Aligning Facility Wide PBIS and Restorative Practices: Lessons Learned and Future Directions

Leader Presenter: Jeffrey Sprague
The University of Oregon
Exemplars: Kristen Withrow, LCSW, CACII
Kristen Withrow, LCSW, CACII
Colorado Department of Human Services
Division of Youth Corrections
Mount View Youth Services Center

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Kristen Withrow, LCSW, CACII
Colorado Department of Human Services
Division of Youth Corrections
Mount View Youth Services Center Director

Jeffrey Sprague, Ph.D.
The University of Oregon
Institute on Violence and Destructive Behavior

Aligning Facility Wide PBIS and Restorative Practices
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)

Aligning Facility Wide PBIS and Restorative Practices
Leadership Team Action Planning Worksheets: Steps

Self-Assessment: Accomplishments & Priorities

Leadership Team Action Planning Worksheet

Session Assignments & Notes: High Priorities

Team Member Note-Taking Worksheet

Action Planning: Enhancements & Improvements

Leadership Team Action Planning Worksheet
Aligning Facility Wide PBIS and Restorative Practices
The Promise of PBIS for Juvenile Justice Programs

• PBIS is advocated as a promising approach for improving the Juvenile Justice System
  • Research logic
  • Legal and legislative remedy

• PBIS practices are needed for adjudicated youth with (with and without) disabilities because they:
  • have the same rights to a free and appropriate public education as do their peers in traditional school systems;
  • must be afforded the protections and services under the law that their peers with disabilities receive in general education schools; and,
  • need access to a comprehensive curriculum that emphasizes both academic and social skill instruction and support.
The Promise of PBIS for Juvenile Justice Programs

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  - need access to a comprehensive curriculum that emphasizes both academic and social skill instruction and support.
• The PBIS approach has had different levels 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 framework will help:
  • Enhance the day to day operations in the facility (education, corrections, mental health), staff member satisfaction, and youth outcomes
    • Alignment, of procedures, efficiency, & tools for measuring implementation fidelity and effectiveness
Classroom interventions:
- CICO
- Social Skills Teaching
- Curriculum Adaptation

Universal school-wide positive behavior supports.

FBA-based behavior support plans with social skills training to teach appropriate replacement behaviors.

FBA-based behavior support plans with social skills training
- Individual treatment protocols

Classroom and Facility Supports
- Individualized CICO/incentives
- Security

Coordinated school- and facility-wide positive behavior supports.
- Rules
- Teaching
- CICO
- Incentive/level systems
- Social Skills Groups

General Education schools

Positive Behavioral Interventions and Supports (PBIS) Framework

• Defining & aligning valued outcomes of a facility with:
  • Practices to support youth
  • Systems to support adult behavior
  • Data for decision-making
What is DYC?

Who do we serve?

What is our mission and vision?

Aligning Facility Wide PBIS and Restorative Practices
SB94
Detention
Commitment
Education
Treatment/RCJ
Case Management
Client Management
Transition
Step-Down/Community Placement
Community
Reintegration
Family
Services
Parole
Aligning Facility Wide PBIS and Restorative Practices
DYC Vision and Mission

Vision:
Achieving youth success and safer Colorado communities

Mission:
To protect, restore, and improve public safety utilizing a continuum of care that provides effective supervision, promotes accountability to victims and communities, and helps youth lead constructive lives through positive youth development
Relationship As Basis For Change

“When we seek to discover the best in others, we somehow bring out the best in ourselves.”

-William Arthur Ward
There is always one moment in childhood when the door opens and lets the future in.

