Multi-Tiered Systems of Support (MTSS) in Residential Juvenile Facilities
Agenda

• Kristine Jolivette, Ph.D., Professor, Director of the Special Education Program, Georgia State University

• Autumn Sjölund, Program Manager/Supervisor, Grand Mesa Youth Services Center (CO)
  • Perspectives from Grand Mesa Youth

• Chasidy Taylor, Team Leader, Eastman Youth Development Campus (GA)

• Group Discussion

• Close and Feedback
What Is Facilitywide PBIS?

Dr. Kristine Jolivette
Professor of Special Education
Georgia State University
Multi-Tiered Systems of Support (MTSS)

- Continuum of supports with all, some, and few logic
  - The three tiers

- Alignment of resources
  - Reallocation within and across the setting to support the tiers

- Evidenced-based
  - Scientifically sound selected practices

- Prevention-based
  - Proactive approach

- Data-based
  - Objective real-time decisionmaking

- Applicable to all youth
  - Encompasses all characteristics, ages, abilities

- Collaboration across disciplines
  - All disciplines have a voice
Impetus for Adoption of Facilitywide Positive Behavior Interventions and Supports (FW-PBIS) in Juvenile Settings

- MTSS
- Facilitywide
- Programming
- Climate
MTSS Alignment With Federal Initiatives

DOJ

ED
Guiding Principles for Providing High-Quality Education in Juvenile Corrections

- I. A safe, healthy, facilitywide climate . . . for all
- III. Recruitment, employment, and retention of qualified . . . staff . . . to create and sustain effective teaching and learning environments (24/7 model)
- IV. Rigorous and relevant curricula (education, treatment, programming)—seamless
Multi-Tiered Systems of Support—PBIS 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.

80–85% of Youth
Organizing Facility Practices for All Programming

Specific, effective tools at each tier

- **Bottom drawer:** Tier I (ALL)
- **Middle drawer:** Tier II (SOME)
- **Top drawer:** Tier III (FEW)
- **Top bin:** Tools being explored for adoption on the basis of identified needs
FW-PBIS in a Juvenile Facility (Example)

**SYSTEMS:** Fidelity of implementation monitored for all practices; purposeful professional development; FW-PBIS training in the academy; release time and support for PBIS teams; PBIS coordinator; access to experts in FW-PBIS; master schedule embedded with PBIS training
Considerations for Adoption: Agency/Facility Levels

- Commitment
- Resource allocation
- Empowerment
- Teaming structures per policy
- Mental health component embedded

Garvey, Geoffrey  
6/21/22  
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Select
Psychological interventions to remediate adverse effects and avoid re-traumatization:
+ Cognitive-behavioral therapy
+ Community-based services
+ Wrap-around care

Universal
Strategies to build positive adaptive systems:
+ Understanding benefits to positive climate and reducing adverse environments
+ Developing social problem-solving and coping skills
+ Facilitating growth mindset
+ Teaching common behavior expectations

Targeted
Strategies and interventions that address:
+ Psychoeducation about trauma signs and impact
+ Reinforcing social support systems
+ Strengthening self-regulation skills

RESIST
RESPOND
RECOGNIZE
REALIZE

Chafouleas, et al. (2016).

Garvey, Geoffrey
6/21/2016
Again, if this is straight pickup from Chafouleas et al., please secure written permission from the owner.
Tier III Practices—
- Off Site Mental Health Treatment
- Coping Care; CBITs; Safety Plans

Tier II Practices: ART+; 1:1 Counseling; Guidance Counselor; Psychiatric Referral; Specialized Topical Mental Health Small Group; Exposure Program; Substance Abuse Groups; Assertiveness Training; Parent Management Training; Behavior Chain Analysis; Positive Behavior Agreement; Unit Change; Check in, Check up, Check out; Choice Making; High Probability Requests; Targeted Discussion; Restorative Level

