

*PBIS Across the Juvenile
Justice Continuum:
Prevention to Aftercare*
**2012 National PBIS Leadership
Forum
Chicago, IL**

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Advanced Organizer

- Characteristics & Needs of Incarcerated Youth
- Responding to these needs through PBIS
 - Preventing entry into the system
 - Improving outcomes for youth in the system
- Implementation status
 - PBIS in alternative settings
 - IES Goal 2 project
- Future directions

Who are we Incarcerating? Youth in Juvenile Corrections

- 2/3-3/4 of incarcerated youth have these characteristics that relate to behavior:
 - Special education classification
 - Mental disorders
 - Drug and alcohol abuse
 - History of abuse, neglect, and witnessing violence

J. Gagnon, 2008

Questions

- Why do these troubled and disabled youth end up in the juvenile justice system?
- When do their problems first emerge?
- What role do social institutions (family services, early childhood programs, schools, juvenile delinquency programs) play in either addressing or exacerbating these problems?

Risk Factors - Delinquency

Life Domains

- Individual
- Family
- **School**
- Community
- Peer Relations

School

- Weak academics
- Low school involvement
- Truancy
- Suspension
- Expulsion
- Dropout

Preventing Entry through SWPBIS

- Quality educational interventions may constitute the most effective and economical protective factors against delinquency (Center on Crime, Communities, & Culture, 1997)
- Therefore, keeping youth engaged in school is a logical prevention.
- Improving school climate and youth behavior works toward that goal.

Cost Comparison

Public School: annual per pupil	Juvenile Incarceration: annual per bed
<p>National Av: \$10,041 http://nces.ed.gov/fastfacts/display.asp?id=66 KY 2009--\$6,493 IN 2009--\$7,580 (http://www.epodunk.com/top10/per_pupil/)</p>	<p>National Av: \$43,000 http://www.lawyershop.com/practice-areas/criminal-law/juvenile-law/faqs KY 2009--\$55,480 (Lexington Herald-Leader)</p>

The Cost of Incarceration

Penn State

or

The State Pen



It's your money!

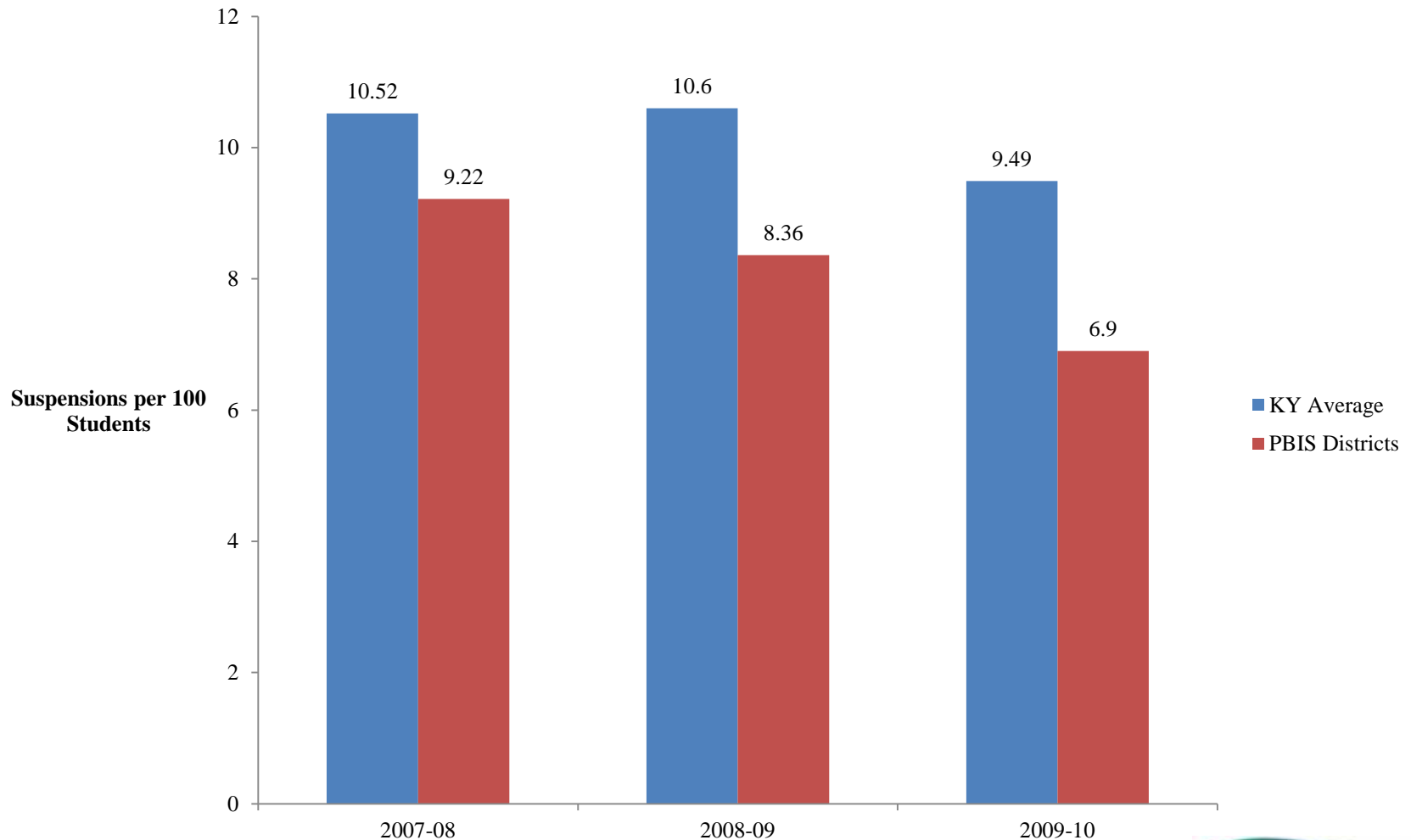
PBIS and School Engagement

- **Reductions in:**
 - discipline referral rates by 50% to 60% (Horner, Sugai, & Todd, 2001)
 - Office discipline referrals (Lane & Menzies, 2003)
 - fighting (McCurdy, Mannella, & Eldridge, 2003);
 - in-school suspension (Scott, 2001; FL PBS Project, 2009);
 - classroom disruption (Lohrmann & Talerico, 2004; Newcomer & Lewis, 2004);
 - negative student-adult interactions (Clarke, Worcester, Dunlap, Murray, & Bradely-Klug, 2002)
- **Increases in:**
 - academic engaged time (Putnam, Horner, & Algozzine, 2007)
 - academic achievement (Luiselli, Putnam, Handler, & Feinberg, 2005; Horner et al., 2009)
 - perceived school safety (Horner et al., 2009)

PBIS and School-to-Prison Pipeline Reform

- PBIS is promoted by advocacy groups, specifically to address school-to-prison pipeline reform
 - Southern Poverty Law Center
 - Appleseed
 - American Civil Liberties Union
 - Public Counsel Law Center

KY Safe Schools Data Project (Kentucky Center for Instructional Discipline)



Why PBS in Secure Facilities?

