

D8 – A State's Journey: Initial Facility-Wide PBIS Implementation with the Maryland Department of Juvenile Services

Leader Presenter: Jennifer Jeffrey-Pearsall

Exemplars:

Laura Estupinan-Kane & Martez Green Victor Cullen Center
Shelby Webb & Andrew White Meadow Mountain Youth Center

Key Words: Juvenile Justice, Tier I, Alternative Settings



Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

Where are you in the implementation process

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

Leadership Team Action Planning Worksheets: **Steps**

Self-Assessment: *Accomplishments & Priorities*

Leadership Team Action Planning Worksheet

Session Assignments & Notes: *High Priorities*

Team Member Note-Taking Worksheet

Action Planning: *Enhancements & Improvements*

Leadership Team Action Planning Worksheet

Please Provide Feedback

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☒ Excellent
☐ Very good
☐ Good
☐ Average
☐ Poor

- In our **mobile application** by clicking the link in the session description.
- **Online** underneath the posted presentations at www.pbis.org/presentations/chicago_forum_18

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Agenda: Maryland's Journey with FWPBIS

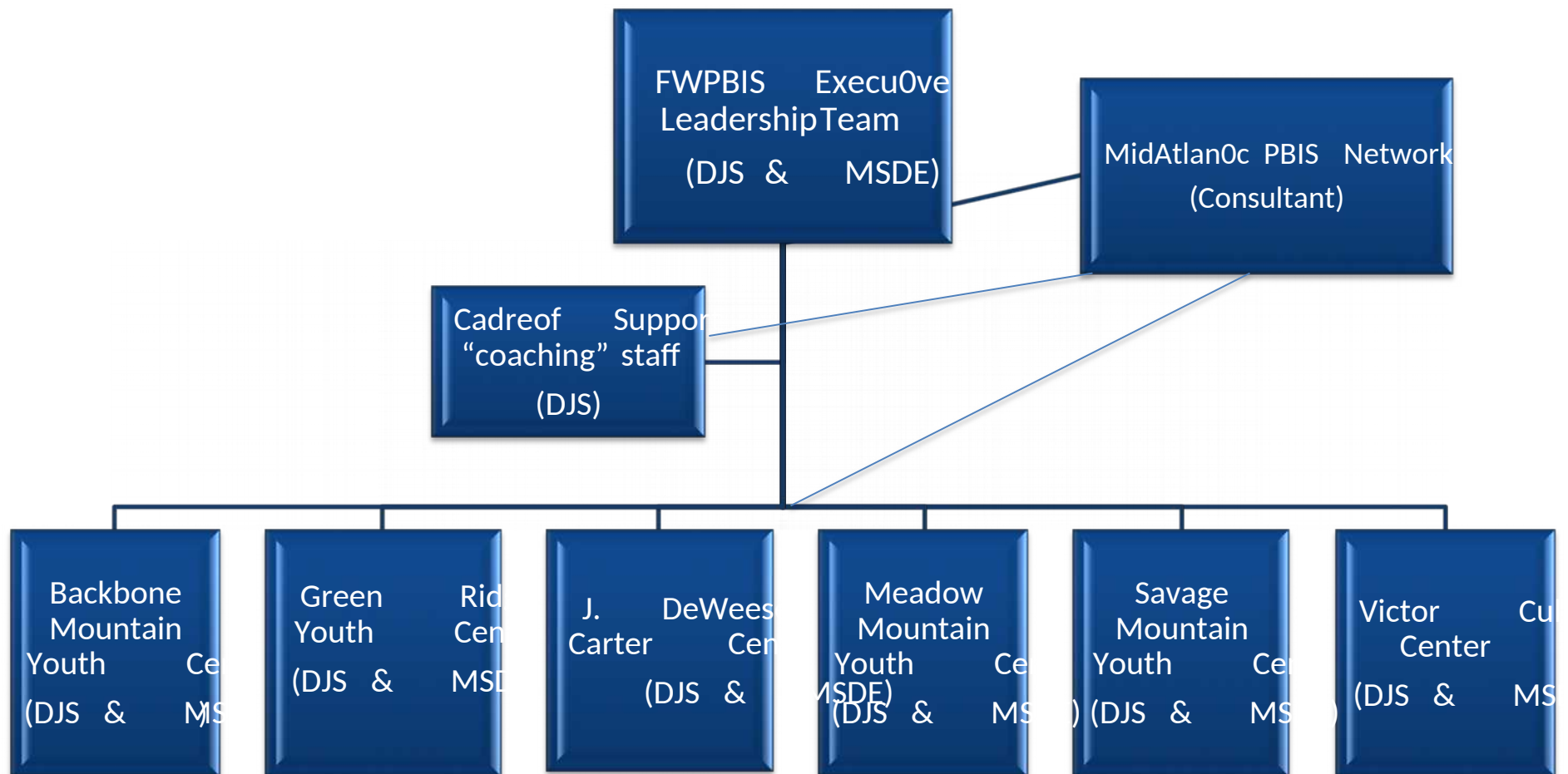
- Overview of partners and timeline
- Overview of implementation approach anchored to outcomes, systems, data, practices
- Maryland exemplars:
 - Victor Cullen Center: systems to train and support staff, practices for family engagement, fidelity data
 - Meadow Mountain Youth Center: practices for teaching youth expectations and family engagement, fidelity data
 - Both Centers: Practices for staff acknowledgement

Partners and Timeline

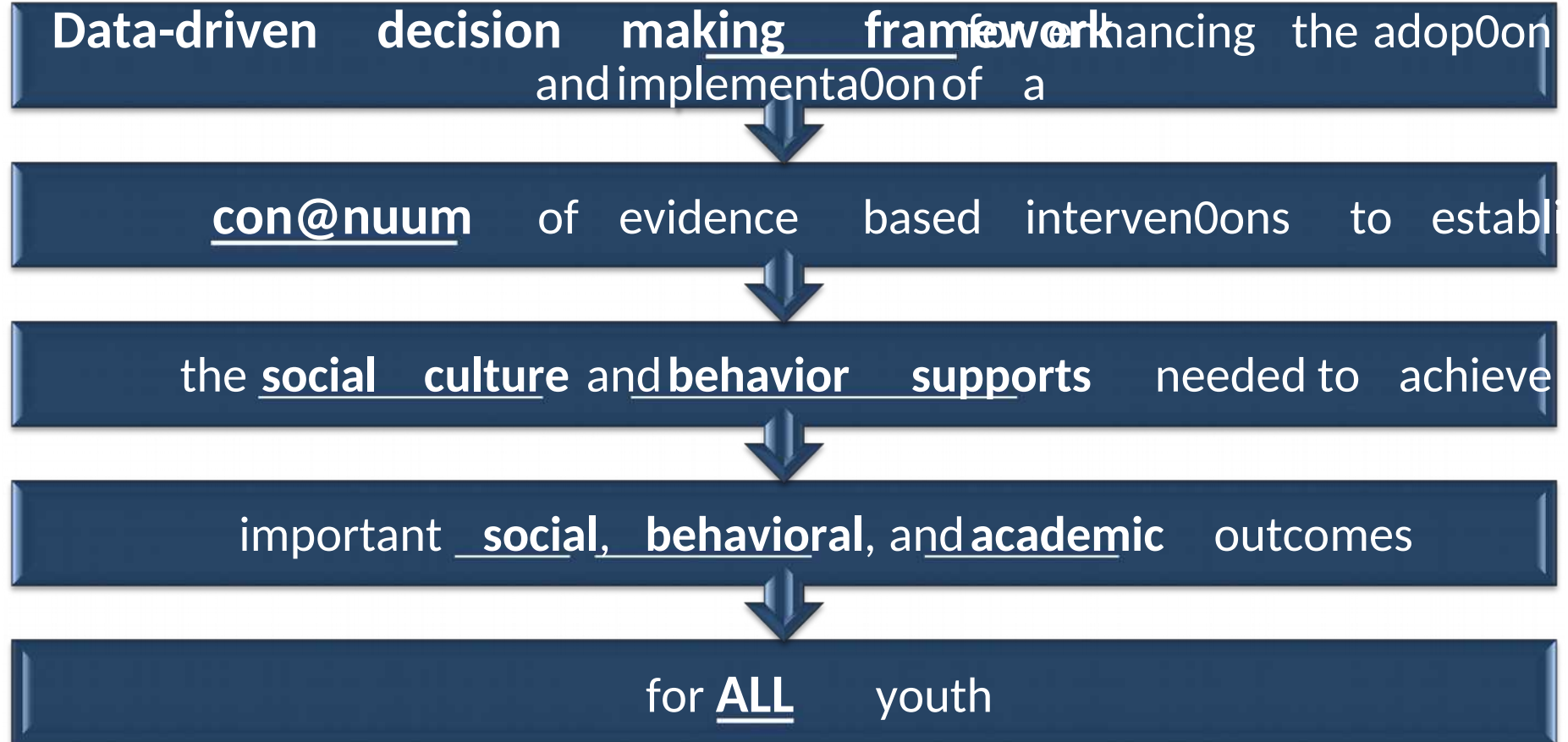
- Maryland Department of Juvenile Services
- Maryland State Department of Education
- Mid Atlantic PBIS Network @ Sheppard PraL



