

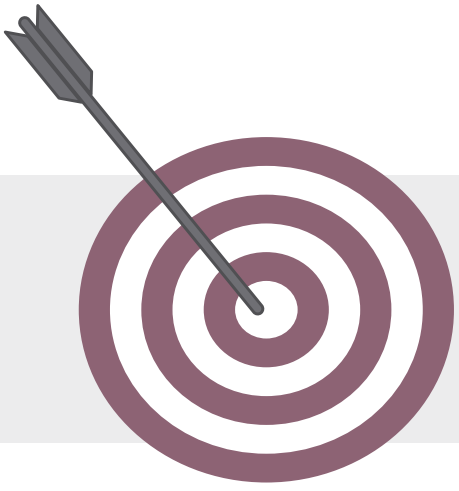
# Ongoing Staff Development: Improving Efficacy and Retention for Direct Care and Supervisory Staff

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# Learning Objectives



## Participants will:



Understand the importance of ongoing training for staff at all levels



Explore methods developing skills for supervisory staff



Develop an understanding of the importance of using evidenced based training strategies in direct care staff development



Compare and discuss policies that work within their organization

About Us

# Introduction

- Lakemary Center is a Psychiatric Residential Treatment Facility (PRTF) located in Paola, KS.
- We serve learners from all over the country that have a dual diagnosis of a psychiatric diagnosis and an Intellectual Developmental Disorder.
- We have a full school on campus through the USD and serve day students from surrounding school districts
- Our census on residence can be up to 64 learners but are currently ranging between 43-46 since Covid.



# Why Care about Retention?

- Retention issues are a problem for most low-pay/high burnout jobs<sup>1</sup>
- Turnover leads to loss of trained employees and disruption to clients and families
  - Significant financial impact
  - Loss of relationships might
    - Re-traumatize/Trigger clients
    - Interrupt progress
- Research has identified many ways to increase retention, including:
  - Improving organizational climate and culture
  - Professional development and training opportunities

# The Importance of Staff Skills

- One study argues that “staff performance is the most important factor in determining the effectiveness” of agencies
- Service delivery often involves the “mediator model” in which staff work to effect change in youth behavior
  - This requires that staff acquire and implement skills
- There are few studies that assess long-term maintenance of staff skills in the literature
  - The studies that do exist suggest staff behavior changes only minimally
    - Reasons for this may include
      - Insufficient training to ensure maintenance
      - Competing job expectations
      - Differences between job site and training situations
- Staff skills are a necessary but not sufficient for good staff performance, supervisory/management support is also required

# Our Presentation Today

- Given that both direct care worker skills and supervisory skills are a key component to staff performance and therefore agency outcomes, we are combining work from to agencies.
- Begin with the Lakemary model for developing direct care staff skills that improves the retention and use of these skills
- Then we will discuss LaSalle School model for developing supervisory skills
- Conclude with a discussion about other models that are working



# Evidence-Based Staff Training: Behavioral Skills Training (BST)

- Competency-based training:
  - Requires a staff to demonstrate efficiency in implementing a specific skill.
- Discrete trial teaching (Sarokoff & Sturmey, 2004; Featherstone & Sturmey, 2014)
- Use of Evidence-based practices (Sawyer et al., 2017)
- Implement individualized behavior plans (Hogan, Knez & Kahng, 2015)

# Steps to Train - BST

**Introduction**

**Model**

**Role-Play**

**Performance  
Feedback**

# Data Collection

## Trainer Behavior

BST Step	Yes	No	N/A
Instruct			
Model			
Role Play			
Performance Feedback			
Repeat if <u>Needed</u>			

