

**Examples of States that Include Positive Behavioral Supports in Approved 1915(c) Waivers - 2018**

State	Title of Waiver	Service Definition of Positive Behavioral Supports	Qualifications
Alabama	AL Home and Community-Based Waiver for Persons with Intellectual Disabilities (0001.R07.00)	<p>Set of researched-based strategies that combine behavioral and biomedical science with person-centered, valued outcomes and systems change to increase quality of life and decrease problem behaviors by teaching new skills and making changes in a person's environment.</p> <p>Tasks include: functional behavioral assessments, behavioral support plans, training to implement plans, data entry and monitoring for behavioral plans, writing progress notes/reports, consultation. "Places emphasis on desirable adaptive behavior rather than merely the elimination or suppression of undesirable behavior." PBS waiver services has two general categories: (1) development of BSP and (2) implementation of BSP.</p>	<p>Three levels of providers may provide PBS services.</p> <p>Level 1: Providers must have either a Ph.D. or M.A. and be certified as a Behavior Analyst by the Behavior Analyst Certification Board.</p> <p>Level 2: Providers must have either a Doctoral or Master's level degree in the area of Behavior Analysis, Psychology, Special Education or a related field and 3 years experience working with persons with Developmental disabilities. Level 2 providers with a Doctorate do not require supervision.</p> <p>Level 3: Providers must be either a QIDP (43 CFR 483.430) or be a Board Certified Assistant Behavioral Analyst. Level 3 providers require supervision averaging at a minimum of one hour per week by either a Level 1 provider or a Level 2 Doctoral provider.</p> <p>All PBS service providers must complete an orientation training.</p>
Kentucky	KY Supports for Community Living (0314.R04.00)	<p>A service to assist the individual with significant, intensive challenges that interfere with activities of daily living, social interaction, work or volunteer situations. These services provide for the utilization of data collected during the functional assessment of behavior: this is the basis for development of a positive behavior support plan for the acquisition or maintenance of skills for community living and behavioral intervention for the reduction of maladaptive behaviors. The plan is intended to be implemented across service settings and by individuals assisting the person in meeting their dreams and goals.</p>	<p>All standards identified in program regulations and services manual. Services are provided by professionals with at least a master's degree in a behavioral science and one year experience in behavioral programming; AND one year of direct service experience with individuals with intellectual or developmental disabilities; AND completes at least six (6) hours per year of professional development or continuing education in the areas of psychology, behavioral supports, applied behavioral science, or school psychology.</p>

Minnesota	MN Community Alternative Care (4128.R07.00)	<p>The development, implementation and monitoring of a person-centered, individually- designed proactive plan to enhance positive behavior resulting in the decrease or elimination of a participant's severe maladaptive (challenging) behavior. Positive support services include the use of person-centered approaches incorporating a comprehensive functional behavioral assessment of both positive as well as maladaptive behavior, development of a positive behavior support plan or positive support transition plan to phase out the use of restrictive interventions.</p>	<p><b>Positive support specialists:</b> licensed under MN Statutes, ch. 245D as a provider of intensive support services; a minimum of four hours of training in functional behavioral assessment; and 20 hours of instruction in understanding the function of the behavior; and ten hours of instruction on preparing written intervention strategies, designing data collection protocols, training other staff to implement practice strategies, and summarizing/reporting program evaluation; and a determination by a positive support professional to have the training and prerequisite skills required to provide positive practice strategies to the person who receives positive support services and direct supervision by a positive support professional or positive support analyst.</p> <p><b>Positive Support Analysts:</b> four years of supervised experience conducting functional behavior assessments and designing, implementing, and evaluating effectiveness of positive practices behavior support strategies for individuals who exhibit challenging behaviors as well as co-occurring mental disorders and neuro-cognitive disorder; and one of the following qualifications:</p> <ol style="list-style-type: none"> <li>1) a baccalaureate degree, master's degree or a PhD in a social services discipline; or</li> <li>2) the qualifications of a Mental Health Practitioner as defined in Minnesota Statutes, section 245.462, subd. 17; or 3) certified as a Behavior Analyst or Assistant Behavior Analyst by the Behavior Analyst Certification Board.</li> </ol> <p>Additionally: ten hours of instruction in functional behavior assessment and functional analysis; and twenty hours of instruction in the understanding of the function of behavior; and</p>
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Montana	MT HCBW for Individuals w/ DD (0208.R05.00)	<p><b>Behavioral Support Services</b> include 1. Designing behavioral assessments and functional analyses of behavior and interpreting assessment and evaluation results for staff and unpaid caregivers providing services to enrolled individuals. 2. Designing, monitoring and modifying written behavior intervention procedures and skill acquisition procedures. Written plans of intervention developed generally require the collection of data by staff or unpaid caregivers providing direct support. Decisions made in designing, monitoring and modifying behavior intervention and skill acquisition procedures are generally based on the review and analysis of collected data. 3. Training staff and unpaid caregivers in the implementation of formal and informal procedures designed to reduce problem behaviors and/or to increase appropriate behaviors. 4. Attending planning meetings for purpose of providing guidance and information to planning team members in the setting of appropriate</p>	<p>A person who meets the requirements of ARM 37.34.1422 (2). A Montana Department of Justice background check is required.</p>

