

**Positive behavioral
interventions and supports
within juvenile justice
settings: What it looks like and
feedback from leadership
teams**

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**Implementing Positive Behavior Supports
in Juvenile Corrections Settings**

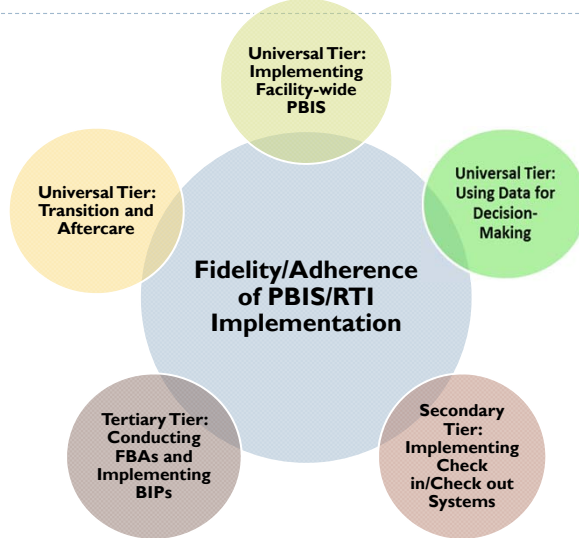
- ▶ 3 year IES Goal 2 development project to develop training materials for implementing Positive Behavioral Interventions and Supports (PBIS) model in Juvenile Justice facilities.
 - ▶ Jeffrey Sprague, Ph.D., University of Oregon
 - ▶ Kristine Jolivet, Ph.D., Georgia State
 - ▶ Jessica Swain-Bradway, Ph.D., University of Oregon
 - ▶ C. Michael Nelson, Ph.D.. (esteemed consultant!)
- ▶ Oregon, California, Georgia, Texas, Illinois
 - ▶ We would like to add more!

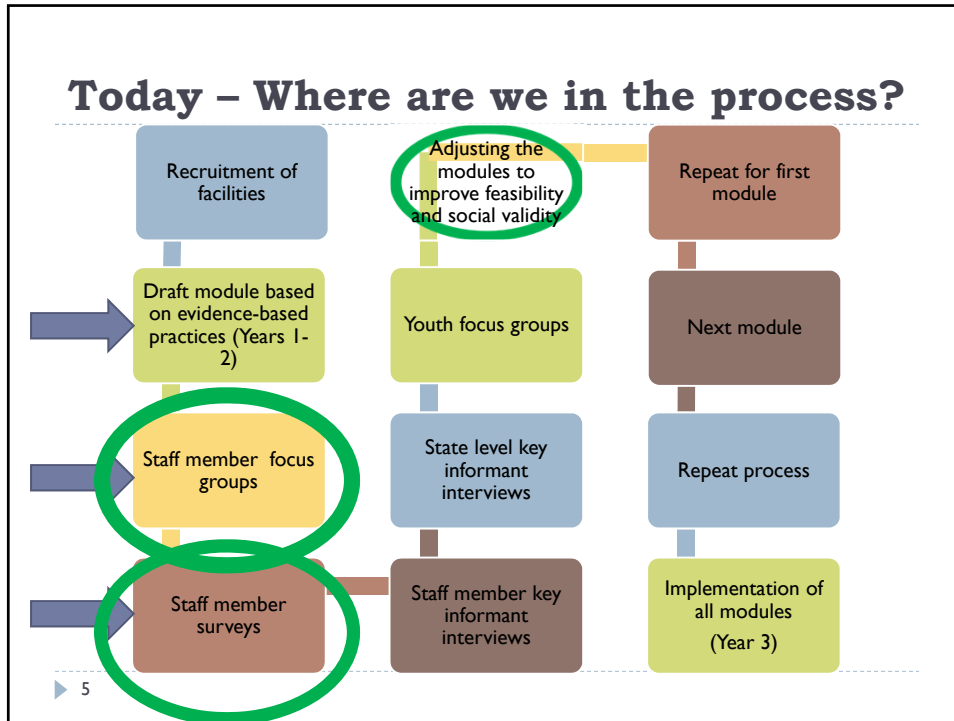
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Implementing Positive Behavior Supports in Juvenile Corrections Settings