## Staff Competency

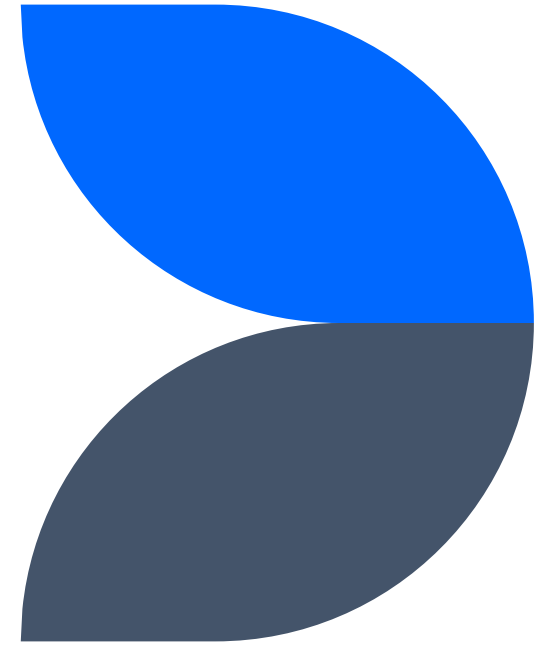
Trainer:

Trainee:

Providing Behavioral Specific Praise Paired with STARS Bucks	Yes	No	N/A
Observe a targeted appropriate behavior.			
Provide verbal praise specific to the behavior observed by the learner.			
Follow the behavior specific praise with providing STARS Buck(s) related to the behavior.			
Finish with providing verbal reminder of behavioral expectations to earn their STARS Bucks			

# Evaluation of the Residential Program:

A needs assessment for our direct care staff to better serve and support our learners



# Needs Assessment:

- Assessed the gap between new hire training to on-the-job training and longevity of new staff.
- There was no formal systems in place for support of new staff applying the behavioral preventative skills learned in new hire training to the job.
- No systems in place to protect the taught norms from the unspoken norms on the floor.
- No real feedback, oversight, or mentoring of the new staff.
- No true evaluations to assess competencies or confidence of the job
- Constant turnover of direct care staff

# Solutions and Systems

“Goals are about the results you want to achieve. Systems are about the processes that lead to those results.” ~James Clear

- Create a system that has clear responsibilities, tasks, and objectives to be taught and completed.
- A system based on consistency of training and implementation through the BST model.
- A system that has checks and balances to establish pin-point performance evaluation and pin-point feedback
- A system that has built in competency assessment components for clarity of understanding and additional training if required.

“

Bamboo can barely be seen for the first five years as it builds extensive root systems underground before exploding ninety feet into the air within six weeks.

JAMES CLEAR (ATOMIC HABITS)

# Our Systems:

## IGNITE Mentor Program

- 30, 60 , 90-Day evaluations were just check boxes about basic job duties.
  - Relied only on annual reviews for our Behavioral Health Technicians (BHT'S).
  - There was no career ladder in place for our BHT's.
- 
- Develop all new 30, 60, 90-day evaluations along with introducing Quarterly evaluations.
  - The new evaluations provide pin-point performance on job expectations to open the door to the feedback loop based on those specific expectations over PREVENTATIVE Behavioral Skills among other job specific skills.
  - The quarterly evaluations will be the basis for promotions into the career ladder of IGNITE Mentor 1, IGNITE Mentor 2, and Registered Behavioral Technician (RBT)

# The Evaluative Process

## BHT Quarterly Evaluations

Competencies assessed:

- 1) Verbal Competency
- 2) Observational Competency
  - Fidelity criterion of 80% to be met.
  - Feedback and additional trainings/supports provided if needed.

## IGNITE Mentor Quarterly Evaluations

Competencies assessed:

- 1) Verbal Competency
- 2) Dual Observational Competency
  - ❖ Competency of implementing the skills themselves.
  - ❖ Competency of guiding/mentoring the skills with BHT's.
- Fidelity criterion of 80% to be met to maintain IGNITE Mentor position.
- Feedback and additional trainings/supports provided if needed.



