

Implementing PBIS in Secure Care Juvenile Justice Facilities: Early Adopter Activities

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Researchers and Roles

- **Principal Investigator**
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- **Co-Principal Investigator**
 - Dr. Kristine Jolivette
- **Project Consultants**
 - Dr. C. Michael Nelson and Dr. Kristine Noel

Interested in building upon documented effectiveness of PBIS in school settings for implementation facility-wide in secure juvenile justice facilities

What does PBIS implementation look like in JJ facilities?

- **Data- & team-based** action planning with implementation
- **Administrators** are active participants
- **>80% of youth** can
 - tell you what is expected of them
 - give a behavioral example (verbal or written)
 - they have been taught, actively supervised, practiced, & acknowledged
- **>80% of staff members** can
 - tell you what is expected of them
 - give a behavioral example (verbal or written)
- **Positive adult-to-youth interactions** exceed negative
- **Full continuum of support** is available to all youth
 - Integrated with other programs and initiatives in the facility

Outcomes of PBIS with Fidelity in Typical Schools

- **Reductions in:**
 - **discipline referral rates by 50% to 60%** (Horner, Sugai, & Todd, 2001)
 - **office discipline referrals** (Lane & Menzies, 2003)
 - **fighting** (McCurdy, Mannella, & Eldridge, 2003)
 - **in-school suspension** (Scott, 2001)
 - **classroom disruption** (Lohrmann & Talerico, 2004; Newcomer & Lewis, 2004)
 - **negative student-adult interactions** (Clarke, Worcester, Dunlap, Murray, & Bradely-Klug, 2002)
- **Increases in:**
 - **academic achievement** (Luiselli, Putnam, Handler, & Feinberg, 2005; Horner et al., 2009)
 - **perceived school safety** (Horner et al., 2009)

Logic for application in JJ

- PBIS is a **systems framework** for aligning outcomes, systems, practices and using data to drive decision-making.
 - Continuum of supports
 - Supports intensify as needs intensify
- Alignment of systems, practices and data allow for **continuity of care** that is necessary for youth with high risk needs!

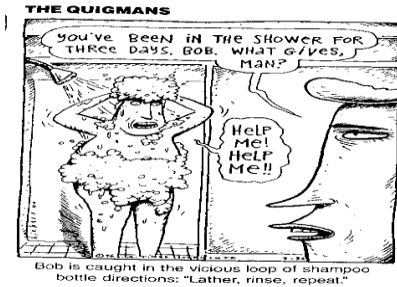
Intended outcomes if PBIS in JJ

- Youth outcomes
 - -Improved school and facility behavior
 - -Improved Peer Relations
 - -Improved school and facility behavior
 - -Improved youth-staff relations
 - -Reduced behavior for tertiary level youth
- Facility outcomes
 - -Increased implementation fidelity
 - -Increased staff time to engage in programming
 - -Decreased incident reports
 - -Decreased use of restrictive disciplinary procedures

Purpose of our project

- To **develop** and **field-test** the feasibility, intent to use and social validity of six RTI/Positive Behavior Intervention and Support modules
- Facility-wide implementation**
- Active voice** during the development and testing process from
 - Personnel within juvenile justice facilities
 - Key state juvenile justice personnel
 - Researchers and outside evaluators/experts

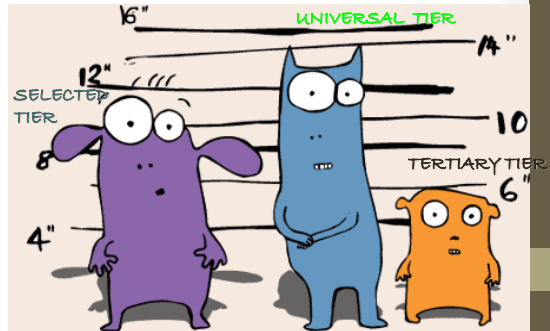
The Beauty of this Project



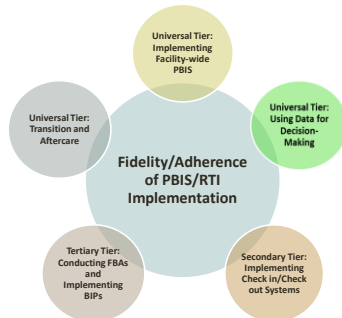
Project Outcomes

- To **create** an **Implementation Guide and Staff Development Manual** (including PPTs., activities, measures, assessments, internet-based modules, blueprint) for juvenile justice facilities across the nation to:
 - Improve** behavioral and academic **outcomes** for youth
 - Assess self-efficacy and intent to use** by juvenile justice staff members
 - Education, corrections, mental health

