

# PBIS Forum 15 Practice Brief: Facility-wide PBIS

## What is facility-wide PBIS (FW-PBIS)?

People refer to FW-PBIS in two ways:

1. Facility-wide PBIS (FW-PBIS) as a reference to Tier 1 implementation. FW-PBIS being implemented at the universal (Tier I) level in all facility settings during a 24 hour/7 day a week model by all facility staff members and across all facility settings (i.e., unit, cafeteria, recreation, visitation, medical, school) during daily operations.
2. FW-PBIS as a reference to agency or facility adoption and implemented across the three tiers and across all facility settings within a 24/7 context. Tiers include a variety of supports that best meet the needs of youth. Within Tier 1 (Universal interventions), behavioral expectations are modeled and taught to youth by staff; youth are then reinforced when they meet these behavioral expectations. When admitted to a facility, all youth are considered to fall under Tier 1. Tier 2 services (targeted interventions) are provided to youth that need additional help to address behavioral needs that are not met within the universal tier. Tier 3 services (intensive interventions) are delivered to youth with the most urgent needs.

FW-PBIS Benefits:

- (a) **Positive approach to behavioral management** (Fernandez & McClain, 2014; Jolivet, & Nelson, 2010; Read & Lampron, 2012)
- (b) **Common language across facility**  
(Jolivet, Boden, Sprague, Ennis, & Kimball, 2015; Sprague, Jolivet, & Nelson, 2014)
- (c) **Consistency with interventions and strategies** (Jolivet & Nelson, 2010; Jolivet et al., 2015; Sprague et al., 2014)
- (d) **Facility-wide reinforcement and consequences**  
(Jolivet & Nelson, 2010; Jolivet et al., 2015; Sprague et al., 2014)
- (e) **Decision-making based on data**  
(Jolivet & Nelson, 2010; Jolivet, et al., 2015; Sprague et al., 2014)
- (f) **Team includes all facility disciplines**  
(Jolivet, Boden, Sprague, Ennis, & Kimball, 2015; Sprague, Scheuermann, Wang, Nelson, Jolivet, K., & Vincent, 2013)
- (g) **Unifying expectations across all facility settings** (Read & Lampron, 2012)
- (h) **Decrease in youth behavioral incidents**  
(Fernandez & McClain, 2014; Jolivet & Nelson, 2010; Jolivet et al., 2015)
- (i) **Increased staff self-efficacy**  
(Jolivet, Kimball, Boden & Sprague, in review)
- (j) **Aligned with agency strategic goals and initiatives**  
(Jolivet et al., in review)

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(k) **Improvement in climate and culture**

(Fernandez & McClain, 2014; Jolivet & Nelson, 2010, Read & Lampron, 2012)

(l) **Highly adaptable**

(Read & Lampron, 2012)

## FW-PBIS implementation in secure JJ facilities

Youth voice was solicited from those in secure juvenile facilities in which FW-PBIS had fully adopted and implemented by the agency.

Benefits and challenges associated with FW-PBIS implementation were identified via youth responses which may be considered during the implementation process by FW-PBIS Leadership Teams.

- Benefits:
  - Improved staff and youth relationships; increase in consistency with teaching and acknowledging behavioral expectations
  - Reinforcements that were meaningful and individualized to help motivate youth to engage in appropriate behaviors
  - Skills learned that could be used in everyday life of youth and outside the facility back in their homes and communities
- Challenges:
  - Inconsistent teaching and reinforcement
  - Inconsistencies among different staff members in regards to teaching and practicing PBIS protocols
  - Tendency to revert to previous, more ineffective behavioral management practices

Jolivet, K., Boden, L. J., Sprague, J. R., Ennis, R. P., & Kimball, K. A. (2015). Youth voice matters: Perceptions of facility-wide PBIS implementation in secure residential juvenile facilities. *Residential Treatment of Children and Youth*.

