

Division of Health Service Regulation

STATEMENT OF DEFICIENCIES AND PLAN OF CORRECTION	(X1) PROVIDER/SUPPLIER/CLIA IDENTIFICATION NUMBER: MHL079-078	(X2) MULTIPLE CONSTRUCTION A. BUILDING: _____ B. WING _____	(X3) DATE SURVEY COMPLETED C 09/20/2018
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NAME OF PROVIDER OR SUPPLIER BEDFORD HOUSE	STREET ADDRESS, CITY, STATE, ZIP CODE 221 BEDFORD STREET EDEN, NC 27288
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V 000	<p>INITIAL COMMENTS</p> <p>A complaint survey was completed on 9/20/18. The complaint (Intake # NC00142568) was unsubstantiated. A deficiency was cited.</p> <p>The facility is licensed for the following service category: 10A NCAC 27G .5600B Supervised Living for Minors with a Developmental Disability.</p>	V 000		
V 110	<p>27G .0204 Training/Supervision Paraprofessionals</p> <p>10A NCAC 27G .0204 COMPETENCIES AND SUPERVISION OF PARAPROFESSIONALS</p> <p>(a) There shall be no privileging requirements for paraprofessionals.</p> <p>(b) Paraprofessionals shall be supervised by an associate professional or by a qualified professional as specified in Rule .0104 of this Subchapter.</p> <p>(c) Paraprofessionals shall demonstrate knowledge, skills and abilities required by the population served.</p> <p>(d) At such time as a competency-based employment system is established by rulemaking, then qualified professionals and associate professionals shall demonstrate competence.</p> <p>(e) Competence shall be demonstrated by exhibiting core skills including:</p> <ol style="list-style-type: none"> (1) technical knowledge; (2) cultural awareness; (3) analytical skills; (4) decision-making; (5) interpersonal skills; (6) communication skills; and (7) clinical skills. <p>(f) The governing body for each facility shall develop and implement policies and procedures for the initiation of the individualized supervision plan upon hiring each paraprofessional.</p>	V 110		

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LABORATORY DIRECTOR'S OR PROVIDER/SUPPLIER REPRESENTATIVE'S SIGNATURE _____ TITLE _____ (X6) DATE _____

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V 110	<p>Continued From page 1</p> <p>This Rule is not met as evidenced by: Based on record review and interview and observation, 1 of 3 audited staff (staff #1) failed to demonstrate the knowledge, skills and abilities required by the population being served. The findings are:</p> <p>Review on 9/11/18 of client #1's record revealed</p> <ul style="list-style-type: none"> - An admission date of 9/24/17 - Diagnoses of Intellectual Disability Disorder (D/O), Profound and Autism Spectrum D/O - A treatment/habilitation plan dated 9/1/17 that documented that client #1 needs support to prevent outbursts and tantrums and has a history of behaviors that include aggression, self-injurious behaviors, property destruction, loud disruptive behaviors and elopement - A Behavior Support Plan (no date listed) and completed by a Licensed Psychological Associate which documented client #1 displayed the following behaviors: physical aggression, self-injurious behavior, elopement, Pica and screaming - The Behavior Support Plan documented the following "Proactive Interventions" - "Maintain a calm and supportive manner at all times when you are supporting [client #1] including when he engages in challenging behavior ..." - "...Avoid saying 'stop' to [client #1]. Rather, tell him what is expected ..." - "...Communicate with [client #1] using small words, short sentences and give him enough time to process what you have told him before saying 	V 110		

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V 110	<p>Continued From page 2</p> <p>anything else ..."</p> <ul style="list-style-type: none"> - "... [Client #1] requires reassurance and other support when unfamiliar individuals are near. Always tell him who the people are and that he is safe. Remain with him and provide reassurance until he calms ..." - "...Prior to going to a new setting, tell [client #1] what to expect. Review the information prior to entering the setting. At the setting, keep interacting with [client #1] and praise him at every opportunity. Provide additional reminders if indicated before additional activity occurs at the setting ..." <p>Review on 9/11/18 of staff #1's record revealed:</p> <ul style="list-style-type: none"> - A hire date of 8/21/17 as Support Staff - Staff #1 had been trained on 5/2/18 by the facility's Qualified Professional on client #1's specific needs including his diagnosis, approved physical interventions, goals and goal outcomes, behavior concerns, communication techniques, medical concerns and medication administration - He had completed annual training in North Carolina Interventions (NCI) Restrictive Training (Parts A and B) and certified in 12 optional physical techniques on 8/26/17 and retrained on 8/17/18 <p>No attempt was made to interview client #1 on 9/11/18 as he is non-verbal.</p> <p>Observations of client #1 on 9/11/18 between 2 pm and 4 pm revealed:</p> <ul style="list-style-type: none"> - Client #1 sitting on the couch in the facility's living room watching television - Client #1 smiled at the surveyor and provided a "fist bump: when the surveyor requested one - Client #1 followed staff #1's directive to come into the office to take his afternoon medication without incident 	V 110		

