

# Incorporating PBIS Data, Systems, & Practices in Point Systems, Level Systems, or Behavior Systems in Alternative Settings

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**Topic: Juvenile Justice**

**Keywords: Alternative Settings, Level System, Point System**

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# Learning Objectives

1. Describe five best practices in designing point systems that reflect the PBIS framework.
2. Describe five best practices in designing level systems that reflect the PBIS framework.
3. Understand how to monitor PBIS fidelity in point systems and level systems.



# Session Outline

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- History and context
- Level/point system breakdown
- Fidelity of primary practices
- Q&A

# Handouts and Resources

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# Summit View Youth Center

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- Maximum security JJ facility serving youth ages 14-19 in the state of Nevada
- Population maximum 48



# Summit View Youth Center Senior High... Not an ordinary high school

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Youth have been court-adjudicated

- Felony offenses
- High-level misdemeanors

From Nevada and out-of-state

High risk characteristics

- Academic deficiencies
- Identified mental health conditions
- Acting-out, aggressive behaviors
- Family and home factors

# **PBIS Tiers of Supports: Implementing with Fidelity Since 2020 Tiers 1, 2, 3**

## **A Few of our Practices**

Features match Facility-Wide Tiered Fidelity Inventory (v0.2) fidelity indicators

# 1.1 and 1.2-Team Composition and Team Operating Procedures

SVYC Position	Team Role/Responsibilities	Attended?
Superintendent	Administrator	Yes
Head Group Supervisor	Head PBISer	Yes
Training Officer	Data Analyst/Scheduler	Yes
Education Principal	Represents Education	No
Assistant Head Group Supervisor	Represents all AHG	Yes
GS IV	Meeting Co-Leader	Yes
AHG	Meeting Co-Leader	Yes
SS II	SS II	Yes
MHCIII	Note-taker	Yes
Youth	Youth Representative	Yes
N/A	External Coaches	Yes



Action Items	Person(s) Responsible	Deadline
Develop intake checklist	Burton/Wilwert	8/10/22
Review updated discipline flow-chart at next all staff training	Burton	Next all staff training
Plan August enrichment night	James/Johnson/Sanchez	8/4/22
Plan September enrichment night	James/Johnson/Sanchez	9/1/22
Coordinate data narrative from Emily to incorporate into PBIS Expectation Group – Create standard lesson plan	Morehead/Shari	8/5/22
Define “mental health session” – maybe call it a “check-in”	Team	Next team meeting



# 1.3 and 1.4 – FW Behavioral Expectations & Teaching Expectations to Youth

**Summit View Youth Center**  
**“Committed to Change”**

**Safe**  
**Respectful**  
**Responsible**

Lesson for Teaching an Expectation	
<b>Step 1: Identify the expectation/expected behavior</b>	
Safe, Respectful, Responsible Line Movements	
<b>Step 2: Provide a rationale for teaching the expectation</b>	
Give youth opportunity to earn all points for demonstrating expected behavior in line.	
<b>Step 3: Define a range of examples (what the expectation looks like)</b>	
Positive Examples	Non-Examples
Quiet Eyes forward Hands behind back Mask up Keeping the pace	Talking Looking back Mask down Hands not behind back
<b>Step 4: Describe activities/role-playing for practice of expectation</b>	
Practice during all meal movements Breakfast/ lunch and dinner	
<b>Step 5: List methods to prompt/remind expectation</b>	
Pre-teach/set expectations for earning a 2 before each movement. Provide redirection in movements when a youth struggles to follow expectations. Document youth success or opportunities on PBIS Point sheet notes section and Tyler Supervision.	
<b>Step 6: Describe how you will assess progress</b>	
Continuous observation, review and assessment.	

# 1.5 and 1.6 – Definitions and Policies to Address Challenging Behaviors

Prior to completing tracking form:	
*Complete a PRE-TEACH relating to the problem behavior prior to problem behavior.	
*Re-teach the expectation. *Verbal warning.	

Location (circle one)
Everest Classroom - Teacher:
Everest Vocational Medical
Sierra 1 Ed Courtyard Visiting
Sierra 2 Ed Restroom Walkways
Intake Gym
Dining Hall Yard Off-Site Transport

**SELECT UP TO 2 PROBLEM BEHAVIORS (if both happened during the same instance)**

Minor Problem Behavior	Major Problem Behavior
<input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Minor Physical Contact <input type="checkbox"/> Property Misuse <input type="checkbox"/> Defiance/Insubordination/ Non-Compliance (Minor) [Choose One]: <input type="checkbox"/> Banging/kicking on doors/walls <input type="checkbox"/> Defying facility rules <input type="checkbox"/> Exchanging food <input type="checkbox"/> Failure to maintain clean/heat room <input type="checkbox"/> Not following directive after 1 prompt <input type="checkbox"/> Not participating in class/scheduled group	<input type="checkbox"/> Bullying <input type="checkbox"/> Fighting/Assault/Battery <input type="checkbox"/> Gang Related Offense <input type="checkbox"/> Harassment <input type="checkbox"/> Inappropriate Location/ Out of Bounds Area <input type="checkbox"/> Lying/Cheating/Staff Manipulation <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Property Damage/ Vandalism <input type="checkbox"/> Sexually Related Offense (describe in notes section)

Perceived Motivation	ACTION TAKEN [Choose Or]
Check which you believe was the primary motivation for youth's behavior [Choose one].  <b>Obtain:</b> <input type="checkbox"/> Adult Attention <input type="checkbox"/> Items/Activities <input type="checkbox"/> Peer Attention  <b>Avail:</b> <input type="checkbox"/> Adult <input type="checkbox"/> Task/Activity <input type="checkbox"/> Peer	<input type="checkbox"/> Mental Health Session <input type="checkbox"/> Group Mentor Session <input type="checkbox"/> AHS Session <input type="checkbox"/> No Dayroom <input type="checkbox"/> Loss of PBIS Store  <input type="checkbox"/> Loss of Extra Privilege <input type="checkbox"/> Loss of Work Assignment <input type="checkbox"/> Restorative Assignment <input type="checkbox"/> Refocus

