PBIS in the Raleigh Therapeutic Group Home

Session 1-F

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- **Topic:** Juvenile Justice/Alternative Programs
- **Keywords:** Alternative Programs, Special Education, Fidelity, Systems Alignment

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

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Strand Overview

Strand F: PBIS in Juvenile Justice and Alternative Education

1F – PBIS in the Raleigh Therapeutic Group Home

Presenters: Brenda Scheuermann and Michael Turner; Valerie McCord and Selina Merrell

2F – PBIS in an Alternative Day School: Effects on Behavior in Students with Disabilities & Staff Perceptions of Climate

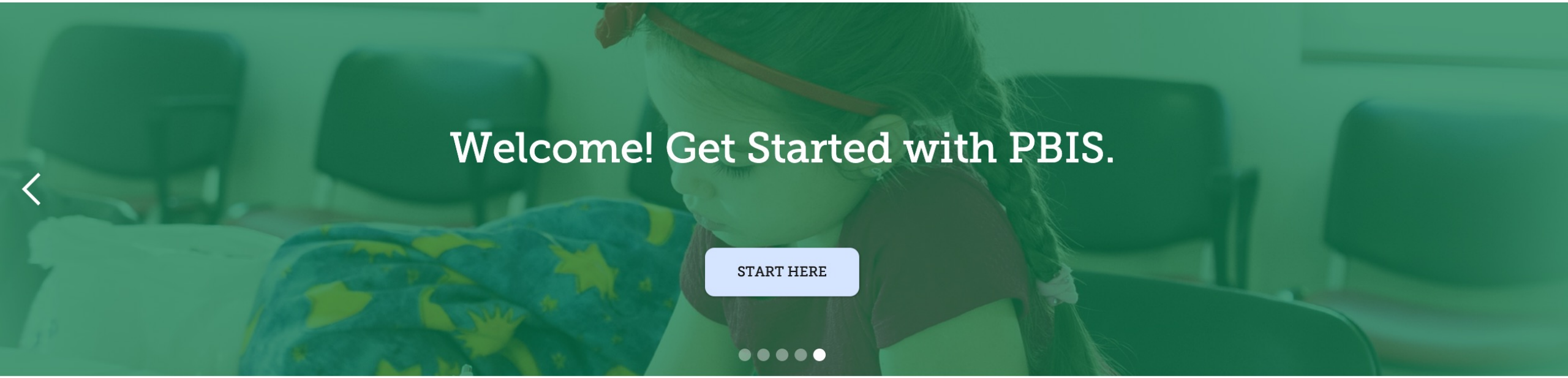
Presenters: Meagan Dwyer, Brian Meyer

3F – PBIS in a State-level Maximum Security Juvenile Justice Program: Feasibility & Efficacy of Tiers 1, 2, & 3

Presenters: Shari Daisy, Emily Spurlock, Aldo Mora

TOOLS AND RESOURCES

Resources: PBIS.org



FEATURED RESOURCES

CENTER ON PBIS Positive Behavioral Interventions & Supports

PBIS | Topics | Tools | Publications | Presentations & Videos | Conference | About

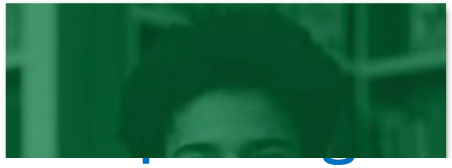
PBIS Leadership Forum

Supporting Ch… & Student Socia… Emotional, Behavioral, & Mental Health Needs

A new resource from the US Department of Education that highlights seven key challenges to providing school- or program-based mental health support and presents seven corresponding recommendations.

Learn More

FEATURED RESOURCES



Interventions & Supports

When Working In Your Team

Consider 4 Questions

- How does this compare to our program's priorities?
- What team would oversee this work?
- How will we make time for this work?
- How will we assess whether it’s (a) implemented well and (b) working?

Learning Objectives

Session participants will be able to describe:

1. *PBIS implementation in a small, residential group home, including challenges and necessary adaptations.*
2. *Interconnecting Tier 1 and Tier 3 supports.*
3. *Recommendations for sustaining fidelity through use of fidelity tools and data.*

