

EXPANDING PBIS TO NEW AREAS

Alternative Settings & Prosocial Framework

slido



How have you expanded PBIS to New Areas?

① Start presenting to display the poll results on this slide.

A TALE OF 3 FACILITIES

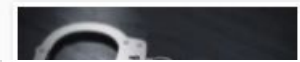
Ashley Greenwald, PhD, BCBA-D, LBA
University of Nevada, Reno

JUVENILE JUSTICE

JUVENILE JUSTICE

Nevada to close its only max security juvenile detention center

Anjeanette Damon, adamon@rgj.com Published 1:39 p.m. PT March 10, 2015 | Updated 11:27 a.m. PT March 11, 2015



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Posted March 10, 2015 - 1:34pm | Updated March 10, 2015 - 6:25pm

State to close juvenile correctional facility north of Las Vegas



A woman walks to the entrance to Red Rock Academy, a state juvenile correctional facility, on Tuesday, March 10, 2015. (Chase Stevens/Las Vegas Review-Journal)

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Nevada lawmakers hear of trouble at youth facility

By The Associated Press | Posted Oct 7th, 2014 @ 2:31pm



CARSON CITY, Nev. (AP) — A state official told lawmakers that a not-for-profit contractor that began operating a secure youth facility last year for teenage boys at the former Summit View Youth Correction Center in North Las Vegas is facing \$5,000-a-day fines after multiple concerns were identified in an operational review.

BARRIERS AT THE INCEPTION

Barriers

- No experience in corrections
 - Language
 - Hierarchy (home life, corrections)
- Distance
- Hired by the state
 - Buy-in



TARGETED CHALLENGES

1. Training
2. Accountability
3. Staff Morale



TRAINING

Challenges

- PBIS 4 hr training for all staff the week before the facility opened
- Training didn't "take" the way we hoped
- Misunderstanding of practices resulted in a high level of confusion/disagreements, low fidelity
- Theoretical differences

Solutions

- Hired a training officer
- Re-trained staff
- Staff boosters
- New staff orientation
- On-site coaching from facility supervisors
- Use words that are meaningful to staff (safety, security, PREA) and avoid "fluff"

ACCOUNTABILITY

Challenges

- Theoretical differences
- Staff going rogue
- Poor practices passed on to new staff
- Seen as “not my job”

Solutions

- Support from administration
- Hire staff that support PBIS approach
- Staff anonymous feedback forms

STAFF MORALE

Challenges

- Understaffing
- Turnover
- Working overtime
- Demanding a level system

Solutions

- Get out into the facility
- Talk to staff and teachers
- Staff incentives
- Implemented a level system
- Increase transparency:
 - Monthly Data Reports
 - Monthly recap of PBIS team meetings

PBIS Summit View Staff Recognition

**Safe
Respectful
Responsible**



We asked you what you would like to have at Summit View to make your days more comfortable and enjoyable. We hear that you would like a water machine...



We will be at the facility on August 22nd completing a PBIS fidelity assessment. If 100% of staff and youth know the expectations, 90% of the youth report receiving points on point pullys in the last two days, and 90% of staff have given points in the last two days, you will find a brand new water machine in the training room!

Thank you for everything you do!

Kathryn and Holly, Nevada PBIS Technical Assistance Center



PBIS September Challenge!



You crushed your goal in August, so we're excited to see what you can do in September!

Check-in Check-out is intended to make structured feedback available to youth on a regular basis. We want them to know when they're doing well, not just when they aren't doing well. It's an opportunity for positive adult attention and social interaction.

The critical components of CICO check-ups are to **circle the points**, **provide feedback that is brief, behavior specific, authentic, positive, and constructive (if not all points were earned)**, **initial the block**, and **have the youth initial the block**. Simply circling points and handing the paper to the youth is not likely to have any impact on behavior.

Before the end of the month, CICO interactions will be observed randomly. If 80% of observations meet the above criteria, you will earn a Keurig machine for the training room, plus a stockpile of K-cups, sugar, stirrers, and other accompanying items.

If you are unsure of CICO procedures, please see the following job aids, or ask a member of the PBIS team.



HINDSIGHT REFLECTIONS

- More line staff representation from the beginning
- Consider hierarchy of staff
(“I’m only a GS2, they don’t listen to me”)
- Start staff incentives sooner
- Ensure buy-in from administration before starting
- Insist on an internal coach/training officer
- Increase emphasis on teaming and communication of shared values

YOUTH PSYCHIATRIC HOSPITAL

PSYCHIATRIC HOSPITAL

- Youth psychiatric hospital located in Las Vegas, NV
- Provides mental health treatment to Nevada children aged 6-17
- One acute unit and one residential unit
- Services include:
 - Crisis intervention and stabilization
 - Individual, family, and group therapies
 - Behavior management
 - Clinical case management
 - Psychological evaluation and consultation
 - Psychiatric evaluation and medication management
 - Nursing care
 - Recreational therapy
 - Special education

BARRIERS AT THE INCEPTION

- Threat of downsizing
- High use of FMLA
- Under-staffed
- Impaired relationships between staff and administration
- Change in lead administrator

TARGETED CHALLENGES

1. Data Collection
2. Staff Consistency
3. Team Buy-In



	All Campus	Nurses Station	Hallway	Unit	Gym	Classrooms	Courtyards
C onsistent	Follow Directions	Ask to approach	Walk in a line	Participate in all unit activities	Positively Participate	Attend school	Follow Directions
A ccountable	Maintain Personal Space	Wait for permission to approach	Stay together	Focus on your own treatment Clean Up	Put equipment away Use equipment appropriately	Be prepared	Stay within eyesight
R espectful	Be Considerate of Self & Others Use Appropriate Voice Level	One Person at a Time Voice Level 1	Walk quietly Voice Level 0	Practice patience Voice Level 2	Show Good Sportsmanship Voice Level 3	Raise hand and wait to be called on Voice Level 2	Stay in your personal space Voice Level 3
E xpress in the Positive	Truthful Helpful Inspiring Necessary Kind	Express what is needed when asking to approach	Hold the door for others when asked	Catch people doing the right thing (5 to 1)	Encourage each other Give High 5s	Ask for help	Give High 5s
S afe	Protect Self Be Mindful of Others	Only staff allowed in nurses station	Walk	Walk Use coping skills Use items for their intended use	Use coping skills Follow the Activity Rules	Stay seated Put things away	One foot on the ground at all times

DATA COLLECTION

Challenges

- Lots of data, but not easy to use for DBDM
 - Prefer narrative summaries
 - Not interested in tracking minors; referrals = more paperwork
 - Focus is on treatment goals rather than overall behavior at facility
 - Data systems not set up to efficiently track minors

