

# Implementing Positive Behavioral State-wide Implementation of PBIS in Secure Juvenile Facilities

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## Agenda

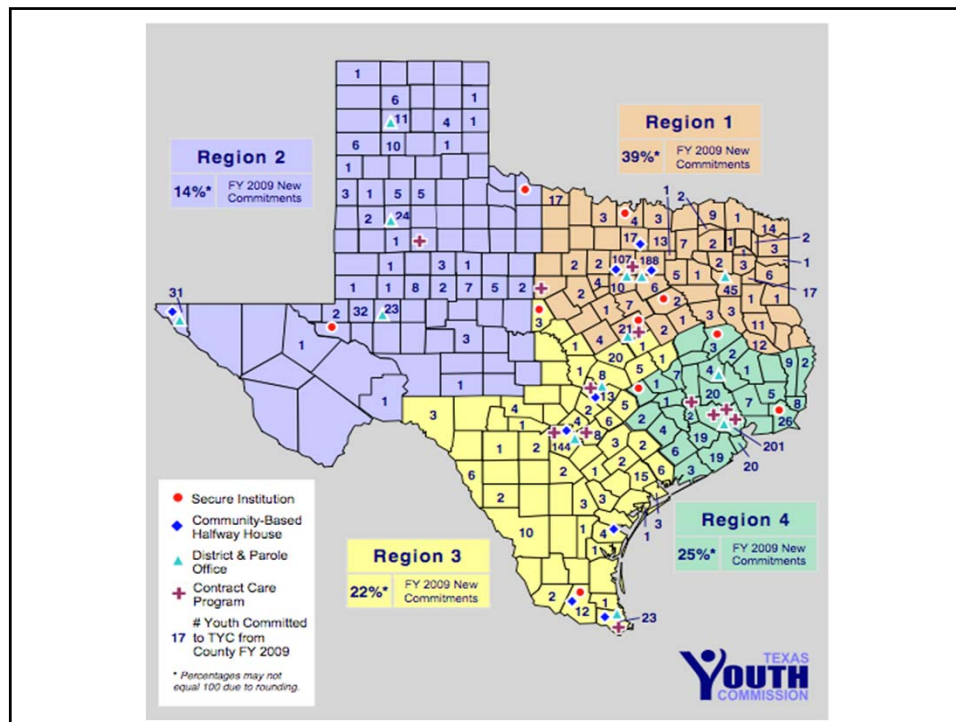
- Overview
- Evaluation
- Coaching
- Discussion

## Background

- Texas legislation enacted September, 2009
  - Reading and behavior initiatives
  - Mandated PBIS implementation in education programs in all secure juvenile facilities
  - TYC leadership determined PBIS would be implemented facility-wide
- Nelson, Wang contracted to do training and evaluation September, 2009
- Scheuermann (Texas State University) contracted to coordinate external coaches June, 2010

## About TYC

- 10 secure facilities, 9 halfway houses
- Over 100,000 youth arrested in Texas in any given year
  - Most are treated in county juvenile justice system
  - Youth convicted of felonies can be committed
- < 1,600 youth in 10 secure facilities
- > 33% SE
- *M* length of stay 16.4 months
- Achievement: Reading = 6.2, Math = 5.1
- Anglo = 20%, Black = 35%, Hispanic = 45%



## Facilities and Populations

- Gainesville - 276
- Corsicana - 125
- McClennan County - 148, 192
- Giddings - 288
- Crockett - 128
- Al Price - 148
- Evins - 120
- Ron Jackson - 132, 88

## SB 1362

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  - TYC leadership determined PBIS would be implemented facility-wide

## TYC PBIS Implementation Process

\*Completed



## Challenges

- Engaging TYC leadership
- Building Facility PBIS Teams
- Supporting Facility PBIS Leadership Teams
- Perceived competition with treatment program
- Adequate FTE
- Collection and use of data
- Implementation across facilities: program units; staff shifts, roles
- Competing initiatives
- Communication - consistent messages
- Scope of project

## Evaluation

- Evaluation Questions:
  - What impact does school-wide PBIS have on major incidents in TYC?
  - Does this impact vary across facilities?
  - Does this impact vary across time?
  - Does this impact vary by change in leadership (facility superintendent or school principal)?