- Effective and efficient alternative to harsh, inconsistent, and ineffective disciplinary methods in many juvenile justice facilities
 - punishment mentality,
 - inconsistency among staff
- Decisions about discipline not linked to data on youth behavior

How Juvenile Justice “Works”

- Incarceration PLUS punishment
- Successful completion of “treatment” plans require high levels of literacy skills
- Release is contingent upon progress through the treatment plan
 - Youth with educational disabilities, poor literacy skills make significantly slower progress
 - Average literacy levels of incarcerated youth range from 5th-9th grade
- Education is an add-on

Recidivism of Youth

- Recidivism: re-arrest, re-incarceration
- All incarcerated youth: > 50% (Lipsey, 2009; Snyder & Sickmund, 2006)
- 69% of youth with disabilities were reincarcerated within 1 year of release (Johnston, 2003)
- Youth with disabilities were 2.8 times more likely to return to corrections 6 months post-release and 1.8 times more likely to return at 1 year (Bullis et al., 2002)
- 34.4% of youth in juvenile detention and state corrections systems were identified as disabled (Quinn, M. M., Rutherford, R. B., Leone, P. E., Osher, D., & Poirier, 2005).

Identified Best Practices

US Department of Justice

1. Assess risks & needs
2. Enhance intrinsic motivation
3. Targeted interventions
4. Skill train with directed practice
5. Increase positive reinforcement
6. Engage ongoing support in natural communities
7. Measure relevant processes/practices
8. Provide measurement feedback

PBIS

1. Early Identification
2. Reinforcement system
3. Continuum of supports
4. Explicit instruction & practice in social expectations
5. Reinforcement system
6. Climate of preventative / positive, parent involvement
7. Data based decision-making
8. Data sharing

PBIS Approach

- **Strengths:**
 - Clarifies expectations
 - Provides structure for youth and staff members
 - 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 or programs
 - The proactive / preventative nature may be perceived as incongruent with Juvenile Justice practices (e.g., corrections)

PBIS Implementation in Alternative Settings

- **Limited experimental studies implementing PBIS in AE, residential, or JJ settings**
 - Unknown application in residential settings
 - TX legislated state-wide implementation in all secure care facilities
 - GA to begin implementation in all secure care facilities
 - AL, ID, MA, VT considering PBS for JJ
 - CA, IA, IL, OR, WA—PBS in at least one JJ facility
 - KY beginning pilot in one facility
 - Others?

Implementing PBIS in Secure Juvenile Justice Facilities: The Process, Early Activities, and Lessons Learned

**Jeffrey R. Sprague,
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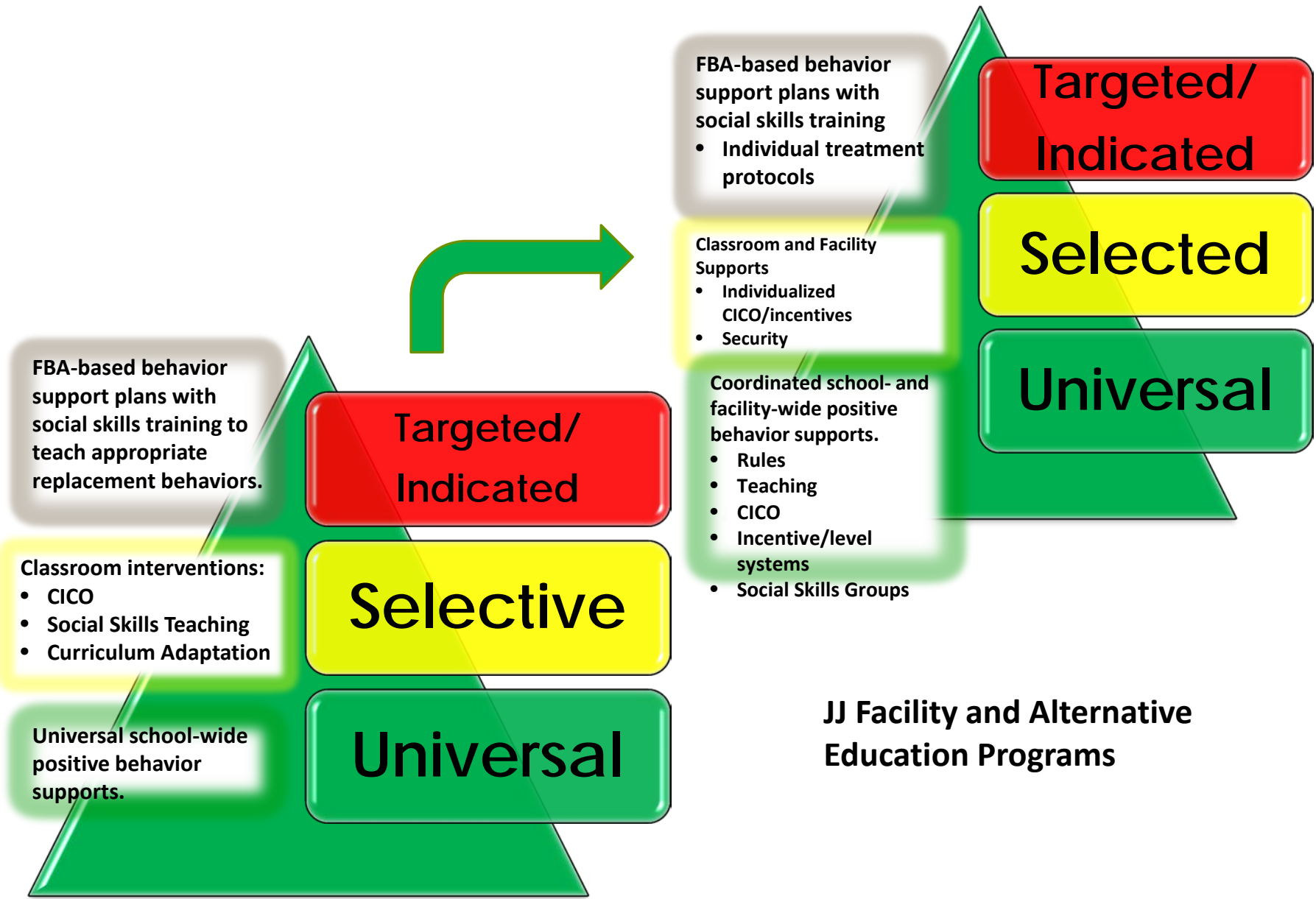
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Implementing PBIS in JJ Settings

