

Habilitating and Rehabilitating Youth Across Domains: Facility-wide Positive Behavioral Interventions and Supports Framework as Applied in Residential Facilities

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RATIONALE

- It is essential that a ... facility-wide framework be in place that allows for behavioral interventions and treatment of mental-health, physical-health, and/or substance-abuse needs, so that youth and staff may use the majority of their time focusing on educational gains and developing skills allowing the youth to succeed when they return.



CONNECTIONS



Habilitation



Rehabilitation



RECOMMENDED GUIDELINES

- **Why Multi-Tiered Systems of Support (MTSS) are being adopted – supported by Departments of Education and Justice (2014) and addresses goals of the Youth in Custody Practice Model**
- **Goal 1 – promote safe, fair and healthy environments for youth, staff, and families**
- **Goal 3 – increase positive youth and family experiences and outcomes**

U.S. Departments of Education and Justice (2014). *Guiding principles for providing high-quality education in juvenile justice secure care settings.*



WHAT IT IS...

- **Facility-Wide Positive Behavior Interventions and Supports or FW-PBIS**
 - The PBIS framework adapted to take into account the contextual variables of residential facilities
- **An example of a multi-tiered system of support [MTSS]**



MULTI-TIERED SYSTEMS OF SUPPORT

▶ Tertiary

▶ Few Facility Youth

- ▶ Reduce complications, intensity, severity of current X cases

▶ Secondary

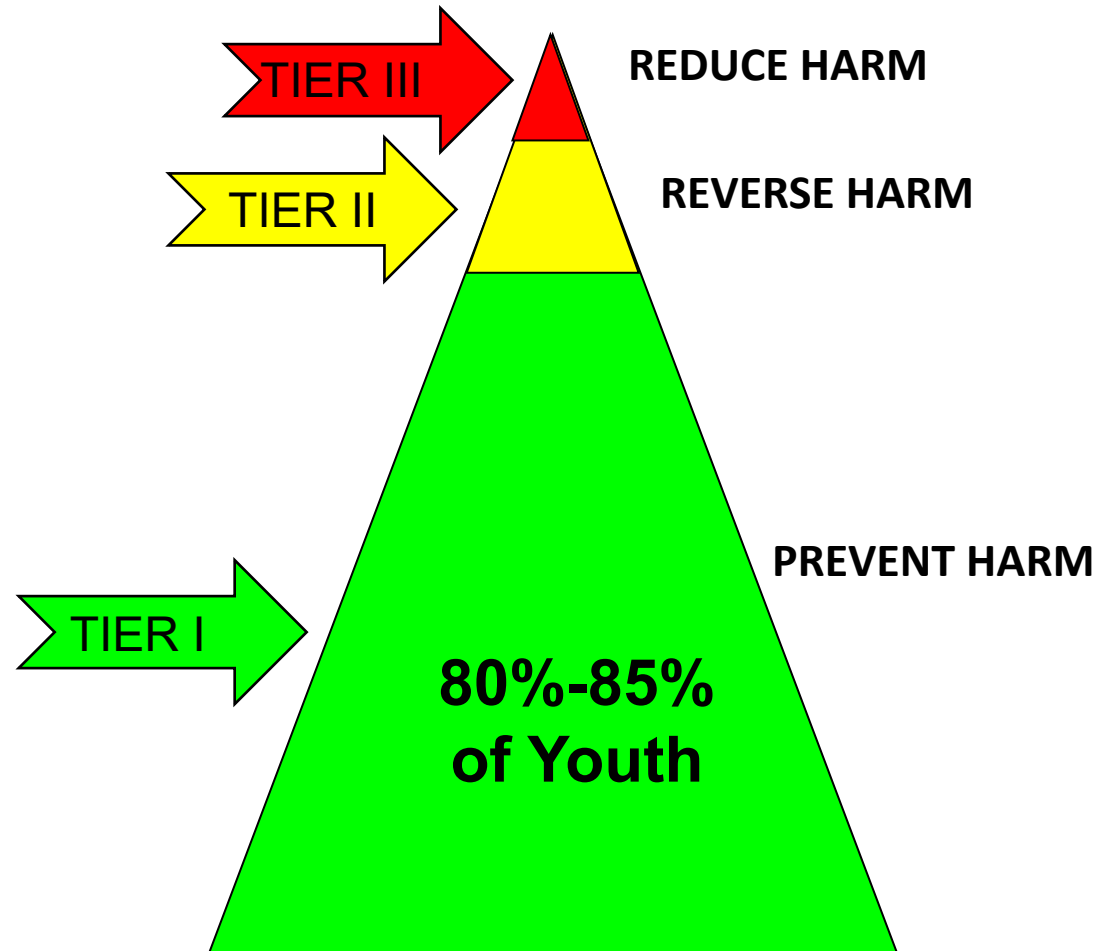
▶ Some Facility Youth

- ▶ Reduce current cases of problem X

▶ Primary

▶ All Facility Youth

- ▶ Reduce new cases of problem X



FEW: Purposeful, planned, monitored, targeted students who are not responding to Tiers I and II, implemented by a few staff

(plus Tiers I and II supports)

Packaged Tier I and 2 Practices; Intensity Outside Expertise/Resources

Intensity; Individual Practices; Can Be Combined

SOME: Purposeful, planned, monitored, selected youth who are not responding to Tier I, implemented by selected staff

(plus Tier I supports)

ALL: Foundation, naturally occurring, for any/all youth, implemented by any staff

WHAT IS FW-PBIS

- “the implementation of **tiered practices** supported by systems and data in which **all waking hours are** considered “**intervention**” opportunities and whereby **all staff** members (no matter their discipline, role, or shift) implement the tiered practices **matched to individual youth needs** while simultaneously collecting **data** to determine **effectiveness** and **fidelity** of practice”
- Jolivette, K., Sprague, J. R., Swoszowski, N. C., McIntosh, K., & Sanders, S. (2020). FW-PBIS framework implementation and facility climate perspectives through the lens of youth in juvenile facilities: A pilot study. *Remedial and Special Education, 41*, 99-110.