INTRODUCTION

PBIS is a framework

Data

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

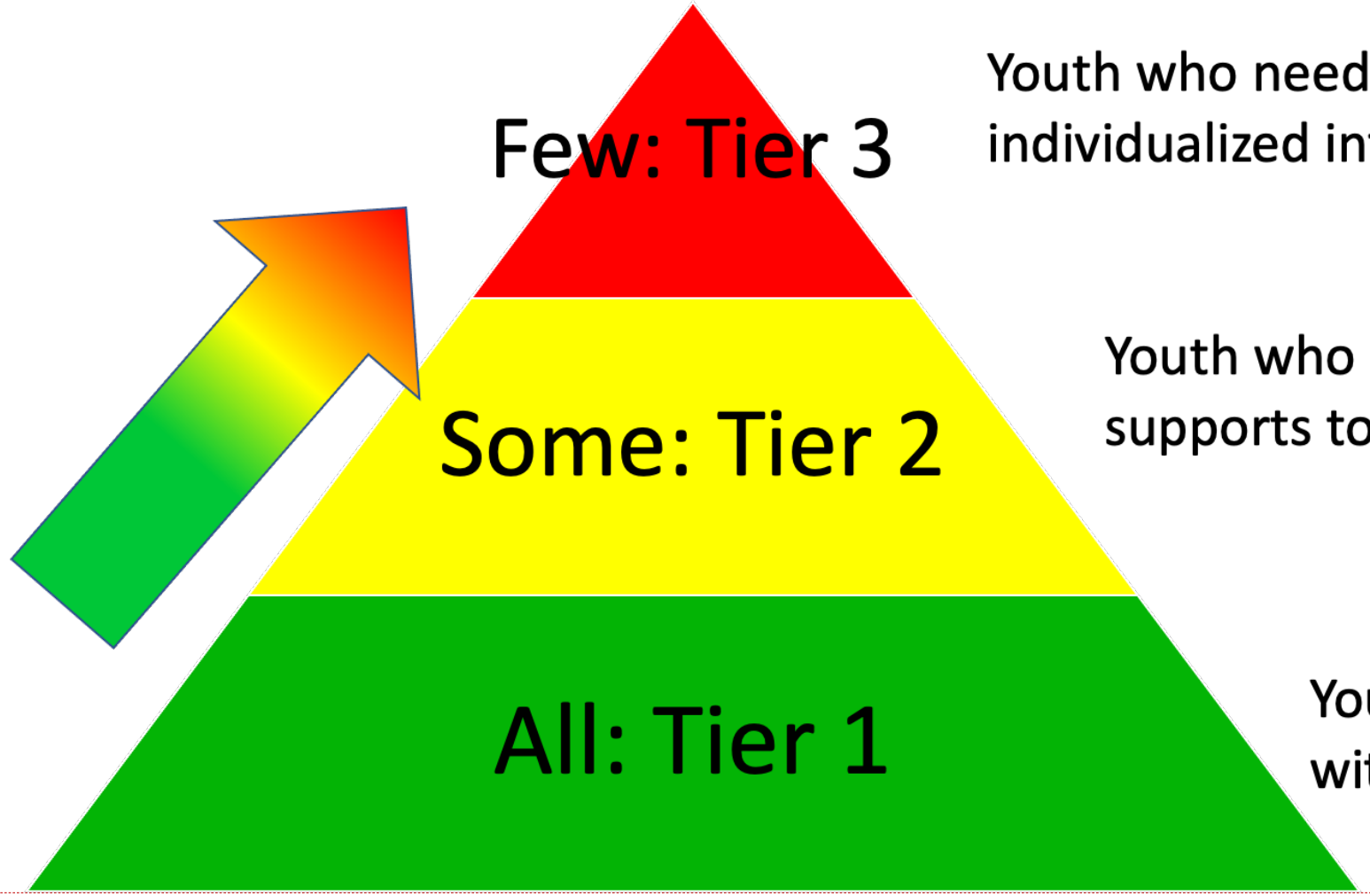
Systems

- 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



Youth who need the most intensive, individualized interventions

Youth who need additional supports to benefit from Tier 1

Youth who are successful with Tier 1 supports

But wait….

"All of our students are Tier 3"

"We already do PBIS – we have an incentive system!"

We don't have time to add another program!

RALEIGH THERAPEUTIC GROUP HOME

CONTEXT

Raleigh Therapeutic Group Home

Facility

- Therapeutic services for adolescents placed by MDCPS
- 10 beds

Residents

- Adolescent males ages 12 - 21 years old (most are 15 – 18 years)
- In state custody

Raleigh Therapeutic Group Home, cont'd

Residents, continued

- Psychological evaluation and recommendation for therapeutic placement
- Histories of abuse, neglect, trauma
- Receive special education services (EMD)

Programs

- Individual therapy
- Group therapy
- Family therapy
- Focus on social, life, and independent living skills

Raleigh Therapeutic Group Home, cont'd.