- 3 year IES Goal 2 development project – now in Year 3
- Aims
 - To develop professional development materials for implementing three-tiered PBIS in juvenile justice facilities
 - Conduct a study assessing feasibility and promise of efficacy



General Education schools

JJ Facility and Alternative Education Programs

JJ-PBIS Modules

**Universal Tier:
Implementing
Facility-wide PBIS**

**Using Data
for Decision
Making and
Performanc
e-based
Feedback**

**Fidelity
of/Adherence
to PBIS
Implementation**

**Universal
Tier:
Transition
and
Aftercare**

**Secondary Tier:
Implementing
Check in/Check
out Systems**

**Tertiary Tier:
Conducting FBAs
and Implementing
BIPs**

Activities to Date

- Recruitment
- Draft modules created
- Early activities
 - Draft modules vetted by experts
 - JJ PBIS Team Focus groups and interviews
 - JJ PBIS Teams Exposure to modules
 - Evaluation Study
 - 12-18 Months of PBIS staff development and implementation
 - Staff surveys, archival data, fidelity of implementation
- Lessons learned
- Next steps

Next Steps

- In this study we are *assessing the feasibility and promise of efficacy for the entire PBIS-JJ staff development*

	T1	Intervention	T2	T3	T4
Treatment	Baseline	Staff Development and Coach JJ-PBIS	Staff Development and Coach JJ-PBIS	Staff Development and Coach JJ-PBIS	Measurement only

Measures

- Demographics
- PBIS Knowledge
- Attitudes (SOC; Hall, George, & Rutherford, 1986)
- Self-efficacy (TES; Tschannen-Moran & Woolfolk Hoy, 2001)
- Technology acceptance (TAM; Gardner & Amoroso, 2004)
- Organizational Health Inventory
- Fidelity (PBIS JJ Team Implementation Checklist)
- Fidelity (JJ-FET)
- Walker Survey Instrument (modified)
- Behavior Incident Reports
- School Attendance
- Teacher Attendance

Focus Groups/Interviews -> Systems

- Concern on staff turn-over and securing 'buy-in'
 - See PBIS as a method for uniform training
- Staff morale -> need for positive recognition ('job well done') from supervisors and peers
 - See link to PBIS youth reinforcement
- Want timely and coordinated communication across 'systems'
 - See PBIS as a method for improved communication across facility

Focus Groups/Interviews -> Data

- Each 'system' monitors different data for different purposes
 - www.swis.org is not compatible with state and county systems
- Staff do not enter data as intended and not in a timely manner
- Team does not have consistent access to data
- Data are verbally exchanged in the moment – behaviors, locations, and times of concern not validated by data
 - See PBIS as method to use data collected across facility to promote communication, data-based decision-making, and improved youth and staff outcomes

Focus Groups/Interviews -> Practices

- Concern with inconsistencies in practice implementation between staff, systems, locations
 - See PBIS as a way to promote common language, expectations, and practices
- Concern with emphasis on reactive, punitive practices
 - See PBIS as a way to be more preventative and positive

Modules JJ PBIS Team Exposure

- Almost all PBIS related content is 'new' to them as well as notion of tiered supports
 - Hard to integrate practices – too much going on
- Most not from education so a very different perspective and may view it as competing with their job role
- Difficulty translating content and activities into reality due to teaming, absences, and role conflict issues

Early Activities – Survey Results

- Majority of JJ PBIS Team members report that facility-wide PBIS, Check In/Check Out, and Functional Behavioral Assessment/Behavior Support Plans are feasible
- State that they can influence and improve youth behavior and facility practices
- State they are likely to use tiered supports to improve youth outcomes and staff self-efficacy

Unique Aspects to JJ PBIS - One State's AHH HAA Moments

- **Empowering** the PBIS Leadership team to create policies and procedures -> central office taking a back seat
- Workshops/training **not a one time 'class'** OR **passive learning** -> Team work interactive and constant from this point forward through drafting, vetting, roll- out
- **FW-level system faded out** - (a) minimize youth manipulation, (b) address lack of staff fidelity to practices, and (c) FW-PBIS implemented so they know who are secondary-tier youth

Initial Concerns/Thoughts

- "We do not have enough staff to do this"
- **"This costs lots of money"**
- "We've never been asked for our ideas and thoughts before -> this is "exciting", "scary", "hard" "
- **"If we create a FW-PBIS plan – central office will support us?"**
- "Other JJ places are doing this?"
- **"This is so cool but kind of scary"**
- "I think I will like my job more if I have a say in how staff/me are to act – it will be great to have each other's back"
- **"This will really help with some of our 'negative Nancy' staff who won't do anything because they do not like being told what to do and I can see the kids really liking this and making sure all staff everywhere follow through"**

