### D1 - Voices from the Field: Implementing Tier 1 in Alternative Settings

_Brenda Scheuermann, Texas State University_  
_Kim Wood, Placer County Office of Education (CA)_

- Topic: Juvenile Justice  
- Keywords: Alternative Settings, Tier 1

#### Virtual Forum Expectations

<table>
<thead>
<tr>
<th>BE RESPONSIBLE</th>
<th>BE RESPECTFUL</th>
<th>BE SAFE</th>
<th>For Presenters</th>
</tr>
</thead>
</table>
| Use a shared action plan for your team  
Complete session evaluations  | Limit distractions  
Follow up on your assigned action items  | Take movement breaks  
Be aware of your stress level  | Ensure Files Tab has current materials and related weblinks  
Complete scheduled related activities |
| Post positive topic comments  
Questions for the presenters go to the Polls tab  | User-inclusive language  | Engage in productive dialogue  | Monitor and remove inappropriate comments  
Identify common Qs to address in final 15 minutes |
| Add questions before and/or during session  | Use inclusive phrasing  
Complete additional polls when prompted  | Ask solution-oriented questions |

#### Tips for Participants

**Finding Your Registered Sessions in Pathable**

**Your Personalized Schedule (My Agenda)**

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**

---

Tips for Participants

Chat, Polls, and Q&A

1. **Use Chat** for engaging with other participants around the session topic. Presenters may use chat differently in specific sessions.
   - Follow overall Forum expectations for responsible, respectful, and safe chatting.
2. Find the **Q&A under Polls**. Questions for presenters go there.
3. Some sessions have other **Polls or more Specific Questions**. Complete those when prompted.

---

Tips for Participants

Be careful of accidently navigating away

**While participating in a live Session…Be Present!**
- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.
- What does navigating away look like? Here are some examples:
  1. Closing on any area of the navigation menu
  2. Closing on a Person’s name
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:

Learning Objectives

By the end of this session, you will be able to describe:

- Strategies for addressing common challenges of Tier 1 implementation in alternative programs
- Purposes, sources, and applications of PBIS data in alternative settings
- Strategies for designing Tier 2 supports
Staff and Youth Buy-In

Listen for these ideas:

- Representation from all staff
- Used a template – Template is in Handouts
- The importance of support strategies for staff
Listen for these ideas:

• The importance of having decision-makers and direct care staff representative at PBIS meetings
• How they used staff incentives to help improve implementation fidelity (buy-in)
Part 2: Teaching

JoDonna Burdoff
West Virginia Schools of Diversion and Transition

Rebecca Smith
Principal, Gene Spadero Regional Juvenile Center

Listen for these ideas:

• The importance of teaching expectations, especially in short-term programs
Listen for these ideas:

- The time allocated for teaching expectations
- Strategies used to teach youth and staff
- Use of effective teaching practices, such as modeling
Part 3: Using Data to Guide Decisions

Listen for these ideas:
- Sharing data with all staff
- Using data to monitor progress
- Comparing data to historical performance
Listen for these ideas:

- Different types of data are used for different purposes

Listen for these ideas:

- Analyzing data for patterns
- Using real-time data to intervene early in developing problems
Part 4: Tier 2

Stephanie Moore
Davis-Stuart School

Listen for these ideas:
- Data used to identify youth for Tier 2 supports
- Nature of Tier 2 supports
- Effectiveness of Tier 2 supports
Part 5: Youth Voice
A young man who is a resident of a juvenile justice program talks about his perceptions of PBIS
Listen for what this young man has to say about PBIS:

- What he has learned from PBIS
- His perspective of feedback that he receives from staff
- How youth are taught expectations
- What 5:1 means

This clip is audio only, to protect the identity of the young man.