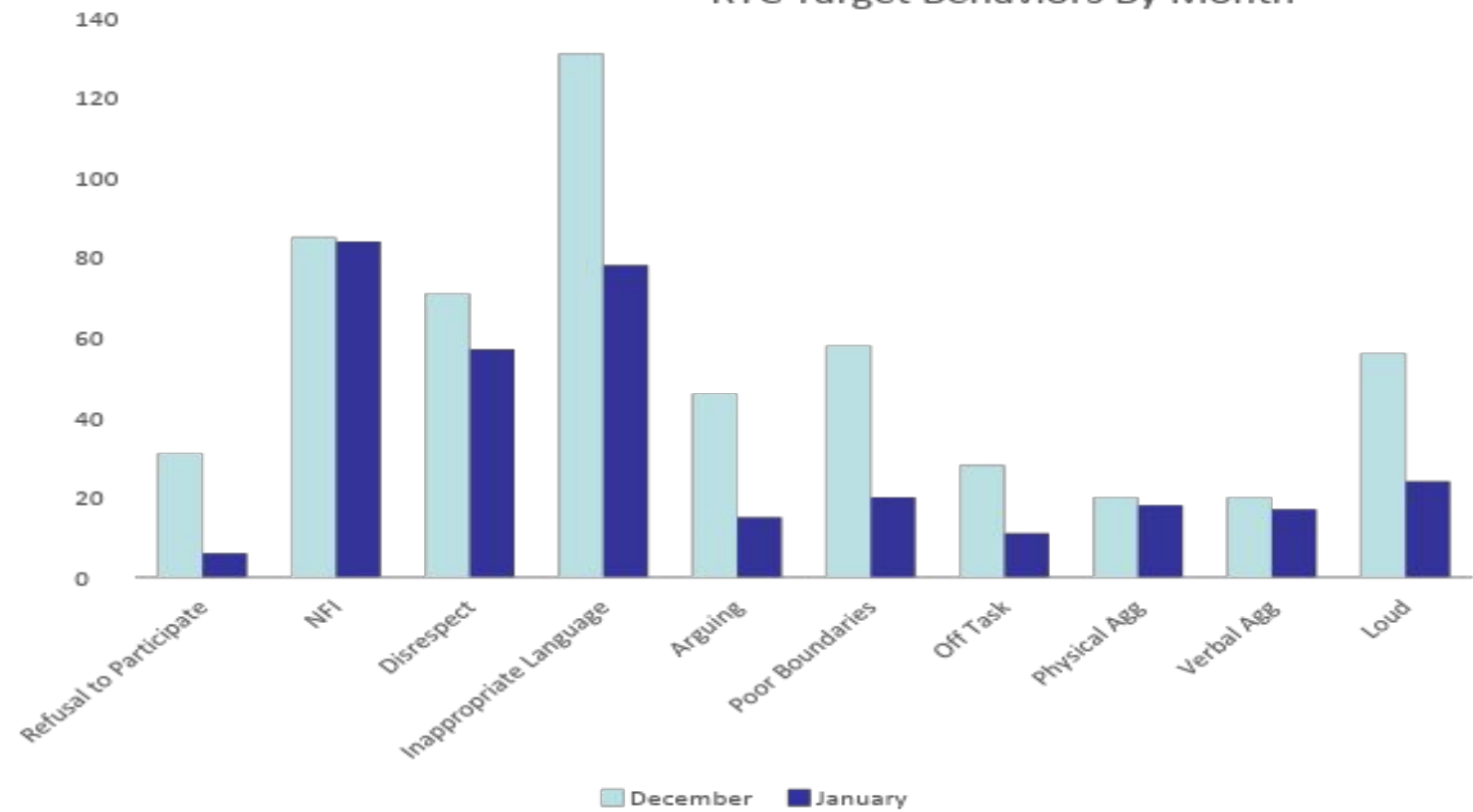
Solutions

- Compromised on narratives and made shorter forms
- Identified one person responsible for translating data into graphic representation
- Continue to offer SWIS

2/15/2018	P1	C	2	kept going near the quietroom when a patient was in the quietroom.
2/15/2018	P1	A	2	going into therapist office without permission.
2/15/2018	P2	R	1	rude, limit testing and disruptive during bingo.
2/16/2018	P1	C	0	went into RN station, off task, rude, horseplay
2/16/2018	P1	A	2	feeding into negativity, antagonizing peer
2/16/2018	P1	E	2	cursing, my-way thinking
2/16/2018	P3	C	0	cursing
2/16/2018	P3	E	0	bickering
2/16/2018	P4	C	0	cursing
2/16/2018	P4	R	0	disruptive past bedtime

C	A	R	E	S
Multiple prompts to stop horseplaying/arguing w/peers	Writing on himself in class.	Mocking peer.	Cursing	Punching peer in chest because of horseplaying
Refuse to come out of room.	Rude to staff when prompted to stop antagonizing peer.	Argumentative w/peers and staff	Cursing at peer, horse play, and name calling.	Not respecting peers and staff, holding up line.
Wearing Pajamas in day area	Blaming staff for his bx	Arguing w/peer	Poor attitude- slamming bedroom door, rude to staff	No entry
Poor peer interaction, closing door when peer trying to enter.	Limit testing	General cursing at peer, argumentative with peer while conversing	Cursing	Excessive horseplay w/peer physical touching
No entry	Playing in school hallway, turning lights off.	Poor social skills	Not respecting peers and staff, holding up line.	NFI and pushing desk around in classroom.
NFI x2	No entry	Not respecting peers and staff, holding up line.	No entry	Off task, NFI
Rude	Excessive horseplay, playing w/light switch, knocking on staff door	No entry	No entry	P/A - pushed teacher
Off task, poor social skill	Off task and disruptive in class	No entry	Poor social skills, negative comment towards peer, antagonizing peer	Refused to get up for breakfast and goals.
Off tasks, NFI	Argumentative	No entry	Argumentative	Prompted to remove herself from staff chair
Off task, horseplay	P/A - pushed teacher	NFI, ignoring staff directions	Argumentative	Not Responding to staff and NAS
P/A - pushed teacher	Refused to get up for breakfast and goals.	Antagonizing peer	Poor social skills, loud, disruptive, antagonizing peer.	Threatening peer/ argumentative
Refused to get up for breakfast and goals.	Not attending group	Rude	Argumentative with peer.	touching computer, walking out of class
Did not rise in AM for breakfast or group	Not asking to approach nurses station	Rude	P/A - pushed teacher	NFI
Not attending group	NFI	Antagonizing peer	Cursing/ talking loudly	NFI, loud, disruptive, off task, threatening peers, horseplay
Refuse RT	Not being accountable for walking in the nurses station	Cursing while talking to peer	Refused to get up for breakfast and goals.	Antagonizing peer, argumentative, threatening peer
Agitated blames others for his bxs	Late for group	P/A - pushed teacher	Not Responding to staff and NAS	Threatening peer
Horse play	Late to bed	Arguing with peers	Argumentative with peer and name	Poor boundaries with staff
Left school-my way attitude	Playing w/light switch	Refused to get up for breakfast and goals.	Yelling and cursing	Poor boundaries
No entry	Returning to unit from PM classroom, off task	Arguing with staff.	Cursing	upset male peer used girls BR, off task
Refuse to shower	Not Responding to staff and NAS	Poor boundaries- lifting shirt	Argumentative with staff	PA- punched peer
Refused shower	Left school-my way attitude	Loud at bedtime	Yelling	NFI in class and sleeping under computer desk.
Bickering	No entry	Not Responding to staff and NAS	Argumentative	Argumentative/ NFI
Not up on time for group	Argumentative	Arguing with peer	argumentative	NFI, poor boundaries, antagonizing peer, touching classroom computer
Up past bed time	Sleeping in class	Horse playing on unit, poor communication cursing while talking to peer.	General cursing while watching TV with peers.	rude, argumentative, threatening peer
NFI	Poor response to feedback	Argumentative with staff and peers	Cursing	NFI
Poor school bx.-antagonizing-cursing-encouraging others to be bad	Cursing	Rude	General cursing while watching TV with peers.	Threatening to throw desk at teacher and punch him in the face.
NFI	Sleeping in class	Cursing in class	Argumentative with staff	Refuse to get up for group
NFI	Late for group	Cursing	NFI Threatening peer/ argumentative	Horse play, out of from during quiet time.
NFI	Sleeping in class	Rude to staff	Yells at others/ demanding	mfo

