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



Learning Objectives

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



Session Outline

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



Handouts and Resources



SCAN ME



Summit View Youth Center

- 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

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 TeamOperating 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
MHCIII	Note-taker	Yes
Youth	Youth Representative	Yes
N/A	External Coacnes	Yes



Action Items	Person(s) Responsible	Deadline
Develop intake checklist	Burton/Wilwert	8/10/22
Review updated discipline flow-chart at	Burton	Next all staff
next all staff training		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	Morehead/Shari	8/5/22
incorporate into PBIS Expectation		
Group – Create standard lesson plan		
Define "mental health session" - maybe	Team	Next team
call it a "check-in"		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

Step 1: Identify the expectation/expected behavior

Safe, Respectful, Responsible Line Movements

Step 2: Provide a rationale for teaching the expectation

Give youth opportunity to earn all points for demonstrating expected behavior in line.

Positive Examples	Non-Examples
Quiet Eyes forward Hands behind back Mask up Keeping the pace	Talking Looking back Mask down Hands not behind back

Step 4: Describe activities/role-playing for practice of expectation

Practice during all meal movements Breakfast/ lunch and dinner

Step 5: List methods to prompt/remind expectation

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.

Step 6: Describe how you will assess progress

Continuous observation, review and assessment.

1.5 and 1.6 –
Definitions and
Policies to Address
Challenging
Behaviors

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	AUTHURIZING SUPE	.nvisur name/SIG	INATURE: Treviewed &	authorized this tracking fo	rm.				☐ Task/Activity		
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Minor

GS managed

Pre-teach expectation

No Risk/No Breach

of Safety and Security

Pre-teach/

Re-teach

expectation

Complete

tracking form

Supervisor

notified

BOR

Implement

action taken

Re-teach expectation Verbal warning

Complete tracking form Implement action taken

*Blue behavior documentation forms are not part of the discipline process

Major

Supervisor managed

Risk of Safety and Security

Call code

Secure area

De-escalation strategies

Control dispatches code

Shift supervisor determines next level of support

> Incident report Tracking form BOR

Implement action taken

Breach of Safety and Security

Call code

Secure area

Implement HWC tactics

Control dispatches code

Shift supervisor determines next course of action

Incident report
Tracking form
BOR
Implement

action taken



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 5:1ratio!)	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	Ringing 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.

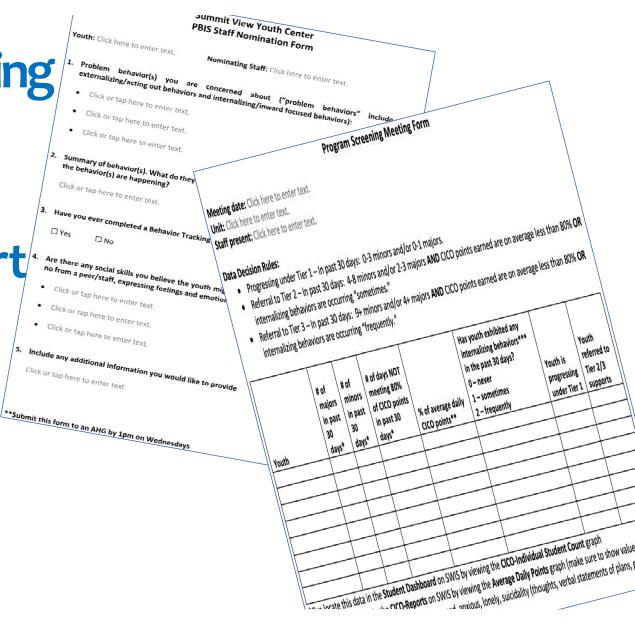
Youth Recognition

- 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



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

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
REA 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.	PREA Remedial Education fidelity checklist.	Yes
VRT 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 aggresssion 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.	or Refocus staff after lesson completion. Refocus fidelity checklist.	NEVADA MTS
Medication Awareness Group pending pilot program)						MULTI-TIERED SY OF SUPPORTS

