D8 – A State’s Journey: Initial Facility-Wide PBIS Implementation with the Maryland Department of Juvenile Services

Leader Presenter: Jennifer Jeffrey-Pearsall
Exemplars:
Laura Estupinan-Kane & Martez Green
Victor Cullen Center
Shelby Webb & Andrew White
Meadow Mountain Youth Center

Key Words: Juvenile Justice, Tier I, Alternative Settings
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)
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
Please Provide Feedback

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- In our **mobile application** by clicking the link in the session description.
- **Online** underneath the posted presentations at [www.pbis.org/presentations/chicago_forum_18](http://www.pbis.org/presentations/chicago_forum_18)
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Agenda: Maryland’s Journey with FWPBIS

• Overview of partners and Omeline
• Overview of implementation approach anchored to outcomes, systems, data, processes
• Maryland exemplars:
  – Victor Cullen Center: systems to train and support staff, processes for family engagement, fidelity data
  – Meadow Mountain Youth Center: processes for teaching youth expectations and family engagement, fidelity data
  – Both Centers: Processes for staff acknowledgement
Partners and Timeline

- Maryland Department of Juvenile Services
- Maryland State Department of Education
- Mid-Atlantic PBIS Network @ Sheppard Pratt

Planning with Leadership (Exploration and Installation)
July 2016 - July 2017

Coach & Team Training, Feature Development (Installation)
August 2017 - January 2018

Kick-off with All Staff and Youth (Initial Implementation)
January 2018 - present
Maryland FWPBIS Organizational Chart
Installing a Framework

Data-driven decision making framework enhancing the adoption and implementation of a con@nuum of evidence based interventions to establish the social culture and behavior supports needed to achieve important social, behavioral, and academic outcomes for ALL youth.

(adapted from OSEP Center on PBIS, 2010)
Tiered Approach & Resource Mapping

MD DJS & MSDE FW-PBIS Audit and Resource Map of Practices
Three-Tiered Framework of Support

Tier III Practices
- ISU
- CRC Review
- Suicide Watch
- Time Out
- Guarded Care Plans
- PREA Safety Plan

Tier II Practices
- Behavior Contracts
- Intensive Individual and Family Counseling
- Community Counseling
- Mediation, Conferencing
- Psychiatric Services
- Student Support Team: Individualized Education, Behavior Intervention and 504 plans, Functional Behavior Assessment, Specialized Staff interventions

Tier I Practices
- Gang Resistance Education and Training (G.R.E.A.T.), Trauma Addictions Mental Health Recovery (TAMAR), Social Skills Aggression Replacement Techniques (START), Family Therapy, Treatment Service Plans, Behavior Management (CHALLENGE), Home Visits, Facility Review Committee (FRC), Forward Thinking Journal Series, Seven Challenges, Individual Counseling, Behavior Health Assessment/Appraisals, Medical and Nutrition Services, Educational Services, GED, Education Recognition, World of Work, Family Visitations and Events, Religious Services, Off Grounds Trips, Reflections, Reinforcer Room, Community Service, RA Mentors, Special Events, CHAMPS (Recreation), Foster Grandparent Program
Alignment  Toward Positive Youth Outcomes

Data Based Decision Making
Continuum of Support
Training and on-going support to ensure fidelity of Implementation
Team Driven
Teach and reinforce desired behaviors
Improved climate and culture

Challenge
START
Youth Mental Health First Aid
Community Conferencing
TAMAR
7 Challenges
Behavioral Health Services

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Mid-Atlantic PBIS Network
PBIS, Social Culture, Trauma Informed Approach

Design rehabilitative environments that are

Predictable  Posi0ve  Safe  Consistent
Supporting Culturally Equitable Social Competence & Academic Achievement

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

(Vincent, Randal, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, O’Keefe, & Fallon 2012 ab)
Victor Cullen Center
Systemsto support staff
Practices for family engagement

Laura Estupinan-Kane & Martez Green
January 2018: Ini@alTraining and Staff Support

