

# INCLUDING THE EXCLUDED

*Strategies for high  
impact educational  
engagement of  
vulnerable youth*

A8

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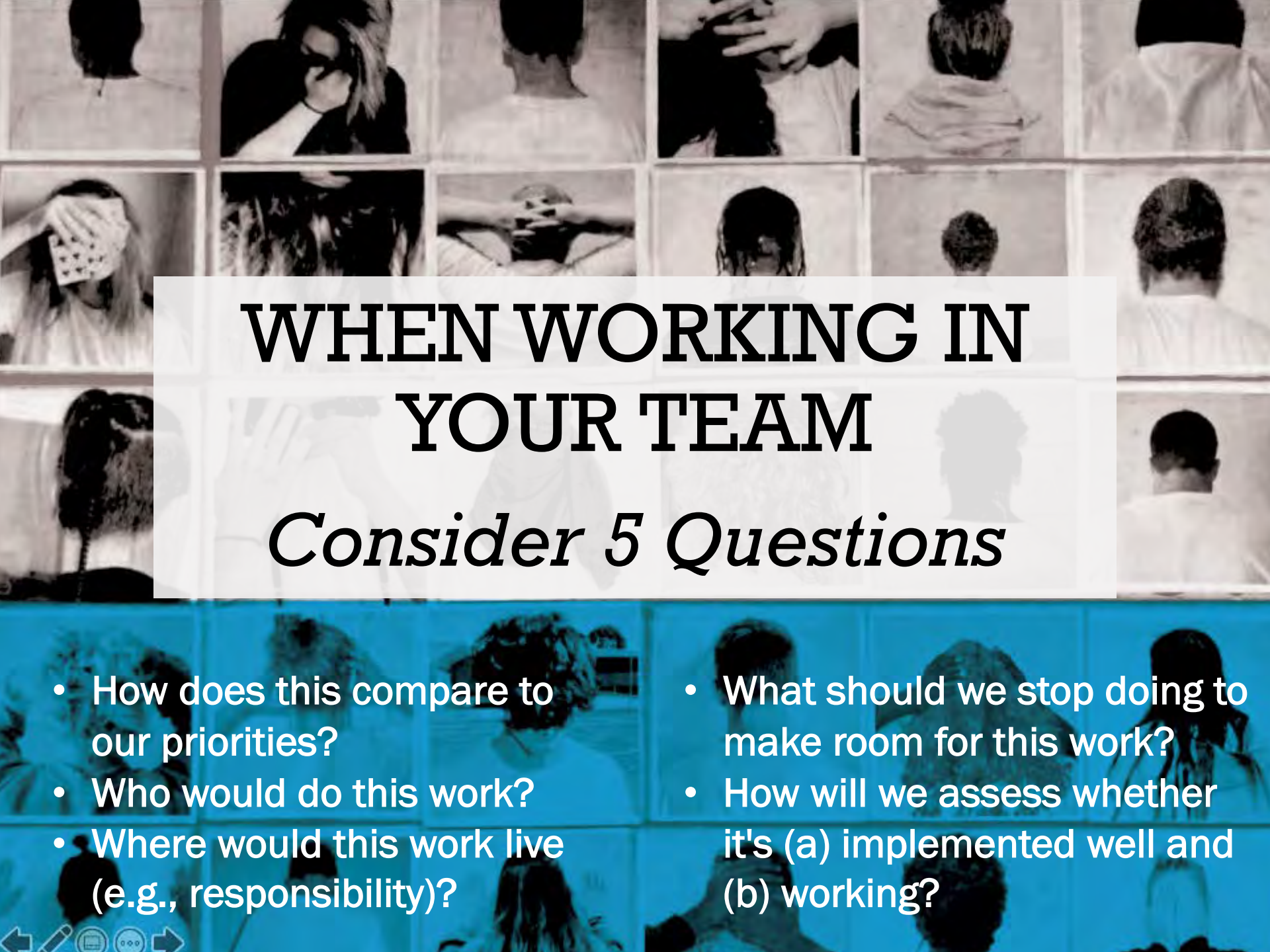
Parkville  
College

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KEY WORDS  
Juvenile Justice  
Tier 1  
Social Relationships



THE UNIVERSITY OF  
MELBOURNE



# WHEN WORKING IN YOUR TEAM

## *Consider 5 Questions*

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

# Parkville College

- Provides education to young people who are, or have been, detained in custody.
- Five diverse campuses throughout Victoria.
- Operates 52 weeks a year and caters to some of the most vulnerable students in the state.
- Young people become Parkville College students when they are detained in a Youth Justice Centre or a Secure Welfare Service (SWS) within Victoria.
- Student numbers fluctuate daily; typically around 300 students on any given day.



## High Impact Teaching Strategy Setting Goals

Effective teachers set and communicate clear lesson goals to help students understand the success criteria, commit to the learning, and provide the appropriate mix of success and challenge.

### Strategy overview

Hattie found an effect size of 0.56 for setting goals (Hattie, 2009).

#### What is it?

Lessons need clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps students understand what is required.

#### How effective is it?

Research shows goals are important for enhancing performance. It is important to set challenging goals, rather than 'do your best' goals relative to student starting places (Hattie, 2009).

#### Considerations

Learning goals must provide challenge for all students. By setting challenging goals, the teacher develops and maintains a culture of high expectations.

Learning goals should be achievable for students of varying abilities and characteristics. They must also have a firm base in assessed student needs. Assessment provides teachers with evidence of prior learning, and the information they need to set goals that offer each student the appropriate level of stretch/challenge.

Effective teachers design assessment tasks that require students to demonstrate knowledge and skills at many levels. Tasks will include lower order processes like comprehension, and higher order processes like synthesis and evaluation.

When teachers explain the connections between learning goals, learning activities and assessment tasks, then students can use learning goals to monitor and progress their learning.

### Resources:

- **AITSL videos:**  
Setting challenging and achievable learning goals:  
[www.youtube.com/watch?v=x8S2v77ZE](http://www.youtube.com/watch?v=x8S2v77ZE)  
Sound routines:  
[www.youtube.com/watch?v=NDrtSL2iaAo](http://www.youtube.com/watch?v=NDrtSL2iaAo)  
High expectations:  
[www.youtube.com/watch?v=6GZqudsqPM](http://www.youtube.com/watch?v=6GZqudsqPM)  
Flash dance:  
[www.youtube.com/watch?v=ejayvaxu0Q](http://www.youtube.com/watch?v=ejayvaxu0Q)  
Circle time:  
[www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=1209272](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=1209272)
- **Learning intentions:**  
[www.assessmentforlearning.edu.au/professional\\_learning/learning\\_intentions/learning\\_examples\\_intentions.html#3](http://www.assessmentforlearning.edu.au/professional_learning/learning_intentions/learning_examples_intentions.html#3)
- **Insight Assess Platform:**  
[www.cpa.vic.edu.au/Pages/insightplatform/index.aspx](http://www.cpa.vic.edu.au/Pages/insightplatform/index.aspx)
- **Effective Assessment:**  
[www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-effective.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-effective.aspx)
- **Assessment in principle**  
[www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-principle.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-principle.aspx)
- **Guide to Formative Assessment Rubrics**  
[www.cpa.vic.edu.au/Pages/foundation20/voccurriculum/formative\\_assessment.aspx](http://www.cpa.vic.edu.au/Pages/foundation20/voccurriculum/formative_assessment.aspx)
- **Practice Principle 1: High expectations for every student promote intellectual engagement and self-awareness**  
[www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principles/excellence.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principles/excellence.aspx)
- **Pedagogical Model: Engage**  
[www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/pedagogical-model.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/pedagogical-model.aspx)

### Examples that illustrate the strategy

#### Example 1: Secondary – Health and Physical Education

The Health and Physical Education (HPE) Team at a Melbourne secondary school invited the Professional Learning Coordinator to their Team Meeting to discuss using goal setting and success criteria for the upcoming Year 10 Sports Unit. The Team wanted to ensure students developed the required knowledge, understanding and skills identified in the achievement standard. Discussion during the meeting underlined the importance of providing students with clear learning intentions, success criteria and a common assessment language. The Team decided to create a unit plan that included a proficiency scale for the unit, with clear learning intentions and success criteria for each lesson in the unit.

At the start of the dance unit teachers presented their students with a unit overview and provided them with opportunities to demonstrate their current knowledge and skills on a proficiency scale. Students were also encouraged to share their learning intentions and success criteria so they could self-monitor their progress throughout the unit.

At the end of the dance unit, students reviewed the proficiency scales, and self and peer-assessed their gains in knowledge and skills. Teachers supported individual students to identify their strengths and areas for improvement, and to set new learning goals. If the teacher collected the data and used it for overall student assessment, and to support reflection on the impact of their teaching practice.

Using proficiency scales allowed students and teachers to recognise what learning levels and created opportunities to reflect on student growth in engagement and academic outcomes. Consistent articulating learning intentions and success criteria allowed teachers to set challenges that fostered student commitment to learning and built their confidence in achieving their learning intentions.

#### Example 2: Secondary – Whole school approach

All Victorian secondary schools completed the Attitudes to School Survey. Results revealed a high level of student disengagement. Students reported learning was not engaging. Schools compared their student engagement levels to those at other schools they learnt at school. The school leadership team decided to respond with a suite of whole school initiatives that would roll out progressively through the year. The interventions focused on making learning visible to students. The first step was to implement a consistent approach in every lesson to teaching goals and success criteria.

Resources were allocated to support this initiative. Over the summer holidays, all classrooms were fitted with small whiteboards with pre-allocated space for learning outcomes, success criteria, activities and review questions. During the professional development and planning day at the start of Term 1, all teachers were trained to use the new whiteboards, and to develop learning outcomes necessary linked to lesson activities and success criteria. During Term 1, Professional Learning Communities focused on supporting implementation of the strategy and monitoring its impact on student learning.

By the end of Term 2, after achieving a high level of consistency and consistency in using the new whiteboards, teachers reported an increase in student engagement. The results of a student survey were shared, praising, showing a sharp increase in engagement with learning, when teachers had not yet rolled out the intervention.

In Term 3, schools continued to evaluate the effectiveness of their practices, monitor student engagement and learning, and seek feedback from colleagues and students to gauge the impact of changed practices.

### Continuum of practice

#### 1. Emerging

Teachers set learning goals that explain what students need to understand and what they must be able to do.

Teachers use student assessment data and prior learning to set learning goals.

Teachers design learning activities and assessment tasks that require students to demonstrate knowledge and skills at many levels.

Teachers make explicit the connections between learning goals, learning activities and assessment tasks.

#### 2. Evolving

Teachers set explicit, challenging and achievable learning goals for all students, drawing on students' backgrounds, interests and prior knowledge.