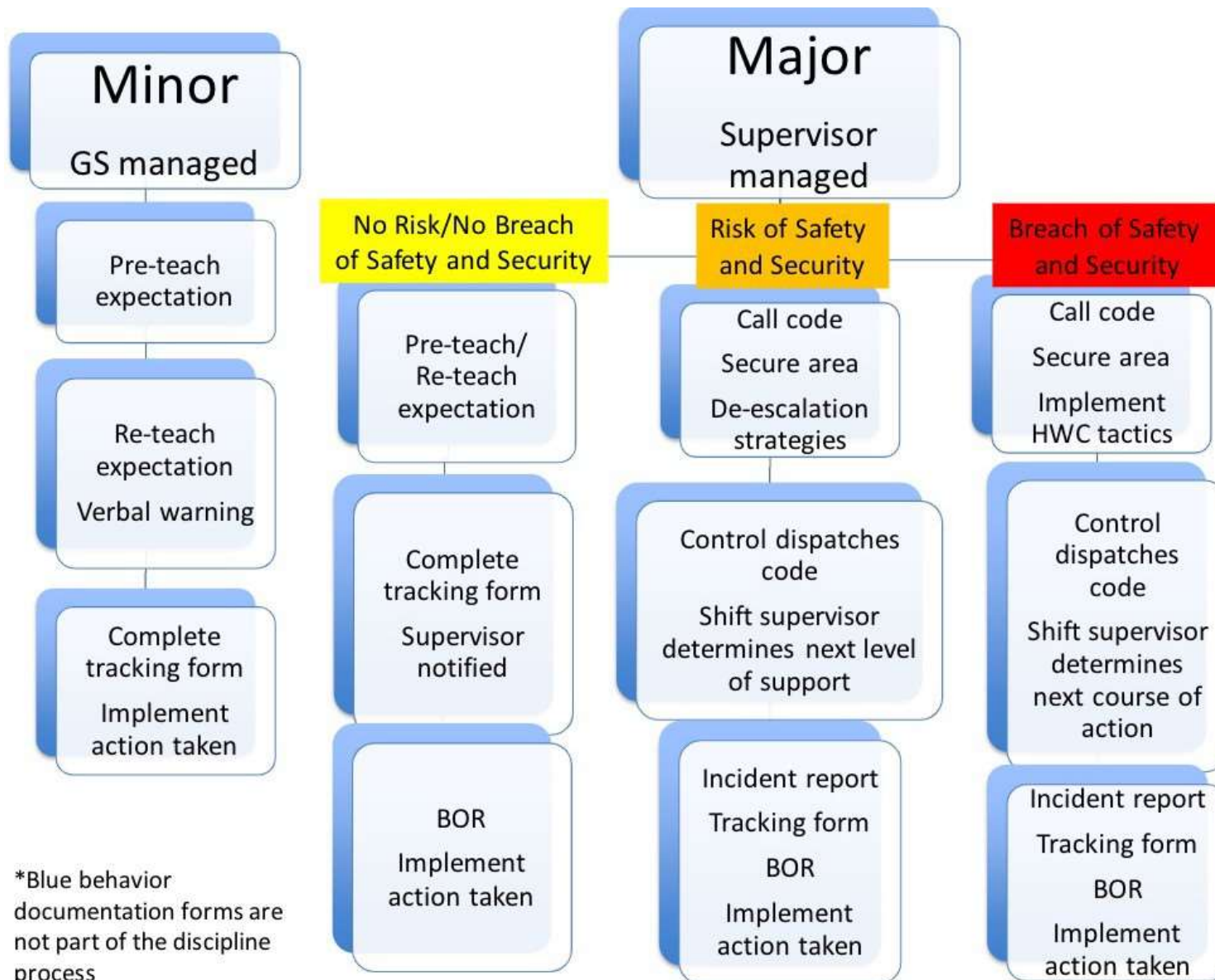
  

**PROBLEM BEHAVIOR/ACTION NOTES:**

REPORTING STAFF SIGNATURE: I reviewed form with youth, including consequences to be served.

/\_\_\_\_\_/ AUTHORIZING SUPERVISOR NAME/SIGNATURE: I reviewed & authorized this tracking form.





# 1.8 – Youth Feedback and Acknowledgement



**Summit View Youth Center Acknowledgment Matrix**

Title	Criteria	Award	Frequency	Presentation	Dissemination
Verbal Praise	Displaying FW expectations	Immediate positive verbal praise that is specific and authentic	As often as possible (work the 5:1 ratio!)	In all settings at SVYC	1:1 with youth
SVYC Eats	Honors level	Fast food meal (In-n-Out, Cane's, Panda Express, Port of Subs, pizza, etc.)	Monthly	Delivered in visitation	Flyers posted throughout facility
Student of the Month (math, English, social studies, HiSet, SpEd, vocation)	Outstanding achievement and improvement in subject area	Certificate and shirt with school logo	Monthly	Each subject teacher(s) acknowledges 1 student	Principal and counselor present at monthly assembly
PBIS Store	Level 3 or above	PBIS points in exchange for hygiene items, snacks, radio, earphones, batteries, etc.	Tuesdays and Thursdays	Store is located in visitation area, items purchased are taken back to youth rooms	LiveSchool (points) paycheck Monday or Tuesday
Housing Wing Challenge	Entire wing meets challenge criteria (TBD based on current challenge)	SVYC Eats	Bi-monthly	TBD upon award	Posted on flyers, verbally informed, announced at assembly
Movie Night	Level 4 or above	Movie and popcorn	Monthly	TBD based on availability	Flyers posted throughout facility
Special Events (game night, field day, holiday events, family days, etc.)	Universal (with exception of any youth actively displaying problem behaviors)	TBD	TBD	TBD based on availability	Flyers posted throughout facility
Ring that Bell!	Earning a half credit in education or passing a section of HiSet	Ring the bell in the courtyard and updated transcript	Any time criteria met	Courtyard	Principal or counselor notification

# 1.9-1.10 Staff Feedback and Acknowledgment



## Summit View Youth Center Staff Feedback and Acknowledgement Procedures August 2022

### Teaching Behavioral Expectations

- Supervisors observe PBIS Expectations groups and Skillstreaming groups weekly and provide feedback to staff utilizing fidelity checklists.
- All supervisors have been trained in providing effective feedback.
- The Tier 1 team reviews fidelity data for progress monitoring purposes.

