Linking PBIS Practices and Delinquency Treatment

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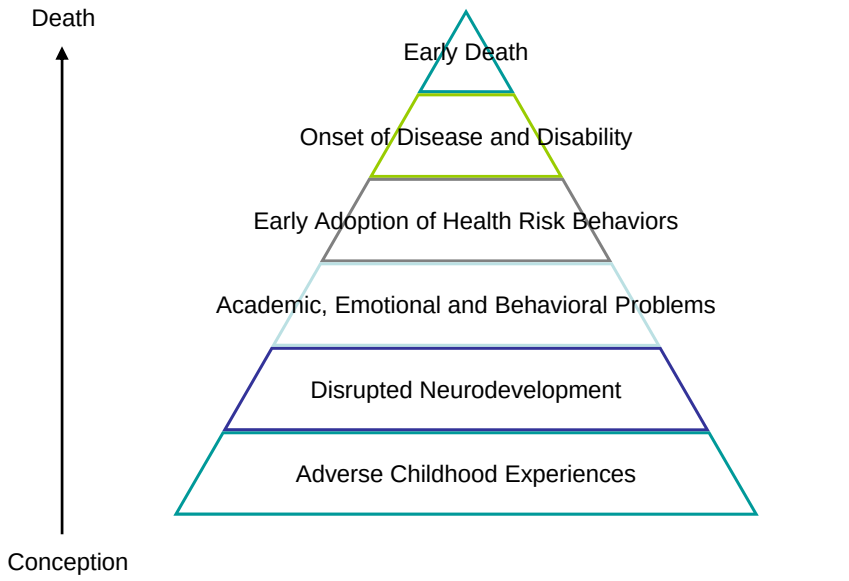
Institute on Violence and Destructive Behavior
Community-Based Prevention and Intervention

PBIS and Delinquency

- Outline the challenge of delinquency
- Link improved discipline to delinquency and mental health outcomes
- Describe evidence-based practice
- Describe research on the approach



The Impact of Adverse Childhood Experiences Throughout The Lifespan

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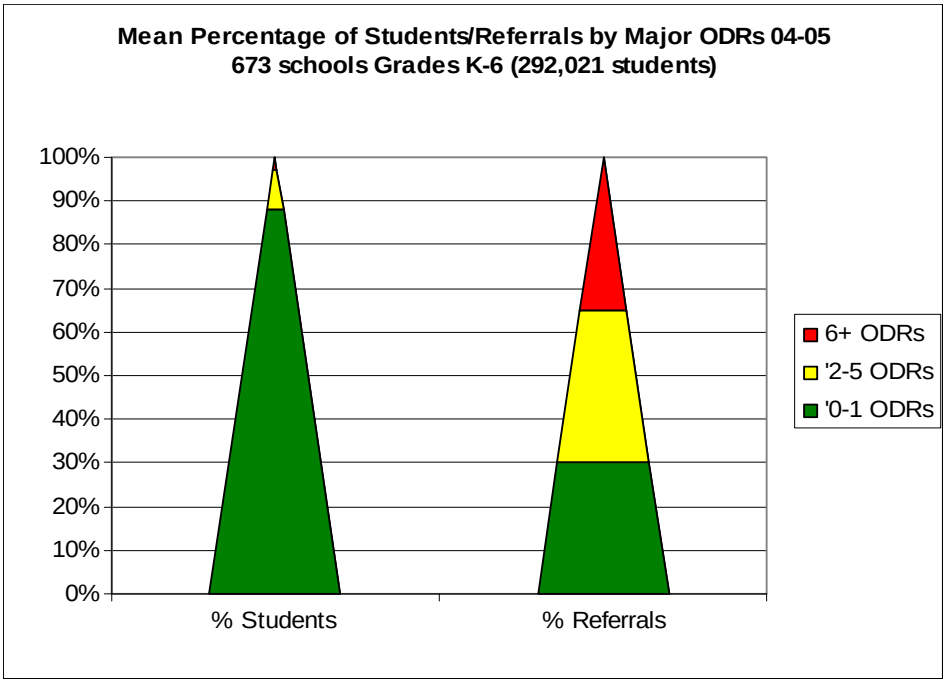

