PBIS in the Raleigh Therapeutic Group Home

Session 1-F

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Michael Turner

• **Topic:** Juvenile Justice/Alternative Programs
• **Keywords:** Alternative Programs, Special Education, Fidelity, Systems Alignment
Strand F: PBIS in Juvenile Justice and Alternative Education

1F – PBIS in the Raleigh Therapeutic Group Home
Presenters: Brenda Scheuermann and Michael Turner; Valerie McCord and Selina Merrell

2F – PBIS in an Alternative Day School: Effects on Behavior in Students with Disabilities & Staff Perceptions of Climate
Presenters: Meagan Dwyer, Brian Meyer

3F – PBIS in a State-level Maximum Security Juvenile Justice Program: Feasibility & Efficacy of Tiers 1, 2, & 3
Presenters: Shari Daisy, Emily Spurlock, Aldo Mora
TOOLS AND RESOURCES
Welcome! Get Started with PBIS.

FEATURED RESOURCES

www.pbis.org
Supporting Child & Student Social, Emotional, Behavioral, & Mental Health Needs

A new resource from the US Department of Education that highlights seven key challenges to providing school- or program-based mental health support and presents seven corresponding recommendations.

Learn More

FEATURED RESOURCES
When Working In Your Team

Consider 4 Questions

- How does this compare to our program's priorities?
- What team would oversee this work?
- How will we make time for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
Learning Objectives

Session participants will be able to describe:

1. **PBIS implementation in a small, residential group home, including challenges and necessary adaptations.**
2. **Interconnecting Tier 1 and Tier 3 supports.**
3. **Recommendations for sustaining fidelity through use of fidelity tools and data.**
INTRODUCTION
PBIS is a framework

<table>
<thead>
<tr>
<th>Data</th>
<th>Systems</th>
<th>Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number of behavior incidents</td>
<td>• Leadership team</td>
<td>• Strategies we use to promote positive behavior</td>
</tr>
<tr>
<td>• Number of disciplinary actions</td>
<td>• Training</td>
<td></td>
</tr>
<tr>
<td>• Data to capture positive behavior</td>
<td>• Real-time support</td>
<td></td>
</tr>
<tr>
<td>• Other data needed to make effective decisions</td>
<td>• Resources</td>
<td></td>
</tr>
</tbody>
</table>
Data, Systems, and Practices are organized across three tiers of youth support.

- **All: Tier 1**
  - Youth who are successful with Tier 1 supports

- **Some: Tier 2**
  - Youth who need additional supports to benefit from Tier 1

- **Few: Tier 3**
  - Youth who need the most intensive, individualized interventions
But wait....

“All of our students are Tier 3”

“We already do PBIS – we have an incentive system!”

We don’t have time to add another program!
RALEIGH THERAPEUTIC GROUP HOME

CONTEXT
Raleigh Therapeutic Group Home

Facility
- Therapeutic services for adolescents placed by MDCPS
- 10 beds

Residents
- Adolescent males ages 12 - 21 years old (most are 15 – 18 years)
- In state custody
Raleigh Therapeutic Group Home, cont’d

Residents, continued

- Psychological evaluation and recommendation for therapeutic placement
- Histories of abuse, neglect, trauma
- Receive special education services (EMD)

Programs

- Individual therapy
- Group therapy
- Family therapy
- Focus on social, life, and independent living skills
Raleigh Therapeutic Group Home, cont’d.

Staff

- Program director
- Program coordinator/case manager
- Therapists
- Direct care staff
- 1:5 staff - resident ratio
JOURNEY TO PBIS

TIMELINE
PBIS Adoption and Implementation

- **REACH MS established**
- **MDCPS: interest in extending PBIS to alternative settings**
- Raleigh selected for pilot

- **In July 2015: 2-day new PBIS team training**
- Monthly coaching visits

- **Implementation**
- **Fidelity Impact data**

- **2005**
- **2015**
- **2015-2016: Planning**
- **2016-2020: Ongoing coaching**
- **April 2021: PBIS Center**
Raleigh: Adoption and Planning