Maryland FWPBIS Organizational Chart

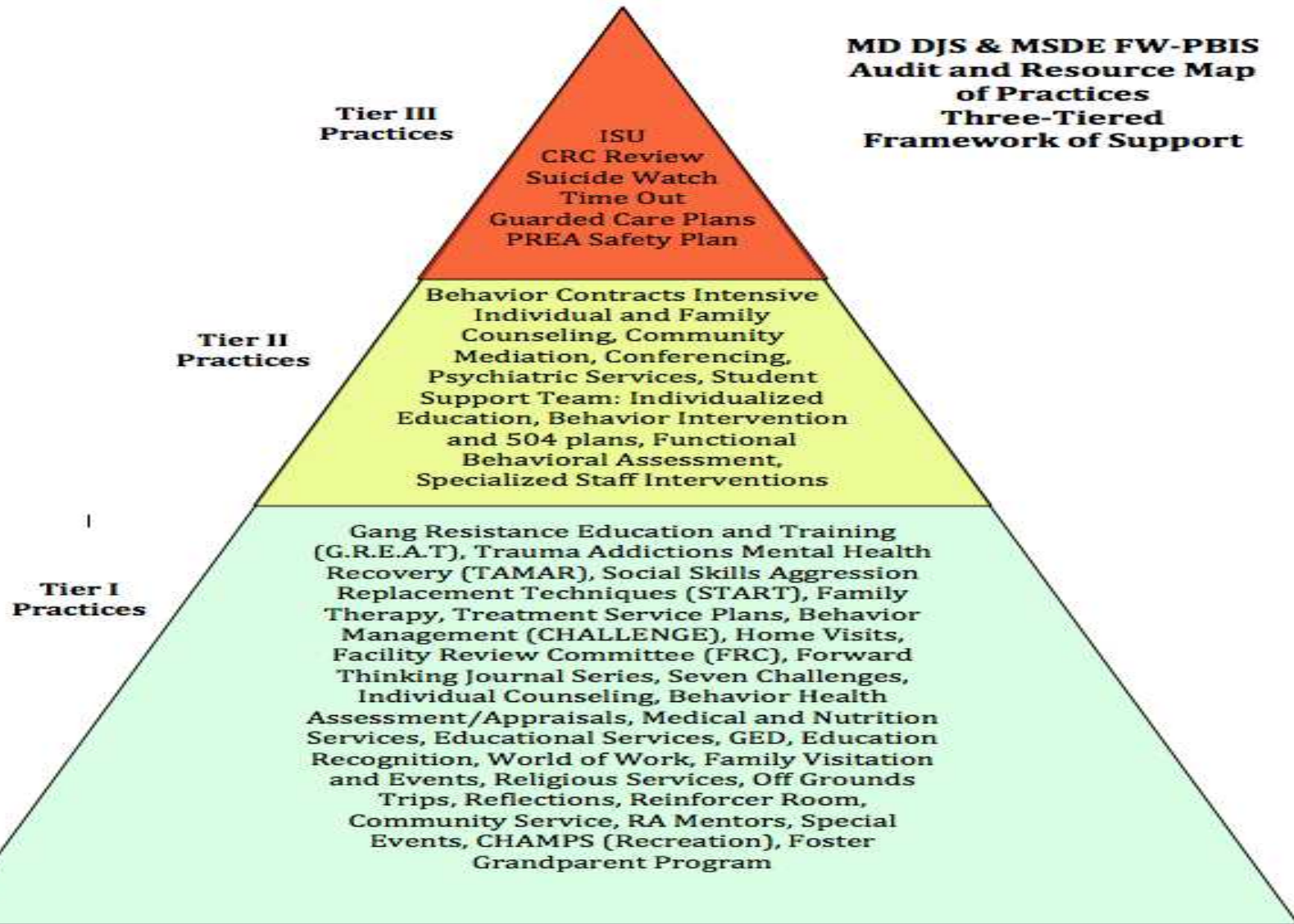


Installing a Framework

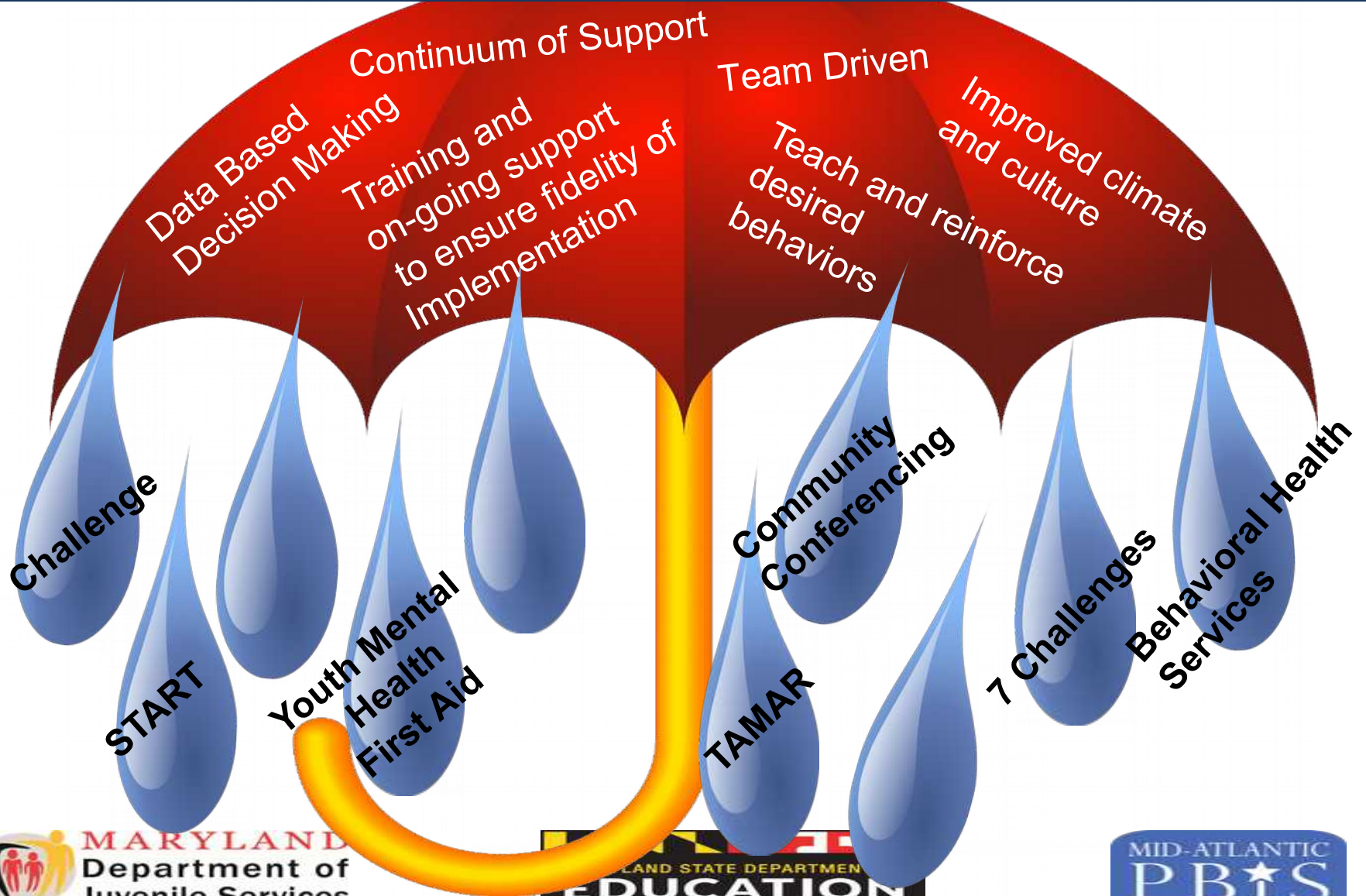


(adapted from OSEP Center on PBIS, 2010)

Tiered Approach & Resource Mapping



Alignment Toward Posi@ve Youth Outcomes



PBIS, Social Culture, Trauma Informed Approach

Design rehabilitative environments that are

Predictable

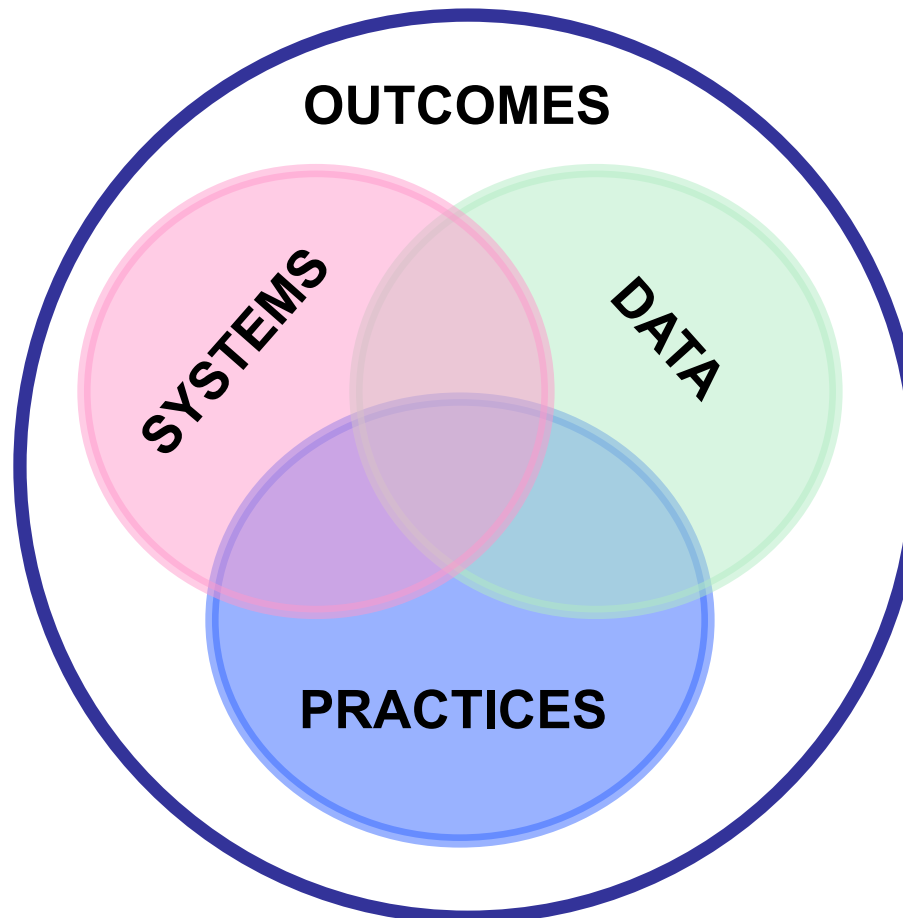
Positive

Safe

Consistent

Supporting Culturally Equitable Social Competence & Academic Achievement

Supporting
*Culturally
Knowledgeable
Staff Behavior*



Supporting
*Culturally Valid
Decision
Making*

(Vincent, Randal, Cartledge,
Tobin, & Swain-Bradway,
2011; Sugai, O'Keefe, &
Fallon 2012 ab)

