

# **PBIS Forum 16 Practice Brief: Facility-wide PBIS: Residential & Juvenile Justice Perceptions of Implementation & Next Steps**

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PBIS Leadership Forum- *Roundtable Dialogue*

December 2016

## **Facility-wide PBIS**

Facility-wide Positive Behavior Interventions and Supports (FW-PBIS) has been implemented over the past ten years, and serves as an extension of school-wide Positive Behavior Interventions and Supports (SW-PBIS). Due to the 24 hour, 7-day a week structure of residential and juvenile settings, FW-PBIS behavioral expectations are modeled daily by staff across all facility disciplines and settings (e.g., education, medical, recreation, unit, mental health, visitation), with staff reinforcing youth for engaging in these expectations. In some facilities, FW-PBIS is being implemented at the Tier 1, or universal level, while in other facilities, FW-PBIS is being implemented across the three tiers to meet the needs of all (Tier 1), some (Tier 2), or few (Tier 3) youth.

Across the U.S., several juvenile justice state agencies and stand-alone facilities have adopted FW-PBIS, and are in different stages of framework implementation.

Fixsen et al. (2005) described several stages within implementation research of evidence-based practices. Below is a description of each stage as it relates to FW-PBIS implementation:

- **Stage 1: Exploration and Adoption**

Within this stage, needs are assessed in conjunction with identifying evidence-based practices to meet these needs, such as FW-PBIS. After deciding to adopt FW-PBIS, potential barriers to implementation are determined, and a clear plan and timeline for implementation are developed. Additionally, exploration of data and practices within the three PBIS tiers occurs at this stage. It is imperative that agency and administrative support is in place beginning in this stage and continuing throughout all stages.

- **Stage 2: Program Installation**

Before FW-PBIS implementation can begin, supports must be in place such as training, staffing, data sources, and outcome measures. Resources required to effectively implement FW-PBIS are acquired in the installation stage.

- **Stage 3: Initial Implementation**

During this stage, FW-PBIS is beginning to be implemented, after the appropriate resources have been allocated and secured for multiple years. With implementing any new change to a facility, typical practices may change, which takes time and investment. During initial implementation, continued practice, training, and time to implement with fidelity should occur.

- **Stage 4: Full Operation**

Full operation is considered as fully implementing FW-PBIS. To be considered as fully implementing FW-PBIS, it must be implemented with fidelity, have been integrated into typical practices across the facility, and be the “business as usual.” Additionally, data and practices at this stage are viewed as accepted by staff, administration, and agency personnel.

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- **Stage 5: Innovation**

Within this stage, data and practices within the FW-PBIS framework are fine-tuned. Innovation should not be confused with changing data and practices because fidelity was not met. At this point, FW-PBIS should be implemented with fidelity. Additional practices, which still fit within the framework, may be explored as the needs of youth change within the facility and modifications to existing data systems may occur where appropriate.

- **Stage 6: Sustainability**

Within the sustainability stage, the goal is to continue to implement FW-PBIS with fidelity for the long-term, regardless of the inevitable changes that occur within any facility or entity (change of staff, new policies, funding streams, etc.).

## Forum Feedback

In an effort to network and share ideas across state facilities and agencies who were at various stages of implementation research of FW-PBIS, feedback was gathered from Forum attendees. Notecards were distributed to all attendees at juvenile justice strand sessions, to solicit key areas to share and learn about through the lens of where each facility was in the FW-PBIS implementation process. Administrators, facility staff, state support team personnel, FW-PBIS directors/coordinators, and FW-PBIS Leadership Team members from over seven states attended the full juvenile justice strand at the Forum, with a majority identified as being in the initial implementation stage and two states in the full operation stage. Based on session feedback, five themes were identified for the round table discussion (family/community supports, youth voice, data systems, staff buy-in, and mental health). At the roundtable discussion, 45 attendees self-identified a table, per one of the 5 themes. Within each theme, 4 common questions were asked:

- (1) What's working well?
- (2) What are you still working on/what's difficult?
- (3) What are staff perceptions of this topic?
- (4) What supports do you need?