Tier I Practices: FW-PBIS Plan; Mental Health Screening; Aggression Replacement Therapy (ART); Medical; Education; Orientation; PREA Education; Grievance Procedures; Visitation; Transition/Re-Entry Services; PATHS; Self-Monitoring of Mental Health State; Sanctuary Model; Orientation; Health and Wellness Services; Classification; Religious Services; Juvenile Advocate; Restorative Practices

SYSTEMS: Fidelity of implementation monitored for all practices; purposeful professional development; FW-PBIS training in the academy; release time and support for PBIS teams; PBIS coordinator; access to experts in FW-PBIS; master schedule embedded with PBIS training

This slide appears to be a duplicate of slide 11. Was this intentional?
Considerations for Adoption: Contextual Variables

- Philosophical shift on behavior management/discipline approaches and practices
- Competing or outdated behavior management/discipline policies
- Management style and influence on facility-level decision-making
- Donation policies for new resources
- Staffing patterns and shifts
- Separateness of staff job descriptions and roles/responsibilities
- Transient nature of youth and staff
- Special youth populations
Adaptations: Adult Level

Policy
- A priori changes before adaptation
- Changes at the agency and facility levels
- Establishment of local operating procedures with team, director, coordinator/liaison

Establishing FW-PBIS Teams
- Constitution of the tiered teams
- Teaming structures within the facility per policy
- Functionality of the teams

Securing Staff Buy-In
- Initial securement
- Maintaining buy-in
- All, some, and few logic instead of reactive decisionmaking

Staff Viewpoints
- “Latest and greatest initiative” perspective
- Behavioral deferment
- Removal of discipline silos within a facility
Adaptations With the Main Components of FW-PBIS

1. Create 3–5 positive behavioral expectations for all youth and staff members unique to facility
2. Create an expectations matrix for all facility environments
3. Create expectations resource guides/protocols
4. Create a reinforcement system for youth engaged in expectations and staff who implement plan with fidelity
5. Determine data sources to measure if effective
## Adaptations

<table>
<thead>
<tr>
<th>3–5 positively stated expectations</th>
<th>Facility behavioral matrix</th>
<th>Resource guides</th>
<th>Youth and staff reinforcement systems</th>
<th>Data decisionmaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonlinkable to any deviant subgroups (e.g., acronyms, colors)</td>
<td>All facility environments where youth and staff may be</td>
<td>Instructional tools for all staff to use</td>
<td>Reliance on privileges, activities, status</td>
<td>Sharing of data with facility and staff members</td>
</tr>
<tr>
<td>Free of association with gang attributes</td>
<td>Addition of major programming activities</td>
<td>Schedules into master schedule</td>
<td>Mindful of contraband policies</td>
<td>Accessible, real-time input</td>
</tr>
<tr>
<td>Appropriate for inside and outside the fence</td>
<td>Addition of search of self and cell; court; visitation</td>
<td>Accessible across facility</td>
<td>State funding rules on expenditures</td>
<td>Confidentiality policies</td>
</tr>
</tbody>
</table>
FW-PBIS Reported Outcomes

- Improved usage of real-time youth and staff data
- Improved teaming for problem-solving on how best to meet youth needs
- Improved staff development/perceived feasibility and effectiveness
- Increased staff accountability
- Improved fidelity of implementation
- Improved staff self-efficacy

Agency/Facility and Staff
“[FW-PBIS] has moved the agency away from a punitive, fear-based approach to a more humane/effective approach.”

“[FW-PBIS] improved engagement of youth and staff in treatment.”

“PBIS allows the youth to build on success rather than failure and allows for more coaching and strength-based interactions with staff and the youth.”
FW-PBIS Reported Outcomes

Youth

Increased programing engagement

Decreased overall youth behavioral incidents

Improved relations with staff
“I think it is good because like the ‘G’ is give respect so that goes for the officers too. It’s not just for us, it’s for everybody. So we don’t feel like we are just doing it for no reason but it’s really helping us change.”