# Evaluative Process: BHT Quarterly

## BHT Quarterly Evaluation:

Behavioral Skills/Documentation									
Classroom/School Protocols	Discuss/Perform Date	Passed		Staff Feedback Explain <input type="checkbox"/> Model <input type="checkbox"/> RP Role Play <input type="checkbox"/>	Passed		Comments/Recommendations		
PBIS: STARS Points									
What does STARS stand for		Y <input type="checkbox"/>	N <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	RP <input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>	
Observe Providing the different aspects of the STARS Matrix		Y <input type="checkbox"/>	N <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	RP <input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>	
What is the Purpose		Y <input type="checkbox"/>	N <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	RP <input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>	
Observe Providing STARS points following the purpose of <u>STARS</u> (i.e. <u>praise</u> , motivator, behavioral expectations, etc.)		Y <input type="checkbox"/>	N <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	RP <input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>	
How do you Provide points		Y <input type="checkbox"/>	N <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	RP <input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>	
Observe STARS points being provided paired with behavior specific <u>praise</u> (1:1 ratio)		Y <input type="checkbox"/>	N <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	RP <input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>	

The tan section is the verbal competency portion

The green section is the observational competency portion

This section is for original competency assessment

This section is for BST process to be tracked

This section is for the follow up competency assessment

# Evaluative Process: IGNITE Mentor Quarterly

<u>Tactical Ignoring:</u> ❖ Explain purpose, benefits, and example		Y <input type="checkbox"/>	N <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	RP <input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>	
Observe tactical ignoring being implemented effectively		Y <input type="checkbox"/>	N <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	RP <input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>	
Observed providing guidance and feedback to staff over all aspects over tactical ignoring		Y <input type="checkbox"/>	N <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	RP <input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>	
<u>Tactical Ignoring while continuing task:</u> ❖ Explain purpose, benefits, and example		Y <input type="checkbox"/>	N <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	RP <input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>	
Observe tactical ignoring while continuing task effectively		Y <input type="checkbox"/>	N <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	RP <input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>	
Observed providing guidance and feedback to staff over all aspects of tactical ignoring while continuing a task effectively		Y <input type="checkbox"/>	N <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	RP <input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>	

Verbal Competency

First form of Observational Competency

Second form of Observational Competency

- BHT Quarterly Fidelity and IGNITE Mentor Quarterly Fidelity are the same:

	Total of Yes in 1 <sup>st</sup> Column	Total of Skill Components	Fidelity Percentage	> 80% Achieved	
Ex.	78	84	$78 \div 84 = 93\%$	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Ex.	55	74	$55 \div 74 = 74\%$	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>
		84		Y <input type="checkbox"/>	N <input type="checkbox"/>

If 80% or higher on fidelity, then staff passes.

If under 80% fidelity, then training modules and additional coaching is provided.

- Meet in 1 month to reassess the “No” in the original evaluation to determine if fidelity is met.