Creating your FW-PBIS Plan

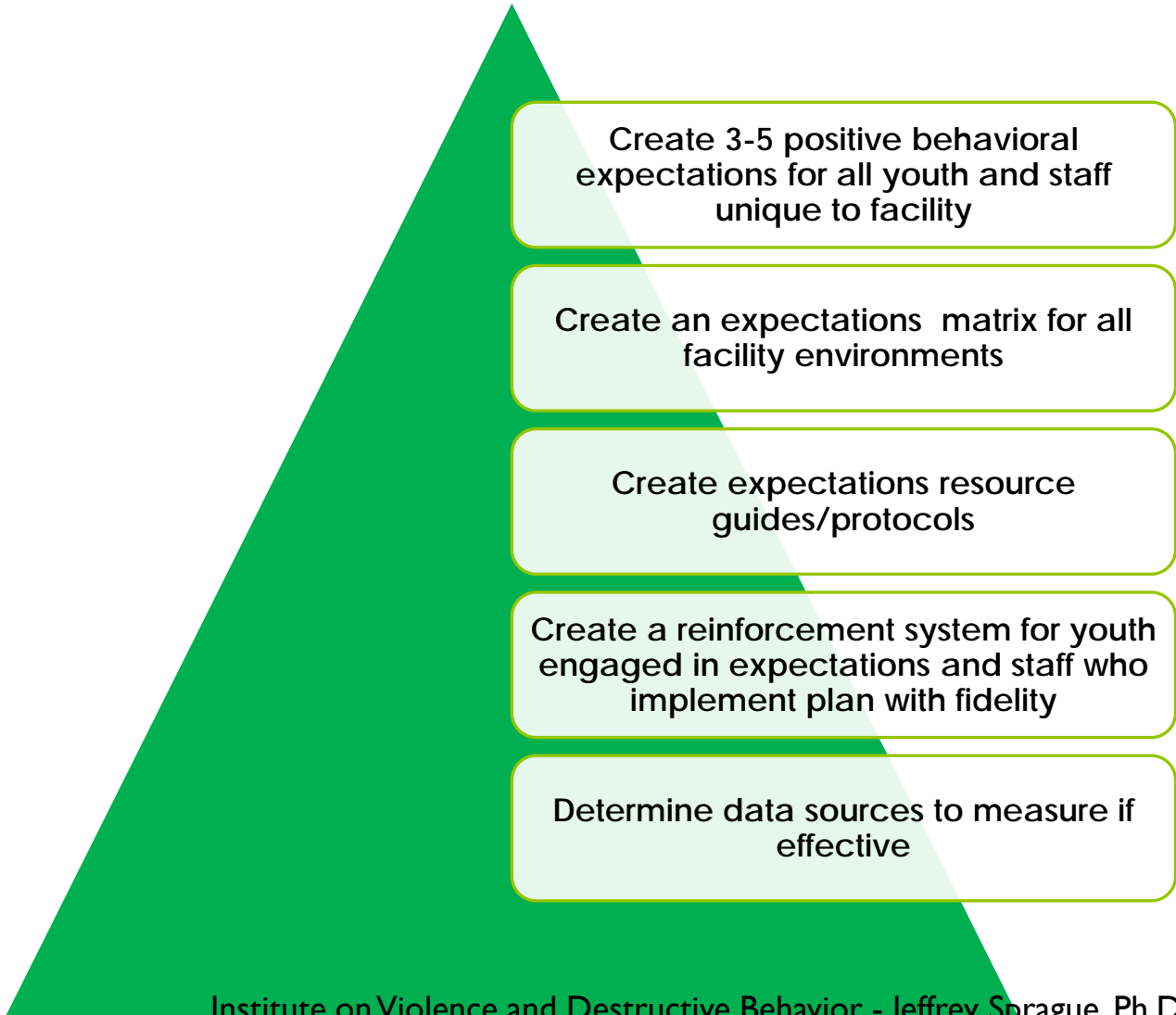
- **Establish a data-based action plan**
 - **As a team...**
 - Establish the facility-wide behavioral expectations
 - Establish the facility-wide acronym
 - Create a facility-wide behavioral matrix

IDEAS

WRITTEN
DOWN

POLICIES &
PROCEDURES

Facility-wide PBIS Module – For All Youth



Create 3-5 positive behavioral expectations for all youth and staff unique to facility

Create an expectations matrix for all facility environments

Create expectations resource guides/protocols

Create a reinforcement system for youth engaged in expectations and staff who implement plan with fidelity