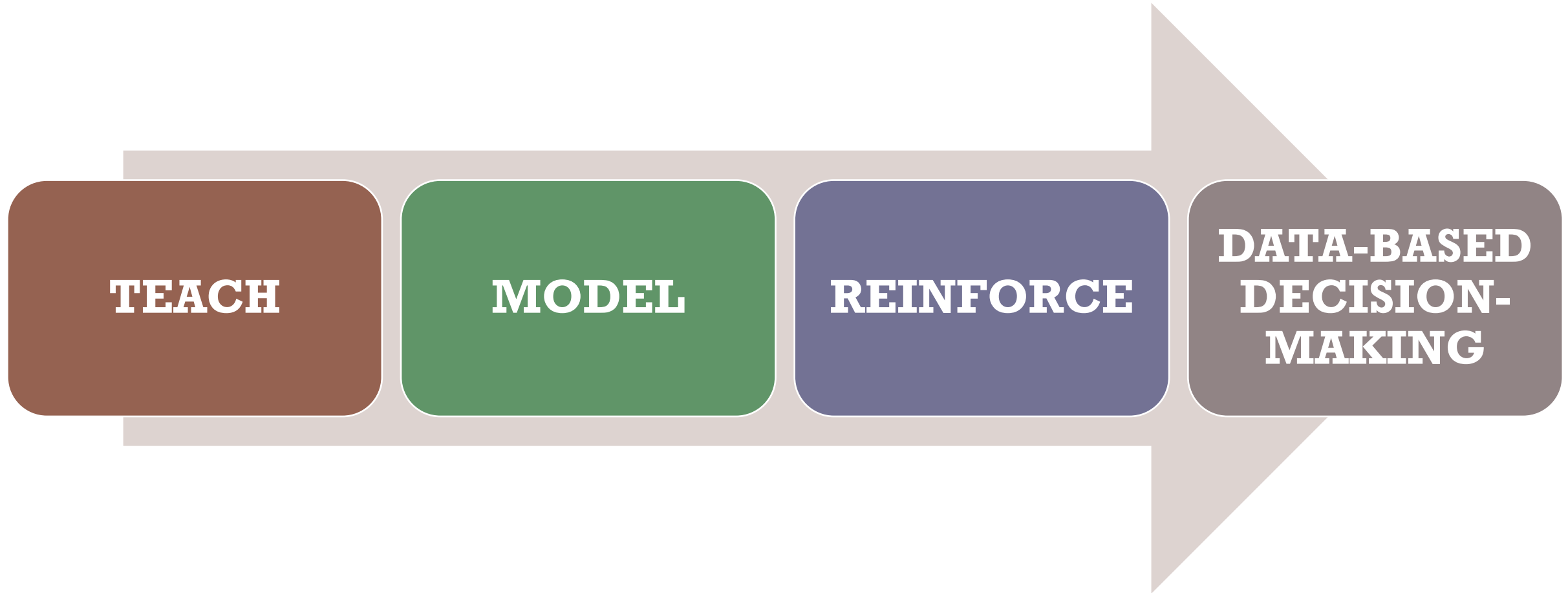
A TOOLBOX FOR ADULTS



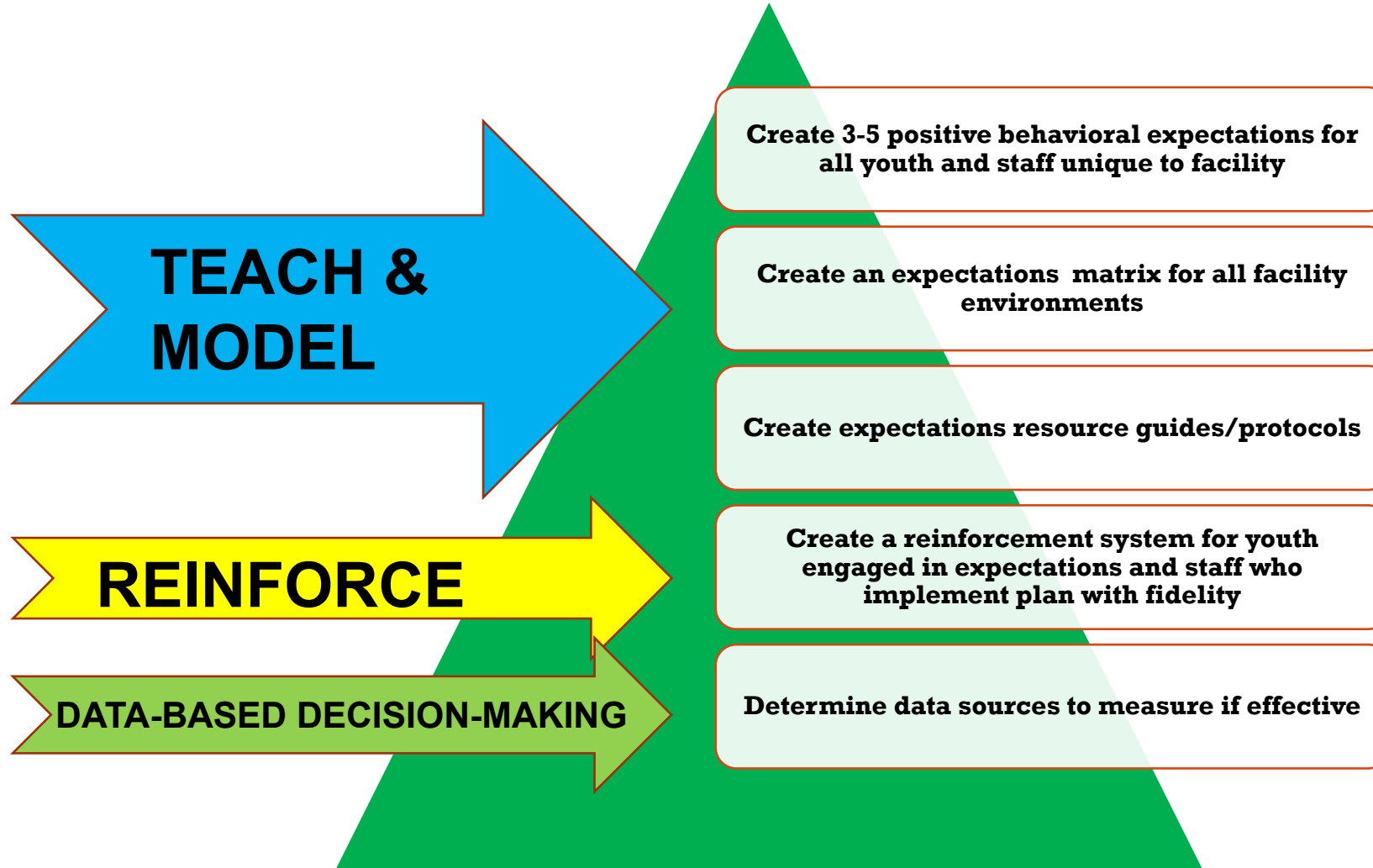
- **Specific, effective tools at each Tier**
- **Bottom drawer** – (ALL)
- **Middle drawer** – (SOME)
- **Top drawer** – (FEW)
- **Top bin** – Tools being explored for adoption based on identified needs



FW-PBIS PREMISE ACROSS THE TIERS



TIER I LOGIC – ALL YOUTH



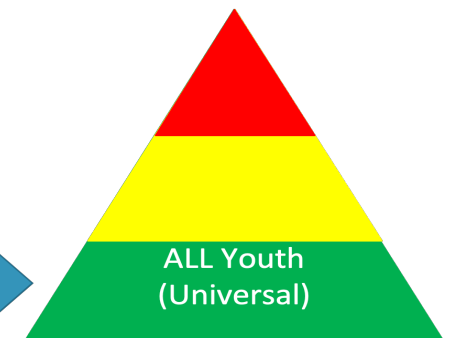
ALL STAFF TEACH AND MODEL FACILITY-WIDE BEHAVIORAL EXPECTATIONS

P – show positive attitude
R – show respect
I – show integrity
D – be dependable
E – engage in excellence in all you do!

A – achieve your goals
I – be independent
M – make good choices

R – show Respect
I – show Integrity
S – engage in Service
E – engage in Excellence

F – focus on yourself
A – accept responsibility
C – consider the consequences
T – think self-control
S – strengthen character



FW-PBIS TIER 1 MATRIX EXAMPLE

Face the FACTS	Visitation	Snack
Focus on yourself	*Visit only your family *Sit quietly while waiting	*Eat your own snack *Eat quietly
Accept responsibility	*Listen to what they share *Share your ideas using an inside voice *Keep area clean	*Throw trash in bin *Consume snack during allotted time
Consider the consequences	*Use coping skills *Maintain dress code	*Stay in your assigned area *Choose to eat your snack
Think self-control	*Use your self-regulation skills *Take turns speaking	*Respect others choice to eat or not eat their snack *Chew your snack well
Strengthen your character	*Show respect to your visitors *Arrive with a positive attitude	*Chew with your mouth closed *Respect others space



FW-PBIS TIER I MATRIX EXAMPLE

BE YOUR BEST

Recreation

Counselor Office

Be Pro-Social

- *Show good sportsmanship
- *Use appropriate language
- *Work together
- *Encourage others

- *Use active listening
- *Use your inside voice
- *Keep conversation relevant to topic
- *Ask for help if needed

Engage in Personal Development

- *Give 100% effort
- *Dress appropriately
- *Challenge yourself

- *Attend all scheduled appointments
- *Actively participate
- *Ask clarifying questions

Stay Focused

- *Follow all directions
- *Use equipment as intended
- *Remain in assigned areas
- *Use coping skills if needed

- *Complete tasks to the best of your ability
- *Use self-regulation skills
- *Maintain security boundaries

Take Responsibility

- *Practice time management
- *Accept redirection
- *Clean all equipment when finished
- *Congratulate self and others