Supporting *Culturally Relevant*
Evidence-based Interventions



Victor Cullen Center

Systemsto support staff

Prac+ces for family engagement

Laura Estupinan-Kane & Martez Green

January 2018: Initial Training and Staff Support

- 3 hour training for ALL staff:
 - direct care, BH, nursing, dining, administration, education, transportation, case management
- Format: didactic and interactive with practice opportunities
- Content:
 - FW expectations
 - Matrix
 - Teaching expectations & rules to youth – role play
 - How to acknowledge youth
 - How to respond to rule violations
- Allow time for Q&A

Facility-Wide Expectations: STARR

I **S**OLVE PROBLEMS IN A MATURE AND RESPONSIBLE MANNER

I **T**ASK FOCUSED

I **A**CT AS A ROLE MODEL

I **R**ESPECT SELF, OTHERS, FACILITY PROPERTY and RULES

I **R**ESPONSIBLE FOR MY BEHAVIOR

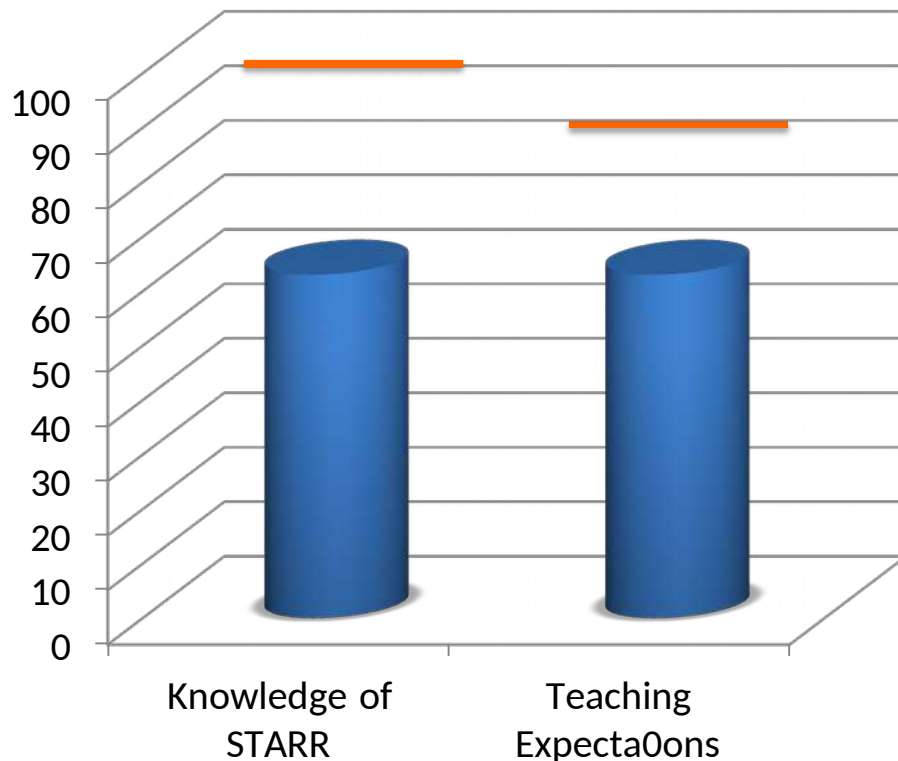
Behavioral Expectations	Living Unit/ Common Areas	Line Movement	Dining Area	School	Recreation	Group	Off Grounds Trips
Respect self, others, facility property and rules	<ul style="list-style-type: none"> • Respect others personal space • Respect property • Treat others respectfully • Share TV time and unit games • Keep area clean and orderly 	<ul style="list-style-type: none"> • Respect others personal space • Respect property • Give those ahead ample space • Hold doors for others 	<ul style="list-style-type: none"> • Respect others personal space • Treat all dining staff with respect • Wash/sanitize your hands 	<ul style="list-style-type: none"> • Raise your hand and wait to be called on • Do your own work • Use educational materials for intended purpose • Only touch materials given to you 	<ul style="list-style-type: none"> • Use equipment for intended purpose • Share equipment with others • Be a team player 	<ul style="list-style-type: none"> • Maintain confidentiality • Respect others personal space • Share materials with others • Use materials for intended purpose 	<ul style="list-style-type: none"> • Use equipment for intended purpose • Share equipment with others • Respect others personal space
Be Responsible for my behavior	<ul style="list-style-type: none"> • Complete unit chores as assigned • Listen to feedback • Talk quietly 	<ul style="list-style-type: none"> • Remain in line with group • Stay quiet • Leave items on ground unless otherwise directed by staff 	<ul style="list-style-type: none"> • Talk quietly • Engage in appropriate conversation topics • Sit and remain in seat 	<ul style="list-style-type: none"> • Listen to feedback • Sit properly in seat • Remain in class • Stay seated unless directed otherwise 	<ul style="list-style-type: none"> • Take turns • Remain with group • Help put equipment away 	<ul style="list-style-type: none"> • Only one person speaks at a time • Remain in group unless permitted or asked to leave • Sit properly in seat • Return all materials when asked 	<ul style="list-style-type: none"> • Leave items on ground unless otherwise directed by staff • Be an active listener • Take turns • Remain with the group

Components of Resource Guide:

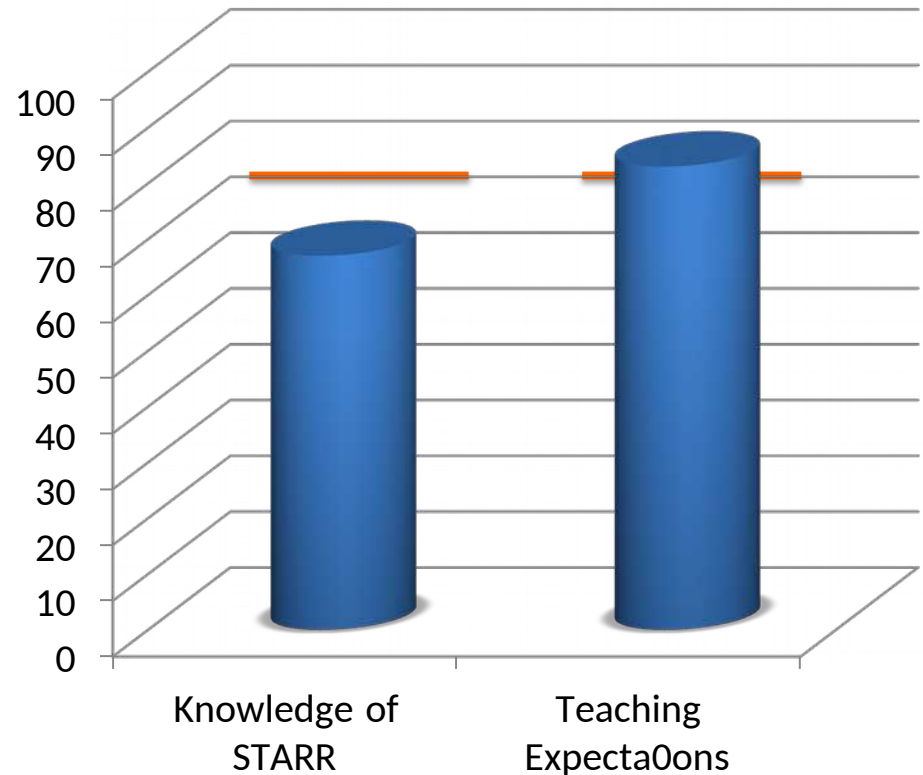
- Introduce expectation(s) (Tell)
- Model what the expectations looks like and doesn't look like (Show)
- Have youth role play and/or respond to questions (Practice)
- Provide feedback during the review as well as after the review (Feedback)
- Continue to review when needed (Re-Review)

Interview Results From FW-Tiered Fidelity Inventory (FW-TFI) Tier 1: 2/26/18

Percent of Sample **STAFF** Who Could State Expectations and State Teaching Occurred



Percent of Sample **YOUTH** Who Could State Expectations and State Teaching Occurred



January, February, March

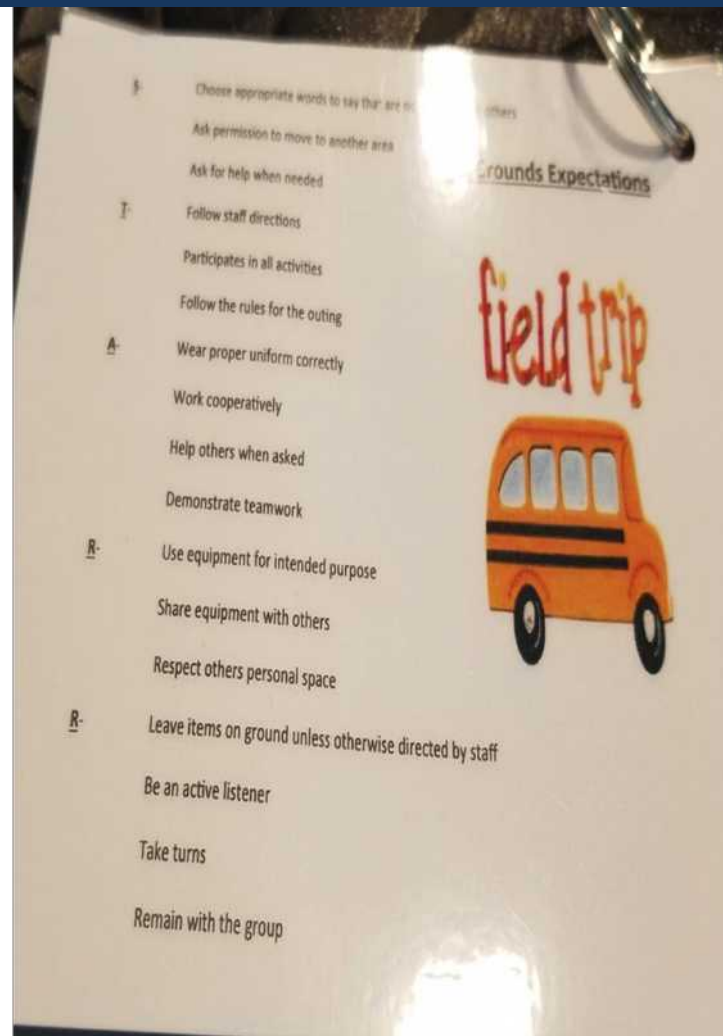
- All committed staff receive full day training at Entry Level Training
- Resource Guides placed in PBIS Binder on each living unit with teaching calendar and log
- School teaching school expectations weekly
- At VCC staff initially received booster sessions at All Staff Meeting monthly and weekly at Muster Meeting (10 minutes)
 - Review of Point Cards
 - Teaching Expectations
- Staff provided with reminder card tool belt