Below is a sampling of ideas for each question, based on attendee responses. Ideas are linked to facility-wide local operating procedures. Within each theme, additional resources also are included. As FW-PBIS is still in the initial implementation stage across many states, some included resources may not be specifically linked to the framework, yet are still appropriate to consider within the structure of 24/7 settings.

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## Local Operating Procedures (LOP)

The Local Operating Procedures (LOP) is used as a guide to support FW-PBIS implementation and staff training across the three tiers and facility disciplines (Jolivet, 2016). Within the FW-PBIS framework, all elements related to systems, data, and practices should be linked back to the LOP. As described by Jolivet, Nelson, and Sprague (2015), and Jolivet (2016), the LOP should contain the following parts:

- Identify for which tier the policy is written
- PBIS team member and agency-level contact information
- The purpose of PBIS
- FW-PBIS expectations with an acronym or motto
- Behavioral matrix linked to FW-PBIS expectations for all facility environments
- Supporting documents to be displayed (matrix, posters)
- Resources guides and protocols (for youth, family/community, and facilities) teaching for staff to teach the expectations
- Youth reinforcement system
- Staff reinforcement system
- Data sources
- Staff training documents
- Inclusion of youth voice
- Family engagement connections and practices
- Youth handbook inserts for FW-PBIS
- Training schedules
- Monthly actions plans

## Theme 1: Family/Community Supports

What's working well?

- Utilizing community relationships, services, and resources
- Use of technology for family contact (skype, phone, facetime, etc.)
- Embedding family counseling with PBIS framework knowledge
- Using special visitation as a PBIS reinforcement
- Transportation for families
- Weekend visitations
- Off campus trips (bowling, skating, movies)
- Collaborative PBIS events with staff, youth, and families
- Specialized programming (art programming, animal therapy)

What are you still working on/what's difficult?

- Getting families to come to facility/transportation for parents
- Families reluctant to participate

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- Fear from families, that they will be perceived in a negative light

What are staff perceptions of this topic?

- Families don't want to participate/lack of family support
- Families are a negative influence on youth
- Difficult to make an impact on youth when they are returning to same environment

What supports do you need?

- Transportation services
- Increased/improved technology
- Flexibility with family session times and locations
- Enhanced staff training and vetting

## Connecting to the LOP

Within the LOP, family and community supports may be addressed within FW-PBIS brochures, training, youth and family orientation, and monthly action plans. Connections within the FW-PBIS youth reinforcement practices also can be made.

## Theme 1 Resources

Online sources:

- Engaging Families in the Education of Neglected and Delinquent Youth in Residential Care  
<http://www.neglected-delinquent.org/resource/engaging-families-education-neglected-and-delinquent-youth-residential-care>
- Osher, T., Huff, B., Colombi, G. D., & Gonsoulin, S. (2012). Family guide to getting involved in your child's education at a juvenile justice facility. Washington, DC: National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk.  
[http://www.neglected-delinquent.org/sites/default/files/docs/NDTAC\\_FamilyGuide.pdf](http://www.neglected-delinquent.org/sites/default/files/docs/NDTAC_FamilyGuide.pdf)
- Models for Change  
<http://www.modelsforchange.net/index.html>
- NDTAC Webinar: A Family Guide to Getting Involved With Correctional Education  
[http://www.neglected-delinquent.org/sites/default/files/webinars/webinar200901\\_osher.pdf](http://www.neglected-delinquent.org/sites/default/files/webinars/webinar200901_osher.pdf)
- NDTAC Webinar: Promoting Family Involvement In Juvenile Justice  
[http://www.neglected-delinquent.org/sites/default/files/webinars/webinar200901\\_PACER.pdf](http://www.neglected-delinquent.org/sites/default/files/webinars/webinar200901_PACER.pdf)
- NDTAC Webinar: Successfully Transitioning Youth from Secure Care Back to School  
<http://www.neglected-delinquent.org/events/successfully-transitioning-youth-secure-care-back-school>