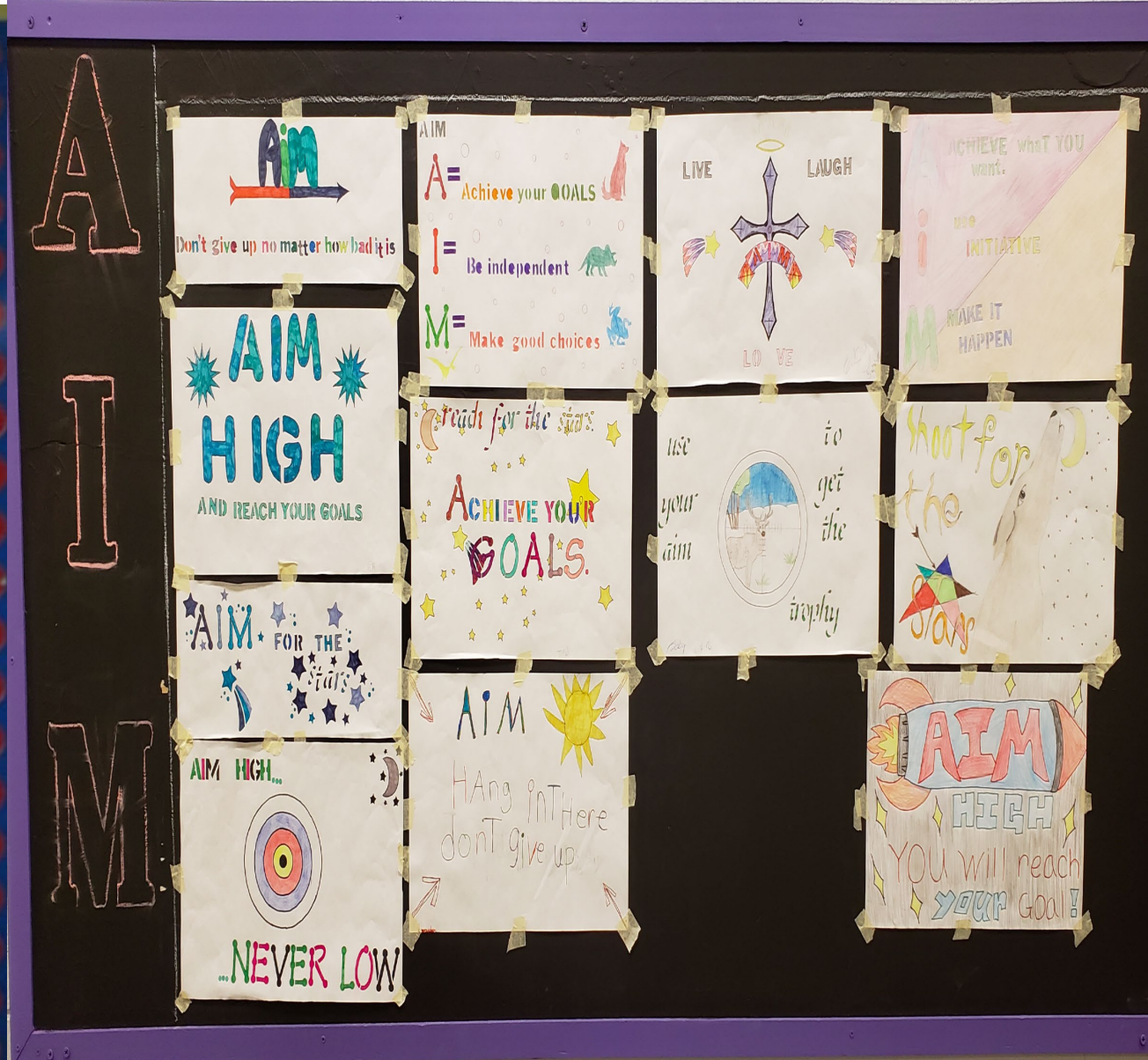
- *Accept direction
- *Accept other's points of view
- *Leave the area/materials as you found it



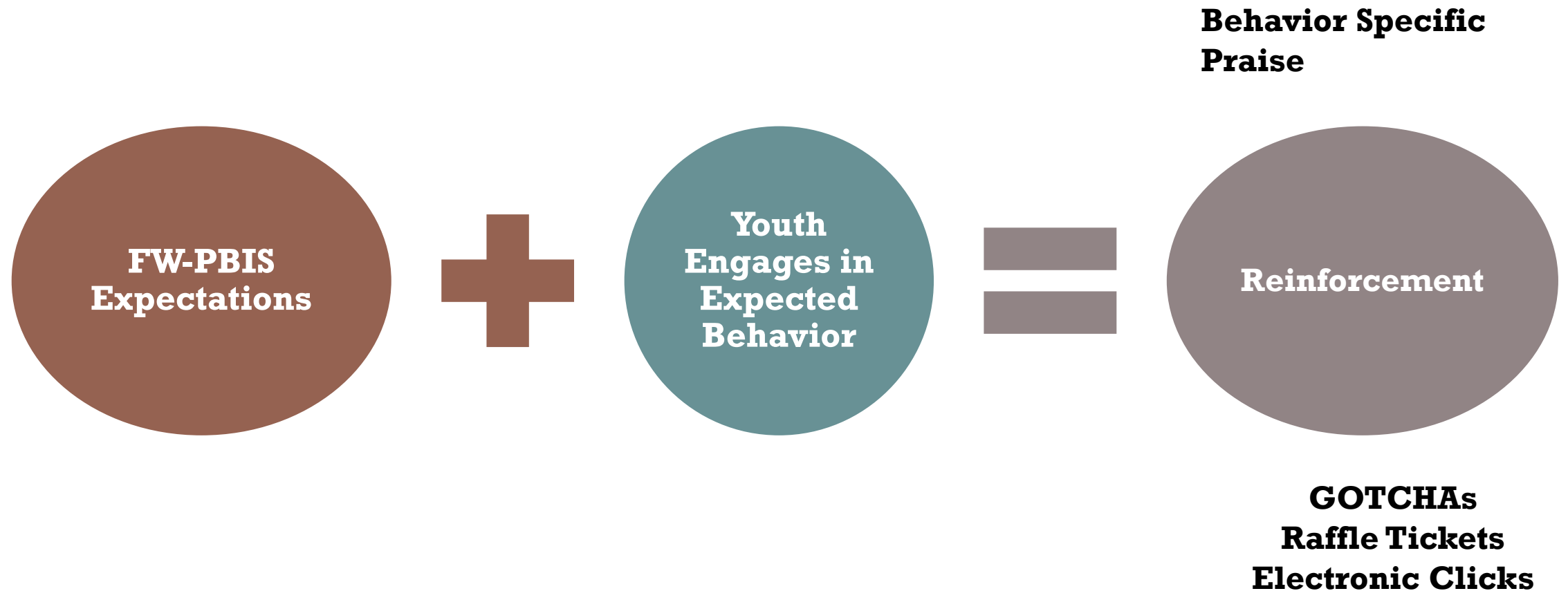
Eastman RYDC Behavioral Matrix

	Living Units	Dining/Snack	Education	Recreation/Leisure Time	Medical	JDC Programming-Intake/Groups/Programming	Mental Health-individual sessions/group/psychiatry session	Movement/Transition	Visitation/Phone calls/Religious Services
Be Cooperative	<ul style="list-style-type: none"> *Take care of personal property and state property *Keep room and unit clean *Follow staff instructions 	<ul style="list-style-type: none"> *Consume food in a timely manner *Turn in tray and utensils *Clean your area *Follow staff instructions 	<ul style="list-style-type: none"> *Attend school M-F *Attempt all assignments *Sit in assigned seat correctly *Use classroom resources appropriately *Follow staff instructions 	<ul style="list-style-type: none"> *Participate in activities *Demonstrate teamwork *Take care of equipment *Follow game /safety rules *Follow staff instructions 	<ul style="list-style-type: none"> *Report to medical when called *Follow staff instructions 	<ul style="list-style-type: none"> *Attend individual and groups sessions *Stay focused *Follow staff instructions 	<ul style="list-style-type: none"> *Attend mental health individual sessions/groups *Follow staff instructions 	<ul style="list-style-type: none"> *Move with face forward and hands behind back in a single file line *Maintain appropriate space between youth *Follow staff instructions 	<ul style="list-style-type: none"> *Adhere to phone call time limit *Take turns sharing *Follow staff instructions
Be Positive	<ul style="list-style-type: none"> * Practice good hygiene *Dress appropriately *Maintain clean environment *Take responsibility for actions *Be quiet during count time 	<ul style="list-style-type: none"> *Treat dining staff with courtesy *Follow staff instructions *Use good table manners, kind words and actions *Be quiet during count time 	<ul style="list-style-type: none"> *Use kind words and actions *Speak only when given permission *Be quiet during count time 	<ul style="list-style-type: none"> *Exhibit good sportsmanship *Have a positive attitude *Encourage others to participate *Be quiet during count time 	<ul style="list-style-type: none"> *Be compliant with medications *Be quiet during count time 	<ul style="list-style-type: none"> *Follow group rules *Actively participate in sessions *Be quiet during count time 	<ul style="list-style-type: none"> *Follow prescribed treatment plans *Actively participate in mental health sessions *Be quiet during count time 	<ul style="list-style-type: none"> *Be properly dressed *Line up when told *Be quiet during count time 	<ul style="list-style-type: none"> *Display positive interactions with others *Use kind words and actions *Be quiet during count time
Be Respectful	<ul style="list-style-type: none"> *Respect staff and others *Use appropriate language and volume levels *Be respectful of others bedtimes 	<ul style="list-style-type: none"> *Respect staff and others *Use appropriate language and volume levels 	<ul style="list-style-type: none"> *Respect staff and others *Use appropriate language and volume level 	<ul style="list-style-type: none"> *Respect staff *Respect other youth's attempt to participate, regardless of skill level *Use appropriate language and volume level 	<ul style="list-style-type: none"> *Respect staff and others *Use appropriate language and volume level *Respect all medical property 	<ul style="list-style-type: none"> *Show acceptance of others *Show respect towards others *Use appropriate language and volume level 	<ul style="list-style-type: none"> *Show respect toward staff and other youth *Take ownership of behavior *Use appropriate language and volume level 	<ul style="list-style-type: none"> *Respect staff and other youth *Use appropriate language and volume level *Move quickly and orderly 	<ul style="list-style-type: none"> *Respect staff, youth and visitors *Use appropriate language and volume level

