

C7: Approaches in Implementing PBIS in Juvenile Correctional Facilities

Exemplars:

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2019 National PBIS Leadership Forum

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Session Objectives

- 1.The audience will increase their knowledge and understanding of implementing PBIS in juvenile justice settings.
- 2.The audience will be able to discuss administrative and practical strategies utilized by two jurisdictions as they implemented PBIS in alternative settings.
- 3.The audience will be able to identify numerous challenges to implementing PBIS at the facility level and the associated strategies to remedy these barriers.

Positive Outcomes for Youth Who are Justice Involved

U.S. Department Education (ED) & U.S. Department of Justice (DOJ)
Guidance Package:

Guiding Principles for Providing High-Quality Education in Juvenile Justice
Secure Care Settings

Correctional Education in Juvenile Justice Facilities Guidance Package:
<https://www2.ed.gov/policy/gen/guid/correctional-education/index.html>

Guiding Principles: <https://www2.ed.gov/policy/gen/guid/correctional-education/guiding-principles.pdf>

Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings

Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings

Dear Colleague Letter on the Individuals with Disabilities Education Act for Students with Disabilities in Correctional Facilities

Dear Colleague Letter on the Civil Rights of Students in Juvenile Justice Residential Facilities

Dear Colleague Letter on Access to Pell Grants for Students in Juvenile Justice Facilities

**Guiding Principles for Providing
High-Quality Education in
Juvenile Justice Secure Care
Settings**



**U.S. Department of
Education**



**U.S. Department of
Justice**

Guiding Principles Document

Five Guiding Principles

- I. **A safe, healthy facility-wide climate that prioritizes education**, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners.
- II. **Necessary funding** to support educational opportunities for all youths within long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved.
- III. **Recruitment, employment, and retention of qualified education staff** with skills relevant in juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.

Five Guiding Principles

- IV. **Rigorous and relevant curricula** aligned with state academic and career and technical education standards that utilize instructional methods, tools, materials, and practices that promote college- and career-readiness.
- V. **Formal processes and procedures** – through statutes, memoranda of understanding, and practices – that ensure **successful navigation across** child-serving systems and **smooth reentry** into communities.

Guiding Principle One

PBIS Environment

- Unified and Consistent
 - Common set of expectations for all youth and staff
 - Instructional procedures for teaching, modeling, and reinforcing positive behavior
 - Common language
- Positive
 - This includes clarification of consequences per facility procedures
- Shared values across staff
- Fewer behavioral incidents
- High staff satisfaction
- Uses data to make decisions

How PBIS and Traditional Discipline Practices Differ

PBIS

- The values of the facility are positive and clearly modeled by the staff to youth
- Youth are rewarded when they engage in the expected positive behaviors
- Reducing problem behaviors is based on relevant data used by staff
- Youth with disabilities are identified and provided with services to reduce problem behavior

TRADITIONAL

- A handbook is provided, and students are punished if they violate rules in handbook
- More acknowledgment of problem behavior than positive behavior
- Punishment is based on the handbook, not research
- Youths with disabilities may not receive services they need; often are removed from educational environments

PBIS Framework Team Structure Aligned with Systems, Data, and Practices

- **Tier I Practices:** FW-PBIS Plan; Screening; Medical; Education; Orientation; Visitation; Health Wellness; Reentry Services; Mental Health Screening; PREA Education; Program Assignments; Recreation; Religious Services
- **Tier II Practices:** Exposure Program; Counseling Services; CICO or CICUCO; Volunteer Programs; Increased Family Contact; Work Detail; AEPM; Contingency Management; Mental Health Referral; Small Group Skill Building; Geographical Change; Positive Behavior Agreement (PBA); Targeted Discussion
- **Tier III Practices:** SMP; BMU; Behavior Support Plans

Common Challenges Related to PBIS Initiatives in Secure Care

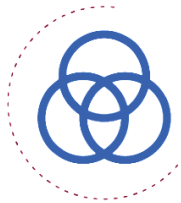
Access to relevant, usable data, and access to meaningful analyses

Multiple shifts in a 24/7 environment

The impact that large, complex, multi-disciplinary environments have on the ability to maintain consistent and efficient PBIS teams

Lack of applied behavioral expertise in most jurisdictions





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The rising STAR of Texas

PBIS INITIATIVE IN TEXAS

2010 - 2018

Undervalues proactive preventative steps and targeted interventions

Undervalues framework for data-based decision-making

It's not just decision-making about who gets incentives

Related, myth about lack of consequences for misbehavior

Myth of PBIS as an Incentive Program

Important Questions Behind PBIS

What are our common behavioral expectations? How do we teach youth to meet them?