Calendar and Log:

Expecta@on Taught/Area	Date	Time	# Youth	Staff Name

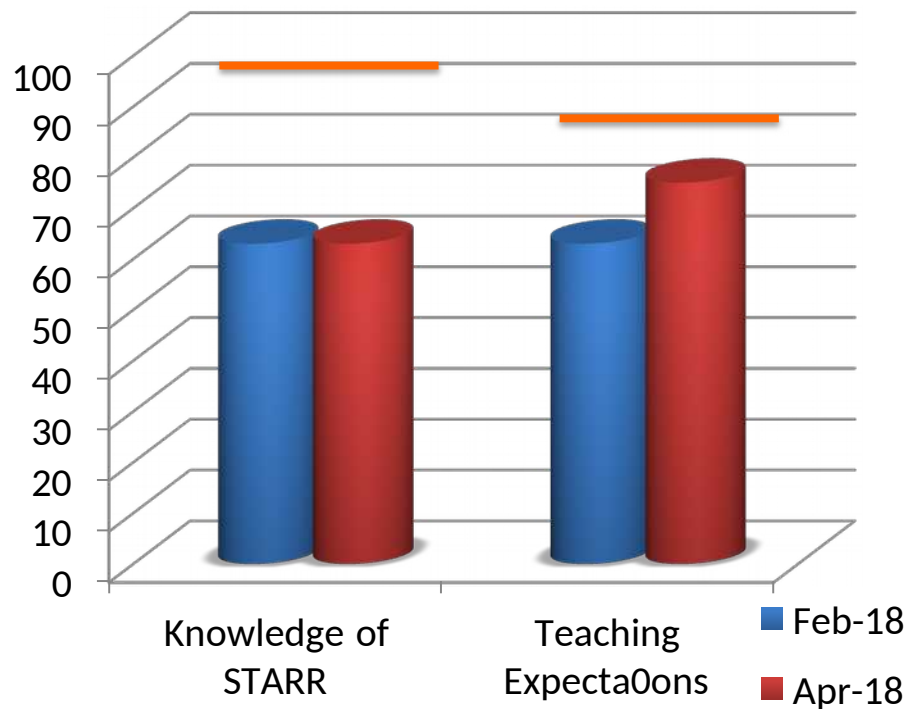
March 2018 STARR Teaching Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4 expecta@ons transi@on	5 Line during to living during meeting	6 Group Unit gym Meals	7 Dining expecta@ons Challenges Meals	8 Line during to Tamar AM	9 Group expecta@ons school Movement during school	10 School @ expecta@ons community Living during meeting
11 expecta@ons Recrea@on	12 of during expecta@ons community	13 Grounds during meeting Meals	14 Unit all Dining expecta@ons transi@on school	15 Line during to Tamar PM	16 Group expecta@ons school Movement during school	17 School @ expecta@ons Recrea@on during
18 expecta@ons transi@on	19 Line during to living during meeting	20 Group Unit gym Meals	21 Dining expecta@ons transi@on school	22 Line during to Tamar AM	23 Group expecta@ons school Movement during school	24 School @ expecta@ons community Living during meeting
25 expecta@ons Recrea@on	26 Recrea@on during expecta@ons community	27 Living during meeting Meals	28 Unit all Dining expecta@ons transi@on school	29 Line during to Tamar PM	30 Group expecta@ons school Movement during school Good	31 School @ expecta@ons Recrea@on Recrea@on during

Reminder Card:

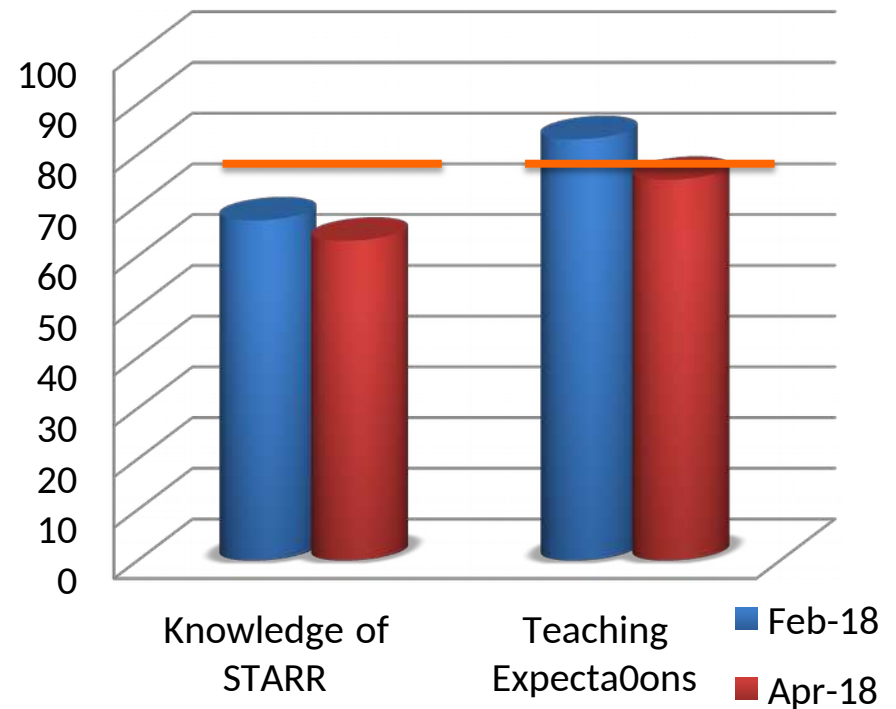


Interview Results From FW-Tiered Fidelity Inventory (FW-TFI) Tier 1: 4/23/18

Percent of Sample STAFF Who Could State Expectations and State Teaching Occurred



Percent of Sample YOUTH Who Could State Expectations and State Teaching Occurred



May and June:

- Case Manager (sometimes with another off site case manager) provided demonstrations of teaching to staff – May: 14 short sessions per coLage (2)
- Case Manager randomly observed staff teaching expectations – June
- School Staff used scenarios to review point cards with teachers and youth

Further Teaching:

- AllStaff Mee0ngs con0nued with monthly PBIS fact review by Superintendent
- 1 hour Booster Sessions with post test – expectations; coupons; Kudos; Point Cards; BRs
 - Offered to all staff at all shijs
 - 7 sessions in May
 - 2 sessions in June

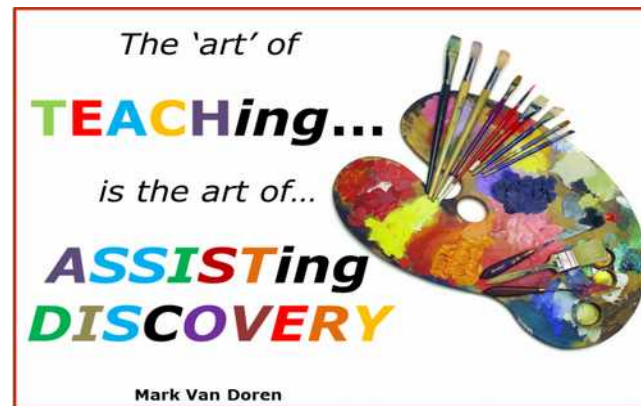
STARR Post Test:

- Name the 4 stages of the de-escalation process
- _____
- What does STARR stand for:
- _____
- TRUE or FALSE-when a youth earns a MAJOR BR he/she earns all 0s for the 0me
- _____
- TRUE or FALSE-we should only write negative comments on a youth's point card?
- _____
- How do we recognize youth for extraordinary acts of kindness?
- _____
- Name 3 expectations in the classroom setting:
- _____
- TRUE or FALSE - a youth who is quiet in class but does no work should earn all his/her
- _____
- TRUE or FALSE - teachers complete point cards for youth when the youth are in school?
- _____
- At MINIMUM when are point card check ins to be conducted by staff?
- _____
- Name 3 expectations in dining:
- _____



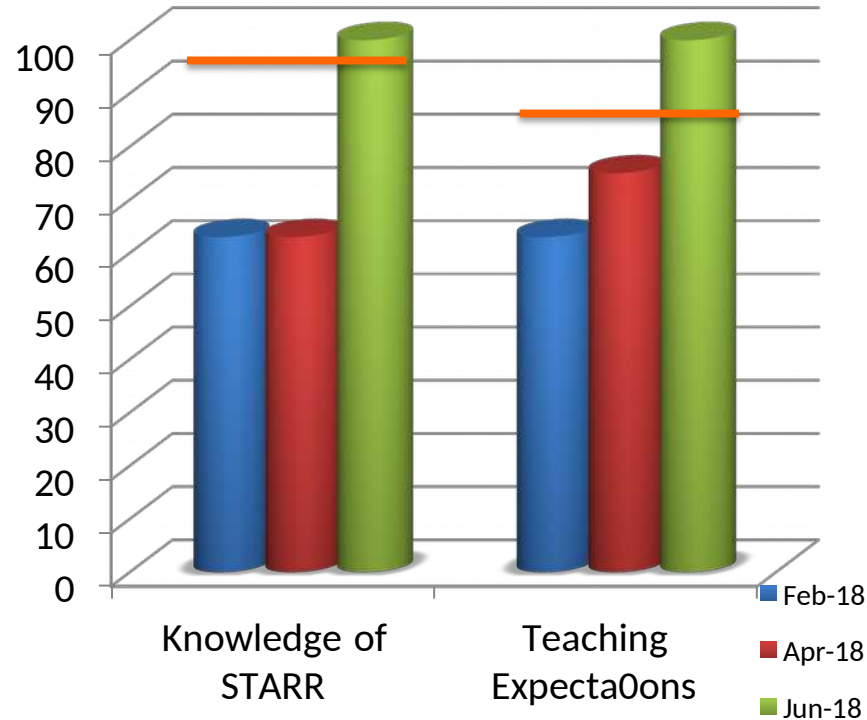
Ongoing:

- Brief review of expectations with groups of youth throughout the day
 - Before transition to each period of the day Staff are to review expectations for that area
- Brief review with individual youth as needed
 - At any time of the day Staff should review expectations when need reminders

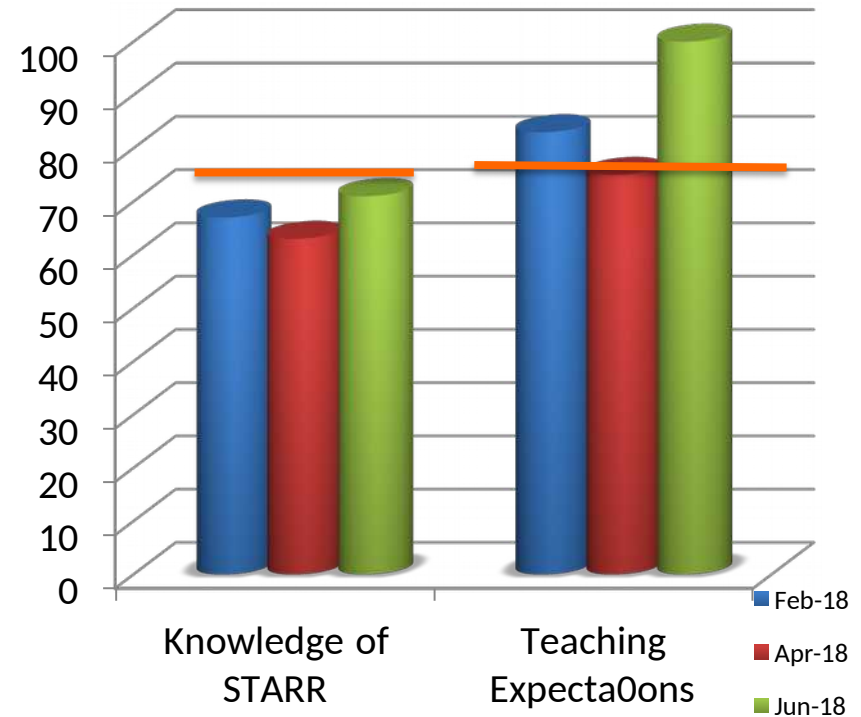


Interview Results From FW-Tiered Fidelity Inventory (FW-TFI) Tier 1: 6/29/18

Percent of Sample **STAFF** Who Could State Expectations and State Teaching Occurred



Percent of Sample **YOUTH** Who Could State Expectations and State Teaching Occurred



Family Engagement:

- Family Day with STARR teaching by our VCC STARR Ambassadors
- STARR Home Matrix & Poster



Family Day:



HOW TO BE A STARR AT HOME

- I will Solve problems in a mature and Respect self, others, facility responsible manner: property and rules:
 - Alert Mom of any concerns and discussing solutions
 - speak to all family members in a respectful manner



- I will be Task focused:
 - help around the house

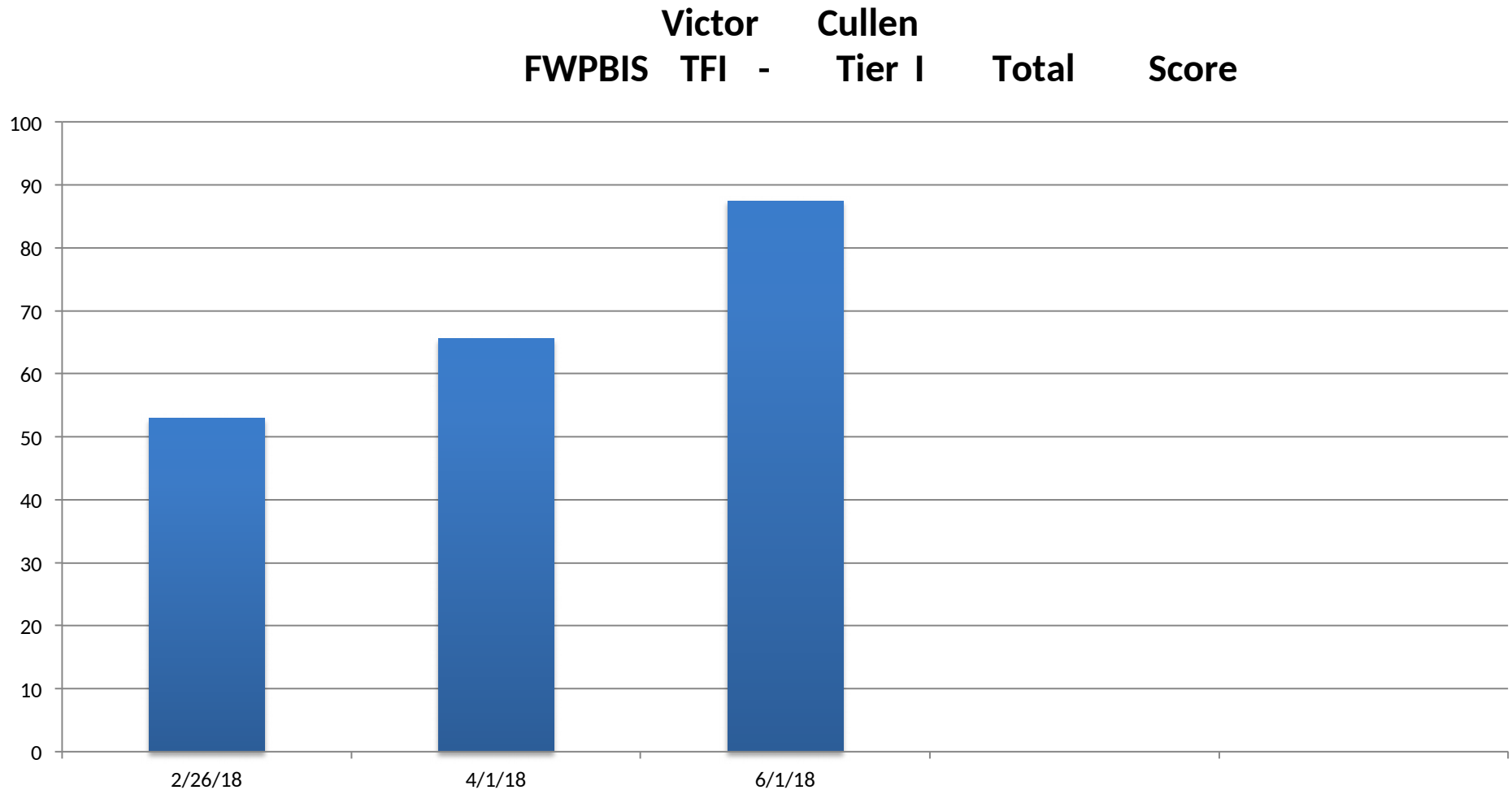


- I will be Responsible for my behavior:
 - complete chores
 - attend school stay productive

- I will Act as a role model:
 - interact in an appropriate manner Mom in front of siblings even when disagreements arise
 - Be where I am supposed to be

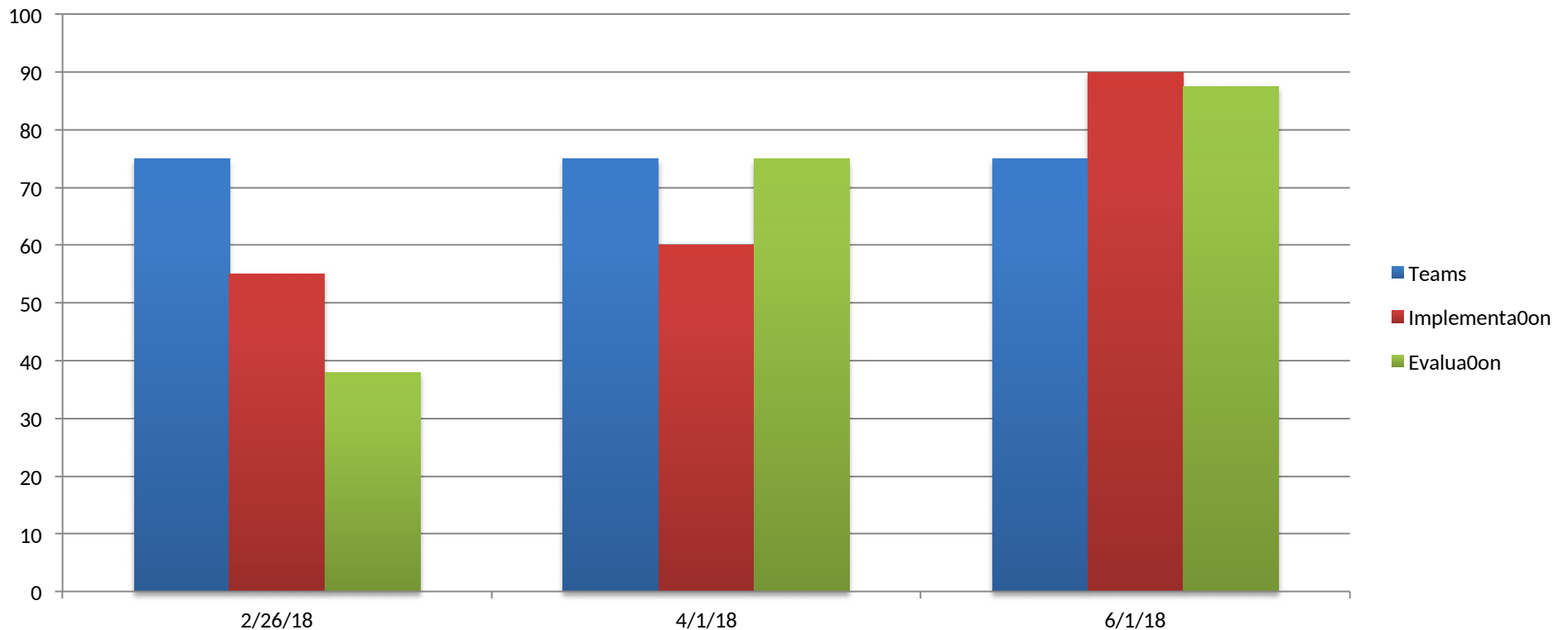


FWPBIS TFI Implementation Data: Total Score



FWPBIS TFI Implementation Data: Subscale Scores:

Victor Cullen
FWPBIS TFI - Tier I Subscale Scores





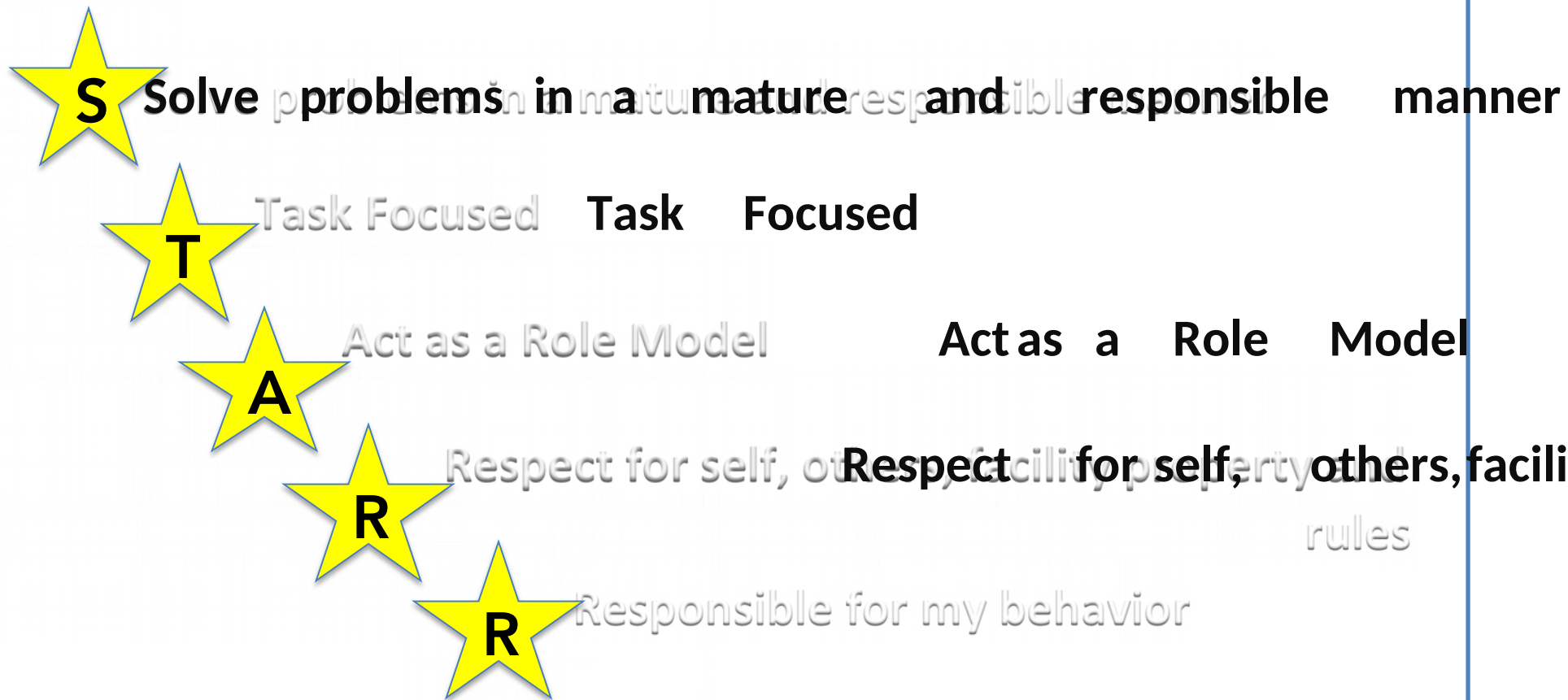
Meadow Mountain

Practices for youth, staff and family engagement

Andrew White, DJS

Shelby Webb, MSDE

FWPBIS Expectations: STARR



Expectations in Action:



- Dining Hall
- Group
- Line Movement
- Living Unit
- Off Grounds
- Recreation
- School



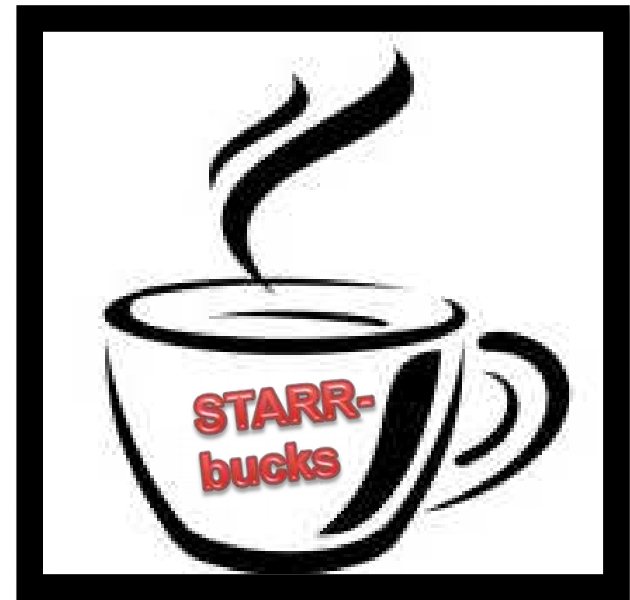
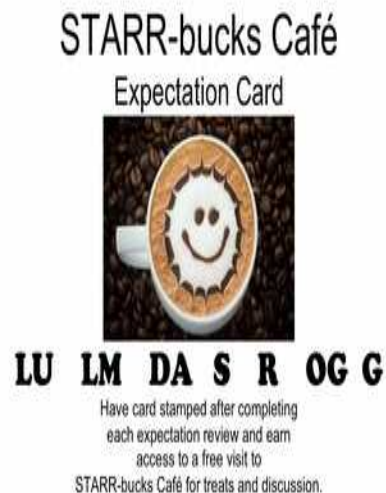
YouthEngagement:

Students are provided the opportunity to be actively engaged in kick-off activities.

Students are given hands-on material, so ideas are concrete and easy to understand.

The Kick Off Event:

- Students engage in completing their STARR-bucks cards through learning expectations in each area.
- Students present completed cards to enter STARR-bucks Café for treats and open mic and karaoke.



Building The FWPBIS Culture:

Tools and Guides

- **Resource Guides for continued teaching**
- **Creative implementation through activities**
- **Clear visible supports**
- **Continued assessment of data and needs**
- **Incentives**
- **Meadow Mt. Motivation coupons**

Family Engagement:



Family DayAc@vity:

- Youth share expectations with families.
- Family engage in STARR-bucks card activities

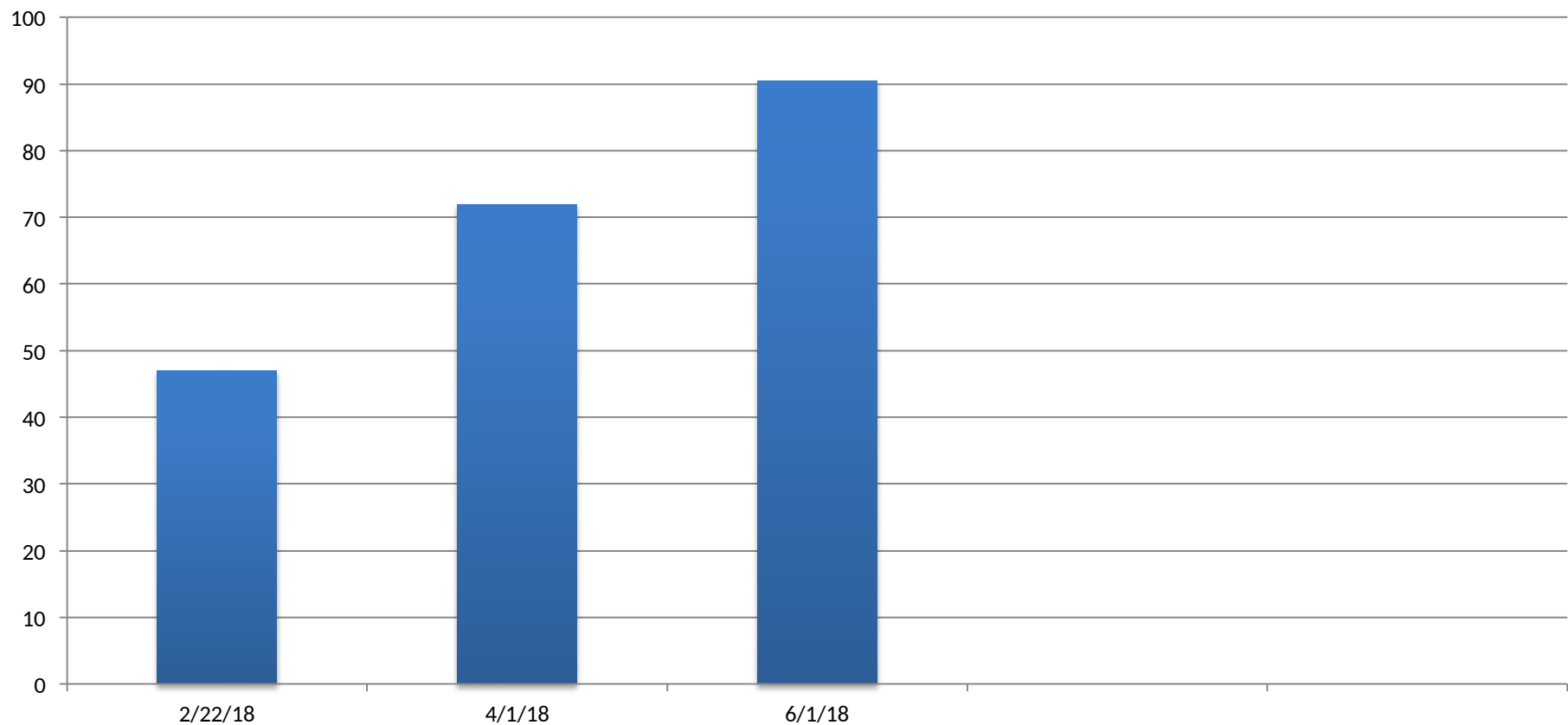


Family Correspondence:

- Initial Letter from DJS
- Newsletter from MSDE
- Case Management phone calls

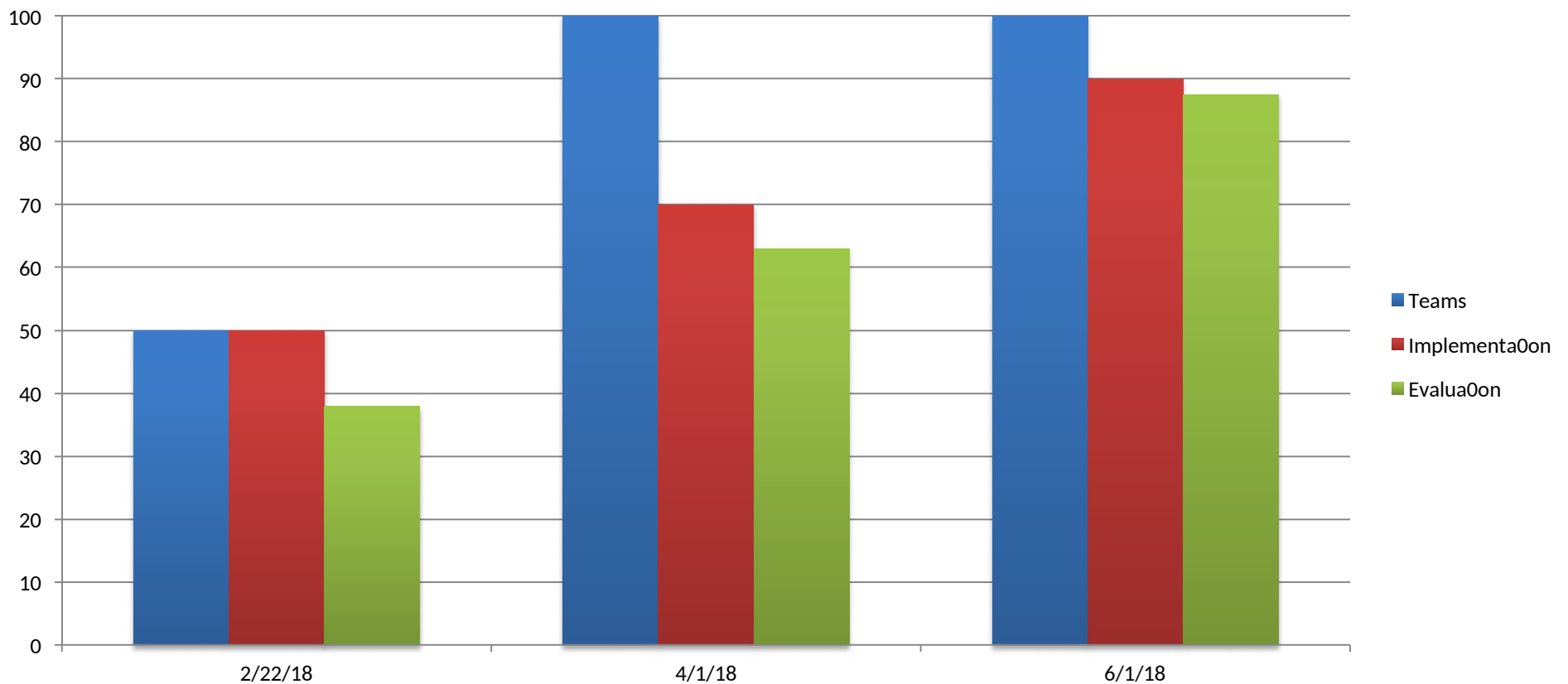
FWPBIS TFI Implementation Data: Total Score

Meadow Mountain YC
FWPBIS TFI - Tier I Total Score



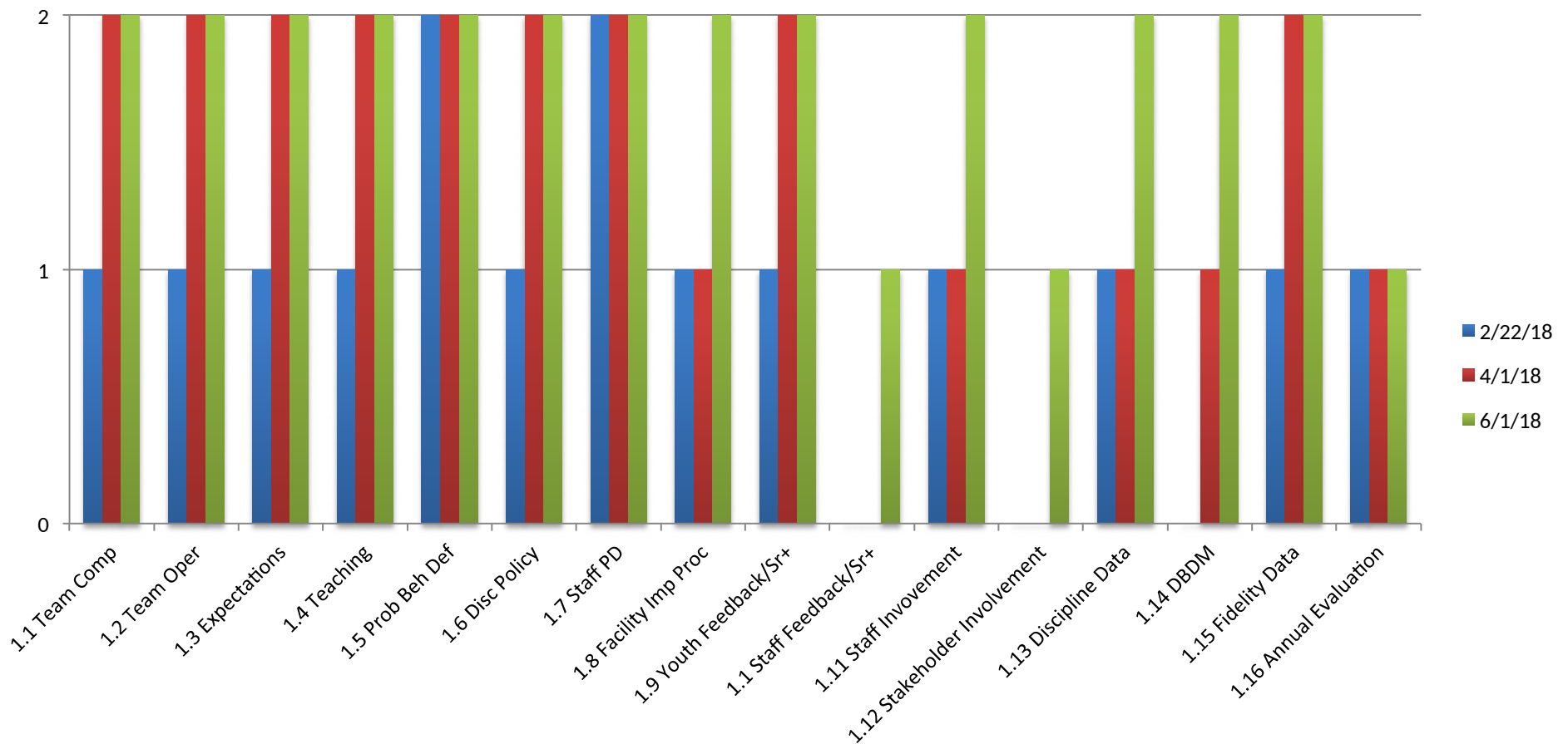
FWPBIS TFI Implementa@on Data: Subscale Scores:

Meadow Mountain YC
FWPBIS TFI - Tier I Subscale Scores



FWPBIS TFI Implementa@on Data: Feature Scores:

Meadow Mountain YC
FWPBIS TFI- Tier I Feature Scores





Meadow Mountain

Victor Cullen

Practices staff feedback and reinforcement

Staff Engagement:

- Facility Wide Training
- STARR Belt-Peer Acknowledgement
- STARR of the Month-Student Acknowledgement
- FWPBIS Team Members' Hours for Individual Discussions
- FWPBIS Staff Survey
- Facility Wide Re-training
- Input and Implementation FWPBIS events



Staff Feedback and Reinforcement:

- Kudos Cards
 - with monthly drawing
- Anonymous Recognition
 - The Rock
 - Certificates

Kudos Over Time:





What Do Staff Write?

