Why Extend PBIS to Alternative Settings?

- PBIS can be a part of a comprehensive/rehabilitative approach
  - Proactive/preventative data-based decision-making model
  - Takes into account the various tiers of youth support
  - Teaches, models, and reinforces appropriate, expected behavior
  - Improved youth behavior

- Increases in:
  - Academic achievement (Luiselli, Putnam, Handler, & Feinberg, 2005; Horner et al., 2009)
  - Perceived school safety (Horner et al., 2009)
  - Improved school climate (Scott, Gagnon, & Nelson, 2008)

- Reductions in:
  - Discipline referrals by 50% to 60% (Horner, Sugai, & Todd, 2001)
  - Fighting (McCurdy, Mannella, & Eldridge, 2003)
  - The use of in-school suspension (Scott, 2001)
  - Classroom disruption (Lohmann & Taleric, 2004; Newcomer & Lewis, 2004)
  - Negative student-adult interactions (Clarke, Worcester, Dunlap, Murray, & Bradley-Klug, 2002)
PBIS Tiers

Alternative Settings: Features to Consider
- Youth characteristics
- Size of facility
- Length of stay
- Purpose of facility
- Level of security
- Transfers within state facilities
- Number of systems within facility
- Leadership mechanisms within facility
- Staff behavior
- Youth behavior
- 24/7 nature of some

PBIS in Alternative Settings: Framework Adaptations
- **Leadership Team**
  - Representation across
  - Levels of administration
  - Systems
  - Shifts
  - State governing body links
  - Capacity building and sustainability commitment
  - Composition and size difference
- **Securing Staff Buy-in**
  - 90%-95% buy-in probably needed
  - Initially, ‘booster’ sessions, new staff orientation
  - Equal representation across systems
  - Head of each system consistently voicing support
PBIS in Alternative Settings: Framework Adaptations

- Establish a Data-Based Action Plan
  - 3-5 rules that apply across systems
  - Agreement on which systems will implement

- High-Fidelity Implementation Plan
  - Lesson plans appropriate for all systems
  - Teaching staff how to implement lesson plans

- Formative Data-Based Monitoring
  - A common facility data collection system
  - Equal access across systems
  - Sharing of data across systems

PBIS in Alternative Settings: Making it Happen

- Action Planning – An interactive discussion
  - Purpose – to have a running record of the team’s priority items, actions taken to achieve those items, and the timeframes in which they were accomplished
  - To be reviewed and updated as part of each meeting
  - Keeps the team focused
  - Allows for changes in course according to the data and/or new programs

Your Turn!

- Refer to Action Plan handout
- Review entries on PowerPoint slides:
  - What actions/tasks would need to be taken in your program or facility?
  - Who should be responsible?
  - When should these steps be completed?
- Jot down notes on handout
- Share your ideas with group
### Facility-wide PBIS Assessment Action Plan – Year One

<table>
<thead>
<tr>
<th>Facility Administrator:</th>
<th>Systems within the Facility (circle):</th>
<th>Start Date:</th>
<th>Follow-up Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS Team:</td>
<td>Security Education Vocation Housing</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>Mental Health Medical Recreation In-take</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>Human Resources Administration Library</td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>After School Programs Volunteer Programs</td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>Worship Custodial Cafeteria Grounds</td>
<td></td>
<td>5.</td>
</tr>
<tr>
<td>PBIS Coaches:</td>
<td></td>
<td></td>
<td>6.</td>
</tr>
</tbody>
</table>

### Establish & Maintain PBIS Team

<table>
<thead>
<tr>
<th>Feature</th>
<th>Activity Task</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represent systems across systems</td>
<td>*List systems – All represented?</td>
<td>*System administrators/PBIS Team leader</td>
<td>*Initially *Annually *Replacements</td>
</tr>
<tr>
<td>Facility administrator on team and attends meetings</td>
<td>*Administrator’s presence documented in meeting minutes</td>
<td>*Team note taker</td>
<td>*Each meeting</td>
</tr>
<tr>
<td>Effective team operating procedures</td>
<td>*Agendas *Agreed upon process for meetings *Minutes</td>
<td>*PBIS Team</td>
<td>*Each meeting</td>
</tr>
<tr>
<td>Efficiency audit of team and other programs</td>
<td>*Minutes/action plan *List of other programs</td>
<td>*PBIS Team *Focus groups w/staff</td>
<td>*Tri-annually</td>
</tr>
</tbody>
</table>

