



NYS Office For People With Developmental Disabilities

**Putting People First**

**PROMOTE**

**Positive Relationships Offer More Opportunities to Everyone**

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## What is PROMOTE?

- **P**ositive
- **R**elationships
- **O**ffer
- **M**ore
- **O**pportunities
- **T**o
- **E**veryone



## PROMOTE

- Have well trained staff members who are capable of developing relationships and creating environments that help the individuals we serve lead richer lives.
- Is intended to reduce the likelihood of challenging behaviors by providing staff with tools to help people maximize positive interactions and support and develop functional relationships, environments, communication and respect.



## PROMOTE

- Staff will learn skills to increase an individual's **self-confidence, connections** to others and opportunities for **recreation and relaxation**.
- Staff will be provided with the tools to **effectively intervene** with people who are presenting with challenging behaviors but who are not placing themselves or others at immediate risk of harm.



## PROMOTE

- Will provide staff with necessary skills to **avoid behavioral crises** through the use of positive behavior supports.
- If there is an immediate health and safety risk, staff will be **trained to competently respond to behavioral crises**, including those in which a physical intervention technique may be necessary.



## Why was PROMOTE Created?

- To address problems with the SCIP-R curriculum that evolved over time:
  - State and voluntary agencies altered the curriculum and the physical holds
  - The Positive Approaches curriculum was not always being used in conjunction with SCIP-R
  - The SCIP-R curriculum began with challenging behaviors and was not pro-active in supporting the individual



## 2006 - 2013

- In 2006, there was a realization that the SCIP-R curriculum was not adequate
- From 2006- 2012, a working committee with representatives from OPWDD and voluntary agencies developed the PROMOTE curriculum
- The New York Times articles were written in 2011 – 2012 and were not the impetus for PROMOTE



## Assumptions about Restraint

- Restraints keep the people we support safe
- Restraints keep staff safe
- Restraints are used only when absolutely necessary and for safety reasons
- Staff know how to recognize and de-escalate potentially violent situations



## Reality

- Use of RPI's (restraint) can result in injuries and death even when “properly” implemented
- Staff injuries and loss of work time are greater in settings where RPI's are more often used
- Staff decisions to use RPI's are influenced by their personal attitudes and perceptions of circumstances
- Noncompliance with staff requests results in use of RPI's



## Importance of Staff Training

- Staff experience and training influence use of RPI's—the more training and experience, the less use of restraint
- Essential for effective crisis intervention
- Well trained staff are more likely to rely on de-escalation techniques and less likely to use RPI's or other restrictive forms of crisis intervention
- PROMOTE is intended to improve staff skills in multiple areas to reduce reliance on use of restraint



## Strategies to Reduce RPI's

### *Identify and Reinforce*

### *optimal practice and performance*

- Identify and use tools and resources to help implement steps toward restraint reduction and address related issues
- Based on information and data collected about agencies use of RPI's and their processes and results related to minimizing the use of restraints, reinforce systems and processes that are already working
- First Step: Standardized data collection process



## Data Collection Efforts on Restrictive Physical Intervention Use

- Centralized Data Collection on RPI's started 2/1/12 in certified SO programs
- ADM #2012-03 issued in June 2012 requiring use of the Restrictive Intervention Application (RIA) effective 7/30/12
- 120+ agencies in addition to SO programs have reported into RIA their utilization of RPI's since 7/30/12



# WHY SWITCH FROM SCIP-R TO PROMOTE?

TO INCREASE PERSON CENTEREDNESS

## SCIP-R

- Gradient →
- Positive Environments →
- Calming Strategies →
- “Know Your Person” →



## PROMOTE

- Zones and Lifeline
- Enriching the Green Zone
- R-Star
- Case Study Approach



# WHY SWITCH FROM SCIP-R TO PROMOTE? INSTRUCTIONAL INNOVATIONS

## SCIP-R

- Overheads
- Lecture/Discussion
- Instructional Inconsistency
- P.I. Training from Photos
- Minimal Review
- Assessed by Written Test
- 1 “Level” of Certification



## PROMOTE

- PowerPoint/Videos
- Group Activity/Role Playing
- Standardization/Consistency
- Training from Videos
- Review in Game Format
- Assessed by Role Play & Test
- 2 “Levels” of Certification



# Training Recipients of the PROMOTE Program

- All DSP's, Clinical staff, and Residential or Program Supervisors are to be trained in PROMOTE at the level corresponding to the needs of the individuals they support



## Training Recipients of the PROMOTE Program

- There will be a 1 day PROMOTE orientation for staff who do not require training and certification in level 1 or 2.
- **All** staff with direct service responsibilities, clinicians, and their supervisors who support individuals with some level of challenging behaviors will be trained and certified in at least **PROMOTE Level 1** and are expected to maintain current certification with yearly refreshers.
- Based upon individuals' support needs, staff, clinicians and supervisors may also be trained and certified in **PROMOTE Level 2**, as well as trained in additional Specialized and/or Restrictive interventions.