- Selina Merrell, Ed.S., Director of REACH MS, contacted Valerie McCord, then Director of the Raleigh TGH
  - Initial reluctance
  - Eventually: “PBIS was in line with everything we were already doing, but it was a...more structured approach.”
## Existing practices and needs

<table>
<thead>
<tr>
<th>Existing system</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Level system</td>
<td>• Lack of staff training on level system</td>
</tr>
<tr>
<td>• 3 levels, with incentives</td>
<td>• Lack of staff/resident input</td>
</tr>
<tr>
<td>• Daily level changes</td>
<td>• Lack of differentiation in incentives across levels</td>
</tr>
<tr>
<td></td>
<td>• No data review for action planning</td>
</tr>
</tbody>
</table>
SYSTEMS, DATA, AND PRACTICES
Team

• Challenge: having regular team meetings
• Adaptations
  – Informal communication
  – Staff bulletin board
  – Staff perceptions surveys
Facility-wide Expectations

- Be Cooperative
- Be Safe
- Be Responsible

TOGETHER WE CAN!

YOU MUST HAVE STAFF PERMISSION TO ENTER KITCHEN

Wash hands before kitchen work

Rinse and load dishes in dishwasher after each meal

Place items in trash properly

Outside

- Stay in assigned area.
- Use equipment appropriately.
- Profanity prohibited.

Van

- Stay seated while van is in motion.
- Keep seatbelts on at all times.
- Keep hands, feet and objects to self.
- Take all personal items off the van.
- Use inside voice.
- Profanity prohibited.
- Sit in assigned seats at all times.
# Teaching Matrix

## RTGH Teaching Matrix

<table>
<thead>
<tr>
<th>Living Skills</th>
<th>Be Cooperative</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bathroom</strong></td>
<td><em>Report problems or issues. Complete all bathroom activities in a timely manner.</em></td>
<td><em>Flush toilet. Give others privacy. Knock before entering bathroom.</em></td>
<td><em>Use soap and water when washing hands and body.</em></td>
<td>—</td>
</tr>
<tr>
<td><strong>Bedroom</strong></td>
<td><em>Lights out and in bed on time. Keep noise level confined to bedroom.</em></td>
<td><em>Dress and undress in private. Use only your property.</em></td>
<td><em>Keep rooms clean as directed.</em></td>
<td><em>Maintain personal boundaries. Entering bedroom other than your own is prohibited.</em></td>
</tr>
<tr>
<td><strong>Community Meetings Group</strong></td>
<td><em>Attend and participate in all community meetings. Provide and accept all constructive feedback.</em></td>
<td><em>Keep all communication in community meeting confidential.</em></td>
<td><em>Complete all assignments.</em></td>
<td><em>Stay in community meeting until dismissed.</em></td>
</tr>
<tr>
<td><strong>Day Room</strong></td>
<td><em>Leave dayroom clean and neat after each use. Wait for your turn to talk or watch a specific channel.</em></td>
<td><em>Use low voice if others are watching TV. Profanity is prohibited.</em></td>
<td><em>Return all personal items to your bedroom.</em></td>
<td><em>Keep hands, feet and other objects to self.</em></td>
</tr>
<tr>
<td><strong>Dining Area</strong></td>
<td><em>Allow others to enjoy meal without criticism.</em></td>
<td><em>Use inside voice. Chew with mouth closed.</em></td>
<td><em>Clean up around your area.</em></td>
<td><em>Keep hands, feet and other objects to self.</em></td>
</tr>
<tr>
<td><strong>Kitchen</strong></td>
<td><em>You must have staff permission to enter kitchen.</em></td>
<td>—</td>
<td><em>Rinse and load all dishes in dishwasher after each meal. Place items in trash properly.</em></td>
<td><em>Wash hands before doing kitchen work.</em></td>
</tr>
<tr>
<td><strong>Laundry</strong></td>
<td><em>Use all equipment appropriately. Ironing must occur during 2nd shift.</em></td>
<td><em>Use specified amount of detergent for each load of laundry. Wash and dry all clothes in a timely manner.</em></td>
<td><em>Complete all laundry according to schedule. Laundry room must be left clean after each use.</em></td>
<td>—</td>
</tr>
<tr>
<td><strong>Outings</strong></td>
<td><em>Follow all staff directions the first time given.</em></td>
<td><em>Profanity is prohibited.</em></td>
<td><em>Stay in assigned area.</em></td>
<td>—</td>
</tr>
<tr>
<td><strong>Outside</strong></td>
<td>—</td>
<td><em>Profanity prohibited.</em></td>
<td><em>Stay in assigned area.</em></td>
<td>—</td>
</tr>
<tr>
<td><strong>Van</strong></td>
<td><em>Take all personal items off the van.</em></td>
<td><em>Use inside voice. Profanity prohibited.</em></td>
<td>—</td>
<td><em>Stay seated while van is in motion. Keep seatbelts on at all times. Keep hands, feet and objects to self.</em></td>
</tr>
</tbody>
</table>
Teaching