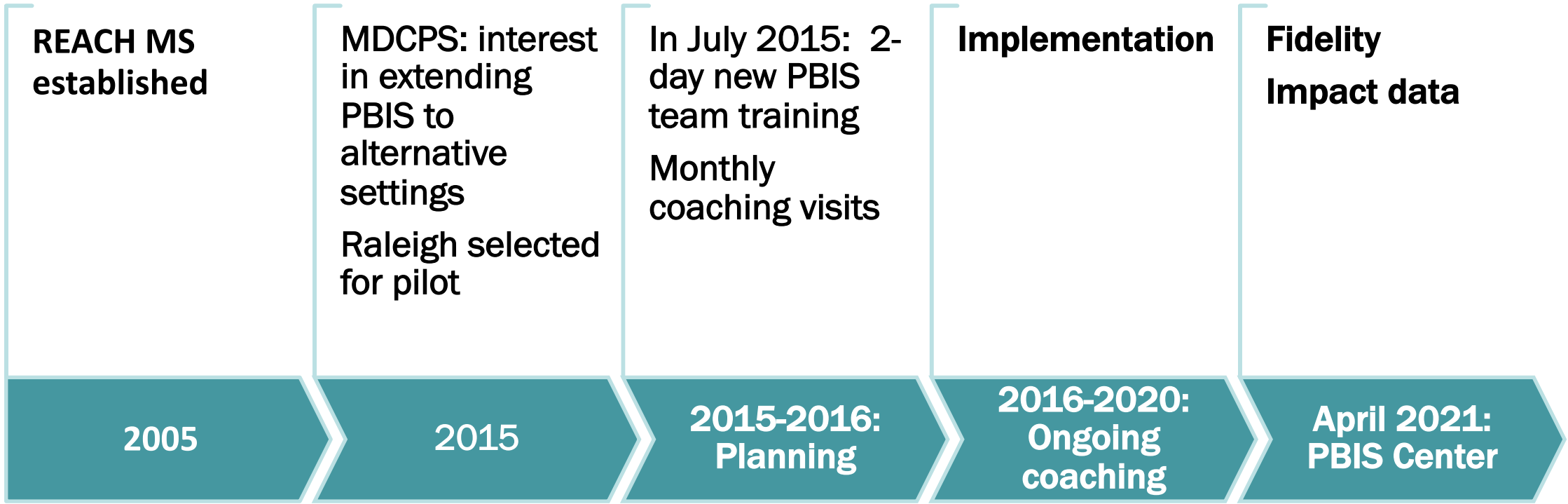
Staff

- Program director
- Program coordinator/case manager
- Therapists
- Direct care staff
- 1:5 staff - resident ratio

JOURNEY TO PBIS

TIMELINE

PBIS Adoption and Implementation



Raleigh: Adoption and Planning

- Selina Merrell, Ed.S., Director of REACH MS, contacted Valerie McCord, then Director of the Raleigh TGH
  - Initial reluctance
  - Eventually: “PBIS was in line with everything we were already doing, but it was a…more structured approach.”

Existing practices and needs

Existing system

- Level system
- 3 levels, with incentives
- Daily level changes

Needs

- Lack of staff training on level system
- Lack of staff/resident input
- Lack of differentiation in incentives across levels
- No data review for action planning

SYSTEMS, DATA, AND PRACTICES

Team

- Challenge: having regular team meetings
- Adaptations
  - Informal communication
  - Staff bulletin board
  - Staff perceptions surveys

Facility-wide Expectations

Outside

- Stay in assigned area.
- Use equipment appropriately.
- Profanity prohibited.

Van

- Stay seated while van is in motion.
- Keep seatbelts on at all times.
- Keep hands, feet and objects to self.
- Take all personal items off the van.
- Use inside voice.
- Profanity prohibited.
- Sit in assigned seats at all times.

Teaching Matrix

RTGH Teaching Matrix

Living Skills	Be Cooperative	Be Respectful	Be Responsible	Be Safe
Bathroom	Report problems or issues. Complete all bathroom activities in a timely manner.	Flush toilet. Give others privacy. Knock before entering bathroom.	Use soap and water when washing hands and body.	
Bedroom	Lights out and in bed on time. Keep noise level confined to bedroom.	Dress and undress in private. Use only your property.	Keep rooms clean as directed.	Maintain personal boundaries. Entering bedroom other than your own is prohibited.
Community Meetings Group	Attend and participate in all community meetings. Provide and accept all constructive feedback.	Keep all communication in community meeting confidential.	Complete all assignments.	Stay in community meeting until dismissed.
Day Room	Leave dayroom clean and neat after each use. Wait for your turn to talk or watch a specific channel.	Use low voice if others are watching TV. Profanity is prohibited.	Return all personal items to your bedroom.	Keep hands, feet and other objects to self.
Dining Area	Allow others to enjoy meal without criticism.	Use inside voice. Chew with month closed.	Clean up around your area.	Keep hands, feet and other objects to self.
Kitchen	You must have staff permission to enter kitchen.		Rinse and load all dishes in dishwasher after each meal. Place items in trash properly.	Wash hands before doing kitchen work.
Laundry	Use all equipment appropriately. Ironing must occur during 2nd shift.	Use specified amount of detergent for each load of laundry. Wash and dry all clothes in a timely manner.	Complete all laundry according to schedule. Laundry room must be left clean after each use.	One resident in laundry room at a time.
Outings	Follow all staff directions the first time given.	Profanity is prohibited.	Stay in assigned area.	Speaking or receiving items from strangers is prohibited. Purchasing identified contraband is prohibited.
Outside		Profanity prohibited.	Stay in assigned area.	Use equipment appropriately.
Van	Take all personal items off the van.	Use inside voice. Profanity prohibited.		Stay seated while van is in motion. Keep seatbelts on at all times. Keep hands, feet and objects to self.

Teaching

How

When

Procedure for Teaching Appropriate Behavior to Residents

During the resident's orientation to the program, staff review information with residents related to behavioral expectations, community living skills (which are clearly posted in each area), the daily level system, and ongoing PBIS reinforcement activities for appropriate behavior. Information related to our PBIS systems are also included in the resident handbook, which they are given at admission and encouraged to keep for their review.