- ▶ Our job is to collaborate with line, supervisory, treatment and education staff members and administrators to make sure we understand:
 - ▶ How the PBIS implementation model aligns with current systems and practices
 - ▶ Contextual factors (24/7 nature of setting, intensity & complexity of youth needs, what staff need to feel successful, etc.)
- ▶ We will assess the feasibility, intent to use, and social Validity of the materials
- ▶ We will conduct an evaluation study with the full set of staff development modules in preparation to conduct a randomized control trial of the program

Six JJ-PBIS Modules





Universal Tier: Implementing Facility-wide PBIS

Goals	Context
<ol style="list-style-type: none"> 1. Describe FW-PBIS 2. List potential benefits to implementing FW-PBIS 3. List and describe the four main components of FW-PBIS 4. Describe the driving document of PBIS (Action Plan). 	<ul style="list-style-type: none"> • Mobility of population / duration of stay • Intensity of problem behaviors • Multiplicity of needs of population (including medication, suicide watch, risk factors, etc.) • 24/7 nature of setting • Staff buy-in

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Universal Tier: Transition and Aftercare

Goals	Context
<ol style="list-style-type: none"> 1. Define aftercare / transition plan. 2. Describe potential benefits to have aftercare plan for youth. 3. Describe major components of aftercare plan. 	<ul style="list-style-type: none"> • Multiplicity of needs of population • Intensity of problem behaviors = intense needs outside of facility • Recidivism • Resources available to youth outside of facility (lack of match to levels of need).



Data for Decision-Making

Goals	Context
<ol style="list-style-type: none"> 1. Define data for decision-making, and benefits of this approach 2. Describe three types of data for decision-making 3. Describe how using data fits into the facility-wide PBIS process 	<ul style="list-style-type: none"> • Multiplicity of needs of population • Multiple data sources that encompass the 24/7 nature of setting • Decision rules applicable to facility • Staff training



Fidelity/Adherence of PBIS Implementation

Goals	Context
<ol style="list-style-type: none"> 1. Describe fidelity 2. Summarize 2 reasons why fidelity of implementation is important. 3. List 2-3 tools for measuring fidelity of FW-PBIS, secondary and tertiary interventions. 4. Describe what teams can do with fidelity data (decision options). 	<ul style="list-style-type: none"> • Staff training • Multiplicity of fidelity measures • Decision rules applicable to facility



Secondary Tier: Implementing Check-In Check Out Systems

Goals	Context
<ol style="list-style-type: none"> 1. List the two main purposes of Check-In Check Out (CICO). 2. List the four main components of CICO 3. Describe youth and facility personnel's responsibilities in the CICO cycle 4. Describe how CICO "fits" with other interventions in the facility (levels system). 	<ul style="list-style-type: none"> • Merging CICO with current levels system • Intensity of problem behaviors • Multiplicity of needs of population • 24/7 nature of setting • Social supports being "transportable" to educational setting • Staff buy-in

Tertiary Tier: Conducting FBAs and Implementing BIPs

Goals	Context
<ol style="list-style-type: none"> 1. Define the purpose of functional behavior assessment (FBA); 2. List information obtained from a functional assessment; 3. Describe major functional assessment methods; and, 4. Write: <ol style="list-style-type: none"> 1. Summary statements from FBA information 2. Support plan that is indicated by FBA summary statements 	<ul style="list-style-type: none"> • Complexity and intensity of problem behaviors • Staff training • Staff buy-in

Your Guidance - Handout

Module Title	How likely would you be to use this if available? (1= not at all likely, 6= very likely)	What would need to change to improve your rating?
Fidelity/Adherence of PBIS Implementation	1 2 3 4 5 6	
Universal Tier: Implementing Facility-wide PBIS	1 2 3 4 5 6	
Data based decision making	1 2 3 4 5 6	
Secondary Tier: Implementing Check in/Check out Systems	1 2 3 4 5 6	
Tertiary Tier: Conducting FBAs and Implementing BIPs	1 2 3 4 5 6	
Universal Tier: Transition and Aftercare	1 2 3 4 5 6	