Teachers work together to design learning activities and assessment tasks that require students to demonstrate knowledge and skills at many levels.

Teachers make explicit the connections between learning goals, learning activities and assessment tasks.

#### 3. Embedding

Teachers plan and maintain a culture of high expectations for all students by setting challenging learning goals.

Teachers use a variety of student assessment tasks to refine learning goals and to provide appropriate levels of challenge for each student. Teachers support students to use learning goals to monitor and progress their learning. They encourage students to review and set their own learning goals.

#### 4. Excelling

A culture of high expectations for all students is embedded. Students regularly set their own learning goals, self-reflect and seek feedback and share feedback with peers.

Teachers support students to use evidence to refine learning goals, based on their strengths and to improve their performance.

Teachers use data to demonstrate the impact of setting goals to focus achievement and engagement levels.

### Evidence base

- Hattie, J. (2009). 'Setting and learning goals' in *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement* (pp. 147-150). London: Routledge.
- Hattie, J. (2009). 'Setting and learning goals' in *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement* (pp. 147-150). London: Routledge.
- Hattie, J. (2009). 'Setting and learning goals' in *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement* (pp. 147-150). London: Routledge.

# Methodology

- In 2019, Parkville agreed to explore the application of SWPBS, partnering with the University of Melbourne as purveyor (Fixsen, et al., 2018).
- To assess buy-in/readiness, this participatory research in conversation employed focus group discussion as the methodological tool (Nyumba, Wilson, Derrick & Mukherjee, 2017).
- Objective: to identify and describe Tier 1 whole-school approaches used by school personnel to increase engagement and promote positive climate.
- Ten two-hour moderated discussions across a 20-week timeframe were conducted with 67 Parkville educators.
- 10 High Impact Engagement Strategies were identified, cross-checked for inter-rater reliability, and supported through a scoping review (Colquhoun et al., 2014).

# Ten High Impact Engagement Strategies



Empathy



Unconditional Positive Regard



Relationship Building



Pragmatics



Predictability



Explicit Behavioural Expectations



Motivating Towards Change



Dancing with Discord



Co-regulation & Self-Regulation



Repair



# 1

## Empathy

Educators show empathy when they listen to someone's feelings and interpret their actions with care (despite perhaps being affected by the situation). Educators manage their reactions and process a response with an open mind. Empathy is also shown when educators avoid taking behaviours personally or allowing it to affect their view of the child.



# 2

## Unconditional Positive Regard

Educators show UPR when they continuously and consistently communicate a warm acceptance of the student, even if they are not ok with the student's behaviour. UPR means demonstrating, via our actions and attitude, that we are working to understand the students' way of communicating their experiences. We do this because it promotes growth and learning for the student, and it models for the student how to practice self-regard.



# 3 Relationship Building

Educators spend time with students, both in and outside of class, in order to build and sustain positive relationships. Relationships grow when educators are honest, sincere and demonstrate empathy, so that genuine, mutual trust can develop. By building strong relationships, students begin to see the care the educator has for them as a whole, not simply as a student.



# 4 Pragmatics

Educators use their understanding of the rules of social interaction (pragmatics) to effectively engage and support students in the classroom. By strategically using an awareness of socio-cultural conventions such as body language, awareness of space, distance, time, as well as tone of voice and choice of language, teachers effectively interact with students, model appropriate social engagement, and help students to feel comfortable in the learning environment. In turn, teachers support students to further develop their own social communication skills



# 5 Predictability

Educators engage, both verbally and non-verbally, in predictable, consistent interactions with students, carefully considering their words and body language when communicating. Predictability also means providing students with structure, boundaries, rhythm and regular routines. Preparing/supporting students through changes to routines will help students to develop self-regulation and structure, and build resilience.



# 6

## Explicit Behavioural Expectations

Educators, carers and students work together to construct explicit behavioural expectations that set the climate for the school community. These also allow educators to: provide a consistent structure; tailor shared behavioural goals proactively with each student; and repair relationships (consistently) when expectations are not met by students or staff.



# 7

## Motivating towards Change

Educators motivate students by eliciting “change talk” and highlighting discrepancies between a student’s current behaviour and their identified broader goals and values. “Change talk” occurs when a student’s statements (direct or indirect) indicate a willingness, desire, or commitment towards wanting to make a change towards a self-directed goal. Educators help to uncover the student’s own reasons for change to achieve their goals; build an awareness of the discrepancy between the student’s current behaviours and their desire to change; and to motivate them to make a shift towards this.



# 8

## Dancing with Discord

Dancing with discord (formerly rolling with resistance) recognises that simply confronting someone directly does not always work. Rather than fight the discord, you acknowledge it and “dance with it”. Educators use this strategy to help students change habitual behaviour when it causes problems for themselves or others, and it is used hand-in-hand with HIES 8 Motivating towards Change. While dancing with discord may seem purely spontaneous, it requires a combination of preparation, and real-time responsiveness. When used well, educators are comfortable with discord rather than sidetracked by it.



# 9

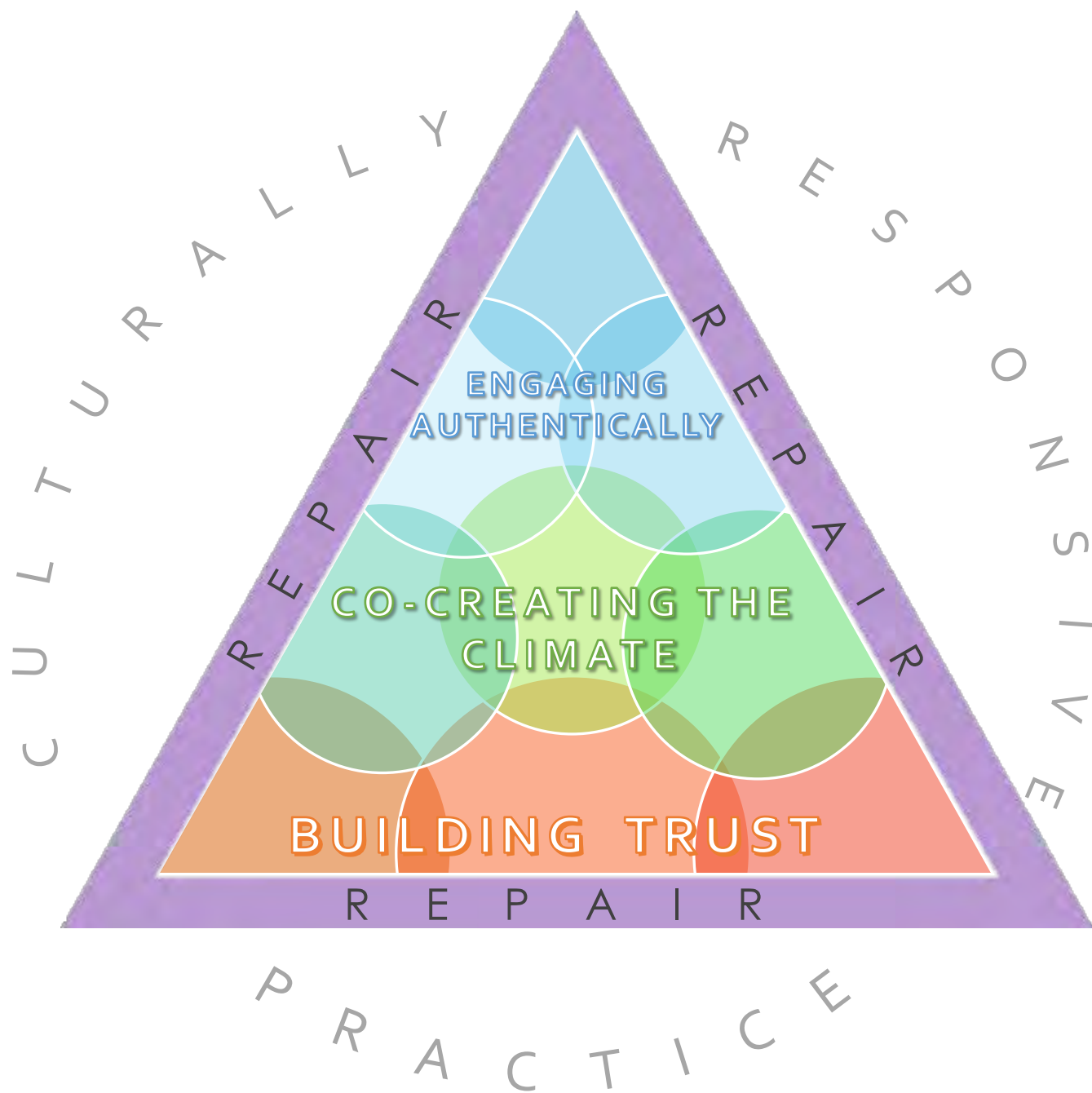
## Co-regulation & Self-Regulation

By actively *self*-regulating their feelings and emotions, educators co-regulate students to help them manage their responses to challenging situations. Educators remain calm and use their physical and emotional presence to help students calm themselves. It is through co-regulation that students learn to *self*-regulate. Self-regulation is an executive function that improves a student's ability to stay calm in the moment and respond effectively to the situation.

# 10 Repair

Educators repair fractured relationships with students. Set up timely follow-up with students outside the classroom, after challenges or disagreements. By conveying empathy, apologising for misunderstandings without judgement or conditions, educators actively repair relationships with the student. Educators use repair to model vulnerability and prosocial behaviours, modelling and preventing the escalation of a rupture, incident or promoting disengagement.