-Graham Greene
Colorado Model

Outcomes
- Youth Outcomes
  - Risk Mitigation
  - Protective Factors
  - Safety
- Staff Outcomes
  - Safety
  - Wellness
  - Professional Development

Practice Elements
- Trauma Responsive Environments
- Strengths/Resiliency
- RCJ
- Cultural Competency
- Positive Youth Development
- Case Management
- Integrated Treatment

Philosophies
- Mission & Vision
- Key Strategies
- EB Principles
- Commitments
- Trauma Responsive

Integrated Framework
- Core Philosophies
- Integrated Practices/Processes
- Trauma Responsive

Aligning Facility Wide PBIS and Restorative Practices
Trauma Responsive Environments

• A trauma responsive environment:
  An approach for building empathy and creating shared understanding of the person’s trauma history
  Impact of how trauma changes a person’s experiences in the world
  Who the person is today
  What they need
  What will we do to help the person get what they need (Crew, 2015)

• DYC adopted the Sanctuary Model
• No longer what is wrong with you, but what happened to you?
• Evaluating the Organization using SELF: Safety, Emotion, Loss and Future
• Focus on physical, psychological, social and moral safety.
• Seven Commitments: Non violence, emotional intelligence, social learning, open communication, social responsibility, democracy, growth and change.
• Tools we use with all youth to include MH: Safety Plan, Community Meeting, Psychoeducational Groups

Aligning Facility Wide PBIS and Restorative Practices
DYC Programming and Services

DYC has implemented several practices over the years that align with the 8 Principles

- Family Engagement
- Restorative Justice/Restorative Dialogue
- Multi-Disciplinary Teams
- Behavior Management Strategies/PBIS
- Trauma Responsive Environments/Sanctuary Model
- Cognitive Behavioral Therapy
- Motivational Interviewing
- Transition Services

Aligning Facility Wide PBIS and Restorative Practices
# Mount View Youth Services Center Programming

## The PEAK PROGRAM

<table>
<thead>
<tr>
<th>Assess Actuarial Risk and Needs</th>
<th>Engage Ongoing Support in Natural Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colorado Juvenile Risk Assessment (CJRA)</strong></td>
<td><strong>Multi-Disciplinary Team</strong></td>
</tr>
<tr>
<td><strong>Mental Health/Trauma Assessments</strong></td>
<td><strong>Post-Secondary Opportunities</strong></td>
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<tr>
<td><strong>Educational Assessments</strong></td>
<td><strong>Girl Scouts</strong></td>
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<td><strong>Family Interviews</strong></td>
<td><strong>Restorative Community Justice</strong></td>
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<td><strong>Sex Offense Typologies</strong></td>
<td><strong>Intramural Programming</strong></td>
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<td><strong>Drug/Alcohol Treatment Assessments- ASAPUS</strong></td>
<td><strong>Community Service Partnerships</strong></td>
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<tr>
<td><strong>Clinical Evaluation</strong></td>
<td><strong>Academics</strong></td>
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<tr>
<td><strong>Psychological/Neuro Evaluation</strong></td>
<td><strong>Transitional Opp. for Next Step</strong></td>
</tr>
<tr>
<td><strong>Multidisciplinary Team Staffing</strong></td>
<td><strong>Work Crew/Kitchen Program</strong></td>
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<tr>
<td><strong>CJRA Re-Assessments-Next Sten</strong></td>
<td><strong>Garden Program</strong></td>
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<tr>
<td><strong>Sexually Aggressive Behavior/Vulnerability to Victimization Overall Risk Assessment Instrument</strong></td>
<td><strong>EBP Inventory</strong></td>
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<tr>
<th>Enhance Intrinsic Motivation</th>
<th>Increase Positive Reinforcement</th>
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<td><strong>Use of Motivational Interviewing</strong></td>
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<td><strong>Strength Based Approach</strong></td>
<td><strong>Level Privileges</strong></td>
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<td><strong>Development of Therapeutic Relationships</strong></td>
<td><strong>Social Learning</strong></td>
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<td><strong>Physical, Psychological and Emotional Safety</strong></td>
<td><strong>Therapeutic Relationship Model</strong></td>
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<td><strong>Social Learning Theory: Role Models</strong></td>
<td><strong>Strength Based Approach</strong></td>
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<td><strong>Spiritual Programs</strong></td>
<td><strong>Use of Affirmations</strong></td>
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<td><strong>MVYSC PEAK Program</strong></td>
<td><strong>PBIS Reinforcement - PEAK Cards and DRAWING</strong></td>
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<td><strong>Structured Leisure/Recreation</strong></td>
<td><strong>Community Service Partnerships</strong></td>
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<td><strong>Staff’s Understanding of Youth’s High-risk Behaviors and Protective Factors.</strong></td>
<td><strong>Special Events</strong></td>
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<td><strong>Gender Specific Programming</strong></td>
<td><strong>Wrap Up Group</strong></td>
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<td><strong>Individualized Program Interventions</strong></td>
<td><strong>Weekly Movie Incentive</strong></td>
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<td><strong>Base Camp Level</strong></td>
<td><strong>Weekly POD Awards</strong></td>
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<td><strong>Positive Behavior Agreement</strong></td>
<td><strong>Weekly POD &amp; Ascent Level Certificates</strong></td>
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<th>Target Interventions</th>
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<td><strong>Functional Behavioral Analysis</strong></td>
<td><strong>Multi-Disciplinary Team</strong></td>
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<td><strong>DCP/Treatment Plan (after 30 days/Next Sten)</strong></td>
<td><strong>Post-Secondary Opportunities</strong></td>
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<td><strong>Team Meetings</strong></td>
<td><strong>Girl Scouts</strong></td>
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<td><strong>Post-Secondary Opportunities</strong></td>
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<td><strong>Collaborative Review Team (SMP)</strong></td>
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<td><strong>Group Curriculums: ART, T4C, Pathways, Relapse Prevention, Impact, Growing Great Girls, WAIT Program, Brainwise, Diamond Standard, Motivation to Change</strong></td>
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<th>Skill Train with Direct Practice</th>
<th>Measure Relevant Processes &amp; Practices (Fidelity)</th>
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<td><strong>Skill Groups</strong></td>
<td><strong>Major Incident Reports</strong></td>
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<td><strong>AM/PM Groups Skill of the Week</strong></td>
<td><strong>Physical Management</strong></td>
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<td><strong>Group Curriculums: ART, T4C, Pathways, Relapse Prevention, Impact, Growing Great Girls, WAIT Program, Brainwise, Diamond Standard, Motivation to Change</strong></td>
<td><strong>Audit and quarterly monitoring</strong></td>
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<td><strong>Use of Affirmations</strong></td>
<td><strong>Developing Assessment Survey</strong></td>
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<th>Increase Positive Reinforcement</th>
<th>Provide Measurement Feedback</th>
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<td><strong>Facility Based Behavior Mgt Systems Assessment Tool</strong></td>
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## Aligning Facility Wide PBIS and Restorative Practices