How

When

Procedure for Teaching Appropriate Behavior to Residents

During the resident’s orientation to the program, staff review information with residents related to behavioral expectations, community living skills (which are clearly posted in each area), the daily level system, and ongoing PBIS reinforcement activities for appropriate behavior. Information related to our PBIS systems are also included in the resident handbook, which they are given at admission and encouraged to keep for their review.

Ongoing teaching of the behavioral expectations occurs in the following formats:

- **Pre-Correction** - anticipating and addressing inappropriate social or academic behaviors (Teaching Matrix)
- **Re-teaching** - adjusting of delivery of content by addressing an individual student’s learning style, preference, interest, learning rate, and/or readiness (Teaching Matrix)
- **Reinforcement** - the process of encouraging or establishing a belief or pattern of behavior, especially by encouragement or reward
- **Individual Therapy** - each resident meets with his therapist weekly to address goals and objectives identified on the Master Treatment Plan
- **Group Therapy** - held five times per week at school to address topics including, but not limited to, the following: social skills, anger management, wellness education, self-esteem, coping skills, communication skills, substance abuse and HIV/STD education as well as life skills/independent living training.
- **Community Meeting** - held each weekday to review PBIS expectations and skills as they relate to the maintenance of a therapeutic group home milieu
- **Family Team Meetings** - held a minimum of once per month to allow family involvement in treatment
- **ICMP/Behavior Support Plans** - Each resident has an Individualized Crisis Management Plan/Behavior Support Plan which is routinely reviewed and revised as needed; they also have Individual Behavior Goals for which they can be rewarded through the Caught You Being Good ticket system

Procedure for Teaching the PBIS Behavior Management Program to Staff

Staff members are initially introduced to PBIS systems, such as, expectations, rules, teaching data, daily level system and reinforcement during their orientation period. Additional training is provided during the “on-the-job training process” by team members and established staff members utilizing the PBIS Staff Training Manual and modeling of appropriate responses (PBIS language) to resident’s behavior. An incentive system is utilized to reinforce staff members consistently implementing PBIS with fidelity. In addition, the PBIS team solicits feedback from staff via surveys to improve systems, encourage all staff to be actively engaged and develop ownership from all stakeholders.
Responses for misbehavior

Minors

- Defiance/disrespect
- Noncompliance
- Dress code violation
- Physical contact/horseplay
- Disruptive behavior
- Profanity/inappropriate language
- Contributed (non-safety)
- Leaving assigned area
- Lying/cheating
- Anger outburst
- Poor hygiene
- Late for bed
- Room unkempt
- Roaming around classroom/group
- Walking out without permission
- Minimal classwork or participation
- Criticizes peers in group
- Reacting negatively to feedback

Majors

- Fighting
- Verbal Aggression
- Physical Aggression
- Make threats to harm others
- Intimidating/bullying others
- Elopement
- Sexual acting out
- Refusal to take medication
- Self-harm
- Contraband (safety concerns)
- Suicidal gesture/attempt
- Gang affiliation display
- Destruction of property
- Truancy
- Theft/stealing
- Borrowing/lending/selling
- Refusing
- Being in another person’s room
- Pulling fire alarm
- Refusal to attend group and participate

Minor Infraction Procedure:
Step 1 – Prompt expectation
Step 2 - Redirect
Step 3 – Process with resident
Step 4 – Incident documented
3 documented incidents in a day may result in a level drop.