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- Osher, T., Huff, B., Colombi, G. D., & Amelga, M. (2012). Facility Toolkit for Engaging Families in Their Child's Education at a Juvenile Justice Facility. Washington, DC: National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk  
[http://www.neglected-delinquent.org/sites/default/files/docs/NDTAC\\_FacilityToolkit\\_EngagingFamilies.pdf](http://www.neglected-delinquent.org/sites/default/files/docs/NDTAC_FacilityToolkit_EngagingFamilies.pdf)
  - Technical Assistance Partnership Family Involvement Web Page  
<http://www.tapartnership.org/content/familyInvolvement/default.php>
  - Vera Institute of Justice: Family Engagement Webinar  
<http://www.djj.virginia.gov/pdf/about-djj/jcc-taskforce/Vera%20Family%20Engagement%206%2010%2016.pdf>
- Vera Institute of Justice: Setting and Agenda for Family-Focused Reform  
<http://archive.vera.org/files/FJP-advisory-board-report-v6.pdf>

## Articles:

- Affronti, M. L., & Levison-Johnson, J. (2009). The future of family engagement in residential care settings. *Residential Treatment for Children & Youth*, 26, 257-304.
- Burke, J. D., Mulvey, E. P., Schubert, C. A., & Garbin, S. R. (2014). The challenge and opportunity of parental involvement in juvenile justice services. *Children and Youth Services Review*, 39, 39-47
- Garfinkel, L. (2010). Improving family involvement for juvenile offenders with emotional/behavioral disorders and related disabilities. *Behavioral Disorders*, 36, 52-60.
- Griffith, A. K., Ingram, S. D., Barth, R. P., Trout, A. L., Hurley, K. D., Thompson, R. W., & Epstein, M. H. (2009). The family characteristics of youth entering a residential care program. *Residential Treatment for Children & Youth*, 26, 135-150.
- Griller Clark, H., & Mathur, S. R. (2015). Merging two worlds: A tier two model to promote transition of youth from residential settings to the community. *Residential Treatment for Children & Youth*, 32, 280-298.
- Mathur, S. R., & Clark, H. G. (2013). Prerelease planning and practices for youth with disabilities in juvenile detention. *Journal of Special Education Leadership*, 26, 82-92.
- Mathur, S. R., & Griller Clark, H. (2014). Community engagement for reentry success of youth from juvenile justice: Challenges and opportunities. *Education and Treatment of Children*, 37, 713-734.
- Muscott, H. S., & Mann, E. L. (2004). *The family engagement checklist*. Bedford, NH: New Hampshire Center on Positive Behavioral Interventions and Supports at SERESC.

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- Muscott, H. S. (2002). Exceptional partnerships: Listening to the voices of families. *Preventing School Failure, 46*, 66 – 69.
- Reinke, W. M., Splett, J. D., Robeson, E. N., & Offutt, C. A. (2009). Combining school and family interventions for the prevention and early intervention of disruptive behavior problems in children: A public health perspective. *Psychology in the Schools, 46*, 33-43.
- Unruh, D., Gau, J., & Waintrup, M. (2009). An exploration of factors reducing recidivism rates of formerly incarcerated youth with disabilities participating in a re-entry intervention. *Journal of Child & Family Studies, 18*, 284-293.

## Theme 2: Staff Buy-in

What's working well?

- The process of developing a matrix and resource guides
- Core group of staff influencing buy-in
- PBIS as a behavioral framework
- Administration buy-in and support
- Staff reinforcements for modeling expectations (employee of month/year, verbal or written acknowledgement, extra vacation day, staff events)

What are you still working on/what's difficult?

- Being intentional about messaging and programming
- Staff reverting back to old, punitive practices
- Retaining staff

What are staff perceptions of this topic?

- PBIS is a short-term initiative that will go away
- Youth in 24/7 care should not earn reinforcements
- Sharing behavior data is time-consuming

What supports do you need?

- Opportunities for staff to debrief (mental health resources)
- Allowing time for effective training
- Follow-through related to supporting staff and facility with implementation

## Connecting to the LOP

Within the LOP, staff buy-in may be addressed within the staff reinforcement system, training schedule/materials, the make-up of the facility PBIS team, and monthly action planning. Staff buy-in will need to continuously assessed and built into the teams action plans which are part of the LOP.