- **Weekly POD & Ascent Level Certificates**
- **Weekly “No Violence” Incentive**

### Additional Programs
- **MVYSC PEAK Program**
- **MVYSC Quality Assurance Weekly Reports**
- **Community Passes**
- **Level Advancement**
- **Facility Based Behavior Mgt Systems Assessment Tool**
- **Staff Development**
PBIS BASICS

- PBIS provides an environment which
  - Is **unified** and **consistent**
    - Common set of expectations for all youth and staff
    - Instructional procedures for teaching, modeling, and reinforcing positive behavior
    - Common language
  - Is **positive**
    - This includes clarification of consequences per facility procedures
  - Has **shared values** across staff
  - Has **fewer behavioral incidents**
  - Has **higher staff satisfaction**
  - Uses **data** to make decisions

Aligning Facility Wide PBIS and Restorative Practices
MULTI-TIERED BEHAVIORAL FRAMEWORK

Tertiary (FEW)
- Reduce complications, intensity, severity of current cases

Secondary (SOME)
- Reduce current cases of problem behavior

Primary (ALL)
- Reduce new cases of problem behavior
- FW-PBIS

TIER I
80%-85% of Youth
All the kids all the time

TIER II
REVERSE HARM
PREVENT HARM

TIER III
REduce HARM

intensive
targeted
Aligning Facility Wide PBIS and Restorative Practices
Restorative Practices Integrated Throughout Our Entire Behavior Management Program