Ongoing teaching of the behavioral expectations occurs in the following formats:

- **Pre-Correction** - anticipating and addressing inappropriate social or academic behaviors (Teaching Matrix)
- **Re-teaching** adjusting of delivery of content by addressing an individual student's learning style, preference, interest, learning rate, and/or readiness (Teaching Matrix)
- **Reinforcement** - the process of encouraging or establishing a belief or pattern of behavior, especially by encouragement or reward
- **Individual Therapy** – each resident meets with his therapist weekly to address goals and objectives identified on the Master Treatment Plan
- **Group Therapy** – held five times per week at school to address topics including, but not limited to, the following: social skills, anger management, wellness education, self-esteem, coping skills, communication skills, substance abuse and HIV/STD education as well as life skills/independent living training.
- **Community Meeting** – held each weekday to review PBIS expectations and skills as they relate to the maintenance of a therapeutic group home milieu
- **Family Team Meetings** – held a minimum of once per month to allow family involvement in treatment
- **ICMP/Behavior Support Plans** – Each resident has an Individualized Crisis Management Plan/Behavior Support Plan which is routinely reviewed and revised as needed; they also have Individual Behavior Goals for which they can be rewarded through the Caught You Being Good ticket system

Procedure for Teaching the PBIS Behavior Management Program to Staff

Staff members are initially introduced to PBIS systems, such as, expectations, rules, teaching data, daily level system and reinforcement during their orientation period. Additional training is provided during the "on-the-job training process" by team members and established staff members utilizing the PBIS Staff Training Manual and modeling of appropriate responses (PBIS language) to resident's behavior. An incentive system is utilized to reinforce staff members consistently implementing PBIS with fidelity. In addition, the PBIS team solicits feedback from staff via surveys to improve systems, encourage all staff to be actively engaged and develop ownership from all stakeholders.

Responses for misbehavior

Minors

Majors

Responses

Behavior Flow Chart

Minor vs. Major Behavior

Minor Behaviors

- Defiance/disrespect
- Noncompliance
- Dress code violation
- Physical contact/horseplay
- Disruptive behavior
- Profanity/Inappropriate language
- Contraband (non-safety)
- Leaving assigned area
- Lying/cheating
- Anger outburst
- Poor hygiene
- Late for bed
- Room unkempt
- Roaming around classroom/group
- Walking out without permission
- Minimal classwork or participation
- Criticizes peers in group
- Reacting negatively to feedback

Minor Infraction Procedure:

Step 1 – Prompt expectation

Step 2 - Redirect

Step 3 – Process with resident

Step 4 Incident documented

3 documented incidents in a day may result in a level drop.

Behavior Ceases

Reinforce Appropriate Behavior

RTGH Level System

Where do Your Behaviors Fit In?

Major Behaviors

- Fighting
- Verbal Aggression
- Physical Aggression
- Make threats to harm o
- Intimidating/bullying oth
- Elopement
- Sexual acting out
- Refusal to take medication
- Self – harm
- Contraband (safety concerns)
- Suicidal gesture/attempt
- Gang affiliation display
- Destruction of property
- Truancy
- Theft/stealing
- Borrowing/lending/selling
- Betting
- Being in another person's room
- Pulling fire alarm
- Refusal to attend group and or participate

Major Infraction Procedure:

Step 1 – Document incident

Step 2 – Notify program director

Step 3 – Level drop

A major behavior infraction may result in a level drop.

Acknowledgment System

RTGH
Caught You Being Good Tickets
Redemption Menu

Use Alternate Menu	1 Ticket
Cereal Substitution (for breakfast; once per week)	2 Ticket
Extra Phone Call	3 Tickets
Snack Bag	3 Tickets
Snack Substitution	3 Tickets
Plan a Meal (once per month)	4 Tickets
Grocery Shopping	5 Tickets
Help Staff in the Kitchen	6 Tickets
Chore Exemption	7 Tickets
Friday Night Wi-Fi	10 Tickets
Library Trip	10 Tickets
Special Approval for M games	10 Tickets
Trip to Shell Station During School (use own $)	10 Tickets
Trip to Dollar General (use own $)	10 Tickets
Eat out for supper (use own $)	10 Tickets
Help Plan Recreation Outings	10 Tickets
Kitchen TV Rental (1 ½ hours)	10 Tickets
Level Green Restoration	13 Tickets
Special Request	Based on request

Data for PBIS decisions

Data Collection

The PBIS team will collect data from the Daily Level Monitoring Sheet and enter into the data system at least weekly. Data will be labeled into two categories: Major Behaviors (M) and Minor Behaviors (m). Please refer to the Behavior Flowchart for a list of identified behaviors for each category.

- ☐ Data to be collected are:
  - ○ average incident per day per month
  - ○ location of problem behavior
  - ○ time of problem behavior
  - ○ problem behavior
  - ○ resident (who)

Data Analysis

- ☐ The PBIS team will review the data at least monthly to:
  - ○ identify a possible problem
  - ○ build a precise problem statement
  - ○ select a solution (intervention)
  - ○ assess if a solution is (a) being implemented, and (b) being effective

- ☐ Data will be shared with staff and residents at least monthly .

TGH Daily Level Monitor Sheet

Date: _____

Objective met: + signs **Objective not met**: - signs

Resident's	Chore Complete		School Behavior	School Work Completed	Group Behavior	Personal Hygiene	Shower On Time	Bed On Time	Clothes Washed	Room Clean			Out of Bed On Time
	1st	2nd								1st	2nd	3rd	

Data Summary Form

Is there a problem?	Describe…	Ideas for Solutions…
How Often are the Incidents? • Trends? • Compared to last year? • Total number of incidents/ total number of days in the month		**Prevent** **Teach** **Monitor** **Reinforce**
What are the problem behaviors? • One, few, many behaviors? • Clusters of behaviors?		
Where are the behaviors occurring? • One, few, many location? • Clusters of locations?		
When are the behaviors occurring? • Compared to the schedule? • Compared to the locations?		
Who is involved? • Many or few?		
Precision Statement:		

Connecting Tier 1 and Tier 3

Facility-wide data

Disaggregated and reviewed by behavior, time, location, resident(s), and amount/frequency

"Can we address this through Tier 1 supports for all residents?"