5 minutes, 34 seconds
## Highlights and Reflection Section 1: Buy-In

<table>
<thead>
<tr>
<th>FW-TFI Item</th>
<th>Specific Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1: Team Composition</strong></td>
<td><em>Andy and Ben from Board of Child Care:</em> wide range of representation/different disciplines involved. <em>Stephanie from Davis-Stuart School:</em> Included members from all departments. Also, specific ways that they solicited youth voice.</td>
</tr>
<tr>
<td><strong>1.9 Staff Feedback and Acknowledgement</strong></td>
<td><em>Stephanie from Davis-Stuart School:</em> Processes for staff acknowledgement; parallels with same principles that we follow with youth acknowledgement.</td>
</tr>
<tr>
<td><strong>1.10 Staff Involvement</strong></td>
<td><em>Andy and Ben from Board of Child Care:</em> Variety of opportunities for input about elements of the program.</td>
</tr>
</tbody>
</table>
## Highlights and Reflection Section 2: Teaching

<table>
<thead>
<tr>
<th>FW-TFI Item</th>
<th>Specific Examples</th>
</tr>
</thead>
</table>
| **1.4 Teaching Behavior Expectations to Youth** | Rebecca (Principal, GSRJC) and JoDonna (West Virginia Schools of Diversion and Transition): Embedded the “permanent products” that they created into their intake system.  
Stephanie from Davis-Stuart School: Another systematic process to address high student turnover – paired up with assigned staff. |
| **1.7 Staff Professional Development** | Stephanie from Davis-Stuart School: Processes for individual staff training as well as an annual refresher.                                           |
## Highlights and Reflection Section 3: Data

<table>
<thead>
<tr>
<th>FW-TFI Item</th>
<th>Specific Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.10 Staff Involvement</strong></td>
<td>Two staff from Secure Facility in the Western US: Referencing tracking of facility-wide trends over a long period of time to evaluate the effectiveness of the program.</td>
</tr>
<tr>
<td><strong>1.13 Discipline Data</strong></td>
<td>Stephanie from Davis-Stuart School: Sharing data with all staff. Using various data sources (tickets, points) for ongoing data analysis and action planning.</td>
</tr>
<tr>
<td><strong>1.14 Data-Based Decision Making</strong></td>
<td>Valerie (Millcreek of Raleigh) and Selina (REACH Mississippi): Minors and majors to analyze site-wide needs; surveys to get staff and resident feedback; BoQ and FW-TFI for fidelity. Sharing discipline data with residents.</td>
</tr>
<tr>
<td><strong>1.15 Fidelity Data</strong></td>
<td>Andy and Ben from Board of Child Care: Data from scanner system for pro-social behaviors, in addition to online discipline data. Used as ongoing facility-wide decision making as well as identification of day-to-day proactive support needs.</td>
</tr>
<tr>
<td><strong>1.16 Annual Evaluation</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Highlights and Reflection Section 4: Advanced Tiers

<table>
<thead>
<tr>
<th>FW-TFI Item</th>
<th>Specific Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 Screening</td>
<td><strong>Group Supervisor (Secure Facility in the Western US):</strong> References outliers with examples of higher support needs.</td>
</tr>
<tr>
<td><strong>2.3 Screening</strong>&lt;br&gt;<strong>2.6 Tier II Critical Features</strong>&lt;br&gt;<strong>2.7 Practices Matched to Youth Need</strong>&lt;br&gt;<strong>2.11 Youth Performance Data</strong></td>
<td><strong>Stephanie from Davis-Stuart School:</strong> Examples of types of data used (e.g., below a point threshold; figuring out “why” and developing an appropriate support with key features and soliciting youth input and agreement; ongoing frequent monitoring of progress and discussion with youth.</td>
</tr>
</tbody>
</table>
# Highlights and Reflection Section 5: Youth Voices

<table>
<thead>
<tr>
<th>FW-TFI Item</th>
<th>Specific Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.4 Teaching Behavioral Expectations to Youth</strong></td>
<td>This student clearly describes the site values and behavioral expectations, as well as staff practices, evidence that these have been consistently taught.</td>
</tr>
<tr>
<td><strong>1.6 Policies to Address Youth Challenging Behaviors</strong></td>
<td>Student describes some of the instructive elements that are tied in with staff responses to challenging behaviors.</td>
</tr>
<tr>
<td><strong>1.8 Youth Feedback and Acknowledgement</strong></td>
<td>This student describes the contingencies related to feedback and also speaks to the efficacy of this facility’s practices.</td>
</tr>
</tbody>
</table>
Please Complete this Session’s Evaluation

Session #D1 - Voices from the Field: Implementing Tier 1 in Alternative Settings

1. In the Event Platform/App: OR 2. QR Code
   • In “Files” tab,
   • In “Evaluations” in the navigation menu
   • In “Chat”

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous! We send reminder emails to all participants.

Virtual PBIS Leadership Forum | #PBISForum October 26-28, 2021