## How Incidents are Recorded

- In TYC, behavior incidents and consequences are coded on the “225” Incident Report form:
  - This form captures the location of the incident, whether the incident is “major” or “minor”, and consequences such as referral and admission to “security” (or “administrative segregation” in other systems), injury, and use of force (including physical or chemical restraints).
- The types of incidents officially recorded have varied by policy:
  - At some times, minor incidents have been recorded, but at other times minor incidents have NOT been recorded because there was a feeling in the agency that too many minor incidents were being referred/admitted to security.
- Thus, like any reporting of behavior, it is a function of the behavior, the reporter, and the context (policy, etc.)

## Data

- Data are stored in multiple tables in a relational database, and provided (from FY 1995 through mid-February, 2011) to Evaluator in SAS files
- Files
  - Initial Review and Assessment Records for Treatment Needs and Priorities
  - Individualized Case Plans
  - Dorm Assignment Records
  - Education Evaluation, Assessment, and Scoring
  - Incidents
  - Offense History
  - Home and Family Characteristics
  - Assignment
  - Commitment (commitment, recommitment, revocation, reclassification)
  - Specialized Services and Treatment Records
- Of particular note: this is the first time data from juvenile justice facilities has been accessible to put into a data analytic framework

## More About the Population

- 25,059 unique youth
- Almost 10% (2,450) female

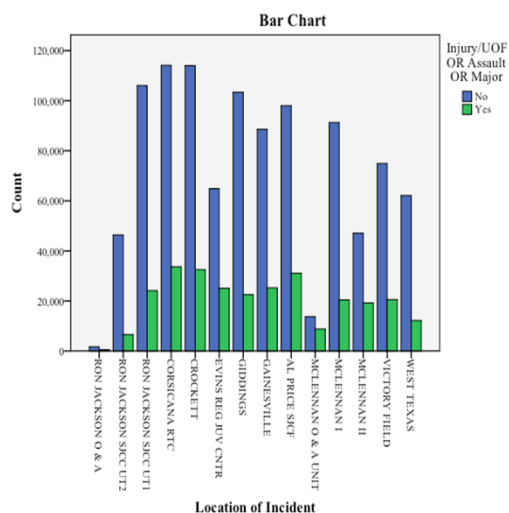
## Discipline

- Because of highly mobile population, can't just take a frequency or a rate per 100 student population.
  - Decided to look at 3 outcomes per student/month/facility: major incidents, referrals to security, admissions to security
    - Aggregated the number of days a student was at a certain facility during a certain month.
    - Computed frequency of major incidents
    - Made a monthly rate (per 30-days at the facility)
  - Did the same for the subset of incidents reported in school

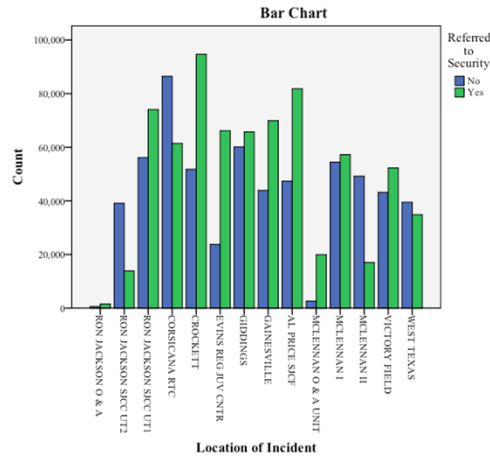
## Facility-wide Monthly Rate of Major Incidents

- N = 257,676 records (i.e., student/facility/months)
- Mean = 1.17, SD = 2.24 (Range 0-71)
- 70% had 1 or fewer major incidents per month
- There was significant variability between facilities:
  - Facility rates differed from mean of .72 to mean of 2.26
- There was less variability over time, but still statistically significant

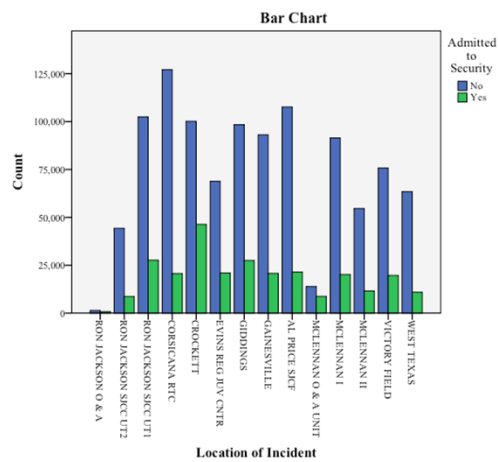
## Major Incidents by Facility FY 2004 - FY 2010