Determine data sources to measure if effective

Facility-wide PBIS Plan Premise



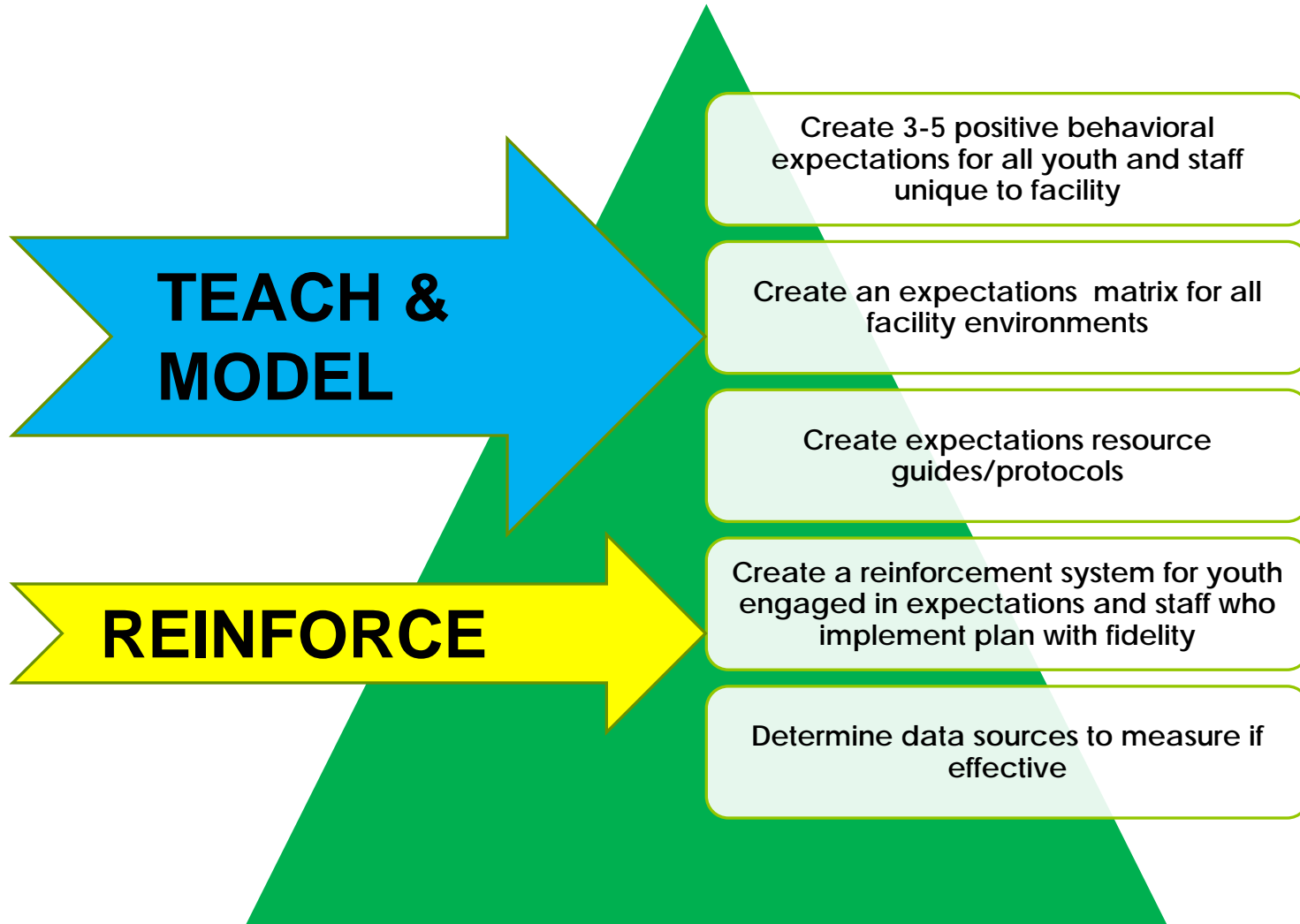
TEACH

MODEL

REINFORCE

- That fits within **YOUR** facility culture, traditions, and goals for the youth you serve

Facility-wide PBIS Module - For All Youth



Facility-wide Behavioral Expectations

- Examples
 - **"GREAT"** – **G**row daily, **R**espect all, **E**ncourage others, **A**chieve and attain, **T**ake pride
 - **DREAM** – **D**o the right thing, **R**espect yourself and others, **E**xcel in leadership, **A**ccept responsibility, **M**aintain appearance
 - **Got T's?** – **T**ake responsibility, **T**alk respectfully, **T**ake positive action

Bring Your....



G – Go for greatness

Achieve attainable Goals
instructions

A – Accept positive



M – Make positive choices

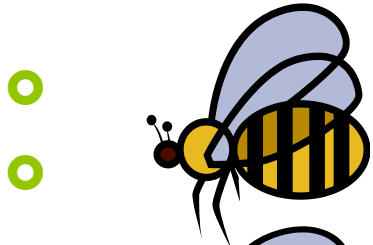


E – Exceed expectations

O To Life

"Youth Desiring Change"

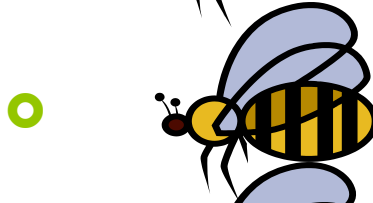
- Queen Bee's



- Be respectful



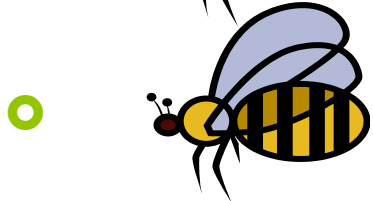
- Be responsible



- Be presentable



- Be mindful



- Be successful

Pride is showing Respect, Observing mindfulness, Using honesty and being Driven towards greatness

	Kitchen	Recreation	Visitation	Separation	Health Unit
Respect	<ul style="list-style-type: none"> *Enter/Exit quietly *Sit in assigned seat *Maintain your own personal space *Leave area clean 	<ul style="list-style-type: none"> *Be on time *Enter the area quietly *Communicate using appropriate language *Be kind and courteous to teammates and opponents 	<ul style="list-style-type: none"> *Follow directions *Be kind and courteous to all visitors *Use your inside voice *Leave your area clean *Use proper manners 	<ul style="list-style-type: none"> *Follow rules *Be kind and courteous *Be in dress code *Clean your room *Speak only to staff 	<ul style="list-style-type: none"> *Follow rules *Be kind and courteous *Be in dress code *Speak only to staff
Observe Mindfulness	<ul style="list-style-type: none"> *Remain quiet and in your seat *Focus on your meal *Focus on your own actions 	<ul style="list-style-type: none"> *Be aware of others potential *Have a positive attitude *Win/lose with sportsmanship *Move carefully 	<ul style="list-style-type: none"> *Focus on your visit *Be in dress code *Keep hands visible *Uphold confidentiality 	<ul style="list-style-type: none"> *Think of solutions *Participate fully *Think of coping skills 	<ul style="list-style-type: none"> *Follow medical restrictions/instructions *Focus on health & wellness *Uphold confidentiality
Be Honest	<ul style="list-style-type: none"> *Eat your own food *Turn in your utensils *Follow directions and rules *Only have approved items 	<ul style="list-style-type: none"> *Follow health restrictions *Use equipment appropriately *Take turns *Only have approved items 	<ul style="list-style-type: none"> *Keep track of time *Visitors from approved list only *Celebrate success *Only have approved items 	<ul style="list-style-type: none"> *Take ownership *Be safe *Accept feedback 	<ul style="list-style-type: none"> *Report medical concerns accurately *Be patient
Be Driven	<ul style="list-style-type: none"> *Finish meal on time *Take your medication daily 	<ul style="list-style-type: none"> *Help others *Be in dress code *Be prepared to 	<ul style="list-style-type: none"> *Practice skills learned *Greet your family 	<ul style="list-style-type: none"> *Keep your commitments *Work through 	<ul style="list-style-type: none"> *Take care of yourself *Address concerns

10-FOUR	Dining Hall	Medical	Line Movement
Be Respectful	<ul style="list-style-type: none"> * Respect dining hall staff and medical staff. * Respect others space. 	<ul style="list-style-type: none"> * Listen to medical staff. * Keep your hands visible at all times. 	<ul style="list-style-type: none"> * Maintain appropriate spacing. * Be respectful in passing.
Follow Instructions	<ul style="list-style-type: none"> * Get tray when called. * Eat the food you get from counter. * Consume all foods. * Follow sitting assignments. * Give sporks to the officer. 	<ul style="list-style-type: none"> * Wait in line until called by medical staff. * Leave with what you brought in. * Wear clothes appropriately. * Remain seated. 	<ul style="list-style-type: none"> * Walk in pairs in a straight line. * Stay with your unit. * Listen for instruction from staff.
Form Goals	<ul style="list-style-type: none"> * Stand in line quietly. * Clean tables. * Place (unwanted) items in trash can. 	<ul style="list-style-type: none"> * Swallow ALL meds. 	<ul style="list-style-type: none"> * Reach destination incident free. * Trash in trash can.
Focus on Rules	<ul style="list-style-type: none"> * Keep your food on tray at all times. * Clean table. * Talk quietly. * Remain seated. * Follow seating pattern. 	<ul style="list-style-type: none"> * Take your own medication daily. * Remain with assigned staff. * Remain seated. * Report issues to staff. 	<ul style="list-style-type: none"> * Keep both hands behind back. * Use inside voice. * Leave items on ground.