- frequency
- time
- location

All youth have IEPs and treatment plans

Can we intensify Tier 1 supports for individual youth?

FIDELITY

Benchmarks of Quality (Revised) Critical Elements

- PBIS Team
- Staff Commitment
- Effective Procedures for Dealing with Discipline
- Data Entry & Analysis Plan Established
- Expectations & Rules Developed
- Rewards/Recognition Program Established
- Lesson Plans for Teaching Expectations/Rules
- Implementation Plan
- ~~Classroom Systems~~
- Evaluation

FW-BoQ Coach Rating Form

- PBIS Team
  -added "broad representation" req
- Staff Commitment

- Effective Procedures for Dealing with Discipline
  -distinguished major/minor problem behaviors
- Data Entry & Analysis Plan Established
  -added weekly data entry req
- Expectations & Rules Developed

- Rewards/Recognition Program Established
  -valued naturally occurring reinforcements
- Lesson Plans for Teaching Expectations/Rules
  -less emphasis on family/community; more on facility-wide impact
- Implementation Plan
  -maintains family/community involvement here
- Crisis Plan

- Evaluation

FW-BoQ Coach Rating Form, cont'd.

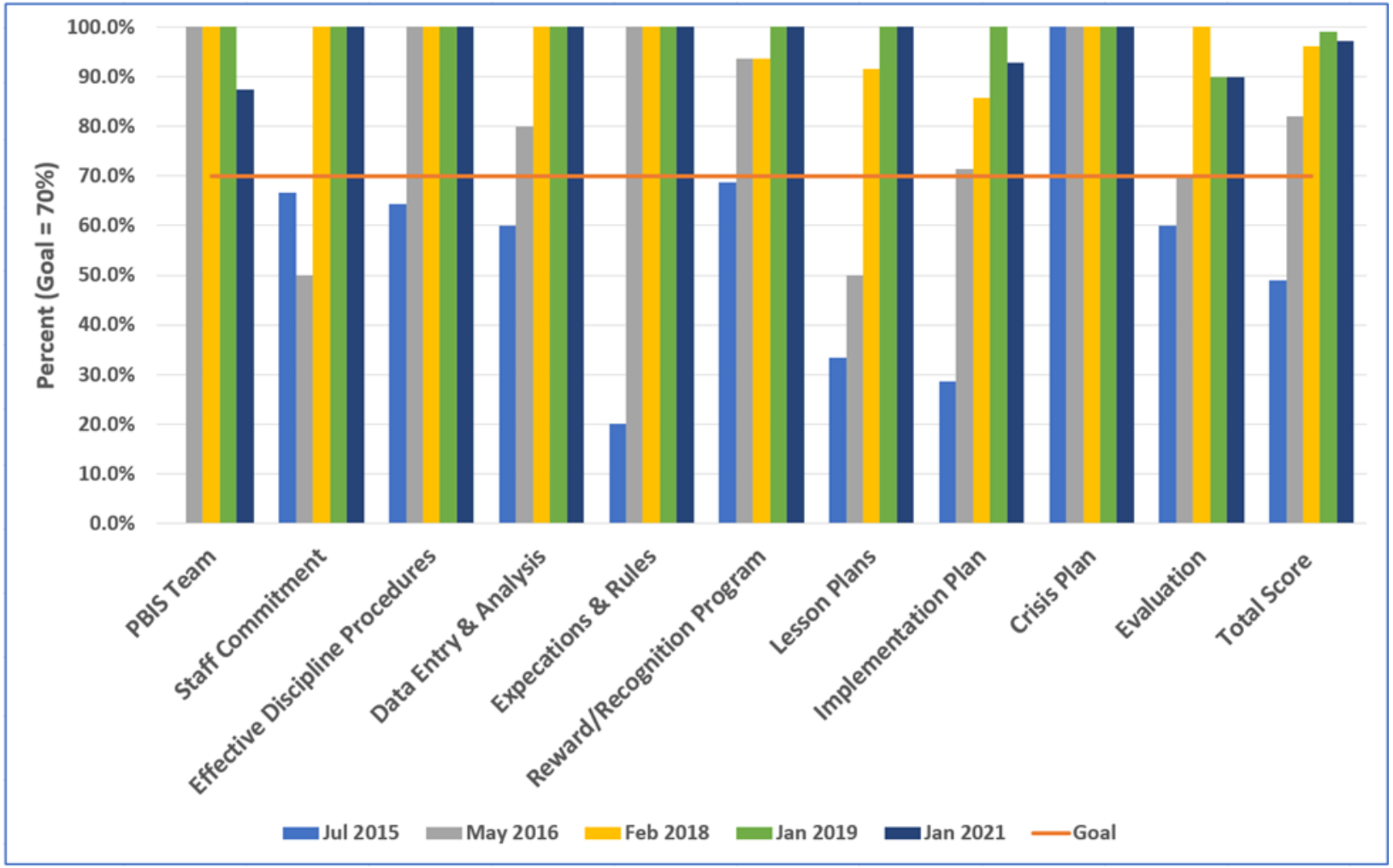
Scoring Indicators . . . .