## Calls for MTSS (PBIS) in secure and residential facilities

### U.S. Departments of Education and Justice

Guiding principles for providing high-quality education in juvenile justice secure care settings:

<http://www2.ed.gov/policy/gen/guid/correctional-education/guiding-principles.pdf>

Guiding principles: A resource guide for improving school climate and discipline

<http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

**National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC)**

Supporting student achievement through sound behavior management practices in schools and juvenile justice facilities: A spotlight on positive behavioral interventions and supports (PBIS)

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(Read & Lampron, 2012):

<http://www.neglected-delinquent.org/sites/default/files/docs/SupportingStudentAchievement.pdf>

Providing individually tailored academic and behavioral support services for youth in the juvenile justice and child welfare systems

(Gonsoulin & Read, 2012)

[http://www.neglected-delinquent.org/sites/default/files/docs/NDTAC\\_PracticeGuide\\_IndividualSrvcs.pdf](http://www.neglected-delinquent.org/sites/default/files/docs/NDTAC_PracticeGuide_IndividualSrvcs.pdf)

Quality education services are critical for youth involved with the juvenile justice and child welfare systems

(Gonsoulin, Griller Clark, & Rankin, 2015):

[http://www.neglected-delinquent.org/sites/default/files/NDTAC\\_Correctional\\_ED\\_Practice\\_Guide\\_508.pdf](http://www.neglected-delinquent.org/sites/default/files/NDTAC_Correctional_ED_Practice_Guide_508.pdf)

## Departments of education and justice: Guiding principles

FW-PBIS links with guiding principles for high-quality education and improvement of facility climate and behavior/management/discipline, suggested by the U.S. Department of Education (DOE) and Department of Justice (DOJ):

- (1) Climate and Prevention Climate and Prevention
- (2) Clear, Appropriate and Consistent Expectations and Consequences
- (3) Equity and Continuous Improvement
- (4) A safe and healthy facility-wide climate

Within these principles are specific action steps, many which link directly to the FW-PBIS framework:

- The use of evidence-based, tiered behavior supports in order to improve youth behavior
- Providing ongoing training to all disciplines that directly work with youth
- Collaboration with juvenile justice, law enforcement, and mental health services for consistency across agencies
- Setting high expectations for behavior
- Making data-based decisions
- Including feedback from a variety of stakeholders
- Developing a continuum of behavioral supports through a tiered framework

## Questions to consider during the implementation process

- (1) How can FW-PBIS be incorporated into all of the disciplines within juvenile facilities?
- (2) How can my facility promote staff and administration buy-in for sustainability?
- (3) What types of youth reinforcement can be used within the facility that are motivating for all youth?
- (4) Which data sources can be used to monitor effectiveness?
- (5) How can FW-PBIS be merged with other facility policies?

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## Questions for future research

The following articles provide questions for future research regarding FW-PBIS in alternative and secure juvenile settings.

Jolivet, K., Houchins, D. E., Josephs, N., Waller, K., Hall, T., & Nomvete, P. (2008). Providing educational services in secure settings. In L. M. Bullock, & R. A. Gable (Eds.), *Ensuring a brighter future for troubled children/youth: Challenges and solutions* (pp. 193-263). Arlington, VA: Council for Children with Behavioral Disorders.

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- Can PBS be implemented in juvenile justice settings as effectively has been done in typical elementary, middle, and high school settings?
- Will the specific interventions and strategies implemented for the three tiers be similar or different from those in typical settings?
- Will the discipline percentages across the three tiers hold true for juvenile justice settings?
- Will improved youth outcomes occur at a higher frequency if PBS is implemented across the entire juvenile justice facility as compared to only the educational unit?
- Will PBS implementation in long-term juvenile justice facilities be different than for short-term facilities?
- What are the salient features of PBS required for implementation in juvenile justice settings?
- Will the implementation of PBS affect youth academic outcomes alongside social outcomes?

Jolivet, K., McDaniel, S. C., Sprague, J., Swain-Bradway, J., & Ennis, R. P. (2012). Embedding the positive behavioral interventions and supports framework into the complex array of practices within alternative education settings: A decision-making process. *Assessment for Effective Intervention, 38*, 15-29.

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- How do staff perceive the PBIS framework and its effects in terms of responsibilities to implement?
- How do students perceive the PBIS framework and its effects in terms of outcomes of intervention?
- How do staff and students perceive the PBIS framework in terms of facility climate?
- How can the PBIS framework be used to assist in transition of students from AE settings back to their typical school?
- Which forms of professional development have been used in AE settings during PBIS implementation?

Mathur, S. M., & Nelson, C. M. (2013). PBIS as prevention for high-risk youth in restrictive settings: Where do we go from here? *Education and Treatment of Children, 36*, 175-181.