How do we manage the environment in ways that make it convenient for youth to meet expectations?
Inconvenient to fail expectations?

How do we monitor who's not meeting expectations? What are the threshold criteria for meeting or failing expectations?

How do we support groups of youth who are failing universal expectations? How do we intervene? For how long? With what frequency?

How do we monitor progress or lack of progress? How does a youth qualify for removal from targeted supports?

What are qualifying criteria for additional individualized supports? How do we monitor response and progress? What are criteria to reduce supports?

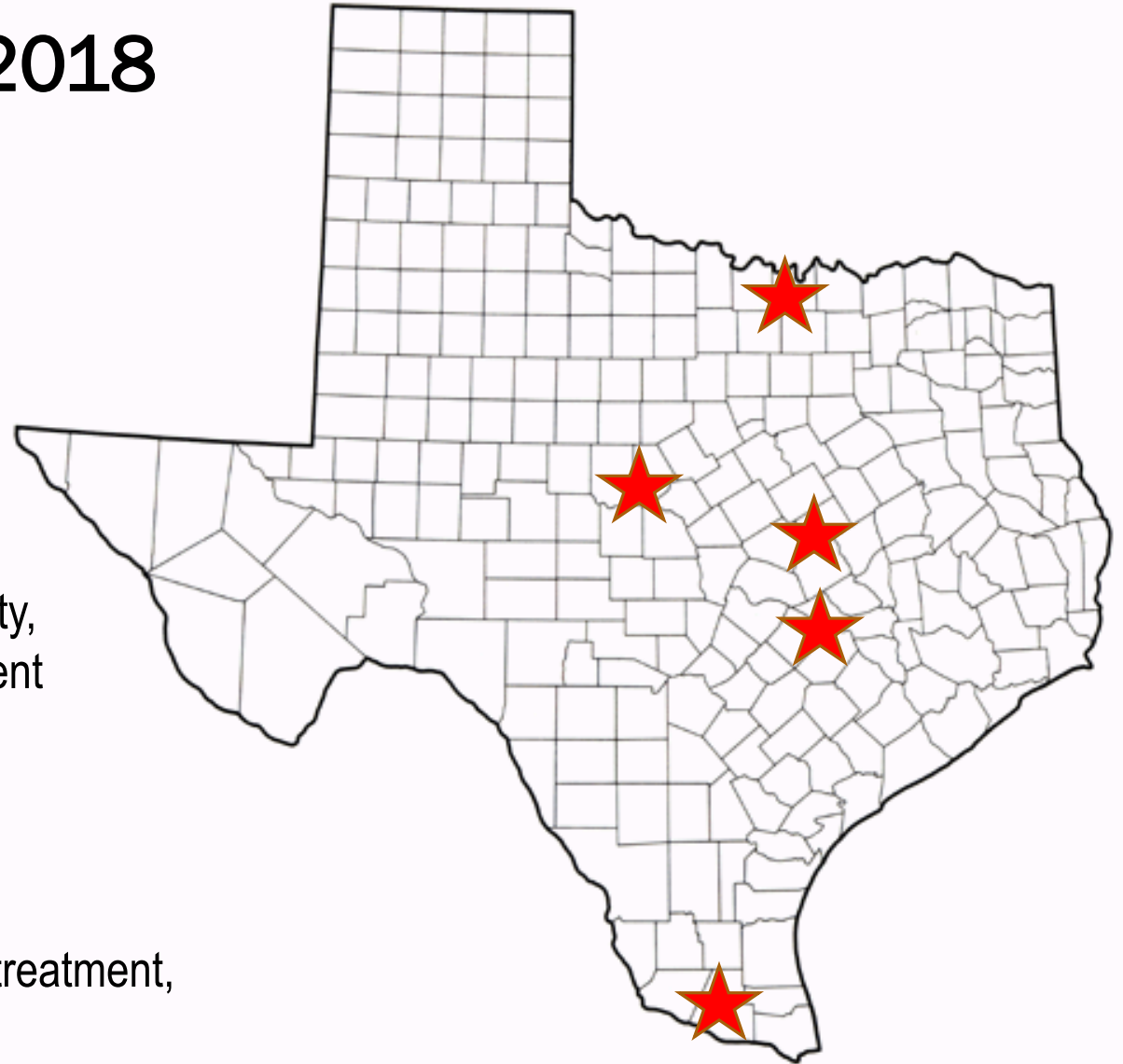
How does this way of thinking get reinforced by the systems in place for staff?