### Implementing Acknowledgement Systems

- All GS staff receive weekly feedback from an assigned supervisor on their implementation of CICO with youth.
- The CICO fidelity checklist is utilized.
- All supervisors have been trained in providing effective feedback.
- Additionally, at the Program Screening Meeting, supervisors are reminded to provide CICO feedback and completed fidelity checklists are given to the administrative assistant and graphed by the PBIS TA provider for progress monitoring purposes.

### Following Procedures for Responding to Major and Minor Rule Violations

- All GS staff receive feedback on their completion of behavior tracking forms and behavior documentation forms.
- Every completed form includes a sign-off area for supervisors to indicate feedback was provided.
- All supervisors have been trained in providing effective feedback.

### Behavior Specific Praise

- Administrators provide behavior specific praise (BSP) to staff on their PBIS implementation efforts (i.e., "post-it praise").
- Staff who receive post-it praise show their post-it to the administrative assistant in exchange for tasty treats of available choices.
- Public posting of the frequency with which administrators provide praise is utilized to encourage regular and frequent BSP.
- The "biggest praiser" is recognized on a quarterly basis by the facility superintendent.

### Youth Recognition

- Upon discharge youth identify staff who were the most supportive, most impactful, etc. during their stay at Summit View.
- Recognized staff receive a certificate.

To evaluate the use and fidelity of Summit View's staff feedback and acknowledgement program, the following questions are asked of staff during the TFI walkthrough:

- Have you received feedback from supervisors on how you complete tracking forms?
- Have you received feedback from supervisors on how you conduct CICO?
- Have you received feedback from supervisors on how you run a group?
- Have you received post-it praise?
  - N/A is included as an option for staff who don't run groups or do CICO.

# 2.3 and 2.4- Screening and Referrals for Additional Support

[illegible]



## 2.5 and 2.6- Options for Tier 2 Interventions and Tier 2 Critical Features

Tier 2 Interventions are triggered by behavioral data (e.g., SWIS, CICO-SWIS, self-harm, school-based data) and/or requests for assistance						
Service	Description	Behavioral Indicators/Entry Criteria	Data to Progress Monitor	Exit Criteria	Fidelity Measures	Meet Tier 2 Critical Features?
Targeted Social Skills Instruction	Skillstreaming lessons repeated/intensified to provide social skills instruction based on youth needs.	Lack of progress on case plan (identified need by CFT). Perceived motivation on tracking forms related to social skills deficit.	Progress on social skills goals (recorded on modified CICO sheet).	Meeting all social skills goals for two consecutive weeks.	Lesson taught documented in Enterprise Supervision. Fidelity checklist.	Yes
PREA Remedial Education	Remedial training for youth who have committed a sexually related offense toward others. Must complete prior to entry into Boundaries class (unless court ordered).	Harassment or sexually related behaviors.	Attendance at scheduled Boundaries programming. PREA related behaviors on behavior tracking forms.	Completion of acknowledgement form/behavior contract. No additional PREA related tracking forms.	<b>PREA Remedial Education fidelity checklist.</b>	Yes
MRT Anger Management	Evidence-based CBT model designed to help youth recognize, overcome, and control anger. There are 8 modules youth are expected to complete.	Disciplinary BOR referral. OR staff nomination/program meeting referral.	Attendance at scheduled Anger Management programming. Physical aggression, fighting, bullying, lying/cheating, harassment on behavior tracking forms.	Completion of 8 session program including workbook.	Facilitator guidelines followed and observed by program directors.	Yes
Refocus Program	Youth complete IMAGO lessons (online social-emotional learning curriculum) daily and attend check-out sessions to demonstrate their understanding of the material. Youth receive increased support from case manager to address their problem behavior. Youth have access to all Tier 1 universal practices (with the exception of going to the PBIS store and coping skills group). Youth will continue to earn PBIS points, attend groups, access Skillstreaming program, go to Education (with exception of one-week introductory period), receive GS coaching, etc.	Refusal to secure resulting in a use of force, fighting (severity and frequency considered by the board of review), sexually related infractions, physical aggression toward staff, inciting a riot, attempted escape	Completion of programming. Behavior tracking forms.	After one-week introductory period, for 3 consecutive days: completion of ALL programming, no behavior tracking forms (behavior documentation forms ok), and no zeros for any time block on CICO scores. *Requirement to complete programming excludes mandatory exercise as this is a NRS violation.	Daily supervisor review. IMAGO check-outs with AHG or Refocus staff after lesson completion. <b>Refocus fidelity checklist.</b>	Yes
Medication Awareness Group (pending pilot program)						

# 3.4-3.5 Youth Support Team & Staffing per Youth

## Behavior Support Plan – Updated June 2022

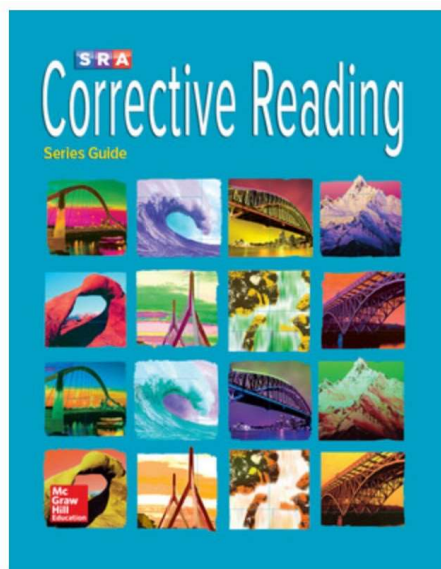
\*Re-entry PCW responsible for checking on implementation weekly (check-ins with staff)

\*\*Mental health counselor responsible for conducting staff fidelity checks using interval data

**Goal:** Increase compliance by following staff directions (given two additional spaced-out reminders if needed). **Example:** Initial direction: Youth L time to get in line. First reminder: Youth L I need to you follow the direction and get in line.