PBIS in JJ Across the Tiers



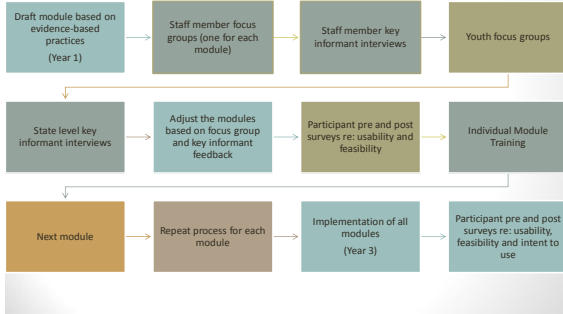
Six JJ-PBIS Modules



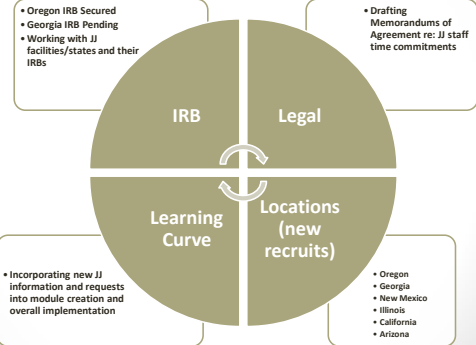
Linking JJ-PBIS Modules to Unique Context of JJ

- Contextual Factors Accounted for in JJ-PBIS Modules**
- Wide variety of youth (disability, mental health, offenses, etc.)
- Variable length of stay (one day to over a year)
- Variable goals (diploma v. GED)
- Various sizes (small v. large number of youth)
- Multiple systems (education, security, housing, recreation, etc.)
- 24/7 model in terms of training and fidelity
- Varying staff philosophies of job description, purpose, and relation with youth
- Different facility missions and cultures
- Staff and youth turnover
- ONE SIZE DOES NOT FIT ALL – continual feedback to incorporate as many 'types/configurations' of JJ settings into modules**

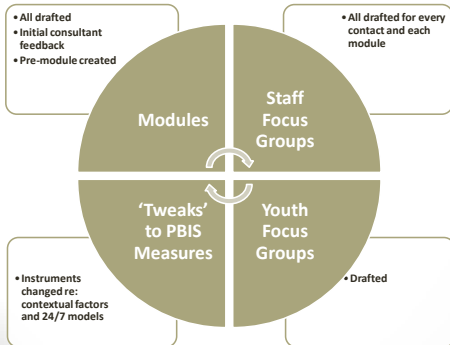
Module Development and Testing Process – Beginning with the Universal Tier



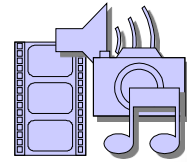
Where are We Now?



Where are We Now?



A Snapshot of the Modules



Universal Tier: Implementing Facility-wide PBIS

Goals	Context
<ol style="list-style-type: none"> Describe FW-PBIS List potential benefits to implementing FW-PBIS List and describe the four main components of FW-PBIS Describe the driving document of PBIS (Action Plan). 	<ul style="list-style-type: none"> Mobility of population / duration of stay Intensity of problem behaviors Multiplicity of needs of population (including medication, suicide watch, risk factors, etc.) 24/7 nature of setting Staff buy-in

Universal Tier: Transition and Aftercare

Goals	Context
<ol style="list-style-type: none"> Define aftercare / transition plan. Describe potential benefits to have aftercare plan for youth. Describe major components of aftercare plan. 	<ul style="list-style-type: none"> Multiplicity of needs of population Intensity of problem behaviors = intense needs outside of facility Recidivism Resources available to youth outside of facility (lack of match to levels of need).