“I like it [PBIS] because it helps you with your daily life skills. You’ll need them on the outside so we are already practicing them in here so that we are ready when we get out.”

“I want to do it [PBIS] for my little sisters. Put it [PBIS poster] on the wall. . . . Yeah, I think I’m going to do the same thing with them when I get home because they are getting out of control like I was. I want to start young with teaching them this [PBIS].”
“Adopting PBIS across a juvenile justice setting will likely represent cultural, philosophical, and practical change for the facility and its staff.”

It's like a battleship changing course. It takes a while, but we're moving in the right direction.

Richard Cook
Questions
Positive Behavioral Interventions and Supports (PBIS) in Juvenile Justice Settings: Tier I Practices

Chasidy Taylor
PBIS Team Lead
Eastman Youth Development Center
Georgia Department of Education
Eastman Youth Development Campus

- Eastman Youth Development Campus (YDC) is a 330-bed facility that currently houses 69 juveniles.
- The campus offers specialized sex offender, substance abuse, and specialized treatment unit (STU) programs serving 17- to 20-year-old males committed to the Georgia Department of Juvenile Justice (DJJ).
- Juvenile offenders housed at Eastman YDC typically have lengths of stay of 2 to 5 years. Historically, Eastman YDC has had custody of some of the most involved youth within the DJJ.
- Youth housed at Eastman YDC have a wide variety of offenses that include armed robbery, murder, child molestation, and aggravated assault, among others.
At Eastman YDC, We Make T.R.A.C.K.S.

- Taking Responsibility
- Respecting Others
- Acting Appropriately
- Controlling Emotions
- Keeping Focused
- Staying Positive
Matrix, Posters, and Resource Guides

- Our behavioral matrix covers every area of the facility.
- Posters explaining area expectations are displayed in their appropriate locations.
- Resource Guide notebooks are placed in all these areas for staff to teach youth the location-appropriate expectations.
<table>
<thead>
<tr>
<th><strong>Taking Responsibility</strong></th>
<th><strong>Respecting Others</strong></th>
<th><strong>Acting Appropriately</strong></th>
<th><strong>Controlling Emotions</strong></th>
<th><strong>Keeping Focused</strong></th>
<th><strong>Staying Positive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit/Room/ Sally Port</strong></td>
<td><strong>Education/ Recreation</strong></td>
<td><strong>Dining Hall</strong></td>
<td><strong>Visitation</strong></td>
<td><strong>Medical/Dental/ Mental Health Services</strong></td>
<td><strong>Group</strong></td>
</tr>
<tr>
<td><strong>Respectful of self and others. Accept responsibility for self. Encourage others to do well. Report negative and harmful activities.</strong></td>
<td><strong>Follow rules of the class and recreation area. Appropriately care for all materials, books, tools, etc. Respect everyone’s opinions.</strong></td>
<td><strong>Follow directions and rules of the dining hall. Place (unwanted) items in trash can.</strong></td>
<td><strong>Maintain your own personal space. Eat your own food.</strong></td>
<td><strong>Use appropriate language toward others. Demonstrate positive personal interactions. Use proper manners. Respect others’ privacy.</strong></td>
<td><strong>Show respect toward staff. Keep your hands visible at all times. Show you care.</strong></td>
</tr>
<tr>
<td><strong>Represent self and facility in a positive way. Be positive in interactions.</strong></td>
<td><strong>Keep hands to yourself. Use appropriate language toward others.</strong></td>
<td><strong>Follow all visitation rules. Keep your hands visible at all times. Consume all snacks in visitation area only.</strong></td>
<td><strong>Maintain acceptable noise level. Resist the urge to share food.</strong></td>
<td><strong>Use verbal manners (”Please” and ”Thank You”). Discourage bullying for food.</strong></td>
<td><strong>Talk out your issues. Use your skills (Anger Management, Assertion, etc.). Take ownership. Accept feedback.</strong></td>
</tr>
<tr>
<td><strong>Accept responsibility for self.</strong></td>
<td><strong>Respect others’ personal property. Use appropriate language toward others.</strong></td>
<td><strong>Have courteous interactions with staff, other youth, and visitors. Stay motivated to complete assigned details.</strong></td>
<td><strong>Use proper manners. Respect others’ privacy.</strong></td>
<td><strong>Demonstrate a can-do attitude.</strong></td>
<td><strong>Remember “Change” is always an option. Take charge of your future. Strive to be 100% medication compliant.</strong></td>
</tr>
<tr>
<td><strong>Remember “Change” is always an option. Take charge of your future.</strong></td>
<td><strong>Respectful of self and others. Accept responsibility for self. Encourage others to do well. Report negative and harmful activities.</strong></td>
<td><strong>Be considerate of other people’s property and work area. Limit noise and distractions.</strong></td>
<td><strong>Resist contraband. Take ownership of your work.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**EDUCATION/RECREATION EXPECTATIONS**