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

## Three Ways to Complete Evaluation:

**1) Mobile App:** click on “session evaluation” under the session description.

**2) Online:** click on the link located next to the downloadable session materials posted at <http://www.pbis.org/presentations/chicago-forum-19>

**3) QR Code:** Scan the code here (or in your program book) and chose your session from the dropdown Menu.



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# References

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- Fixsen, D., Blase, K., Naoom, S., & Wallace, F. (2018). *Stages of implementation: Activities for taking programs and practices to scale*. Retrieved from <https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/Fixsen%20Stages%20and%20Scaling.pdf>
- O Nyumba, T., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology & Evolution*, 9(1), 20–32. DOI: 10.1111/2041-210X.12860
- State of Victoria [Department of Education and Training]. (2019). *High Impact Teaching Strategies: Excellence in teaching and learning*. Retrieved from <https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf>

# Nevada PBIS Implementation in Non-School Settings

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Keywords: Alternative settings; Juvenile Justice; Behavior analysis; Community



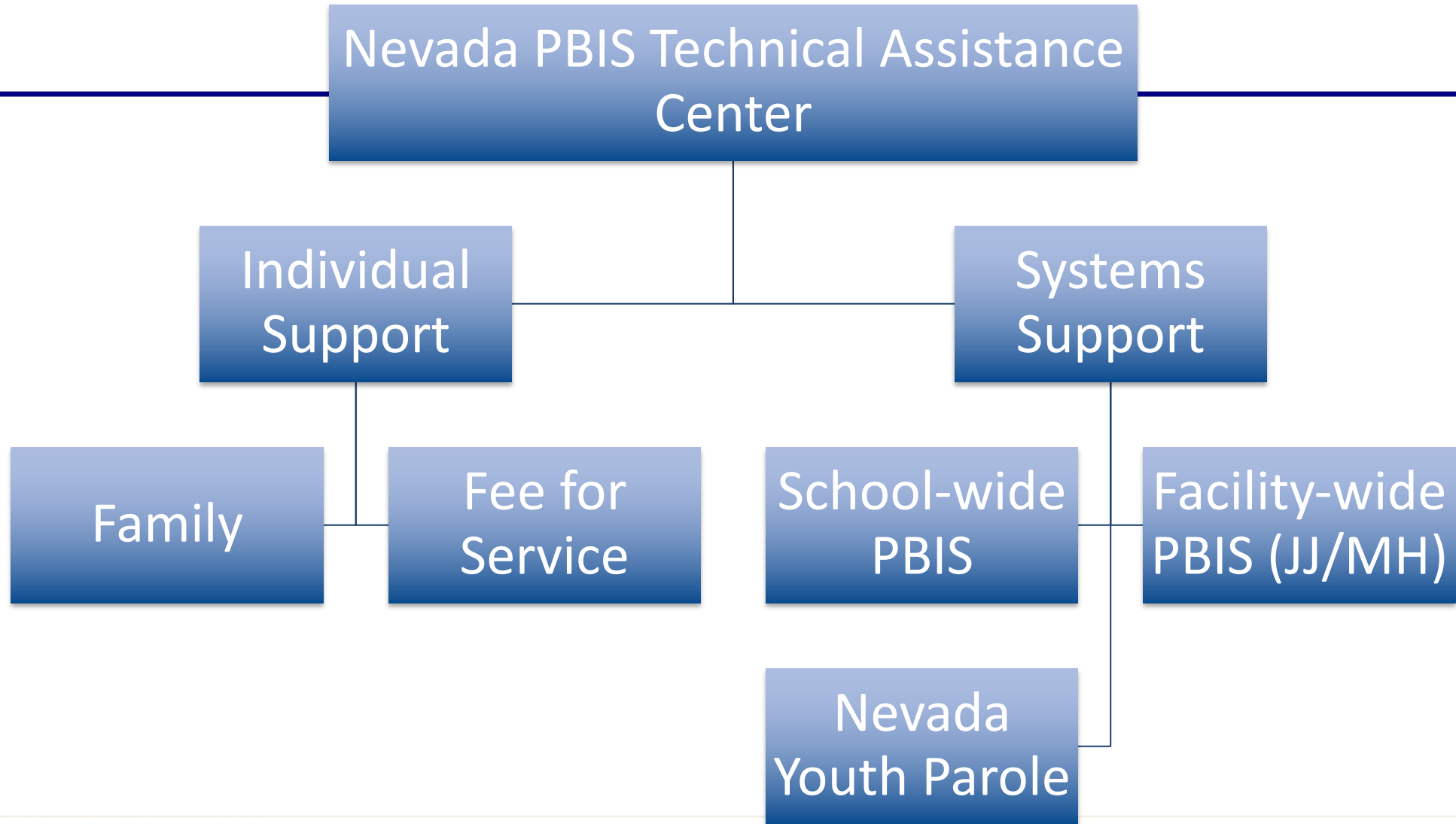
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College of Education  
University of Nevada, Reno/0285  
Reno, NV 89557-0502

# Nevada PBIS

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- Nevada Center for Excellence in Disabilities
  - College of Education
  - University of Nevada, Reno
- 
- 100% grant funded, state and federal
  - 18 employees across the state
    - 9 BCBA's & 3 BCBA-Ds





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# JUVENILE JUSTICE



# History

- Facility was shut down in 2014 and re-opened with implementation of PBIS
- Implementing PBIS since 2017
- New superintendent every year

FUN FACT: 5 team members are in attendance at the forum!



# Demographics

- State run youth corrections facility
- Maximum security
- 60 beds
- All male



# Expectations

	Safe	Responsible	Respectful
<b>All Campus</b>	<ul style="list-style-type: none"> <li>• Always walk</li> <li>• Hands and feet to yourself</li> <li>• Hands behind your back</li> <li>• Report any incidents, threats, harassment, injury, or dangerous items (contraband, etc.) to staff</li> <li>• Proper use of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Ask &amp; wait for permission to move</li> <li>• Observe all physical boundaries</li> <li>• Clean up after yourself</li> <li>• Utilize your coping skills</li> <li>• Dress appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate and respectful words and tone</li> <li>• Follow instructions</li> <li>• Take pride in the campus and equipment</li> <li>• Respect personal space</li> <li>• Address all staff as “sir” or “ma’am”</li> </ul>
<b>Dining Hall</b>	<ul style="list-style-type: none"> <li>• Take all food items offered</li> <li>• Eat only your own food</li> <li>• Sit at assigned table</li> <li>• Remain seated until utensil count is complete</li> </ul>	<ul style="list-style-type: none"> <li>• Wait in line patiently for your food</li> <li>• All food and drink stays in the dining hall</li> <li>• Place trash in proper containers</li> </ul>	<ul style="list-style-type: none"> <li>• Use good manners</li> <li>• Calm conversation</li> </ul>

	Safe	Responsible	Respectful
<b>All Campus</b>	<ul style="list-style-type: none"> <li>• Always walk</li> <li>• Hands and feet to yourself</li> <li>• Report any incidents, threats, harassment, injury, or dangerous items (contraband, etc.) to staff</li> <li>• Use equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions the first time</li> <li>• Show strong work habits</li> <li>• Good personal hygiene (self and space)</li> <li>• Face reality</li> <li>• Have a positive attitude</li> <li>• Recognize and address your emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Positive relationship with staff</li> <li>• Positive relationship with peers</li> <li>• Recreation: follow rules, show good sportsmanship</li> <li>• Use appropriate and respectful words and tone</li> </ul>
<b>Walkways</b>	<ul style="list-style-type: none"> <li>• Wait in line quietly</li> <li>• Hands behind your back</li> </ul>	<ul style="list-style-type: none"> <li>• Single file line</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in silence</li> </ul>



# Universal CICO



**Committed to Change Checklist**

Name/Group: \_\_\_\_\_ Date: \_\_\_\_\_ Day of the Week: \_\_\_\_\_

**Behavior Goals: 1. Be Safe 2. Be Respectful 3. Be Responsible**

Destroyed or lost forms will result in a total score of 0. Blocks left blank or partially blank will be awarded a 0. Youth are responsible for this form. Staff will not fill out blocks they did not witness. If you leave class, take your form with you so you may be scored for that block. If multiple staff work with you during any block, they may all have input in your score for that block.

Blocks	Score Use Scoring Rubric	Bonus PBIS Points (One at a time-tally) Write "0" if none awarded.	Youth Initial	Staff Initial	Comments Note Tracking Forms (e.g., 1 Minor, 1 Major)
Bedtime-Wake-up	1 2 3 4				
Morning Routine	1 2 3 4				
School Period 1	1 2 3 4				
School Period 2	1 2 3 4				
School Period 3	1 2 3 4				
Lunch	1 2 3 4				
School Period 4	1 2 3 4				
School Period 5	1 2 3 4				
Afternoon/Dinner	1 2 3 4				
Evening (until bed)	1 2 3 4				
<b>SUBTOTAL =</b>		<b>Bonus Points =</b>			
Minor: Subtract 6 Major: Subtract 9					

Your Daily PBIS Points: \_\_\_\_\_ Your 7-day average will determine your Grouping:

SCORE	POINTS	7-Day AVERAGE	GROUP
36-40	Excellent	30	Group 4
32-35	Acceptable	25	Group 3
28-31	Unacceptable	10	Group 2
0-27	Poor	0	Group 1

3 Weeks at Group 4 → Honors (on the 4<sup>th</sup> week)  
Minor → Reduction of 1 Group Major → Reduction of 2 Groups

Score = 1	Score = 2	Score = 3	Score = 4
Does not follow facility expectations: Safe, Respectful, Responsible • May be on Critical Tracking Form • Major disruption • Removed from class • Defiant • Refusal to take responsibility for actions	Requires regular prompting on facility/classroom expectations: Safe, Respectful, Responsible • Minor Tracking Form • Negative verbal interaction • Inappropriate conversation (drugs, crime) • Displays a poor attitude • Disruptive • Poor participation without disruption • Negative peer interaction	Follows facility/classroom expectations with prompting: Safe, Respectful, Responsible • Requires some redirects, but corrects behavior • On task, but not completely engaged • Makes academic progress with prompting • Takes responsibility for actions	Follows facility/classroom expectations: Safe, Respectful, Responsible • Follows staff instructions on the first request • Engaged in tasks • Assisting/Volunteering • Active participation • Completes all assignments • Positive attitude • Uses academic time wisely