Data for Decision-Making

Goals	Context
<ol style="list-style-type: none"> 1. Define data for decision-making, and benefits of this approach 2. Describe three types of data for decision-making 3. Describe how using data fits into the facility-wide PBIS process 	<ul style="list-style-type: none"> • Multiplicity of needs of population • Multiple data sources that encompass the 24/7 nature of setting • Decision rules applicable to facility • Staff training

Fidelity/Adherence of PBIS Implementation

Goals	Context
<ol style="list-style-type: none"> 1. Describe fidelity 2. Summarize 2 reasons why fidelity of implementation is important. 3. List 2-3 tools for measuring fidelity of FW-PBIS, secondary and tertiary interventions. 4. Describe what teams can do with fidelity data (decision options). 	<ul style="list-style-type: none"> • Staff training • Multiplicity of fidelity measures • Decision rules applicable to facility

Secondary Tier: Implementing Check-In Check Out Systems

Goals	Context
<ol style="list-style-type: none"> 1. List the two main purposes of Check-In Check Out (CICO). 2. List the four main components of CICO 3. Describe youth and facility personnel's responsibilities in the CICO cycle 4. Describe how CICO "fits" with other interventions in the facility (levels system). 	<ul style="list-style-type: none"> • Merging CICO with current levels system • Intensity of problem behaviors • Multiplicity of needs of population • 24/7 nature of setting • Social supports being "transportable" to educational setting • Staff buy-in

Tertiary Tier: Conducting FBAs and Implementing BIPs

Goals	Context
<ol style="list-style-type: none"> 1. Define the purpose of functional behavior assessment (FBA); 2. List information obtained from a functional assessment; 3. Describe major functional assessment methods; and, 4. Write: <ol style="list-style-type: none"> 1. Summary statements from FBA information 2. Support plan that is indicated by FBA summary statements 	<ul style="list-style-type: none"> • Complexity and intensity of problem behaviors • Staff training • Staff buy-in

Your Guidance - Discussion

- **Given the 'Beauty of this Project' in terms of continuous and active feedback from JJ constituents, we ask you**
 - How can this process be improved?
 - What other contextual factors do we need to be mindful of?
 - What would make JJ-PBIS more 'appealing' to you as JJ personnel?
 - What barriers should we be mindful of?
 - What other PBIS-tiered modules do you think are needed?

Your Guidance

Module Title	How likely would you be to use this if available? (1= very likely, 6= not at all likely)	What would you add or change regarding the module content?
Fidelity/Adherence of PBIS/RTI Implementation	1 2 3 4 5 6	
Universal Tier: Implementing Facility-wide PBIS	1 2 3 4 5 6	
Data based decision making	1 2 3 4 5 6	
Secondary Tier: Implementing Check in/Check out Systems	1 2 3 4 5 6	
Tertiary Tier: Conducting FBAs and Implementing BIPs	1 2 3 4 5 6	
Universal Tier: Transition and Aftercare	1 2 3 4 5 6	

Your Guidance

1. What other contextual factors do we need to keep in mind?
2. What would make JJ-PBIS more 'appealing' to you as JJ personnel?
 - What would make personnel more willing to participate?
 - Unique considerations for "buy-in"?
3. Of what barriers should we be aware?
4. What other PBIS-tiered modules do you think are needed?

Helpful JJ-PBIS Resources

- Jolivet, K., Houchins, D.E., Josephs, N., Waller, K, Hall, T., & Nomvete, P. (2008). Providing educational services in secure settings. L.M. Bullock & R.A. Gable (Eds.), *Ensuring a brighter future for troubled children/youth: Challenges and solutions* (pp. 193-263). Council for Children with Behavioral Disorders. Arlington, VA: Council for Exceptional Children.
- Jolivet, K., & Nelson, C. M. (2010). Adapting positive behavioral interventions and supports for secure juvenile justice settings: Improving facility-wide behavior. *Behavioral Disorders*, 36, 28-42.
- Lipsey, M. W. (2001). The primary factors that characterize effective interventions with juvenile offenders: A meta-analytic overview. *Victims and Offenders*, 4, 124-147.
- Nelson, C.M., Sprague, J.R., Jolivet, K., Smith, C.R., & Tobin, T.J. (2009). Positive behavior support in alternative education, community-based mental health and juvenile justice settings. In G. Sugai, R. Horner, G. Dunlap, and W. Sailor (Eds.), *Handbook of positive behavior support* (pp.465-496). New York, NY: Springer.
- Scott, T.M., Liaupsin, C.J., Nelson, C.M., Jolivet, K., Christle, C.A., & Riney, M. (2002). Addressing the needs of at-risk and adjudicated youth through positive behavior support: Effective prevention practices. *Education and Treatment of Children*, 25, 532-551.

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