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## Theme 2 Resources

### Online Sources:

- Jolivette, K. (2016). Multi-Tiered Systems of Support in Residential Juvenile Facilities. Washington, DC: The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC).  
<http://www.neglected-delinquent.org/sites/default/files/NDTAC-IssueBrief-508.pdf>
- Read, N. W., Price, T., & Gonsoulin, S. (2015). NDTAC Practice Guide: Addressing the Unmet Educational Needs of Children and Youth in the Juvenile Justice and Child Welfare Systems Requires Within-Agency and Cross-Agency Leadership. Washington, DC: National Evaluation and Technical Assistance Center for Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC).  
[http://www.neglected-delinquent.org/sites/default/files/resources/documents/NDTAC\\_LeadershipPractGuide\\_508.pdf](http://www.neglected-delinquent.org/sites/default/files/resources/documents/NDTAC_LeadershipPractGuide_508.pdf)

### Articles:

- Fernandez, M., McClain, D., Brown-Williams, B., & Ellison, P. (2015). PBIS in Georgia department of juvenile justice: Data dashboard and radar reports utilized for team data-based decision-making with facility team leader perspectives. *Residential Treatment for Children & Youth*, 32, 334–343.
- Jolivette, K., Kimball, K. A., Boden, L. J., & Sprague, J. R. (2016). The utility of a multi-tiered behavioral system in juvenile corrections: The positive behavioral interventions and supports (PBIS) framework. *Corrections Today*, 78, 42-47.
- Mathur, S. R., Clark, H. G., & Schoenfeld, N. A. (2009). Professional development: A capacity-building model for juvenile correctional education systems. *Journal of Correctional Education*, 60, 164-185.
- Sprague, J. R., Scheuermann, B., Wang, E., Nelson, C. M., Jolivette, K., & Vincent, C. (2013). Adopting and adapting PBIS for secure juvenile justice settings: Lessons learned. *Education and Treatment of Children*, 36, 121-134.

## Theme 3: Data Systems

### What's working well?

- Tracking data

### What are you still working on/what's difficult?

- Finding ways to bring data together from all facility systems

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What are staff perceptions of this topic?

- Difficult to see how data are useful if there are no outcome results
- Leads to cumbersome paperwork which adds more work
- Needs to be simplified in order to be feasible

What supports do you need?

- Examples of data/outcome measures from other facilities
- Common data collection methods to use across facility systems
- Deciding which data to capture
- Outcome data for staff to buy-in

## Connecting to the LOP

Within the LOP, data systems may be addressed by identifying specific data sources, monthly questions to ask related to the data collected, and visuals to display and analyze data, along with a plan for data based decision making across the tiers. Additionally, data systems should be used to address youth and staff reinforcement, staff training, and entrance/exit criteria within the primary, secondary, and tertiary tiers.

## Theme 3 Resources

Online sources:

- Gonsoulin, S., Darwin, M. J., & Read, N. W. (2012). Providing individually tailored academic and behavioral support services for youth in the juvenile justice and child welfare systems. Washington, DC: National Evaluation and Technical Assistance Center for Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC).  
[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)
- Jolivet, K. (2016). Multi-Tiered Systems of Support in Residential Juvenile Facilities. Washington, DC: The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC).  
<http://www.neglected-delinquent.org/sites/default/files/NDTAC-IssueBrief-508.pdf>
- 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).  
<http://www.neglected-delinquent.org/sites/default/files/docs/SupportingStudentAchievement.pdf>



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Articles:

- Alonzo-Vaughn, N., Bradley, R., & Cassavaugh, M. (2015). PBIS in Arizona department of juvenile corrections: How tier II practices build upon tier I. *Residential Treatment for Children & Youth, 32*, 321–333.
- Fernandez, M., McClain, D., Brown-Williams, B., & Ellison, P. (2015). PBIS in Georgia department of juvenile justice: Data dashboard and radar reports utilized for team data-based decision-making with facility team leader perspectives. *Residential Treatment for Children & Youth, 32*, 334–343.
- 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.
- 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.
- 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.

### Theme 4: Youth Voice

What's working well?