Major Infraction Procedure:
Step 1 – Document incident
Step 2 – Notify program director
Step 3 – Level drop
A major behavior infraction may result in a level drop.
## Acknowledgment System

### RTGH

**Together**

**BE RESPECTFUL**

**BE COOPERATIVE**

**BE RESPONSIBLE**

**BE SAFE**

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### Caught You Being Good Tickets

<table>
<thead>
<tr>
<th>RTGH</th>
<th>Caught You Being Good Tickets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redemption Menu</td>
<td></td>
</tr>
<tr>
<td>Use Alternate Menu</td>
<td>1 Ticket</td>
</tr>
<tr>
<td>Cereal Substitution (for breakfast; once per week)</td>
<td>2 Tickets</td>
</tr>
<tr>
<td>Extra Phone Call</td>
<td>3 Tickets</td>
</tr>
<tr>
<td>Snack Bag</td>
<td>3 Tickets</td>
</tr>
<tr>
<td>Snack Substitution</td>
<td>3 Tickets</td>
</tr>
<tr>
<td>Plan a Meal (once per month)</td>
<td>4 Tickets</td>
</tr>
<tr>
<td>Grocery Shopping</td>
<td>5 Tickets</td>
</tr>
<tr>
<td>Help Staff in the Kitchen</td>
<td>6 Tickets</td>
</tr>
<tr>
<td>Chore Exemption</td>
<td>7 Tickets</td>
</tr>
<tr>
<td>Friday Night Wi-Fi</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>Library Trip</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>Special Approval for M games</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>Trip to Shell Station During School (use own $)</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>Trip to Dollar General (use own $)</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>Eat out for supper (use own $)</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>Help Plan Recreation Outings</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>Kitchen TV Rental (1 ½ hours)</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>Level Green Restoration</td>
<td>13 Tickets</td>
</tr>
<tr>
<td>Special Request</td>
<td>Based on request</td>
</tr>
</tbody>
</table>
Data Collection

The PBIS team will collect data from the Daily Level Monitoring Sheet and enter it into the data system at least weekly. Data will be labeled into two categories: Major Behaviors (M) and Minor Behaviors (m). Please refer to the Behavior Flowchart for a list of identified behaviors for each category.

- Data to be collected are:
  - average incident per day per month
  - location of problem behavior
  - time of problem behavior
  - problem behavior
  - resident (who)

Data Analysis

- The PBIS team will review the data at least monthly to:
  - identify a possible problem
  - build a precise problem statement
  - select a solution (intervention)
  - assess if a solution is (a) being implemented, and (b) being effective

- Data will be shared with staff and residents at least monthly.

TGH Daily Level Monitor Sheet

<table>
<thead>
<tr>
<th>Resident:</th>
<th>Chores Complete</th>
<th>School Behavior</th>
<th>School Work Completed</th>
<th>Group Behavior</th>
<th>Personal Hygiene</th>
<th>Shower On Time</th>
<th>Breakfast On Time</th>
<th>Clothes Washed</th>
<th>Room Clean</th>
<th>Out at Meal On Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
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<td>m</td>
<td>m</td>
<td>m</td>
</tr>
</tbody>
</table>
### Data Summary Form