• 3 hour training for ALL staff:
  – direct care, BH, nursing, dining, administra0on, educa0on, transporta0on, case management
• Format: didac0c and interac0ve with prac0ce opportuni0es
• Content:
  – FW expecta0ons
  – Matrix
  – Teaching expecta0ons & rules to youth – role play exercises
  – How to acknowledge youth
  – How to respond to rule viola0ons
• Allow 0me for Q&A

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MID- ATLANTIC PBIS NETWORK
Facility-Wide Expectations: STARR

I Solve Problems in a mature and responsible manner

I will Task focused

I Act as a role model

I Respect self, others, facility property and rules

I will Responsible for my behavior
<table>
<thead>
<tr>
<th>Behavioral Expectations</th>
<th>Living Unit/Common Areas</th>
<th>Line Movement</th>
<th>Dining Area</th>
<th>School</th>
<th>Recreation</th>
<th>Group</th>
<th>Off Grounds Trips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect self, others, facility property and rules</td>
<td>Respect others personal space</td>
<td>Respect others personal space</td>
<td>Respect others personal space</td>
<td>Raise your hand and wait to be called on</td>
<td>Use equipment for intended purpose</td>
<td>Maintain confidentiality</td>
<td>Use equipment for intended purpose</td>
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<td></td>
<td>Respect property</td>
<td>Respect property</td>
<td>Treat all dining staff with respect</td>
<td>Do your own work</td>
<td>Share equipment with others</td>
<td>Respect others personal space</td>
<td>Share equipment with others</td>
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<td>Treat others respectfully</td>
<td>Give those ahead ample space</td>
<td>Wash/sanitize your hands</td>
<td>Use educational materials for intended purpose</td>
<td>Be a team player</td>
<td>Use materials for intended purpose</td>
<td>Respect others personal space</td>
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<td>Share TV time and unit games</td>
<td>Hold doors for others</td>
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<td>Only touch materials given to you</td>
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<td>Keep area clean and orderly</td>
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<tr>
<td>Be Responsible for my behavior</td>
<td>Complete unit chores as assigned</td>
<td>Remain in line with group</td>
<td>Talk quietly</td>
<td>Listen to feedback</td>
<td>Take turns</td>
<td>Only one person speaks at a time</td>
<td>Leave items on ground unless otherwise directed by staff</td>
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<td>Listen to feedback</td>
<td>Stay quiet</td>
<td>Engage in appropriate conversation topics</td>
<td>Sit and remain in seat</td>
<td>Remain with group</td>
<td>Remain in group unless permitted or asked to leave</td>
<td>Be an active listener</td>
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<td>Talk quietly</td>
<td>Leave items on ground unless otherwise directed by staff</td>
<td>Sit and remain in seat</td>
<td>Stay seated unless directed otherwise</td>
<td>Help put equipment away</td>
<td>Sit properly in seat</td>
<td>Take turns</td>
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Components of Resource Guide:

• Introduce expectation(s) (Tell)
• Model what the expectations looks like and doesn’t look like (Show)
• Have youth role play and/or respond to questions (Practice)
• Provide feedback during the review as well as after the review (Feedback)
• Continue to review when needed (Re-Review)
Interview Results From FW-Tiered Fidelity Inventory (FW-TFI) Tier 1: 2/26/18

Percent of Sample **STAFF** Who Could State Expectations and State Teaching Occurred

Percent of Sample **YOUTH** Who Could State Expectations and State Teaching Occurred

Knowledge of STARR

Teaching Expectations

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**MARYLAND STATE DEPARTMENT OF EDUCATION**

Equity and Excellence

**MID- ATLANTIC PBIS NETWORK**
January, February, March

- All committed staff receive full-day training at Entry Level Training
- Resource Guides placed in PBIS Binder on each living unit with teaching calendar and log
- School teaching school expectations weekly
- At VCC staff initially received booster sessions at All Staff Meeting monthly and weekly at Muster Meetings (10 minutes)
  - Review of Point Cards
  - Teaching Expectations
- Staff provided with reminder card tool belt
# Calendar and Log:

<table>
<thead>
<tr>
<th>Expectation Taught/Area</th>
<th>Date</th>
<th>Time</th>
<th># Youth</th>
<th>Staff Name</th>
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| Calendar and Log: |

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<th>Sunday</th>
<th>Monday</th>
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<table>
<thead>
<tr>
<th>March 2018</th>
<th>STARR Teaching Calendar</th>
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</table>
Reminder Card:

- Use appropriate words to say that are respectful to others
- Ask permission to move to another area
- Ask for help when needed
- Follow staff directions
- Participates in all activities
- Follow the rules for the outing
- Wear proper uniform correctly
- Work cooperatively
- Help others when asked
- Demonstrate teamwork
- Use equipment for intended purpose
- Share equipment with others
- Respect others personal space
- Leave items on ground unless otherwise directed by staff
- Be an active listener
- Take turns
- Remain with the group
Interview Results From FW-Tiered Fidelity Inventory (FW-TFI) Tier 1: 4/23/18

Percent of Sample STAFF Who Could State Expectations and State Teaching Occurred

Percent of Sample YOUTH Who Could State Expectations and State Teaching Occurred
May and June:

- Case Manager (sometmes with another off site case manager) provided demonstrations of teaching to staff – May: 14 short sessions per coLage (2)
- Case Manager randomly observed staff teaching expectations – June
- School Staff used scenarios to review point cards with teachers and youth
Further Teaching:

• All Staff Meetings continued with monthly PBIS fact review by Superintendent

• 1 hour Booster Sessions with post test - expectations; coupons; Kudos; Point Cards; BRs
  — Offered to all staff at all shifts
  — 7 sessions in May
  — 2 sessions in June
STARR Post Test:

- Name the 4 stages of the de-escalation process
  _______________ _______________ _______________ _______________
- What does STARR stand for:

- TRUE or FALSE - when a youth earns a MAJOR BR he/she earns all 0s for the 0me period?

- TRUE or FALSE - we should only write negative comments on a youth’s point card?

- How do we recognize youth for extraordinary acts of kindness?

- Name 3 expectations in the classroom setting:

- TRUE or FALSE - a youth who is quiet in class but does no work should earn all his/her points?

- TRUE or FALSE - teachers complete point cards for youth when the youth are in school?

- At MINIMUM when are point card check ins to be conducted by staff?

- Name 3 expectations in dining:
Ongoing:

- Brief review of expectations with groups of youth throughout the day
  - Before transition to each period of the day, staff are to review expectations for that area
- Brief review with individual youth as needed
  - At any time of the day, staff should review expectations when needed for reminders
Interview Results From FW-Tiered Fidelity Inventory (FW-TFI) Tier 1: 6/29/18

Percent of Sample STAFF Who Could State Expectations and State Teaching Occurred

Percent of Sample YOUTH Who Could State Expectations and State Teaching Occurred
Family Engagement:

- Family Day with STARR teaching by our VCC STARR Ambassadors

- STARR Home Matrix & Poster
Family Day:

VCC STARR Ambassador
HOW TO BE A STARR AT HOME

• I will Solve problems in a mature and responsible manner:
  – Alert Mom of any concerns and discussing solutions

• I will be Task focused:
  – help around the house
  – otherwise do what is asked

• I will Act as a role model:
  – interact in an appropriate manner
  – Mom in front of siblings even when disagreements arise
  – Be where I am supposed to be

• I will Respect self, others, facility property and rules:
  – speak to all family members in a respectful manner
  – Only use items that belong to

• I will be Responsible for my behavior:
  – complete chores
  – attend school
  – stay productive
FWPBIS TFI Implementation Data: Subscale Scores:

Victor Cullen
FWPBIS TFI - Tier I Subscale Scores

Teams: Implementa0on Evalua0on

2/26/18 4/1/18 6/1/18

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MID- ATLANTIC PBIS NETWORK
Meadow Mountain
Practices for youth, staff and family engagement

Andrew White, DJS
Shelby Webb, MSDE
FWPBIS Expectations: STARR

- Solve problems in a mature and responsible manner.
- Task Focused.
- Act as a Role Model.
- Respect for self, others, facility, property and rules.
- Responsible for my behavior.
Expectations in Action:

- Dining Hall
- Group
- Line Movement
- Living Unit
- Off Grounds
- Recreation
- School
Youth Engagement:

Students are provided the opportunity to be actively engaged in kick-off activities.