**AKING RESPONSIBILITY**
Participate to the best of your ability in all classwork, assignments, and recreation activities. Eliminate excuses. Turn in all writing utensils. Ask for help when needed. Stay engaged in the classroom and recreation. Observe facility dress code.

**ESPECTING OTHERS**
Keep hands to yourself. Use appropriate language towards others. Follow rules of the class and recreation area. Appropriately care for all materials, books, tools, etc. Respect everyone’s opinions and views.

**CTING APPROPRIATELY**
Raise your hand to speak. Ask permission to leave class or recreation area. Arrive and exit in an orderly, quiet manner. Follow your class/recreation schedule. Keep your hands visible and refrain from loud and lewd behavior (verbally or physically).

**ONTROLLING EMOTIONS**
Employ patience with teachers, recreation staff, and others. Work out differences with others appropriately.

**EEPING FOCUS**
Stay on task and participate in the learning process. Eliminate distracting behaviors.

**AYING POSITIVE**
Demonstrate a "Can Do" attitude. Encourage others to be on task. Discourage bullying. Be open to learning.
Education and Recreation: Taking Responsibility

T.R.A.C.K.S Expectation:
- Taking Responsibility

Location:
- Education and Recreation

Rationale for following the rule (WHY)? (Directly from Matrix)
- Participate, to the best of your ability, in all classroom work and assignments as well as in recreation. Stay engaged in classroom/recreation.
- Eliminate excuses.
- Turn in all writing utensils and recreation equipment.
- Ask for help when needed.

Examples: What is and What is not the Expected Behavior?

<table>
<thead>
<tr>
<th>What is?</th>
<th>What is not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhere to facility and classroom and recreation rules.</td>
<td>Talking during instruction, doing whatever you want, breaking rules.</td>
</tr>
<tr>
<td>Return writing utensils at the end of class without being asked.</td>
<td>Trying to take writing utensil or other items out of the classroom/recreation.</td>
</tr>
<tr>
<td>Come to class/recreation with a positive attitude and be actively engaged.</td>
<td>Letting negative feelings or thoughts interfere with your learning and participation. Sleeping during class/recreation or putting head down.</td>
</tr>
<tr>
<td>Work hard throughout class period/recreation time, ask questions when needed.</td>
<td>Talking to others. Not completing assignments, refusing to do work, drawing or off task.</td>
</tr>
</tbody>
</table>

Provide Opportunity to practice and build proficiency: Activities to teach expected behavior
- Review different scenarios and have students identify whether the behaviors fall into “what is or what is not” category.
- Youth are reminded of expectations throughout the day.
- Have youth define “what does the word respect mean to you”.

