Lakemary Center Children's Training, Restraint Reduction Systems, and Procedural Fidelity Protocol

Lakemary has created all new systems for the children's department through the Behavioral Services department to increase behavioral prevention skills, competency-based fidelity check lists, staff development, and overall goal of reduction of Emergency Safety Interventions (ESI). Part of the Behavioral Services department is overseeing all of training and staff development for children services. The Behavioral Services department also oversees all PBIS systems, campus-wide behavioral data, and provides treatment recommendations based on data informed behavioral data.

The two-week new hire training for children services has been enhanced to include additional training with a high focus on behavioral prevention skills through Lakemary's Positive Behavioral Interventions and Supports (PBIS) systems tied closely with our trauma informed care systems. We have included extensive trainings over PBIS systems that were specifically created for Lakemary Center children services. The PBIS training for the new hire training is broken down into two parts. PBIS part I focus is on introduction to the overall view of PBIS and the objectives and goals of PBIS. Part I also includes detailed training over Lakemary's S.T.A.R.S. Matrix, behavior specific praise, fundamentals of behavioral change, and trauma informed care. PBIS part II focuses on the S.T.A.R.S. curriculum that we teach our learners campuswide, Lakemary's customized Behavioral Skills Training (BST) Curriculum, campus-wide Behavioral Support Plans (BSP), and campus-wide Behavioral Intervention Plans (BIP).

The Behavioral Services department also oversees the IGNITE Mentoring program that follows the new hire training for the new Behavioral Health Technicians (BHT) to be mentored by Lakemary's own IGNITE Mentors. The IGNITE mentors spend the first eight days after new hire training mentoring the new staff overall all required regulations and policies along with all the PBIS systems. The IGNITE Mentoring program is based entirely on the pyramidal Behavioral Skills Training (BST) model and includes a BST competency-based fidelity checklist that the IGNITE Mentors complete and then share with the campus coaches to provide additional training opportunities from the staff's direct supervisors. The IGNITE Mentors stay with the new BHT's for their first 90 days of hire and are responsible for completing the BHT's First 8 Day Evaluation Checklist (30-day evaluation), their 60-Day Evaluation Checklist and Quarter 1 Evaluation Checklist.   These systems ensure consistency of program implementation and active treatment for all our learners along with maintaining the overall goal of behavioral prevention techniques and emergency safety intervention reductions across Lakemary Center's campus.

The PBIS Training Series is a more in-depth training over the PBIS model and the customization of PBIS for Lakemary Center for all BHT's throughout residence and school. This training series occurs throughout the year on every other Monday and Thursday for 1.5 hours. The PBIS Training series provides continued training for all BHT's and IGNITE Mentors over Lakemary Center's preventative behavioral skills, trauma informed care, staff burnout/compassion fatigue, and how to read and implement our campus wide BSP's and BIP's. The training series also includes our Safe Crisis Management (SCM) physical refreshers, the annual CPR/first aid recertifications, and our Annual Risk Awareness (ARA) recertification training. Lakemary doubles the required SCM physical and theoretical hours of JKM that oversees SCM. All staff development trainers and the IGNITE Mentor Program Coordinator are SCM certified instructors.

The Behavioral Services department analyzes all campus wide behavioral data weekly and monthly through our customized data systems to provide recommendations that are data driven. These recommendations are provided in combination with the clinical department's recommendations and therapeutic approaches that aides in individualizing the therapy and active treatment each learner receives at Lakemary Center. The monthly campus wide behavioral data analysis provides an overview for each individual learner in regard to what tier they stand in the PBIS model based on the three main behavioral categories of General Behavioral Incidents (GBI), Emergency Safety Interventions (ESI), and tallied behavior. Each tier is determined by the previous year behavioral data analysis of overall averages of each tier of where our learners typically fell within frequency of engagement in the main three behavioral categories. Each year these tier bands are analyzed and assessed to determine the new tier bands for the upcoming year.

Part of the behavioral data analyzed by the Behavioral Services department are the campus-wide quarterly and annually Emergency Safety Interventions (ESI) and General Behavioral Incidents (GBI). This information is further broken down into individual environments of residential and school. The data analysis compares quarterly and annual data to track the progress in reduction of ESI and GBI. Based on the annual analysis, Lakemary Center establishes a criterion for the upcoming year for our monthly and yearly ESI to be below the previous year set criterion.

The Behavioral Services department also oversees and runs Lakemary's multidisciplinary preventative support processes for our learners. These processes are implemented if the monthly behavioral analysis indicates that additional services and support may be required. These multidisciplinary preventative support processes are the Core Learner Specific Team Meeting (CLSTM) and the Lakemary Student Intervention Team (LSIT). Please see addendum 1 for a detailed description of these systems.