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- What differences emerge when PBIS is mandated by legislative or legal action versus when it is adopted by agency or facility leadership?
- How does the manner in which PBIS is adopted impact staff buy-in?
- What are the effects of agency or facility leadership patterns and communication styles on implementation fidelity and outcomes?
- How do various coaching models affect these variables?

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Simonsen, B., & Sugai, G. (2013). PBIS in alternative education settings: Positive support for youth with high-risk behavior. *Education and Treatment of Children, 36*, 3-14.

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- What practices should be included in a continuum of support for different populations of youth?
- What data-based decision rules should be used to guide increasing or decreasing the intensity of an intervention?
- How can the behavior support continuum be linked across classroom, school, and facility settings?
- What does an integrated continuum of support for academic, social behavior, and specialized curricula look like in an AE setting?
- How does a continuum of behavior support operate where youth enrollment or stay might vary?
- How different or similar would parent and community involvement be in an AE setting continuum of behavior support?

Sprague, J. R., Scheuermann, B., Wang, E., Nelson, C. M., Jolivet, K., & Vincent, C. (2013). Adopting and adapting PBIS for secure juvenile justice settings: Lessons learned. *Education and Treatment of Children, 36*, 121-134.

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- Does improving conditions and quality of treatment in secure JJ facilities have an impact on long term behavioral change and generalization to the “criterion” environment of general education school, home, and community settings?

Swain-Bradway, J., Swoszowski, N. C., Boden, L. J., & Sprague, J. R. (2013). Voices from the field: Stakeholder perspectives on PBIS implementation in alternative educational settings. *Education and Treatment of Children, 36*, 31-46.

- Does PBIS implementation within AE settings lead to better youth outcomes and longitudinal success?
- How is recidivism impacted by PBIS implementation in AE settings?

## Resources

**National Technical Assistance Center on Positive Behavioral Interventions and Supports**

<https://www.pbis.org/community/juvenile-justice>

**The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC)**

<http://www.neglected-delinquent.org/>

**Special Issue of Education and Treatment of Children:**

<http://www.pbis.org/community/prevention-for-high-risk>

Jolivet, K., Swoszowski, N. C., & Ennis, R. P. (2013). PBIS as prevention for high-risk youth in alternative education, residential, and juvenile justice settings. *Education and Treatment of Children, volume 36*.

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## What conferences can I, my agency, or my team attend to learn more about FW-PBIS?

Conferences that include juvenile justice strands:

National PBIS Leadership Forum – Chicago, IL

Teacher Educators for Children with Behavior Disorders (TECBD) Conference – Tempe, AZ

## References

Fernandez, M. A., & McClain, D. (2014, July). Georgia's juvenile justice system applies new framework to modify youth behavior trends. *Corrections Today*, 76, 18-19.

Jolivet, K., Boden, L. J., Sprague, J. R., Ennis, R. P., & Kimball, K. A. (2015). Youth voice matters: Perceptions of facility-wide PBIS implementation in secure residential juvenile facilities. *Residential Treatment of Children and Youth*.

Jolivet, K., Kimball, K. A., Boden, L. J., & Sprague, J. R. (in review). The utility of a multi-tiered behavioral system in juvenile corrections: The positive behavioral interventions and supports (PBIS) framework. *Corrections Today*.

Jolivet, K., & Nelson, C. M. (2010). Adapting positive behavioral interventions and supports for secure juvenile justice settings: Improving facility-wide Behavior. *Behavioral Disorders*, 36, 28-42.

Read, N. W., & Lampron, S. (2012). *Supporting student achievement through sound behavior management practices in schools and juvenile facilities: A spotlight on positive behavioral interventions and supports (PBIS)*. Washington, DC: National Evaluation and Technical Assistance Center for Children and Youth Who are Neglected, Delinquent, or At-Risk (NDTAC).

Sprague, J. R., Jolivet, K., & Nelson, C. M. (2014). Applying positive behavioral interventions and supports in alternative education programs and secure juvenile facilities. In H. M. Walker & F.M. Gresham (Eds.), *Evidence-Based Practices for Addressing School-Related Behavior Problems and Disorders* (pp. 261-276). New York, New York: Guilford.