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Topic: Juvenile Justice
Keywords: Alternative Settings, Level System, Point System
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

• 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 Team Operating Procedures

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

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

| Step 3: Define a range of examples (what the expectation looks like) |
| Positive Examples | Non-Examples |
| Quiet | Talking |
| Eyes forward | Looking back |
| Hands behind back | Mask down |
| Mask up | Hands not behind back |
| Keeping the pace |

| 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
1.5 and 1.6 – Definitions and Policies to Address Challenging Behaviors, continued

**Minor**
GS managed
- Pre-teach expectation
- Re-teach expectation
- Verbal warning
- Complete tracking form
  - Implement action taken
- BOR
  - Implement action taken

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

**Major**
Supervisor managed
- No Risk/No Breach of Safety and Security
  - Pre-teach/Re-teach expectation
  - Complete tracking form
    - Supervisor notified
    - BOR
      - Implement action taken
- 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
### Summit View Youth Center Acknowledgment Matrix

<table>
<thead>
<tr>
<th>Title</th>
<th>Criteria</th>
<th>Award</th>
<th>Frequency</th>
<th>Presentation</th>
<th>Dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Praise</td>
<td>Displaying P4W expectations</td>
<td>Immediate positive verbal praise that is specific and authentic</td>
<td>As often as possible (Work:1:1 ratio)!</td>
<td>In all settings at SVYC</td>
<td>1:1 with youth</td>
</tr>
<tr>
<td>SVYC Eats</td>
<td>Honors level</td>
<td>Fast food meal (In-N-Out, Cane's, Panda Express, Port of Sabs, pizza, etc.)</td>
<td>Monthly</td>
<td>Delivered in visitation</td>
<td>Flyers posted throughout facility</td>
</tr>
<tr>
<td>Student of the Month (math, English, social studies, HiSet, SpEd, vocation)</td>
<td>Outstanding achievement and improvement in subject area</td>
<td>Certificate and shirt with school logo</td>
<td>Monthly</td>
<td>Each subject teacher(s) acknowledges 1 student</td>
<td>Principal and counselor present at monthly assembly</td>
</tr>
<tr>
<td>FBIS Store</td>
<td>Level 3 or above</td>
<td>PBIS points in exchange for hygiene items, snacks, radio, earphones, batteries, etc.</td>
<td>Tuesdays and Thursdays</td>
<td>Store is located in visitation area, items purchased are taken back to youth rooms</td>
<td>LiveSchool (points) paycheck Monday or Tuesday</td>
</tr>
<tr>
<td>Housing Wing Challenge</td>
<td>Entire wing meets challenge criteria (TBD based on current challenge)</td>
<td>SVYC Eats</td>
<td>Bi-monthly</td>
<td>TBD upon award</td>
<td>Posted on flyers, verbally informed, announced at assembly</td>
</tr>
<tr>
<td>Movie Night</td>
<td>Level 4 or above</td>
<td>Movie and popcorn</td>
<td>Monthly</td>
<td>TBD based on availability</td>
<td>Flyers posted throughout facility</td>
</tr>
<tr>
<td>Special Events (game night, field day, holiday events, family days, etc.)</td>
<td>Universal (with exception of any youth actively displaying problem behaviors)</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD based on availability</td>
<td>Flyers posted throughout facility</td>
</tr>
<tr>
<td>Ring that Bell!!</td>
<td>Earning a half credit in education or passing a section of HiSet</td>
<td>Ringing the bell in the courtyard and updated transcript</td>
<td>Any time criteria met</td>
<td>Courtyard</td>
<td>Principal or counselor notification</td>
</tr>
</tbody>
</table>

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1.8 – Youth Feedback and Acknowledgement
1.9-1.10 Staff Feedback and Acknowledgment

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

<table>
<thead>
<tr>
<th>Tier 2 Interventions</th>
<th>are triggered by behavioral data (e.g., SWIS, CICO-SWIS, self-harm, school-based data) and/or requests for assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Targeted Social Skills Instruction</td>
<td>Skillstreaming lessons repeated/intensified to provide social skills instruction based on youth needs.</td>
</tr>
<tr>
<td>PREA Remedial Education</td>
<td>Remedial training for youth who have committed a sexually related offense toward others. Must complete prior to entry into Boundaries class (unless court ordered).</td>
</tr>
<tr>
<td>MRT Anger Management</td>
<td>Evidence-based CBT model designed to help youth recognize, overcome, and control anger. There are 8 modules youth are expected to complete.</td>
</tr>
<tr>
<td>Refocus Program</td>
<td>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 G5 coaching, etc.</td>
</tr>
</tbody>
</table>