<table>
<thead>
<tr>
<th>Is there a problem?</th>
<th>Describe...</th>
<th>Ideas for Solutions...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How Often are</strong> the incidents?</td>
<td></td>
<td>Prevent</td>
</tr>
<tr>
<td>• Trends?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compared to last year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Total number of incidents/total number of days in the month</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What</strong> are the problem behaviors?</td>
<td></td>
<td>Teach</td>
</tr>
<tr>
<td>• One, few, many behaviors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clusters of behaviors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Where</strong> are the behaviors occurring?</td>
<td></td>
<td>Monitor</td>
</tr>
<tr>
<td>• One, few, many location?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clusters of locations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When</strong> are the behaviors occurring?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compared to the schedule?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compared to the locations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Who</strong> is involved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Many or few?</td>
<td></td>
<td>Reinforce</td>
</tr>
<tr>
<td><strong>Precision Statement:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Connecting Tier 1 and Tier 3

Facility-wide data

Disaggregated and reviewed by behavior, time, location, resident(s), and amount/frequency

“Can we address this through Tier 1 supports for all residents?”
  • frequency
  • time
  • location

Can we intensify Tier 1 supports for individual youth?

All youth have IEPs and treatment plans
FIDELITY
Benchmarks of Quality (Revised) Critical Elements

- PBIS Team
- Staff Commitment
- Effective Procedures for Dealing with Discipline
- Data Entry & Analysis Plan Established
- Expectations & Rules Developed
- Rewards/Recognition Program Established
- Lesson Plans for Teaching Expectations/Rules
- Implementation Plan
- Classroom Systems
- Evaluation
FW-BoQ Coach Rating Form

- PBIS Team
  - added "broad representation" req
- Staff Commitment
- Effective Procedures for Dealing with Discipline
  - distinguished major/minor problem behaviors
- Data Entry & Analysis Plan Established
  - added weekly data entry req
- Expectations & Rules Developed
- Rewards/Recognition Program Established
  - valued naturally occurring reinforcements
- Lesson Plans for Teaching Expectations/Rules
  - less emphasis on family/community; more on facility-wide impact
- Implementation Plan
  - maintains family/community involvement here
- Crisis Plan
- Evaluation
Scoring Indicators . . . .

• (++) = Critical Element In Place

• (+) = Critical Element Needs Improvement

• (-) = Critical Element Not in Place

For graphing purposes, converted to . . . .

• (++) = 2 points

• (+) = 1 point

• (-) = 0 points
FW-BoQ Coach Rating Form (July 2015-Jan 2021)
New Fidelity Tool: FW-TFI (May 2021)

• 3 Subscales
  – Teams; Implementation; Evaluation
FW-TFI: 16 Features

- Team Composition
- Team Operating Procedures
- Facility-wide Behavioral Expectations
- Teaching FW Behavioral Expectations to Youth
- Challenging Behavior Definitions
- Staff Professional Development
- Youth Feedback & Acknowledgment
- Staff Feedback & Acknowledgment

- Staff Involvement
- Access to Training, Coaching, and Technical Assistance
- Facility-wide/Program Implementation Procedures
- Discipline Data
- Data-based Decision Making
- Fidelity Data
- Annual Evaluation

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Higher Threshold to Support Fidelity

• Feature 1.1 Team Composition . . . with individuals present able to provide:
  – (a) behavior support;
  
  – (b) knowledge of youth academic and behavior patterns, and status regarding disability, primary language, and medical and behavioral health needs;
  
  – (c) knowledge and authority involving the facility operations;
  
  – (d) safety/security expertise;
  
  – (e) youth voice.
Higher Threshold to Support Fidelity, cont’d.

• Feature 1.2 Team Operating Procedures: . . . Team:
  – (a) meets at least monthly;
  – (b) has regular meeting format/agenda;
  – (c) keeps meeting minutes;
  – (d) meeting minutes are shared with staff;
  – (e) required team members attend regularly, staying for the entire meeting; and
  – (f) maintains a current action plan
Benefits of Structured PBIS Approach

- Provided more systemic approach to training staff and new residents on how Raleigh's behavior management practices worked.
- Formalized a method of receiving feedback from staff and residents about what worked well, which incentives were meaningful, etc.
- Gave a process to ensure the most meaningful incentives were aligned with the facility's level system.
- Formalized approach to use data for decision-making.
Problem Identification & Brainstorming Solutions