		<p>goals and objectives for individuals who need Behavioral Support Services.</p> <p>In general Behavioral Support Services offer appropriate assessment and intervention methods for use in unfamiliar situations and for a range of cases of all ages. Behavioral Support Services teaches others to carry out ethical and effective behavior interventions based on positive behavior supports. Behavioral Support Services staff may supervise the work of others who implement behavior interventions. All behavior intervention procedures developed by the Behavioral Support Services staff are in compliance with the Administrative Rules of Montana governing the use of Positive Behavioral Supports.</p>	
New York	NYS Traumatic Brain Injury Waiver (0269.R04.00)	<p>The primary goal of PBIS services is to decrease the intensity or frequency of targeted behaviors and to teach more socially appropriate behaviors. These services include but are not limited to: a comprehensive assessment of the individual's behavior (in the context of their medical diagnosis as determined by the appropriate health or mental health professional), skills and abilities, existing and potential natural and paid supports, and the environment; the development and implementation of a holistic structured behavioral treatment plan including specific realistic goals which can also be utilized by other providers and natural supports; the training of family, natural supports, and other providers so that they can also effectively use the basic principles of the behavioral plan; and regular reassessment of the effectiveness of the behavioral treatment plan, making adjustments to the plan as needed.</p> <p>[a more detailed definition of specific requirements of staff implementing positive behavioral supports is found in Appendix C of the Waiver]</p>	<p>Persons employed as a PBIS Program Director must be a: Licensed psychiatrist (licensed by the NYS Education Department); Licensed psychologist (licensed by the NYS Education Department); Doctorate or Master Degree in Psychology; Licensed Clinical Social Worker (LCSW- licensed by the NYS Education Department); Licensed Master Social Worker (LMSW- licensed by the NYS Education Department); Master level Certified Teacher of Students with Disabilities (certified by the NYS Education Department); or Licensed Behavior Analyst (Licensed by the NYS Education Department). AND Must have two (2) years of experience developing and implementing intensive behavioral plans.</p> <p>Persons employed as a Behavioral Specialist must be a/an: Individual with a Bachelor's degree in psychology; Registered Professional Nurse (licensed by the NYS Education Department); Licensed Occupational Therapist (licensed by the NYS Education Department); Licensed Physical Therapist (licensed by the</p>

			<p>NYS Education Department); Certified Behavior Analyst Assistant (Certified by the NYS Education Department); Individual with a Bachelor's degree and a Certified TBI Specialist; A Certified Rehabilitation Counselor (certified by the Commission on Rehabilitation Counselor Certification); AND Must have two years of experience developing and implementing intensive behavioral treatment plans.</p> <p>All agencies that employ two (2) or more Behavioral Specialists, regardless of credentials, must provide supervision by an individual who meets the criteria for PBIS Program Director.</p>
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