**Medication Awareness Group** (pending pilot program)
3.4-3.5 Youth Support Team & Staffing per Youth

Behavior Support Plan – Updated June 2022

*No entry FCV responsible for checking implementation weekly (check-ins with staff)
**Amplify health counselor responsible for conducting staff fidelity checks using internal audit

Goal: Increase compliance by following staff directions (given two additional spaced-out reminders if needed)

Preventative Strategies | Staff Responsible | Check-In Results
--- | --- | ---
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% with him). | All staff | |
Assign “boss” that youth will “report to” and “lock in” for his “job” | | |
How to give directions to youth:
- Provide positive interaction/small task first
- Provide choices/options (with intent that anything the youth 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 direct instructions
- 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”). | Shift supervisors will assign an Errect 1 GS staff | |
Give him daily jobs so he can be a helper (e.g., cleaning, taking out the trash). | All staff | |
Shift supervisors review plan with GS staff every Wednesday | Shift supervisors | |

Teaching Strategies | Staff Responsible | |
Utilize the back of CCD 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) | MT staff | |
Staff appreciation activities (weekly) | Not assigned | |
Reinforcement Strategies | Staff Responsible | |
Paycheck – At the end of each day, youth will be “paid” $1 for the behavior plan points earned that day. Log earned paycheck and withdraws on the back of this sheet. | Assigned “boss” | |
Reinforcement wheel (kept in bubble with reinforcements) – $1.00 for a spin | Assigned “boss” | |
Escape “no” pass (can be used by youth for any non-safety related directions, not applicable to education) – $20 for a pass | Assigned “boss” | |

DO’S

- 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.

- FORGET LAUNDRY DAY
Laundry days are important so that we have clean clothes. Instead of falling behind, we are on top.

- CLEAN CLOTHES
Put new set of clean clothes each morning before breakfast. That way we start the day fresh.

- 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.

DON’TS

- 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.

- SKIP BREAKFAST
Wake up in the morning! Instead of falling behind, we are on top.
### 5 Best Practices in PBIS-Based Point and Level Systems

| 1 | 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. |
| 2 | Expected behaviors reflect PBIS expectations and are actively taught and prompted at each level. |
| 3 | Relevant data are used to guide design of all components of the point and level systems, including fidelity |
| 4 | All staff are trained in implementation of the point and level systems. |
| 5 | A continuum of supports is available for all youth at all levels. |
Previous Point/Level System

A BRIEF overview
Concerns and problems: Point System

- Providing verbal feedback along with points
- Consistency across staff
- Potential for punitive use of points
# Point System at Summit View (CICO)

**SVYC CICO Point Sheet – Tier 3**

**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 you to follow the direction and get in line." 2nd: "Remember, you’re working on following directions. Please get in line."

<table>
<thead>
<tr>
<th>Time Block</th>
<th>Youth Grade (G, Y, or R)</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>PBIS Block Points</th>
<th>Youth Signature</th>
<th>Staff First Initial Last Name</th>
<th>Youth/Staff Match BP</th>
<th>PBIS Bonus Points</th>
<th>Tracking Form Completed</th>
<th>Behavior Plan Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 0700-0800</td>
<td>0 1 2 0 1 2 0 1 2</td>
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<td>10 1600-1700</td>
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<td>11 1700-1800</td>
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<td>12 1800-1900</td>
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<td>13 1900-2000</td>
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<td>14 2000-0700</td>
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</tbody>
</table>

### YOUTH KEY (For Entire Time Block)
- **Was I Safe?**
  - 5-6 points: Green
  - 3-4 points: Yellow
  - 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

<table>
<thead>
<tr>
<th>Total PBIS</th>
<th>Match BP</th>
<th>PBIS BP</th>
<th>Total BP (do not include behavior plan points)</th>
<th>Behavior Plan Points</th>
</tr>
</thead>
</table>

- **Total PBIS**
- **Match BP**
- **PBIS BP**
- **Total BP (do not include behavior plan points)**
- **Behavior Plan Points**

**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 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
Concerns and problems: Level System

- Staff assigned level drops
- Privileges delayed
- Lots of room for error
Add concerns that I missed
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
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
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

- Major changes in content, frequency
- New hires
- Annual

PBIS awareness

Building Cooperative Behavior

Skillstreaming

Level System
If you have procedures for more intensive supports for staff who need it, you could add the continuum of supports icon.
Youth Participation and Dissemination

