

General (non-autism) Staffing Discussion

June 2, 2016

General Staffing Requirements:

- Need to have Director for oversight of the service array.
- Need to delineate between administrative functions and clinical responsibilities – will a Director do both?
- Administrative functions could include:
 - Policy and Procedure Oversight
 - Employment (hiring, retention)
 - Training
 - Utilization Review; authorizations
 - Fiscal oversight
 - Fraud and abuse oversight
 - Clinical Oversight – either direct or via supervision of Clinical supervisor
- Many members indicated struggling with how to conceptualize this entity – freestanding, part of another agency. Independent practitioner – all would impact staffing. This regulation will apply to any entity providing ICBBHS.
- Concerns expressed about workforce availability and retention. Currently a challenge for some providers. Standards need to consider the differences in services.
- Challenging to merge all bulletins, services, and clarifications into one set of regulations for an array of services that will meet the needs of various populations. Staffing will need to be different for autism versus SED.
- Determination to start with “paraprofessional” to identify the qualifications of those who do the hands on work with children, youth and young adults and work upward.
- Paraprofessional Qualifications: (TTS, Aides)
 - High School Diploma with ____ years of BH direct care experience in the BH field working with children, youth and young adults and ____ hours of training in: _____ or RBT certification or equivalent.
 - Associates Degree in _____ with ____ years of BH direct care experience working with children, youth and young adults and ____ hours of training in _____ or RBT certification or equivalent.
 - Bachelor’s Degree in _____ with ____ years of BH direct care experience with children, youth and young adults and ____ hours of training in: _____ or RBT certification, BCBA certification or equivalent.
 - Consider national certifications, developing state certifications for paraprofessionals.
 - Include allied professionals – degrees in education, recreational therapy, etc. with experience and training as resources.
 - **Current qualifications in bulletins to consider and compare with workgroup recommendations:**
 - ✓ TSS aide shall have a high school diploma.
 - ✓ Current TSS worker qualifications:

- ✓ Bachelor's Degree in psychology, social work, counseling, sociology, education, criminal justice or similar human service field.
- ✓ Bachelor's degree in any field with at least the equivalent of one year of full-time paid mental health direct care experience with children
- ✓ Associate's degree or 60 credits toward a Bachelor's degree with at least the equivalent of one year of full-time paid work as a TSS Aide
- ✓ Associate's degree or 60 credits toward a bachelor's degree with at least the equivalent of three years of full-time paid mental health direct care experience with children.
- ✓ Licensed registered nurse with at least the equivalent of one year of full-time paid mental health direct care experience with children
- ✓ Licensed practical nurse with at least the equivalent of 3 years of full-time paid MH direct care experience with children.
- Paraprofessional Training:
 - Review RBT training task list from the Behavioral Analyst Certification Board
 - Measurement
 - Assessment
 - Skill Acquisition
 - Behavior Reduction
 - Documentation and Reporting
 - Professional Conduct and Scope of Practice
 - At least 40 hours with 3 hours devoted to ethics and professional conduct
- Include working with dual diagnosis, CPR, Crisis Intervention, Communication, Engagement of Families, FBA, RBT, clinical skills.
- Current training requirements
 - ✓ Before working alone with children, a TSS worker must successfully complete at least 15 hours of training
 - ✓ TSS worker must successfully complete at least another 24 hours of training within the first six months of employment as a TSS
 - ✓ Curriculum must include at least the following topics:
 - ✓ Professional ethics, conduct, and legal issues, including child protective services and mandated reporting and confidentiality
 - ✓ CASSP principles and implementing and supporting those principles in actual clinical practice
 - ✓ Role of TSS in the home, school and community including the use of community resources to support the child/adolescent/family.
 - ✓ Crisis intervention, behavior management, and safety
 - ✓ Overview of SED and other behavioral needs in children and adolescents (with particular emphasis on the specific diagnoses of the children with whom the TSS-BT staff may be working)
 - ✓ Collaboration with families
 - ✓ Normal child/adolescent development
 - ✓ Behavior management skills
 - ✓ CPR, first aid, universal precautions and safety

- ✓ Documentation skills
- ✓ Psychotropic medications including common side effects.
- ✓ Ongoing training requirement – TSS workers must successfully complete at least 20 hours of training annually.

The June 10th call will continue the staffing discussion including the following:

- Professionals (MHP, BSC, etc)
- Director
- Training
- Supervision