## Levels of Staff Training

- **Level 1** – Includes primary tools to **best support a person to lead a richer life** and to help defuse a potentially dangerous situation. Secondary protective techniques are taught such as protective blocking, bite release, hair pull stabilizations/releases, etc.
- **Level 2** – Includes how to best support a person who is **rapidly losing control or dangerous to others**. Also how to repair and restore the situation so all involved are supported. Secondary protective techniques are taught such as standing wraps, removals, etc.



## Length of Time for Each Level

Level 1 – 3 days

Level 2 – 2 days (builds on Level 1)

\*Additional techniques including Restrictive Physical Interventions and Specialized Physical Interventions require additional training time. Restrictive Physical Interventions may only be taught to Level 2 certified staff.



## Current SCIP-R Certified Staff

- Most currently certified SCIP-R staff will be required to receive “PROMOTE BRIDGE” training to either Level 1 or 2, as required.
- The “PROMOTE BRIDGE” training is currently under development, and the length of time has yet to be determined.



## Certification of Competency

- Completion of a written test with at least 80% correct.
- Demonstration of competency with 100% correct in the use of Primary and Secondary (Physical) intervention techniques (tools) that correspond to the Level of Certification trained.



# Hierarchy of Trainers

- Master Trainers
- Instructor-Trainers
- Instructors



## Instructors

- All Master Trainers must be certified in levels 1 & 2 + restrictive
- All Instructor Trainers must be certified in levels 1 & 2 (+ restrictive if applicable)
- Instructors can be certified in:
  - just level 1 or
  - levels 1 & 2 or
  - levels 1 & 2 + restrictive



## PROMOTE Instructor Training

- All Master Trainers, Instructor Trainers and Instructors must attend the PROMOTE Instructor Training (PIT) course up to the level they will be teaching
- Included are the restrictive techniques for those instructors that will teach them
- Following the PIT course, they will need to co-teach with a certified Master or Instructor Trainer



## Need for Training Program Supervisors, Psychologists and BIS's

- Will play key roles in the development and implementation of a person's program plan.
- Are **encouraged** to become **PROMOTE** instructors.
- Are responsible for monitoring the use of Secondary Tools and making recommendations for reducing their use.