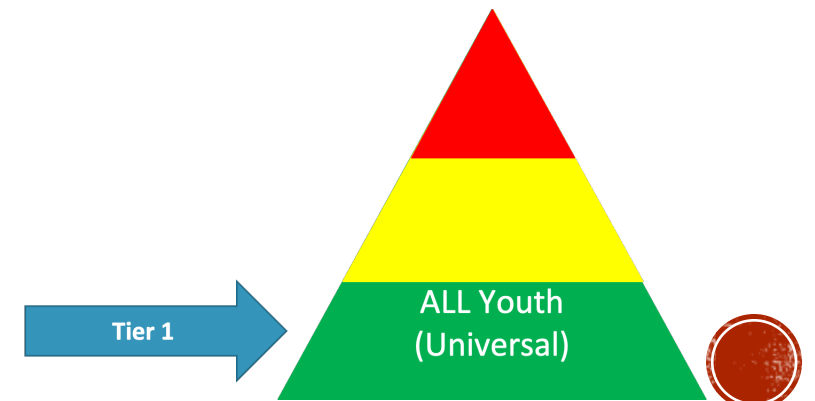
SATURATING THE ENVIRONMENT



CONTINGENT REINFORCEMENT - YOUTH



TIER 1 – REINFORCEMENT SYSTEM & DATA-BASED DECISIONS



WHAT WE CONSISTENTLY HEAR YOUTH WANTING TO EARN

Longer phone calls/ Extra phone calls

Special visitation (more approved visitors/outside approved meal)

Extra visitation

Hygiene items (one-time use; not state issued)

Access to highly preferred staff (eat lunch with or shadow them)

Activities – anything to move around

COMMON DATA SOURCES



EXAMPLE OF FW-PBIS DASHBOARD – TIER I

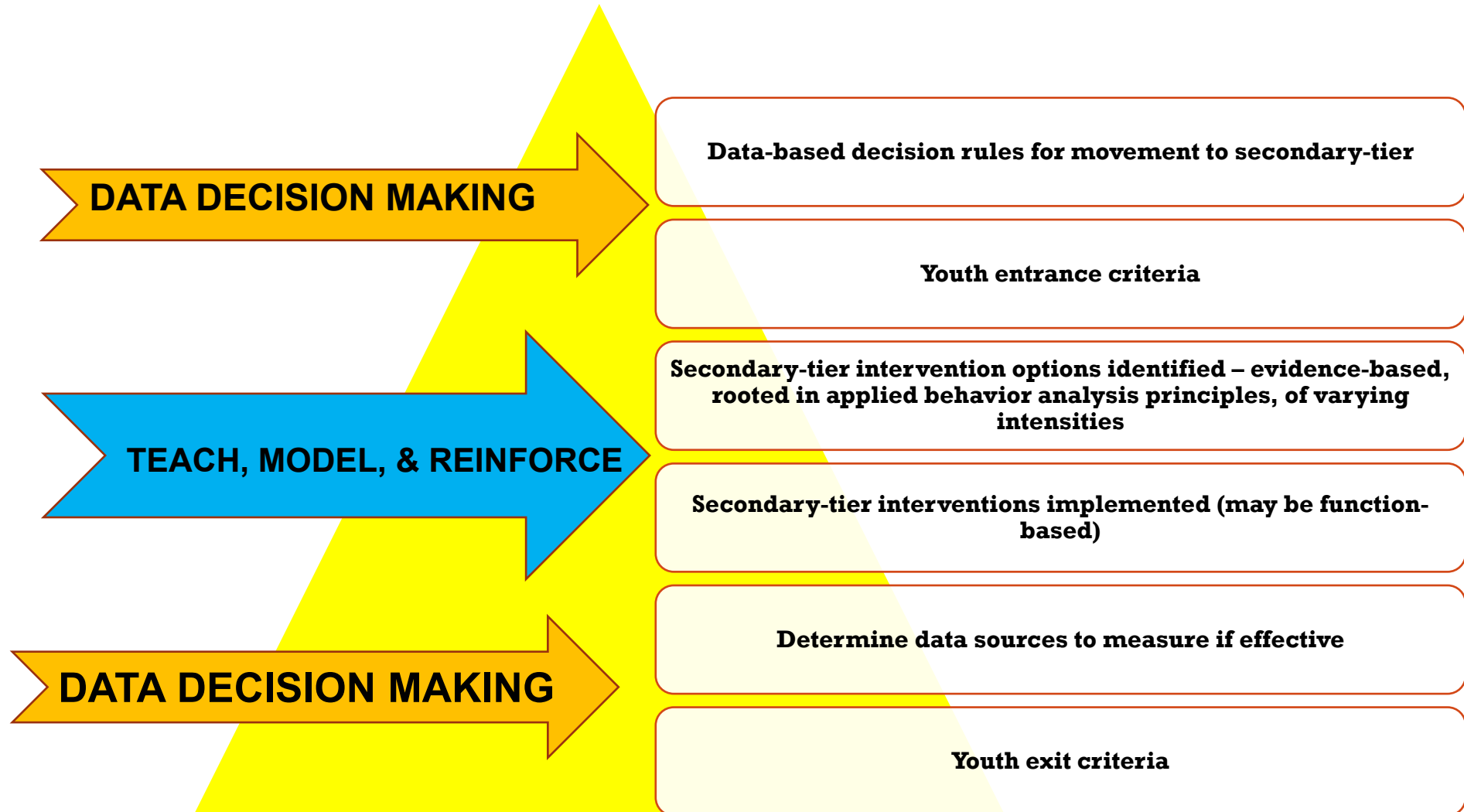
Youth-on-Youth Assaults

Day of Week	Mid. to 4am	4am to 8am	8am to Noon	Noon to 4pm	4pm to 8pm	8pm to Mid.	Total
Sunday	0.03	0.47	1.65	2.00	3.41	1.03	8.59
Monday	0.03	0.71	2.41	2.50	3.00	1.35	10.00
Tuesday	0.06	0.86	2.86	2.54	2.49	0.83	9.63
Wednesday	0.00	0.83	2.80	2.60	2.63	1.00	9.86
Thursday	0.00	0.66	2.60	2.26	2.37	0.63	8.51
Friday	0.03	0.91	1.80	1.83	1.86	0.91	7.34
Saturday	0.00	0.54	0.83	1.77	2.60	0.94	6.69
Total	0.14	4.98	14.94	15.50	18.35	6.70	60.62

Youth-on-Staff Assaults

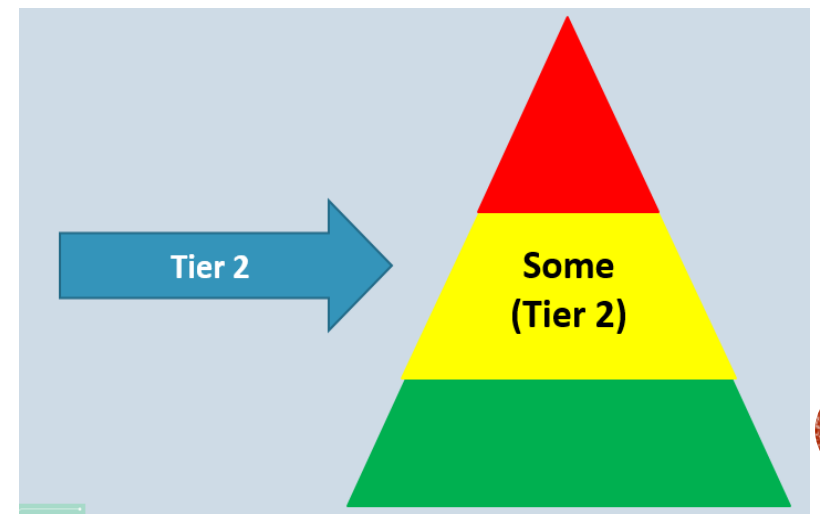
Day of Week	Mid. to 4am	4am to 8am	8am to Noon	Noon to 4pm	4pm to 8pm	8pm to Mid.	Total
Sunday	0.03	0.06	0.50	0.26	0.62	0.68	2.15
Monday	0.03	0.21	0.56	0.65	0.74	0.41	2.59
Tuesday	0.03	0.17	0.46	0.54	0.51	0.23	1.94
Wednesday	0.00	0.17	0.60	0.86	0.60	0.34	2.57
Thursday	0.03	0.20	0.43	0.60	0.49	0.43	2.17
Friday	0.00	0.11	0.63	0.51	0.66	0.34	2.26
Saturday	0.00	0.14	0.34	0.31	0.49	0.43	1.71
Total	0.12	1.06	3.52	3.74	4.10	2.86	15.39