Important Information

- ▶ PBIS implementation model has had a large degree of success in school settings, alternative Education settings, and with youth with high levels of need
 - ▶ Prevents problem behaviors
 - ▶ Increases positive behaviors (social and academic)
- ▶ We believe the PBIS implementation model will help:
 - ▶ Enhance the day to day operations of the facility (education, corrections, mental health), staff member satisfaction, and youth outcomes
 - ▶ Alignment, of procedures, efficiency, & tools for measuring implementation fidelity and effectiveness
 - ▶ Validate the practices already in place



Facility-Wide Positive Behavioral Interventions and Supports: Within and Juvenile Justice Context

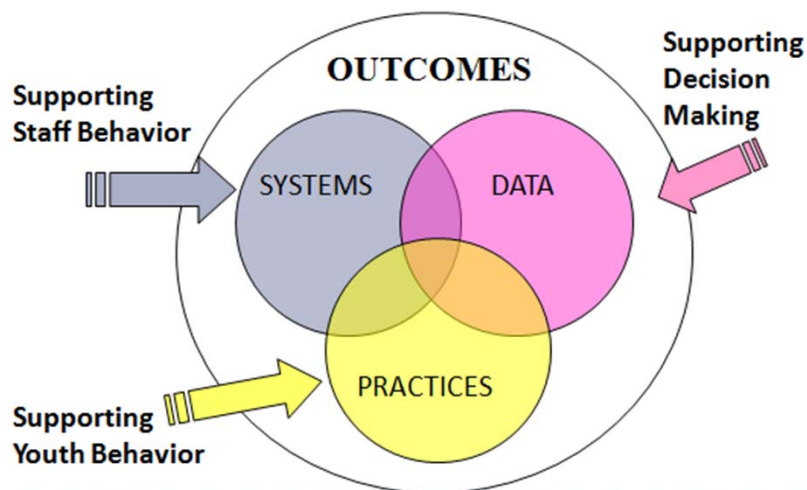
An Overview of Module 1

PBIS implementation model: Conceptual foundations

1. Applied behavior analysis,
2. Community health multi-tiered prevention model (Walker et al, 1996),
3. Universal screening and progress monitoring (Fuchs & Fuchs, 1986; Shin, Walker & Stone, 2002),
4. Merging of social and academic practices (Algozzine & Algozzine, 2009; McIntosh, Horner, Chard, Boland, & Good, 2006), and
5. Systems technology appropriate to implement effective practices on a large scale (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005).



PBIS implementation model: Four Main Components



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Another way to think about it...