- Immediate, positive feedback for youth displaying facility-wide expectations
- Utilizing youth surveys and finding common themes in surveys
- Reward days – dances, movies, dress down
- Student participation in PBIS activities (creating posters, rolling out new activities, youth advisory board)

What are you still working on/what's difficult?

- Analyzing data from surveys
- Youth buy-in to the framework, beyond the reinforcements
- Immediate and consistent reinforcement/programming for youth
- Maintaining youth involvement
- Lack of funding

What are staff perceptions of this topic?

- Difficult for youth with long-term stays to buy-in
- Youth shouldn't be rewarded for things they should already be doing

What supports do you need?

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- Addressing lack of youth trust due to staff turnover
- Consistent time allocated for staff to discuss needs of youth
- Time for staff to meet with youth and gather youth feedback
- Specific ideas of how to include youth

## Connecting to the LOP

Within the LOP, youth voice may be addressed within youth handbook inserts, youth created posters, monthly action planning, and youth feedback via focus groups/surveys and a youth advisory board. Some FW-PBIS teams include youth on the team using an agreed upon selection criteria known to the youth population.

## Theme 4 Resources

Online sources:

- Jolivet, K. (2016). Multi-Tiered Systems of Support in Residential Juvenile Facilities. Washington, DC: The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC).  
<http://www.neglected-delinquent.org/sites/default/files/NDTAC-IssueBrief-508.pdf>

Articles:

- 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 for Children & Youth*, 32, 299-320.
- Parks Ennis, R., & Gonsoulin, S. G. (2015). Multi-tiered systems of support to improve outcomes for youth in juvenile justice settings: Guiding principles for future research and practice. *Residential Treatment for Children & Youth*, 32, 258-265.
- 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.

## Theme 5: Mental Health

What's working well?

- Developing expectations regarding treatment
- Initial (24 hour) screening
- Highly qualified mental health professionals
- Consistent clinical team meetings
- 24/7 mental health staff available

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What are you still working on/what's difficult?

- Unskilled/undereducated/underpaid staff
- Lack of training
- Clinical vs. behavior mentalities
- High staff turnover
- Lack of communication and data sharing across facility disciplines

What are staff perceptions of this topic?

- Clinical vs. behavior – competing opinions on what works
- “Us verse them” mentality as it relates to disciplines outside of mental health
- PBIS is “too soft” for youth in secure settings

What supports do you need?

- Continued and collaborative training with staff across facility
- Consistent administrative support

## Connecting to the LOP

Within the LOP, mental health concerns may be addressed through the make-up of the FW-PBIS team, which may include mental health staff members. Additionally, mental health resources may be embedded into staff training, handouts, and monthly action planning as well as addressed in the practices specific within each tier.

## Theme 5 Resources

Online Sources:

- A Multi-State Study of Mental Health Prevalence and Services for Justice-Involved Youth: Findings and Implications  
<http://www.neglected-delinquent.org/resource/multi-state-study-mental-health-prevalence-and-services-justice-involved-youth-findings-and>
- Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support  
<https://www.pbis.org/school/school-mental-health/interconnected-systems>
- Coccozza, J.J., Skowrya, K. R., & Shufelt, J. L. (2010). Addressing the Mental Health Needs of Youth in Contact With the Juvenile Justice System in System of Care Communities: An Overview and Summary of Key Issues. Washington, DC: Technical Assistance Partnership for Child and Family Mental Health.  
[http://www.tapartnership.org/docs/jjResource\\_overview.pdf](http://www.tapartnership.org/docs/jjResource_overview.pdf)
- National Center for Mental Health and Juvenile Justice  
<http://www.ncmhjj.com>

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- Technical Assistance Partnership for Child and Family Mental Health  
<http://www.tapartnership.org/>
- Webinars: Addressing the Mental Health and Substance Abuse Needs of Juvenile Justice Involved Youth Through Systems of Care  
[http://www.neglected-delinquent.org/sites/default/files/webinars/webinar200912\\_hunt.pdf](http://www.neglected-delinquent.org/sites/default/files/webinars/webinar200912_hunt.pdf)  
[http://www.neglected-delinquent.org/sites/default/files/webinars/webinar200912\\_doyle.pdf](http://www.neglected-delinquent.org/sites/default/files/webinars/webinar200912_doyle.pdf)

Articles:

- Cook, C. R., Frye, M., Slemrod, T., Lyon, A. R., Renshaw, T. L., & Zhang, Y. (2015). An integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health. *School Psychology Quarterly*, 30, 166-183.
- Ingoldsby, E. (2010). Review of interventions to improve family engagement and retention in parent and child mental health programs. *Journal of Child and Family Studies*, 19, 629-645.