3.4-3.5 Youth Support Team & Staffing per Youth

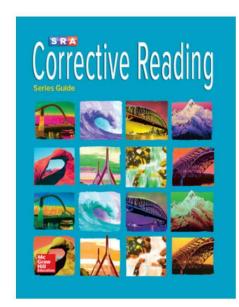
Behavior Support Plan - Updated June 2022

*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 Lime to get in line. First reminder: Youth Lineed to you follow the direction and get in line. Second reminder: Remember, Youth, you are working on following directions. Please get in 180.

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 just because, 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: Provide positive interaction/small talk first Provide choices/options (with intent that anything he chooses is a win for staff — "illusion of choice") Set him up for success by giving choices/directions that he can be successful with Give directions 1:1 with no audience Use therapeutic tone/gestures (i.e., be nice and supportive) Give directions one at a time and from only one staff member (preferably his "boss")	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	6			
Teaching Strategies	Staff Responsible				
Utilize the back of CICO sheet to structure and formalize his "job" by listing tasks to complete Schedule preferred task (e.g., taking out trash) after non-preferred tasks (e.g., required programming)	Assigned "boss"				
Targeted social skills instruction (Tier 2)	MH staff				
Staff appreciation activities (weekly)	Naomi				
Reinforcement Strategies	Staff Responsible				
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"				



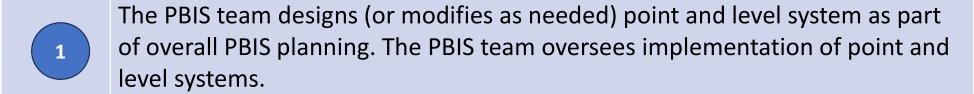
DON'TS GO WITHOUT WHAT WE NEED COLLECT "STUFF" There are things we keep and things we We need to make sure we have clean clothes, throw away. Things we keep can go in our toothpaste, toilet paper and all the things we tote, things we throw away like food and need to feel good. So, make sure you ask if you papers we no longer want, go to the garbage. SKIP BREAKFAST FORGET LAUNDRY DAY Laundry days are important so that we have Wake up in the morning! Instead of falling so you are ready for CLEAN CLOTHES BRUSH TEETH Brush teeth after Breakfast so we have nice Put on new set of clean clothes each morning before breakfast. That way we start the day clear breath before school SHOWER TIME CLEAN HANDS Each night clean myself thoroughly so I start Sometimes our hands get dirty and need to be washed because dirty hands put dirt each day free from dirt and sweat and germs. everywhere we touch **NEVADA** CLEAN ROOM FOR ROBERT THROW AWAY TRASH Robert deserves a nice clean room. And so Before bed each night, throw away all the trash do you. Keep shelves, floor and sink clean so you don't need anymore. That way it won't

build up.

our room smells nice

5 Best Practices in PBIS-Based Point and Level Systems

Five Best Practices in Point and Level Systems



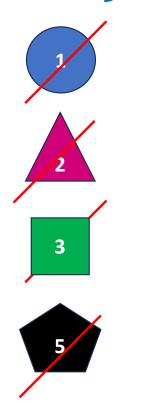
- Expected behaviors reflect PBIS expectations and are actively taught and prompted at each level.
- Relevant data are used to guide design of all components of the point and level systems, including fidelity
- All staff are trained in implementation of the point and level systems.
- A continuum of supports is available for all youth at all levels.

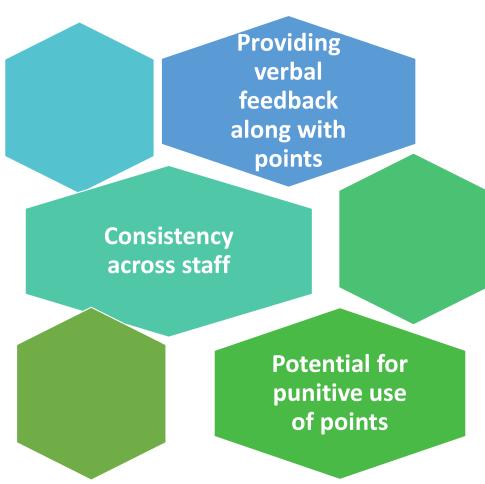
Previous Point/Level System

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."