RTC Target Behaviors By Month



STAFF CONSISTENCY

Challenges

- Staff consistency – safety concerns
 - Low fidelity with discipline flowchart
 - Avoidance of giving feedback to patients on CICO
- Systems impact shifts differently

Solutions

- Coaching on practices
- Youth able to give staff feedback
- Coaching for staff on giving feedback
- Flexibility

TEAM BUY-IN

Challenges

- Low attendance
- People are afraid to speak up in meetings
- TFI scores are inflated
- Theoretical differences
 - Attributions of diagnoses to behaviors

Solutions

- Rapport building
- Support the team perception/preferences
- Reduced frequency of team meetings
- Offers for additional team trainings
- Brainstorm and solution seeking with administrator

PSYCHIATRIC RESIDENTIAL TREATMENT FACILITY (PRTF)

PRTF

- Acute residential treatment for youth located in Reno, NV
- Non-secure facility
- Schooling provided on or off-site
- Intended length of stay is 1-3 months
- Joined PBIS initiative in 2022

BARRIERS AT THE INCEPTION

- Very old set of behavior support practices in place
- Mid-exploration merge of two facilities
 - Different PBIS systems already created
 - Staff uncertain of roles and leadership confusion
- Uncertainty of future management

ROAD MAP GOING FORWARD



PROSOCIAL

Jodie Soracco, Ph.D., BCBA, LBA

PROSOCIAL AS A
VIABLE
SOLUTION

Evolutionary Science

Core Design Principles

Contextual Behavior
Science

Implement Planned Changes & Progress Monitoring

Individual/ Collective
Interests CDPs 3 & 6

Goal
Development

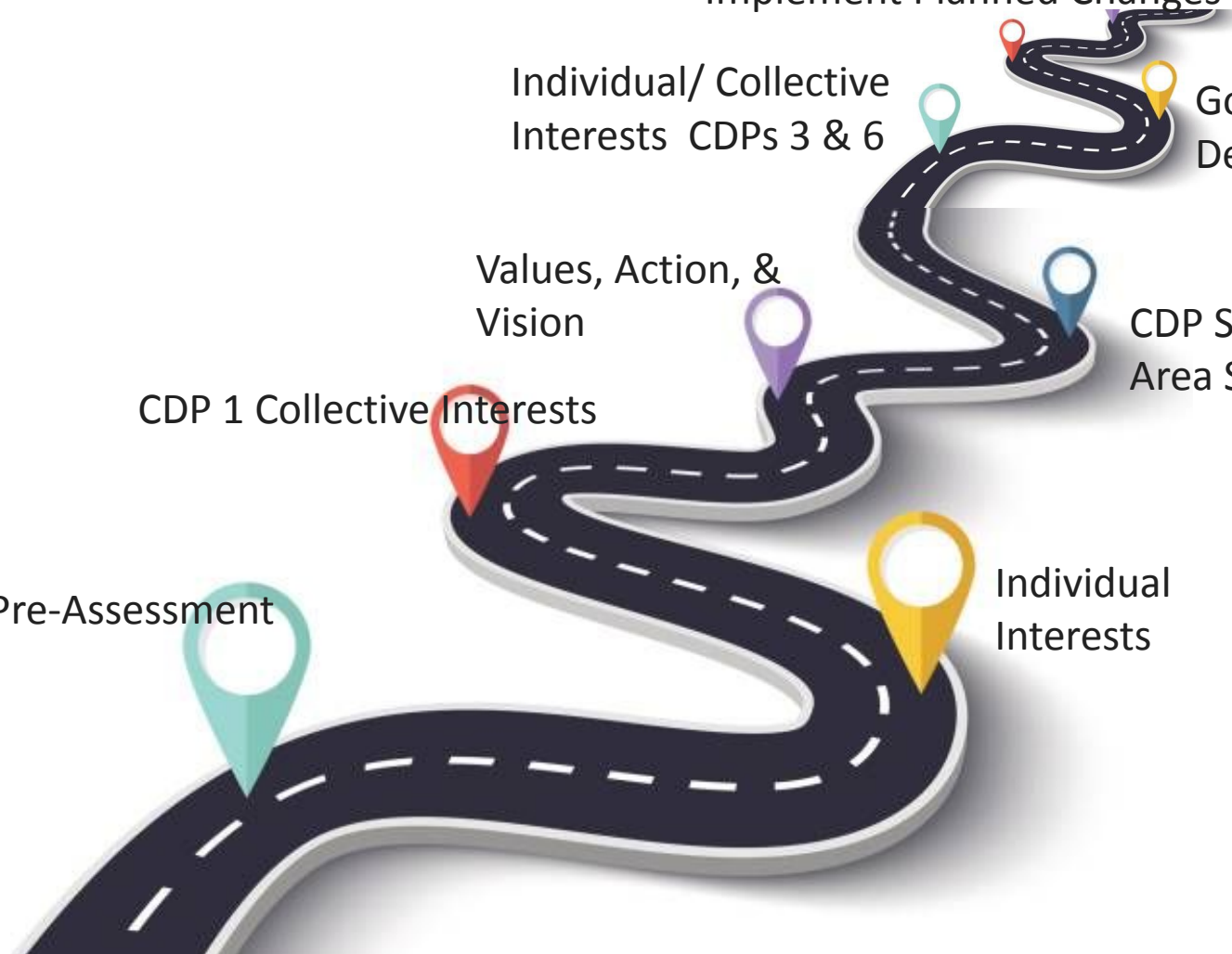
Values, Action, &
Vision

CDP Survey & Focus
Area Selection

CDP 1 Collective Interests

Individual
Interests

Pre-Assessment



INDIVIDUAL &
COLLECTIVE
INTERESTS

Inner Thoughts & Feelings

What people cannot see



What matters most **us** about implementing this principle?
(Consider values, needs and overarching purposes)

1

3 What thoughts and feelings might show up to get in the way of **us** moving towards [1] and [2]?



AWAY



TOWARD



4 If there was a camera on the wall, what might it see **us** doing when in the grip of the thoughts of feelings in #3



If **we were** really living in line with what matters in #1, what would **we** be doing in this situation?

2



Outer Actions

What people could potentially see me doing if they were with me



5 What strategies might help **us** to hold the left hand side of this map with awareness and self-compassion while still acting in the direction of what matters to me?



VALUES & VISION

4 STEPS TO CREATING A VISION STATEMENT

STEP 1: DEFINE WHAT YOU DO AS AN OUTPUT

Start by being exceptionally clear about what it is your organisation actually does. Be careful to remain 'output focused' rather than 'input focused'. For example-

A bakery makes bread. But the outcome is consumers enjoying that bread.

STEP 2: DEFINE WHAT UNIQUE TWIST YOUR ORGANISATION BRINGS TO THE ABOVE OUTCOME

Let's take our bakery example. Why will they enjoy our bread MORE than the bread from the place next door? Is it because we use centuries old traditions passed through generations of our family? Whatever your unique selling point is - let it shine through in your vision statement.

