outcomes

- ✓ 23-people trained in Positive Behavior Supports – Functional Assessment and Behavior Support Planning
- ✓ 16-Behavior Specialists mentored onsite
- ✓ 20-Community Awareness Trainings focusing on DD/Mental Health
- ✓ 5-VCON trainings focusing on issues related to persons with DD and Mental Health issues
- ✓ Over 800 direct care and management level staff from provider organizations received training
- ✓ GRO Training and Resource Manual

GRO



Growing Resources in Oregon

CONTACT INFORMATION

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GRO Project www.otac.org/gro

“Building Oregon’s Capacity to Serve Individuals with
Complex Needs: Recommendations for Action”

<http://www.otac.org/2008/04/29/capacity-building-white-paper/>