Acknowledge Expected Behavior: (Reinforcement)
- Provide verbal praise
- Submit names for “Panther of the Week” for youth that exemplify all T.R.A.C.K.S on a consistent basis.
- C-Notes – Reward behavior
Reinforcing Positive Behavior

- Students will strive to meet the expectations of the Behavioral Matrix every day and in each setting.
- When a youth demonstrates behaviors outlined on the Behavioral Matrix, he will be awarded through the issuance of a C-Note for that setting and T.R.A.C.K.S.
- The staff member completing the C-Note will sign his or her name, write the youth’s name, and briefly document what the youth was doing to earn a C-Note. Youth will not be given C-Notes by asking for them; they are earned at the discretion of the staff.
- Once the staff member completes a C-Note, the youth can put it in any one of the five PBIS boxes.
Eastman C-Note
Weekly Events

Terrific Tuesday and Fantastic Friday
Karaoke and Build-Your-Own-Sundae Bar

Wacky Wednesday
Movie Night

Talented Thursday
Game Room

SEC Saturday
Southeastern Conference Football Game time in the
Game Room

NFL Sunday Ticket
NFL Game time in the Game Room

In addition, we have

- Biweekly Work Detail Events
- Panther Pop-Ups—surprise PBIS events that will take place with no advance notice.
- All youth who have been discipline-report-free (DR-free) for one to two weeks (time depends on the event) and who have 5–25 C-notes (number depends on the event) will be able to participate.

Additional Fun Stuff

- Pictures sent home
- “Buddy Pictures” to keep in the dorm
- Special visitation with family: family may bring outside food
- 10:00 lockdown time Friday and Saturday nights

Hygiene Store

- Herbal Essence shampoo
- Head & Shoulders shampoo
- Pert Plus 2-n-1
- Jergens lotion
- Vaseline lotion
- Palmer’s cocoa butter
# Panther Reinforcement Form

<table>
<thead>
<tr>
<th>Event</th>
<th>C Note Qty</th>
<th>Hygiene Items</th>
<th>C Note Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Terrific Tuesday &amp; Fantastic Friday</strong></td>
<td></td>
<td><strong>Shampoo/Conditioner</strong></td>
<td></td>
</tr>
<tr>
<td>Build Your Own Sundae Bar</td>
<td>15</td>
<td>Herbal Essence Shampoo</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Head &amp; Shoulders Shampoo</td>
<td>7</td>
</tr>
<tr>
<td><strong>Wacky Wednesday</strong></td>
<td></td>
<td><strong>Lotion</strong></td>
<td></td>
</tr>
<tr>
<td>Movie Night</td>
<td>30</td>
<td>Pert Plus Shampoo/Conditioner 2 in 1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jergen’s</td>
<td>12</td>
</tr>
<tr>
<td><strong>Talented Thursday</strong></td>
<td></td>
<td><strong>Lotion</strong></td>
<td></td>
</tr>
<tr>
<td>Game Room</td>
<td>25</td>
<td>Vaseline Intensive Care</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Palmer’s Cocoa Butter</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Fun Stuff</th>
<th>C Note Qty</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Sent Home</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>15 minutes added to AMTEL</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>“Buddy” Pictures - to keep in the dorm (please include all youth’s names)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Special Visitation (family may bring outside meal)</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td><strong>10:00 pm Lock Down Time on Friday and Saturday</strong></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Youth’s Name: ________________________________________________________________
Youth and Staff Buy-In

As we all know, buy-in can be a struggle. These things are critical to the success of your program:

- Consistency
- Training
- Retraining
- “Boosters”
- Extremely active PBIS leadership team
- Administrative support
At monthly PBIS meetings, the PBIS Committee reviews the following information:
- Self-harms
- Youth-on-youth assaults
- Youth-on-staff assaults
- Disciplinary reports
- BREACs

We look at the days, times, and locations to identify “hot spots” and misbehavior trends.