All these systems and processes are overseen and evaluated for procedural fidelity and implementation fidelity by the behavioral services department. The IGNITE Mentor Program Coordinator and the Staff Development Trainers conduct three fidelity checks every two months for every residential Behavioral Health Technician and IGNITE Mentor. Each fidelity check is followed up within a 24-hour period with pinpoint performance feedback that is comprised of the evidenced based Behavioral Skills Training (BST) by the IGNITE Mentor Program Coordinator and/or Staff Development Trainer. In addition, the BHT's and IGNITE Mentors are completing the Professional Quality of Life Scale (ProQol) Assessment prior to their first feedback session and then completing another after every third pinpoint performance feedback session. ProQol is being utilized to assess the level of staff burnout, compassion fatigue, and secondary trauma the staff may be experiencing through their work. The Senior Director of the behavioral services department is conducting research over this process to assess the effect of frequent fidelity checks paired with quick turn around of pinpoint performance feedback on the impact of staff burnout, compassion fatigue, and secondary trauma with direct care staff working in this field with our specific population of children with a dual diagnosis of a psychiatric diagnosis and an Intellectual Developmental Disability. A detailed description of the Fidelity Protocol is attached as addendum 2.

Multidisciplinary Preventative Support Process

Core Learner Specific Team Meeting (CLSTM) Process:

The Director of Behavioral Services provides a monthly campus wide behavioral analysis that provides a summary of the Positive Behavioral Intervention and Supports (PBIS) behavioral data based on tier bands of General Behavioral Incidents (GBI), Emergency Safety Interventions (ESI), and tallies that establishes the monthly tier level for each individual learner for the month. Based on the monthly data analysis there are certain criteria that determines whether the first steps of the multidisciplinary preventative supports of the CLSTM is implemented; 1) a learner has had 2 or more consecutive months of meeting the criteria of a tier II; 2) consecutive months of fluctuations between tier levels I and tier II; 3) criteria for a tier III has been met; 4) criteria for a tier II or tier III within the first two months of admissions.

If a learner meets the listed criteria above, they will be recommended for the Core Learner Specific Team Meeting (CLSTM). The CLSTM is comprised of the assigned therapist, teacher, residential Board Certified Behavior Analyst (BCBA), school BCBA. The CLSTM will review the previous four weeks of behavioral data the residential and school BCBA compile. Based on the behavioral data and the team discussions will determine whether further evaluation and assessment is required.

If further evaluation is determined to be necessary based on the above analysis, the residential and school BCBA's will provide Behavioral Skills Training (BST) of the learner's Behavioral Support Plan (BSP) and PBIS universal strategies for the Behavioral Health Technician's (BHT) that work with the identified learner. The team will schedule a follow-up meeting two weeks following the completed BST. The residential and school BCBA will complete fidelity checks over the implementation of the designated strategies to ensure fidelity of plan implementation during the two week data collection period following the BST.

BCBA's will compile the two weeks of behavioral data for residence and school separately so both environments are able to be analyzed individually. There will be a minimum of four behavioral incidents that are analyzed specifically for the identified Antecedents-Behavior-Consequences (ABC's) via the Lakemary Center ABC data sheets. Fidelity check data forms will be completed and included with the two week behavioral data to verify fidelity of staff implementation of designated behavioral strategies.

The two week CLSTM meeting includes the full CLSTM team that reviews and discusses the two week data from residence and school settings. Based on the behavioral data, fidelity check, and anecdotal observations from staff, therapist, and teacher, the team will determine if any progress (reduction in frequency and/or severity of targeted challenging behaviors), no change (targeted challenging behaviors remain consistent in frequency and/or severity), or lack of progress (increase in frequency and/or severity of targeted challenging behaviors) has occurred in the residential and/or school settings. Based on the above criteria will determine if the learner is referred on to the Lakemary Student Intervention Team (LSIT) for further multidisciplinary preventative supports or if the learner is able to continue with the identified behavioral strategies without any further additional preventative supports.

Lakemary Student Intervention Team (LSIT) Process:
The Lakemary Student Intervention Team (LSIT) process follows the CLSTM process listed above when the CLSTM determines further supports and multidisciplinary collaboration is needed. The LSIT team includes school

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principal, nurse practitioner, director of behavioral services, vice president of children services, clinical director, residential supervisors, and IGNITE Mentors in addition to the CLSTM members for the learner.

The goal of the LSIT process is to provide opportunities for the learner to manage their behaviors through implementing the new learned functionally equivalent replacement behaviors of Lakemary Center's PBIS S.T.A.R.S. curriculum along with additional therapeutic resources in the school and residential settings. The LSIT process reviews medication updates, six months of behavioral data leading up to the initial LSIT meeting, therapeutic updates, and any updates and/or changes in the residential and school settings. The team will look at increasing services and supports for the learner in one or both settings based on the learners current PBIS tier level and recommendations of the LSIT team. The LSIT team will meet either every two to four weeks to review behavioral data in both settings to determine efficacy of the additional services and supports. As the learner's behaviors decrease in frequency and intensity, the LSIT team begins to fade out the additional services and supports to aid the learner in being successful with the universal strategies implemented at Lakemary Center that will generalize more easily to the learner's home community, family, and school.