Starts with our PEAK Program Acronym

- Participate Safely in Programming
- Express Care and Respect
- Accept Accountability
<table>
<thead>
<tr>
<th>Behavioral Expectations</th>
<th>Milieu</th>
<th>Line Movement</th>
<th>Dining Room</th>
<th>School</th>
<th>Recreation</th>
<th>Group</th>
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<tr>
<td><strong>Participation in programming</strong></td>
<td>Display healthy boundaries</td>
<td>Display healthy boundaries</td>
<td>Display healthy boundaries</td>
<td>Keep healthy boundaries</td>
<td>Display healthy boundaries</td>
<td>Follow group and community behavioral expectations</td>
</tr>
<tr>
<td><strong>Non-Violence</strong></td>
<td>Be engaged in all aspects of programming</td>
<td>Communicate with staff or other residents only when permitted to do so.</td>
<td>Talk quietly when allowed</td>
<td>Engage in safe conversations</td>
<td>Engage in safe conversations</td>
<td>Actively participate</td>
</tr>
<tr>
<td><strong>Emotional Intelligence</strong></td>
<td>Use positive language and inside voices</td>
<td>Keep hands to yourself</td>
<td>Engage in pro-social conversations</td>
<td>Stay in class</td>
<td>Engage in pre and post activity groups</td>
<td>Demonstrate consideration for all participants</td>
</tr>
<tr>
<td></td>
<td>Use only proper first and last name</td>
<td>Face forward</td>
<td>Remain seated during meal</td>
<td>Be an active learner</td>
<td>Positive language</td>
<td>Sit attentively</td>
</tr>
<tr>
<td></td>
<td>Practice Non-Violence being safe outside, inside and with others and to do the right thing</td>
<td>Remain on silence</td>
<td>Raise your hand to get permission to get up from your seat</td>
<td>Respond kindly</td>
<td>Follow medical restrictions</td>
<td>Be mindful of body language and what you are communicating</td>
</tr>
<tr>
<td><strong>Express care and respect</strong></td>
<td>Practice good hygiene</td>
<td>Give those ahead and next to you plenty of room</td>
<td>Eat healthy</td>
<td>Gain knowledge</td>
<td>Engage with the recreation coordinator and staff as they explain the activity</td>
<td>Be mentally and physically prepared</td>
</tr>
<tr>
<td></td>
<td>Keep your room clean and in order</td>
<td>Be aware of your surroundings</td>
<td>Use good manners</td>
<td>Complete class work and assignments</td>
<td>Stretch and warm up before engaging in any physical activity</td>
<td>Respect others opinions and beliefs without judgment</td>
</tr>
<tr>
<td></td>
<td>Be in dress code at all times</td>
<td>Hold doors for others</td>
<td>Respect and protect the dining room</td>
<td>Work quietly</td>
<td>Report injuries and follow all activity restrictions</td>
<td>Raise hand to speak</td>
</tr>
<tr>
<td></td>
<td>Follow staff direction</td>
<td></td>
<td>Clean up your area when finished</td>
<td>Work cooperatively</td>
<td>Be active</td>
<td>Respect facilitator and all other participants.</td>
</tr>
<tr>
<td></td>
<td>Use appropriate language</td>
<td></td>
<td>Treat all people working in the kitchen with respect</td>
<td>[Practice Social Learning and Open Communication]</td>
<td>Take turns</td>
<td>Allows others the opportunity to express themselves</td>
</tr>
<tr>
<td></td>
<td>For Open Communication-saying what we mean but not being mean when we say it</td>
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<td><strong>Democracy</strong></td>
<td>Practice Social responsibility we all take accountability</td>
<td>Count before movement and through each door</td>
<td>Say your name when you receive your tray</td>
<td>Do your own work</td>
<td>Follow staff directions</td>
<td>Follow group and community behavioral expectations</td>
</tr>
<tr>
<td></td>
<td>Keep the living unit clean</td>
<td>Count load enough for staff and other juveniles to hear</td>
<td>Eat only your own food</td>
<td>Stay on task</td>
<td>Learn and follow rules of the activity</td>
<td>Respect confidentiality</td>
</tr>
<tr>
<td></td>
<td>Only have approved items</td>
<td>Remain in line until given permission to break</td>
<td>Turn in tray and spork to designated area</td>
<td>Enter and exit classrooms</td>
<td>Take care of the recreation area and equipment</td>
<td>Be mindful of your comments and language</td>
</tr>
<tr>
<td></td>
<td>Ask permission to enter staff areas, supply closets, sleeping rooms, and bathrooms</td>
<td></td>
<td></td>
<td>Do your own task</td>
<td>If you chose not to participate, sit quietly, do calisthenics, or walk alone in the recreation area.</td>
<td>Accept staff redirection</td>
</tr>
<tr>
<td></td>
<td>Residents participate in all areas of programming</td>
<td></td>
<td></td>
<td>If you chose not to participate, sit quietly, do calisthenics, or walk alone in the recreation area.</td>
<td>Follow Medical Restrictions</td>
<td>Remain in group unless you have permission to leave</td>
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<td>[Practice Social Responsibility]</td>
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<td><strong>Accept Accountability</strong></td>
<td>Accept feedback</td>
<td>Count before movement and through each door</td>
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<td>Do your own work</td>
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<td><strong>Knowledge and use your skills</strong></td>
<td>Listening</td>
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<td>Listening</td>
<td>Expressing your feelings</td>
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<td>Asking for help</td>
<td>[Following instructions]</td>
<td>Asking a question</td>
<td>Being a good sport</td>
<td>[Following instructions]</td>
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<td>Knowing your feelings</td>
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<td>Asking permission</td>
<td>[Avoiding trouble with others]</td>
<td>Asking a question</td>
<td>Keeping out of fights</td>
<td>[Helping others]</td>
<td>[Helping others]</td>
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<td></td>
<td>Avoiding trouble with others</td>
<td>Using self-control</td>
<td>Following Instructions</td>
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<td><strong>Growth and change</strong></td>
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PEAK Program Level System