Second reminder: Remember, Youth L, you are working on following directions. Please get in line.

Preventative Strategies	Staff Responsible	Check-In Results Week of:
PROVIDE NON-CONTINGENT POSITIVE ATTENTION including appropriate touch such as high fives, pats on the back, and fist bumps (this means that as much as possible staff should give youth attention <i>just because</i> , not contingent on anything, increase 5:1 with him)	All staff	
Assigned "boss" that youth will "report to" and "clock in" for his "job"	Shift supervisors will assign an Everest 1 GS staff	
How to give directions to youth: <ul style="list-style-type: none"> <li>Provide positive interaction/small talk first</li> <li>Provide choices/options (with intent that anything he chooses is a win for staff – "illusion of choice")</li> <li>Set him up for success by giving choices/directions that he can be successful with</li> <li>Give directions 1:1 with no audience</li> <li>Use therapeutic tone/gestures (i.e., be nice and supportive)</li> <li>Give directions one at a time and from only one staff member (preferably his "boss")</li> </ul>	All staff	
Give him daily jobs so he can be a helper (e.g., cleaning, taking out the trash)	Assigned "boss"	
Shift supervisors review plan with GS staff every Wednesday	Shift supervisors	
<b>Teaching Strategies</b>	<b>Staff Responsible</b>	
Utilize the back of CICO sheet to structure and formalize his "job" by listing tasks to complete <ul style="list-style-type: none"> <li>Schedule preferred task (e.g., taking out trash) after non-preferred tasks (e.g., required programming)</li> </ul>	Assigned "boss"	
Targeted social skills instruction (Tier 2)	MH staff	
Staff appreciation activities (weekly)	Naomi	
<b>Reinforcement Strategies</b>	<b>Staff Responsible</b>	
Paycheck – At the end of each day, youth will be "paid" \$1 for the behavior plan points he earned that day. Log earned paychecks and withdrawals on the back of this sheet.	Assigned "boss"	
Reinforcement wheel (kept in bubble with reinforcers) – \$10 for a spin	Assigned "boss"	
Escape/"no" pass (can be used by youth for any non-safety related direction, not applicable to Education) – \$20 for a pass	Assigned "boss"	



## DON'TS


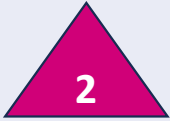



- ☐ **COLLECT "STUFF"**  
There are things we keep and things we throw away. Things we keep can go in our tote, things we throw away like food and papers we no longer want, go to the garbage.
- ☐ **GO WITHOUT WHAT WE NEED**  
We need to make sure we have clean clothes, toothpaste, toilet paper and all the things we need to feel good. So, make sure you ask if you run out.
- ☐ **FORGET LAUNDRY DAY**  
Laundry days are important so that we have
- ☐ **SKIP BREAKFAST**  
Wake up in the morning! Instead of falling so you are ready for

## DO'S

- ☐ **CLEAN CLOTHES**  
Put on new set of clean clothes each morning before breakfast. That way we start the day fresh.
- ☐ **BRUSH TEETH**  
Brush teeth after Breakfast so we have nice clear breath before school
- ☐ **CLEAN HANDS**  
Sometimes our hands get dirty and need to be washed because dirty hands put dirt everywhere we touch
- ☐ **SHOWER TIME**  
Each night clean myself thoroughly so I start each day free from dirt and sweat and germs.
- ☐ **CLEAN ROOM FOR ROBERT**  
Robert deserves a nice clean room. And so do you. Keep shelves, floor and sink clean so our room smells nice.
- ☐ **THROW AWAY TRASH**  
Before bed each night, throw away all the trash you don't need anymore. That way it won't build up.