TIER 2 LOGIC – SOME YOUTH



FW-PBIS TIER 2

- Implementing targeted evidence-based strategies to reduce more intensive behaviors and address social-emotional needs.
- Three Core Aspects
 1. Builds upon and intensifies Tier 1 supports
 2. Interventions target youth with similar needs
 3. Data-Based Decision Making



INCREASING INTERVENTION INTENSITY

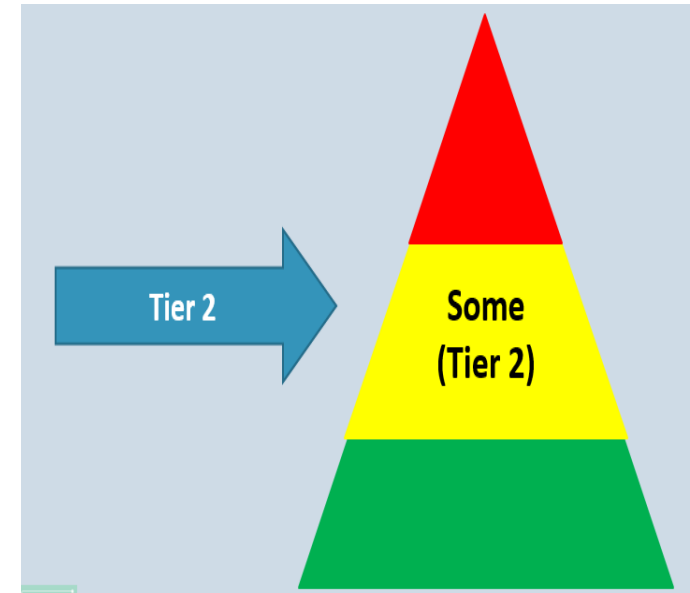
- 1) Use data to determine each youths specific needs
 - Behavioral or social emotional intervention?
 - Data can come from multiple sources – e.g., psych evals, behavioral reports
- 2) Interventions can be intensified
 - in several ways
 - Frequency (from once a week to several times)
 - Duration (15 minutes to 30 minutes)
 - Comprehensiveness (number of principles included)
 - Alignment (addresses specific student need.

Fuchs et al., 2018



TIER 2 BEHAVIORAL INTERVENTIONS

- There are numerous evidence-based behavioral interventions that can be utilized
 1. Video modeling
 2. Self-regulated strategy development
 3. Self-management/self-monitoring
 4. Peer-mediated interventions
 5. Group contingencies
 6. Check-in/Check-out
 7. Small group mental health groups



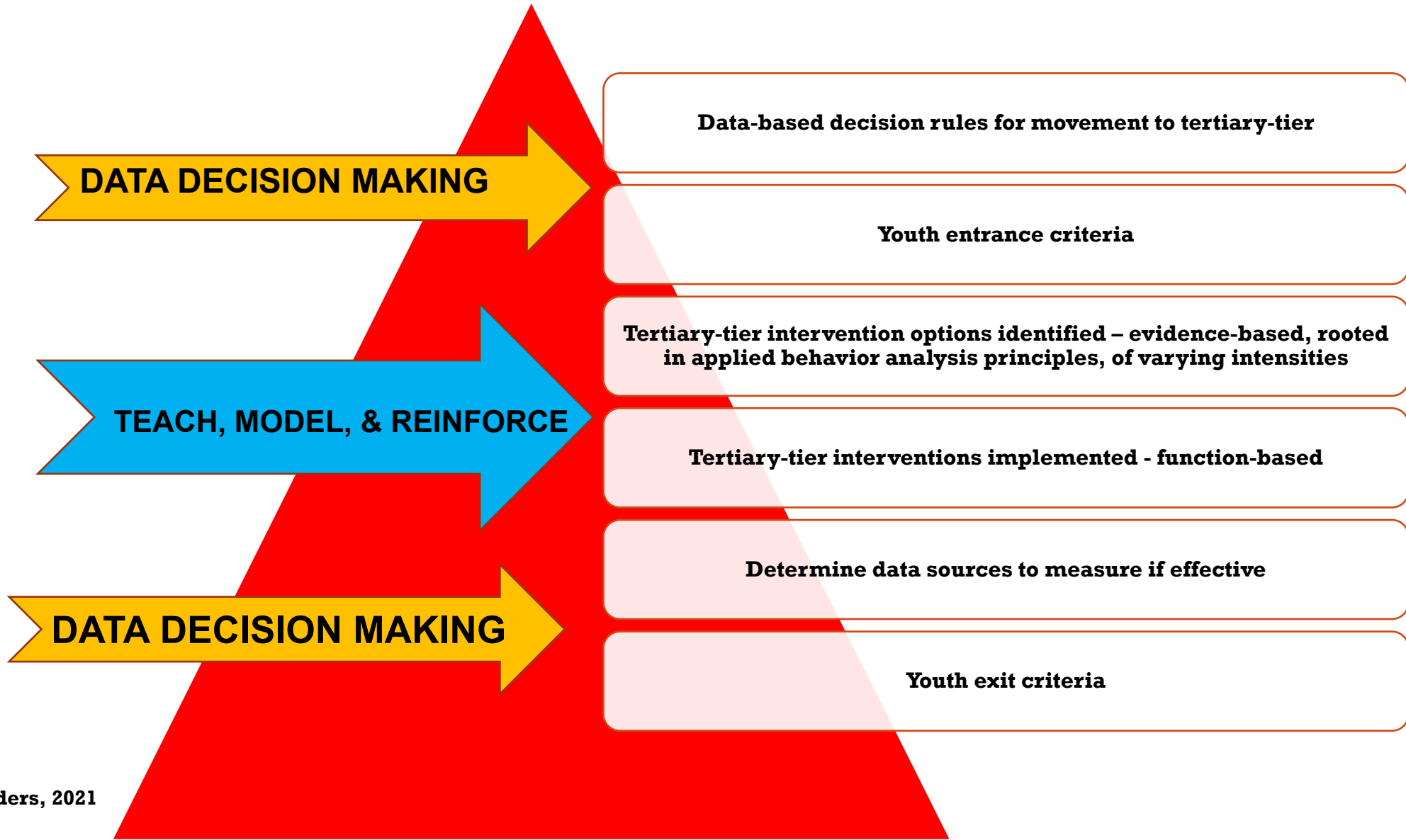
TIER 2 SOCIAL-EMOTIONAL INTERVENTIONS



Kumm, S. A., Mathur, S. R., Cassavaugh, M., & Butts, E. (2020). Using the PBIS framework to see the mental health needs of youth in juvenile facilities. *Remedial and Special Education, 41*, 80-87.