Supporting Social Competence & Academic Achievement

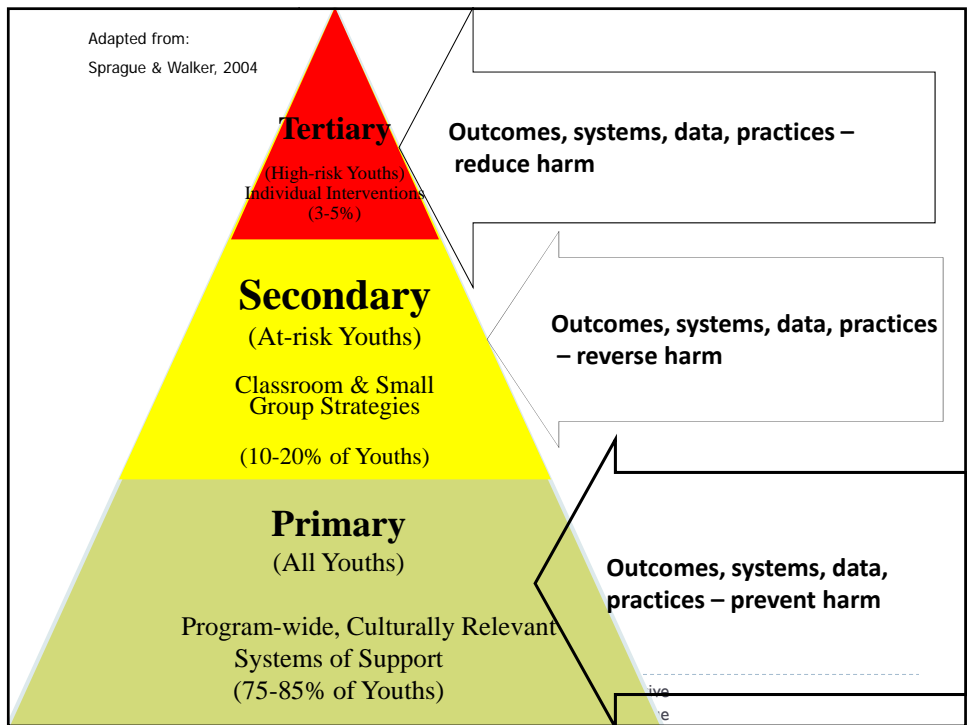
OUTCOMES

PRACTICES
Evidence-based, preventive.
Supporting Youth Behavior

DATA
Supporting Decision Making

SYSTEMS
Supporting Staff Behavior & Implementation Fidelity

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PBIS implementation model

▶ **Strengths:**

- ▶ Clarifies expectations
- ▶ Provide structure
- ▶ Data based decision making increases accountability and protects youth

▶ **Weaknesses:**

- ▶ Often mistaken for it's parts and not as the whole model
- ▶ May be viewed as competing with other models
- ▶ The proactive / preventative nature may be perceived as incongruent with Juvenile Justice aims

Facilities using the PBIS implementation model – What would we expect to see?

- ▶ Shared values across all staff regarding mission and purpose
- ▶ Clear expectations for behavior and learning
- ▶ Clear communication staff to staff and staff to youth
- ▶ Multiple tiered supports and activities to promote valued outcomes consistently applied
- ▶ A caring, inclusive climate across and between staff and youth
- ▶ Youth have valued roles/responsibilities in activities
 - ▶ **Fit within the facility culture, traditions, and goals**

PBIS Team

▶ Facility Team

- ▶ To facilitate alignment of outcomes, practices, systems and data
- ▶ Includes representatives from all aspects of facility (line staff, treatment, supervisors, security, etc.)

▶ Work in collaboration with all staff to take stock of current status

- ▶ What are our valued outcomes?
- ▶ What practices do we have to support youth behavior?
- ▶ What systems do we have to support staff behavior?
- ▶ What data do we use to know if these are working?

▶ Worker smarter not harder

- ▶ Define what were doing, make sure it is congruent, measure it's impact, modify as necessary
-



This is the beginning of the 'Nuts n' Bolts' of PBIS

▶ Establish a data-based action plan

- ▶ As a team
 - ▶ Establish the facility-wide behavioral expectations
 - ▶ Create a facility-wide behavioral matrix
 - ▶ Create a reinforcement protocol for youth adhering to the behavioral matrix.

Facility-wide Behavioral Expectations

To Do

- ▶ Ask: What behaviors do you want your youth to display?
- ▶ Select: 3-5 action words (verbs) that reflect the behaviors you want youth to display
- ▶ Phrase in the positive
 - ▶ May form an acronym
- ▶ Keep in mind level and age of youth

To Avoid

- ▶ Expectations that cannot be applied in every 'system' of the facility
- ▶ Acronyms related to deviant groups
- ▶ Complexity
 - ▶ *Any special considerations for your facility?*

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Facility-wide Behavioral Expectations