TEXAS JUVENILE JUSTICE DEPARTMENT



Texas Juvenile Justice Department Population, late 2018

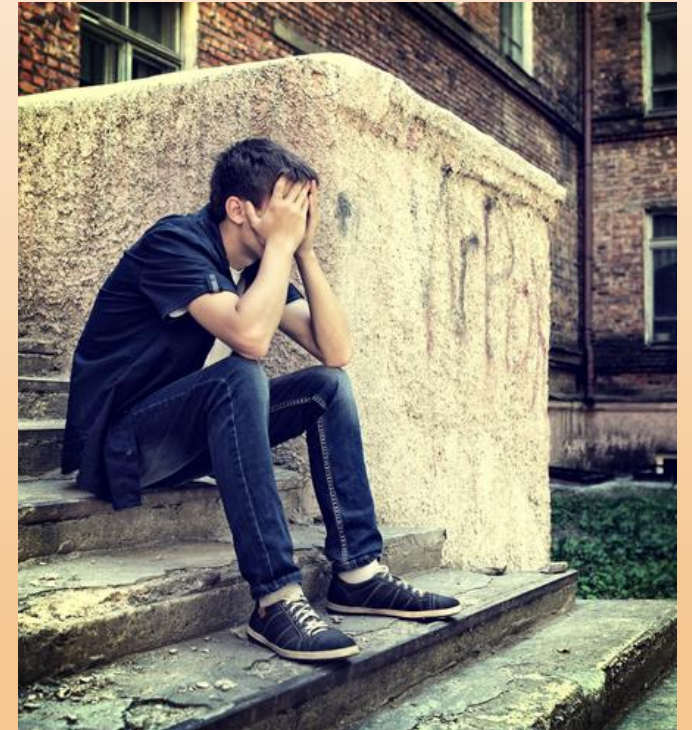
- Ron Jackson Juvenile Correctional Complex, ~165 youth (O&A and long-term female units)
- Gainesville State School, ~170 youth
- Giddings State School, ~190 youth
- McLennan County State Juvenile Correctional Facility, ~225 youth (Long-term male unit, residential treatment unit, intensive aggression management unit)
- Evins Regional Juvenile Center, ~100 youth
 - All facilities comprised of youth with increased treatment, educational and behavioral needs



~800 New Admissions Yearly

Common Characteristics

- Felony adjudication, typically serious/chronic
- Below grade level in reading (3.8 years) and math performance (4.9 years)
- Eligible for special education services (27%)
- 2 or more ACES (73%); 4 or more ACES (38%)
- Specialized treatment need (99%)
- Multiple specialized treatment needs (87%)



Phases of PBIS Implementation in TJJD (2010 – 2018)

Initial preparation (2010)

- Response to Legislative mandate for school-wide positive behavioral supports
- Contracted experts: Mike Nelson, Brenda Scheuermann, and Eugene Wang

Rollout in Education division (2011-2012)

Facility-wide pilot at Ron Jackson State Juvenile Correctional Complex (~2014-2015)

Facility-wide rollout at remaining facilities (~2016-2018)

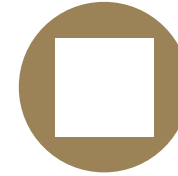
Data Related Challenges



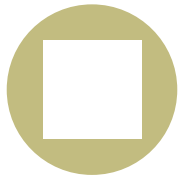
Database design suited to all PBIS operations, 24/7/365



Flexibility for coding variables



User-friendly, automated visual graphic reports, i.e., charts, trends, etc.