Protocols/Resource Guides for Facility Staff



Comments about Protocols/Resource Guides

- "I was hired to make this place safe not teach"
- "Who is supposed to 'teach' this stuff to the kids – certainly not me"
- "How does this fit within FW-PBIS – if we tell staff the expectations and put posters up and tell them how to reinforce kids – they should know how to do it"
- "Oh I get it – this is how we create a common language AND make this go beyond the Team"

Your FW-PBIS Plans Build on What is Working and Improves



Contingent Reinforcement - Youth



Reinforcement Types

○ Privileges

- Access to special guest speakers/events
- Access to headphones for music

○ Activities

- Member on intermural sports team (follow real-world sports schedule)
- Participation in special events (BBQs, movie in gym, lights out late)

○ Recognition

- Picture of self sent home, posted in facility
- Certificates of achievement in file to take when they leave

○ Praise – behavior specific

○ Status

- New shirt, pants, or shoes

○ Tangibles – books, magazines, games, treats

Reinforcement

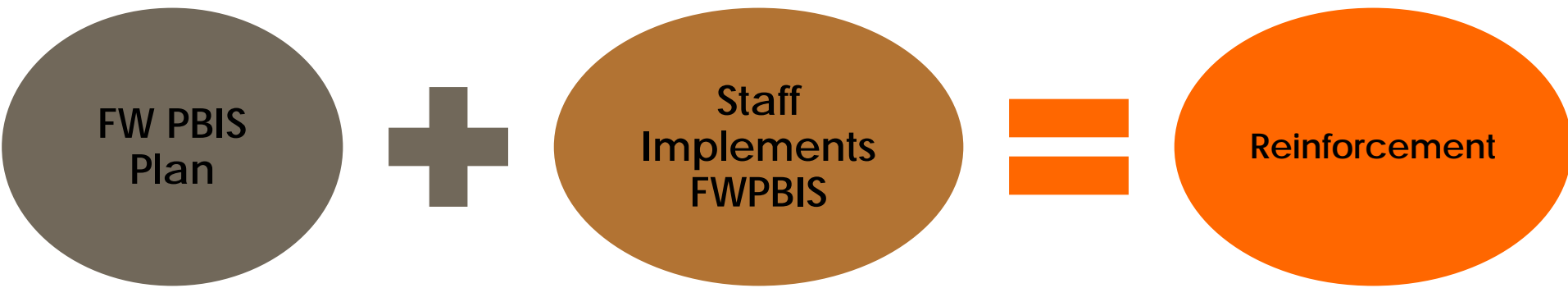
○ ALL consumable

- no hoarding, bartering/gambling, or stealing what has been earned
- reinforcement not forms of contraband
 - You earn it = you get it

○ Considering different schedules

- Daily – disbelief they could do this (e.g., praise)
- Weekly
- Monthly

Contingent Reinforcement - Staff



**“NO WAY – STAFF CAN BE REINFORCED –
NOW I AM REALLY ON BOARD!!”**

Data for FW-PBIS

- **WHAT WE CAN PREDICT - WE CAN PREVENT**
- "WOW – they (central office) is going to let us look at what goes on here?"
- "We get to ask for other data if we need it to make decisions?"
- "Data are really going to help motivate staff"

Lessons Learned -> Systems

- Safety emphasis a possible barrier for access to consistent services and treatment
- Lack of communication across 'systems'
 - "Gosh I didn't think we should be meeting with them regularly"
- Changing emphasis on importance of PBIS initiative given 'current events'
- Nonsupport – at times – of supervisors of team members (released time to meet)
- Growing concern regarding buy-in across 'systems'
- 'Just tell me what to do' – impact on teaming

