Positive Behavior Interventions and Supports in Alternative Settings: An Evidence-Based Framework for Integrated Programming

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Today’s Objectives

• Describe essential systems, practices, and data for PBIS
• Provide a rationale for a system-wide approach to PBIS
• Describe possible modifications or adaptations needed in PBIS systems, practices, and data in alternative settings
• Describe types of adjustments to essential PBIS coaching activities that may be needed for alternative settings
• Locate resources for supporting PBIS in alternative settings
• Describe application of PBIS systems to school policing and school safety
Expectations

Be engaged
Think about how this content applies in programs that you support

Participate
Use Q & A feature for questions
Describe essential systems, practices, and data for PBIS
PBIS is a framework...

- Specifies critical elements
- Allows local teams to design each element to match local needs, priorities, values, program culture
Equity | Science | Values

**Data**
- Number of behavior incidents
- Number of disciplinary actions
- Data that reflect positive behavior
- Other data needed to make effective decisions

**Systems**
- Leadership team
- Training
- Real-time support
- Resources

**Practices**
- Strategies we use to promote positive behavior
Data, Systems, and Practices are organized across three tiers of youth support:

- **Few: Tier 3** - Youth who need the most intensive, individualized interventions.
- **Some: Tier 2** - Youth who need additional supports to benefit from Tier 1.
- **All: Tier 1** - Youth who are successful with Tier 1 supports.
Provide a rationale for a system-wide approach to PBIS
School(s)

- Disciplinary actions

Alternative School

- Disciplinary day school

Juvenile justice and/or mental health systems

- Day school
  - Residential
  - County
  - State

Terminology
PBIS can produce positive outcomes in alternative programs

- Increased youth engagement in programming
- Decreases in youth disciplinary incidents
- Improved staff perceptions of self-efficacy
- Creates a culture focused on teaching/promoting positive behavior
- Positive perceptions of PBIS by staff and youth
Where is PBIS being implemented in alternative programs?

- Over 24,000 typical schools, all levels
- Alternative disciplinary education programs (school districts)
- Residential mental health programs
- Juvenile justice programs
  - Statewide
  - County programs
  - State-level facilities
  - Probation/parole
- Youth programs in adult correctional systems

- West Virginia
- Mississippi
- California
- Nevada
- Oregon
- Arizona
- Washington
- Virginia
- Texas
Juvenile Justice PBIS

The West Virginia Schools of Diversion and Transition provides educational services to over 6,000 juveniles and adults in residential and other state-operated facilities. The State Department of Education and the State Board of Education have assumed an important role in protecting the constitutional rights of this population by providing programs and services that help change their lives.

In 2017, the Office of Diversion and Transition started exploring the idea of implementing PBIS in our schools. Given the fact that our schools were all located in either DHHR facilities, Juvenile Centers or Juvenile Correctional Centers it became apparent that Facility Wide PBIS was the best fit.
Unlike the school-wide PBIS team, a PBIS leadership team can be rather large. Representation from every part of the facility should be included, but not limited to, treatment staff, direct care staff, corrections, administration, education and medical staff. Size and diversity of the team is important. We want to ensure all areas of a facility are represented on the leadership team so this could be administrators to custodial staff. Expect to make adjustments as you progress.

Team meetings should be scheduled a year in advance.

Administrators, superintendents and/or principals must be in attendance. If they are not available, meetings must be rescheduled. This is why it’s important to schedule a meeting one year in advance.

Coaches need to be very flexible. Most of these facilities do not operate on 9 to 5 schedules, so you must be accommodating.

All meets must have an agenda. This agenda should be sent out to members at least one week in advance.

Develop a sign-in sheet with date, names, titles and contact information – you will refer to this often.

Assign a member to take notes/minutes during the meeting.

Keep in contact with your note-taker, and provide positive reinforcement when notes are provided on time. Gentle reminders may be needed.
Facility-Wide PBIS

In 2017 the Office of Diversion and Transition Programs (ODTP) took the initiative to begin implementing the PBIS model in its schools and facilities in a collaborative facility-wide model (FWPBIS). The FWPBIS model utilizes the PBIS philosophy to design a PBIS program that is facilitated throughout the daily milieu as opposed to School-Wide PBIS which is just facilitated during school hours. BJS and DHHR licensed facilities work in collaboration with the ODTP schools to design, implement, and facilitate the FWPBIS model.