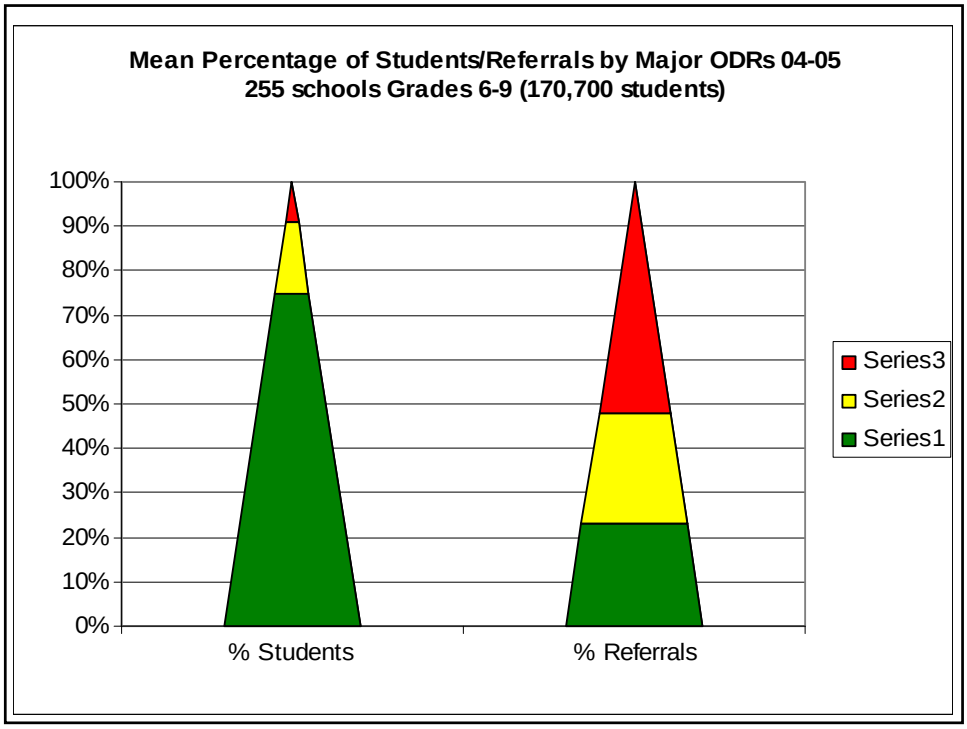

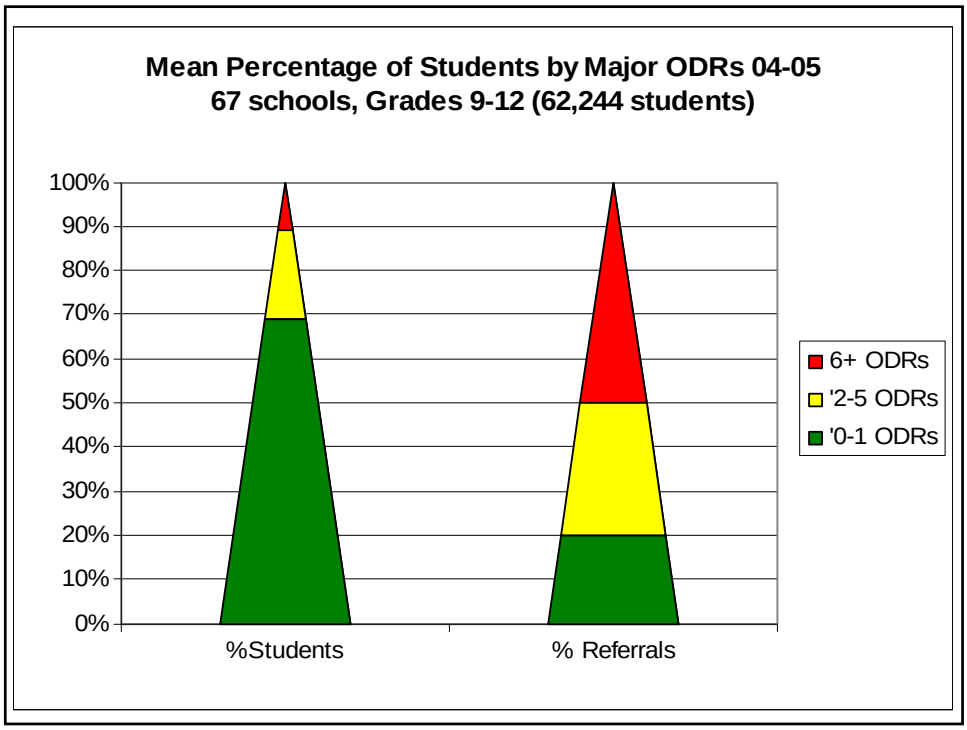

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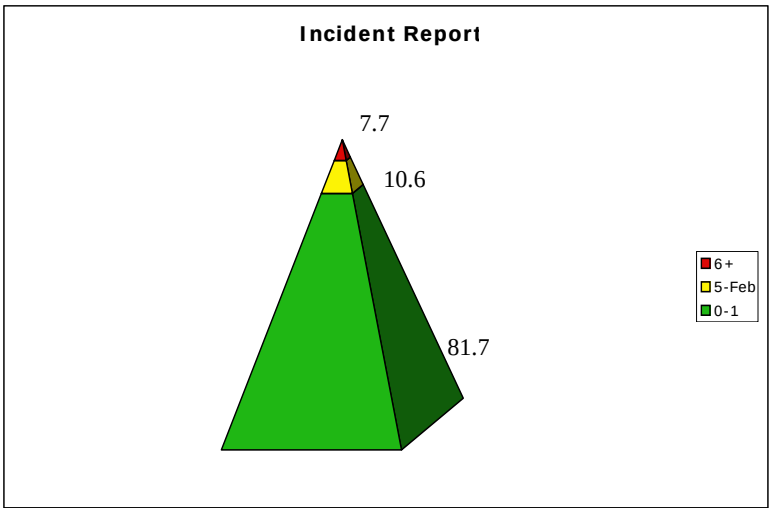
Illinois PBIS Juvenile Facility