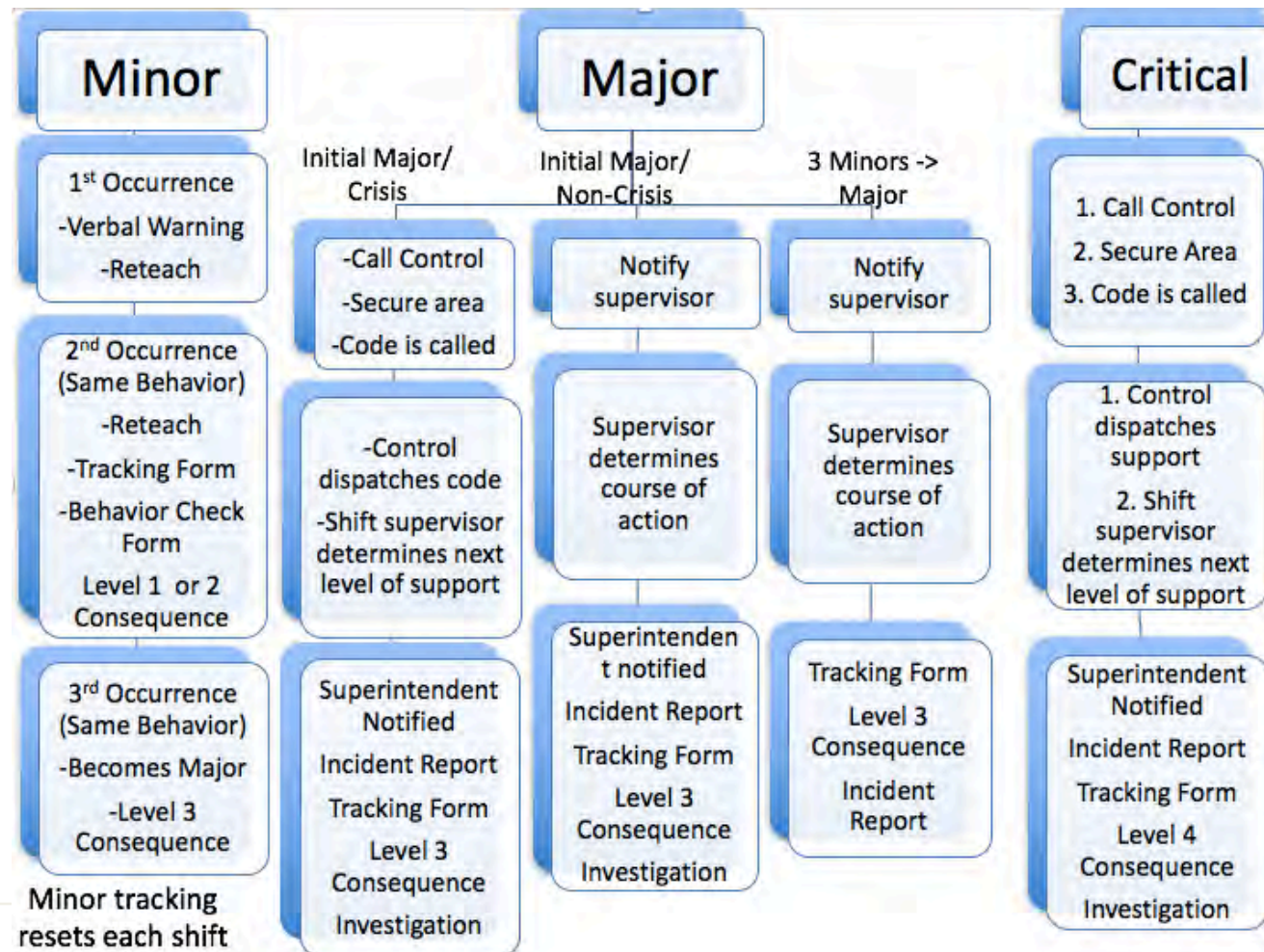
The scores you earn on this form directly influence your PBIS points, your Group, and your seat. You must maintain Group 3 or 4 for 75% of the 8 weeks prior to your first Juvenile Review Board to be considered for release.



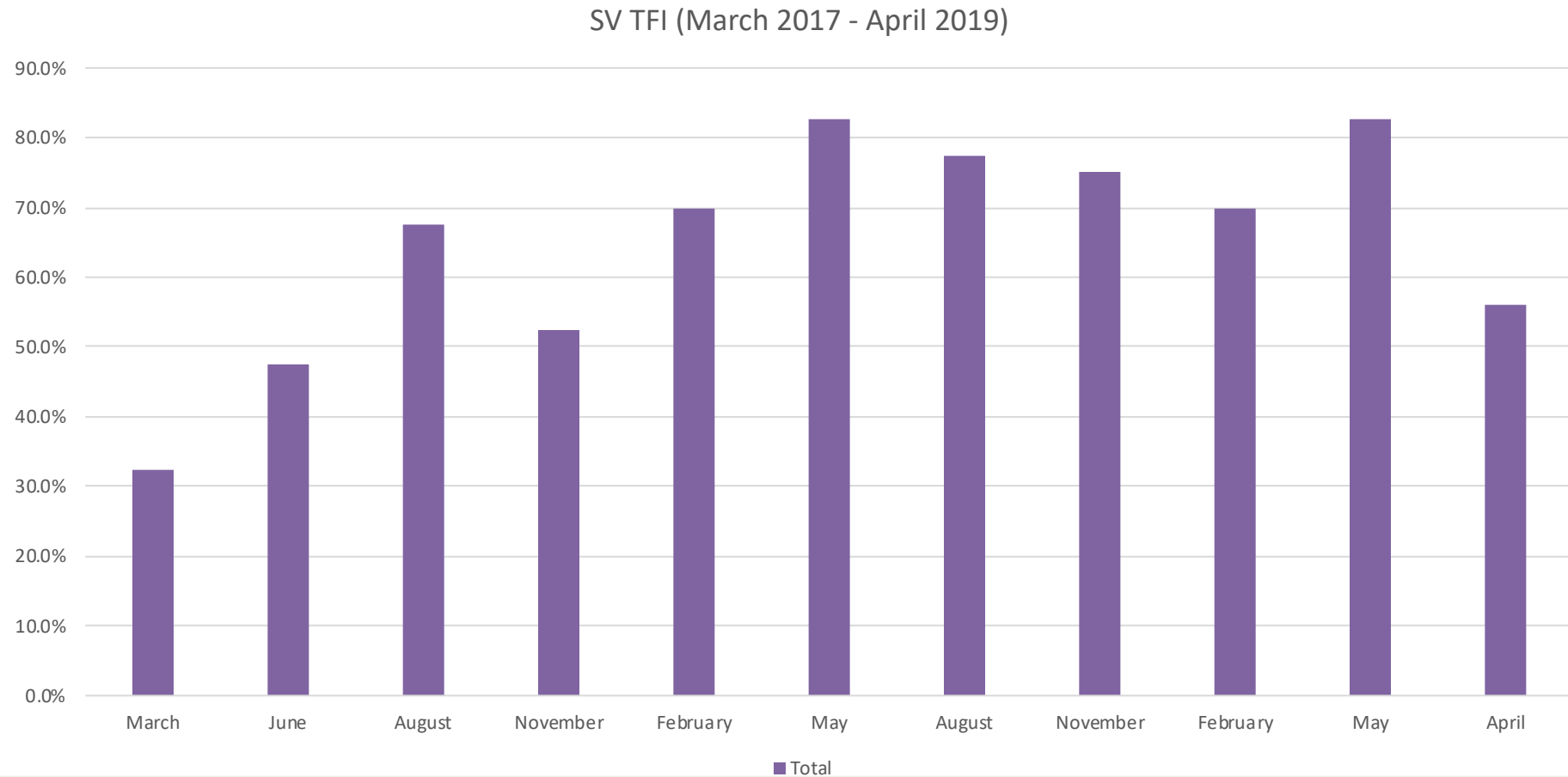
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# Responding to Behavior Incidents

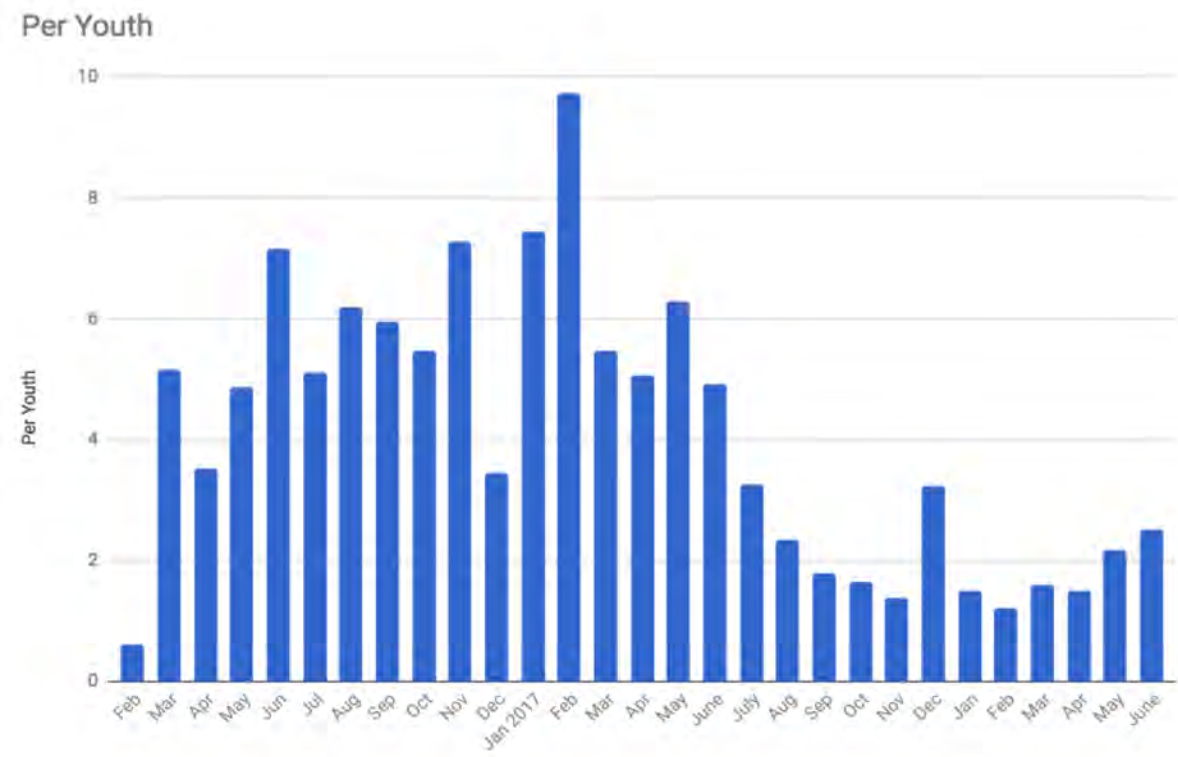
Youth Name: _____ Reporting Staff: _____ Date: _____ Time: _____	<b>Location: (circle one)</b> Dining Hall      Everest 1      Everest 2      CFT Sierra 1      Sierra 2      Teleconference Showers      Gym Classroom # _____      Rec/Game Room      Intake CTE/Vocational      Restroom      Medical Computer Lab      Visiting      Courtyard Education Area      PBIS Store			
<b>Circle UP TO 3 Minors, 1 Major and 1 Critical on 1 form if they all happen in the same instance (same time/location/etc.)</b>				
<b>Minor Problem Behavior</b> <b>A Consequence</b> <ul style="list-style-type: none"> <li>Harass youth or staff</li> <li>Kicking, hitting, banging on doors, windows, walls, or furniture</li> <li>Littering</li> <li>Loud/excessive talking/noise</li> <li>Lying or willful deceit</li> <li>Failure to maintain hygiene</li> <li>Failure to have clean/neat room</li> <li>Horseplay w/o injury</li> <li>Exchanging food</li> <li>Violation of visiting rules</li> <li>Damage/destroy personal/others' property</li> <li>Selling, bartering, wagering, transferring, receiving, or disposing of personal property</li> <li>Cheating during rec activities</li> <li>Disrupting Count</li> <li>Dress code violation (includes sagging)</li> <li>Misuse of equipment or furniture</li> </ul> <b>B Consequence</b> <ul style="list-style-type: none"> <li>Refusal to obey directives</li> <li>Disrespect towards staff</li> <li>In unauthorized area</li> <li>Possession of contraband</li> <li>Obstruction of sink/toilet/plumbing</li> <li>Use of profanity</li> <li>Refusal to participate in school</li> <li>Disruption of school</li> <li>Refusal to participate in programming</li> </ul>	<b>Major (C Consequence)</b> <ul style="list-style-type: none"> <li>Counterfeiting, production, forgery, or possession of official documents</li> <li>Damaging/destroying state property</li> <li>Continual kicking/banging on room walls or doors</li> <li>Horseplay resulting in injury</li> <li>Obstruction of staff in carrying out official duties</li> <li>Offering or giving a bribe</li> <li>Gambling</li> <li>Tattooing, branding, piercing self or others</li> <li>Possession of substances/drugs/alcohol</li> <li>Selling, wagering, bartering, giving or disposing of medicine or illegal/unauthorized substance</li> <li>Smoking, possession of tobacco products or materials</li> <li>Under the influence of a substance</li> <li>Violating local, state, federal law</li> <li>Threat to escape</li> <li>Strike, disturbance</li> <li>Tampering with locks, doors, safety equipment (includes nightlight, window)</li> <li>Theft of a security related item</li> <li>Threatening physical violence</li> <li>Violation of internet agreement</li> <li>Cheating</li> <li>Theft of property</li> </ul>		<b>Critical (D Consequence)</b> <ul style="list-style-type: none"> <li>Exposure/Exhibition</li> <li>Inappropriate Sexual Behavior</li> <li>Inappropriate sexually related talk or gestures</li> <li>Sex offense (consensual)</li> <li>Sexual assault</li> <li>Causing or setting a fire</li> <li>Possession of any means to start a fire</li> <li>Tampering with sprinklers or fire alarms</li> <li>Intentionally causing death</li> <li>Aiding escape or attempt</li> <li>Escape, escape attempt</li> <li>Taking a hostage</li> <li>Possessing dangerous contraband</li> <li>Inciting or participating in a riot</li> <li>Leaving assigned area/location without permission, authorization, or notification</li> </ul>	
<b>Youth moves to Group 4</b> <ul style="list-style-type: none"> <li>Assault on youth (+ 60 days)</li> <li>Assault on staff (+60 days)</li> </ul>				



