BROCKTON AREA MULTI-SERVICES, INC.

PBS at BAMSI: Outcomes and Future Directions

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BAMSI

- BAMSI, Private non-profit, founded in 1975
- Annual budget $100 Million
- Nearly 2000 Employees
- Over 1200 staff trained in PBS supports
- Homes and Day Habs Worcester to Plymouth
- Child Family and Behavioral Health Services
Outcomes

- Reduced Behavior Support Plan to Guidelines for 56 individuals
- Eliminated 25 restrictive practices for 19 individuals
- Reduced the number of individual being physically restrained in both residential and day hab settings
Universal Supports

- IN PLACE
- ALL OF THE TIME
- FOR EVERYONE
Universal Teams

- Four structured teams organized by region
- Team includes Directors, Assistant Directors, Program Managers and Nurses
- Each team has qualified clinician as coach
- Teams meet monthly- structured agenda
Scope of Universal Teams

- Review of QUIC, and restraint data
- Review of successes and challenges encountered at each site
- Recommendations are made to PBS leadership
- Identify upcoming events and plan for supports as needed
Choices

- Individuals have opportunities to make meaningful choices within the context of daily life.
Routines

- Daily routines based upon personal preferences.
Effective Communication

- Appropriate use of volume, tone, eye contact, and body language
- Use communication systems that are preferred and appropriate for individual
- Provide positive interactions, greetings, small talk and social praise
Praise

- Provide positive interactions, greetings, small talk and social praise
- Staff give specific reinforcement consistent with Behavioral Awareness and Guidelines
QUICs

- Announced observations
- Ask staff for permission to conduct QUIC
- Immediate feedback - positive and corrective provided for each observation
- Supervisor to re-teach missed skill
- QUICs attached to supervision notes
<table>
<thead>
<tr>
<th>Universal Supports</th>
<th>Demonstrated</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff use appropriate volume, tone, eye contact, and body language</td>
<td>□ Yes □ No</td>
<td>Speak in a volume person served can hear, make eye contact when communicating, present an open and friendly</td>
</tr>
<tr>
<td>2. Staff interact frequently with individuals (every ______ minutes at minimum)</td>
<td>□ Yes □ No</td>
<td>Determined by the Universal Team for the home or individual</td>
</tr>
<tr>
<td>3. Staff interact using communication system(s) that are preferred/appropriate for the individuals</td>
<td>□ Yes □ No</td>
<td>Use of assistive tools is available and promoted as identified on the PBS profile</td>
</tr>
<tr>
<td>4. Staff offers opportunities to make choices. (clothing, food, activities, TV shows, schedule)</td>
<td>□ Yes □ No</td>
<td>Decision making opportunities are frequent and appropriate to person served ability and known preferences</td>
</tr>
<tr>
<td>5. Staff provide positive interactions, greetings, small talk, and social praise</td>
<td>□ Yes □ No</td>
<td>Staff interact with and engage person served about their environment, activities and routines, in an encouraging way</td>
</tr>
<tr>
<td>6. Staff give specific reinforcement consistent with Behavior Awareness Guidelines</td>
<td>□ Yes □ No</td>
<td>Staff are aware of and promote behavior and interactions that are safe and appropriate to the environment</td>
</tr>
<tr>
<td>7. Staff interact w/ individuals to promote participation in functional routines</td>
<td>□ Yes □ No</td>
<td>Staff pleasantly inform person served about their actions in support of routines in a respectful and dignified manner</td>
</tr>
<tr>
<td>8. Staff are positively responsive to individuals expressed needs</td>
<td>□ Yes □ No</td>
<td>Staff respond to the requests of person served in a pleasant and predictable way, letting them know if there will be a “wait”</td>
</tr>
<tr>
<td>9. Staff anticipate and proactively address individual’s needs</td>
<td>□ Yes □ No</td>
<td>Staff are aware of people’s needs and plan ahead to meet them; being prepared</td>
</tr>
<tr>
<td>10. Use of adaptive/ assistive materials is encouraged, accessible and promoted.</td>
<td>□ Yes □ No</td>
<td>Staff are aware of the tools people use to communicate or engage in ADL’s / routines and ensure they are available.</td>
</tr>
<tr>
<td>11. The area is clean and free of obstacles.</td>
<td>□ Yes □ No</td>
<td>The home is clean and there is adequate space to maintain safe movement inside and to exit.</td>
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</tbody>
</table>
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 and sustain those relationships.

We support opportunities for the people we serve to be connected into their communities by establishing valued roles, and by implementing intentional strategies to support membership, belonging, and friendships.
Universal Supports

- **Behavioral Awareness:** Develop behavioral expectations for all settings and review expectations with a frequency and in a manner understandable by the person served.
Future Direction
Universal Supports

- **Cognitive & Environmental Supports:** Communicate information to individuals in a manner(s) that is understandable and design environments with ease of access and visual supports.
## Universal Supports

### Caregiver Interpersonal Skills

<table>
<thead>
<tr>
<th>Relationship Building</th>
<th>Conflict Management</th>
<th>Supporting Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding Compassion</td>
<td>Effective Redirection</td>
<td>Providing Praise</td>
</tr>
<tr>
<td>Rapport Building</td>
<td>Successful De-escalation</td>
<td>Offering Choices</td>
</tr>
<tr>
<td>Active Listening</td>
<td>Not Taking It Personally</td>
<td>Prompting Action</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>Avoiding Power Struggles</td>
<td>Offering Emotional Comfort</td>
</tr>
<tr>
<td>Setting Healthy Boundaries</td>
<td>Providing Feedback</td>
<td></td>
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</table>
HOW DOES ENVIRONMENT AFFECT HEALTH?
STIMULATION
NATURE
Environment I am thinking about: ________________________________________________________

**Physical environment**

1. What are the stimulation concerns: ________________________________________________
   How is stimulation managed: ______________________________________________________

2. What areas are cluttered: _________________________________________________________
   How could we reduce clutter: _____________________________________________________

3. Is nature present: ______________________________________________________________
   How could nature contact increase: ________________________________________________

4. Is use of color helpful: _________________________________________________________

5. Is lighting managed: ____________________________________________________________

6. How is sound used: _____________________________________________________________

7. Are there orienting aides: ______________________________________________________

8. Is smell beneficial: _____________________________________________________________