# First 8 Day Fidelity Checklist

	Tasks/Modeling/Discussions	Mentor/Location	Time In Census
Day 1	<input type="checkbox"/> Reading/Reviewing Zone books <input type="checkbox"/> <b>Sight and Sound</b> – Explain zone specific rules <input type="checkbox"/> Discuss <b>Active Treatment</b> – White Board <input type="checkbox"/> <b>Walkie-Talkie</b> Protocol <input type="checkbox"/> <b>Elopement</b> Protocol <input type="checkbox"/> <b>House Tours</b> <input type="checkbox"/> <b>Protocol</b> – first aid kit, breaks, shift meetings, clocking in/out <input type="checkbox"/> <b>House Rules:</b> Location/explanation <input type="checkbox"/> <b>House Schedule:</b> Location/explanation <input type="checkbox"/> Assisting with snacks and meals <input type="checkbox"/> Engaging/Interacting with learners	<b>Date:</b> <hr/> <b>House/Zone:</b> <hr/> <b>Mentor Initials:</b> <hr/>	0 Hours in Census
Day 2	<input type="checkbox"/> Reading/Reviewing Zone books <input type="checkbox"/> <b>Sight and Sound</b> – Explain zone specific rules <input type="checkbox"/> Discuss <b>Active Treatment</b> – White Board <input type="checkbox"/> <b>House Rules:</b> Location/explanation <input type="checkbox"/> <b>House Schedule:</b> Location/explanation <input type="checkbox"/> Assisting with snacks and meals <input type="checkbox"/> Engaging/Interacting with learners <input type="checkbox"/> <b>Chores Routine</b> – Discuss/explain STARS connection <input type="checkbox"/> Providing Behavioral Specific Praise paired with STARS Points (last half of shift) <input type="checkbox"/> PBIS & STARS <input type="checkbox"/> Fundamentals of Behavioral Change <input type="checkbox"/> Documentation	<b>Date:</b> <hr/> <b>House/Zone:</b> <hr/> <b>Mentor Initials:</b> <hr/>	0 Hours in Census
Day 3	<input type="checkbox"/> Reading/Reviewing Zone books <input type="checkbox"/> <b>Sight and Sound</b> – Explain zone specific rules <input type="checkbox"/> Discuss <b>Active Treatment</b> – White Board <input type="checkbox"/> <b>House Rules:</b> Location/explanation <input type="checkbox"/> <b>House Schedule:</b> Location/explanation <input type="checkbox"/> Providing Behavioral Specific Praise paired with STARS Points (first half of shift) <input type="checkbox"/> <b>Campus Rules:</b> pool/pond/gym/ranch/ discovery center/playground <input type="checkbox"/> <b>Alarms</b> - location, setting/turning off <input type="checkbox"/> <b>Chores Routine</b> – Discuss/explain STARS connection <input type="checkbox"/> <b>Hygiene:</b> Rules and how to assist with showers, brushing teeth <input type="checkbox"/> PBIS & STARS <input type="checkbox"/> Fundamentals of Behavioral Change <input type="checkbox"/> Documentation	<b>Date:</b> <hr/> <b>House/Zone:</b> <hr/> <b>Mentor Initials:</b> <hr/>	1 Hours in Census



60 Day BHT Checklist for New Hires

House/Campus Protocols	Discuss/ Perform Date	Passed		Staff Feedback Explain <input type="checkbox"/> Model <input type="checkbox"/> RP Role Play <input type="checkbox"/>			Passed		Comments/Recommendations
		Y	N	E	M	RP	Y	N	
Discuss Sight and Sound – Explain zone specific rules		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Walkie-Talkie Protocol		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Elopement Protocol		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Contacting Nurse for Assessments and Other Needs		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Contacting IGNITE Mentor and On-Grounds Coach		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication with Stakeholders: ❖ Professionalism:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Information to relay/How to relay		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Discuss/Observe staff completing duties prior to learners entering zones:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Where all materials are located		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Active treatment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Hygiene		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Check MyEvolv		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Trauma: ❖ Picking your battles		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Taking your time to understand		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Risk Management: ❖ Reporting potential issues		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Computers: ❖ Office 365		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Location		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Rules of use		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Documentation: QA ONLY									
❖ Complete a GBI		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Complete a Restraint/Seclusion Report		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Complete an Alert		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Complete an FYI		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Complete a Shift Summary		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Complete Logs		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Complete Tallies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Complete Injury Report		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
❖ Seizure Reports/Protocol		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