# Fidelity



# Outcomes



Total Tracking Forms for the month divided by the average monthly population



# Addressing Unique Systems Barriers

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- Leadership turnover
- Staff turnover
- 24 hour shift staff trainings
- Coaching to build capacity
- Implementation drift
- Staff buy-in



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# YOUTH PSYCHIATRIC HOSPITAL



# History

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- Punitive behavior systems
- Very low staff morale
- Downsizing on horizon
- Called in to support systems development and staff morale
- Implementing PBIS since 2018



# Demographics

- Only public youth hospital with Residential Treatment Center in Nevada
- 12-bed acute unit for youths who are suicidal or homicidal
- 24 beds for residential treatment for those ages 12-18
- 14-bed unit for youths who are sex offenders with emotional and behavioral issues
- New unit opening 2020!



# Expectations

**At Desert Willow Treatment Center Everyone C.A.R.E.S.**  
Consistent - Accountable - Respectful - Express in the positive - Safe

**Vision Statement**  
 Desert Willow Treatment Center (DWTC) is committed to being the premiere leader in inpatient psychiatric care demonstrating exemplary mental health treatment in an environment that CARES about the children and families of Nevada.

**Mission Statement**  
 The mission of Desert Willow Treatment Center is to provide quality, individualized mental health services in a safe and culturally sensitive environment collaborating with caregivers, community, and other providers to ensure that children and families of Nevada may achieve their full human potential.

Photograph by: Dr. Fontenelle-Gilmer

<b>Desert Willow Treatment Center Expectations</b>							
<small>Photograph by: Dave Blake</small>							
<b>At Desert Willow Treatment Center Everyone C.A.R.E.S.</b>							
	All Campus	Nurses Station	Hallway	Unit	Gym	Classrooms	Courtyards
<b>C</b> onsistent	Follow Directions	Ask to approach	Walk in a line	Participate in all unit activities	Positively Participate	Attend school	Follow Directions
<b>A</b> ccountable	Maintain Personal Space	Wait for permission to approach	Stay together	Focus on your own treatment Clean Up	Put equipment away Use equipment appropriately	Be prepared	Stay within eyesight
<b>R</b> espectful	Be Considerate of Self & Others Use Appropriate Voice Level	One Person at a Time Voice Level 1	Walk quietly Voice Level 0	Practice patience Voice Level 2	Show Good Sportsmanship Voice Level 3	Raise hand and wait to be called on Voice Level 2	Stay in your personal space Voice Level 3
<b>E</b> xpress in the Positive	Truthful Helpful Inspiring Necessary Kind	Express what is needed when asking to approach	Hold the door for others when asked	Catch people doing the right thing (5 to 1)	Encourage each other Give High 5s	Ask for help	Give High 5s
<b>S</b> afe	Protect Self Be Mindful of Others	Only staff allowed in nurses station	Walk	Walk Use coping skills Use items for their intended use	Use coping skills Follow the Activity Rules	Stay seated Put things away	One foot on the ground at all times



# Universal CICO

## ANYTIME POINTS MENU

\*\*\*Anytime Points can be earned by being caught engaging in the Expectations. Anytime Points are up to the discretion of staff and can be earned through the day. You must be a Level I or higher to use Anytime Points. OR level may not purchase items from this menu.

May Buy	For
<b>One point on the tracking log.</b> (This is for points not earned on that reporting period only and the points must be bought back from the staff during Check In/Out and at the discretion of that staff)	<b>2 Anytime Points</b>
<b>Video game time</b> (15 minutes of game time)	<b>Level I = 20 Points</b>
<b>Extra video game time.</b> Must be on the Level II and above (Maximum is 15 minutes per day)	<b>Level 2 = 15 Points</b>
	<b>Level 3 = 10 Points</b>
	<b>Level 4 = 5 Points</b>
<b>Extra phone call</b>	<b>10 points for 5 minutes</b>
<b>Extra phone time.</b> (To be used in 5 minute blocks and a maximum of 5 minutes extra per call)	<b>5 points for 5 minutes</b>
<b>60 minutes of Extra pass time</b> (To be used in only 60 minute blocks and only 60 minutes per week)	<b>60 minutes for 20 points</b>
<b>Extra shower time</b> (Must be used in 5 minute blocks and a maximum of 5 minutes per day)	<b>Level 1 = 10 points</b>
	<b>Level 2 = 10 points</b>
	<b>Level 3 = 5 points</b>
	<b>Level 4 = 5 points</b>
<b>30 Minute Later bed time</b> (May only use once per night)	<b>Level 2 = 15 points</b>
	<b>Level 3 = 10 points</b>
	<b>Level 4 = 5 points</b>

### Tracking

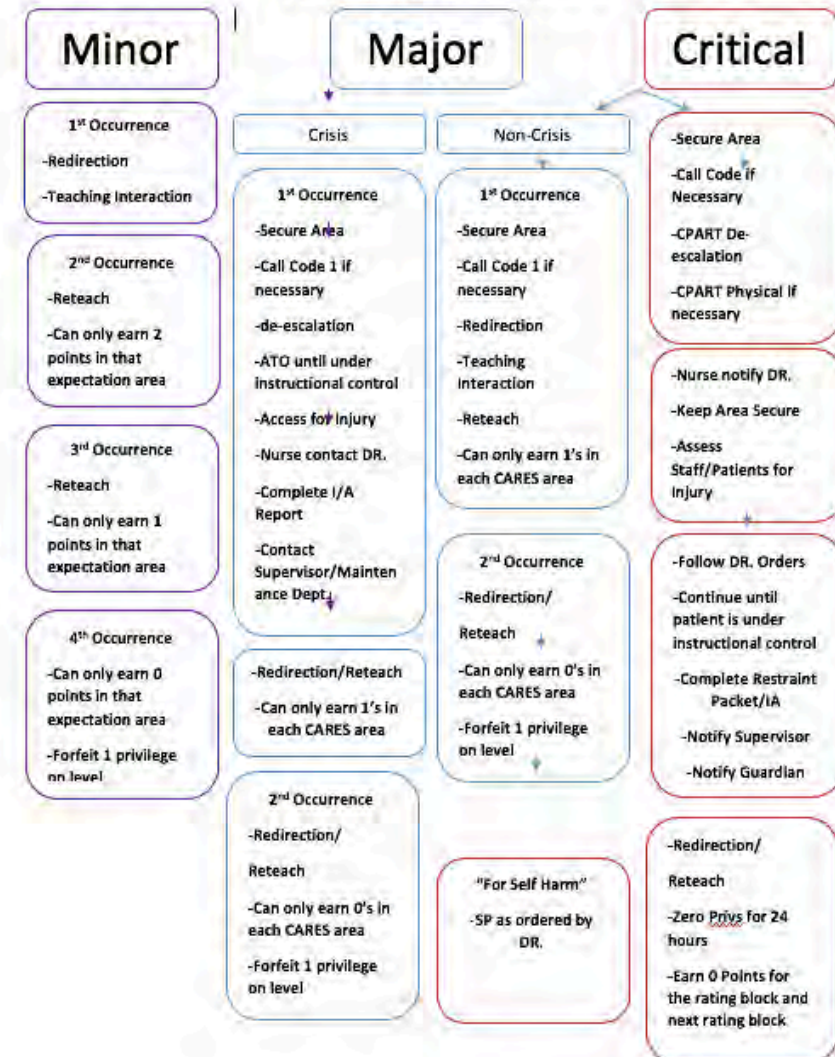
1st Rating Period NOC-10:30 am	Consistent	0	1	2	3		
	Accountable	0	1	2	3		
	Respectful	0	1	2	3		
	Express in the Positive	0	1	2	3		
	Safe	0	1	2	3		
	<b>CARES Points</b>						
	Anytime Points						
		Staff		Patient			
Check In / Check Out (initials)							