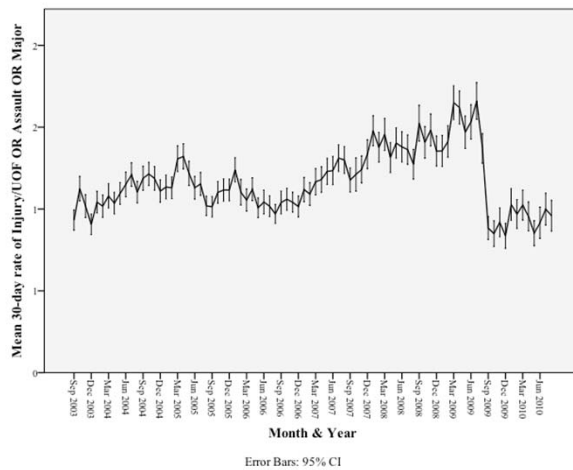
## Referred to Security FY 2004 – FY 2010



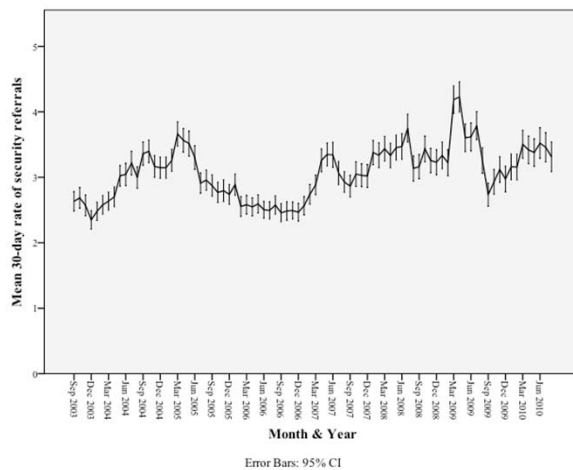
## Admitted to Security FY 2004 – FY 2010



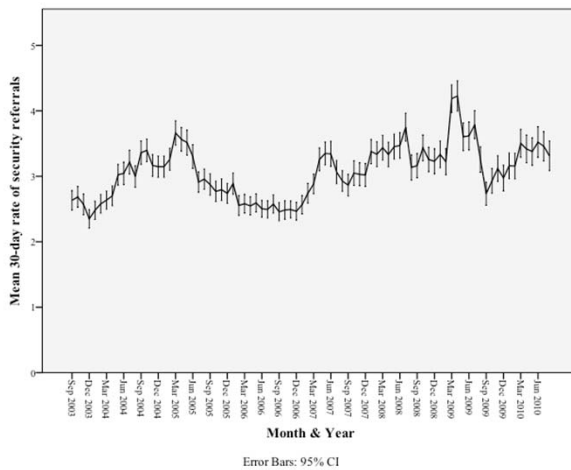
## Major Incidents Rate FY 2004 – FY 2010



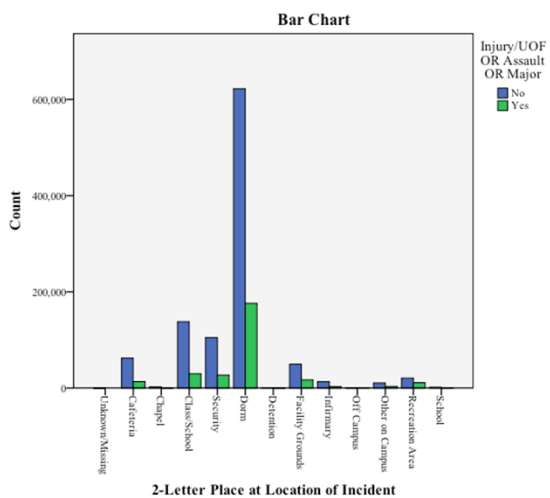
## Security Referrals Rate FY 2004 – FY 2010



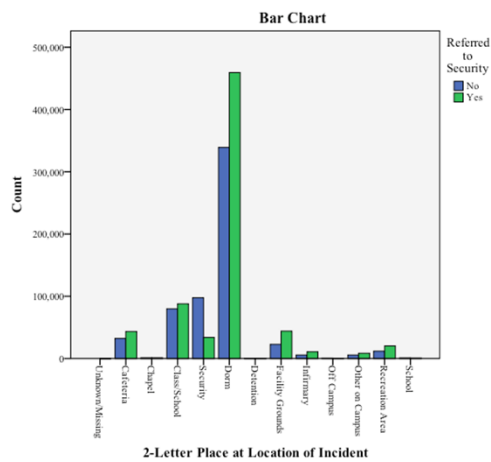
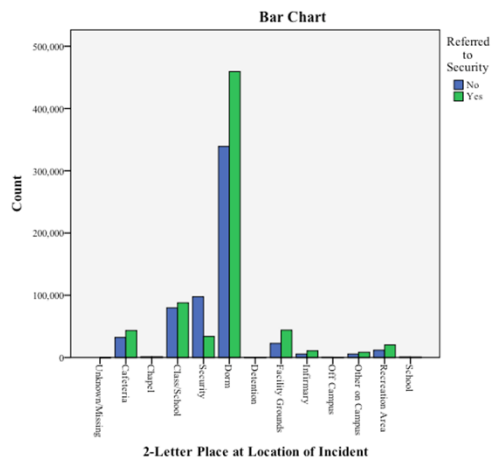
## Security Admissions Rate FY 2004 – FY 2010