STEP 3: APPLY SOME HIGH LEVEL QUANTIFICATION

A common problem with vision statements is ironically, that they are too visionary! That said - don't be too specific or apply specific metrics at this stage. Sticking with our bakery example - we might want to refine our target audience to 'every customer who walks through the door' - that's fine, or maybe we want to be bolder: 'every customer within walking distance of a store'.

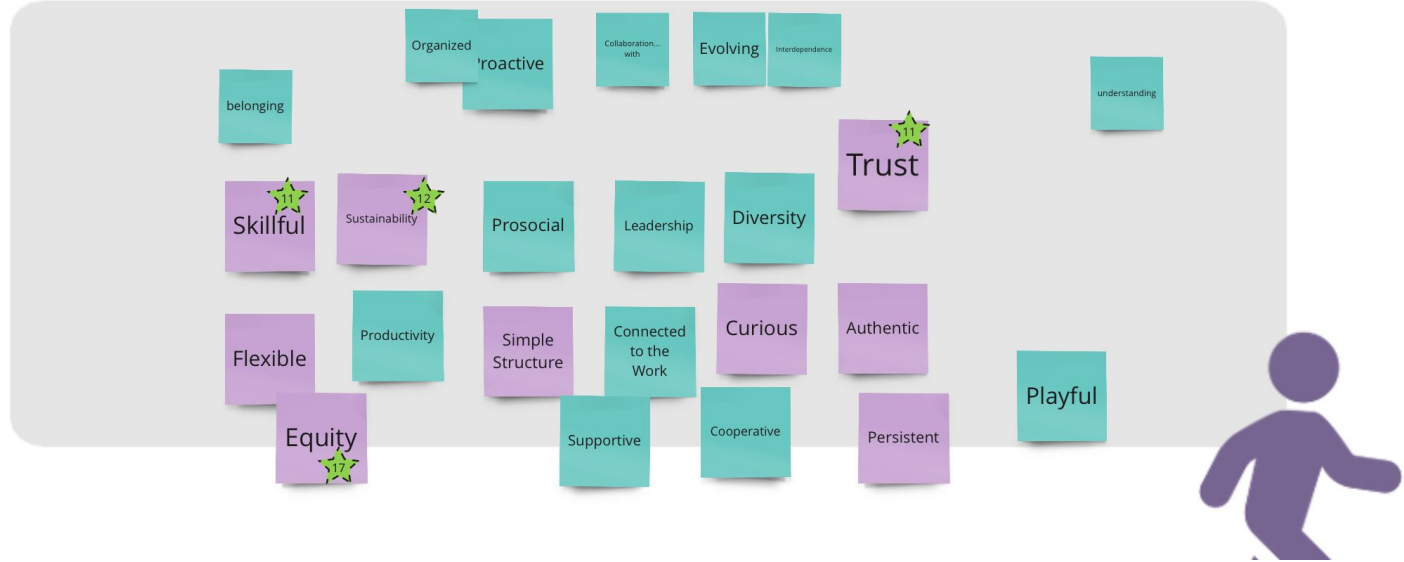
STEP 4: ADD RELATABLE, HUMAN, 'REAL WORLD' ASPECTS

Add a real-life aspect so that people can conjure up a solid mental image to associate with your vision statement. Let's look at an example-

A Microsoft powered computer on every desk.

What matters most **us** about implementing this principle?
(Consider values, needs and overarching purposes)

1



VTSS builds sustainable multi-tiered systems of supports through collaboration with divisions, schools, families, communities, and students that result in equitable and improved academic, behavioral, and social-emotional outcomes for all.

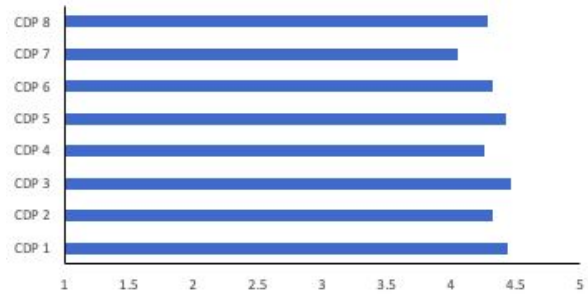
CORE DESIGN PRINCIPLES



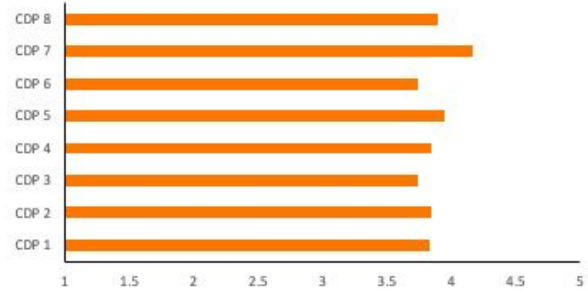
ENHANCING COOPERATION & COLLABORATION USING CORE DESIGN PRINCIPLES

Prosocial Version	Function
Shared identity and purpose	Defines group
Equitable distribution of contributions and benefits	Ensures effectiveness by balancing individual and collective interests
Fair and inclusive decision making	
Monitoring agreed behaviors	
Graduated responding to helpful and unhelpful behavior	
Fast and fair conflict resolution	
Authority to self-govern (according to principles 1-6)	Ensures effectiveness while supporting engagement
Collaborative relations with other groups (using principles 1-7)	Scale to entire systems