- **Acclimation Level**
  - Acclimation: the process or result of acclimating; *especially*: physiological adjustment by an organism to environmental change

- **Ascent Level**
  - Ascent: the act of rising or mounting upward

- **PEAK Level**
  - Peak: the pointed top of a mountain

- **Restorative Level**

- **Regression of Level**

- **Base Camp**
# PEAK Points Matrix

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<th>PEAK Points Matrix</th>
<th>Expected Behaviors do not warrant a 3</th>
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<td><strong>3 Peak Performer</strong></td>
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| Participate safely in programming | *Role model for other youth and helpful to peers and staff.  
Has consistent positive interaction with others.  
Follows Campus Rules/Norms Consistently.  
Does Not participate in negative interactions  
Participates in school w/no staff directed timeouts  
Participates in Skills/Goals Group in am/pm  
Consistently follows PBIS expectations | *Overall behaviorally compliant, but may have had some minor struggles.  
May have been passive and/or required some re-directives from staff.  
Participates in school  
Generally follows PBIS expectations | *Behaviorally and/or emotionally disruptive.  
Totally disregards the safety/security of others.  
Consistently refuses to follow and/or participate in program.  
Receive an IR-Major Rule Violation (any category of IR) |
| Express Care & Respect | *Uses appropriate language and communication.  
* Supports his/her peers and staff in a positive manner.  
*Displays an exceptional level of value for others opinions, experiences and property.  
*Shows kindness, respect, and is helpful to others.  
*Gets along well with peers and staff and is flexible and friendly. | * Generally uses appropriate language and communication.  
*Generally Supports his/her peers and staff in a positive manner.  
*Generally offers help to others as needed. | *Totally disregards the safety/security of others.  
*Bullies/Harasses/or Teases others.  
*Demonstrates disregard for programming goals.  
*Doesn’t offer help to others when needed. |
| Accept Accountability | *Accepts constructive feedback and correction.  
*Takes initiative and contributes to the activities of the day.  
*Completes all work assigned. Promptly follows all instructions with 0 (zero) redirections. | *Avoids most negative behavior and all negative behavior after prompted.  
*Completes most work.  
*Demonstrates understanding and attempts toward programming even though may have struggled. | *Does not display responsibility for their behavior, actions, or words.  
*Doesn’t take constructive feedback.  
*Needs multiple directives when confronted.  
*Engages in negative behavior on a regular basis.  
*No work completed. |
| Know and use your skills | *Facilitate or Co-Facilitate Skills Groups  
*Knows and actively uses the skill of the week. | *Exhibits an adequate level of participation in programming.  
*Generally knows and uses skills. | *Does not participate in programming.  
*Does not Know or use Skills. |

## Acclimation: 1–42 Points

## Ascent: 43–50 Points

## PEAK: 51+ Points

### Aligning Facility Wide PBIS and Restorative Practices

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PEAK Program Level System

Our level system has assignments related to what is RCJ, what community service have you been involved in etc..