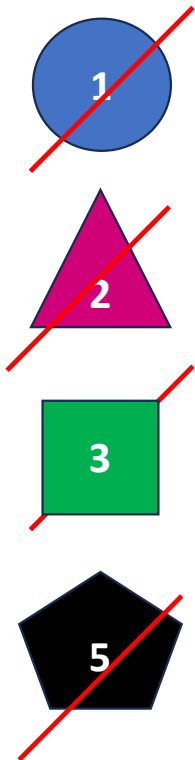
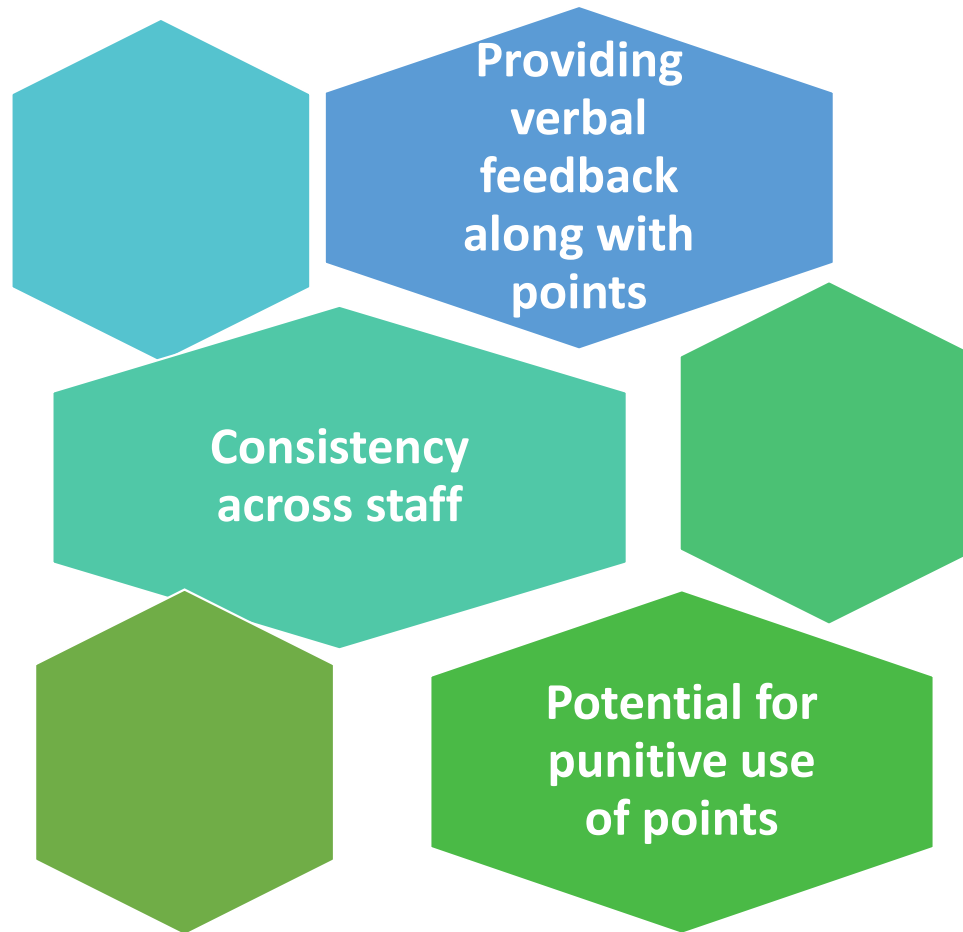
# 5 Best Practices in PBIS-Based Point and Level Systems

Five Best Practices in Point and Level Systems	
	The PBIS team designs (or modifies as needed) point and level system as part of overall PBIS planning. The PBIS team oversees implementation of point and level systems.
	Expected behaviors reflect PBIS expectations and are actively taught and prompted at each level.
	Relevant data are used to guide design of all components of the point and level systems, including fidelity
	All staff are trained in implementation of the point and level systems.
	A continuum of supports is available for all youth at all levels.

# Previous Point/Level System

A BRIEF overview

# Concerns and problems: Point System



# Point System at Summit View (CICO)

SVYC CICO Point Sheet – Tier 3

Youth: \_\_\_\_\_ Date: \_\_\_\_\_ Unit: **E S I II** Day of the Week: **Su Mo Tu We Th F Sa**  
Behavior plan goal: **Increase compliance by following staff directions (given two additional spaced-out reminders if needed)**  
Example: "Time to get in line." 1st reminder: "I need to you follow the direction and get in line." 2nd: "Remember, you're working on following directions. Please get in line."

	Time Block	Youth Grade (G, Y, or R)	Be Safe	Be Respectful	Be Responsible	PBIS Block Points	Youth Signature	Staff First Initial Last Name	Youth/ Staff Match BP	PBIS Bonus Points	Tracking Form Completed	Behavior Plan Points*
1	0700-0800		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
2	0800-0900		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
3	0900-1000		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
4	1000-1100		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
5	1100-1200		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
6	1200-1300		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
7	1300-1400		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
8	1400-1500		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
9	1500-1600		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
10	1600-1700		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
11	1700-1800		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
12	1800-1900		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
13	1900-2000		0 1 2	0 1 2	0 1 2				<input type="checkbox"/> +1		<input type="checkbox"/> Yes <input type="checkbox"/> No	0 or 1
14	2000-0700		0 1 2	0 1 2	0 1 2						<input type="checkbox"/> Yes <input type="checkbox"/> No	
						Total PBIS			Match BP	PBIS BP	Total BP (do not include behavior plan points)	Behavior Plan Points

YOUTH KEY (For Entire Time Block)			
Was I Safe?	5-6 points	Green	
Was I Respectful?	3-4 points	Yellow	
Was I Responsible?	0-2 points	Red	

STAFF KEY (For PBIS Block Points)	
2 points	Youth demonstrated expectation independently or with one prompt
1 point	Youth demonstrated expectation with reminders/assistance
0 points	Youth refused to demonstrate expectation despite reminders and/or assistance
*Behavior Plan Points: Did Youth follow staff directives given reminders if needed? 0 = no, 1 = yes	

Day Shift Supervisor Review: \_\_\_\_\_ Swing Shift Supervisor Review: \_\_\_\_\_