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Reasons to use Sanctions

- "Punish"
- "Cool off"
  - Remove unsafe youth
- ????

- Sanctions may appear to "work" in the short term
  - Removes the youth
  - Provides relief to corrections and treatment staff members, teachers, peers, administrators
  - We often attribute sole responsibility for change to the youth &/or others (family)

Does Punishment Work Without A Balance of Positive Acknowledgement?

- Detrimental effects on adult-youth relations
- Modeling: undesirable problem solving
  - Reduced motivation to maintain self-control
  - Generates Youth anger
  - May result in more problems (Mayer, 1991)
    - Truancy, dropout, vandalism, aggression
- Does not teach: Weakens academic achievement
- Limited long term effect on behavior or other forms of adjustment

Questions to ask

- How can we make our behavior support process
  - Help Youths accept responsibility for their behavior?
  - Place high value on academic engagement and achievement?
  - Teach alternative ways to behave?
  - Focus on restoring the environment and damaged social relationships?

Where to Start

- Conduct Needs Assessment
  - Analysis of risk and protective factors of the youth
  - Analysis of intervention fidelity and treatment adherence
    - Performance Based Standards
    - CPAI
    - Fidelity Assessment -- TBA
- Select objective performance measures
  - (goals and objectives)
- Select and Implement Evidence-based Practices
  - PBIS is the system framework
- Rigorously and periodically evaluate the programs

Conduct Needs Assessment

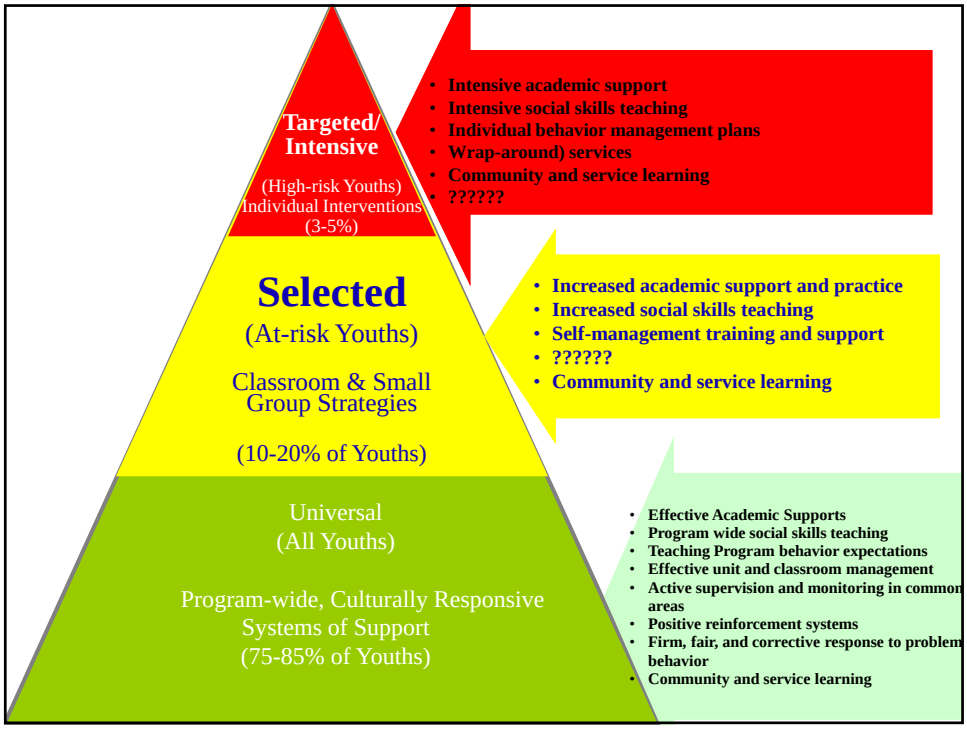
- Incidents (JJIS, Pentamation, ????)
- Youth Risk and Protective Factors
  - Juvenile records
  - Risk needs assessment (GAP analysis)
- Program quality and features
  - Performance based standards
  - PBIS JJ Team Checklist
  - PBIS JJ implementation checklist
- Youth perception of unit safety and climate
- ?????