	1
1	

3



	Time Block	Youth Grade (G, Y, or R)	3	Be Safe		Re	Be spe	ctful	Re		e nsi	ble	PBIS Block Points	Youth Signature	Staff First Initial Last Name	Youth/ Staff Match BP	PBIS Bonus Points	Tracking Form Completed		ehavior Plan oints <mark>*</mark>	i
1	0700-0800		0	1	2	0	1	2	C) :	1	2				□ +1		☐ Yes ☐ No	0	or 1	
2	0800-0900		0	1	2	0	1	2	() :	1	2				□ +1		☐ Yes ☐ No	0	or 1	
3	0900-1000		0	1	2	0	1	2	() :	1	2				□ +1		☐ Yes ☐ No	0	or 1	
4	1000-1100		0	1	2	0	1	2	() :	1	2				□ +1		☐ Yes ☐ No	0	or 1	
5	1100-1200		0	1	2	0	1	2	() :	1	2				□ +1		☐ Yes ☐ No	0	or 1	
6	1200-1300		0	1	2	0	1	2	() :	1	2				□ +1		☐ Yes ☐ No	0	or 1	
7	1300-1400		0	1	2	0	1	2	() :	1	2				□ +1		☐ Yes ☐ No	0	or 1	
8	1400-1500		0	1	2	0	1	2	() :	1	2				□ +1		☐ Yes ☐ No	0	or 1	\Box
9	1500-1600		0	1	2	0	1	2	C) :	1	2				□ +1		☐ Yes ☐ No	0	or 1	
10	1600-1700		0	1	2	0	1	2	() :	1	2				□ +1		☐ Yes ☐ No	0	or 1	
11	1700-1800		0	1	2	0	1	2	() :	1	2				□ +1		☐ Yes ☐ No	0	or 1	
12	1800-1900		0	1	2	0	1	2	() :	1	2				□ +1		☐ Yes ☐ No	0	or 1	
13	1900-2000		0	1	2	0	1	2	() :	1	2				□ +1		☐ Yes ☐ No	0	or 1	
14	2000-0700		0	1	2	0	1	2	() :	1	2						☐ Yes ☐ No			
													Total PBIS			Match BP	PBIS BP	Total BP (do not include behavior plan points)		ehavior in Points	5

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					

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.

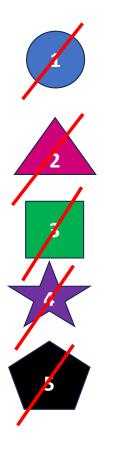
Youth – If you leave class, take your form with you so you may be scored for the block. If multiple staff work with you during any block, they may all have input in your score for the block.



If you need to keep this point sheet version, this slide has the new graphics Brenda Scheuermann, 2023-10-11T15:48:59.553 BS0