To Do

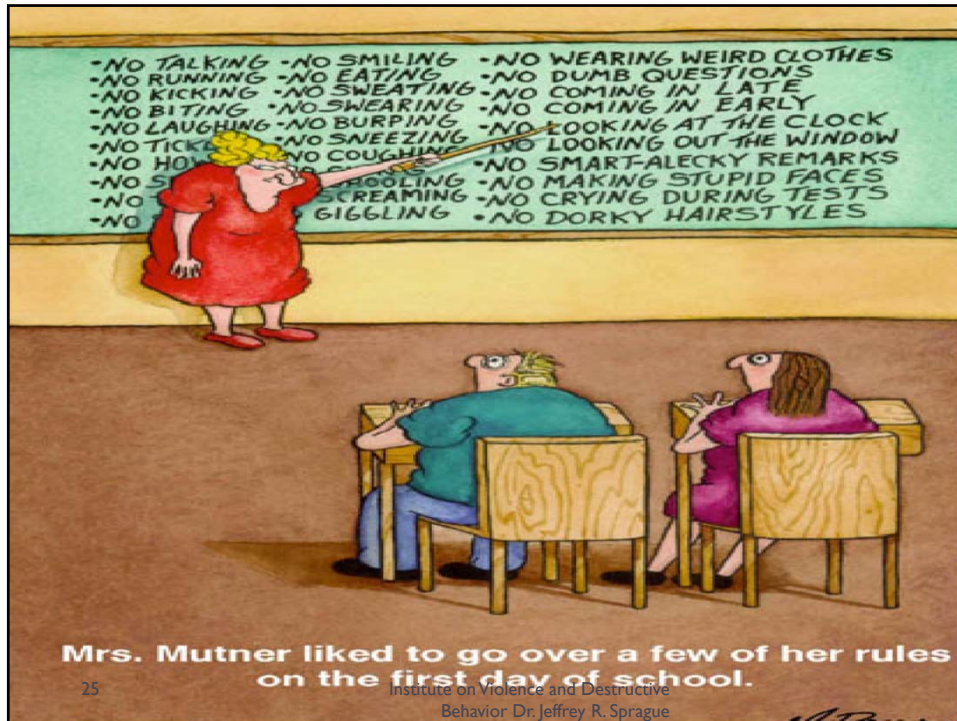
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- ▶ Select: 3-5 action words (verbs) that reflect the behaviors you want youth to display
- ▶ Phrase in the positive
 - ▶ May form an acronym
- ▶ Keep in mind level and age of youth

Any special considerations for your facility?

- ▶ Discuss

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Facility-wide Behavioral Expectations

▶ Examples

- ▶ M & Ms – make responsible choices, maintain good character, show respect to all
- ▶ R & R: respect and responsibility
- ▶ PRIDE: Persevere, Respect, Integrity, Discipline, Excellence

▶ Non-examples

- ▶ PB & J – presentable, build character, join groups
- ▶ Enjoy school, work hard, be nice
- ▶ The Big “B” - Behave

ACTIVITY

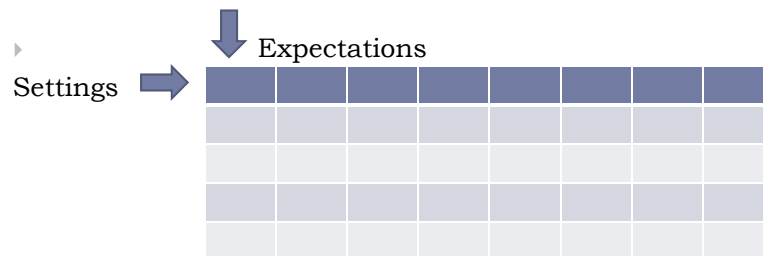
- ▶ As a team, what may your facility-wide behavioral expectations be ...
 - ▶ Think of several alternatives
 - ▶ Keep in mind the ‘to dos’ and ‘special considerations for your facility’
 - ▶ And as always, ‘beg, borrow, or steal’ examples from other schools/facilities which would work for you

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Facility-wide Behavioral Matrix

- ▶ **Behavioral matrix**
 - ▶ A visual grid with the behavioral expectations written down the left-side and every environment within the facility list across the top



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Facility-wide Behavioral Matrix

- ▶ As a team, list all the environments that youth may access within the facility
 - ▶ Sometimes it is easier to begin with a ‘system’ (e.g., housing) and then move on to another ‘system’ (e.g., recreation) until all systems are covered
 - ▶ Look for redundancy in environments (e.g., bathroom)
 - ▶ Once all environments are listed, write the expectations down the left-side and environments across the top