Reporting related to antecedents, behaviors & consequences



Token economy logistics and reporting (e.g., “bank” balances)



\$ for replacement database system



Highly skilled staff with time/priority to create database solutions



Skill sets to use data productively for decision-making

Building Capacity to Use Data

DEVELOPING METRICS

Start with the data available

Explore non-traditional metrics, reporting

Use experience to find additional helpful data

Identify ways to track positive behaviors, e.g.,:

- Tokens
- Levels
- Participation in incentive activities
- Treatment progress
- Staff reports

ROLES AND RESPONSIBILITIES

Clearly define PBIS related data roles and responsibilities

- Who's doing what, when, where, how?
- What analysis occurs, by who, when, where reported?
- How are decisions tracked and followed up?

Map Opportunities to Practice Using Data

Data Based Decision Making

<i>A. Question</i>	<i>B. Data to help answer</i>	<i>C. Simplest way to get data (standardized process, forms)</i>	<i>D. Collection system (data entry, storage, access, reporting, distribution)</i>	<i>E. Analysis and problem- solving (Who? How?)</i>
*Facility level questions				
*Program level questions				
*Dorm (Living Unit) questions				
*Youth level questions				

Staff Development Issues with 24*7*365 Work Shifts

CHALLENGES

Roughly 1300 Correctional Officers and Case Managers

Rapid turnover

Significant staffing vacancies/overtime

Team meetings (or lack thereof)

Deeply embedded “correctional” mindset

Curriculum development agenda set 3 years in advance

STRATEGIES

Use memorable acronym for expectations

Stabilize dorm assignments among staff

Encourage relationship and team building

Budget for team meetings

Budget for external coaching, technical assistance

Use incremental approaches for fidelity

Need Executive backing to prioritize new hire and on-going curriculum development/training

More on Staff Development Strategies

External coaches can provide:

- Training;
- Monthly (at least) visits;
- Assessments

Internal coaches (from adapted roles) can provide:

- Organized meetings per protocols;
- Coordinated planning & implementation;
- Assessments

Develop PBIS/behavior expertise incrementally

- Tackle one (or more as able) elements of PBIS at a time and check for competency
- Training one dorm/living unit at a time had trade-offs, though

Supervisors monitor staff performance

- Link to expectations for youth behavior
- Link to language used on expectations matrices
- Watch for misunderstanding
- Recognize and reward new skill sets

Leadership Continuity

CHALLENGES

New Executive level staff and charges

Leadership's prior experience with PBIS and other behavior management strategies

New and/or competing initiatives

Reorganizations

Staffing changes: Promotions, Retirements, etc.

Trade offs related to team(s) size

- Command culture vs. Egalitarian culture

STRATEGIES

Develop in-house behavioral knowledge through staff development on key behavioral principles

Concise PBIS reviews for new leadership staff

Discern PBIS framework from PBIS practices

- Can sensibly maintain the framework even with non-traditional PBIS practices

Recognize that behavior change is not culture change

Embed PBIS features into organizational infrastructure

- Primary responsibility assigned to job role with authority

Behavioral Expertise & Integration

CHALLENGES

In-house behavioral expertise often lacking or insufficient to meet demand

Myth of PBIS as an “add on” activity

“Unlearning” training, processes, approaches that conflict with PBIS

Integrating with approaches consistent or supportive of PBIS

For school-wide PBIS (vs. facility-wide), confusion about appropriate staff responses in different settings

STRATEGIES

Tap board certified behavior analysts, applied behavior analysts

Tap University experts for support

Identify “nudging” strategies to help design Universal tier features

Understand how current infrastructure helps or hinders PBIS implementation

Be conscious of all the behavior management tools in use

Put all tools into the PBIS framework so they are subject to fidelity and effectiveness evaluation

Embed PBIS into Organizational Infrastructure

Evaluate and revise as needed for an integrated philosophy, to include consistent:

- Policies and procedures
- Processes and forms
- Professional development
- Language, concepts, metaphors: e.g., “Antecedents,” “Consequences”
- Data and reporting systems
- Skill sets to use the data well
- Data-based decision-making capacity
- Job descriptions and evaluations
- Staffing and budget implications

“Nudging” Resources

Nudge Theory (Behavioral
Economics and Psychology)



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graph TD; A[Nudge Theory (Behavioral Economics and Psychology)] --> B[Richard H. Thaler, winner of 2017 Nobel Prize for Economics (behavioral economics)]; B --> C["Inside the Nudge Unit: How Small Changes Can Make a Big Difference," David Halpern, 2016]; C --> D["Nudge: Improving Decisions about Health, Wealth and Happiness," by Richard H. Thaler and Cass R. Sunstein, 2009];
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Happiness,” by Richard H. Thaler
and Cass R. Sunstein, 2009