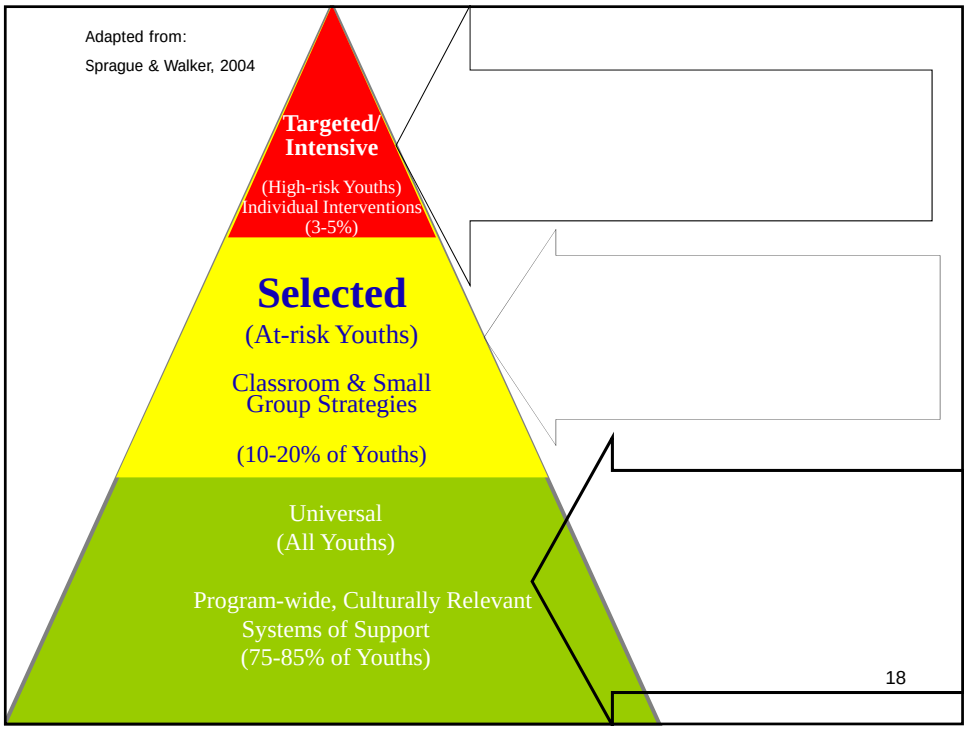
Select and Implement Evidence-based Practices

- Systems assessment (what do we have in place?)
  - JJ-PBIS Team Checklist (under development)
  - Performance based standards
  - PBIS Intervention audit

Issues to Consider?

- How much does the intervention cost?
  - Consider in relation to effect size
  - Are there expensive, ongoing requirements to work with the developers?
- Does the intervention have a generalized, or specific effect (e.g., tobacco only, self injury only)
- Can personnel integrate the intervention into their daily routine?
- Is there evidence of *effectiveness* (did typical people guide the intervention) vs., *efficacy* (did the researchers get the effect only when they ran it?)


Targeted/
Intensive
(High-risk Youths)
Individual Interventions
(3-5%)
Selected
(At-risk Youths)
Classroom & Small
Group Strategies
(10-20% of Youths)
Universal
(All Youths)
Program-wide, Culturally Responsive
Systems of Support
(75-85% of Youths)
• Intensive academic support
• Intensive social skills teaching
• Individual behavior management plans
• Wrap-around) services
• Community and service learning
• ??????
• Increased academic support and practice
• Increased social skills teaching
• Self-management training and support
• ??????
• Community and service learning
• Effective Academic Supports
• Program wide social skills teaching
• Teaching Program behavior expectations
• Effective unit and classroom management
• Active supervision and monitoring in common areas
• Positive reinforcement systems
• Firm, fair, and corrective response to problem behavior
• Community and service learning