<table>
<thead>
<tr>
<th>Is there a problem?</th>
<th>Describe...</th>
<th>Ideas for Solutions...</th>
</tr>
</thead>
</table>
| **How Often** are the ODRs? | We had a total of 70 incidents, which is an increase from last month (52). | Prevent –
Review expectations in main areas of noncompliance, and not following schedule. |
| • Compared to National Average? | | Teach –
Review expectations and community living skills in community meeting. Review IBGs in group therapy. Review coping skills/behavior plan in individual therapy with residents who had over 10 incidents. |
| • Trends? | | Monitor –
Daily Level Monitor Sheet Review with residents/feedback in community meeting Review data in community meeting and discuss trends each month |
| • Compared to last year? | | Reinforce –
Continue to do CYBG tickets based on each resident’s IBG |
| **What** are the problem behaviors? | The main problem behavior continues to be noncompliance (29), followed by not going to bed on time (10). There were only 3 majors. | Continue to do staff incentives for CYBG participation. |
| • One, few, many behaviors? | | Do random reinforcements for following group home schedule to encourage compliance in these areas. |
| • Clusters of behaviors? | | |
| **Where** are the behaviors occurring? | The bedroom was the most represented location (with 30 incidents). | |
| • One, few, many location? | | |
| • Clusters of locations? | | |
| **When** are the behaviors occurring? | The incidents happened throughout both first, second and third shifts, with spikes occurring in the mornings before school and after 8:00pm. | |
| • Compared to the schedule? | | |
| • Compared to the locations? | | |
| **Who** is involved? | Nine residents had incidents. Three residents accounted for over half of the incidents (20, 12, 11 each). Six residents had seven or fewer incidents. One resident had 0 incidents. | |
| • Many or few students | | |

**Precision Statement:** Our number of incidents increased to 2.3 per day. Most incidents were minors. Noncompliance continues to be the most frequent behavior. The incidents occurred mostly on first and second shifts and were mostly in the bedroom. We continue to have many residents involved, with several having a larger amount of incidents than others.
# FW-TFI Tied to Action Planning

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Source</th>
<th>Score</th>
<th>Action Steps</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 1.1 Team Composition                 | • Team Members  
• Director  
• Program Coordinator  
• Therapist  
• Educational Staff  
• Direct care staff              | 1     | • Brainstorm with Brenda to determine meeting barriers. | TBA      |
| 1.2 Team Operating Procedures        | • Team Members  
• Director  
• Program Coordinator  
• Therapist  
• Educational Staff  
• Direct care staff              | 1     | • Brainstorm with Brenda to determine meeting barriers. | TBA      |
| 1.3 Facility-Wide (FW) Behavioral Expectations | • Posted throughout group home.  
• Teaching Matrix  
• Staff Handbook  
• March Module training | 2     | Update as needed.                                  | Ongoing  |
| 1.4 Teaching FW Behavioral Expectations to Youth | • Taught at intake  
• Every Monday in community meeting one expectation is discussed as it relates to behaviors occurring during the week (Pos. & Neg.)  
• PBIS Resident Handbook | 2     | Update handbook as needed.                         | Ongoing  |
<table>
<thead>
<tr>
<th>Feature</th>
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<th>Score</th>
<th>Action Steps</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 1.5 Challenging Behavior Definitions        | • Resident and Staff PBIS Handbook  
  • Major & Minor Flowchart  
  • Posted on staff’s PBIS bulletin board  
  • Reviewed weekly in community meeting | 2     | Update Handbooks as needed             | Ongoing    |
| 1.6 Policies to Address Youth Challenging Behaviors | • PBIS Staff Handbook  
  • Policy & Procedures – Clinical Services section treatment modalities  
  • Resident PBIS Handbook | 2     |                                        |            |
| 1.7 Staff Professional Development           | • Staff orientation  
  • Monthly training modules  
  • On the job training  
  • Staff PBIS Handbook | 2     |                                        | Ongoing    |
| 1.8 Youth Feedback & Acknowledgement        | • Resident PBIS Handbook  
  • Daily Level Monitoring Sheets  
  • Policy & Procedures  
  • Caught You Being Good Coupons | 2     | • Need to train on recognizing stop behaviors instead of just start behaviors  
  • Consistency  
  • Brainstorm with Brenda to determine meeting barriers | 3/1/2021  |
### Feature: Staff Feedback and Acknowledgement