Facility-Wide PBIS (BJS)

- Sam Perdue Juvenile Center – Mercer County
- Lorrie Yeager Juvenile Center – Wood County
- Tiger Morton Juvenile Center – Kanawha County

Facility-Wide PBIS (DHHR)

- Board of Child Care – Berkeley County
- Burlington Center – Mineral County
- Davis-Stuart School-Randolph County
- West Virginia Children’s Home – Randolph County
- Cammack Children’s Center – Cabell County
School-Wide PBIS

SCHOOL-WIDE PBIS (BJS)

- Ron Mulholland Juvenile Center – Ohio County
- Vicki Douglas Juvenile Center – Berkeley Center
- Donald R. Kuhn Juvenile Center – Boone County
- Gene Spadaro Juvenile Center – Fayette County
- J.M. Chick Buckbee Juvenile Center – Hampshire County

SCHOOL-WIDE PBIS (DHHR)

- Pressley Ridge Laurel Park – Harrison County
- Pressley Ridge Grant Gardens – Cabell County
- Beckley Center School – Raleigh County
Adult-Education PBIS

- Parkersburg Correctional Center and Jail – Wood County
- Prunytown Correctional Center – Taylor County
- Salem Correctional Center – Harrison County
Describe possible modifications or adaptations needed in PBIS practices, systems, and data in alternative settings.
Adaptions that may be needed in Practices: Tier 1

- Establish expectations for positive behavior, defined for all areas
- Actively teach expectations
- Provide many reminders
- Provide environmental enhancements
- Acknowledge rule-following behaviors
- Increase consistency in responses to rule violations
Considerations for establishing expectations

- Schoolwide or facility-wide?
- Need input from direct care and treatment staff
- Consider expectations embedded within all treatment/behavior management programs
- Focus on observable behaviors may take more time
Establish expectations for positive behavior, defined for all areas and activities.

<table>
<thead>
<tr>
<th>Wake up/Hygiene</th>
<th>Right Place/Right Time</th>
<th>Follow Directions</th>
<th>Participate in Activities</th>
<th>Respect Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get up and stay out of bed</td>
<td>Follow the wake up/hygiene expectations.</td>
<td>Make your bed appropriately and clean up your living space.</td>
<td>Stay in quiet for the entire routine.</td>
<td>Clean up all areas done</td>
</tr>
<tr>
<td>Stay seated in your chair during routine procedure.</td>
<td>Follow all staff prompts.</td>
<td>Place folded night clothes in the basket that is outside the bathroom.</td>
<td>Be on time.</td>
<td>Be ready when staff prompts you</td>
</tr>
<tr>
<td>Listen to and follow adult directions.</td>
<td>Be in dress code</td>
<td>Complete all tasks in the allocated amount of time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stand at the door when the staff prompts that you are next.</td>
<td></td>
<td>Place all hygiene items back in box by 5:45am.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center up on hallway and walk to bathroom without stopping at peers doors</td>
<td></td>
<td>Clean up the bathroom, hallway, and tidy up the laundry room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit bathroom when 3 minutes is complete</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Considerations for actively teaching positive behavior

Staff may not be trained in direct, active teaching techniques

“Talking” is not “teaching”

Consequences are not effective teaching
Actively teach positive behavior

EXPECTED / RATIONALE

Be in the right place at the right time
Being in the right place at the right time shows others that you recognize the importance of being organized and efficient during movement in the correctional setting.

Being in the right place at the right time lessens the opportunities for a person to be involved in something negative.

TEACHING EXAMPLES

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>NON-EXAMPLES</th>
</tr>
</thead>
</table>
| Come into the classroom and go to your assigned seat.  
  - Student goes directly to his assigned seat after he enters the classroom. |   - Student walks around the classroom hitting his peers on the head. |
| Stay in the assigned area until given permission to get your supplies.  
  - Mrs. R: “Thank you for staying in your seat until I get the supplies passed out to you.” |   - Student walks around the classroom and starts getting his supplies. |
| Students should only be out of the assigned area with permission.  
  - Mrs. R: “William, you may go to the overhead projector.” |   - Student gets out of seat and goes to the overhead projector without permission. |

STUDENT ACTIVITY

For each of the classroom rules listed above in blue:

- Teacher will read the rule and read or demonstrate both the example and non example.
- Students will think for a moment and provide more examples and non examples (teacher will discuss why each is a good or non example).
- Teacher will use conversational prompts for each rule and ask students to provide an acceptable response (each student will have a chance to respond to each rule).
- Redirection or further explanation will be provided to students until each has success at each rule.