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Showing Respect to...	Bus	Hallways/ Breezeways	Bathroom	Cafeteria	Morning Gym	Media Center/Mini Lab	Exercise Yard
Self	Remain seated Inside voice Watch for your stop	Walk Use a quiet voice	Wash Hands One person per stall	Wait in line patiently Use a quiet voice Remain seated	Walk in quietly Sit in assigned area Talk quietly	Always walk Study, read, compute quietly	Be careful Use equipment correctly
Others	Keep you body parts to yourself Use kind words	Maintain proper space Stay to the right side	Flush toilet Give privacy	Show good table manners	Keep body and belongings to yourself	Use quiet voice	Use kind words Share Watch for Others
Adults	Listen to the driver	Follow teacher directions	Report problems to teachers	Raise hand for help	Listen to supervising teacher Follow exit procedures	Follow teacher directions	Follow directions Listen for time to line up
Ruth Hill	Keep the bus clean	Hands off walls Use trash cans	Use trash cans Keep water in sinks	Clean your area Follow exit procedures	Pick up trash Take all personal items	Handle books/computers with care Return books on time	Pick up trash Take care of equipment

Facility-wide Behavioral Matrix

- ▶ As a team, select a 'box'
- ▶ Related to the setting and the specific behavioral expectation, what would that actually look like at your facility?
 - ▶ Ideas should be positively stated
 - ▶ Ideas can cross several environments per behavioral expectation
 - ▶ Ideas per box should be 2 to 4 in number
- ▶ Repeat for the remaining boxes
 - ▶ Members can partner for this
 - ▶ Ask 'what if' per idea – sometimes ideas best fit in other boxes

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Facility-wide Behavioral Matrix: Considerations

- ▶ **Behavioral matrices are used within all environments of the facility**
 - ▶ Where are some of these environments you want to be sure to include?
 - ▶ How will you make the matrices durable and visible?
 - ▶ Will youth assist in developing the matrices?

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More 'Nuts n' Bolts'

- ▶ **Arrange for high-fidelity implementation**
 - ▶ How do you increase the chances people will actually adhere to these expectations?
 - ▶ Instructional protocols for each rule and environment per 'system'
 - ▶ Reinforcement protocols for
 - Staff who implement FW-PBIS with fidelity
 - Youth who engage in the behavioral expectations

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Instructional Protocols

- ▶ **"Telling is not teaching and being told is not the same as being taught"**
 - ▶ Instructional protocols
 - ▶ Detailed yet flexible text so that all staff ...
 - Have the same set of expectations
 - Use the same prompting acronym
 - Stay consistent across 'systems'
 - Have guidance on how to interact and work with youth
 - ▶ Assist youth by ...
 - Promoting environmental predictability
 - Prevention of 'jiggling pandora's box'
 - ▶ These protocols can 'unify' staff and youth across the facility

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Instructional Protocols

- ▶ Should be
 - ▶ Applicable across 'systems'
 - ▶ Easy to implement by any staff
 - ▶ Explicitly taught to staff with on-going support and 'boosters'
 - ▶ 'tweaked' based on the data
- ▶ Avoid

Calvin and Hobbes by Bill Watterson



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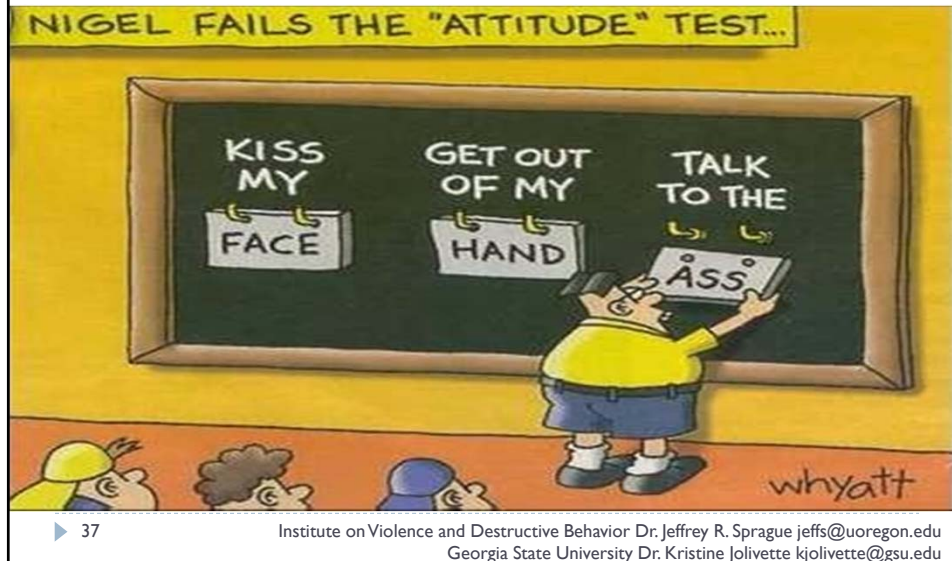
Instructional Protocol Format