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Score</th>
<th>Action Steps</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday’s staff raffle using Caught You Being Good (CBG) coupons</td>
<td>1</td>
<td>Develop formal procedure for acknowledging staff on a scheduled system</td>
<td>3/12/2021</td>
</tr>
<tr>
<td>Big holiday raffles using CBG coupons</td>
<td></td>
<td>Need written procedures for staff acknowledgment system — Staff PBIS Handbook</td>
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</tbody>
</table>

### Feature: Staff Involvement

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Score</th>
<th>Action Steps</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data (M &amp; m) is shared weekly with staff and residents in Community mtg.</td>
<td>2</td>
<td>Distribute staff PBIS survey</td>
<td>4/2/2021</td>
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<tr>
<td>Data (M &amp; m) is posted on staff PBIS bulletin board</td>
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<td>Staff surveys</td>
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<td>Brainstorming sessions with staff about individual resident behavior</td>
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<tr>
<td>1.10 Facility-wide Implementation Procedures</td>
<td></td>
<td></td>
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<tr>
<td>1.11 Access to Training, Coaching and Technical Assistance</td>
<td>2</td>
<td>Continue providing module training</td>
<td>Ongoing</td>
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<tr>
<td>• Training Modules Catalogue</td>
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<td>• PBIS</td>
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<td>• TCI</td>
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<td>• CBT</td>
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<tr>
<td>• PCP Trauma</td>
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<tr>
<td>• Informed Mental Health Disorders</td>
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<tr>
<td>• FW-PBIS Handbook</td>
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<tr>
<td>• Access to SPDG training and coaching</td>
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<tr>
<td>1.12 Facility-wide Implementation Procedures</td>
<td>2</td>
<td>Ongoing</td>
<td></td>
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<tr>
<td>• Informal walkthroughs</td>
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<td>• Progress monitoring</td>
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<tr>
<td>• FW-PBIS matrices/posters</td>
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<tr>
<td>• Data reports</td>
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<tr>
<td>• FW-PBIS Handbook</td>
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<tr>
<td>1.13 Discipline Data</td>
<td>2</td>
<td>Ongoing</td>
<td></td>
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<tr>
<td>• Monthly PBIS Big 5 Data Reports</td>
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<td>• Ms &amp; ms</td>
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<tr>
<td>1.14 Data-based Decision Making</td>
<td>2</td>
<td>Conversation with Brenda about other types of meaningful data to use in problem solving</td>
<td>Ongoing</td>
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<tr>
<td>• FW PBIS Handbook</td>
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<tr>
<td>• Individual Treatment Plans</td>
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</table>
Observations from Director

• Increased consistency throughout program, across staff
• Created a common language
• Staff experienced fewer power struggles
• “PBIS makes the program run itself”
• Success story: resident got a job in the community, went on to independent living
• Residents loved the “Caught you being good”
Summary

- PBIS can enhance existing practices and programming
- PBIS brings structure and systematic attention to existing practices and programming
- Tier 1 data can be used to guide planning relevant to other programming and for individual students
- Attention to fidelity is important, but fidelity assessments must then link to programming decisions
<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Turner</td>
<td><a href="mailto:mrt109@txstate.edu">mrt109@txstate.edu</a></td>
</tr>
<tr>
<td>Brenda Scheuermann</td>
<td><a href="mailto:Brenda@txstate.edu">Brenda@txstate.edu</a></td>
</tr>
</tbody>
</table>
Please Complete this Session’s Evaluation

10/27/22
1F – PBIS in the Raleigh Therapeutic Group Home

Four options, pick one!

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   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the gift card raffle!

Evaluations are anonymous! We send reminder emails to all participants.