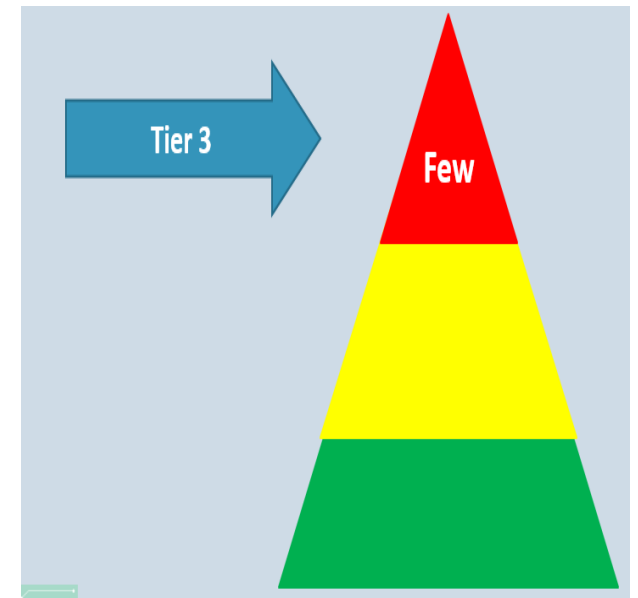


TIER 3 LOGIC – FEW YOUTH

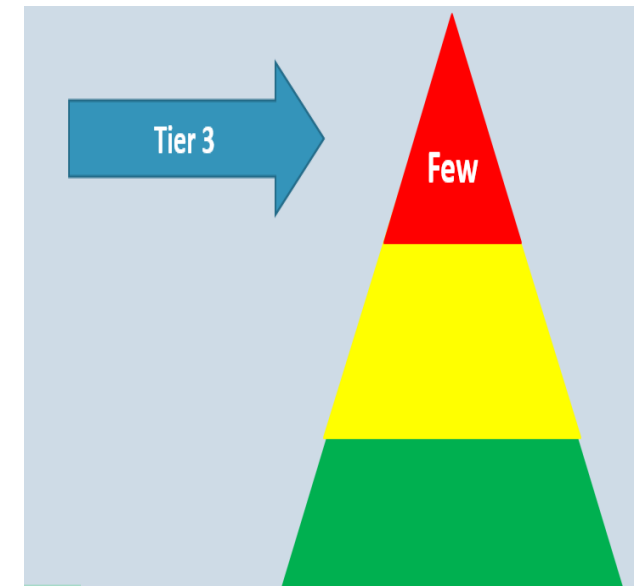
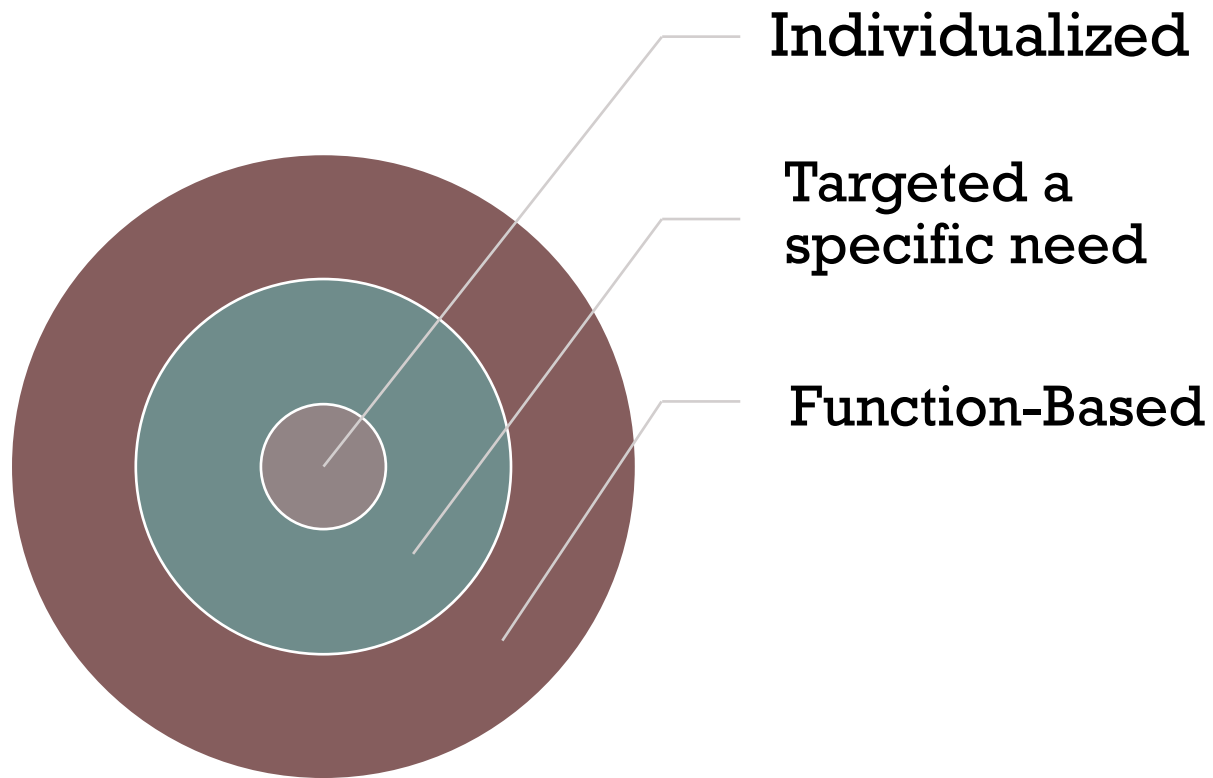


FW-PBIS TIER 3

- Implementing individualized evidence-based strategies to reduce intense behaviors and address mental health needs
- Three Core Aspects
 1. Builds upon and intensifies Tier 1 & 2 supports
 2. Interventions target a specific need
 3. Data-Based Decision Making (notice a trend?)



PROVIDING INTENSIVE INTERVENTIONS



TIER 3 SOCIAL-EMOTIONAL INTERVENTIONS



Cognitive Behavioral Therapy (CBT)

Cognitive Behavioral Interventions Therapy for Trauma in Schools (CBITS)

Multisystemic Therapy (MST)

Psychoeducational Therapy

Kumm, S. A., Mathur, S. R., Cassavaugh, M., & Butts, E. (2020). Using the PBIS framework to see the mental health needs of youth in juvenile facilities. *Remedial and Special Education, 41*, 80-87.



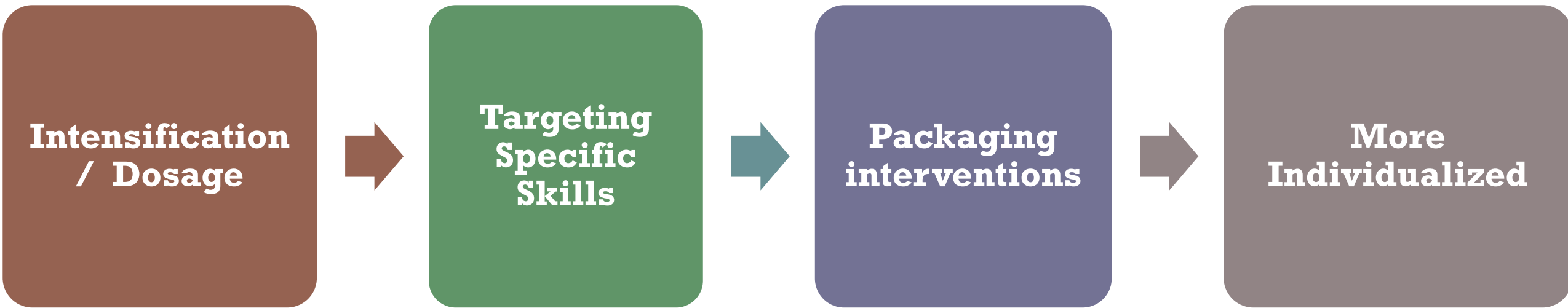
EXAMPLE OF FW-PBIS RADAR REPORT - TIERS II & III

State of Georgia
Department of Juvenile
Justice
(For Internal Use Only)