The PBIS Team answers the following questions through information provided by the Data Dashboard:
- What problems are occurring?
- Where are problems occurring?
- What days of the week are most unwanted behaviors happening?
- What time of day do unwanted behaviors happen most often?
- What is going on? Why are these unwanted behaviors happening?
- What can we do to prevent these unwanted behaviors in the future?
“Panther Pop-Ups”

- “Panther Pop-Ups” are **surprise** PBIS events that will take place with no advance notice.
- All youth who have been DR-Free for 1 to 2 weeks (time depends on the event) and who have 5–25 C-notes (number depends on the event) will be able to participate.
- Pop-Ups can consist of basketball games or other sports events, special movie screenings, board games, team-building games, contests, and other events.
Questions
Positive Behavioral Interventions and Supports (PBIS) in Juvenile Justice Settings: Tier II Practices

Autumn Sjölund
Program Manager/Supervisor
Grand Mesa Youth Services Center
Colorado Department of Human Services
Division of Youth Corrections

"Working with Colorado Communities to Achieve Justice"
Every youth can find success!

Division of Youth Corrections
Grand Mesa Youth Services Center
GMYSC Overview

- 67-bed, co-ed, secure, multipurpose facility in Grand Junction, Colorado.

- Provides detention and regional diagnostic/assessment for newly committed youth and secure commitment services for youth ages 10–21. (Detention serves youth ages 10–18.)

- Located in the western region of the state and services clients from six Colorado judicial districts that encompass 18 counties.

- Provides daily programming for both detained and committed youth in the areas of education, clinical services, recreational activities, healthy living, and transition services.
Overview of FW-PBIS Plan

- The application of evidence-based strategies and systems to assist facilities in decreasing problem behavior, increasing overall performance, increasing safety, and establishing positive cultures
- An effective communication tool and behavior management system
- All staff use the same language to explain positive social behaviors in every part of the facility!
- Provides realistic and applicable skills for youth to use upon release back to the community and is communicated and used throughout the building
RESPONSIBILITY
OPPORTUNITY FOR CHANGE
COMPASSION
KNOWLEDGE
GMYSC Triangle: Detained Youth

Grand Mesa Department of Youth Corrections – Detained Youth
PBIS Framework Team Structure
Aligned with Systems, Data, and Practices

Tier III Practices -
SMP: Emergency Mental/Medical Services

Tier II Practices -
Structure; Separation; Kitchen Restriction; Unit Changes; Disciplinary Status; Administrative Seclusion; SPM; Timeout; Behavior Plans; Special Visits; Positive Behavior Agreement

Tier I Practices - FW-PBIS Plan; Treatment; Medical Screening; Education; Orientation; Visitation; A.R.T.; Transition Services; PREA Education; Level Systems; LMA; SLR; Religious Services; Phone Calls; Grievance Procedures; Peer Mediation; RCJ; Victim Empathy; Weekly Advocate Meetings; CRC; Weekly Team Meetings; Library; Behavioral Health Screening; Counseling Services; Court Reports; Gender Specific Programming

SYSTEMS SUPPORT
Across ALL Tiers – Professional Development through Annual Training Academy, Resource Guides, FAQ, PBIS Liaisons; Implementing Procedures; Ongoing feedback related to adherence to the framework and fidelity of implementation; Team structures with release time and support from facility Administration; PBIS website, Internal Review, Booster/Reteaching, PBIS-JJ Community Access; Access to external PBIS Trainers
GMYSC Triangle: Committed Youth

Grand Mesa Department of Youth Corrections – Committed Youth
PBIS Framework Team Structure
Aligned with Systems, Data, and Practices

Tier III
Interventions -
SMP; Emergency Mental/Medical Services; BIP

Tier II & III
Data Narrative; Nominations

Data Support
Facility Level; TC; RO Report

PBIS COMMITTEES
Tier II & III
Positive Peer Mentoring; Speciality Groups; D5;
Psychiatric Referrals; Administration Seclusion; PCI Project;
SPM; Kitchen Restriction; Timeout; Positive Behavior Agreement;
CICO/CICUCO; Prepare Group; Environmental Charges; Increased
Family Involvement