Also, participating in groups is a requirement for moving up in Level System and one of our groups is a RCJ Circle Group curriculum on the weekends-teaches skills related to resolving conflict in a healthy way.

They have to complete community service as part of their level system.

We have community pride days 2 x a year and expectation is that they all participate.
Teaching Skills in the PEAK Program

- We teach skills to our youth every day in numerous forums to increase their ability to understand behavior, develop coping strategies, and interact with others in a way that they do not have more victims.
Teaching Skills in the PEAK Program

- AM/PM Goals Wrap Up Group
- Skill of the Week
- Skill Streaming Group
- Assignments in Level Packets related to Skills
- Thinking report in the school that uses the 23 skills MV adopted from Skillstreaming the Adolescent
- Skills in Youth Guide
- Assignments in Youth Guide related to Skills
What do we do when a youth doesn’t respond to our PEAK Program?

Additional RCJ Practices:

- Participate Safely Group
- Restorative Apology
- RCJ Circle
- Restorative Level
- Base Camp
- SMP

- Formal Mediations
- Restorative Tx Assignments
- Community Service
RCJ Project Pick List: ( Resident may choose 1 below)

Draw or create a poster representing RCJ that could be hung up on your unit.
Staff Initials / Date: ______________

Plan and complete a campus improvement activity (Availability of staff supervision has to be coordinated)
Staff Initials / Date: ______________

Role – Play a scene w/ another resident where you were the victim and how you were impacted by the crime and then role-play as if you were the perpetrator of the same crime and how you impacted the victim and the community.

Write a letter to the MVYSC Administration on how your behavior has impacted the community here at MVYSC. Staff Initials/Date:

Day 1 Assignment: Listening
List 5 attentive listening skills and how you will use them in the future. Staff Initials/Date: ______________

Write a short story on what life would be if no one listened. Staff Initials/ Date: ______________

Write a report on how to properly listen Staff Initials/Date: ______________

Write out behavior matrix expectations for one of the letters of PEAK in the area you had the behavior Staff Initials/Date:
The 4 Steps to a Restorative Apology

This form can be used as a guide on how to write a restorative apology letter, which you may be required to do as an RCJ assignment/project. If you have been asked to complete a restorative apology packet, remember that the packet is not complete without actually writing a restorative apology letter. Writing and presenting the letter to the individual harmed is the final step of the restorative apology process. Sometimes it may seem that no one but you was impacted by your actions, but in almost any situation, other people are involved and impacted by what you do. A well written apology letter should include 4 different steps. The steps are as follows:

1. **Support the Community Value of Ownership.** The process of repairing harm begins with supporting the Community Value of Ownership. Find the words that honestly reflect how your actions have caused, promoted, or allowed the situation to occur. Show that you recognize the effects of your actions. This step is best done by using “I” statements, such as “I am the one responsible.” The best way to move forward after an incident is to take personal responsibility and to show others that you are willing to own your actions. Ownership leads to respect and understanding. We all want to be understood.
Participate Safely Group
Action Plan Guide

What PEAK components (Participate Safely, Express Care or Respect, Accept Accountability, Know and Use your Skills) need to be re-established within the community that you are concerned about?

What goals do you plan to focus on to achieve solutions in the group?

Which Youth do you believe may be involved in the concerning situation prior to the group?

Which Youth might be supportive and provide positive influence in the group process toward problem solving?

What helpful information have you gathered from the group?
Are you comfortable with how the group ended? Was there a solution to the problem? What happens next?
Please Provide Feedback

Your feedback is important to us! Please take a few moments at the end of the session to complete an evaluation form for this session. Forms are available:

- In our **mobile application** by clicking on *Evaluation* underneath the session information.
- **Online** underneath the posted presentations at www.pbis.org/presentations/chicago_forum_16
- Via **paper form** from your session facilitator