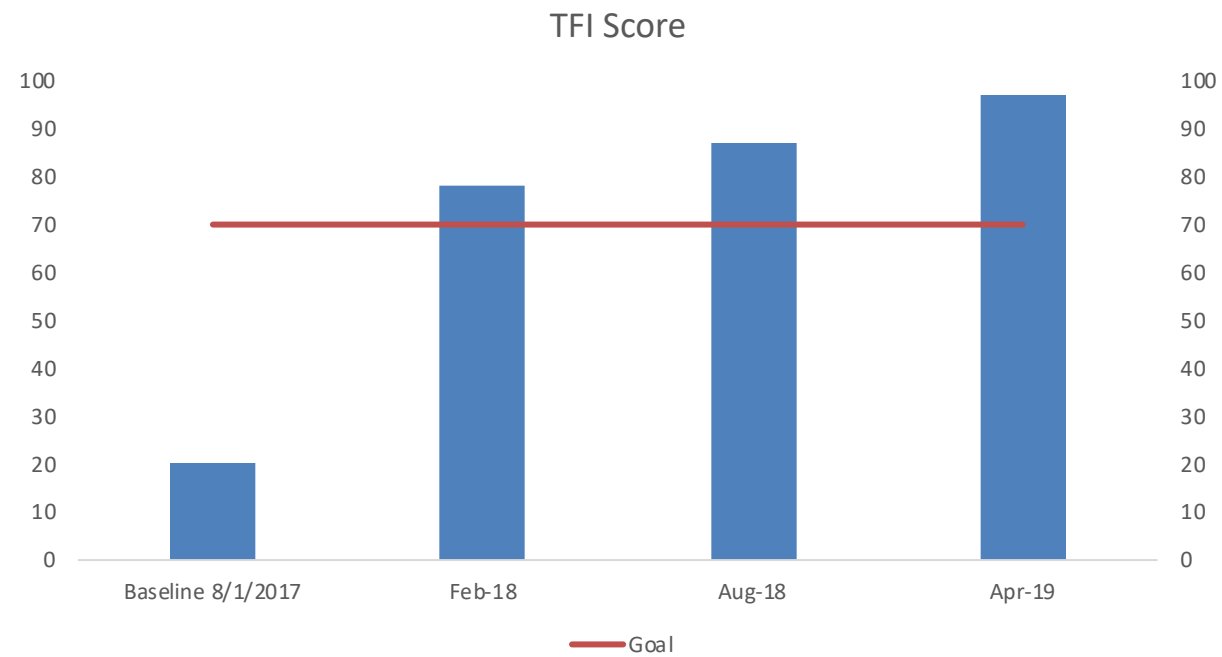
# Responding to Behavior Incidents

2/15/2018	<b>P1</b>	<b>C</b>	<b>2</b>	kept going near the quietroom when a patient was in the quietroom.
2/15/2018	<b>P1</b>	<b>A</b>	<b>2</b>	going into therapist office without permission.
2/15/2018	<b>P2</b>	<b>R</b>	<b>1</b>	rude, limit testing and disruptive during bingo.
2/16/2018	<b>P1</b>	<b>C</b>	<b>0</b>	went into RN station, off task, rude, horseplay
2/16/2018	<b>P1</b>	<b>A</b>	<b>2</b>	feeding into negativity, antagonizing peer
2/16/2018	<b>P1</b>	<b>E</b>	<b>2</b>	cursing, my-way thinking
2/16/2018	<b>P3</b>	<b>C</b>	<b>0</b>	cursing
2/16/2018	<b>P3</b>	<b>E</b>	<b>0</b>	bickering
2/16/2018	<b>P4</b>	<b>C</b>	<b>0</b>	cursing
2/16/2018	<b>P4</b>	<b>R</b>	<b>0</b>	disruptive past bedtime

Teaching Flowchart

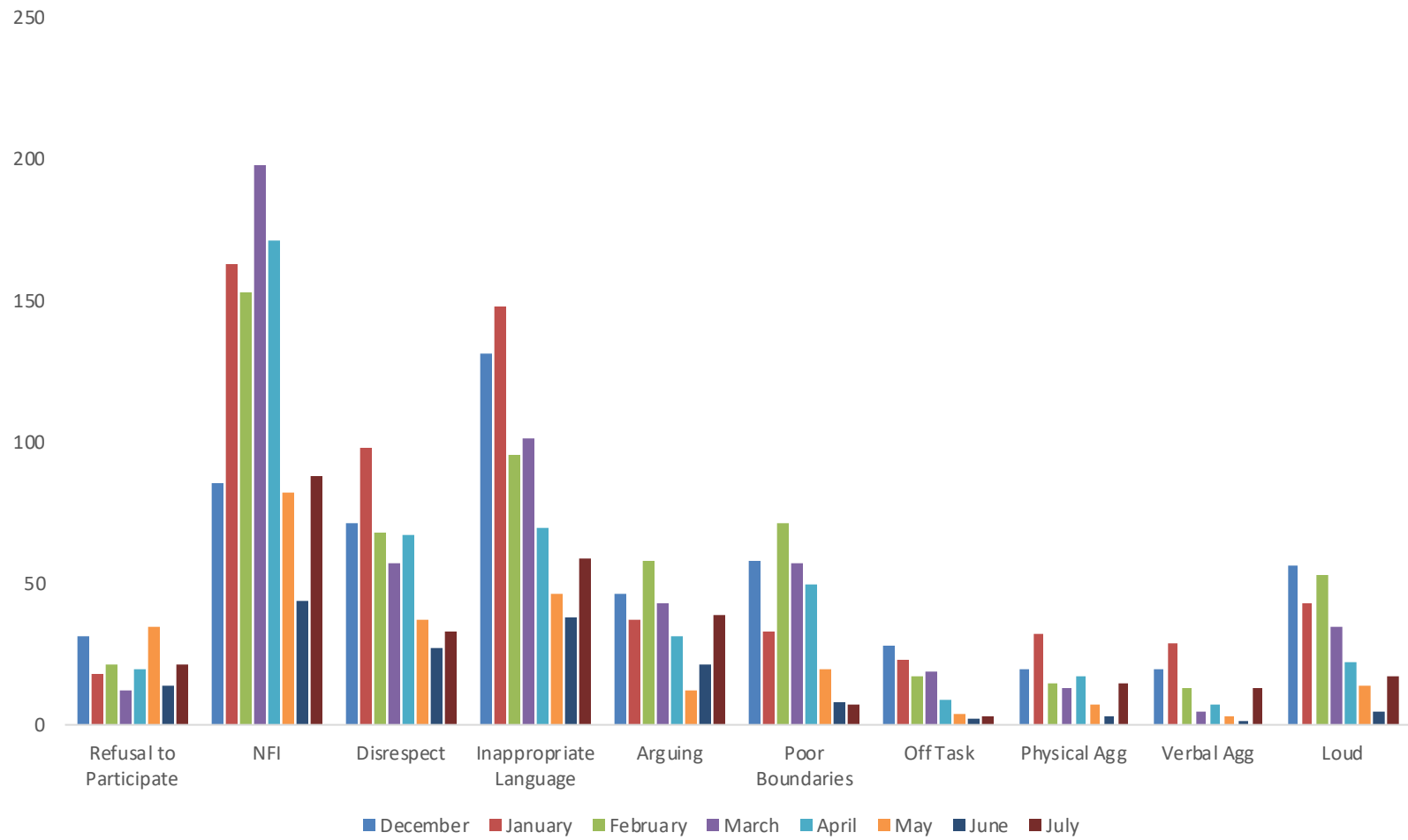


# Fidelity



# Outcomes

RTC Target Behaviors By Month



# Addressing Unique Systems Barriers

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- Differing philosophical backgrounds
- Transiency of population makes it challenging to review data
- Defining practices at Tier 2/3



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# YOUTH PAROLE



# History

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- High rates of recidivism
- High rates of AWOL
- Desire to carry supports from facilities to home environments
- Desire to increase family engagement
- Implementing PBIS since 2019



# Demographics

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- Parole office North (Reno) and South (Las Vegas)
- Approximately 190 youth on parole
- About 10% of youth on house arrest
- Youth live in their home communities and have regular contact with parole officers



# Implementation Pilot Examples



## Family Day at the Reno Youth Parole Bureau

Join us for an information and feedback session.

When: 2/15/18 5pm-6pm

Where: Youth Parole Bureau

Snacks will be provided!

We hope to see you there!



Nevada PBIS Technical Assistance Center  
College of Education  
University of Nevada, Reno/0285  
Reno, NV 89557-0502

# Outcomes

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- The snacks have been helpful in being able to have longer conversations with the youth. When they are sitting in my office and have a snack they don't seem like they are in such a hurry to just get up and leave. Thank has been helpful.
- This program has played a significant role in increasing the youth's willingness to engage with Parole and openly communicate with supervising Officer. The youth walk out of the office with a smile and look forward to returning for the following visit.
- I am surprised at how much of a difference the program has helped improve on-time and regular weekly check-ins for my parole kids. Thank you!!
- It is a simple gesture that changes the dynamic of meetings to a more comfortable atmosphere.



# Addressing Unique Systems Barriers

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- Youth are not in a facility so oversight and control over environment is minimal
- Large population around entire state
- Resistance to change existing practices, especially around data entry and analysis
- VERY large data base makes decision making challenging



# Join us at our Nevada APBS Conference!

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**Nevada Association for Positive  
Behavior Support Annual Conference**  
December 9-10, 2019 Reno, Nevada



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College of Education  
University of Nevada, Reno/0285  
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# THANK YOU!

---

Ashley Greenwald, Ph.D., BCBA-D, LBA  
Project Director/Principal Investigator

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775-784-8218



### **Exemplars:**

- Ashley Greenwald,  
University of Nevada  
Reno
- Shiralee Poad,  
University of  
Melbourne (AUS)

### **Lead Presenter:**

- Brenda Scheuermann,  
Texas State University,  
National PBIS TA  
Center

# A8 - Extending the Reach of PBIS to Novel Environments

# WHEN WORKING IN YOUR TEAM

*Consider 5  
Questions*

- 1. How does this compare to our priorities?**
- 2. Who would do this work?**
- 3. Where would this work live (e.g., responsibility)?**
- 4. What should we stop doing to make room for this work?**
- 5. How will we assess whether it's (a) implemented well and (b) working?**

# PBIS in Novel Environments



Disciplinary alternative education settings



Juvenile justice settings



Residential mental health treatment settings



Other residential settings



Adult correctional settings

For more information  
about PBIS, or PBIS  
applied in alternative  
settings

[Brenda@txstate.edu](mailto:Brenda@txstate.edu)

PBIS.org

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OSEP TECHNICAL ASSISTANCE CENTER

SCHOOL FAMILY COMMUNITY TRAINING RESEARCH

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

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# PBIS in Juvenile Justice Programs: Planning for Long-Term Implementation

Michael R. Turner & Brenda Scheuermann, *Texas State University*

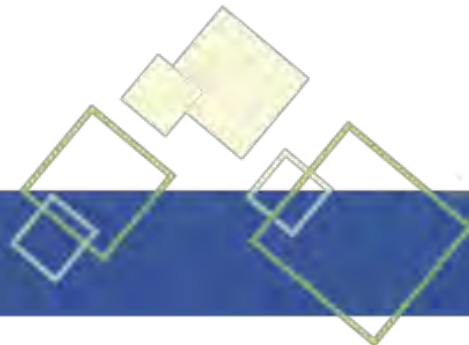
*This Practice Brief was developed as result of the roundtable dialogue that occurred at the 2019 PBIS Leadership Forum in Chicago, IL and is intended to be a practical tool and resource for anyone who is leading or supporting PBIS in juvenile justice programs or other types of alternative, residential programs. Common reasons that can prevent sustainability of PBIS over time and recommendations for enhancing sustainability will be described.*

## Overview

The last decade has witnessed expanded interest in potential benefits of PBIS applied within secure juvenile correctional facilities and other alternative settings (Scheuermann & Nelson, 2019). Several state initiatives have reported decreases in major and minor behavioral infractions resulting from appropriate implementation of PBIS practices (Jolivette, 2016). Of specific interest for this brief is the long-term sustainability of practices that have produced encouraging outcomes initially. PBIS's expansion from public schools to alternative settings must be considered in early stages, yet anecdotal indicators have emerged suggesting challenges with long-term implementation, particularly after the turnover of personnel who were early advocates of PBIS in these alternative settings. Early indications suggest that without targeted planning for long-term implementation, positive outcomes do not automatically translate into long-term cultural shifts that sustain themselves regardless of personnel in leadership roles.