PBIS Radar - HAPPY VALLEY RYDC
Week of 5/23/2013 To 5/29/2013

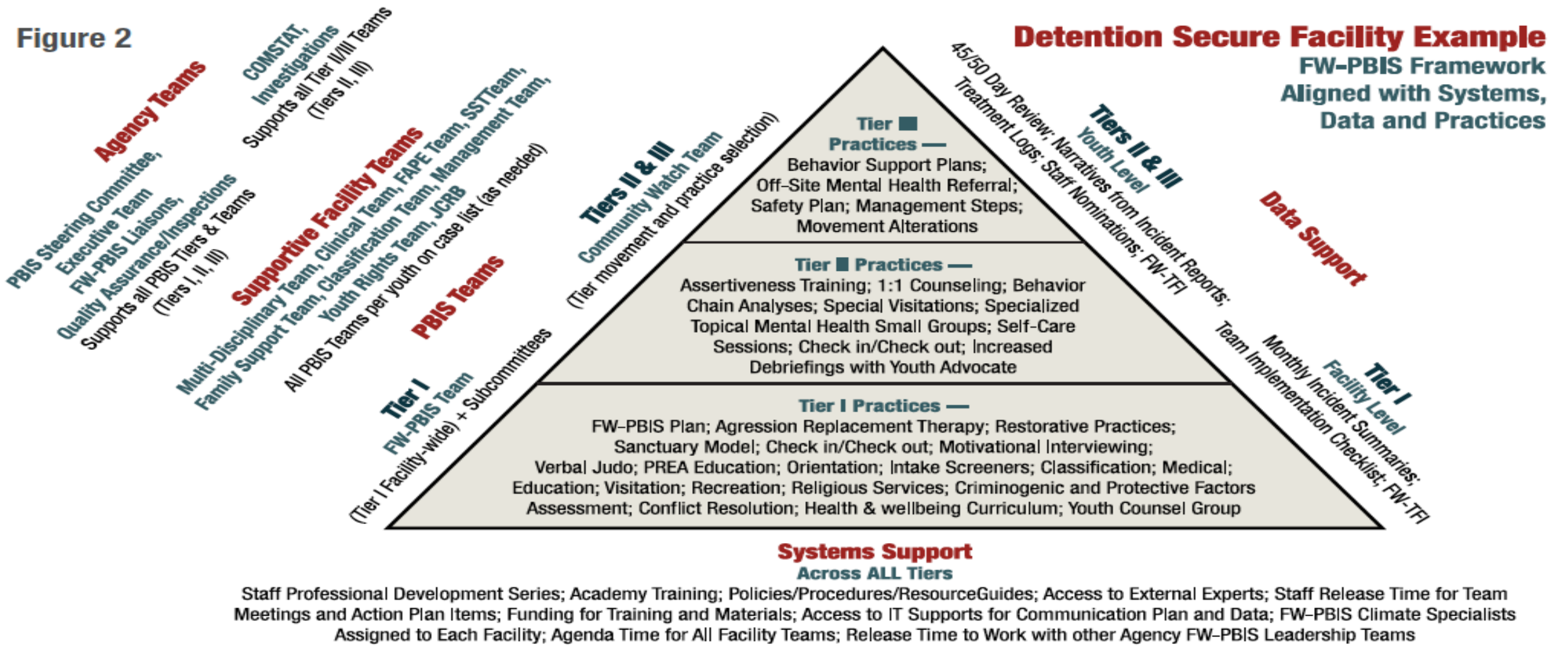
Juvenile Name	Juvenile DOB	Tier	Past Week Events				Weeks On/Off	Secure Weeks History		
		Current Tier	DR	SIR	AEPM	Nominations		Total	# On	% On Radar
Lorena Mendez	4/1/97	1	0	0	2	0	6	49	27	55.1%
Blake Farmer	1/10/94	1	0	0	2	0	4	114	21	18.4%
Kelly Lowe	11/4/97	1	0	0	1	0	4	51	24	47.1%
Donnie Washington	1/30/96	1	1	1	0	0	3	11	7	63.6%
Beulah Goodman	11/29/96	1	0	2	0	0	3	13	8	61.5%
Brian Fernandez	9/9/96	1	0	0	1	0	3	78	21	26.9%
Myrtle Parks	12/8/97	1	1	0	3	0	2	6	3	50.0%
Katie Hammond	1/20/99	1	0	0	2	0	2	48	31	64.6%
Rita Roberson	8/12/98	1	0	1	1	0	2	7	3	42.9%
Lionel Padilla	9/24/98	1	1	0	0	0	2	46	24	52.2%
Stanley Hopkins	9/10/96	1	0	0	1	0	2	16	8	50.0%
Alicia Morris	10/21/96	1	0	0	1	0	2	26	11	42.3%
Benjamin White	9/10/94	1	0	0	3	0	1	97	16	16.5%
Roberto Little	8/30/96	1	1	0	0	0	1	25	15	60.0%
Emmett Vasquez	4/9/98	1	1	0	0	0	1	5	1	20.0%
Tom Mann	10/7/96	1	0	0	0	0	-1	37	23	62.2%
Christine Byrd	9/10/96	1	0	0	0	0	-1	19	5	26.3%
Amber Hodges	6/5/96	1	0	0	0	0	-1	35	9	25.7%
Kim Vaughn	12/19/95	1	0	0	0	0	-1	20	5	25.0%
Martha Copeland	10/26/99	1	0	0	0	0	-1	4	1	25.0%

FW-PBIS PREMISE FOR TIERS II AND III



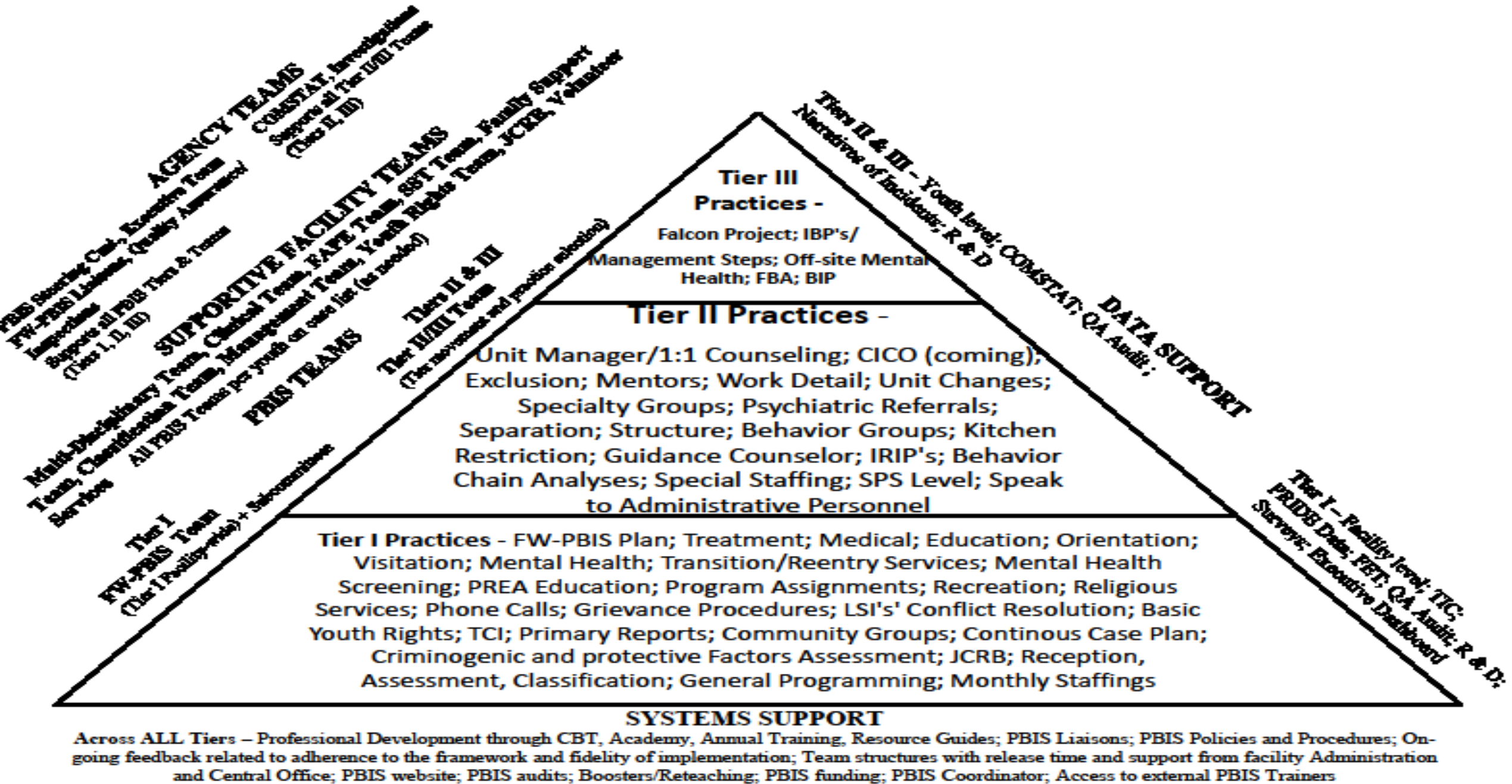
EXAMPLE – PULLING IT ALL TOGETHER

Figure 2

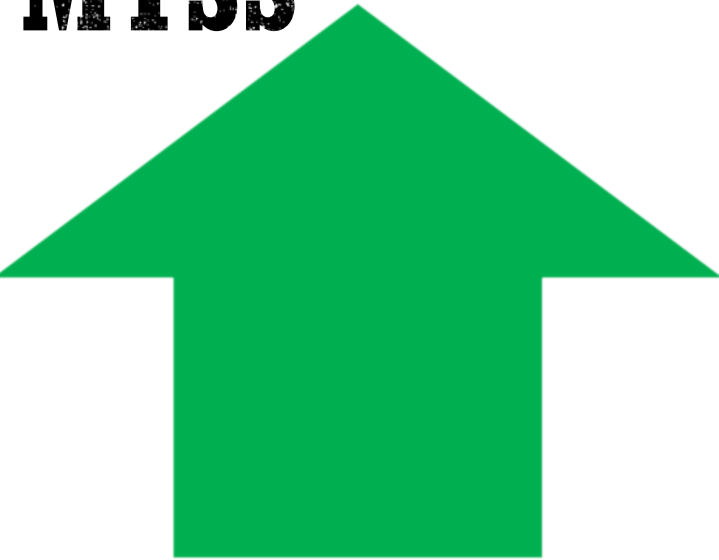


Source: Jolivette, K., Swoszowski, N. C., Sanders, S., Ennis, R. P., & Sprague, J. R. (2020). Facility-wide positive behavior interventions and supports: Concrete visuals for all staff within juvenile facilities. *Corrections Today*, April/March, 20-26.