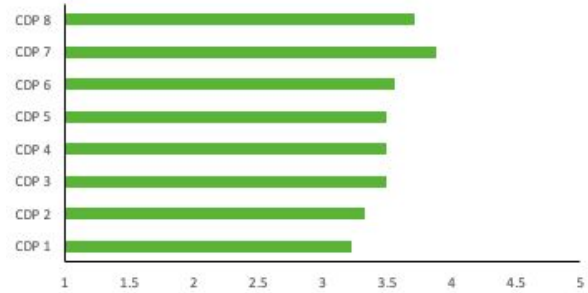
Understanding

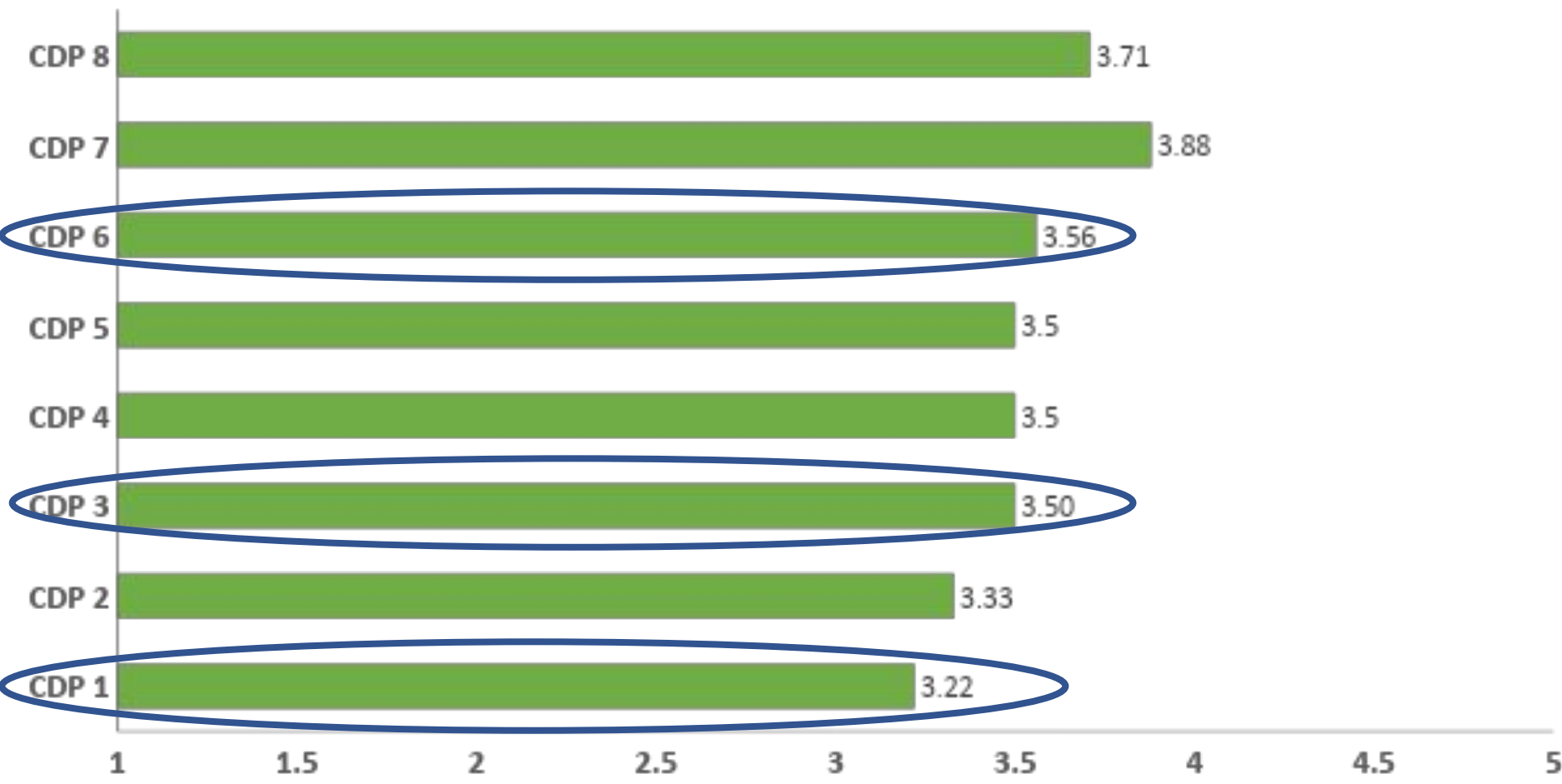


Importance



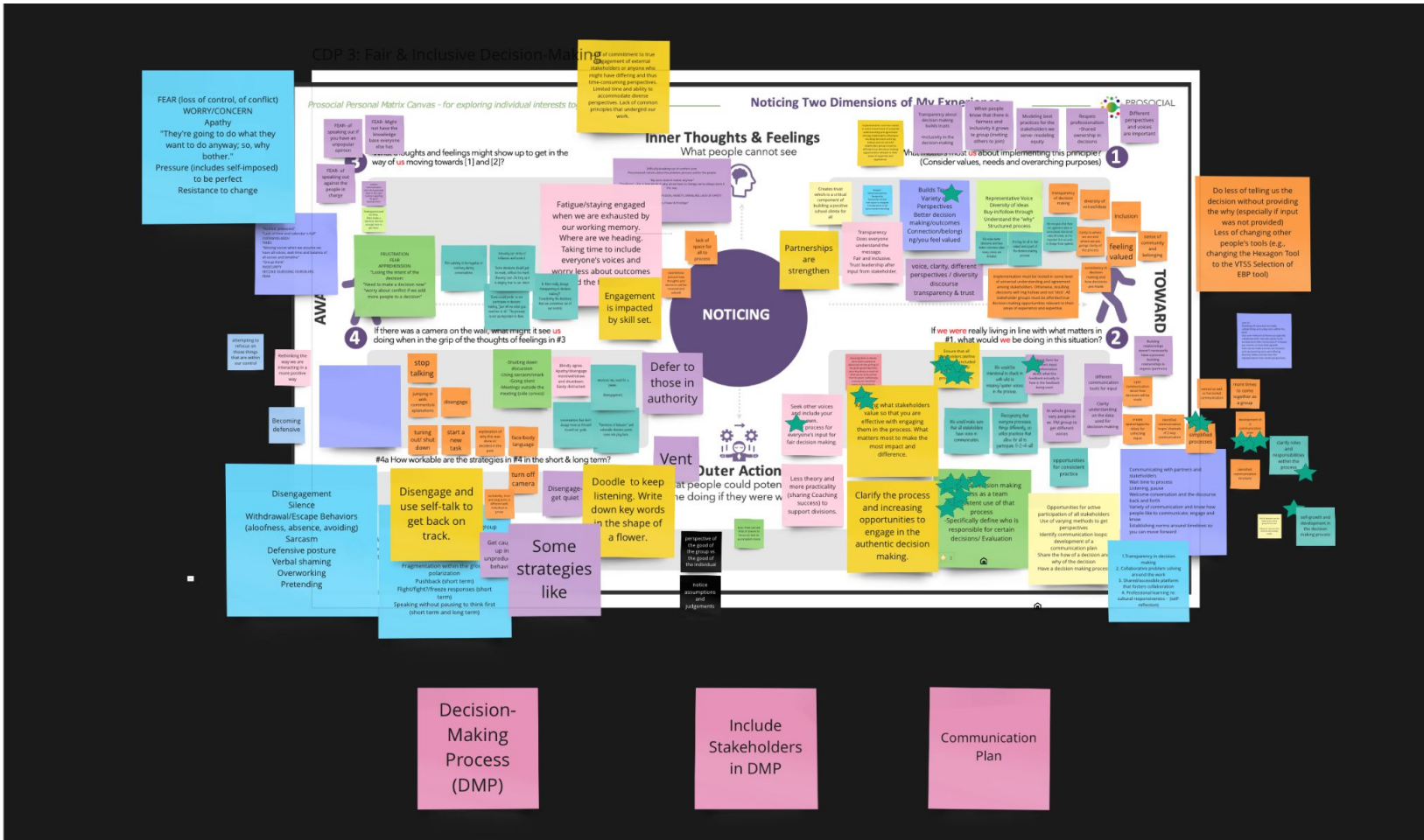
Effectiveness





CDP 3

Fair & Inclusive Decision Making



GOAL DEVELOPMENT

SMARTIE

1. Strategic
2. Measureable
3. Ambitious
4. Realistic
5. Time-Bound
6. Inclusive
7. Equitable

Start Writing Your SMARTIE Goals	
Use this template to write a goal for yourself or a team member.	
Time Bound: My goals between August 2022 (start date) and August 2023 (end date) are to achieve this Strategic and Ambitious outcome: By August 2023, 95% of coaches will increase knowledge and fluency of skills to support stakeholders in implementing Multi-Tiered Systems of Supports as measured by progress in identified personal growth areas reflected in the coaching self-assessment.	
I will know success when I see it using these Measurable standards: <ul style="list-style-type: none">• 95% of the coaches will complete a baseline VTSS coaching self-assessment by November 2022.• 100% of coaches will demonstrate growth in a minimum of one area as measured by the self-assessment by August 2023.• A calendar of professional learning topics, based upon the data from the coaching self-assessments, will be created by January 2023.	
A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity):	
Resend the coaches self-assessment to state coaches who have not completed it with a completion deadline of November 30, 2022.	By October 31, 2022
Establish a timeline for coaching self-assessment data collection and analysis (e.g., baseline data collection, end-of-year data collection).	By December 30, 2022
Analyze data as a project to inform the professional learning plan.	By January 31, 2023
Identify priority professional development needs and topics.	By January 31, 2023
Create and implement professional learning inclusive of content topics and dates of professional learning sessions and share with VTSS State Coaches.	By February 28, 2023
Complete coaching self-assessment.	By July 31, 2023
Thinking about Equity and Inclusion : Can you imagine there being any unintentional <i>disparate impact</i> along lines of power and identity? How might inequity or exclusion show up? For whom? <ul style="list-style-type: none">• Professional learning is held at a time and/or location that is not accessible for everyone who needs it.	
©The Management Center SMARTIE Goals Worksheet 2	
How could you <i>change the goal</i> to either mitigate that disparate impact or make Equity and Inclusion more explicit? <ul style="list-style-type: none">• Hybrid professional learning sessions will be offered more than one time.• Recordings of professional learning sessions are provided.	