### Commitment

<table>
<thead>
<tr>
<th>Feature</th>
<th>Activity Task</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% to 95% staff buy-in</td>
<td>*List of orientation across systems *How assessed</td>
<td>*PBIS Team system representative</td>
<td>*Initially *Monthly system meeting</td>
</tr>
<tr>
<td>Facility improvement goal for current fiscal year</td>
<td>*Identify goal</td>
<td>*PBIS Team leader</td>
<td>*Initially *Annually</td>
</tr>
<tr>
<td>2-3 year commitment</td>
<td>*Memorandum of understanding *Head of each system</td>
<td>*Initially *Annually</td>
<td></td>
</tr>
<tr>
<td>Facility administrator lists PBIS as one of top 5 goals for current fiscal year</td>
<td>*Goal listed in facility improvement plan</td>
<td>*PBIS Team leader</td>
<td>*Initially *Annually</td>
</tr>
</tbody>
</table>
### Expectations Developed

<table>
<thead>
<tr>
<th>Feature</th>
<th>Activity Task Analysis</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>
| 3-5 positively stated facility-wide expectations defined | *Expectations listed  
*Expectations defined | PBIS Team | *Initially  
*Annually reviewed |
| Curriculum matrix developed | *Matrix created for all systems, settings | PBIS Team | *Initially  
*Annually reviewed |
| Expectations posted across systems | *Lists posted in all locations | PBIS Team member for each system | *Initially  
*Bi-Annually (to replaced damaged ones) |

### Expectations Taught

<table>
<thead>
<tr>
<th>Feature</th>
<th>Activity Task Analysis</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>
| Teaching plans/curriculum developed for all systems | *Lesson plans for all systems/settings | PBIS Team member for each system paired with an educator  
*Facility HR (staff)  
*Facility In-take (youth) | *Initially  
*Tweaked for 'boosters' |
| Facility-wide instruction on behavioral expectations and matrix across systems and shifts | *Develop training materials for staff and youth  
*Schedule training  
*Competency/knowledge checklist | PBIS Team member for each system paired with an educator  
*Facility HR (staff)  
*Facility in-take (youth) | *Initially  
*Annually reviewed  
*New staff orientation  
*In-take for youth |

### Acknowledgement Systems

<table>
<thead>
<tr>
<th>Feature</th>
<th>Activity Task Analysis</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>
| Facility-wide system for acknowledging behavioral expectations | *Written procedures  
*Secure funding/donations for items  
*Secure space for items  
*Assign staff to manage  
*Assess youth | A facility staff member | *Initially  
*Annually reviewed |
| Multiple strategies used to recognize expected behaviors | *Written procedures  
*Assess staff implementation | PBIS Team w/educator input | *Initially  
*Daily  
*Annually reviewed |
| Youth are regularly acknowledged for expected behaviors | *List of youth who have 'cashed in' their acknowledgement  
*Randomly ask youth in each system if this has occurred | PBIS Team member for each system | *Initially  
*Daily  
*Monthly probes |
## Consequence Systems

<table>
<thead>
<tr>
<th>Feature</th>
<th>Activity Task</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>
| Facility-wide policy/procedures for responding to problem behavior | *Written procedures*  
*Staff trained in use* | PBS Team system representatives | Initially  
*Monthly system meeting* |
| Common standard for security vs. program staff managed problem | *Written procedures*  
*Staff consistent in employing standard* | PBS Team system representatives  
*Security* | Initially  
*Monthly* |
| Common discipline referral form | Discipline referral form developed  
All staff use consistently | PBS Team  
*PBIS Team system representatives* | Initially  
*Annually reviewed* |
| Operational definitions of discipline infractions | Written definitions  
Focus groups in each system | PBS Team  
*System representatives* | Initially  
*Annually reviewed* |