BS0

Concerns and problems: Level System





Add concerns that I missed BS0

Brenda Scheuermann, 2023-10-11T15:49:36.552

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

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

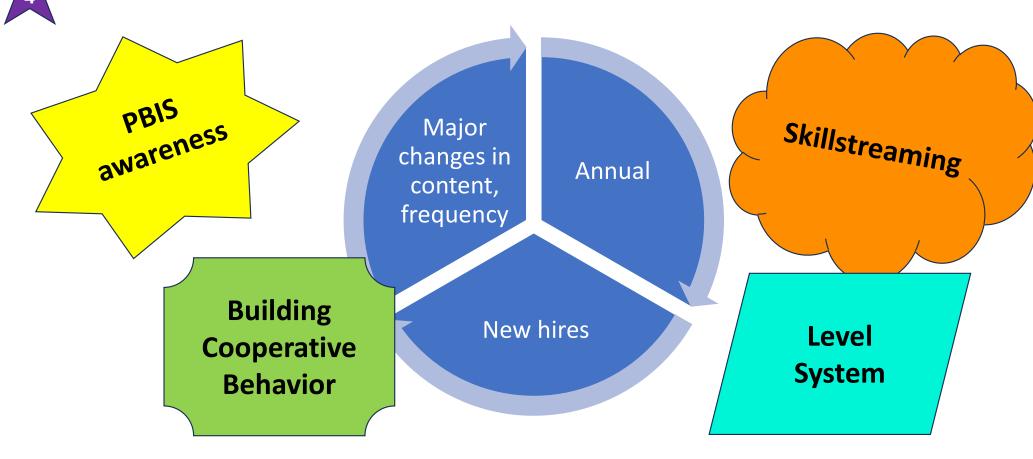
Added procedures for transition from intake to general population

I guessed at these...revise as needed, and add best practices icons that I missed Brenda Scheuermann, 2023-10-11T15:58:19.421 BS0

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

Changes in Staff Training

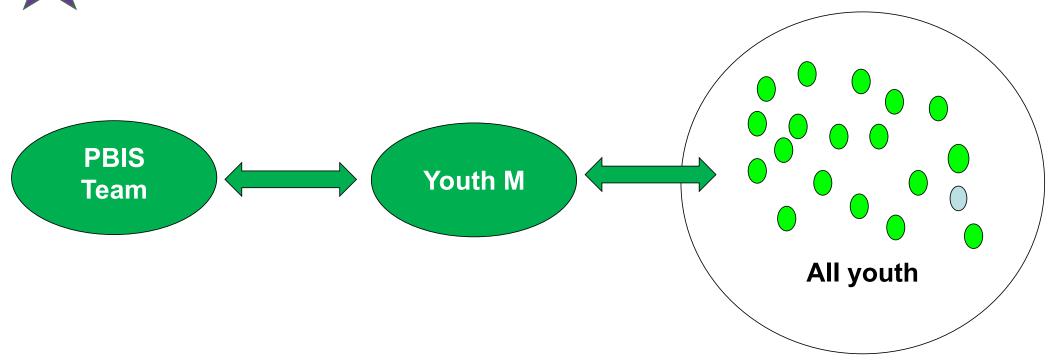


If you have procedures for more intensive supports for staff who need it, you could add the continuum of supports icon.

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



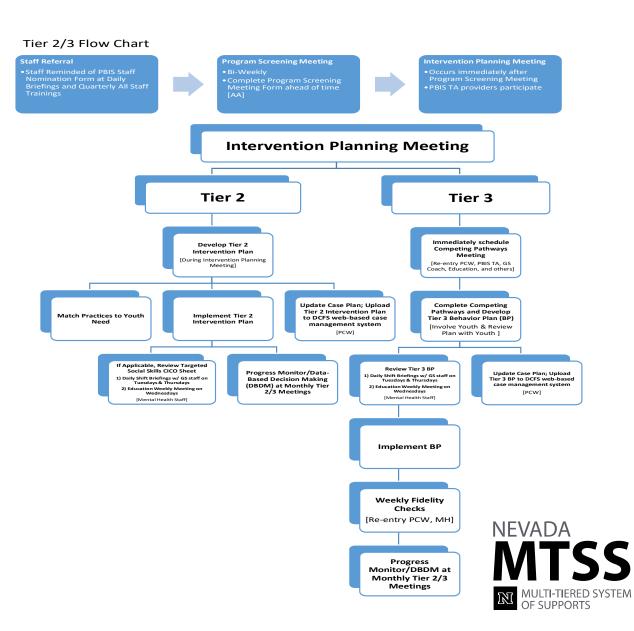
Youth Participation and <u>Dissemination</u>