Date: Aug. 13 Time: 6-2

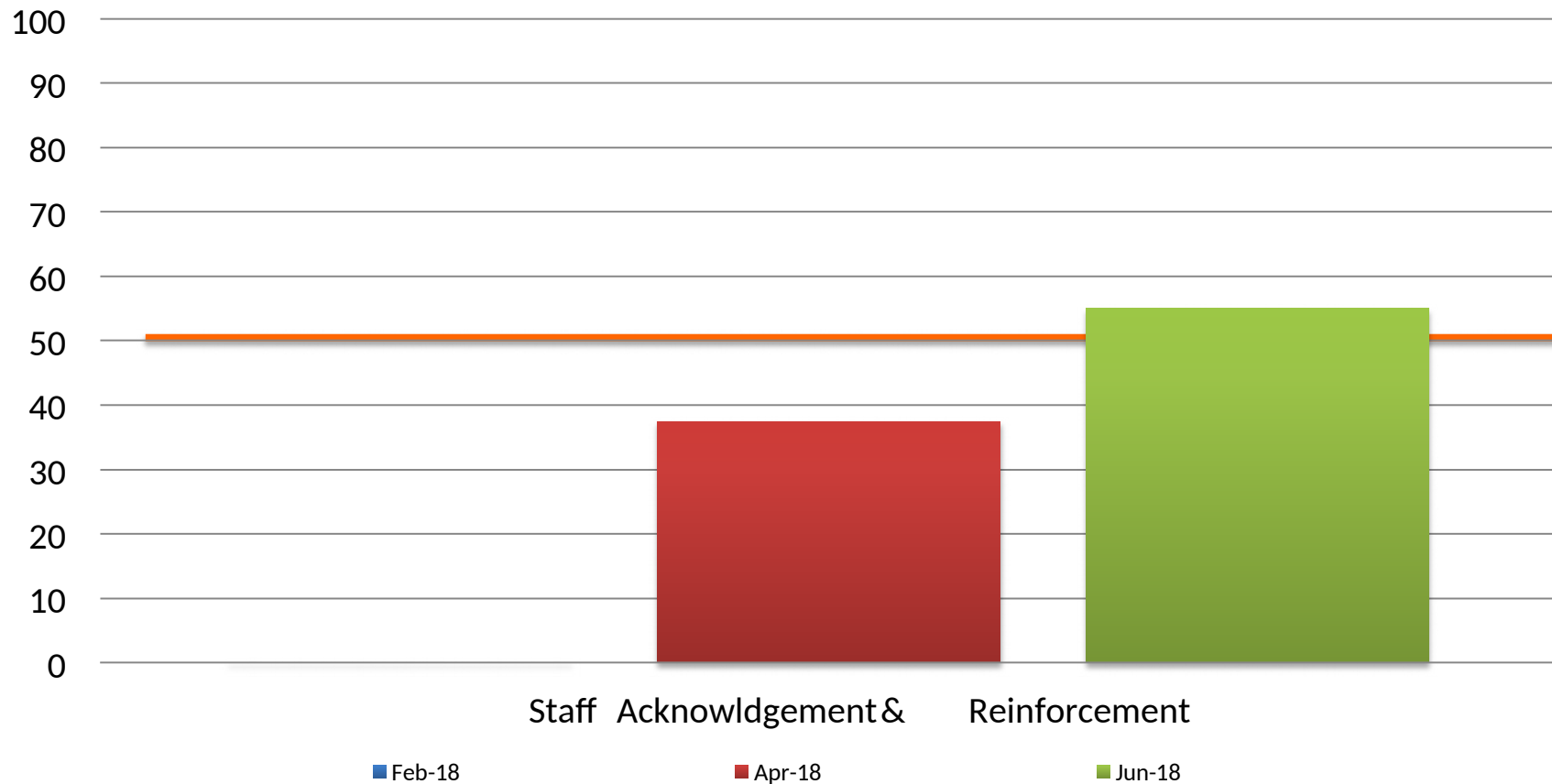
STARR behavior exhibited by staff:

For stepping up and taking
on a task without being
asked. Thank you for being
supportive.

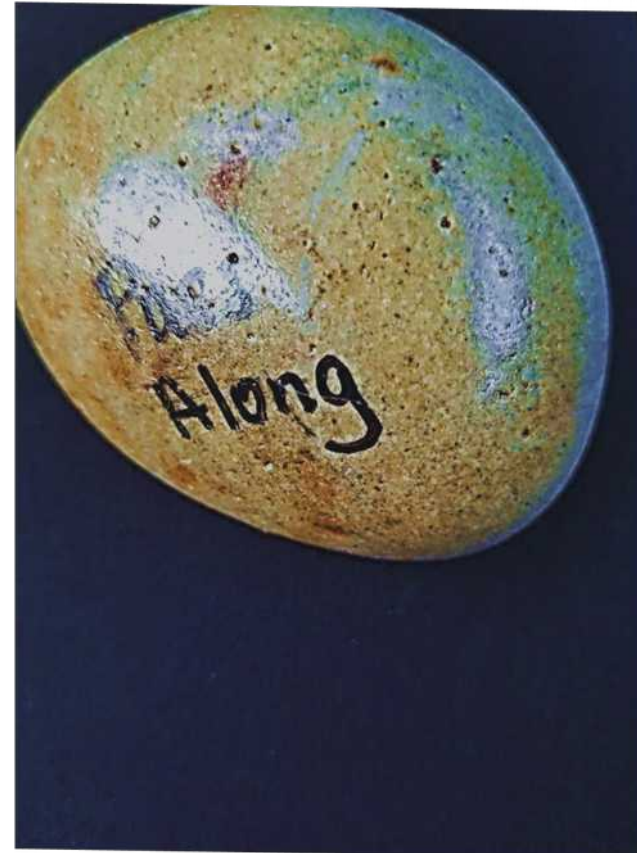
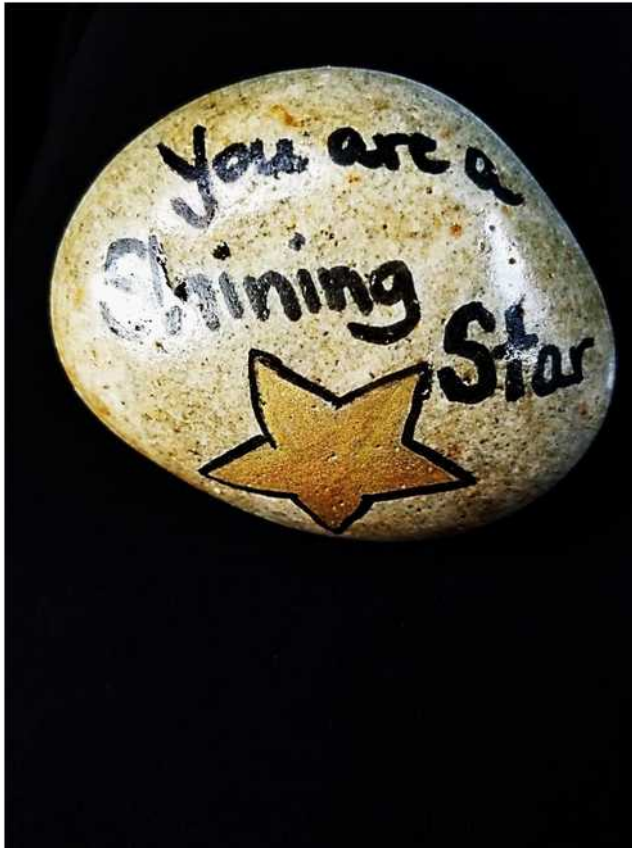
 Given by: Robins 

FW-TFI Tier 1: Staff Feedback and Reinforcement: January – June, 2018

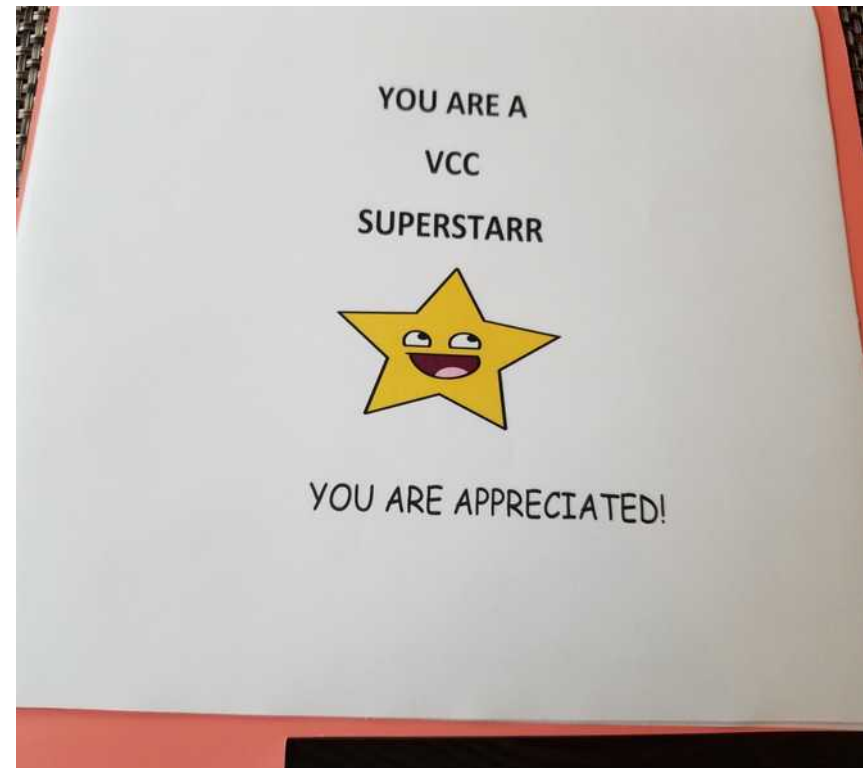
Percent of Sample **STAFF** Who Received Reinforcement



Anonymous Staff Started:



Cer@ficates:



Our Journey

- Challenges
- Lessons learned
- Future plans



Summary

- Time spent in exploration and installation
 - DJS and MSDE partnership
- Initial implementation
 - Focus on systems to support staff
 - Focus on fidelity data, feedback and action planning
 - DJS and MSDE partnership
- Actively focused on creating culture
 - Engage all staff, youth and families

Q&A



Please Complete the Session
Evaluation
to Tell Us What You Thought of This