Adapted from:
Sprague & Walker, 2004
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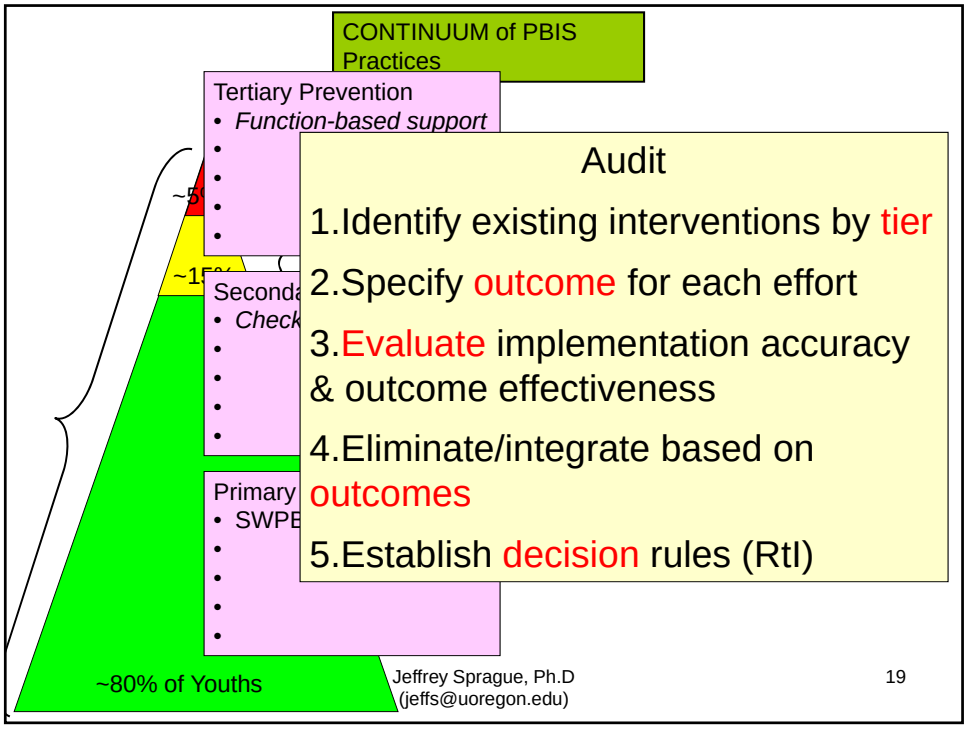

PBIS JJ Intervention Menu Sample		
Intervention Intensity	**Intervention**	**How are Youth Selected to Receive This Intervention?**
Targeted/ Intensive (Few)	Pathways (Drug and Alcohol), Behavior Risk Plans, Functional Behavioral Assessment, Suicide Precaution Level	???
Selected (Some)	Seeking Safety (Drug and Alcohol), Sex offender treatment, Changing Offender Behavior (Cognitive Restructuring), Aggression Replacement Training, Voices and Talking Circle, Individual Therapy, Minority Services, In Facility Jobs	???
Universal (All)	Intake Assessment Protocol (Risk, Medical, Psychological), Facility Rules, DBT, Fun Friday, Skillstreaming the Adolescent, Point System, Recreation, On the spot coaching, Program refusal system, Routines, Invitations to families, Safe Room Protocol, Religious Services, Education, Drug and Alcohol Services, MDT	Everyone gets this!

Implementation Audit

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Members Involved	Facility Imp. Plan?
Treatment Committee					
Character Education					
Security Committee					
Program Spirit Committee					
PBIS Facility Team					
DBT					
Point System					

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Members Involved	Facility Imp. Plan?

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Programs That Reduce Disruption and Delinquency

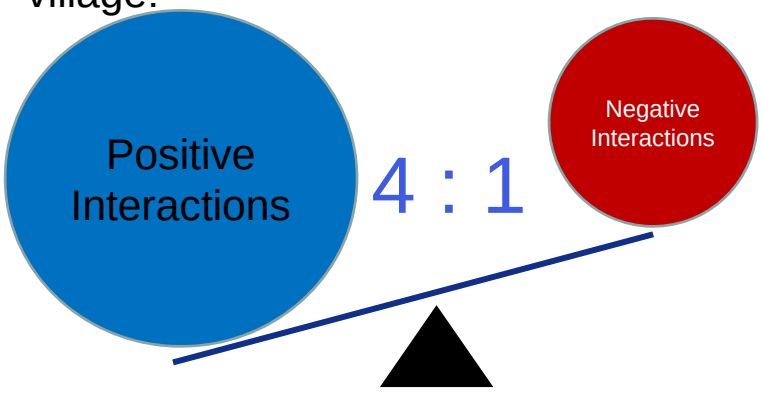
- Shared values regarding program mission and purpose (admin, staff, families, youth)
- Clear expectations for learning and behavior
- Multiple activities designed to promote pro-social behavior and connection to local Program and community values
- A caring social climate involving collegial relationships among adults and Youths
- Youths have valued roles and responsibilities in the program

Our Challenge

- We must enhance our capacity to create & sustain positive & effective discipline practices!
- We know what works, but we often don't do it consistently
- Start by creating a positive, inclusive program culture – Positive Behavior Interventions and Supports!

Positive Behavior Support is….

What parents, teachers, peers and others do to increase student success---the whole village!