AFTER THE LESSON (DURING DAY OR WEEK): PRECORRECT, REMINDER, PRAISE

- Beginning of class each day: Teacher will remind students of the classroom rules, asking students to give examples during the reminder. (Over time, this can be faded to 2 or 3 times a week)
- During class: Teacher will give specific praise to specific students for rule-following behavior.
- Kids with difficulties: For students who have difficulty with a particular rule, the teacher will ask them specifically at the beginning of class how they can demonstrate participating in activities, for example. If the student cannot demonstrate properly, the teacher will re-teach the class that particular rule (involving the class helps to keep them all engaged and not make the child with difficulties feel singled out).
Considerations for acknowledging positive behavior

• Staff may be unfamiliar with:
  • Basic concepts of reinforcement
  • Using direct acknowledgements tied to specific behavior expectations
  • Correct use of token systems
  • Choosing incentives that are free or low-cost, function-referenced, skill-building, or oriented toward quality-of-life

• Incentive systems may be tied to level systems
Acknowledge Positive Behavior: Be flexible

Lone Star 200 Club

Group incentive system

Tier 2!
<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>D</th>
<th>W</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-minute shower</td>
<td>$5</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-minute phone call</td>
<td>$8</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Use of flat iron (15 minutes)</td>
<td>$5</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission to Saturday stage creation</td>
<td>$12</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Make PBIS posters</td>
<td>$2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in role play for teaching</td>
<td>$2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have another youth braid hair</td>
<td>$10</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to radio/relax with JCO and 3 friends</td>
<td>$7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nap time</td>
<td>$3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get out of jail free card</td>
<td>$15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay up till 11 pm on late night</td>
<td>$10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suave deodorant</td>
<td>$15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single use shampoo/conditioner (PM)</td>
<td>$3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot; (White Rain, Pantene, VO5, etc.)</td>
<td>$2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel size lotion</td>
<td>$15</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Travel size shampoo</td>
<td>$10</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wear personal shoes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Cost</td>
<td>D</td>
<td>W</td>
<td>M</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Sit on couch during movie time</td>
<td>$1</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pick of TV show for day</td>
<td>$3</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Use of personal radio during shower time</td>
<td>$5</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bottle of water</td>
<td>$2</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6” of Scotch tape</td>
<td>$3</td>
<td></td>
<td>X</td>
<td></td>
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</tbody>
</table>

**TEAM COUGAR ITEMS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>D</th>
<th>W</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marching contest</td>
<td>$500</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Talent show</td>
<td>$600</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Poetry/art contest</td>
<td>$550</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dorm popcorn party</td>
<td>$600</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Additional recreation</td>
<td>$475</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dorm decorates flip flops</td>
<td>$1000</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
**Potential Adaptations/Considerations:**

**Systems**

### Team
- Composition
- Meeting schedule
- Meeting procedures

### Training
- Content differentiated by need
- New staff

### Scope
- School
- Facilities

### Alignment
Support staff in learning and implementing PBIS
Wake-Up/Hygiene:

Ladies, just a reminder for before we begin our wake-up routine: everyone please make your bed, and then wait patiently and quietly in your chair. Listen and follow staff directions. When your name is called, stand in the doorway and wait your turn. As you walk down the hallway, center up and walk without disturbing peers in other rooms. Once you’re in the bathroom, complete your business, place your clothes and products in the appropriate baskets, and clean your area within 3 minutes. Quiet time will be in effect during the entire routine.
Potential Adaptations/Considerations: Data

Alternative programs collect a LOT of data (information)
- Mostly for accountability
- Less so to guide immediate program decisions
- Less so to monitor changes in positive behavior

Information sources are often highly subjective
- Less attention to operationalizing definitions

Access to data is often cumbersome, not user-friendly
- Raw data reports more common than graphed reports
Describe types of adjustments to essential PBIS coaching activities that may be needed for alternative settings
Advice for Coaches

- Listen and learn
- Spend time in all areas of the program
- Be flexible
- Coaching may take more time
- Focus on the overarching principles and goals
- You may need to spend more time on basic concepts
Locate resources for supporting PBIS in alternative settings
Welcome! Get Started with PBIS.
This three-day virtual forum for school, state, district, and regional Leadership Teams and other professionals has been designed to help increase the effectiveness of school environments through PBIS.