Tier II Practices -
YAP Advocate; Culinary Services; Work Crew; Special Visitations
TIER II Interventions & Practices -
Dog Class; Unit Change

Tier I Practices - FW-PBIS Plan; Treatment; Medical Screening; Education;
Orientation; Visitation; A.R.T; Transition Services; PREA Education; Level
Systems; LMA; SLR; Religious Services; Phone Calls; Grievance Procedures;
Peer Mediation; RCI; Victim Empathy; Weekly Advocate Meetings; CRC;
Weekly Team Meetings; Library; Gender Specific Program; Assessment/CIRA;
Behavioral Health Services; MDT’s; DCP’s; Vocational Education

Systems Support
Across ALL Tiers – Professional Development through Annual Training Academy, Resource Guides, FAQ; PBIS Liaisons; Implementing Procedures; Ongoing
feedback related to adherence to the framework and fidelity of implementation; Team structure with release and support from facility Administrators; PBIS
website; Internal Review; Boosters/Reteaching; PBIS-JJ Community Access; Access to external PBIS Trainers.

**Interventions – offered to youth as a targeted intervention to address behavioral excesses/deficits
**Practice – a service offered to youth for a variety of positive reasons to enhance current skill sets
# Behavior Matrix

<table>
<thead>
<tr>
<th>Facility Settings</th>
<th>Responsibility</th>
<th>Opportunity for Change</th>
<th>Compassion</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units/Milieu</td>
<td>* Keep area clean &amp; organized * Follow staff directions * Turn in all contraband * Maintain positive behavior</td>
<td>* Be honest and considerate * Avoid trouble * Take accountability * Participate</td>
<td>* Be kind * Use positive language * Encourage others * Help others</td>
<td>* Embrace learning * Understand expectations * Model positive behavior * Read and understand the youth handbook * Use skills</td>
</tr>
<tr>
<td>Sleeping Room</td>
<td>* Room should be neat and clean * Only 2 books in your room * If you need something, notify staff * Allowable items only</td>
<td>* Notify staff of any damages * Understand expectations * Think before you act * Take pride in your room * Take time to reflect</td>
<td>* Keep noise level down, especially if you have a roommate * Be a courteous neighbor * Be courteous to staff</td>
<td>* Understand expectations * Understand bed making requirements * Emergency button is for emergencies only or if you need the bathroom</td>
</tr>
<tr>
<td>Dress Code</td>
<td>* Wear the right size * Shirt tucked in * Pants pulled up * Shoes on correctly</td>
<td>* Take pride in your appearance * Cuff your pants</td>
<td>* Accept the size you are assigned * Encourage others to look their best</td>
<td>* Understand expectations * Know the laundry schedule</td>
</tr>
<tr>
<td>Bathroom</td>
<td>* Flush the toilet * Keep area clean * Wash your hands * Proper and positive use of facilities</td>
<td>* Avoid trouble * Notify staff of issues</td>
<td>* Use time wisely * Be considerate of others * Respect others privacy * Use bathroom during designated time * Wait your turn</td>
<td>* Understand expectations * Close door</td>
</tr>
<tr>
<td>Line Expectations</td>
<td>* Face forward * Remain quiet * Maintain boundaries * Follow staff directions</td>
<td>* Respect others’ conversations * Use program * Be accountable</td>
<td>* Help others * Be a leader * Walk on the right side of the hallway</td>
<td>* Understand line expectations * Model positive behavior * Be where you belong</td>
</tr>
<tr>
<td>Dining Hall</td>
<td>* Keep area clean * Respect property and facilities * Follow seating expectations * Be patient</td>
<td>* Indoor voices * Positive conversations * Use table manners</td>
<td>* Be kind * Talk when allowed * Enter and exit quietly * Keep the line moving</td>
<td>* Take accountability * Understand expectations * Model positive behavior</td>
</tr>
<tr>
<td>Peer Interactions</td>
<td>* Maintain physical boundaries * Cooperate with others * Communicate properly</td>
<td>* Avoid trouble * Speak with respect * Good manners * Choose positive peers * Think before you act</td>
<td>* Be kind * Talk quietly when allowed * Be nice * Help each other</td>
<td>* Understand expectations * Model positive behavior * Use skills</td>
</tr>
</tbody>
</table>
ROCK Card Guidelines