## Major Incidents by Location



## Referred to Security by Location



## Incidents at School

- Major Incidents (Student/Facility/Month Rate)
  - Mean = 0.12, SD = 0.453 (Range 0-30)
  - 95% of students had 1 or fewer major incidents during any month
- Referrals to Security (Student/Facility/Month Rate)
  - Mean = 0.36, SD = 0.978
  - 90% of students had 1 or fewer security referrals during any month
- Admissions to Security (Student/Facility/Month Rate)
  - Mean = 0.11, SD = 0.435
  - 95%+ of students had fewer than 1 security admission during any month

## Future Directions

- Data Collection
  - RAMP
- Different and better outcomes
  - Better measures of behavior outcomes
  - Academics
  - Post-release variables
- Covariates
  - Age
  - Offense History
  - Education History
    - Special Education
    - Bilingual/LEP
  - Home characteristics
    - Abuse/Neglect
    - Parental marital status
    - Socioeconomic status

## Strategies for Engaging Leadership

- Key players on TYC PBIS Leadership Team
- Monthly meetings
- Action planning agenda
- Minutes
- Reporting and feedback loop with TYC leadership
  
- Status: In progress

## Strategies for Building Facility PBIS Teams

- Directive by Juvenile Services Leadership
  - Facility superintendents participation in training
- External coaches on site to train, prompt, provide technical assistance
  
- Status: All but one facility has established leadership teams with representation from stakeholder groups
  - Not all teams have established broad representation

## Strategies for Supporting Facility Teams

- External PBIS coaches (4 half-time, 2 full-time)
  - Trained in PBIS, ABA
  - Supervision and support by External Coach Coordinator
- External Special Education Coaches (3 full-time)
  - Conduct, supervise FBAs, develop BIPs, monitor implementation
  - Supervision and support by External Coach Coordinator
- Videoconferencing capabilities
- Status: Part- and full-time coaches in place, videoconferencing programs in place.

## Strategies for Braiding PBIS with CoNEXTions

- External coaches received CoNEXTions training
- Side-by-side comparison of PBIS & CoNEXTions
- Clarification of similarities and differences:
  - Theoretical framework
  - Assumptions
  - Program elements
  - Decision-making
  - Data collection and analysis
  - Staff training
- Modification of CoNEXTions rating system in education
- Status: In progress

## Strategies for Increasing FTE

- Allocate 1.0 FTE for PBIS Coordinator
- Staff assistant to support coordinator (1.0)
- PBIS Facility Internal Coaches 0.5 FTE
  
- Status: In progress

## Strategies for Improving Data Collection and Use

- Simplify CoNEXTions stage ratings for education staff
- Adopt RAMP for minor behavior reports—electronic entry, analysis  
JCOs, other staff not having computer access provided with hand-held devices
- Multidisciplinary Teams have access to RAMP data (minor BRs) and 225 data (major BRs) when evaluating youth progress through treatment stages
- Ultimately, develop single electronic BR form
  
- Status: In progress

## Strategies for Facility-Wide Implementation

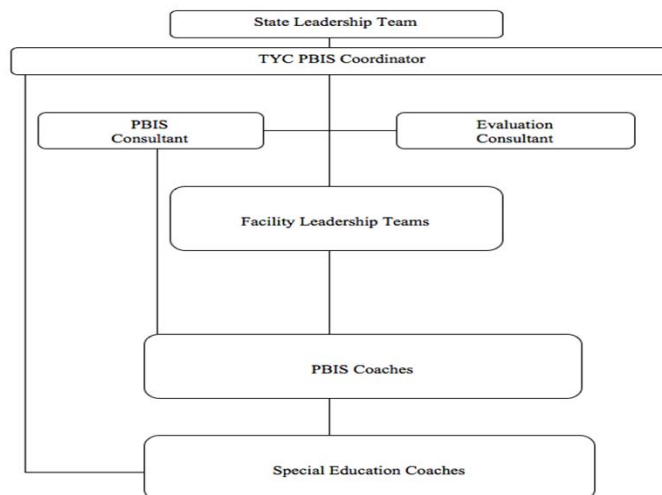
- Begin with Education Program in all facilities  
--Based on existing data & recognized problems, two facilities opting to begin in Education and Housing units
- Phase in other units as teams and staff gain skill, confidence, experience success
- Use data to guide decisions
- Status: In progress