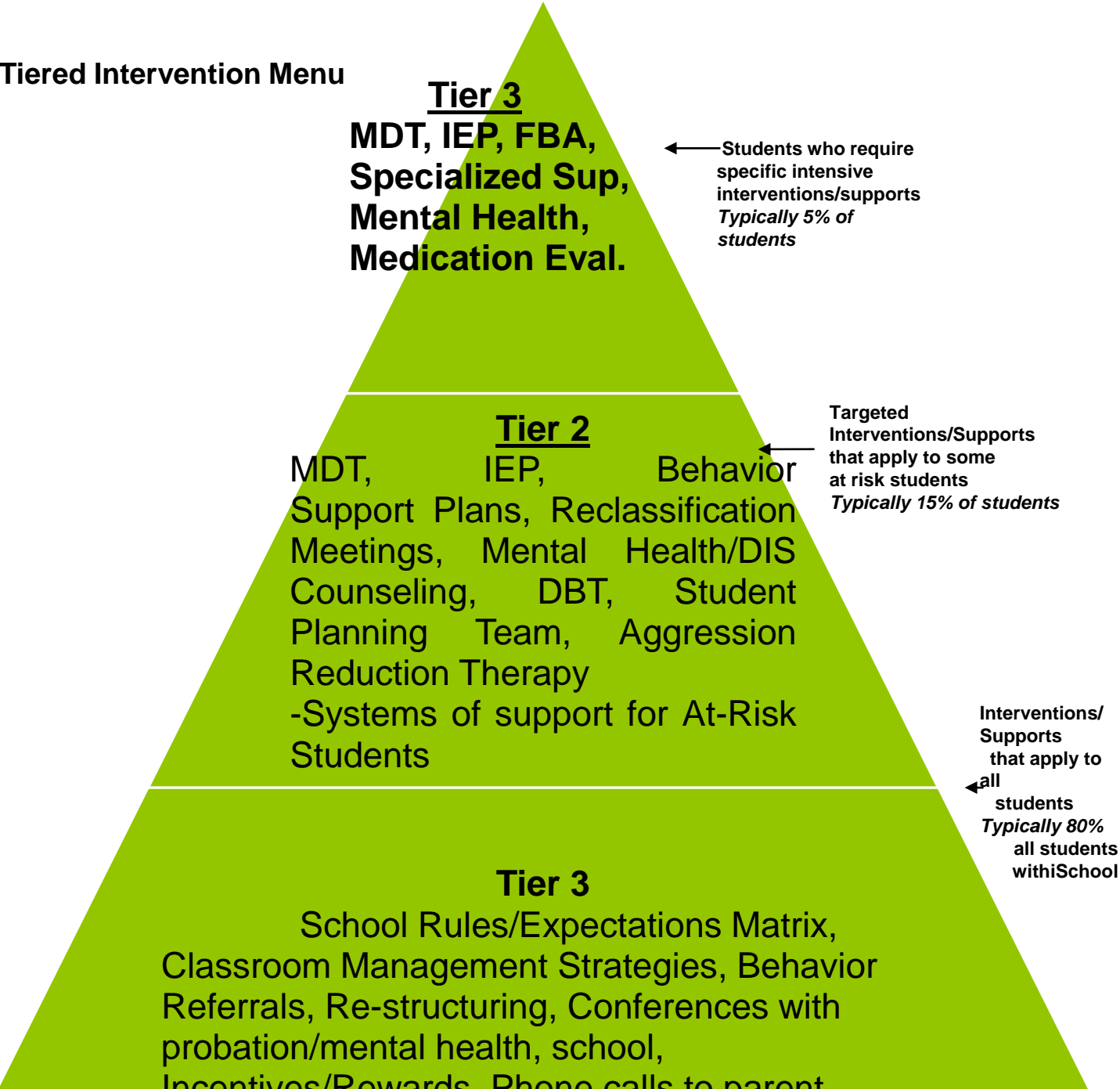
Lessons Learned -> Data

- **Disjointed data systems**
 - Not sure who is to enter what
 - Not sure who has access
 - Data not reviewed in totality or in timely manner
 - No history of sharing data with and across JJ staff
- **Data not used for decision-making**
- **Use of individual JJ data system inconsistent**
- **No shared JJ data collection system across the states**

Lessons Learned -> Practices

- Large quantity of practices
 - Majority reactive and punitive
 - Majority at the secondary/tertiary tiers
 - All team members did not know that some existed
- Little emphasis on fidelity of implementation – viewed as another compliance measure
- Lack of training on practices
- Youth ‘manipulating’ practices (e.g., level system) based on available reinforcers
- Not much behavioral effort or consistency needed to access preferred practices and reinforcers
- FBAs conducted differently across the facility

JJ PBIS Three Tiered Intervention Menu



Area	Be Respectful	Be Responsible	Be Safe
All Areas	<ul style="list-style-type: none"> ▪ Use appropriate language (no cursing, name calling, or talking down to one another) ▪ Accept correction without comment 	<ul style="list-style-type: none"> ▪ Follow directions from all staff ▪ Keep environment drug and tag free ▪ Properly maintain all school and probation equipment 	<ul style="list-style-type: none"> ▪ Keep hands, feet, and objects to yourself ▪ Follow the adopted contraband policy, “Nothing in, Nothing out”. ▪ Stay within boundaries
Classroom	<ul style="list-style-type: none"> ▪ Raise your hand and wait to be called on before speaking ▪ Enter & exit quietly 	<ul style="list-style-type: none"> ▪ Stay on task ▪ Participate in all classroom activities 	<ul style="list-style-type: none"> ▪ Raise your hand and wait to get permission to leave your seat
Physical Education Areas	<ul style="list-style-type: none"> ▪ Shirts are to remain on at all times ▪ Practice good sportsmanship 	<ul style="list-style-type: none"> ▪ Walk in line to and from PE field ▪ Take care of all PE and school equipment 	<ul style="list-style-type: none"> ▪ Use physical education equipment appropriately
Walkways/ Movement	<ul style="list-style-type: none"> ▪ Communicate only with staff ▪ Enter & exit quietly 	<ul style="list-style-type: none"> ▪ Walk directly to and from your destination 	<ul style="list-style-type: none"> ▪ Walk at all times facing forward
Dormitory	<ul style="list-style-type: none"> ▪ Ask permission from staff to speak 	<ul style="list-style-type: none"> ▪ Maintain your own personal items 	<ul style="list-style-type: none"> ▪ Get permission to move from your designated area
Restroom	<ul style="list-style-type: none"> ▪ Give appropriate personal space and privacy 	<ul style="list-style-type: none"> ▪ Flush and Wash hands thoroughly 	<ul style="list-style-type: none"> ▪ Refrain from horseplay
Library	<ul style="list-style-type: none"> ▪ Enter and exit space quietly 	<ul style="list-style-type: none"> ▪ Use books & technology appropriately ▪ Follow the library book check out process 	<ul style="list-style-type: none"> ▪ Refrain from horseplay

Campus Expectations



Safety	Responsibility	Respect
Follow the directions of all staff the first time		
<ul style="list-style-type: none">• Walk safely.• Stay in designated areas.• Use equipment properly.• Hands and feet to yourself.	<ul style="list-style-type: none">• Touch others' property only with permission.• Place trash in proper container and pick up litter.• Participate fully.	<ul style="list-style-type: none">• Use kind words and actions.• Respect property, yours and others'.• Be a team player; encourage others

Focus Area: Dining Hall

The Topic/Rule: **Be Safe, Be Respectful, Be Responsible**

What do we expect the student to do?

Be Safe:

- Walk at all times.
- Sit in assigned seat.
- Stay in designated area.

Be Responsible:

- Wait in line patiently.
- 3 at a time in line.
- All food and drink stays in Dining Hall.
- Place trash in proper containers.

Be Respectful:

- Use good manners.
 - Clean up your area.
 - Use appropriate voice.
 - Knock and point.
 - When give permission, talk appropriately and respectfully.
-

Tell why the following rule is important.

To protect students and others from spreading germs to one another. To keep students safe and secure in a busy place.

Here are some Positive and Unacceptable examples to discuss with students:

1. A Positive Example:

Students are throwing food around the table, thinking they are silly. You tell them to stop, and let your teacher know.

2. An Unacceptable Example:

Students are throwing food around the table, thinking they are silly. You join in and begin throwing your food around.

3. A Positive Example:

Your class is walking to the serving line. They begin to run. You keep walking.