VTSS builds sustainable multi-tiered systems of supports through collaboration with divisions, schools, families, communities, and students that result in equitable and improved academic, behavioral, and social-emotional outcomes for all.

Vision

Values are our core beliefs that everyone shares and embraces



Focus areas we chose to emphasize as we work toward our vision.

Shared Purpose

Fair & Inclusive Decision Making

Fast & Fair Conflict Resolution

Increase knowledge & fluency of skills to support stakeholders implementing MTSS

Create a shared DMP that is transparent, timely, & inclusive

Agreed-upon principles, processes, & practices to foster & develop trust/communication

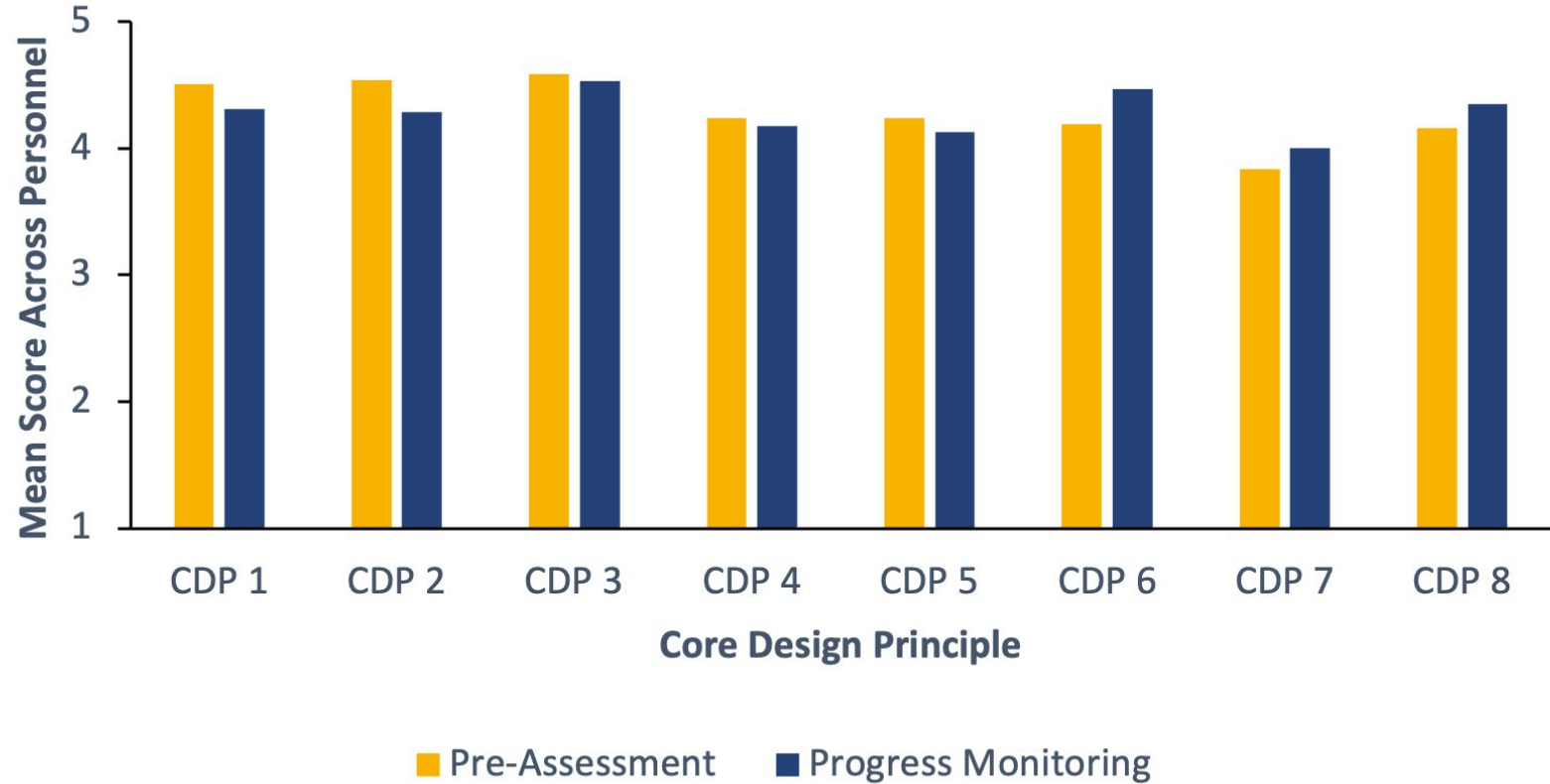
Baseline, growth in one area, PL calendar

Majority agreement selection (90%), utilization survey, communication plan

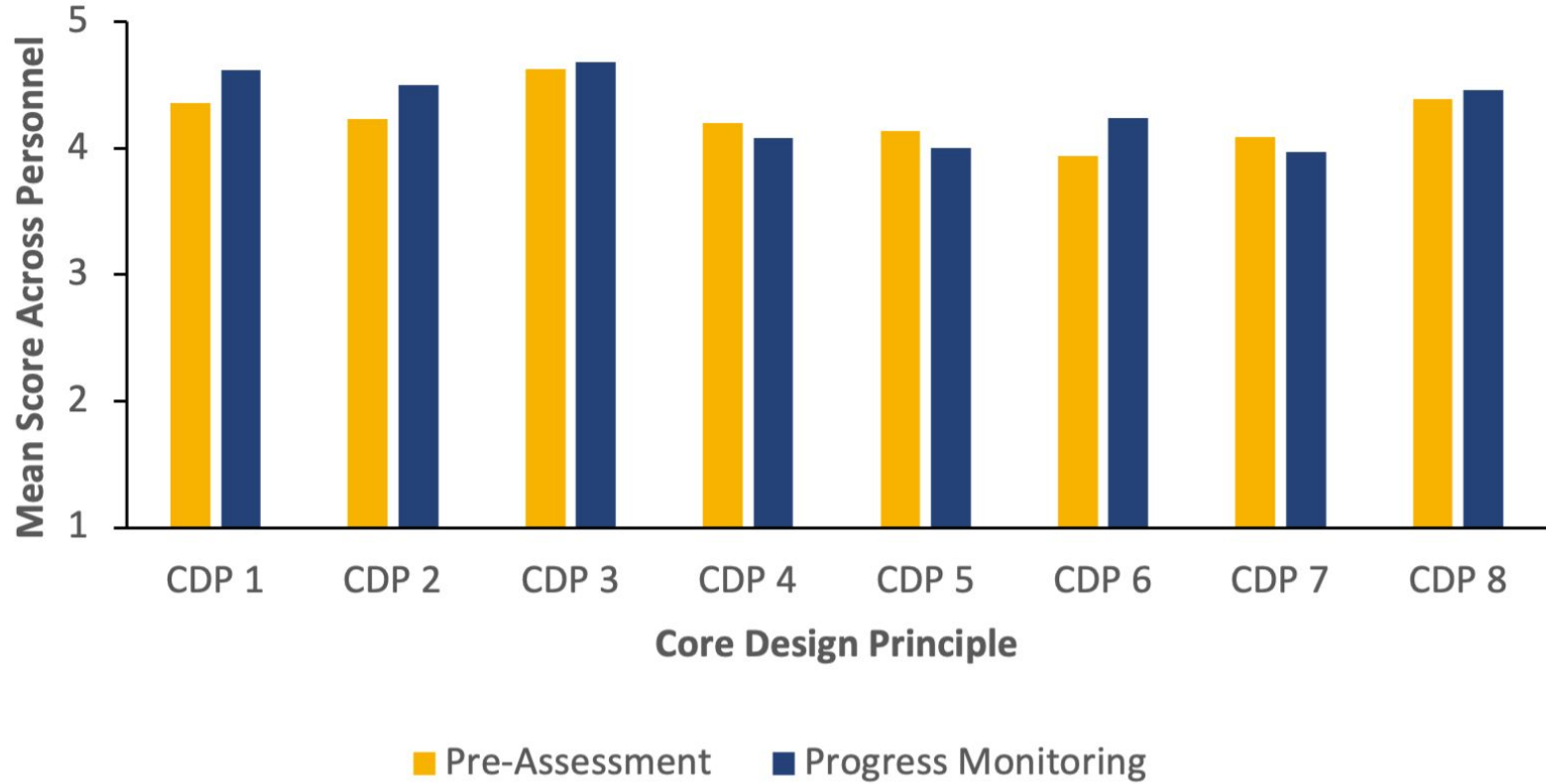
Cultural survey on trust/communication & utilization (90%)