- (++) = Critical Element In Place
- (+) = Critical Element Needs Improvement
- (-) = Critical Element Not in Place

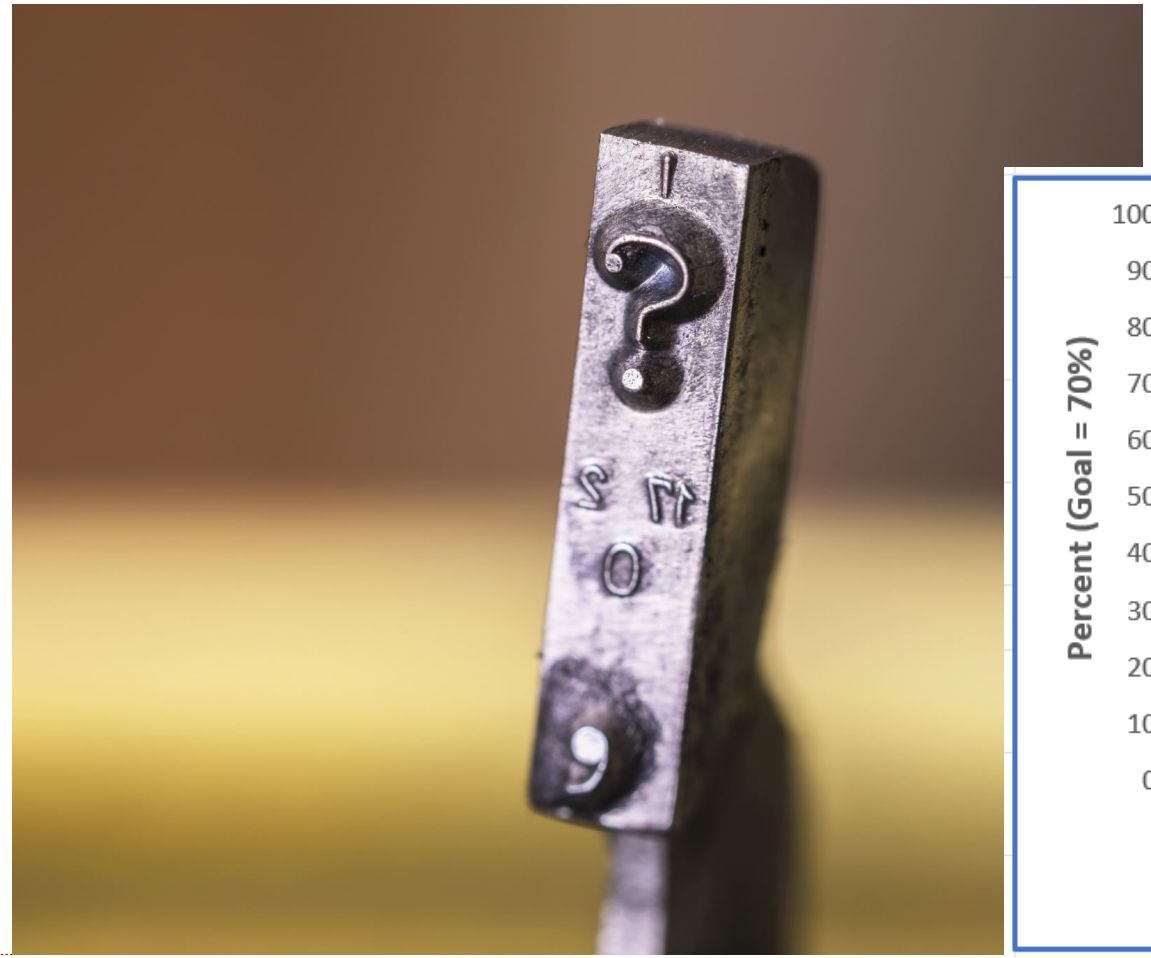
For graphing purposes, converted to . . . .