Behavioral Expectation		
Facility Environments:		
Examples	Instructional	Non-Examples
Youth Activities		
Follow-up Activities:		
Monitoring Plan:		

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No Matter the Instructional Protocol Format – It Should be Tailored to Promote Youth Success



Reinforcement Protocols

- ▶ Premise
 - ▶ To change youth behavior, we need to change adult behavior
- ▶ The leadership team teaches, models, and reinforces staff implementation
- ▶ Establishes and encourages new behaviors
 - ▶ Staff who implement FW-PBIS
 - ▶ Youth who engage in behavioral expectations
- ▶ Influences FW-PBIS fidelity
- ▶ Provides a venue for equal and fair opportunities to earn reinforcement

Reinforcement Method

- ▶ Think of a method of reinforcement which reinforces both youth and staff at the same time
 - ▶ Youth engaging in behavioral expectations AND
 - ▶ Staff reinforcing those expectations
 - ▶ GOTCHAs, coupons, tangible points, electronic data-base, levels system, "click it" punch cards.
- ▶ Things to consider
 - ▶ Keep it simple and cost effective
 - ▶ Keep contraband rules in mind
 - ▶ Minimize one's (youth and/or staff) ability to make counterfeit
 - ▶ Make it transportable and feasible across all facility environments
 - ▶ Keep it manageable

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Reinforcement Possibilities

Youth Ideas

- ▶ School supplies
- ▶ One time use scented hygiene items
- ▶ Extra phone time
- ▶ Extra visitation time
- ▶ New shirt/pants/socks
- ▶ Time 1:1 with adult of choice

Staff Ideas

- ▶ Preferred shift
- ▶ Parking space close to door
- ▶ School supplies for teachers
- ▶ First vacation pick
- ▶ Administrator takes a duty / class
- ▶ Dress down day

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Reinforcement Protocol

- ▶ Now that we have a reinforcement method, what next?
- ▶ As a team, brainstorm ideas for the youth reinforcement protocol related to
 - ▶ How reinforcement will be delivered
 - ▶ Who will deliver reinforcement
 - ▶ When will reinforcement be delivered
 - ▶ What can be earned by accrued reinforcement
 - ▶ The schedule for 'cashing in' reinforcement
 - ▶ Who is in charge of this
 - ▶ How will tangibles be obtained and where secured
 - ▶ How reinforcement will be measured
 - ▶ Numbers accrued by youth
 - ▶ Numbers delivered by staff

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Focus Group Results: What are the Themes?

- ▶ Is PBIS another "program" to add to all of the things we are already doing?
 - ▶ We do "mileu" – isn't that the same thing?
- ▶ Education and Corrections are like two islands
 - ▶ Gosh, I never thought we should meet with "them" regularly
- ▶ I know we have a lot of outcome data, but I never hear about it
 - ▶ Even less likely that the data are used to make program improvement decisions
 - ▶ Different systems track outcomes differently – almost impossible to compare across facilities
- ▶ Is intervention fidelity assessment just another form of compliance monitoring?
- ▶ Majority of staff report that PBIS, CICO, and FBA are feasible and would be effective.
 - ▶ Concerned about buy-in and adequate training for all content
 - ▶ FBA process was appealing to unit staff as it provided a streamlined approach for influencing behavior in the moment

What are the focus groups telling us?