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

1

3

5

5:1

## Slide 20

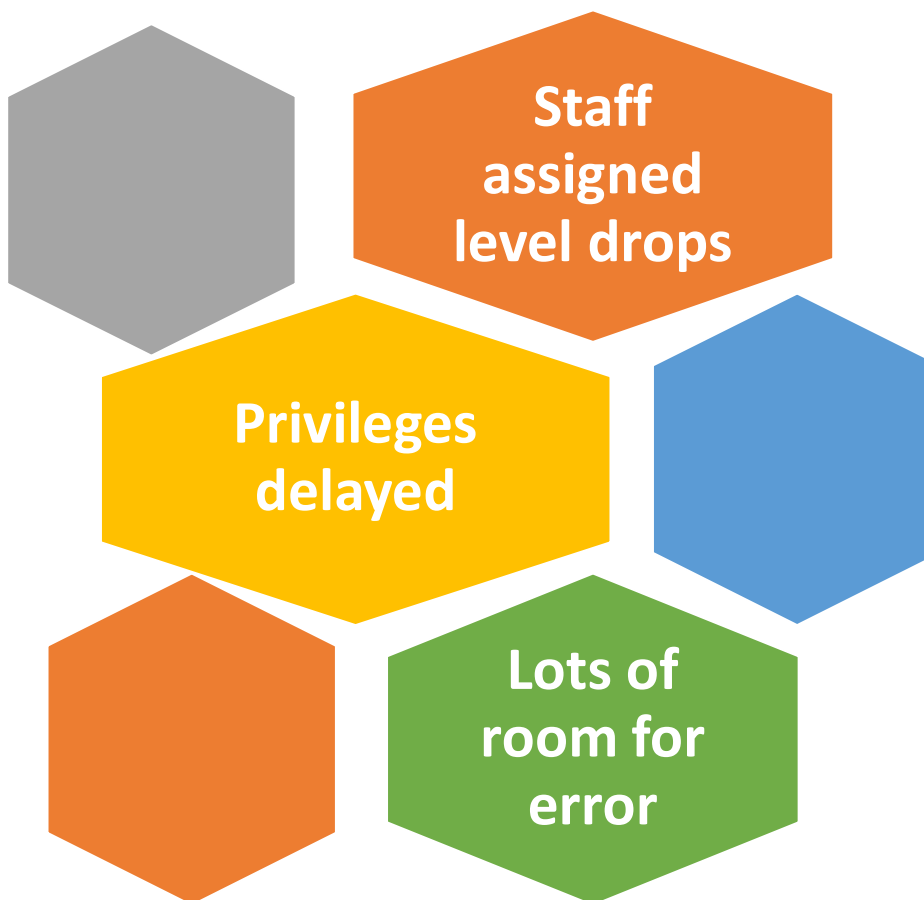
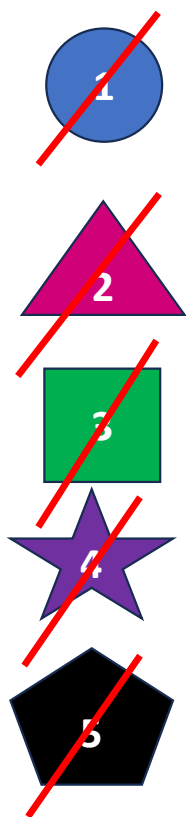
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**BS0**

If you need to keep this point sheet version, this slide has the new graphics

Brenda Scheuermann, 2023-10-11T15:48:59.553

# Concerns and problems: Level System



## Slide 21

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**BS0** Add concerns that I missed  
Brenda Scheuermann, 2023-10-11T15:49:36.552

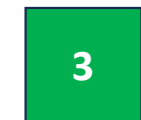
**BS0 0** Also, I guessed at how the previous system did not reflect the best practices.  
Brenda Scheuermann, 2023-10-11T15:57:05.156

# Revised Level System

How to maximize programming and learning opportunities







# New and modified features

Eliminated level drops and hops

- Added consequences for minor misbehaviors

Made meaningful privileges available sooner

Built in life skills practice

Added continuum of support during intake

Added procedures for transition from intake to general population

## Slide 23

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**BS0**

I guessed at these...revise as needed, and add best practices icons that I missed