PROGRESS MONITORING

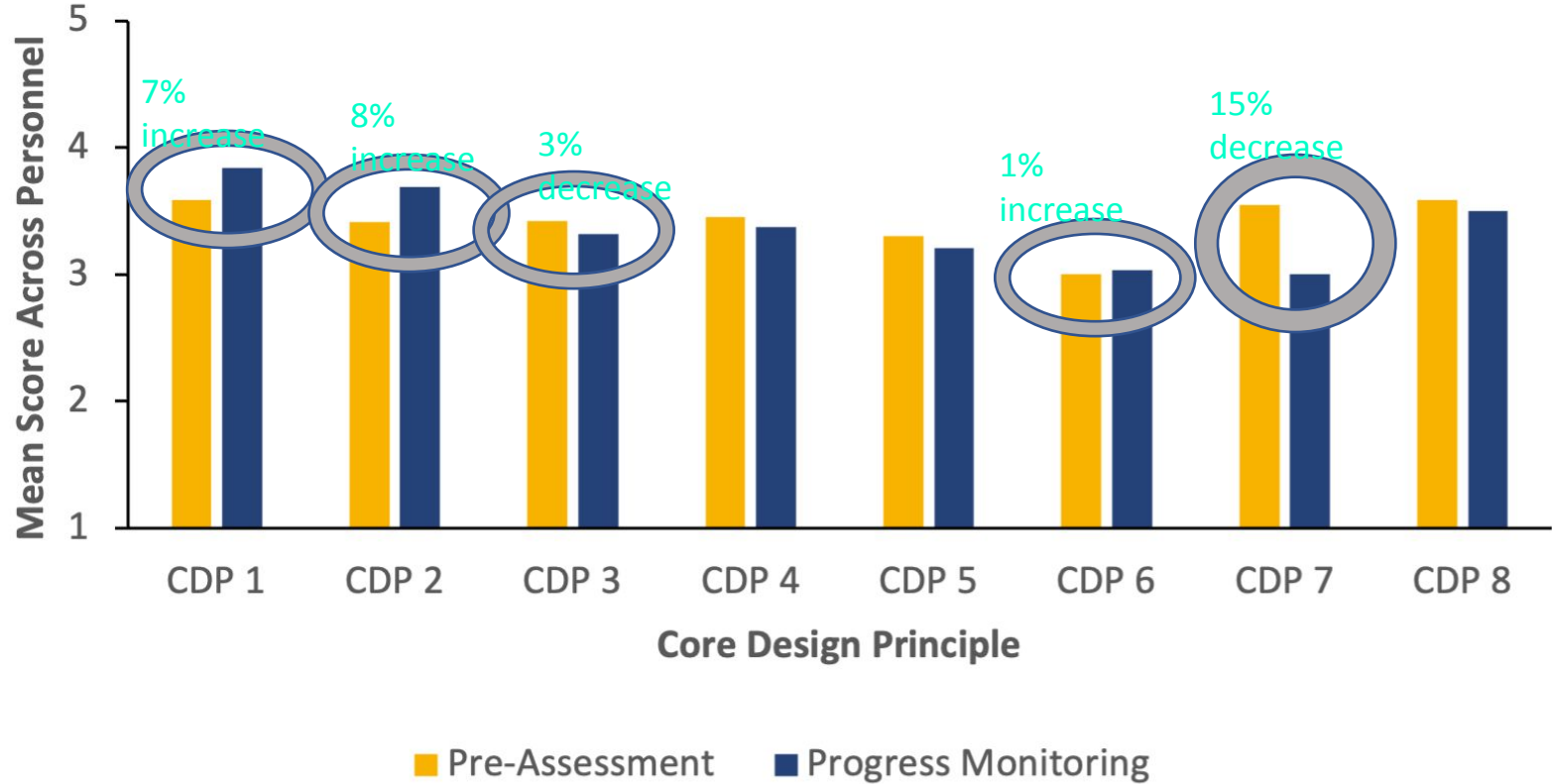
Understanding



Importance

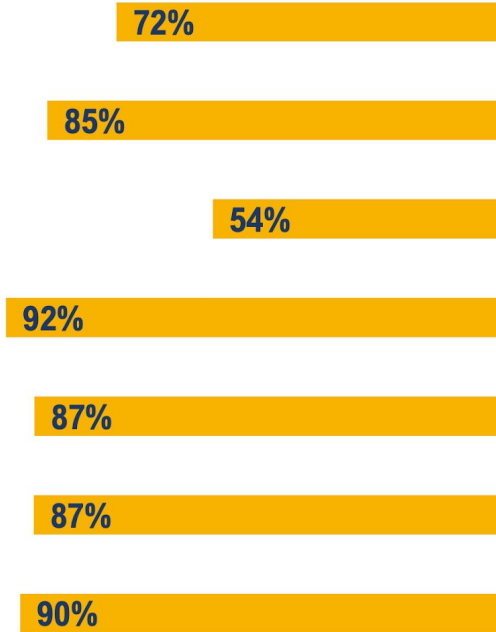


Effectiveness



Percent who Agree with the Following Statement aligned with CDP 1:

Pre-Assessment



This group has a shared sense of identity and purpose.

I feel very committed to this group (Com).

I am glad that I belong to this group and not to another group (Com).