# BHT 60-Day Fidelity Checklist



**Quarterly BHT Evaluation/Fidelity Checklist**

Learner Specific Behavior Intervention Plans (BIP)									
Learner 1			Y	N	E	M	RP	Y	N
❖ Explain Positive Behavioral Supports in Place		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Explain individual specific plans (i.e. compliance plan, transition plan, etc.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe staff fully implement each component of the BIP from start to end		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner 2			Y	N	E	M	RP	Y	N
❖ Explain Positive Behavioral Supports in Place		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Explain individual specific plans (i.e. compliance plan, transition plan, etc.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe staff fully implement each component of the BIP from start to end		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner 3			Y	N	E	M	RP	Y	N
❖ Explain Positive Behavioral Supports in Place		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Explain individual specific plans (i.e. compliance plan, transition plan, etc.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe staff fully implement each component of the BIP from start to end		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation: QA ONLY									
❖ Complete a GBI		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Complete a Restraint/Seclusion Report		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Complete an Alert		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Complete an FYI		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Complete a Shift Summary		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Complete Logs		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Complete Tallies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Complete Injury Report		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Seizure Report/Protocol		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe Crisis Management									
❖ Physical Restraints		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
House/Campus Protocols	Discuss/Perform Date	Passed	Staff Feedback Explain <input type="checkbox"/> Model <input type="checkbox"/> RP Role Play <input type="checkbox"/>				Passed	Comments/Recommendations	
Discuss Sight and Sound – Explain zone specific rules		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# BHT Quarterly Fidelity Checklist

Quarterly IGNITE Mentor 1 Evaluation/Fidelity Checklist

Behavioral Skills/Documentation									
Behavioral Skills/Documentation Cont'd	Discuss/ Perform Date	Passed	Staff Feedback			Passed	Comments/Recommendations		
			Explain <input type="checkbox"/>	Model <input type="checkbox"/>	RP Role Play <input type="checkbox"/>				
PBIS: STARS Points									
What does STARS stand for		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Observe Providing the different aspects of the STARS Matrix		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Observed providing guidance and feedback to staff over all aspects of the STARS Matrix		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
What is the Purpose		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Observe Providing STARS points following the purpose of STARS (i.e. <del>correct</del> correct, motivator, behavioral expectations, etc.)		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Observed providing guidance and feedback to staff over all aspects of the purpose of STARS		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
How do you Provide points		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Observe STARS points being provided paired with behavior specific praise (1:1 ratio)		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Observed providing guidance and feedback to staff over all aspects of the pairing STARS points with behavior specific praise		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
How do you track		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Observe documenting STARS points on STARS data sheet throughout shift		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Observed providing guidance and feedback to staff over all aspects of the documentation of STARS points		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
How do you use as a motivator		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Observe STARS points being implemented as a motivator		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Observed providing guidance and feedback to staff over all aspects of the STARS being used as a motivator		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
How do you use as a redirect		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Observe STARS points being implemented for redirect with consistency of follow through		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Observed providing guidance and feedback to staff over all aspects of the STARS being used in redirection with follow through		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
What do learners do with points		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					
Who collects at end of shift		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N					



# IGNITE Mentor Baseline Fidelity Checklist

First Quarterly IGNITE Mentor 1 Evaluation/Fidelity Checklist

Behavioral Skills/Documentation							
Behavioral Skills/Documentation Cont'd	Discuss/Perform Date	Passed	Staff Feedback Explain <input type="checkbox"/> Model <input type="checkbox"/> RP Role Play <input type="checkbox"/>			Passed	Comments/Recommendations
PBIS: STARS Points							
What does STARS stand for		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Observe Providing the different aspects of the STARS Matrix		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Observed providing guidance and feedback to staff over all aspects of the STARS Matrix		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
What is the Purpose		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Observe Providing STARS points following the purpose of STARS (i.e. premark, motivator, behavioral expectations, etc.)		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Observed providing guidance and feedback to staff over all aspects of the purpose of STARS		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
How do you Provide points		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Observe STARS points being provided paired with behavior specific praise (1:1 ratio)		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Observed providing guidance and feedback to staff over all aspects of the pairing STARS points with behavior specific praise		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
How do you track		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Observe documenting STARS points on STARS data sheet throughout shift		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Observed providing guidance and feedback to staff over all aspects of the documentation of STARS points		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
How do you use as a motivator		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Observe STARS points being implemented as a motivator		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Observed providing guidance and feedback to staff over all aspects of the STARS being used as a motivator		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
How do you use as a redirect		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Observe STARS points being implemented for redirect with consistency of follow through		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Observed providing guidance and feedback to staff over all aspects of the STARS being used in redirection with follow through		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
What do learners do with points		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			
Who collects at end of shift		<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> RP	<input type="checkbox"/> Y <input type="checkbox"/> N			