## Inquiry

The last decade's experience with PBIS in juvenile justice and other alternative settings has enabled an improved understanding of unique opportunities and challenges in such settings compared to traditional public schools. Experiences of early adopters within these alternative settings, including consultants, technical assistants and coaches who facilitate implementation, suggest that planning for long-term implementation requires additional response to the unique opportunities and challenges presented. This RDQ sought input from participants about their planning experiences and resulting beliefs in light of practice that may improve long-term implementation.



## Sustainability

According to Han and Weiss (2005), sustainability is defined as ongoing implementation of an intervention, practice, or program, with fidelity to the core principles of the intervention, even after initial support resources have been withdrawn. A generally accepted standard for sustainability of PBIS in traditional schools is 3 to 5 years of successful implementation (Coffey & Horner, 2012).

Sustainability of PBIS should not be assumed or taken for granted. Any new initiative has the potential to be susceptible to forces that can weaken the initiative to the point where it disappears. In the early stages of planning and implementation, steps should be taken to mitigate factors that may impede long-term, sustained implementation. Over time, continued attention to the core features and systems of PBIS will help to ensure that implementation continues with fidelity. Scheuermann and Nelson (2019) have identified the following practices as important to sustainability:

- Build buy-in and plan for support and leadership from program, facility, and/or agency leadership
- Build buy-in from staff
- Establish PBIS leadership teams at the facility and central office level that are representative of the disciplines that provide services for youth
- Ensure relevant data are easily accessible to PBIS coordinators, leaders, and teams; ideally, the data system should be able to produce disaggregated (by location, time, behavior, and other variables of interest) reports, preferably in graph formats that facilitate analyses
- Plan infrastructure support needed to facilitate implementation with fidelity and to sustain PBIS over time
- Design PBIS features and systems in ways that respect local contexts, cultures, and values, while maintaining the core principles inherent in each feature or system
- Develop policies and procedures to support continuous regeneration of PBIS

## Roundtable Dialogue Participants and Topics

Participants included representatives holding diverse roles from a broad spectrum of juvenile justice facilities and other alternative settings. Voices included a national director for research and technical assistance; a technical assistant for a statewide PBIS initiative; a school principal; and a representative in a statewide role working with psychological rehabilitation facilities. Other voices included county level behavior support personnel; behavior coaches, at least some of whom hold board-certified behavior analyst credentials; social emotional support personnel within school district operations; a statewide Education representative in juvenile justice settings; and front-line correctional officers in a state-run facility.

## Roundtable Discussion Topics

For this roundtable discussion, we posed questions that reflected best practices for designing PBIS systems with the goal of sustaining implementation over time. In the following sections, we present each of those questions, followed by a brief explanation of the practice addressed in the question. Finally, we summarize input from participants and information and examples from Forum presenters. Due to time constraints, we focused on four critical questions.

### What practices effectively build staff buy-in?

Staff buy-in for new initiatives is important to sustainability, and building staff buy-in for PBIS is a recommended first step in PBIS planning. While not directly discussed in our roundtable discussion, we wish to note that research has documented job satisfaction and organizational commitment as predictors of staff turnover in juvenile correctional facilities (Katz, Wells, Minor, & Angel, 2012). The U.S. Departments of Education and Justice (2014) urge juvenile justice facilities to establish a facility-wide safe and positive climate. School climate has also been identified as an important factor in teacher retention (Thapa et al., 2013), and improvements in facility-wide climate in juvenile justice facilities has been attributed to PBIS (Ennis & Gonsoulin, 2015). Thus, while a direct link has not been documented, a potential outcome of successful and sustained PBIS implementation may be higher staff retention. Initial buy-in, therefore, is important for many reasons, both immediate and long-term. The practices suggested by roundtable participants voiced diverse considerations for building buy-in and centered around the following areas:

***Integrated Philosophy and Practices*** Treatment staff may be inclined to see PBIS as an unrelated “add on” duty unless the effort to understand PBIS is framed in a way that communicates how PBIS will benefit youth, and how PBIS tools will help staff perform their jobs more effectively. Efforts should be made to ensure that staff understand how PBIS can seamlessly integrate into other areas of programming, and how PBIS supports and strengthens existing treatment and behavior management activities. A holistic view of youth that emphasizes connections between a youth’s treatment and daily life may help front-line staff view PBIS as a way to reinforce treatment goals. Furthermore, helping staff understand possible reasons for youth misbehavior, such as inconsistent or unclear expectations, not knowing how to meet expectations appropriately, or functional explanations (e.g., problem behaviors to obtain attention or as a means to escape undesired activities), and emphasizing how PBIS practices address those reasons, may motivate staff to embrace PBIS. Indeed, reductions in problem behaviors reported in secure correctional care settings after PBIS implementation belies that many infractions are related to issues above.

Many treatment staff will appreciate that reducing minor day-to-day problem behaviors through PBIS, can help treatment teams respond and intervene more effectively in the complex socioemotional, cognitive-behavioral, and interpersonal needs of incarcerated adolescents. Both authors have worked with treatment providers who state that they are able to conduct therapeutic treatment groups more effectively when Tier 1 PBIS practices are in place, which reduces low-level problem behaviors that could disrupt group processes.

Thus, helping all staff within a facility understand how PBIS integrates with other treatment and programming activities may facilitate buy-in. Not making these connections runs the risk of PBIS being viewed by staff as “yet another” add-on responsibility.

***PBIS Leadership Team Considerations*** Compared to public schools, correctional care facilities historically have had less of an egalitarian culture and more of an authoritarian culture driven by top-down directives. Reasons for this include the overarching priorities of safety and security and a need for structure that can respond quickly to critical events and take decisive action when needed. The authoritative orientation assumes heightened relevance when addressing deeply embedded practices.

Accordingly, the PBIS leadership team needs to have a clear vision of what they want to accomplish with PBIS. The team needs individuals with decision-making authority, and should be kept to a manageable size. The PBIS team will be well-served to limit its size to 6-8 personnel who can flush out necessary considerations and reach consensus. Of note, Blenko, Mankins and Rogers (2010) reported that each additional person on a workgroup after seven reduces the workgroup’s decision effectiveness by ten percent. An odd numbered membership facilitates decisions when facing a split vote, but the spirit of PBIS calls for consensus as much as possible. An even numbered workgroup may help demonstrate consensus over tight decisions.

Notwithstanding a PBIS team of limited size, many decisions benefit from and need broad conversation and input prior to settlement. We recommend that an efficiently sized PBIS team make liberal use of task forces or work groups with broad participation to make recommendations for the PBIS team’s consideration.

***Sequence of Initiatives*** PBIS leadership teams are advised to be mindful about the sequence of PBIS plans. By beginning with “low hanging fruit” (i.e., achievements that are relatively easy to reach), the team can build upon a sense of celebration and momentum. With previous wins of modest complexity, the team will be in better position to tackle more challenging problems moving forward. See the following example:

- One secure care facility started PBIS in their Education program. The first activities they implemented, after they developed their rules matrices, were activities for active teaching of expectations. The PBIS team decided to start with these activities because this was a familiar component that could be implemented relatively quickly, was familiar to the teaching staff, and required little in the way of modifying typical daily routines in the classroom. Other Tier 1 components were implemented over time, but starting with teaching activities was a way for staff to experience PBIS in a familiar way. Also, staff reported positive effects on youth behavior with the teaching activities alone, which enhanced their openness to other Tier 1 components.

***Solicit Input on PBIS Components*** One practice that appears to strengthen buy-in is to obtain input about PBIS components. Obtaining staff input is particularly important in the early stages of planning components. One facility used an iterative process in which the leadership team drafted components (e.g., rules matrices), then made those available to all staff for feedback. The team then incorporated that feedback and sent that draft for staff approval before finalizing the rules posters, lesson plans, and other components. Giving staff this much say about PBIS components that they will be expected to implement on a daily basis may lead to better staff support and implementation for those components. Following are ideas generated by our RDQ participants:

- A popular method of tracking consensus involved using red, green and yellow markers with which staff could quickly identify and share how they were feeling about any given component under consideration.
- During the planning stages, it would be useful to use a memorable acronym for reference to the general overarching expectations, or a facility motto that can “brand” PBIS. Sites without a memorable acronym face additional challenges in training staff to remember and sustain behavioral expectations proactively.
- Another means of getting staff input into general behavioral expectations and rules matrices is to ensure the matrices capture all significant locations and activities where youth spend time and ensure staff responsible for those locations and times have input.
- Consider a regular cycle of feedback through formalized processes when beneficial (e.g., monthly, quarterly, or annually to shape behavioral expectations over time).

***Ensure Contextual Match*** Agencies and facilities must adapt aspects of PBIS to fit their local customs and culture, while retaining essential features of the PBIS approach. Celebrations, for example, will be more meaningful if they reflect local values and meaning. Sometimes a contextual match can be achieved simply by relabeling a practice. “It’s all in the packaging,” says a practitioner who works with group homes and alternative psychological rehabilitation settings. The practitioner shared a story of a facility that objected to using point cards for youth. However, with a modest revamping, the facility was pleased to use stamp cards instead, which carried the same function as the point cards.