- ▶ Fidelity of implementation of current practices a concern
- ▶ Accountability a concern
 - ▶ Accuracy of data a concern- tracking of treatment time for example
 - ▶ Not maximizing use of JJIS
 - ▶ Mostly passing verbal information
- ▶ Levels system needs revamping
 - ▶ Not implemented consistently,
 - ▶ Youth can move through levels without concerted effort,
 - ▶ Youth will opt to stay at a lower level based on desirability of rewards at various levels,
 - ▶ Protocols for teaching youth not clear
 - ▶ Not debriefed with youth frequently enough
 - ▶ Used to punish by losing points, not to R+ positive behaviors
- ▶ Timely communication across groups a concern
- ▶ Staff turn-over is difficult for morale
 - ▶ Creating a system for acknowledging staff work, increasing attention to staff for a job well done would "go a long way"

▶ **Outcomes, Systems, Practices, Data Framework**

- ▶ **OUTCOMES:** All focus groups able to verbalize similar valued outcomes- on the same page
 - ▶ Self-management
 - ▶ Self-sufficiency
 - ▶ Self investment
- ▶ **SYSTEMS:** all focus groups able to verbalize systems currently in place:
 - ▶ In place:
 - Emails
 - Shift Change routines (verbal exchanges)
 - Emails
 - Adequate start-up staff training
 - Policies clear
 - ▶ Concerns:
 - Consistency and timeliness of communication
 - Lack of staff acknowledgement

- ▶ **Outcomes, Systems, Practices, Data Framework**
- ▶ **PRACTICES:** Limited knowledge about all the practices that are in place within facility
 - ▶ In place:
 - Vocational
 - Role modeling
 - Treatment
 - Medical
 - Recreational
 - Evaluation system
 - Fidelity and accuracy concerns
 - ▶ Unsure about:
 - Nutritional,
 - Team work
- ▶ **DATA:** Varied sources of data, knowledge ranged by individual and role:
 - ▶ Sources:
 - JJIS, risk assessments, evaluation system, SRL levels, daily reports, medication reports
 - ▶ Concerns:
 - Accuracy, gaps, communicating, lack of fidelity data, staff meeting minutes don't go out to all staff

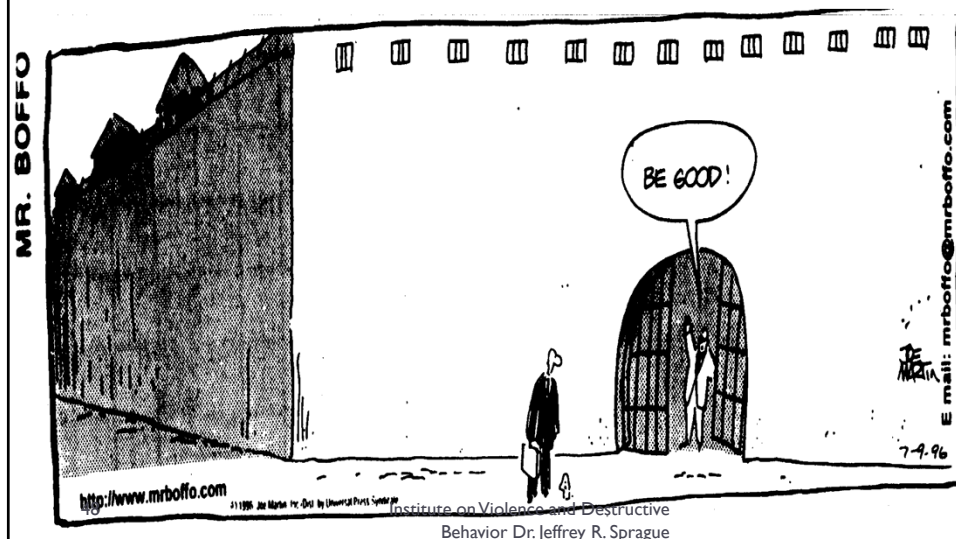
Your Feedback

FW-PBIS Module	What did you like about the module?	What needs to be changed to make it a better fit within a juvenile justice context?	How likely would you be to use this if available? (1= not likely at all likely, 6= very likely)
			1 2 3 4 5 6

In Summary...

- ▶ PBIS is a multi component, systematic approach to implementing the evidence based practices that meet the needs of your population.
- ▶ Practices are just a small part of that system, often the easiest to plan and implement.
- ▶ Full implementation of PBIS requires training for all personnel (beyond a workshop).
- ▶ PBIS implementation is intended to shift the climate toward one that is positive, proactive, systematic, data-driven and supportive of youth outcomes.

Action Planning



Many thanks! Let us know if interested!

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