Brenda Scheuermann, 2023-10-11T15:58:19.421

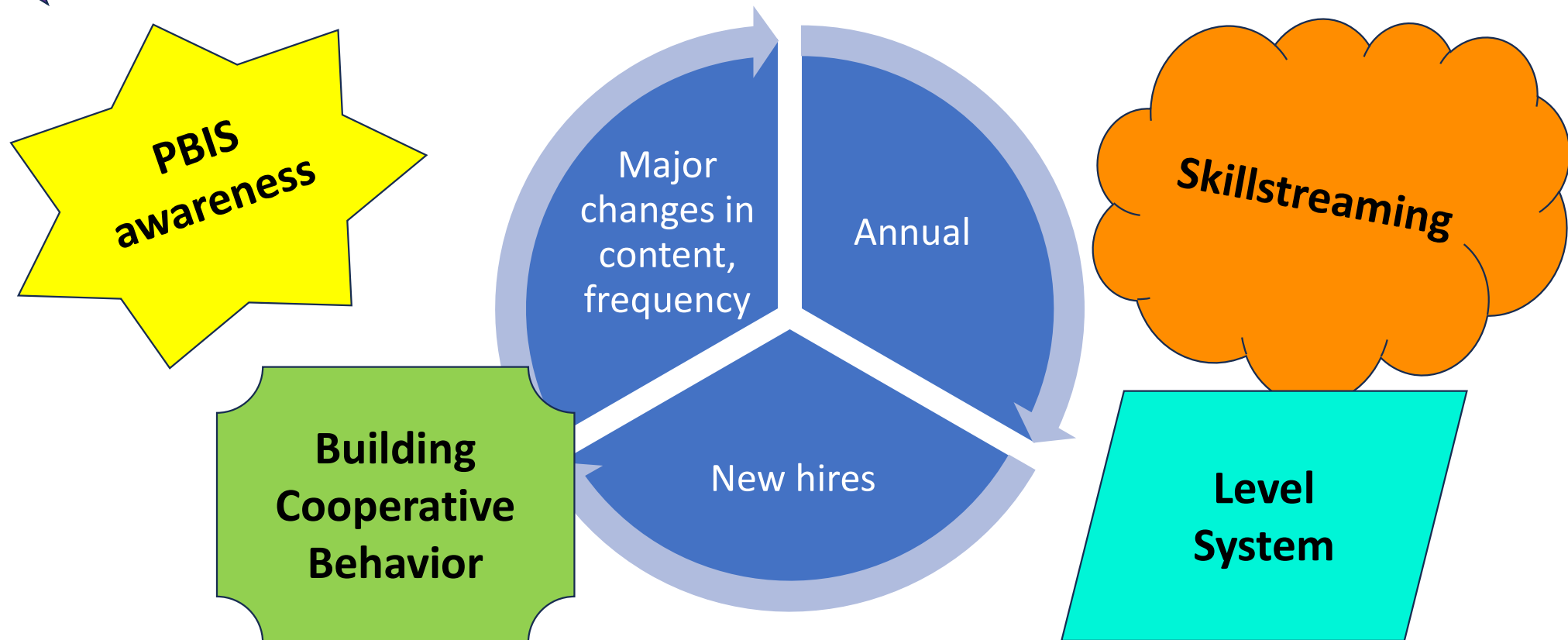
## Processes to inform revisions

- During team meetings, staff provided anecdotal/narrative feedback
- Youth surveys
- Tracked youth movement through levels
- Tracked majors/minors to assess impact
- Pilot, with impact data
  - Housing units with new level system compared to units original level system

3

4

# Changes in Staff Training



## Slide 25

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**BS0**

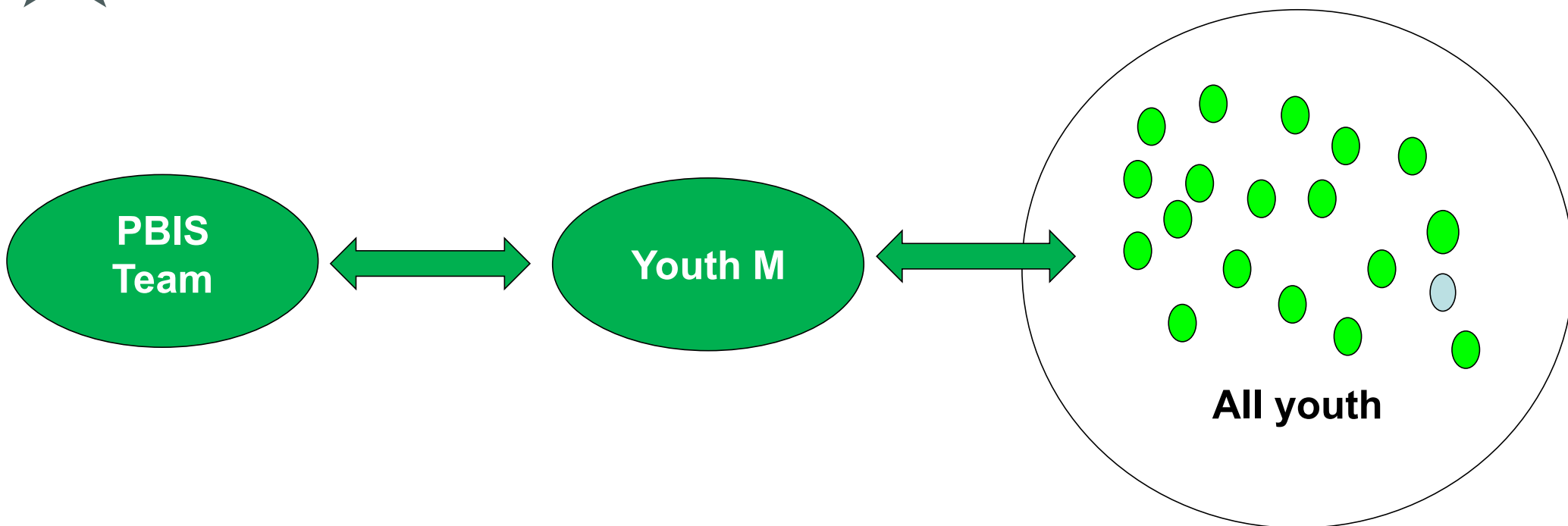
If you have procedures for more intensive supports for staff who need it, you could add the continuum of supports icon.

Brenda Scheuermann, 2023-10-11T16:26:43.650

3

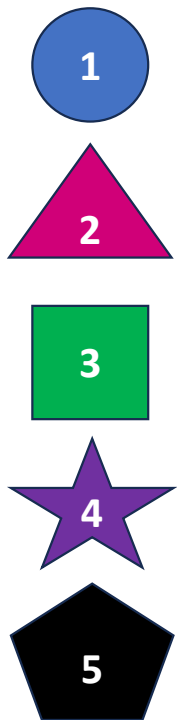
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# Youth Participation and Dissemination