**Initial Orientation** Front line staff must begin by knowing generally what PBIS is trying to accomplish. They need a general orientation to understand PBIS and the basic behavioral principles and terminology upon which many PBIS practices are based. Such introductory training should address potential areas of confusion and anticipated errors of learning, as well as provide direct instruction in Tier 1 components. Following are recommendations for initial orientation from colleagues with experience leading PBIS in secure care:

- Time will be well spent to review existing curricula, policies, and procedures prior to any training, to search for pre-existing messages that may be inconsistent with PBIS.
- Training should address those contradictory messages, giving guidance to staff about how to negotiate any contradictions.
- Training should also address current ways of interacting with youth that may need to be done differently with PBIS. For example, rather than saying, “You’re out of dress code!”, in PBIS we would remind the youth of the rule regarding dress code.
- Training should also address common misperceptions. For example, one common misperception is that PBIS is simply “behavior modification” that consists only of rewards. Be sure to highlight the range of evidence-based Tier 1 practices (establishing clear and specific expectations, actively teaching expectations, establishing consistent responses to minor misbehavior, etc.). Further, when introducing the PBIS acknowledgement systems, it may be helpful to counter common complaints about “rewards” (e.g., rewards are the same as bribery, if I give a youth a reward, she’ll expect it for everything she does, rewards are bad).
- Because juvenile justice staff historically are taught not to interact with youth in ways that could be perceived as inappropriate relationships, introducing PBIS should include teaching staff PBIS practices that facilitate healthy relationships. For example, giving specific verbal acknowledgment for rule-following behaviors is a healthy and appropriate practice, and can facilitate improved and healthy relationships between staff and youth.

Getting ahead of these anticipated areas of confusion and misunderstanding will go a long way to staff being more open and receptive to PBIS, in part because you are helping them unlearn information that may interfere with their motivation to use PBIS with fidelity.

Establishing staff buy-in for PBIS is important in the early stages of planning and development, yet discussion participants also suggested that maintaining staff support over time is equally important. The following activities were discussed as a way to promote ongoing staff motivation for PBIS.

**Refresher and Advanced Training** Once staff begin implementing PBIS, they may need additional instruction in implementing certain PBIS components with fidelity. When fidelity of implementation is achieved, additional training in more advanced components may be indicated, or training in additional tiers of support. As staff become more familiar with PBIS concepts and practices, continued training can lead to a deeper understanding of what they are doing and why.

- Use of teacher workdays for training may allow non-teaching staff to train together with the teaching staff. Combined learning opportunities help to improve common buy-in and understanding.
- As a technique for clarifying learning, our discussion participants identified the use of non-examples, as well as examples, to be as useful for training staff as they are for training youth. Including non-examples in training is a useful method for not only pre-correcting errors (when used during initial training), but also for correcting implementation errors after the PBIS initiative begins.
- To help identify target areas in refresher training, it can be helpful to give staff a way to submit questions or concerns about PBIS practices. These can be addressed in the next refresher training, or through regular staff communications.

**Data Collection and Reporting** Participants generally agreed that staff become more invested to the extent they can rely on data analyses to be shared widely and regularly. Staff buy in is helped particularly if the data is timely (no more than a month old) and in a user-friendly format such as charts or graphs. Data charts that show “rates” of behavior, i.e., data controlled for number of days per month and daily census changes, are more useful for comparing monthly behavioral trends. Aside from charting behavioral infractions (major and minor), graphic information that reflects positive achievements also helps to provide a foundation for well-earned celebrations. Transparent use of data is helpful, enabling others to analyze patterns and trends for themselves. To the extent others can analyze data, it is important to ensure availability of open communication with the PBIS team to address areas of interest or concern.

Optimal use of data will reflect two different purposes of data collection: fidelity assessment and measuring progress toward desired outcomes. Each must be supported by its own processes to ensure useful results. In addition, it is useful to recall that data collection is different from data-based decision-making. In participants’ experience, data collection is often a more robust activity than using data for making decisions. Agencies and facilities may benefit from seeking opportunities to practice data-based decision-making, gradually expanding applications with increased experience. Finally, participants have found that student and climate survey data may be useful for identifying areas of promise and potential improvement opportunities.

## What infrastructure does a facility need to support and sustain PBIS?

Initial planning should take into account resources that will be needed to sustain PBIS over time and ensure that those resources will be available (Scheuermann & Nelson, 2019). Resources can include funding for training and materials, but should also factor in other resources, such as time and personnel needed to fully implement PBIS activities. Of course, a core PBIS goal is to “work smarter, not harder.” This means that PBIS should not simply be added on to other programming activities and staff responsibilities. Rather, PBIS leadership teams should review existing budgets, teams, and behavior management programs to prevent duplication of efforts and to determine efficient allocation of resources. Below are some ideas shared by participants related to ensuring sufficient infrastructure and resources for PBIS.

**Budget** Give essential elements of PBIS line items in the budget. Tie the budget items to goals within the budget structure so that collectively, the line items support fundamental operations aligned with PBIS principals. Line items can help to ensure formal understanding of who has ultimate responsibility for support and the means to provide it. Specific line items will vary based on facility resources and needs. In some manner, however, resources should be available for functions related to staff development, outside expertise and support, data collection and reporting, incentives and rewards/celebrations, and meeting time for staff.

**Team Meeting Time** PBIS teams need time to meet; even if occasionally, comp time or overtime may be implicated. The PBIS tenet of “working smarter, not harder,” suggests that a review of all meetings is indicated to see where redundancies may be eliminated and needed coordination may be streamlined.

**Dedicated Personnel Roles** Dedicated PBIS coaches offer continuity, on site technical assistance and increased capacity to implement PBIS with fidelity. Participants regarded coaching as a beneficial, if not required, activity. One coach, however, cannot meet all the behavioral and academic needs present at a facility. Facilities benefit from different kinds of coaches to build capacity systemically. Relatedly, staff required to complete PBIS related activities must have time available to complete their assignments.

**Data Capabilities** Data collection and reporting is a fundamental aspect of PBIS implementation. To be beneficial for action planning purposes, data must be timely and in graphic format to facilitate understanding. Opportunities should be sought to streamline data collection as feasible, and ensure the data collected can be useful for necessary reporting and/or tied to behavioral expectations.

## What considerations are important in determining whether PBIS will be implemented facility-wide or in a single program?

With origins in typical school settings, PBIS uses many practices that are familiar to educators (e.g., teaching, acknowledging correct responses, using behavioral data to guide decisions). For these reasons, it may be relatively easy for educational leaders in juvenile justice settings to see the value in PBIS, and to perceive PBIS as a natural fit for the school program. For this reason, PBIS sometimes begins in the education programs of juvenile justice settings. Representatives from one facility, however, described using PBIS facility-wide but scaled back in Education to regroup for strategic reasons. In that instance, a different entity contracted to perform the Education function, and wanted to help teachers better understand how PBIS worked.

Costs and benefits of implementing PBIS facility-wide or in a single program should consider trade-offs related to training, coaching, technical assistance, and databases used for behavior management. A capacity to offer trainers, coaches and technical assistance providers on a scale that matches the scope of implementation, has clear benefits in terms of facilitating a consistent approach and philosophy that minimizes staff confusion. Often in-house roles can be adjusted to accommodate the need for trainers and coaches. Databases that are accessible by all programs within a facility offer streamlined opportunities to compile and report useful data across different divisions. Also of note, fidelity is served when staff use language to address behavioral expectations with youth that mirrors language in rules matrices. Common use of staff language across programs facilitates common understanding among staff and youth.

Implementation facility-wide offers potential for higher levels of consistency in expectations and standards for youth behavior, as well as greater consistency in responses to youth behavior across activities, staff, and settings within the facility. Facility-wide implementation can also improve communication across divisions, which may lead to more unified treatment and behavior management systems. Facility-wide implementation may also enhance sustainability of PBIS because more staff and administrators would likely experience the positive effects of PBIS on youth behavior and facility climate. For these reasons, we urge facilities to pursue facility-wide PBIS. If that is not feasible, at least during the early stages of PBIS, we advocate for making facility-wide implementation a goal, and taking specific steps toward that end.

PBIS teams and leaders can raise awareness of and interest in PBIS among staff and administrators in the corrections side of the facility and ideas and recommendations were discussed. For long-range planning toward a facility-wide approach, the following activities are advised:

**Communicate** Share information about PBIS, formally (presentations, articles in facility or agency newsletter) and informally (conversations). Correct potential misperceptions about PBIS.

**Tout Successes Related to PBIS** When discipline data or anecdotal data indicate positive effects from PBIS, be sure to make those successes known to colleagues outside of Education. Many administrators are eager to hear positive stories and the entire facility can benefit from sharing them widely.

**Invite Participation** Invite colleagues from other divisions to represent their division on the PBIS team, and invite staff and administrators to participate in PBIS activities (developing rules matrices, participate in teaching activities and incentive activities, etc.). At one location, top facility leadership and their assistants attended all PBIS meetings. Their enthusiasm permeated to staff. Where mid-level managers appeared to hold modest or little enthusiasm, top leaders invited their participation to observe, which made a big difference to the doubters.

### How do facilities plan for continuous regeneration (monitoring, adjusting, improving)?

Implementation of PBIS requires a long-term vision and plan. The National Center on PBIS recommends developing a 3 to 5-year action plan that includes goals specific to sustaining implementation with high fidelity (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, 2015). PBIS systems should be dynamic, not static, to allow for PBIS teams to make adjustments as needed, based on data. Because juvenile justice programming is closely regulated by policy, one important consideration in sustainability is to ensure PBIS is included in policy, but that the policy allows for adjustments while maintaining adherence to the essential features and practices of PBIS. Like any organization, juvenile justice facilities must plan for training of new staff, changes in youth population and needs over time, new initiatives that may arise, and other factors that can pose threats to sustaining PBIS. To a certain extent, PBIS policy can attempt to proactively address those potential disruptors, and long-term action plans should include steps to counter potential threats. To support continuous regeneration, participants recommended the following activities:

**Staff Development** Agencies and facilities need supervisors and administrators to be strong coaches. They need staff leads who understand proactivity, and sustained champion roles who can root out complacency. In the development of coaches, be clear about the staff competencies that PBIS coaches are trying to develop and be clear about the competencies necessary to become a talented coach. Support internal development of staff with a clear plan.

**Be Inclusive** Adapt a welcoming approach that values broad-based participation, input and recognition for efforts toward implementation with fidelity. Remember the value of sharing information broadly. Post concise minutes from PBIS team meetings quickly with broad distribution. Be clear about the distribution of responsibilities and timelines. Track follow up activities in the minutes so readers can be clear about direction and progress.

**Formalize Agreements** Where Education and Facilities comprise different entities, formalize mutual understanding with relevant provisions in written agreements related to PBIS. Written agreements will improve mutual accountability and follow through. The period preceding renewal of agreements gives opportunity for progress review and planning to address emerging needs.

**Formalize Celebrations** Where opportunities exist to celebrate milestones along the path to PBIS implementation with fidelity, cultivate a practice of celebrating achievements with appropriate recognitions of progress and staff contributions.

## Resources

- Juvenile Justice section of National PBIS Technical Assistance Center website
- Session A08- Extending the Reach of PBIS to Novel Environments
- Session B08-PBIS in Secure Care: Considerations for Effective Long-term Sustainability – What Are We Getting Into?
- Session C07 Approaches in Implementing PBIS in Juvenile Correctional Facilities

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