Facility Innovations

One facility faced unique challenges:

- 3 different programs
- Geographically dispersed complex
- High staff turnover and absences

Solution:

- Develop a staff PBIS system to model partially how PBIS works with youth
- Train supervisors first
- Involve supervisors in training subordinates

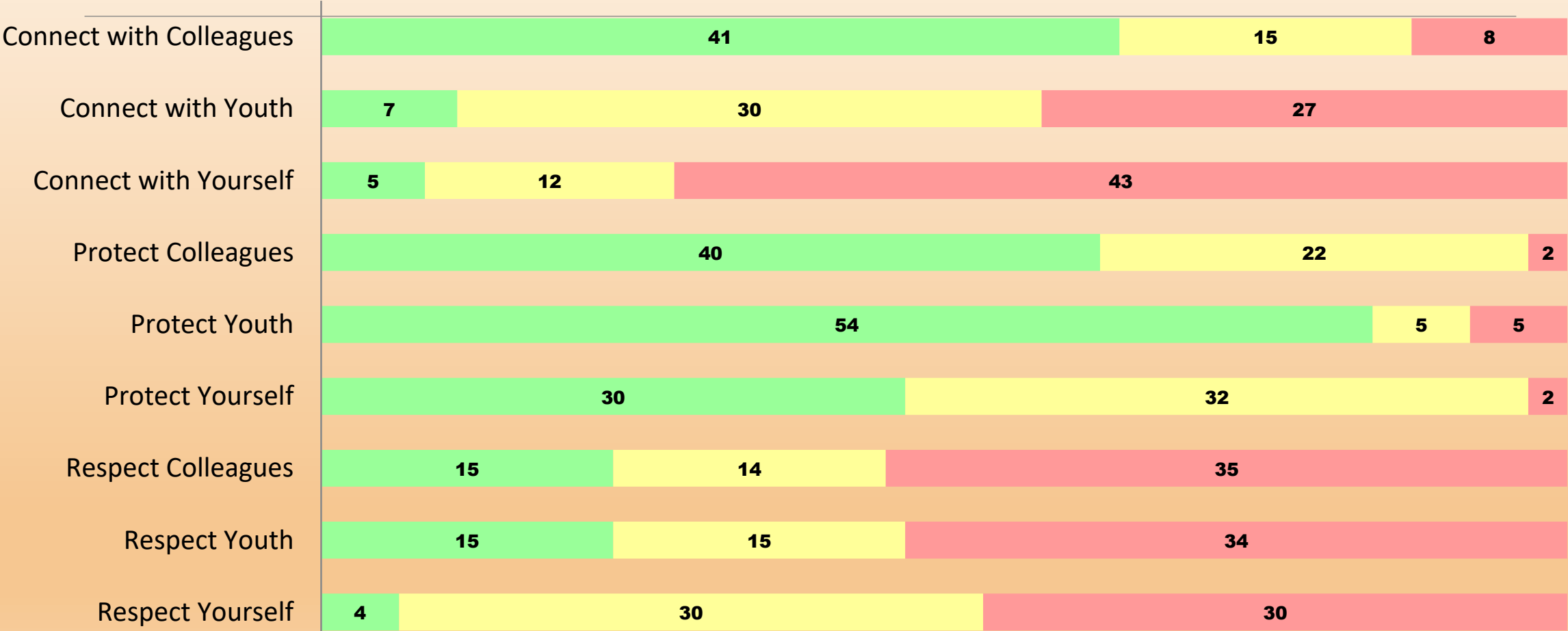
Connected Staff Behavior to Expectations

	Ourselves	Youth	Each Other
Respect	Using appropriate language, dress, and appropriate work ethics	Use appropriate language, be truthful, provide expectations	Be helpful, be honest, inform them or a problem before it becomes unmanageable, recognize good work.
Protect	Wearing duty gear. Limit info about myself to youth.	Ensure their safety and well-being by listening to their complaints with an open mind; ensure staff follow policies and rules, report incidents as needed.	Make work environment safe by providing proper training. Trust each other. Work together as a team. Make sure assignments are completed.
Connect	Reflect on what's important to me. Make sure my goals for short-term and long term is still in progress.	Listen to youth. Recognize youth for positive behaviors and accomplishments.	Listen to staff suggestions. Help staff understand their roles. Greet them daily and make rounds to be available for concerns.