Students are given hands-on material, so ideas are concrete and easy to understand.
The Kick Off Event:

• Students engage in completing their STARR-bucks cards through learning expectations in each area.
• Students present completed cards to enter STARR-bucks Café for treats and open mic and karaoke.
Building The FWPBIS Culture:

Tools and Guides

- Resource Guides for continued teaching
- Creative implementation through activities
- Clear visible supports
- Continued assessment of data and needs
- Incentives
- Meadow Mt. Motivation coupons
Family Engagement:

[Image of a poster with the words 'Recreation' and 'PBIS' written on it.]

[Image of a poster with the words 'Group' and 'PBIS' written on it.]
Family Day Activity:

- Youth share expectations with families.
- Family engage in STARR-bucks card activities.
Family Correspondence:

- Initial Letter from DJS
- Newsletter from MSDE
- Case Management phone calls
FWPBIS TFI Implementation Data: Subscale Scores:

<table>
<thead>
<tr>
<th></th>
<th>Meadow Mountain</th>
<th>YC</th>
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<tbody>
<tr>
<td>FWPBIS TFI - Tier I</td>
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<tr>
<td>Subscale Scores</td>
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</tbody>
</table>

Teams
Implementa0on
Evalua0on

2/22/18
4/1/18
6/1/18

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MID-ATLANTIC PBIS NETWORK
FWPBIS TFI Implementation Data: Feature Scores:

Meadow Mountain YC
FWPBIS TFI Tier I Feature Scores

Feature Scores:

1.1 Team Comp
1.2 Team Oper
1.3 Expectations
1.4 Teaching
1.5 Prob Beh Def
1.6 Disc Policy
1.7 Staff PD
1.8 Facility Imp Proc
1.9 Youth Feedback/Sr+
1.11 Staff Involvement
1.12 Stakeholder Involvement
1.13 Discipline Data
1.14 DBDM
1.15 Fidelity Data
1.16 Annual Evaluation

2/22/18
4/1/18
6/1/18
Meadow Mountain
Victor Cullen
Practices staff feedback and reinforcement
Staff Engagement:

- Facility Wide Training
- STARR Belt-Peer Acknowledgement
- STARR of the Month-Student Acknowledgement
- FWPBIS Team Members’ Hours for Individual Discussions
- FWPBIS Staff Survey
- Facility Wide Re-training
- Input and Implementation on FWPBIS events
Staff Feedback and Reinforcement:

- **Kudos Cards**
  - with monthly drawing
- **Anonymous Recognition**
  - The Rock
  - Certificates
Kudos Over Time:
What Do Staff Write?

Date: Aug 13  Time: 10:2

STARR behavior exhibited by staff:
For stepping up and taking on a task without being asked. Thank you for being supportive.

Given by: Robins
FW-TFI  Tier 1: Staff Feedback and Reinforcement: January – June, 2018

Percent of Sample STAFF Who Received Reinforcement

Staff Acknowledgement & Reinforcement

Feb-18  Apr-18  Jun-18
Anonymous Staff

Started:

- You are a Shining Star
- We're Along
Cer@ficates:

THANK YOU FOR BEING A
VCC
ROCK STAR
YOUR POSITIVE WORK IS APPRECIATED!

YOU ARE A
VCC
SUPERSTARR
YOU ARE APPRECIATED!
Our Journey

• Challenges

• Lessons learned

• Future plans
Summary

• Time spent in exploration and installation
  – DJS and MSDE partnership

• Initial implementation
  – Focus on systems to support staff
  – Focus on fidelity data, feedback and action planning
  – DJS and MSDE partnership

• Actively focused on creating culture
  – Engage all staff, youth and families
Please Complete the Session Evaluation to Tell Us What You Thought of This