PBIS Team

Youth M

All youth

3 4
Screening for success

1. Staff Referral
   - Staff reminded of PBIS Staff Nomination Form at Daily Briefings and Quarterly All Staff Trainings

2. Program Screening Meeting
   - Bi-Weekly
   - Complete Program Screening Meeting Form ahead of time [AA]

3. Intervention Planning Meeting
   - Occurs immediately after Program Screening Meeting
   - PBIS TA providers participate

4. Tier 2
   - Develop Tier 2 Intervention Plan
     - [During Intervention Planning Meeting]
   - Match Practices to Youth Need
   - Implement Tier 2 Intervention Plan
     - If Applicable, Review Targeted Social Skills OCE Sheets
     - 1) Daily Shift Briefings w/ GS staff on Tuesdays & Thursdays
        2) Education Weekly Meeting on (Mental Health Staff)
   - Progress Monitor/Data-Based Decision Making (DBDM) at Monthly Tier 2/3 Meetings
   - Update Case Plan; Upload Tier 2 Intervention Plan to DCFS web-based case management system [PCW]

5. Tier 3
   - Immediately schedule Competing Pathways Meeting
     - [Re-entry PCW, PBIS TA, GS Coach, Education, and others]
   - Complete Competing Pathways and Develop Tier 3 Behavior Plan (BP)
     - [Involve Youth & Review Plan with Youth]
   - Review Tier 3 BP
     - 1) Daily Shift Briefings w/ GS staff on Tuesdays & Thursdays
        2) Education Weekly Meeting on (Mental Health Staff)
   - Implement BP
   - Weekly Fidelity Checks [Re-entry PCW, MH]
   - Progress Monitor/DBDM at Monthly Tier 2/3 Meetings
   - Update Case Plan; Upload Tier 3 BP to DCFS web-based case management system [PCW]

NEVADA MTSS
MULTI-TIERED SYSTEM OF SUPPORTS
Remember, we want to focus on 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

All submissions of major and minor behavior tracking forms and CICO average status should be collected from the two weeks prior to application submission for cut off dates.

Youth applying for change from Level 1 to Level 2 will be reviewed at the Program Screening Meeting after application is submitted to Head Group Supervisor. If applicant receives a minor or major tracking form 7 days prior to the scheduled Program Screening Meeting, the application will not be considered. Youth will forfeit the 90 points spent on the application and must purchase another application to be considered for level change.

Instructions:
1. Request CICO data and behavior tracking form data from your GS Coach (include with application)
2. Prepare and maintain your room for inspection
3. Complete Level Change Essay (include with application)
4. Submit application packet to case manager

Youth: __________________________ SVYC Booking Date: __________________________

CICO & Behavior Tracking (Completed by GS Coach)

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>Date of data requested</th>
<th># of Major Behavior Tracking Forms</th>
<th># of Minor Behavior Tracking Forms</th>
<th>Average Daily CICO Points (%)</th>
</tr>
</thead>
<tbody>
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GS Coach: __________________________ Signature: __________________________ Date: __________________________

Application due to case manager: Monday, __________________________ by 9:00 pm

Before next scheduled Program Screening Meeting

Room Inspection (Completed by Correctional Sergeant)

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
<th>Sergeant: __________________________</th>
<th>Date: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Signature: __________________________</td>
<td></td>
</tr>
</tbody>
</table>

Inspection Notes: __________________________

Case Management (Completed by Case Manager)

CFT Goal(s) description:

Number of CFT goals youth is currently working on: ____________
Number of CFT goals youth completed: ____________
Youth regularly completes Skillstreaming Homework: Yes [ ] No [ ]

Programming completed:

Active Program Enrollments (do not include coping skills, large muscle, or PBIS Expectations):

Case Management Notes:

Case Manager: __________________________ Date: __________________________

Behavior Review (Completed by Program Director morning of Program Screening Meeting)

Previous 7 days:

Earned Minor Tracking Form: Yes [ ] No [ ]
Earned Major Tracking Form: Yes [ ] No [ ]
Earned average of 70% or more of daily CICO: Yes [ ] No [ ]

Documentation Tracking (Completed at Program Screening Meeting)

CICO Data: Complete [ ] Met Requirements [ ] Attached [ ]
Behavior Tracking Form Data: Complete [ ] Met Requirements [ ] Attached [ ]
Room Inspection: Completed [ ] Met Requirements [ ]
Level Change Essay: Met Requirements [ ] Skill: [ ]
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
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
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
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 facilities like PBIS in traditional settings is 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 training in juvenile justice facilities of all sizes and jurisdictions around the country is 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

For more information
For technical support, resources, connections

Brenda Scheuermann

Brenda@txstate.edu
QUESTIONS
BS0  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

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!

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

National PBIS Leadership Forum