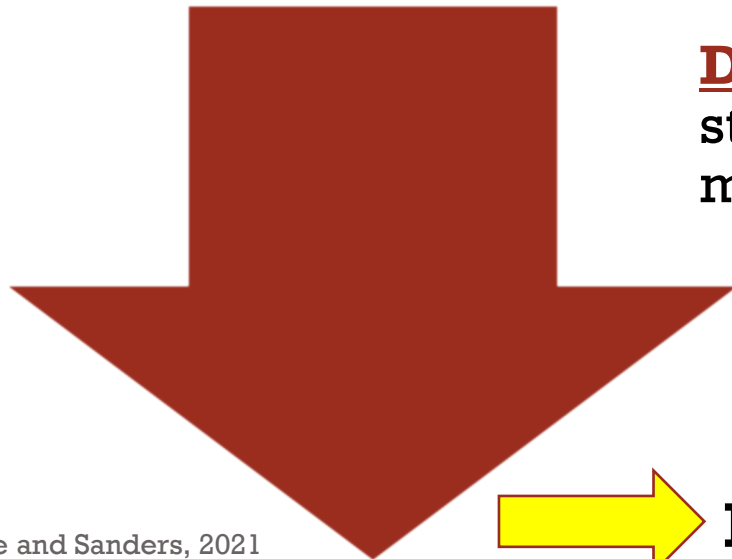




BENEFITS OF IMPLEMENTING FW-PBIS AS A MTSS



Increased programming engagement by youth; improved relations between youth and staff; improved staff self-efficacy; improved real-time youth data for decision-making; increased fidelity of implementation; improved staff development; youth linking FW-PBIS to life in less restrictive settings; adherence to guidelines & recommendations from variety of entities; addresses the whole youth



Decreased youth behavioral incidents; decreased staff injuries; decreased use of seclusion and restraint methods; decreased staff attrition



Reactive, punishment TO Proactive, preventative

BENEFITS AND VOICE

Staff

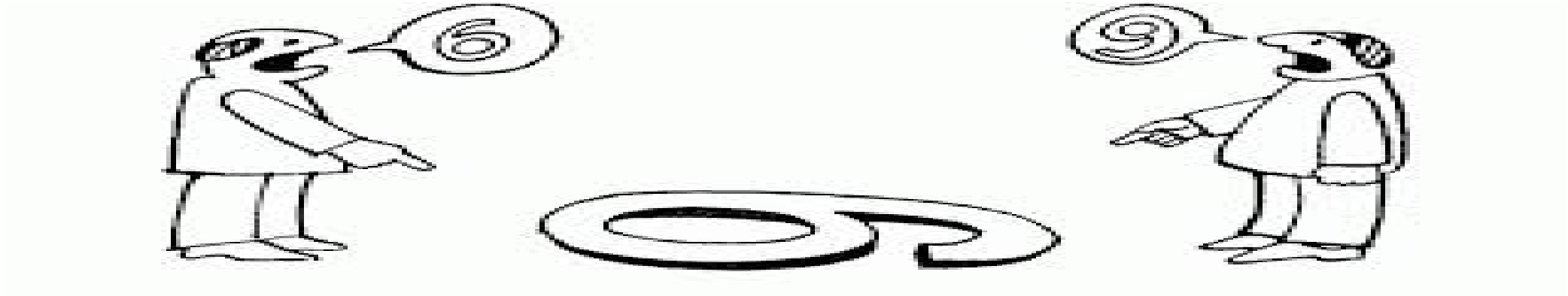
- Increased staff accountability
- Improved relations between staff and youth
- Improved problem-solving on how best to meet youth's needs
- Improved staff self-efficacy
- Improved staff retention
- Decreased on-the-job injuries

Youth

- Increased programming engagement by youth
- Faster progressions through/reaching goals/therapeutic levels
- Less use of restraints/less time in seclusion
- Improvement in climate
- Decreased behavioral incidents



AGENCY VERSUS FACILITY VOICE



- **Agreement on**
 - **Added consistency in implementation of practices and improved fidelity of implementation**
 - **Integrated and supported policies, procedures, and daily practices**
 - **Increased accountability for staff**
 - **More tools for youth to manage their own behaviors**
- **Disagreement on [areas for focus]**
 - **Buy-in across levels**
 - **Staffing issues**
 - **And now...COVID disruptions**



Facility-Level Staff – FW-PBIS Team Leader - On Why FW-PBIS Works

I think that it has a tremendously positive impact because the more that we expand FW-PBIS throughout our system and make all of our partners, internal and external, knowledgeable about FW-PBIS, then the better opportunity that we have as an agency to ensure youth success while they are with us inside the facility and as we transition them back into the community and reintegrate them into society.



YOUTH VOICE

- **“youth voice is a critical aspect to buy-in to any framework, intervention, or programming being implemented for the benefit of youth. Their perceptions may influence their engagement....; thus, impacting outcomes gleaned”**
- **+ expectations, acknowledgement systems, safety, respect**
 - Expectations – taught what the expectations are by a variety of staff positions, gave them something to strive for/master the skills
 - Acknowledgement systems – they receive contingent reinforcement and have observed peers receiving reinforcement; equitable
 - Safety – majority felt safe; majority reported not witnessing bullying or being a victim of bullying
 - Respect - youth say staff treat them with respect and youth treat staff with respect
- **+/- discipline, connections**
 - Discipline –those who did cited equity in discipline; those who did not cited old practices of response cost and group punishment contingencies [not policy anymore]
 - Connections – those who did cited overall positive climate , had a staff person they could go to, and felt welcomed; missing data “why would a kid want to be connected to a jail”



FW-PBIS COMMON QUESTIONS - SYSTEMS



“It would be impossible for my agency/facility to adopt the FW-PBIS framework”

“How did your facility reconcile all the silos – some disciplines want it and others do not”

“Our agency/facility adopted FW-PBIS but won’t support the FW-PBIS Leadership Team draft LOP and/or provide the Team time to work on the plan”



FW-PBIS COMMON QUESTIONS - DATA



“Our agency wants to adopt a bunch of new practices but there are no data to support the need for some of them”

“We enter so much data into our system but never see it again – how can the Team access it to make decisions”

“It seems that our facility administrators override what the data says – it is undermining our Team and causing confusion with our youth – they act reactively”



FW-PBIS COMMON QUESTIONS - PRACTICES



“Our staff keep reverting back to punitive and non-validated practices that are no longer policy – how can the Team address this”

“When staff observe youth misbehaving, they often use negative language instead of our FW-PBIS language and verbal de-escalation practices – how can we get them to use the practice language of the FW-PBIS framework”

“No matter how many times we tell/reassure staff – they believe that FW-PBIS has removed all consequences for youth”



WHERE TO FIND EVIDENCE-BASED PRACTICES

Office of Juvenile Justice Delinquency Prevention
<https://ojjdp.ojp.gov/evidence-based-programs>



What Works Clearinghouse
<https://ies.ed.gov/ncee/WWC/>



Colorado Blueprints
<https://blueprintsprograms.org>



Crime Solutions
www.crimesolutions.gov



California Evidence-Based Clearinghouse
<https://www.cebc4cw.org>

MORE RESOURCES FOR PRACTICES (NOT EXHAUSTIVE)

- American Institutes for Research Website: <https://www.air.org/topic/health/juvenile-justice>
- Collaborative for Academic, Social, and Emotional Learning (CASEL) Website: <https://casel.org/>
- CEEDAR Center Website: <https://cedar.education.ufl.edu/>
- Ci3T Professional Learning Modules Website: <http://ci3t.org>
- Council on Juvenile Justice Administrators Website: <http://cjja.net/>
- National Center on Intensive Intervention Website: <https://intensiveintervention.org/>
- Evidence Based Practice Briefs Website: <https://afirm.fpg.unc.edu/afirm-modules>
- Evidence Based Intervention Network Website: <http://ebi.missouri.edu/>
- Intervention Central Website: http://www.interventioncentral.org/student_motivation_high_probability_requests
- IRIS Center – Behavior & Classroom Management Website: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=behavior-classroom-management>



SPECIAL JOURNAL ISSUES ON THE TOPIC

Remedial and Special Education, 2020, Volume 4, Issue 2

Topic: Improving youth and staff supports: FW-PBIS framework implementation in juvenile correctional facilities

Residential Treatment for Children & Youth, 2015, Volume 32, Issue 4

Topic: Multi-tiered systems of support within secure residential juvenile facilities

Education and Treatment of Children, 2013, Volume 36, Issue 3

Topic: PBIS as prevention for high-risk youth in alternative education, residential and juvenile justice settings

Behavioral Disorders, 2010, Volume 36, Issue 1

Topic: Juvenile justice issues

REFERENCES AND RESOURCES

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