Event Overview

The Virtual National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS and provides an opportunity for the Center to share information on the latest applications of PBIS. Center Partners select and organize strands, select session topics, and invite session leaders based on content area expertise. Session leaders invite exemplary presenters from sites known to be implementing specific

Mark Your Calendar Now!
(2/16/21)

The 2021 Virtual PBIS Leadership Forum will be held October 26-28, 2021.
Facility-Wide Tiered Fidelity Inventory (v0.2)

The Facility-Wide Tiered Fidelity Inventory (FW-TFI) is used for monitoring fidelity of PBIS implementation in alternative settings, particularly juvenile justice and other residential programs. This updated version, developed with input from stakeholders from juvenile justice and residential settings includes updated items and scoring criteria. For information about the validation process for the FW-TFI v0.2, please see the link below to the accompanying document, "Facility-Wide Tiered Fidelity Inventory v0.2 Technical Brief."

Facility-Wide Tiered Fidelity Inventory v0.2 Technical Brief

Topic(s): Juvenile Justice
Published: September 7, 2017
Revised: March 8, 2021
Keywords: Evaluation Implementation Secure Care
Suggested Citation: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (June, 2020). Facility-Wide Tiered Fidelity Inventory (v0.2). Eugene, OR: University of Oregon.
Facility-Wide Tiered Fidelity Inventory v0.2

Provides descriptions of the essential features of Tier 1, Tier 2, and Tier 3, and how they should be implemented.

Describe application of PBIS systems to school policing and school safety
Common Concerns

- Lack of systematic, data-based goal planning and monitoring
- Lack of systematic, purposeful communication between SROs and school administration
- SROs called for discipline matters
- Lack of clearly defined roles
National Institute of Justice: A Research-Based Framework for School Policing
Brenda Scheuermann, Principal Investigator

Project Organization

- 6 school districts in central Texas
- Random assignment to treatment or control groups
- 25 secondary schools
- Assess impact across multiple variables

National Institute of Justice, Office of Justice Programs, U.S. Department of Justice Award 2016-CK-BX-0003
## Treatment: PBIS-type Framework

### Framework Components

<table>
<thead>
<tr>
<th>Training, coaching, and support</th>
<th>Representative Teams</th>
<th>Measurable goals</th>
<th>Activities to Achieve Goals</th>
<th>Data-driven decisions</th>
</tr>
</thead>
</table>
| • Officers  
  • Educators | • Educators  
  • SROs  
  • Students  
  • Community | • School safety/climate | • Must involve SRO | • Goal-specific data |

- Measurable goals:
  - School safety/climate

- Activities to Achieve Goals:
  - Must involve SRO
SBLE Framework

A manual published by the:
Texas School Safety Center
Texas State University

PARTICIPANT MANUAL

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Component 3: Training School Police Officers and School Staff .............................. Pg 19
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Decrease the number of e-cigarette disciplinary referrals by 25% by the end of the 2019-2020 school year.

Disciplinary referrals for e-cigarettes

Student survey (grades 10 – 12) to assess perception of e-cigarette use compared to previous year.
Example: Activities

- Presentations at freshmen retreat (SROs, administrators, students)
- New restroom policy, with color-coded passes
- Increase supervision in key locations
- Student written and produced videos
Project Evaluation

- Discipline Data
- Student Surveys
- Officer Encounters
- Administrator and Officer Interviews
- Fidelity Measures
A few successes we are seeing so far

• SROs and administrators appreciate the intentional communication and collaboration

• SROs and educators appreciate increased understanding of SROs’ role

• SROs are already engaging in many informal student supports:
  • Mentoring
  • Check-ins
  • Identifying students in need
  • Discussions with counselors

• SROs want to engage in proactive, supportive activities

• Reductions in problems targeted in goals
How to use this approach in your own district or school

Learn
Learn more about SROs’ current roles
Who do SROs report to?

Include
Include SROs on PBIS teams, training
Include proactive school safety goals in planning

Consider
Consider what SROs are already doing, and build upon those activities
Consider SROs in Tier 2, Tier 3 planning
Review SRO's data as part of PBIS

District level
Consider policies/plans for SROs’ activities
Questions? Would you like additional information?

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