- (++) = 2 points
- (+) = 1 point
- (-) = 0 points

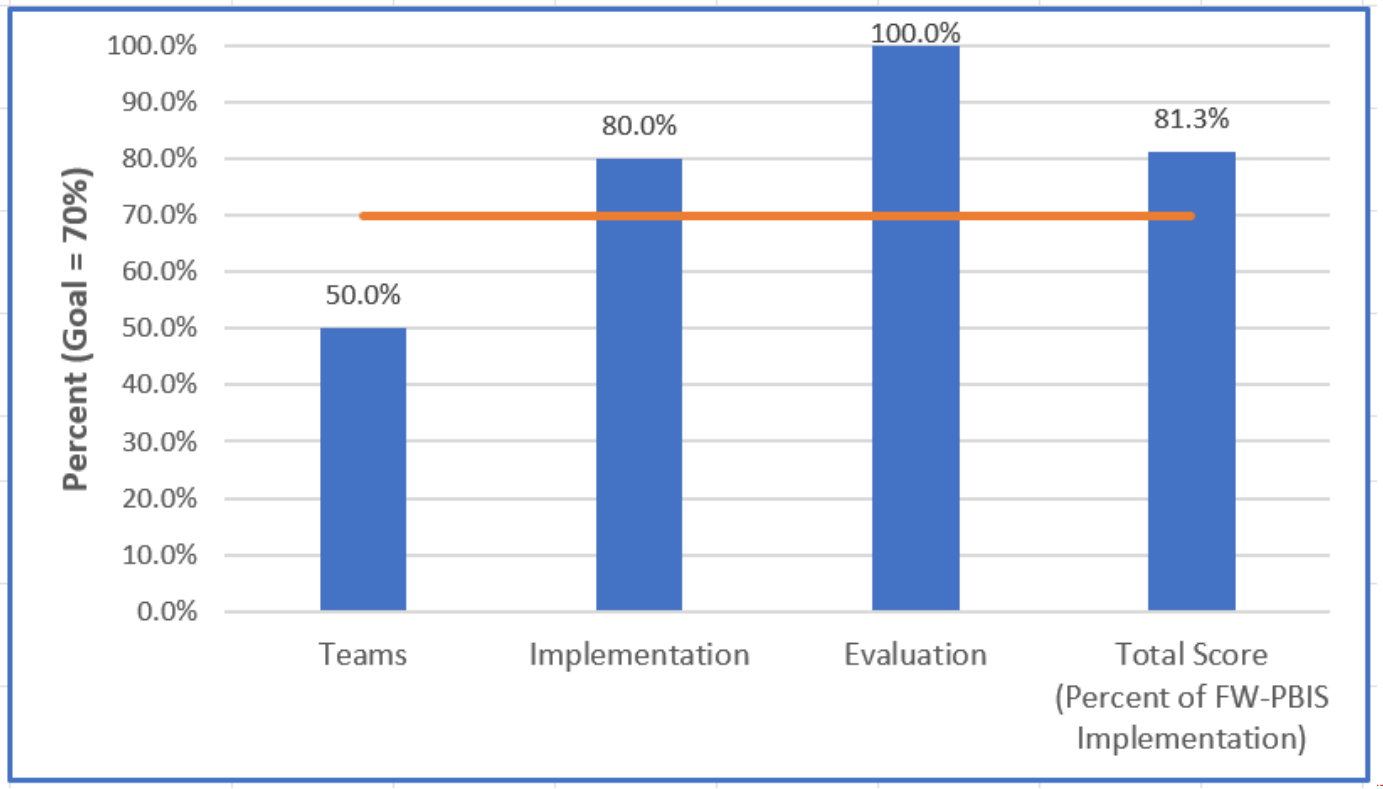
FW-BoQ Coach Rating Form (July 2015-Jan 2021)



New Fidelity Tool: FW-TFI (May 2021)



- 3 Subscales
  - Teams; Implementation; Evaluation



FW-TFI: 16 Features

Teams Subscale

- **Team Composition**
- **Team Operating Procedures**

- Facility-wide Behavioral Expectations
- Teaching FW Behavioral Expectations to Youth
- Challenging Behavior Definitions
- Staff Professional Development
- Youth Feedback & Acknowledgment
- Staff Feedback & Acknowledgment

Implementation Subscale

- Staff Involvement
- Access to Training, Coaching, and Technical Assistance
- Facility-wide/Program Implementation Procedures

Evaluation Subscale

- Discipline Data
- Data-based Decision Making
- Fidelity Data
- Annual Evalutation

Higher Threshold to Support Fidelity

- Feature 1.1 Team Composition . . . with individuals present able to provide:
  - (a) behavior support;
  - (b) knowledge of youth academic and behavior patterns, and status regarding disability, primary language, and medical and behavioral health needs;
  - (c) knowledge and authority involving the facility operations;
  - (d) safety/security expertise;
  - (e) youth voice.

Higher Threshold to Support Fidelity, cont'd.

- Feature 1.2 Team Operating Procedures: . . . Team:
  - (a) meets at least monthly;
  - (b) has regular meeting format/agenda;
  - (c) keeps meeting minutes;
  - (d) meeting minutes are shared with staff;
  - (e) required team members attend regularly, staying for the entire meeting; and
  - (f) maintains a current action plan

Benefits of Structured PBIS Approach

Provided more systemic approach to training staff and new residents on how Raleigh's behavior management practices worked.

Formalized a method of receiving feedback from staff and residents about what worked well, which incentives were meaningful, etc.

Gave a process to ensure the most meaningful incentives were aligned with the the facility's level system.

Formalized approach to use data for decision-making.

