

Implementing PBIS in Juvenile Justice: Lessons Learned from One Secure Facility

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Advance Organizer

- Introductions
- Education in Juvenile Justice
- PBIS in Juvenile Justice
- Lessons Learned
- Q & A



Objectives

- Understand the essential features and challenges of implementing PBIS in alternative settings.
- Connect the foundations of PBIS with evidence-based practices.
- Learn how to use these practices to implement and sustain PBIS in alternative settings.



Introductions

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Who are we?

- Rachel
- Diane
- Who are you?



Previous Research Self-Monitoring (2017)

- Purpose: To determine if self-monitoring would impact the on-task behavior of incarcerated students in a juvenile justice facility.
- Results: For all three students in the current study, the introduction of the self-monitoring intervention resulted in an immediate and sustained increase in on-task behavior



Previous Research Classwide PBIS (2018)

- Purpose: To determine if CWPBIS (e.g., behavior specific positive praise) impacted students' on-task behavior, office disciplinary referrals, incident reports, and restraints.
- Results: CWPBIS resulted in an immediate and sustained increase in on-task behavior and a reduction in ODRs, incident reports, and restraints.

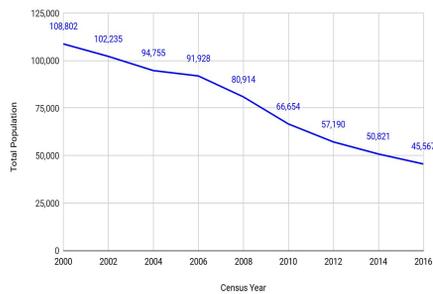


Education in Juvenile Justice

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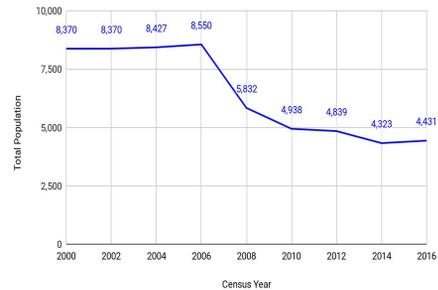


Number of Juveniles in Residential Placements: 2000 - 2016



Pustanovich, C., Hokenbery, S., Stahly, T.J., and Kang, W. (2016). "Juvenile Residential Facility Census Database." Available <https://www.igds.gov/spartan09/igds/>

Number of Juveniles in Residential Placements in Texas: 2000 - 2016



Pustanovich, C., Hokenbery, S., Stahly, T.J., and Kang, W. (2016). "Texas Residential Facility Census Database." Available <https://www.igds.gov/spartan09/igds/>

Unique Characteristics

- Deficits in reading and math
- Increased risk of academic retention
- Problematic behaviors
- Higher rate of special education representation
- History of trauma
- Unstable academic enrollment



PBIS in Juvenile Justice

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Most Importantly

We can't "make" students learn or behave appropriately.

BUT

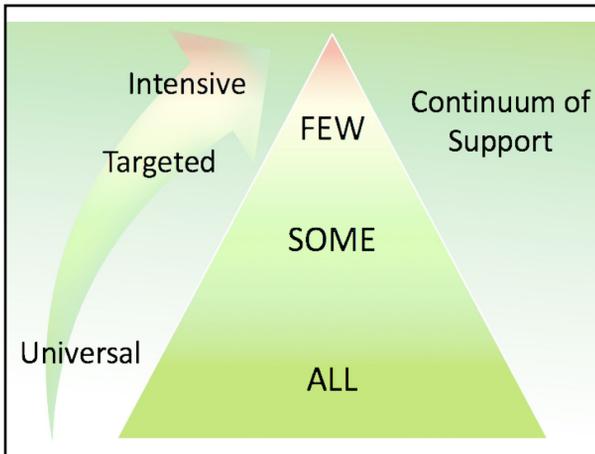
We can create an environment that increases the likelihood that students will WANT to learn and behave appropriately.