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PBIS History

- 1960's: Application of behavioral methods in education and human services (aka behavior modification)
- 1980's
  - "nonaversives": backlash against punishments such as electric shock, isolation, aversive tastes
  - Functional behavioral assessment: behavior has a purpose (e.g., avoid or approach)
- 1990's: Positive Behavior Interventions and Supports included in U.S. federal special education law
- 2000's: Extension of PBIS to Juvenile Justice, Alternative Education and Residential Mental Heath Treatment

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Goodness of fit

- The best wine is the wine you like best
- The best PBIS program is the PBIS program that works best!
- Honor and fit with your culture and traditions

The core features of PBIS-JJ

- Emphasis on prevention
  - Problem behaviors in the facility
  - Problem behaviors in the community
    - Recidivism
- Adoption of evidence-based practices (especially function-based behavior support)
- Development of the systems needed to support and sustain effective practices
  - Team based planning and implementation
    - Emphasis on local capacity
  - Data-based decision making at the local level
  - Adaptation of the procedures to fit each local context

How are these features different in JJ contexts

- Staff come from very different backgrounds with very different assumptions about problem behavior (and how to treat it)
- Security and safety are much more important
- Very high risk population: challenging to staff members

Implications

- Great need to define and teach behavioral expectations
- Make the environment (a) predictable (b) consistent, (c) safe, and (d) positive
- High need for active instruction on appropriate behaviors.
  - Because kids already have learned wrong-way…you need multiple trials, and training to fluency
- High potential for peer-based deviancy training
  - Focus on contingencies in which all benefit when each does well
- Data
  - Need additional outcome measures (e.g. incident reports…physical restraint incidents..)
- Extra need for teamwork
  - Because environment is high-risk…staff need to work well with each other.
  - Staff members need to be able to predict and depend on each other
  - Greater likelihood that support is provide 24 hours…so link staff development across day.

Begin with the end in mind

- The goals of an initiative for JJS should focus first on Youth outcomes
- There should then be goals related to features of the JJS setting
- There should then be goals related to behavior of staff members
- Establish an initiative that will produce durable effects
- Never train teams without training the coaches and trainers who will sustain the effort.

Goals

- Improved behavior
- Improving educational outcomes
- Creating a safe culture and environment
- Better transition/aftercare supports
- Reduced recidivism

(RE)-AIM for PBIS Success

- Reach
- Efficacy
- Adopt
- Implement
- Maintain

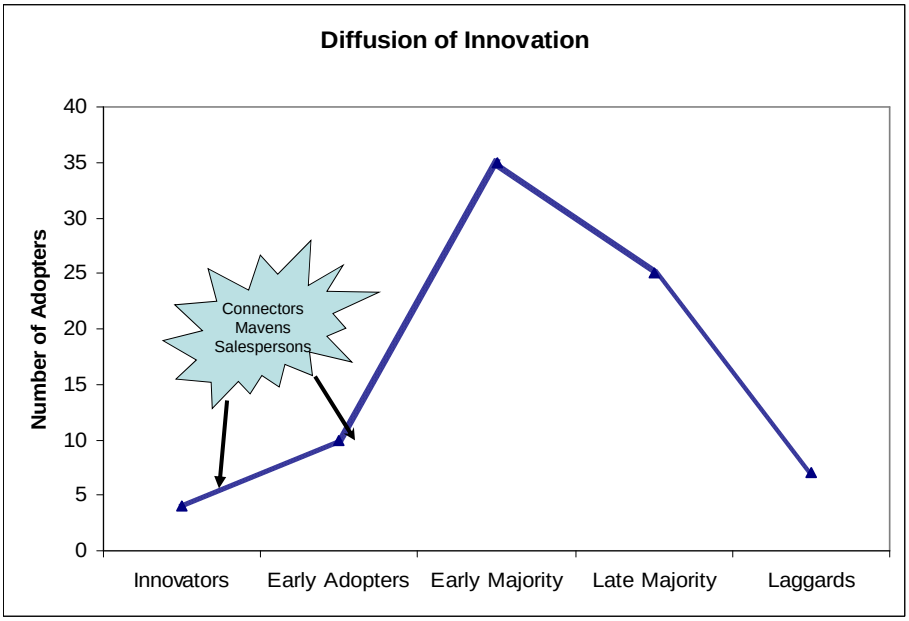
Re-AIM

- Reach
  - All individuals in the facility
- Efficacy
  - Focus on adopting and implementing evidence-based practices

PBIS: **Adoption** Conditions

- Program improvement priority
- Administrator(s) are active leaders and involved!
- Each program has “champions”
  - Training and coaching for the adults
- Use of standard curriculum and procedures (for youth **and** adults)
  - Most adults help implement the program (go with the goers)
  - All Youths affected and involved (even the tough ones)
- System for performance-based feedback (are we meeting our outcomes?)