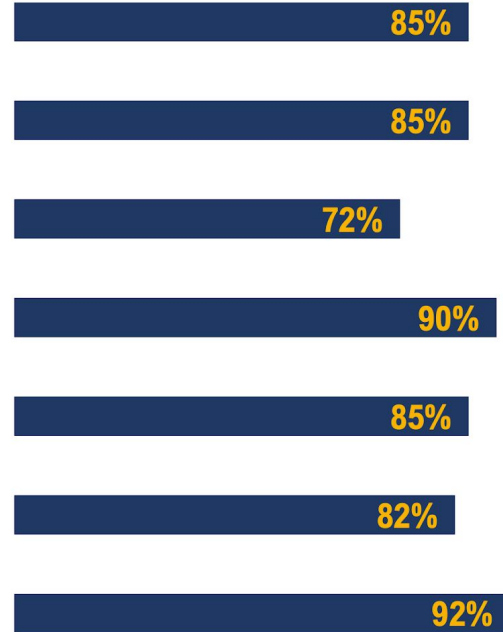
I feel proud to belong to this group (Com).

I am very satisfied with working in this group (Com).

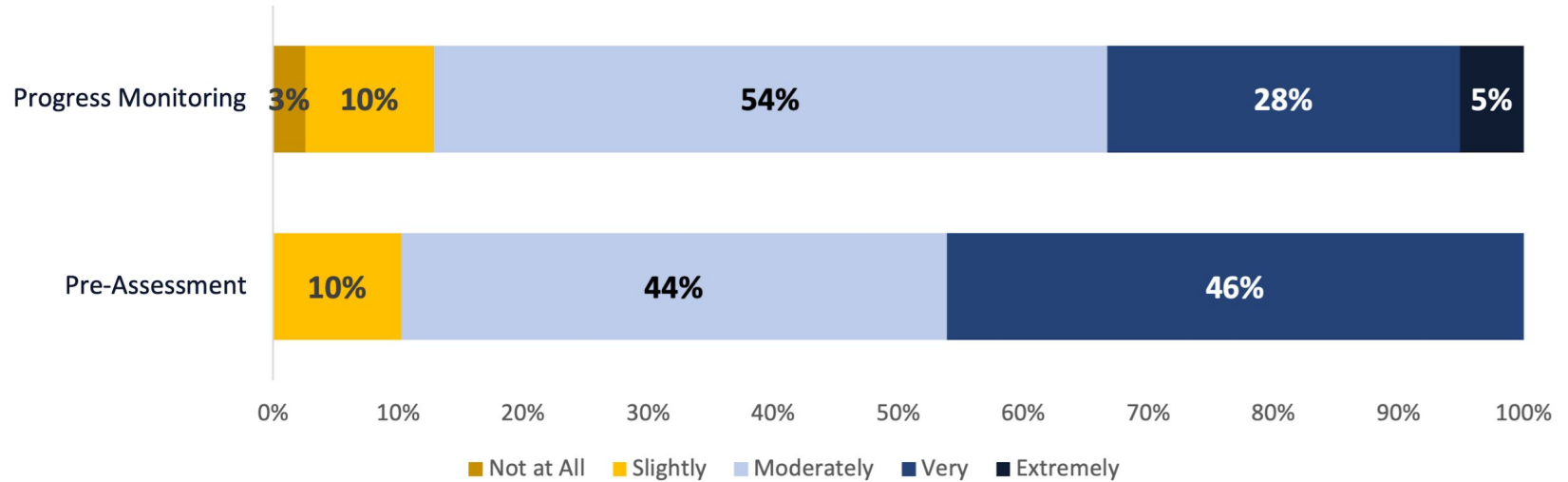
I feel closely connect with the members of my group (Sat).

In this group people can rely on each other (Trust).

Progress Monitoring



Overall, how effective is the group at achieving its purpose?



Percent who Agree with the Following Statement aligned with CDP 3:

Pre-Assessment

41%

Group members are included in the making of decisions about how the group should run.

Progress Monitoring

51%

72%

While making a decision we take each other's opinion into consideration (Coop).

74%

77%

I feel my voice and ideas are respected in the group (BPNS).

85%

64%

I feel a sense of choice and freedom in the things I undertake in the group (BPNS).

67%

Percent who Agree with the Following Statement aligned with CDP 6:

Pre-Assessment

26%

46%

67%

67%

90%

97%

There is fast and fair conflict resolution in this group.

In this group, we discuss and deal with issues or problems openly (Coop).

Some people hold back relevant information in this group (Coop)

There are some hidden agendas in this group (Trust).

Most people in this group are open to advice and help from others (Coop).

The typical person in this group is sincerely concerned about the problems of others (Trust).

Progress Monitoring

38%

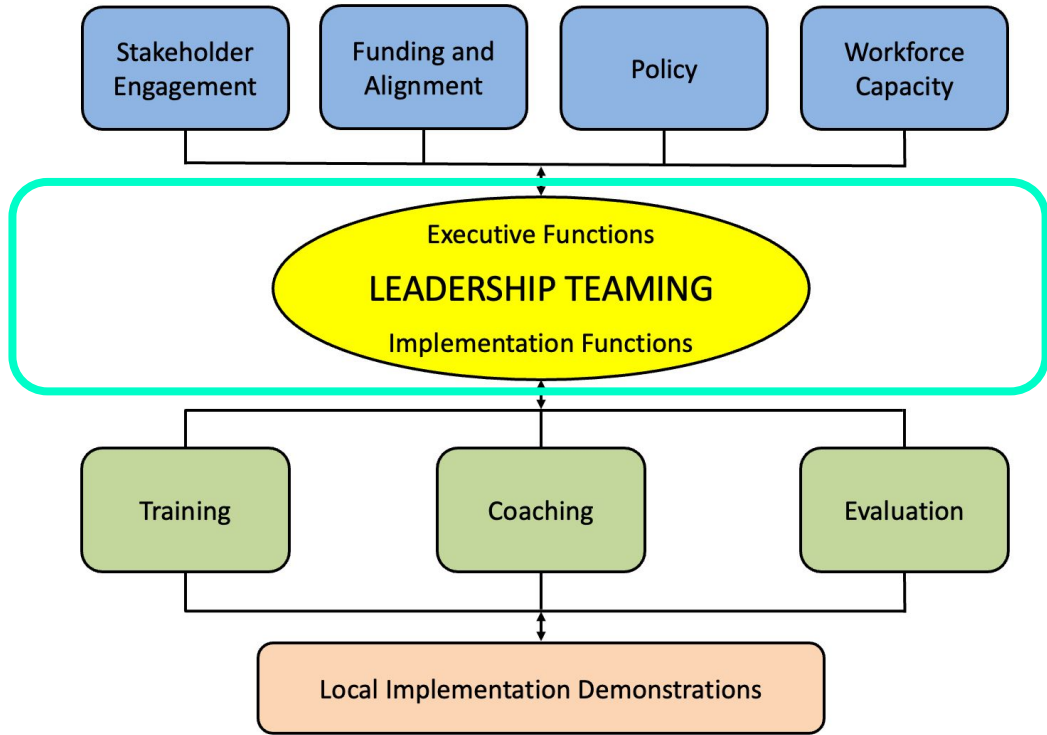
49%

59%

54%

85%

90%



HOW DOES THIS
CONNECT & EXPAND
OUR THINKING

slido



**How have you expanded
PBS in new ways?**

① Start presenting to display the poll results on this slide.

THANK YOU!

Ashley Greenwald, Ph.D., BCBA-D, LBA

University of Nevada, Reno

Jodie Soracco, Ph.D., BCBA, LBA

Virginia Commonwealth University