What is Schoolwide PBIS?

- SWPBIS is a tiered framework that incorporates individual needs assessments and data-driven interventions to increase desired student outcomes by providing evidence-based tools for program implementation.
- What does it look like in a JJ setting?

(Horner et. al., 2009; Myers & Farrell, 2008; Simonsen & Sugai, 2013)



Implementation Timeline

- 2009
 - Texas Legislature passed HB 3689 that called for state-operated JJ facilities to address behavior management
- 2010-2012
 - Worked with external consultants to develop an implementation plan
- 2012
 - Developed a program to track minor rule infractions in school setting



Implementation Timeline

- 2013
 - Texas adopted the PBIS framework and began training central office and facility teams.
- 2014
 - Pilot Facility: PBIS fully implemented
- 2015-2016
 - Agency-Wide PBIS Coordinators hired
 - PBIS was implemented across all facilities.



Examples/Application

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Tier 1 Supports

- PBIS Expectations
 - Taught expectations
 - Posters for each area (e.g., classroom, gym, and hallway)
- Tornado Tickets / Tornado Bucks
- Behavior Reports
 - Problematic behaviors
 - Referral to the Responsibility Center
- Responsibility Center



Tier 1 Supports

- “Green Sheet” - Positive and/or problematic behaviors
- Behavior Groups
- Staff intervention
- *Behavior Specific Positive Praise
 - Recently implemented
- Point Sheets
 - Discontinued in the school but they are still used in dorms



Tier 2 Supports

- Check-In / Check-Out
 - before and after school
 - before and after each class
- Circle of Support
- Functional Behavior Assessment
- Behavior Intervention Plan



Tier 2 Supports

- Redirect Program (RDP)
 - RDP delivers intensive interventions in a structured environment for youth who have engaged in certain serious rule violations. The program is designed to promote violence reduction and skill building to increase safety.



Tier 3 Supports

- Phoenix Unit
 - The Phoenix Program is a highly structured environment designed to reduce aggression and to help treatment progression.



Lessons Learned

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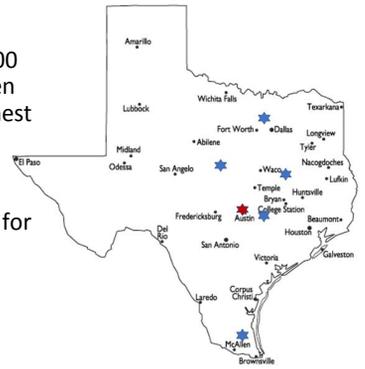
Special Considerations

- Maximum security juvenile facility
- Safety and security comes first
- Inconsistent/Fluid staffing
- Highly mobile student population
- 24-hr monitoring
- History of punitive justice
- Staff (e.g., teachers, support personnel, correctional officers) have varied levels of exposure to PBIS
- Risk Factors / Protective Factors



Special Considerations

- Logistics
 - More than 500 miles between the two furthest facilities
 - 1 CO-based support staff for the state



Common Misconceptions

- “You want us to bribe them to behave?”
- “PBIS is just another intervention in a new box with a different bow.”
- “So now we are always supposed to be positive and just ignore problem behaviors?”
- “When a student hits Tier II, I don’t have to do anything because the PBIS coach deals with them right?”
- “Did people forget this was a correctional facility?”



Recommendations

- Take time to develop the system
 - Teambuilding
 - Professional development / training
 - Understanding the process
 - Focus on the function of the behavior
 - Classroom management is important
- Continuously monitor and assess the process
- Have confidence in the data



Recommendations Cont.

- Common language across all settings
- Remember your 80% (Tier I)
- Data-driven decisions
 - Use data for determining Tier II and III
 - Have a system in place for monitoring the system
 - Make sure the intervention/support addresses the function of the behavior



Questions, Comments, Discussion?



Thank you for attending!

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