Diffusion of Innovation



Factors That Influence Adoption of New Practices

- Fits seamlessly (as possible) into ongoing routines
- Consistent with program and staff values
- Universal versus targeted interventions
- Solves a high priority problem or issue
- Time and effort costs are reasonable
- Personnel perceive they have the skills and resources to apply practice effectively

Implementation Practices

- Train and support a representative team
  - Administrator actively leads and facilitates
- Train and support all staff members in the facility
- Set time to plan and continuously improve
  - Set program wide expectations
  - Set a plan to teach expected behavior
  - Set a plan to recognize expected behavior and actively supervise
  - Provide firm but fair behavioral corrections
- Use data (Youth and staff behavior) to make decisions and give/seek feedback to/from staff

Program-Level PBIS Teams

- Meet monthly
  - Continuous assessment of facility progress and problems
  - Implement discipline systems
- Provide staff training/coaching across the year and is continuously available
- Gives status reports monthly to all staff
  - Office Referral patterns and updates
  - Successes and Concerns

Set and communicate program wide expectations

Directly teach and review expected behavior

School Rule Lesson Plan Example

The Topic/Rule: **Use appropriate language in conversation**

What do we expect the student to do?

1. Speak appropriately in all school settings
2. Give up use of profanity
3. Express anger or frustration with appropriate words

How will we teach the expected behavior?

Tell why following the rule is important: Profanity is offensive to other people and spreads negative attitudes. Using appropriate language is an important social skill for behaving in future employment and community settings.

List examples and non examples of the expected behaviors (two to three each): Ask students to identify examples and not-examples of each part of the rule. Ask them to identify both and tell why is a good or bad example of expected behavior.

a. A *positive example:* When John's locker was stuck he said "I'm going to be late!" and walked to class.

Mary saw an excellent car in the parking lot at the local store. She said, "I saw this really cool car today!"

b. A *Non example:* John's locker won't open and class is about to start. He says" ******" and slams the locker with his fist. Other people in the area feel uncomfortable and afraid.

Mary wanted to tell about a car she saw at the local store. She said, "I saw this ***** cool car at the Safeway parking lot." Her friends were embarrassed.

Provide opportunities to practice and build fluency:

1. Brainstorm a list of alternative words or terms.
2. Engage students in a frustrating activity and prompt them to use appropriate language.
3. Discuss/identify positive things about our school or other students.
4. Generate a list of words that are not acceptable/acceptable.

Recognize and reward expected behavior

Issues Regarding Positive Reinforcement

- Shouldn't youth at this age know what is expected?
- Praising feels unnatural.
- Isn't Praise manipulative and coercive?
- Isn't it bribing?
- Won't Youths come to depend on tangible rewards?
- Shouldn't rewards be for special achievements?
- Where will I get money to supply this type of system?

"Reward System"

- Token Economy
  - Continuously assess fidelity
  - Look for abuse and coercion (negative side effects)
  - Share data on effects with staff regularly and frequently
- "One size fits all" or individualized?
  - Research suggests that "function-based" or individualized systems are more effective

When dealing with non-compliance

- **Stop and think**
- **Restate the request (won't do it or can't do it)**
- **Deliver the penalty or loss of privilege without emotion if that is your plan.**
- **Avoid…**
  - **Arguing with the Youth**
  - **Holding a grudge**
  - **Trying to make the Youth feel bad or guilty for previous poor choices**

Set Objective Performance Measures (Goals and Objectives)

- PBIS facility team (Program, corrections, mental health, YCUC, etc.)
- Individual supports team (MDT)

Performance-based feedback

- How often do I get feedback about discipline patterns in my program?
- What kind of feedback do I get?
  - Incidents/day/week
  - Incident by type of behavior
  - Treatment Destroy/Enhance
  - Unit Behavior Rating Scores
    - 1-5
  - Per Youth/week
  - Location
    - Unit
    - Program
    - Treatment Groups
  - Time of Day/Shift
  - Youth
    - BL Unit Behavior Ratings
    - # Of tickets
    - Grades
    - Attendance

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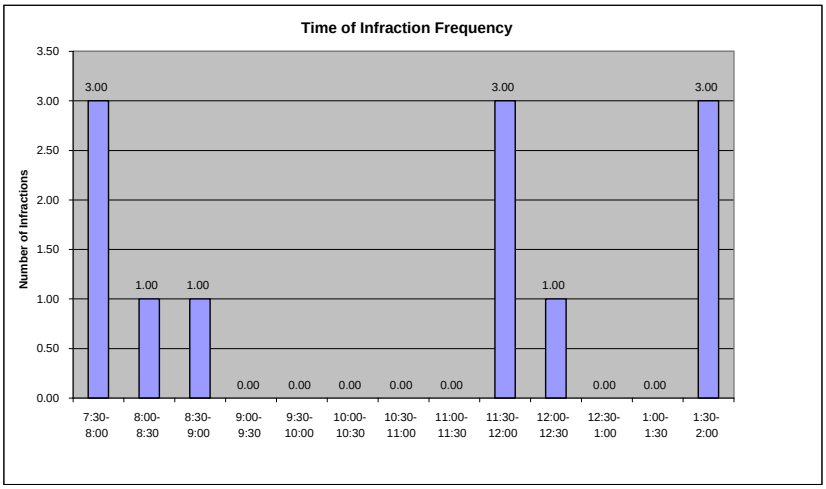
Measurement and Evaluation