4. An Unacceptable Example:

Your class is walking to the serving line. They begin to run. You begin to run, too.,

Provide opportunities to practice and build fluency:

1. Brainstorm issues and concerns involving the cafeteria.
-

Alternative topics to discuss:

1. Respect of handicapped equipment (keep available for their use)
 2. Staying at your table rather than walking around visiting.
 3. Picking up litter on the floor.
-

BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
Follow the	directions of all staff the	first time
*Use furniture and facilities properly *Stay in designate area	*Maintain a clean, neat, and well-groomed appearance *Keep rooms clean	*Use kind words and actions *Respect property, yours and others'

RIVERSIDE HAWKS



CHALLENGER

Challenge Week

Sept 4 - Sept 7

All students are challenged to earn a Taki's or ice cream on Monday 9/10.



To earn your reward
you need to:



- (1) have no school restructures,
- (2) have no school suspensions,
- (3) have no zero (0) point classes, and
- (4) earn a total of 40 or more school points

During the week of Tuesday, September 4th through
Friday, September 7th

Do you accept the challenge?

Minor Infractions (Classroom)	Major Infractions (Administration/Probation)
<ul style="list-style-type: none"> • Contraband • Disruption, Defiance • Drug Talk • Failure to Follow Instruction • Horseplay • Illness • Manipulates • Name Calls • No work, Poor work habits • Obscene Acts, Profanity, and Vulgarity • Out of Class No Permission • Out of Seat Unnecessarily • Out of Supervision • Problem in Class • Property Damage • Runs own Program • Sleep in Class • Tardy • Truant • Property Theft (Petty) 	<ul style="list-style-type: none"> • Aided and Abetted Physical Injury • Brandishing a Knife • Causing Physical Injury • Cause, Attempted, or Threatened Physical Injury • Committed an Act of Hate Violence • Committed Assault and Battery on a School Employee • Hazing • Offering, Arranging, or Negotiating sale of Drug Paraphernalia • Offering, Arranging, or Negotiating sale of Controlled Substance, Alcohol, and Intoxicants • Offering, Arranging, the Sale of Soma • Possession of Knife or Dangerous Objects • Possession of an Explosive • Possession of Controlled Substance • Possession of Imitation Firearm • Possession or Use of Tobacco Products • Possession, Sale, Furnishing of Firearm • Possession, Sale, Furnishing of Firearm, Knife, or Dangerous Object • Possession, Use, Sale, or Furnishing of Controlled Substance, Alcohol, and Intoxicants • Robbery of Extortion • Sale of Controlled Substance • Sexual Assault • Sexual Battery • Used Force or Violence • Bullying • Fights • Gang Activity • Harassment or Intimidation • Harassment , Intimidation of a Witness • Made Terrorist Threat • Property Theft • Received Stolen Property • Sexual Harassment • Steal Extorts Gambles • Verbal Threat to Staff • Verbal Threat to Student • Obscene Acts, Profanity, and Vulgarity • Off Campus

Daily Report

Date _____

Youth _____

Unit _____

0 = 3+reminders 1= 1-2 reminders 2= 0 reminders	Be Safe			Be Respectful			Be Your Personal Best						Staff initials		
	Keep hands, feet, and objects to self			Use kind words and actions to self and others			Follow directions			Working in class					
Breakfast	0	1	2	0	1	2	0	1	2						
Class 1	0	1	2	0	1	2	0	1	2	0	1	2			
Class 2	0	1	2	0	1	2	0	1	2	0	1	2			
Lunch	0	1	2	0	1	2	0	1	2						
Class 3	0	1	2	0	1	2	0	1	2	0	1	2			
Therapy	0	1	2	0	1	2	0	1	2	0	1	2			
Dinner	0	1	2	0	1	2	0	1	2						
Night routine	0	1	2	0	1	2	0	1	2						
Total Points = Points Possible = 56				Today _____%						Goal _____%					

Behavior	Points Possible	PM Shift						
		Wed	Thu	Fri	Sat	Sun	Mon	Tue
School/Work Attendance - PM: Comes prepared; follows classroom/worksite rules and expectations	2	0	2	2			2	2
School/Work Participation - PM: Completes work as assigned; participates in activities/discussions appropriately	2	0	2	2			2	2
Treatment Attendance - PM Group: Comes prepared; follows group rules and expectations	2	0	2	2			2	2
Treatment Participation - PM Group: Participates in discussion, role plays & provides feedback	2	0	2	2			2	2
Routines - PM: Bunk area neat; chores completed; hygiene; proper attire; on-time for school/activities	2	2	2	2	2	0	0	2
Medication: Follows procedures for receiving/applying/refusing medication	2	2	2	2	2	2	2	2
Target Behavior - PM: Reduce self harm.	2	2	2	2	2	2	2	2
Community Activities: Responsible & safe participation in unit/facility activities, work, chores, recreation	2	2	2	2	2	2	2	2
Interactions & Problem Solving: Effectively interacts with staff and peers. Uses skills to manage emotions and behavior	2	2	2	2	0	0	0	2
Boundaries and Safety: Keeps hands to self, respects physical boundaries, appropriate verbal/body language/gestures	2	2	2	2	2	0	0	2
PM Totals		12	20	20	10	6	14	20
Daily Totals		29	39	37	17	15	31	39
Daily Percentage		73%	98%	93%	71%	63%	78%	98%

So What Does This Mean for JJ PBIS Adoption?

- **We continue**

- To 'tweak' the modules based on feedback from experts and JJ Team members
- To revise professional development schedule and module training based on the individual jj facility/system
- To discuss communicate with jj facility personnel who are and are not involved in this project

Who We Are

- University of Oregon
 - Jeff Sprague
 - Claudia Vincent
 - Paula Mc Fadden
- Georgia State University
 - Kristine Jolivette
- Texas State University
 - Brenda Scheuermann
- Illinois PBIS Network
 - Jessica Swain-Bradway
- Texas Tech University
 - Eugene Wang
- National TA Center for PBIS
 - Mike Nelson

What We Hope to Accomplish

- Advocate for PBIS across the continuum
 - Building public awareness
 - Informing policy makers
- Identify scope of implementation
 - National survey
- Extend PBIS across continuum
- Building database: Studies that look at PBIS
 - Implementation across Settings
 - Outcomes for youth, systems
 - Dissemination
- Networking

Networking with You

- Name
- Position
- E-mail
- Resources
 - National TA Center <PBIS.org>
 - National TA Center for Abused Neglected and Delinquent (NDTAC) <<http://www.neglected-delinquent.org/>>

Thank you!

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Content Anchor for - Focus Groups/Interviews