# IGNITE Mentor Quarterly Fidelity Checklist: Abbreviated Version



# Training Module Table of Contents:

- ❖ SCM Theoretical
  - SCM Theory Module 1
- ❖ Lakemary Center AB 1172 Behavioral Training
  - Introduction to Positive Behavioral Supports and Interventions (PBIS) Module
  - Data Collection Methods, Analysis, & Behavioral Support Plans Module
  - Evidenced-Based Preventative Strategies and Interventions, Functionally Equivalent Replacement Behaviors, & De-Escalation Techniques Module
- ❖ Fundamentals of Behavioral Change
  - Fundamentals Proactive Strategies Module
  - Fundamentals Reactive Strategies Module
- ❖ Trauma Informed Care
  - Co-regulation and the Brain Module
  - Case Studies: Working with Clients at Lakemary Module
- ❖ PBIS Framer work
  - PBIS Framework Module
- ❖ PBIS STARS Matrix
  - STARS Matrix Module
  - Video Modeling of Behavioral Specific Praise and STARS
- ❖ PBIS Behavioral Skills Training (BST)
  - BST Module 1
  - Video Modeling of BST
- ❖ Behavioral Skills Curriculum
  - Behavioral Skills Curriculum – Bedtime Module
  - Behavioral Skills Curriculum – Group Therapy Module
  - Behavioral Skills Curriculum – Living Area Module
  - Behavioral Skills Curriculum – Mealtime Module
  - Behavioral Skills Curriculum – Outings Module
  - Behavioral Skills Curriculum – Playground Module
  - Behavioral Skills Curriculum – Transition Module
  - Behavioral Skills Curriculum – Hygiene (showers, hair care, ethnic hair care, deodorant, teeth brushing) Module
- ❖ Campus-Wide Documents
  - Behavioral Support Plan Module
  - Behavioral Intervention Plan Module
- ❖ Documentation
  - Incident Reports Module
  - Client Module
- ❖ KDADS
  - Active Treatment Basics for PRTF Front Line Staff
  - Sight or Sound Regulations for PRTF
  - The Guide and Overview
  - The PRTF
  - Active Treatment Planning





# Staff Retention Data:

## Staff hired in 2022:

### Day BHT's:

- 37 staff were hired for BHT Days in 2022:
  - 19 of those staff remain employed.
  - 51% Retention rate for 2022.

### Evening BHT's:

- 48 staff were hired for BHT Evenings in 2022:
  - 18 of those staff remain employed.
  - Overall, 37% Retention rate for 2022.

## Staff hired in 2023:

Oversight of the IGNITE Mentor Program shifted from Campus Coaches to the IGNITE Mentor Program Coordinator in January 2023.

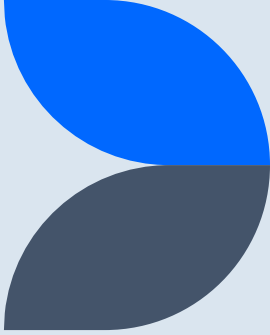
### Day BHT's:

- 6 staff were hired for BHT Days in 2023:
  - 4 of those staff remain employed.
  - Overall, 67% Retention rate for 2023.
  - 16% increase in staff retention rate from previous year.

### Evening BHT's:

- 15 staff were hired for BHT Evenings in 2023:
  - 14 of those staff remain employed.
  - Overall, 93% Retention rate for 2023.
  - 56% increase in staff retention rate from previous year.