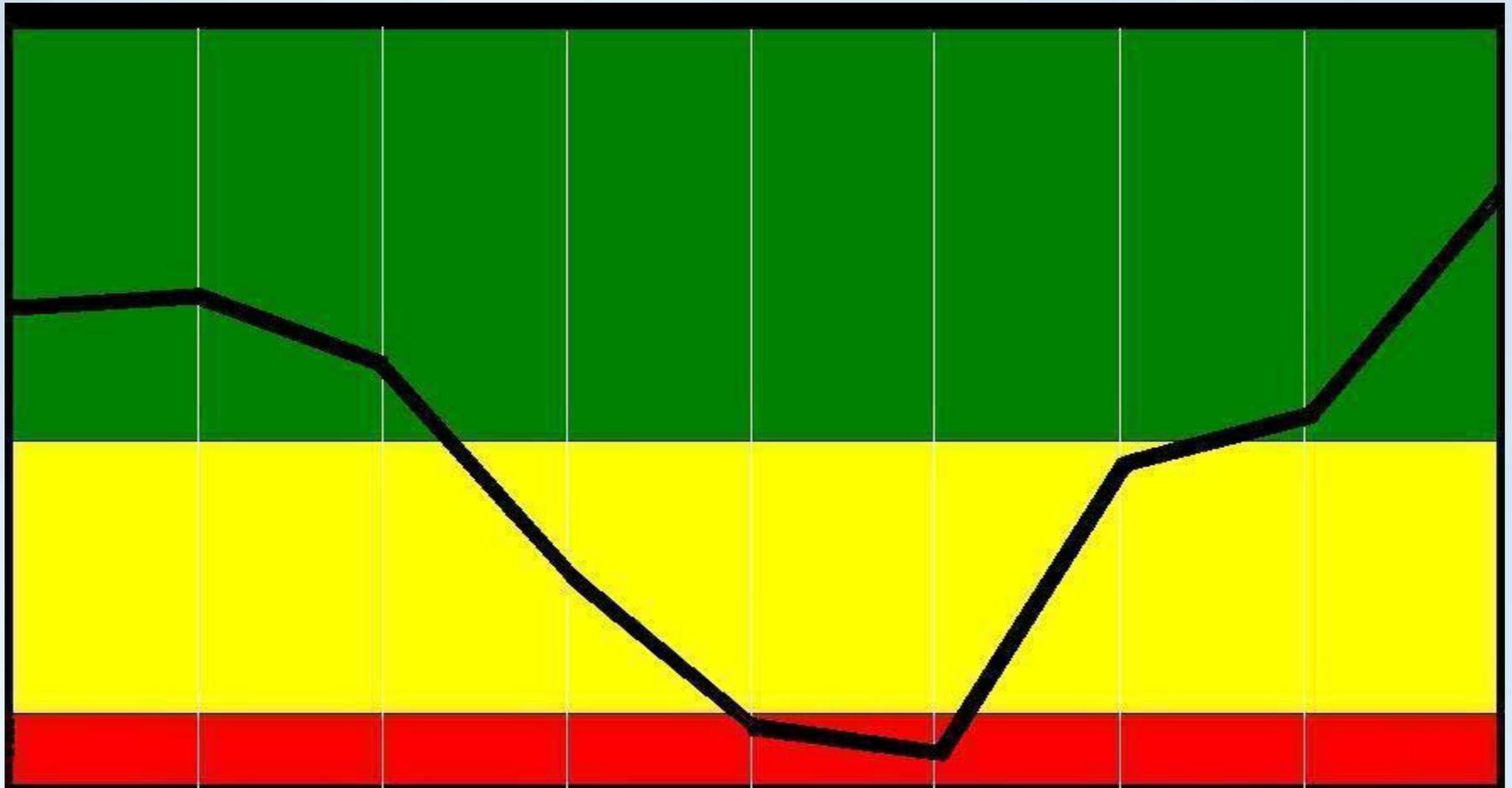


## Three PROMOTE Zones

- **Green**
- **Yellow**
- **Red**



## The Life Line



## Questions

- Vulnerabilities?
- Irritants?
- Strengths?
- Supports?