	Needs improvement	Meets Expectations	Exceeds Expectations
Respect	<ul style="list-style-type: none"> • Comes on time 80% of time or less. • Performs scheduled shift 80% of time or less. • Speaks to youth using last name only. • May raise voice with youth for unapparent reason. • Implements Behavior Group, Check In, or other interventions inconsistently. 	<ul style="list-style-type: none"> • Comes on time 90% of time. • Performs scheduled shift 90% of time. • Speaks to youth using last name with “Mr.” or “Ms.” • Speaks to other staff using similar salutations. • Uses calm speaking voice unless situation warrants raising voice. • Consistently implements Behavior Group, Check In, or other interventions with youth to correct behavior. 	<ul style="list-style-type: none"> • Comes on time 100% of time. • Performs scheduled shift 100% of time and frequently takes additional shifts. • Speaks to youth using last name with “Mr.” or “Ms.” • Speaks to other staff using similar salutations. • Uses calm speaking voice unless situation warrants raising voice, and even then, remains calm. • Consistently implements Behavior Group, Check In, or other interventions with youth to both acknowledge and correct behavior.

Staff Triangle Data for Respect, Protect, Connect Expectations

■ How many exceed expectations in this area? ■ How many meet expectations in this area? ■ How many need improvement?



*Data reflects a hypothetical sample.

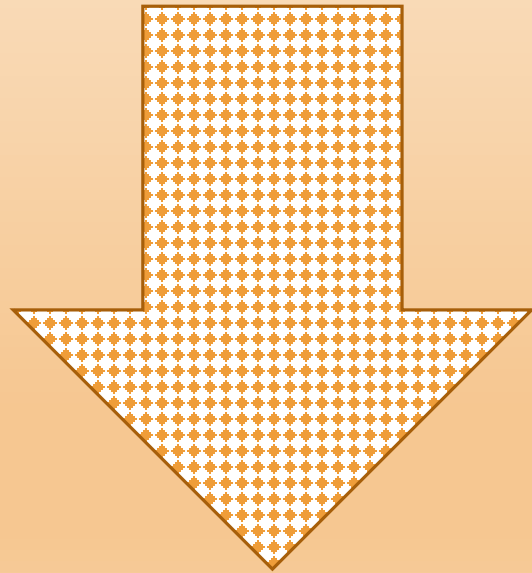
Credit: Gita Upreti, Ph.D.

“Panther
Bucks” Can
Buy Swag,
Concessions



Facility Innovations

- Group-based incentives based on living unit (dorm) eligibility
- Comparison of incident rates 100 days before and after introduction



**46% Reduction in
Incident Rates**

Take Away Lessons

Planning and building capacity prior to roll out are key

Keep all critical dimensions of PBIS in mind, not just “incentives”

Look closely at organizational infrastructure to see what’s necessary for integration

- Be consciously intentional in use of language (e.g., staff responses use language of behavioral expectations)
- Make needed revisions as quickly as feasible

Build in-house knowledge around key behavioral principles (within context of relationships)

Seek opportunities to develop and practice data-based decision making

Track and reward positive developments for youth AND staff

Honor creativity

Northern California:

Placer County Office of
Education (PCOE)

Provides **Technical Assistance and training** for facilities in surrounding counties

Administration
of PCOE's court
school

Collaboration:
SMART team,
FRCC,
JCCASAC, inter-
agency
agreements

Demographics of Honour Schaps Court School 2018-2019

Units: general housing, maximum security, Youth Rehabilitation Program

- Enrollment: 127 cumulative enrollment
- Ethnicity: 50% white, 24% Hispanic, 19% African American
- Special education: 19%
- Gender: 71% male, 29% female
- Foster/homeless: 17%
- English Learners: 4% ELs, 7% re-designated ELs
- Average days in facility: 22 days
- Over 30 day stay in facility: 31 students, 24%
- Total care days (sample in July): 504