Problem Identification & Brainstorming Solutions

Is there a problem?	Describe…	Ideas for Solutions…
How Often are the ODRs? • Compared to National Average? • Trends? • Compared to last year?	We had a total of 70 incidents, which is an increase from last month (52).	**Prevent –** Review expectations in main areas of noncompliance, and not following schedule. **Teach –** Review expectations and community living skills in community meeting. Review IBGs in group therapy. Review coping skills/behavior plan in individual therapy with residents who had over 10 incidents. **Monitor –** Daily Level Monitor Sheet Review with residents/feedback in community meeting Review data in community meeting and discuss trends each month **Reinforce –** Continue to do CYBG tickets based on each resident's IBG Continue to do staff incentives for CYBG participation. Do random reinforcements for following group home schedule to encourage compliance in these areas.
What are the problem behaviors? • One, few, many behaviors? • Clusters of behaviors?	The main problem behavior continues to be noncompliance (29), followed by not going to bed on time (10). There were only 3 majors.	
Where are the behaviors occurring? • One, few, many location? • Clusters of locations?	The bedroom was the most represented location (with 30 incidents).	
When are the behaviors occurring? • Compared to the schedule? • Compared to the locations?	The incidents happened throughout both first, second and third shifts, with spikes occurring in the mornings before school and after 8:00pm.	
Who is involved? • Many or few students	Nine residents had incidents. Three residents accounted for over half of the incidents (20, 12, 11 each). Six residents had seven or fewer incidents. One resident had 0 incidents.	
Precision Statement: Our number of incidents increased to 2.3 per day. Most incidents were minors. Noncompliance continues to be the most frequent behavior. The incidents occurred mostly on first and second shifts and were mostly in the bedroom. We continue to have many residents involved, with several having a larger amount of incidents than others.		

FW-TFI Tied to Action Planning

Feature	Data Source	Score	Action Steps	Due Date
1.1 Team Composition	• Team Members • Director • Program Coordinator • Therapist • Educational Staff • Direct care staff	1 Team has broad representation but does not meet consistently.	• Brainstorm with Brenda to determine meeting barriers.	TBA
1.2 Team Operating Procedures		**1** It is difficult to meet with residents being at the group home 24/7.	• Brainstorm with Brenda to determine meeting barriers.	TBA
1.3 Facility-Wide (FW) Behavioral Expectations	• Posted throughout group home. • Teaching Matrix • Staff Handbook • March Module training	**2**	Update as needed.	Ongoing
1.4 Teaching FW Behavioral Expectations to Youth	• Taught at intake • Every Monday in community meeting one expectation is discussed as it relates to behaviors occurring during the week (Pos. & Neg.) • PBIS Resident Handbook	**2**	Update handbook as needed.	Ongoing

FW-TFI Tied to Action Planning, cont'd.

Feature	Data Source	Score	Action Steps	Due Date
1.5 Challenging Behavior Definitions	• Resident and Staff PBIS Handbook • Major & Minor Flowchart • Posted on staff's PBIS bulletin board • Reviewed weekly in community meeting	2	Update Handbooks as needed	Ongoing
1.6 Policies to Address Youth Challenging Behaviors	• PBIS Staff Handbook • Policy & Procedures – Clinical Services section treatment modalities • Resident PBIS Handbook	2		
1.7 Staff Professional Development	• Staff orientation • Monthly training modules • On the job training • Staff PBIS Handbook	2		Ongoing
1.8 Youth Feedback & Acknowledgement	• Resident PBIS Handbook • Daily Level Monitoring Sheets • Policy& Procedures • Caught You Being Good Coupons	2	• Need to train on recognizing stop behaviors instead of just start behaviors • Consistency • Brainstorm with Brenda to determine meeting barriers	3/1/2021

FW-TFI Tied to Action Planning, cont'd.

Feature	Data Source	Score	Action Steps	Due Date
1.9 Staff Feedback and Acknowledgement	• Monday's staff raffle using Caught You Being Good (CBG) coupons • Big holiday raffles using CBG coupons	1	• Develop formal procedure for acknowledging staff on a scheduled system • Need written procedures for staff acknowledgement system – Staff PBIS Handbook	2/12/2021

1.10 Staff Involvement	• Data (M & m) is shared weekly with staff and residents in Community mtg.
	• Data (M & m) is posted on staff PBIS bulletin board
	• Staff surveys
	• Brainstorming sessions with staff about individual resident behavior
	  ○ Contracts
	  ○ BIP
	  ○ ITP
		2	• Distribute staff PBIS survey	4/2/2021

Feature	Data Source	Score	Action Steps	Due Date

1.11 Access to Training, Coaching and Technical Assistance	• Training Modules Catalogue
	  ▪ PBIS
	  ▪ TCI
	  ▪ CBT
	  ▪ PCP Trauma Informed Mental Health Disorders
	• FW-PBIS Handbook
	• Access to SPDG training and coaching
		2	• Continue providing module training	Ongoing

1.12a Facility-wide Implementation Procedures	• Informal walkthroughs • Progress monitoring • FW-PBIS matrices/posters • Data reports • FW-PBIS Handbook	2		Ongoing
1.13 Discipline Data	• Monthly PBIS Big 5 Data Reports • Ms & ms	2		Ongoing
1.14 Data-based Decision Making	• FW PBIS Handbook • Individual Treatment Plans	2	• Expand data collection • Create meaningful action plan	• Conversation with Brenda about other types of meaningful data to use in problem solving

Observations from Director

- Increased consistency throughout program, across staff
- Created a common language
- Staff experienced fewer power struggles
- “PBIS makes the program run itself”
- Success story: resident got a job in the community, went on to independent living
- Residents loved the “Caught you being good”

Summary

- PBIS can enhance existing practices and programming
- PBIS brings structure and systematic attention to existing practices and programming
- Tier 1 data can be used to guide planning relevant to other programming and for individual students
- Attention to fidelity is important, but fidelity assessments must then link to programming decisions

Contact us!

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Please Complete this Session's Evaluation

10/27/22

1F – PBIS in the Raleigh Therapeutic Group Home

Four options, pick one!

1. Mobile App

Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.

3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the **gift card raffle**!

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