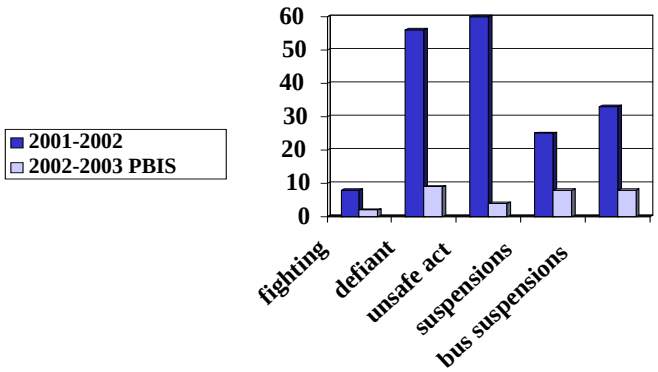
Date	Student Name	Reporting Staff Person	Problem Incident			
X	X	X	fighting	disruptive	theft	other
1/14	Blake, Robert	mr diner	1			
1/17	Harding, Tonya	bus driver betty				1
1/13	Harding, Tonya	bus driver bob		1		
1/16	Harding, Tonya	bus driver bob		1		
1/16	North, Oliver	mr. help			1	
1/17	Packwood, Bob	mr. Clinton		1		
1/17	Reubens, Paul	mr. bush				1
1/13	Rider, Wynona	mr diner			1	
1/13	Rodman, Dennis	coach whistle				1
1/15	Rogers, Fred	ms stress	1			
1/13	Stalin, Joe	ms stress	1			
1/15	Stewart, Martha	ms stress			1	
		Frequency of Incidents	**3.00**	**3.00**	**3.00**	**3.00**
		Proportion of Incidents	**0.25**	**0.25**	**0.25**	**0.25**

Time of Incident



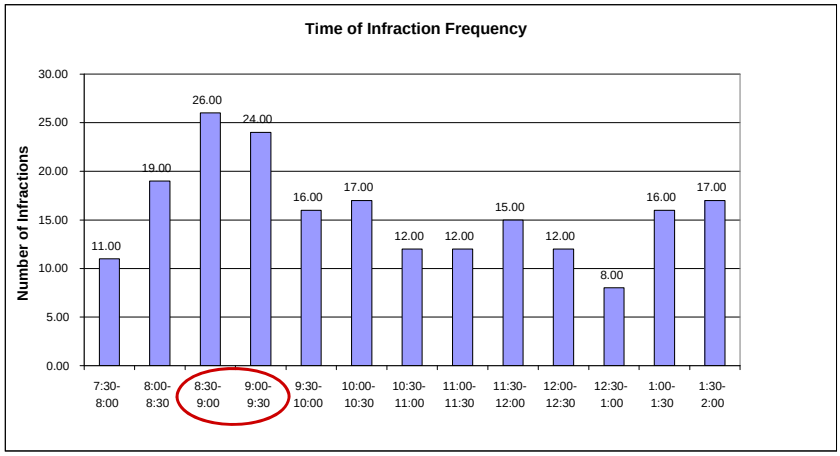
Office Referrals

Gainesville, FL



Time of Day

Gainesville, FL



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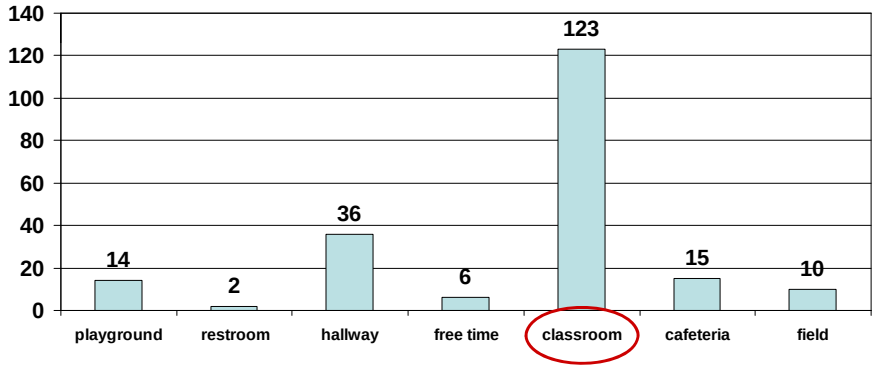
Location

Gainesville, FL



- Referrals by Location

Program Wide Positive Behavior Supports

- What can we expect?
  - Reductions in discipline problems
  - Improved academic achievement
  - Deviant peer groups less likely to form
  - Prevent the onset, or slow the trajectory of alcohol, tobacco and other drug use, and delinquency