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V 110	<p>Continued From page 3</p> <ul style="list-style-type: none"> - Client #1 did not appear afraid of staff #1 and followed his directive without incident <p>Interview on 9/11/18 with staff #1 revealed:</p> <ul style="list-style-type: none"> - He had transferred from a sister facility to the new facility in May of 2018 - He had reviewed client #1's behavior support plan prior to working with client #1 individually - On 8/21/18, he transported client #1 to his new school in order to see his new classroom and to meet his new teacher prior to the beginning of the school year - Client #1's new teacher and another individual were present in the classroom - While in the classroom, client #1 observed mats and wanted to lie down on them - Client #1 sat down on the floor and began sliding back towards area where the mats were located mats - Client #1 has a history of being able to lie on mats in his previous settings - As client #1 was sliding back towards the mats, he "grabbed him (client #1) by his pant legs and began to pull him towards him." - Once he got client #1 closer to him, he put his arms underneath his arms and helped him up onto his feet - He did not drag client #1 across the floor; however, he reached down and grabbed his pants legs to move him towards him - Client #1 was not physically injured during the events of 8/21/18 - Staff #1 reported he had kidney stones and was trying not to bend down fully - While he was attempting to get client #1 up from the floor, he told client #1 "We ain't go show your ass in here, we're trying to get you in school." - He was made aware of the complaint and was taken off the work schedule for five days and 	V 110		

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V 110	<p>Continued From page 4</p> <p>had just returned to work with the past two weeks</p> <ul style="list-style-type: none"> - Since his return to work, he worked only with the Team Lead or the facility's Program Director - There had been no other incidents between him and client #1 since 8/21/18 and client #1 did not appear to be afraid of him. <p>Interview on 9/11/18 with the Staff Team Lead revealed:</p> <ul style="list-style-type: none"> - He was not working on the day the events happened at the school between staff #1 and client #1 but learned about it later - Client #1 loves to lie on mats, and if he had been with client #1, he may have chosen to allow client #1 to do so and then directed him to get up - Staff have to know the clients' triggers and see the behaviors coming before they start - Client #1 "will go from zero to one hundred quickly." - He has supported staff #1 in understanding how he could have handled things differently while at the school with client #1 on 8/21/18 - Some staff are "more seasoned than others" and "we have to learn and grow, pick and choose our battles." - "We learn from the mistakes and that no one is perfect." <p>Interview on 9/20/18 with the QP revealed:</p> <ul style="list-style-type: none"> - Upon learning of the allegation that staff #1 had mistreated client #1 while visiting his new school on 8/21/18, she initiated an internal investigation and staff #1 was taken off the schedule immediately - She also made the required contacts and submitted the necessary paperwork to the Health Care Personnel Registry and the North Carolina Incident Response Improvement System (IRIS) within the require timeframe - During her investigation, she spoke with client 	V 110		

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V 110	<p>Continued From page 5</p> <p>#1's teacher and the other individual that was in the room on 8/21/18</p> <ul style="list-style-type: none"> - When she spoke with the teacher and the other individual, she received conflicting stories. The teacher reported that although client #1 was running around the classroom and touching things that did not belong to him, he did not observe staff #1 do anything that would have caused harm to client #1 to him - Staff #1 told him "no" and to not to touch things that did not belong to him - At one point, client #1 was on the floor and was making noise and staff #1 attempted to get him up from the floor - Client #1 "was yelling and pulling" as staff #1 attempted to get him up from the floor - He would have intervened if he felt staff #1 was doing anything that would have hurt client #1 - The other individual in the room (an interpreter for another student) reported that she overheard staff #1 tell client #1 to get his "ass up off the floor, and yank client #1 by his arms while trying to get him up from the floor - The other individual also reported that staff #1 pulled client #1 by his ankles in attempt to get client #1 up from the floor - Staff #1 was telling client #1 to "stop, sit down, don't touch that, it's not yours," etc. - Client #1 just wanted to sit on the mats in the classroom instead of a chair - She did not feel staff #1 had addressed the situation appropriately and was concerned about client #1's safety - Her interview with staff #1 was conducted on 8/24/18 with staff #1 and he reported that while at the school, client #1 was running around the classroom and then laid down on the floor. - Client #1 was touching things in the classroom and the teacher was directing client #1 not to touch things 	V 110		

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V 110	Continued From page 6 <ul style="list-style-type: none"> - Staff #1 reported to her that he attempted to get client #1 up off the floor by taking him by his arms to assist him in getting up from the floor - Staff #1 reported that he while he did not curse at client #1, he may have used an inappropriate word - Based on staff #1's actions and the facility's internal investigation, staff #1 was off the work schedule for approximately five days - Staff #1 has been trained in restrictive interventions and client #1's behavior support plan prior to his working with client #1 - Since the incident Staff #1 has met with her, the Program Director and other facility staff to address his conduct while at the school - Staff #1 has also been interviewed by a social worker with the local Department of Social Services - Client #1 did not appear to have been injured during this incident and does not appear to be suffering any long term effects for this encounter with staff #1 - Client #1 had not exhibited any fear towards staff #1 and has been able to follow staff #1's directives - Although staff #1 had been trained in client #1's behavior support plan and restrictive intervention techniques; he failed to follow the proper procedures in this instance - It has been determined that for the immediate future, staff #1 would be paired with either the Staff Team Lead or the facility's Program Director while working his assigned shifts <p>Review on 9/11/18 of the internal investigation completed by the QP confirmed the information as reported by the QP.</p>	V 110		