## Program Systems

<table>
<thead>
<tr>
<th>Feature</th>
<th>Activity Task</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>
| Program expectations linked to facility-wide expectations | Program expectations match facility-wide  
*PBIS Team*  
*Facility program staff* | Initially  
*Monthly program meeting* |
| Program routines established | Routines for each program  
*PBIS Team* | Initially  
*Monthly* |
| Program self-assessment of implementation | Results and recommendations from self-assessment  
*Head of each program*  
*Staff of each program* | Monthly to criterion  
*Annually after* |
| Program assessment linked to professional development | Professional development plan consistent with assessment results  
*PBIS Team*  
*Facility program staff* | Monthly to criterion  
*As needed after* |

## Data Information Systems

<table>
<thead>
<tr>
<th>Feature</th>
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<th>When</th>
</tr>
</thead>
</table>
| System for gathering facility-wide information about discipline referrals | Internal internet system  
Centralized collection point  
Established routine | Facility administrator  
PBIS Team | Prior to implementation (baseline)  
*In place upon implementation* |
| Process for summarizing information | *Adapted SWIS/Spreadsheets*  
*Data entry person* | *PBIS Team*  
*Facility administrator* | *Weekly* |
| Administrator/teams use information for decision-making | *DR data reviewed at regular team meetings*  
*Facility administrator*  
*PBIS Team* | *All scheduled meetings* |
# Implementation Plan

<table>
<thead>
<tr>
<th>Feature</th>
<th>Activity</th>
<th>Analysis</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>
| Assessment data (TIC, BoQ, and/or FET) are used to build | Action plans are based on assessment data | *PBIS Team leader  
*PBIS coaches | *Monthly                  |                         |
| Action plan is used to assign items/tasks for the next team meeting agenda | Tasks assigned at close of each meeting | *PBIS Team leader | *Monthly |                         |
| Action plan is reviewed monthly at team meetings | *PBIS Team meeting agenda includes review of action plan | *PBIS Team leader | *Monthly |                         |

# Emergency Plan

<table>
<thead>
<tr>
<th>Feature</th>
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<th>When</th>
</tr>
</thead>
</table>
| Staff taught emergency routines      | *Procedures included in orientation training | *Staff trainers  
*Facility administrator | *Scheduled orientation trainings  
*Regular meetings |                         |
| Drills conducted                     | *Drill protocol established | *Facility administrator  
*PBIS Team | *Annually                  |                         |
| Emergency plan readily accessible    | *Written plan in staff handbook, central office | *Facility administrator | *Ongoing          |                         |

# Evaluation and Feedback

<table>
<thead>
<tr>
<th>Feature</th>
<th>Activity</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>
| Summary of implementation assessment (TIC, BoQ, and/or SET) presented to staff | *Formal presentation to all staff | *Program administrator  
*PBIS Team  
*External PBIS coach/evaluator | *Annually                  |
| Report to agency on fidelity of PBIS implementation and student outcomes provided | *Written implementation report | *Program administrator  
*PBIS Team  
*External PBIS coach/evaluator | *Annually                  |
| Information on facility discipline reported to entire staff | *Web-based/printed data reports | *Facility administrator  
*PBIS Team  
*External PBIS coach/evaluator | *Quarterly                 |
Feasibility of Action Plan

- Is this realistic for facility-wide implementation of PBIS in alternative education settings?
  - Tell us why.
- What aspects should be tweaked to make it more feasible (efficient and effective)?
  - Tell us how.

Follow-Up

- May we contact you in the future as this Action Plan process is refined to solicit your feedback?
  - If so, please put your full contact information on the paper up front next to our laptop.

Thank you

- C. Michael Nelson, Ed.D.  cpdmiken@uky.edu
- Kristine Jolivette, Ph.D.  kjolivette@gsu.edu