Screening for success





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

Application for transition from Level 1 to Level 2







		Date Purchased:								
Store Staff Member:										
		Application Cost – 50 p								
	Application for Level Level 1 to Level									
	d minor behavior tracking forms o application submission for cut of	and CICO average status should be collected off dates.								
application is submitted to 7 days prior to the schedule	Head Group Supervisor. If applic ed Program Screening Meeting, t spent on the application and	ewed at the Program Screening Meeting aft ant receives a minor or major tracking for he application will not be considered. You must purchase another application to b								
Prepare and mainta Complete Level Cha	and behavior tracking form data in your room for inspection ange Essay (include with applicati packet to case manager	from your GS Coach (include with application)								
30000000000 0	SVY	C Booking Date:								
Start Date:	End Date:	Date of data request:								
# of Major Behavior Tracking Forms:	# of Minor Behavior Tracking Forms:	Average Daily CICO Points:%								
GS Coach:										
-										
Signature:	Date:									
Application due to case Before next scheduled Prog		by 5:00 pm								
	oom Inspection (Completed by C	orrectional Sergeant)								
R										
R Pass □ Fail		Date:								

	se Management (Compl	eted by Case Manager)	
CFT Goal(s) description:			
Number of CFT goals youth is cur	rently working on:		
Number of CFT goals youth comp	leted:		
Youth regularly completes Skillstr	reaming Homework	Yes No	
Programming completed:	-500.		
Active Program Enrollments (do r	not include coping skills, lar	ge muscle, or PBIS Expectation	ons):
Case Management Notes:			
Case Manager:			
		te:	
		te:	
Signature:	Dar	te: tor morning of Program Scree	
Signature: Behavior Review (Co	Dar		
Signature: Behavior Review (Co	Dar Directory Directory Dark Dark Dark Dark Dark Dark Dark Dark		
Signature:Behavior Review (Co	Da Da Da Da Direct Dire	tor morning of Program Scree	ening Meeting)
Behavior Review (Co Previous 7 days: Earned Minor Track Earned Major Track	ompleted by Program Directing Form	tor morning of Program Scree	ening Meeting) No
Behavior Review (Co Previous 7 days: Earned Minor Track Earned Major Track	Da Da Da Da Direct Dire	tor morning of Program Scree	ening Meeting)
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Behavior Review (Co Previous 7 days: Earned Minor Track Earned average of 7 Documenta	ompleted by Program Directing Form ing Form 0% or more of daily CI tion Tracking (Complete	tor morning of Program Scree Yes Yes CO Yes d at Program Screening Mee	ening Meeting) No No No
Behavior Review (Co Previous 7 days: Earned Minor Track Earned average of 7 Documenta	ompleted by Program Directing Form ing Form 0% or more of daily CI tion Tracking (Complete	tor morning of Program Scree Yes Yes CO Yes d at Program Screening Mee	ening Meeting) No No No No Attached

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



Types



- Observations
- Self-assessments



Procedures

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

I added the continuum of supports icon because you conduct fidelity checks of behavior plans Brenda Scheuermann, 2023-10-11T16:52:26.096 BS0

New for 2024: Youth Council

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

Needs:

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

Last chance to get Summit View handouts



SCAN ME



2022 Summit View Presentation

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 Keywords: Alternative Settings, Implementation, Fidelity





For more information



PBIS Topics Tools Publications Presentations Conference About



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 sight 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 Securit



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For technical support, resources, connections

Brenda Scheuermann

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The rising STAR of Texas

THANK YOU!!!









BSO I love this slide!

Brenda Scheuermann, 2023-10-11T16:55:25.537

Please Complete this Session's Evaluation

10/26/2023

Session ID-2F - Incorporating PBIS Data, Systems, & Practices in Point Systems, Level Systems, or Behavior Systems in Alternative Programs

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

www.pbis.org/conference-andpresentations/pbis-leadership-forum

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National PBIS Leadership Forum