<b>Vulnerabilities</b>		
<b>Irritants</b>		
<b>Strengths</b>		
<b>Supports</b>		



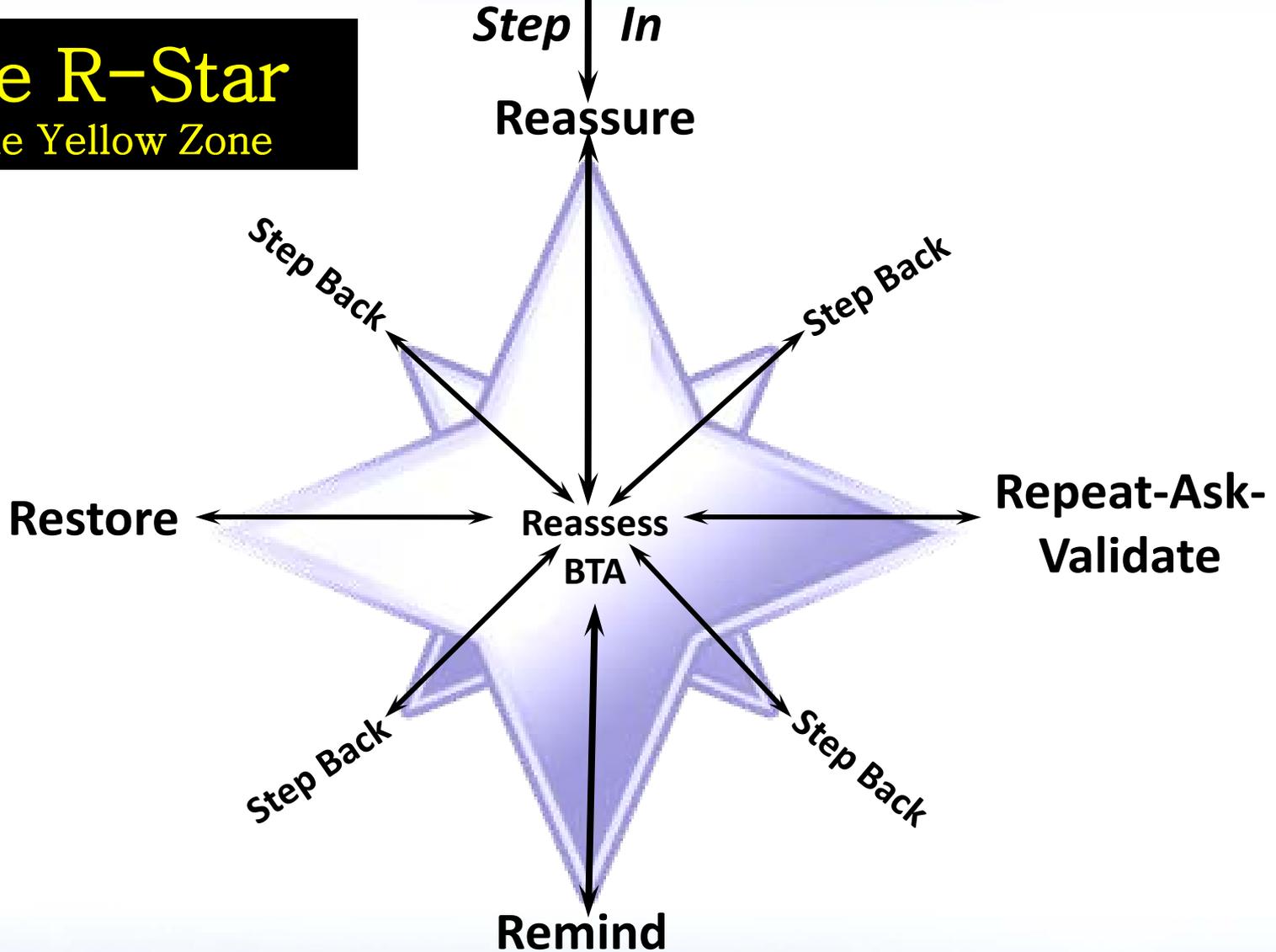
## What To Do?

- Step in

Or

- Step Back

### The R-Star In the Yellow Zone





# The Behavior Support Plan

- Helps People Stay In Their Green Zones
- Assists People In Coping With Yellow Zone Stresses
- Effectively Manages Red Zone Challenging Behaviors



## Components of a Behavior Support Plan

- Background Information
- Challenging Behaviors
- Matrix – Strengths, Vulnerabilities, Irritants and Supports
- Green Zone
- Yellow Zone – Caution Signs, BTA, Step-in or Step-Back, R-Star
- Red Zone – Health and Safety Concerns
- Yellow Zone Recovery
- Green Zone Recovery
- Data Collection and Debriefing



# PROMOTE Rollout Strategy for State Operated Programs

- October through December 2012 focus is on Master and Instructor Trainer Development
- As Master and Instructor Trainers become certified, they will begin to offer certification training sessions for additional Instructor Candidates, as well as Supervisors and Psychologists (November 2012 through April 2013)



# PROMOTE Rollout Strategy for State Operated Programs

- April 2013 through September 2014 deliver PROMOTE Full and Bridge program to all staff required to obtain certification in PROMOTE
  - Certify staff that demonstrate competence in PROMOTE Level 1 and/or Level 2



## Who gets trained to start?

- OPWDD employed Supervisors and Psychologists will receive PROMOTE Full course (Level 2, five days)
- These staff will become key mentors and champions of the PROMOTE program as the agency rolls PROMOTE Full and Bridge training out to direct support professionals in their regions



## PROMOTE Rollout for Voluntary Agencies

- Agencies are developing their Trainers simultaneously with OPWDD Trainers
- Workgroup of Voluntary Agency providers has been formed and is meeting regularly
- They will use PROMOTE full and Bridge trainings similar to DDSOO's
- Timeline will be slower



## 2013 – Voluntary Agencies: Building the PROMOTE Infrastructure

- Certifying instructor trainers and instructors
- Training of programs supervisors, psychologists and ABSS's
- Behavior Support Plans written in PROMOTE language



## 2014 – Voluntary Agencies: Roll-out Plan

- Discontinuing SCIP-R? How? When?
- Bridging veteran staff from SCIP-R to PROMOTE
- New staff learning PROMOTE