School resources

Special Education/
General Education
credentialed teachers

Student
Support Practitioner

Special Education
Teaching Assistant

Employment
Placement Specialist

Assistant Principal

School Psychologist

Curriculum &
Instruction
Coordinator

Board Certified
Behavior Analyst/
PBIS Coach

Program Data Analyst



The Journey of PBIS Implementation in Placer Juvenile Detention Facility



- PBIS efforts launched by Placer County probation
- Partnership development
- Inter-agency collaboration



Logistics of daily PBIS implementation

- Role of the two probation staff assigned to each classroom
 - Support/supervision
 - Point delivery (changing) and point sheets
- Funding/delivery of incentives (individual/PBIS store)
- Data collection (24/7) and entry (graveyard)
- At least one PBIS team member on every shift



Examples of Tiered Interventions to Support Student Success

- **Tier I:** Standard core features of PBIS, plus Career Technical Education, 1:1 devices, online learning platform, enhanced curriculum (e.g., pottery classes, ASL, etc.)
- **Tier II:** Social-emotional learning groups, services to support avoiding exploitation, substance use awareness & treatment groups, CBT groups, employment transition & support services
- **Tier III:** Special Education services, individual counseling, behavior intervention plans, employment and transition support services



Common Challenges in a PBIS Facility

Data collection
and analysis

Impacts of
facility shift
work

Maintaining a
consistent
PBIS Team

Need for staff
with behavioral
expertise



Addressing Coordination Challenges

Challenges

- Communication
- Varied priorities and values
- Time
- Systems
- Resources and staffing

Strategies

- Prioritized meetings
- Shared values
- Finding middle ground
- Process maps
- Staff allocation & support



Addressing Challenges in Placer County: Facility PBIS Data

Challenges

- Type of data recorded
- Limitations on manipulating data
- Data not adjusted for ADP/# of care days
- Data not available to the team at meetings

Strategies

- Added SWIS account, multiple adaptations
- Utilize TIPS model
- Data projected at meetings
- Include # of care days in calculation when setting goals



Critical considerations with SWIS for JDF

Alignment and Training

- Specifically define each behavior to be documented
- Train and support all staff; explain how data is used
- Plan for fidelity checks

Set-up of SWIS Account

- Requires several adaptations, such as custom fields (locations, action taken, etc.)
- Requires SWIS facilitator familiar with secure facilities

Training on SWIS Data Analysis

- Need to take data analysis one step further and do manual calculations, in order to compare apples to apples
- Teach how to drill down custom fields



Utilizing SWIS data in PBIS Meetings

- [Team Initiated Problem Solving \(TIPS\)](#) format *(click link for references and resources)*

Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution Actions <i>By Who? By When?</i>	Identify Fidelity & Outcome Data <i>What? When? Who?</i>
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- Follow up on **fidelity** and **outcome data**/progress toward goal at every meeting, and document **next steps**

Feel free to contact Kim Wood for more ideas about SWIS adaptations and challenges in secure facilities

Addressing Challenges in Placer County: Impacts of Facility Shift Work

Challenges

- Turnover
- Training
- Meeting attendance
- Differences in practices and beliefs across shifts
- Communication

Strategies

- Careful team selection
- Coaching for team members and leads
- Alternate scheduling of monthly meetings
- Briefings, updates, and meeting notes
- One PBIS team member per shift



Addressing Challenges in Placer County: Maintaining Consistent PBIS Team

Challenges

- Schedules
- Re-assignments
- Staff buy-in
- Ability to take on extra tasks

Strategies

- Utilize graveyard shift staff
- Supervisor accountability
- Ongoing coaching to support new and existing team members
- Show data to all staff
- Reduce reassignments when possible

Addressing Challenges in Placer County: **Need staff with behavioral expertise**

Challenges

- Facility does not employ staff who specialize in PBIS or ABA.
- Historically, school staff only addressed school behavior issues for individual students with IEPs.

Strategies

- Assign staff from County Office of Education to fill this role in the facility setting.
- COE staff provide supervision and coaching to facility staff who are seeking this expertise.
- School staff works with facility staff to address behavioral issues for all students.



Key Lessons Learned

California



Build trusting relationships



Focus on shared values



Meet in the middle



Data has a role in EVERYTHING

Texas



Integrate, integrate, integrate



Embed in organizational infrastructure



Be clear about who's doing what, where, when, how, etc.



Use the data well

Questions, Answers, & Discussion

Contact Us:

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For more
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