5 ROCK Cards
• Kool-Aid or Crystal Lite pouch
• Snack
• Commissary item (root beer float, hot dog, etc.)

7 ROCK Cards
• Travel-size shampoo, conditioner, or lotion—to be used within 1 week
• Extra mattress (for 1 week)

10 ROCK Cards
• Use of MP3 player (weekend or holiday all day)
• Extra movie (for base camp during Saturday movie time)
• Deodorant

20 ROCK Cards
• Personal towel (to keep for rest of stay)
Tier II Community Watch

• Tier II interventions are designed to be quickly made available to identified youth, build upon the facilitywide positive behavioral interventions and support plan, and be intensified within the tier if need be.

• Often, the need for Tier II services and interventions are temporary and the youth will then go back to and be successful with Tier I services and interventions.

• The Tier II Community Watch Committee collects data each month to determine which youth are “high-fliers” in order to determine who needs Tier II Interventions. Some of the things looked at are overall weekly points, seclusion, major rule violations, minor rule violations, staff time-outs, self time-outs, and staff nominations.
# Community Watch List

<table>
<thead>
<tr>
<th>Name</th>
<th>Unit</th>
<th>Week</th>
<th>Program level</th>
<th># weeks on level</th>
<th>Program Trend</th>
<th>Points</th>
<th>Seclusion</th>
<th>Majors</th>
<th>Minors</th>
<th>Staff T/O</th>
<th>Self T/O</th>
<th>Nominations</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAAC</td>
<td>Mesa</td>
<td>4/28/14</td>
<td>BC</td>
<td>7</td>
<td>-</td>
<td>26</td>
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<td>0</td>
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<td>0</td>
<td>1</td>
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<tr>
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<td>Mesa</td>
<td>5/6/14</td>
<td>BC</td>
<td>8</td>
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<td>29</td>
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<td>5/13/14</td>
<td>BC</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>KYLE</td>
<td>Mon</td>
<td>4/21/14</td>
<td>Climbing</td>
<td>1</td>
<td>Up</td>
<td>39</td>
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<td></td>
<td></td>
<td>If still on BC -</td>
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</tbody>
</table>
A PBA is a straightforward and simply stated joint agreement between a mentor and a youth that specifically targets a single problem behavior for remediation.

Meant to remediate a high-frequency, sustained, and minor problem behavior.
Check and Connect

An ongoing scheduled interaction that is more intense than the PBA.

The purpose is to assist the youth “reset,” work on behavior change, and notice the benefits of positive behavior change by providing a predictable positive role model.
Grounded Plan

- Grounded plans are implemented immediately after a fight or assault but can be used for other behavioral issues.
- The purpose of this practice is to provide the youth with structured programming and a clear guideline for expectations and goal-setting in order to move back to Tier I.
We are all teachers, we are all counselors, we are all security...

- All staff have input and work together toward one common goal.
- PBIS encompasses several aspects that combine treatment, school, and unit expectations in order for youth to find success and have positive interventions.
- Utilizing PBIS with lower functioning youth.
Behavior Expectations and ART Skills

- **6/13**: ROCK Behaviors: Line Expectations
- **6/20**: ART Skill: Responding to Teasing
- **6/27**: ROCK Behaviors: Etiquette
- **7/4**: ART Movie and Assignment
- **7/11**: ART Skill: Getting Ready for a Difficult Conversation
PBIS Branding
Group Discussion
Thank You !!!