## Future Research

Per ideas participants shared in the roundtable discussion and on notecards in conference sessions, several future research areas are suggested, with questions that may be considered:

Research Area 1: Staff Buy-in of Facility-wide PBIS

- How does facility staff perceive FW-PBIS in terms of effect on youth and facility outcomes?
- How does facility staff perceive FW-PBIS in terms of effect on youth re-entry outcomes?
- To what level of fidelity does facility staff implement FW-PBIS whether conceptualized as Tier 1 or across all three tiers?

Research Area 2: Youth Voice within Secure Care Settings

- How do youth perceive FW-PBIS as it relates to transition and re-entry?
- How do youth perceive FW-PBIS as it relates to family engagement?
- How do youth perceive FW-PBIS as it relates to implementation in residential and/or secure care settings in relation to their daily routines?

Research Area 3: FW-PBIS Professional Development within 24/7 Facilities

- What professional development practices have been used for FW-PBIS training within secure care facilities?
- What are the key features required within a FW-PBIS professional development model for fidelity of implementation?

Research Area 4: Outcomes of Youth During and After Transition Back into the Community

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- What are the effects of FW-PBIS on youth outcomes while in a facility?
- What are the effects of FW-PBIS on youth outcomes upon returning to the community?
- What are the effects of FW-PBIS on recidivism?

Research Area 5: Comparing FW-PBIS Practices Among Secure and Non-secure 24/7 Facilities

- What are the common data sources used within the FW-PBIS framework, across secure and non-secure facilities?
- What are the common similarities and differences in FW-PBIS implementation, across secure and non-secure facilities?

### Additional References and Resources

- Alonzo-Vaughn, N., Bradley, R., & Cassavaugh, M. (2015). PBIS in Arizona department of juvenile corrections: How tier II practices build upon tier I. *Residential Treatment for Children & Youth, 32*, 321–333.
- Fernandez, M., McClain, D., Brown-Williams, B., & Ellison, P. (2015). PBIS in Georgia department of juvenile justice: Data dashboard and radar reports utilized for team data-based decision-making with facility team leader perspectives. *Residential Treatment for Children & Youth, 32*, 334–343.
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- 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.
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- George, M. P., George, N. L., Kern, L., & Fogt, J. B. (2013). Three-tiered support for students with EBD: Highlights of the universal tier. *Education and Treatment of Children, 36*, 47-62.
- Griller Clark, H., & Mathur, S. R. (2015). Merging two worlds: A tier two model to promote transition of youth from residential settings to the community. *Residential Treatment for Children & Youth, 32*, 280-298.
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- 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 for Children & Youth, 32*, 299-320.

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# PBIS Forum 16 Practice Brief: Facility-wide PBIS: Residential & Juvenile Justice Perceptions of Implementation & Next Steps

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- National Technical Assistance Center on Positive Behavioral Interventions and Supports  
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- NDTAC Webinars: Multi-Tiered Systems of Support (MTSS) in Residential Juvenile Facilities  
[http://www.neglected-delinquent.org/sites/default/files/NDTAC\\_Webinar\\_2\\_MTSS\\_in\\_JJ\\_Settings.pdf](http://www.neglected-delinquent.org/sites/default/files/NDTAC_Webinar_2_MTSS_in_JJ_Settings.pdf)  
<http://www.neglected-delinquent.org/events/multi-tiered-systems-support-residential-juvenile-facilities>
- The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC)  
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- Special Issue of Education and Treatment of Children: PBIS as Prevention for High-Risk Youth in Alternative, Residential, and Juvenile Justice Settings  
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