# Impact on Reducing Emergency Safety Interventions (ESI)



- Continuous decrease in ESI utilized to manage challenging behaviors since the start of the IGNITE Mentor Program.
  - **Observed a 48% decrease in ESI when comparing the year before the IGNITE Mentor Program vs the year IGNITE was implemented.**
- We have set criterion for ESI in our efforts to reduce the use of ESI and we have been able to be below our set criterion.
- We have been able to decrease our set criterion due to our continued decrease in ESI which is moving us closer to eliminating ESI.
- At the same time, we have observed an increase in our General Behavioral Incidents since the start of the program.

# Hurdles Along the Way

- Buy in from the Campus Coaches
- Accountability being followed through by the Campus Coaches with the staff and IGNITE Mentors.
- Overall mindset by the Campus Coaches of being in survival mode.
- Feedback and evaluations not being implemented correctly.
  - Being viewed as a checkbox rather than a developmental tool.



# Solutions To Those Hurdles:

- In January 2023 started the IGNITE Program Coordinator role.
- One of the staff development trainers took on the additional role.
- Meets weekly with the IGNITE Mentors and Campus Coaches.
- He is on the floor M-F 3pm-6pm to provide in the moment feedback for IGNITE Mentors and BHT's.
- Works with Campus Coaches on the evaluations, feedback, BST with the IGNITE Mentors.
- Works with IGNITE Mentors on the evaluations, feedback, and BST with the BHT's.

# Supervisory Support and Retention

Supervisor support is identified as key for retention

Important aspects of supervisory behavior include:

- Instructions for performance
- Monitor staff performance
- Assistance with processing events
- Constructive criticism
- Provide consequences when required

# You're great at your job, we're promoting you!

- Advancement opportunities are important for retention
- We often promote from within as a reward for performance in current role
  - These folks might be great in their role, but might not have the skills required
  - Changes in the nature of work relationships may be difficult

# I'm a Supervisor, now what....?

- Traditionally, there is little training on how to perform the new role
  - Schools of Social Work talk about the importance of supervision and how clinicians should utilize their time, but almost nothing on how to provide supervision, some support when you have an SW intern
- CYC-Net has some resources related to the need for supervisor development, but less on “what works” for developing these skills
- Having well trained supervisors is important for maintenance of training over the long term as turnover results in fluctuations in direct care staff competency

# Our Model

- Modernized our philosophy of care
  - Participation from supervisory staff from key departments
    - Develop common language
  - Dissemination of content through various channels