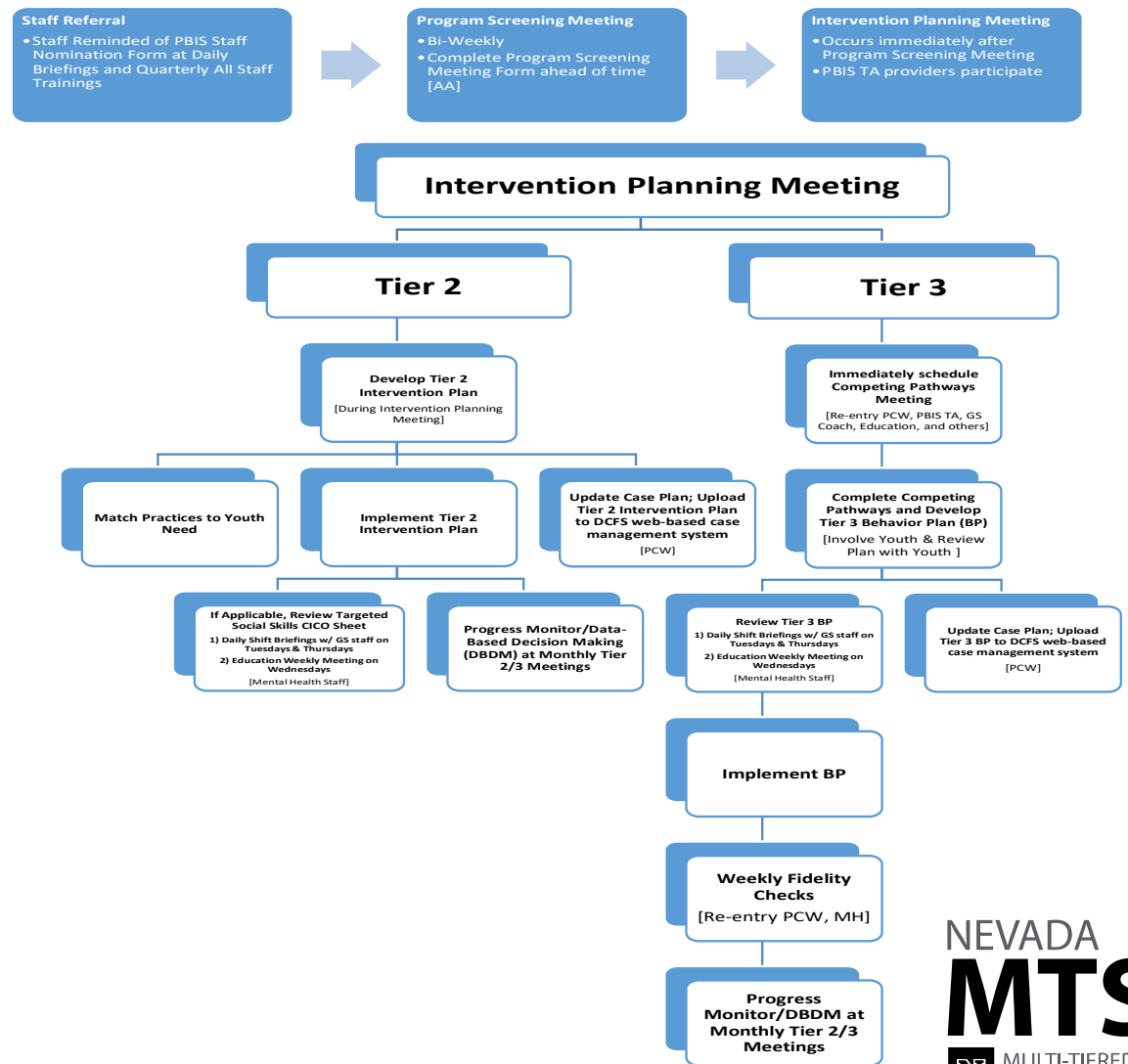


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# Screening for success



Tier 2/3 Flow Chart



**BS0**

Remember, we want to focus on the the big pictures rather than implementation details. The important points here are that you have regular, systematic screening; established T2 and T3 supports; and that you built on existing procedures and systems.

Brenda Scheuermann, 2023-10-11T16:28:57.998





## Slide 28

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**BS0**

Can you provide a copy of this application in the QR files? If so, just show a page or two for reference. Focus on the big picture: why you decided to use an application, how it benefits youth, etc., not the details of the application.

Brenda Scheuermann, 2023-10-11T16:44:58.136

# Fidelity of Practices

- CICO
- Skillstreaming
- Individualized Behavior Plans

# Fidelity measures

1

## Types

- Observations
- Self-assessments

2

3

4

5

## Procedures

- CICO - weekly
- Skillstreaming – monthly
- IBPs – depends upon complexity of plan
- Data informs:
  - Feedback (changing perception of feedback)
  - Coaching

## Slide 30

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**BS0**

I added the continuum of supports icon because you conduct fidelity checks of behavior plans

Brenda Scheuermann, 2023-10-11T16:52:26.096

# New for 2024: Youth Council

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## **Aim/Function**

- Mentorship
- Enrichment engagement
- Selection of cooperation

## **Responsibilities/Engagement**

- Eligible for council at level 3 and above
- Election based
- Sit on level change presentations (4 and honors)
- Youth help plan special events
- Facilitate youth meeting following PBIS team meeting with GS



# New for 2024: Increase mental health supports

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Needs:

- characteristics: more profound, chronic mental health conditions
- trauma informed
- Working on building agreement on scope and nature of MH supports



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# Last chance to get Summit View handouts



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# 2022 Summit View Presentation

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

Ashley Greenwald, Ph.D., BCBA-D, LBA- University of Nevada, Reno  
Emily Spurlock, MS, RBT – University of Nevada, Reno  
Aldo Mora, AHG – Summit View Youth Center  
Brenda Scheuermann, PhD – Texas State University

**Topic:** Juvenile Justice  
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## Juvenile Justice

Juvenile justice facilities successfully implement PBIS as a framework for managing behavior. This is a significant shift in philosophy and practice as facilities move away from more restrictive, reactive, and punitive programming toward an emphasis on preventing challenging behaviors, increasing positive behaviors, and providing more intensive supports for youth with the greatest behavioral, academic, social, and mental health needs.

### What is PBIS in Juvenile Justice?

PBIS in juvenile justice looks much like PBIS in traditional settings: a set of integrated practices used consistently by all staff in all settings to promote positive behavior. Of course, juvenile justice has unique characteristics to be considered when designing PBIS systems. Within these environments, safety and security are paramount; all practices must align with priorities to keep youth and staff safe and maintain security of the environment. PBIS teams in juvenile justice facilities of all sizes and jurisdictions around the country are demonstrating that PBIS can be implemented successfully in juvenile justice settings, with slight adaptations for the demands of the setting.

A few of the unique characteristics found in juvenile justice settings are:

#### Negatively-Stated Rules

Most rules in juvenile justice settings focus on what not to do. PBIS revises these rules to focus on behaviors you want to see from youth.

#### Safety and Security



SCAN ME

## PBIS IN A SECURE JUVENILE JUSTICE SETTING

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# For technical support, resources, connections

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# THANK YOU!!!



NEVADA  
**MTSS**  
 MULTI-TIERED SYSTEM  
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## Slide 38

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I love this slide!

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