## Coaching

## Coaches

- PBIS Coaches
  - External
  - Internal
- Special Education Coaches

## TYC PBIS Structure



## PBIS Coaches

- External coaches guide and assist with development and implementation of PBIS
- Internal coaches organize, facilitate, and lead efforts at each facility

## External PBIS Coaches

- 4 half-time graduate research assistants (students majoring in BD/PBS)
- 2 half-time regular positions
  - One: District behavior specialist (graduate of BD/PBS program)
  - One: Service center PBIS specialist
- 1 full-time position
- Purpose: to help ensure fidelity of implementation, and to avoid design and implementation errors

## External PBIS Coaches, cont'd.

- Responsibilities:
  - Guide and assist in development and implementation of universal systems
  - Communicate regularly with internal coaches
  - Visit facility at least monthly
  - Meet with team and/or internal coaches via videoconferencing
  - Conduct or assist with PBIS trainings
  - Conduct assessments
    - Benchmarks of Quality: fall and late spring
    - Facility-Wide Evaluation Tool: summer

## Internal Coaches

- One or two persons at each facility
- Responsibilities:
  - Organize meetings and coordinate other activities
  - Ensure meetings follow established protocols
  - Oversee planning and implementation
  - Communicate with external coaches
  - Help coordinate and conduct assessments

## Special Education Coaches

- 2 full-time positions
- 2 half-time positions
- Individuals with advanced behavioral training and experience
  - Graduate students in ABA, BD, and/or PBIS
  - BCBA, or in progress
- Responsibilities:
  - Assist with development of tertiary level supports and interventions
  - Ensure fidelity of intervention implementation
  - Develop protocols and templates for monitoring students at targeted and tertiary levels

## Implementation of Universal Systems

- Fall, 2010: Planning and development
  - Coaches:
    - Attend trainings
    - Meet regularly with teams
    - Review PBIS products
    - Conduct initial BoQ
- January, 2011: Implementation in Education
- Implementation in other areas
  - Select facilities
  - Based on readiness determination
    - External coaches' evaluation of readiness
- Teams are asked to submit products to state leadership team to document planning and implementation progress

## Challenges in Providing Coaching Support

- Finding highly qualified coaches and ensuring coaches have sufficient preparation
- Limited FTE of facility PBIS team members and internal coaches
- Logistics of serving far-flung facilities
- Coordination with treatment program
- Implementation across facilities: program units; staff shifts, roles
- Competing initiatives
- Communication - consistent messages
- Sheer scope of the project!

## Finding Highly Qualified Coaches and Ensuring Sufficient Preparation

- Graduate programs in state
  - BD/PBS
  - ABA
  - Special education
- ESC personnel
- State PBIS network
- Background materials, and meetings with coaches

## Limited FTE of facility PBIS team members and internal coaches

- Work efficiently!
- Keep focus on desired outcomes
- Plan!
- Maintain good communication with state leadership team

--Monthly reports on facility status, product development

## Logistics of serving far-flung facilities

- Stay focused on plans
- Videoconferencing: Polycom
- Email, Google Docs
- Clear agendas for coaches' visits

## Coordination with treatment program

- Treatment program: CoNEXTions
- External coaches received CoNEXTions training
- Clarification of similarities and differences:
  - Theoretical framework
  - Assumptions
  - Program elements
  - Decision-making
  - Data collection and analysis
  - Staff training

## Implementation across facilities: program units; staff shifts, roles

- Coaches assist with overview training
- Coaches sometimes work outside of regular hours
- Ensure representation on PBIS leadership teams

## Communication - Consistent Messages

- Coaches hear many examples of mixed messages!
- Having external coaches allows for clarification, correction, reteaching

## Sheer Scope of the Project!

- Stay focused on immediate steps, while keeping big picture in mind
- Address what we can!

## Reasons for Optimism

- Response by facility PBIS leadership teams and many facility staff
  - Staff orientation training in all facilities
- Efforts of external coaches
- Use of in-state resources
- Continued interest by legislature, media

## Thank You!

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