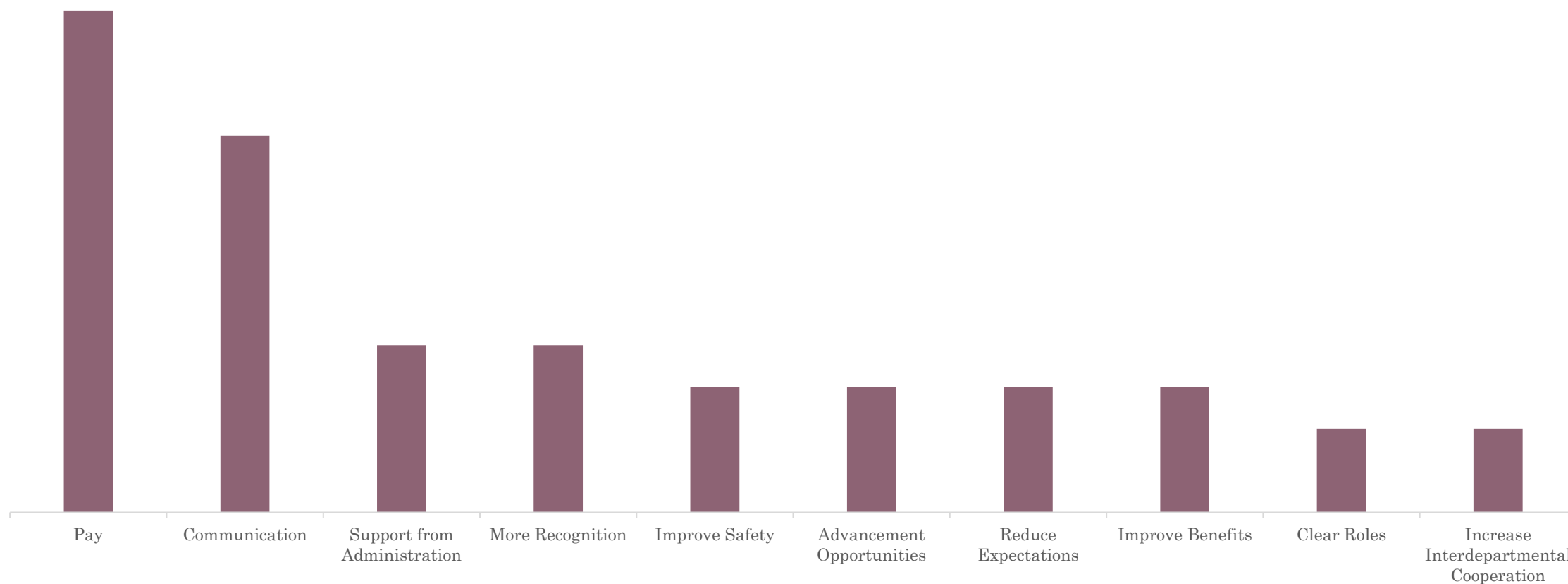


# Our Model

- Partnered with neighboring college to provide skills training
  - Communication
  - Time Management & Effective Meetings
  - Performance Evaluations
  - Leadership
  - Organizational Justice



# What would motivate people to stay?

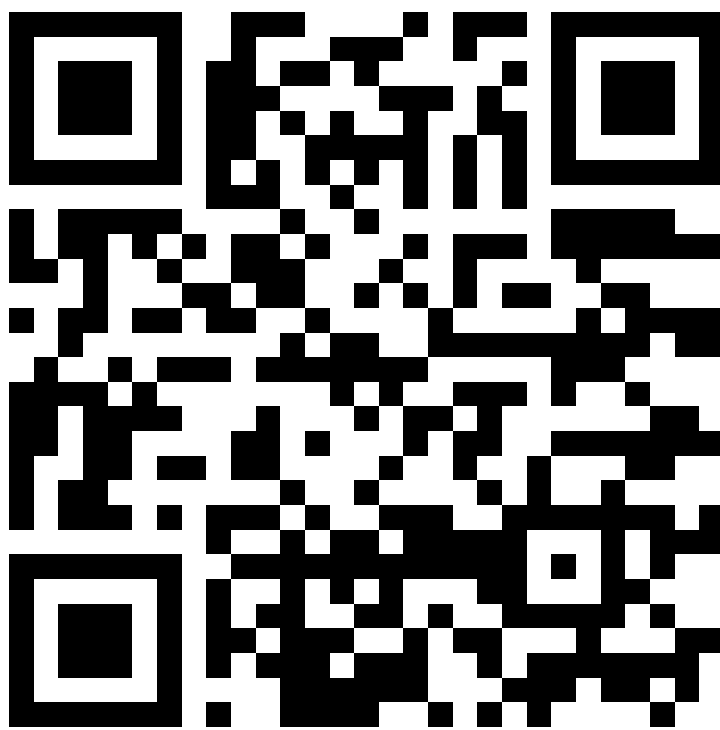


# Relationships and Roles

- Navigating changes in relationships
- Feedback has more meaning in relationships
- Supervisees need support and boundaries
- Goal as supervisors is to help staff grow



Lakemary Center Website:



My email:

# Thank you

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