BHT/IGNITE Mentor Fidelity Protocol

The fidelity checks will be electronically based and on iPads that will be utilized by Brad, Carrie, and Chris G. These documents will be saved in Teams and organized by position and by employee.

Observational Process:
- Observations will be focused on the observational competencies (green section of fidelity checklist)
- The verbal competencies (tan section of fidelity checklist) will be covered during the feedback session.

Turnaround Time from Observation to Feedback Session:
- The formal feedback session needs to occur within 24 hours or next shift when applicable.
- If longer duration due to next shift being several days away or going on PTO for several days, then will work with coaches and IGNITE Mentors to look at ability to have support cover while pulling the staff during the shift to provide the feedback.
- Staff that only work weekends:
  - Carrie will be looking at flexing hours to come in to complete fidelity checks with these staff and provide feedback when applicable.
  - If the next shift for providing feedback after fidelity being completed, Carrie will also flex hours and come in on the weekend and provide feedback during shift overlap.
    - ❿ Anytime Carrie is here on the weekends to complete fidelity checks and/or provide feedback over fidelity checks, she will not be doing anything else or task with anything else (i.e. support of residence, giving breaks, etc.).
    - ❿ Anytime hours are flexed to come in on the weekend, will be approved only by her direct supervisor, Chris Delap.

Feedback Process:
- Feedback will be comprised of on-the-spot feedback and a follow up formal feedback session.
  - On the spot feedback:
    - ❿ This will be where Chris or Brad might observe something that is not being implemented and/or implemented correctly. They will model the skill/technique to the staff by letting them know they will be modeling and then having the staff then implement the skills/technique with the learners in the zone.

- ⑩ Carrie and/or Brad will document the feedback provided and notes.
- ⑩ By them checking the RP in the BST section will indicate the staff was able to role play the skill/technique correctly with the learners.
- ⑩ They will then recheck those skills/techniques later that shift or next shift that will be documented in the second "pass" columns by checking Yes or No.
  - ⏹ Chris G. will only be providing on-the-spot feedback over the skills/techniques the staff completed successfully.
    - ⑩ He will share anything that is a No with Brad and Carrie to be included in the formal follow up feedback session.
- ⑩ **Anytime feedback is being provided either on-the-spot and/or formal feedback session, the first thing communicated to the staff will be about the purpose and process of fidelity checks and the outcome of helping support and develop staff to be their best and provide the best possible services/supports to our learners.**

  - o Formal Feedback Session:
    - ▪ **People included in the formal feedback session:**
      - • Brad, Carrie, Campus Coach, assigned IGNITE Mentor (if assigned IGNITE Mentor is not available, then another IGNITE Mentor will be present)
    - ▪ Statement of the purpose and process (listed prior) will be provided.
    - ▪ The verbal competencies (tans sections) will be covered.
    - ▪ The skills/techniques that staff received Yes will be covered, then will go into the skills/techniques they received a No on.
  - o Campus Coaches will be taking notes how staff respond during the feedback sessions to also include in staff development along with looking at other possible avenues to provide the feedback where it can be best received.
    - ⏹ If coach is unable to attend, Brad and/or Carrie will note how staff respond during feedback sessions.

- • IGNITE Mentor Fidelity checks will only be completed by Brad and/or Carrie.
  - o Carrie will only be providing on-the-spot feedback over the skills/techniques that the IGNITE Mentor received a Yes.
    - ⏹ Carrie will share her observations and skills/techniques they received a No on so that Brad and Campus Coach can provide the pinpoint feedback during the feedback session.
  - o Brad and Campus Coach will only be the one's providing the formal feedback session with
    IGNITE Mentors
    - ⏹ An IGNITE Mentor II will need to be present during this process also.

Timeline for Fidelity Checks to be Completed by Position:
- BHT and IGNITE Mentor I Fidelity Checks and Formal Feedback Sessions:
  - There will be 3 separate fidelity checks completed along with a formal feedback session for each completed fidelity check <u>over a 2-month period</u>.
  - This will be on-going every 2 months.
    - Each BHT will have 24 fidelity checks and formal feedback sessions completed per year.
      - These will be used as artifacts for annual reviews along with quarterly evaluations over the specific sections the fidelity check is covering.

- IGNITE Mentor II Fidelity Checks and Formal Feedback Sessions:
  - There will be 3 separate fidelity checks completed along with a formal feedback session for each completed fidelity check <u>over a 1-month period</u>.
    - This may change once we have more IGNITE Mentor II positions filled.

Tracking of Staff Fidelity Checks:
- There is a data tracker where Brad, Carrie, and Chris will document the date, time, location, date of feedback that is in the Fidelity Teams Channel.
  - [Residential Fidelity | General | Microsoft Teams](#)
- All Fidelity checks will be scanned and uploaded into the staff's folder for ease of reference.

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