

PBIS Overview – Uses of Data within PBIS

NOVEMBER 2015

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What does “PBIS” stand for?

Positive

Behavior

Interventions and

Supports

TRIAGE MODEL ORIGINS: EMERGENCY RESPONSE SYSTEMS

Originated in World War I

French doctors treating battlefield wounded divided victims into three categories:

- Those who are likely to live, regardless of what care they receive;
 - Those for whom immediate care might make a positive difference in outcome;
 - Those who are likely to always need more care, regardless of what care they receive immediately.
-
- THINK about FLU prevention

The PBIS triangle in terms of youth needs

**This only
materializes if
we are doing
best practice!**

1-5% may have 10 or
more referrals to
security

10-15% of youth may have
2-9 referrals to security

80-90% of youth : 0-1 incidents which
require referral to security

PBIS MODEL COMPONENTS

SYSTEMS, which are

- In place to help schools and districts function proactively
- Monitored regularly for implementation fidelity
- Team-based to ensure stakeholder participation

PRACTICES, which are

- Evidence-based
- Focused on prevention
- Nested within a continuum of supports

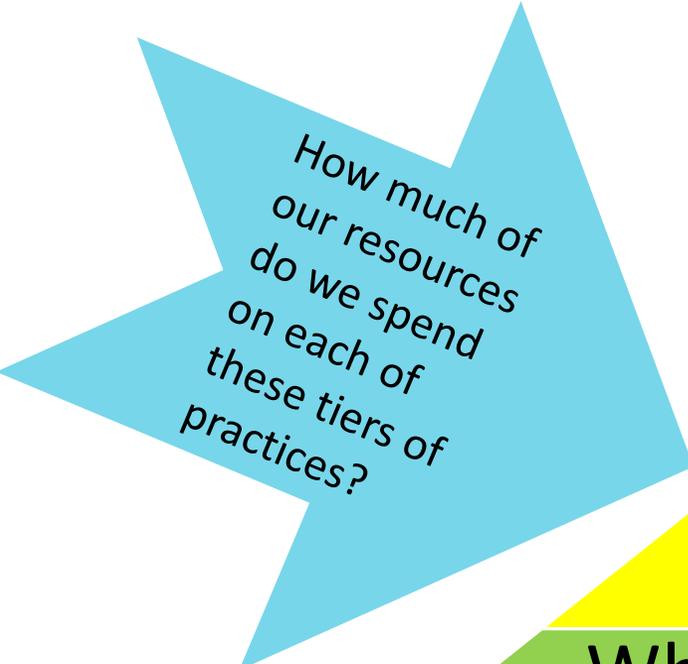
DATA, which are

- Collected systematically and on an ongoing basis
- Meaningful to all stakeholders
- Used to inform decisions

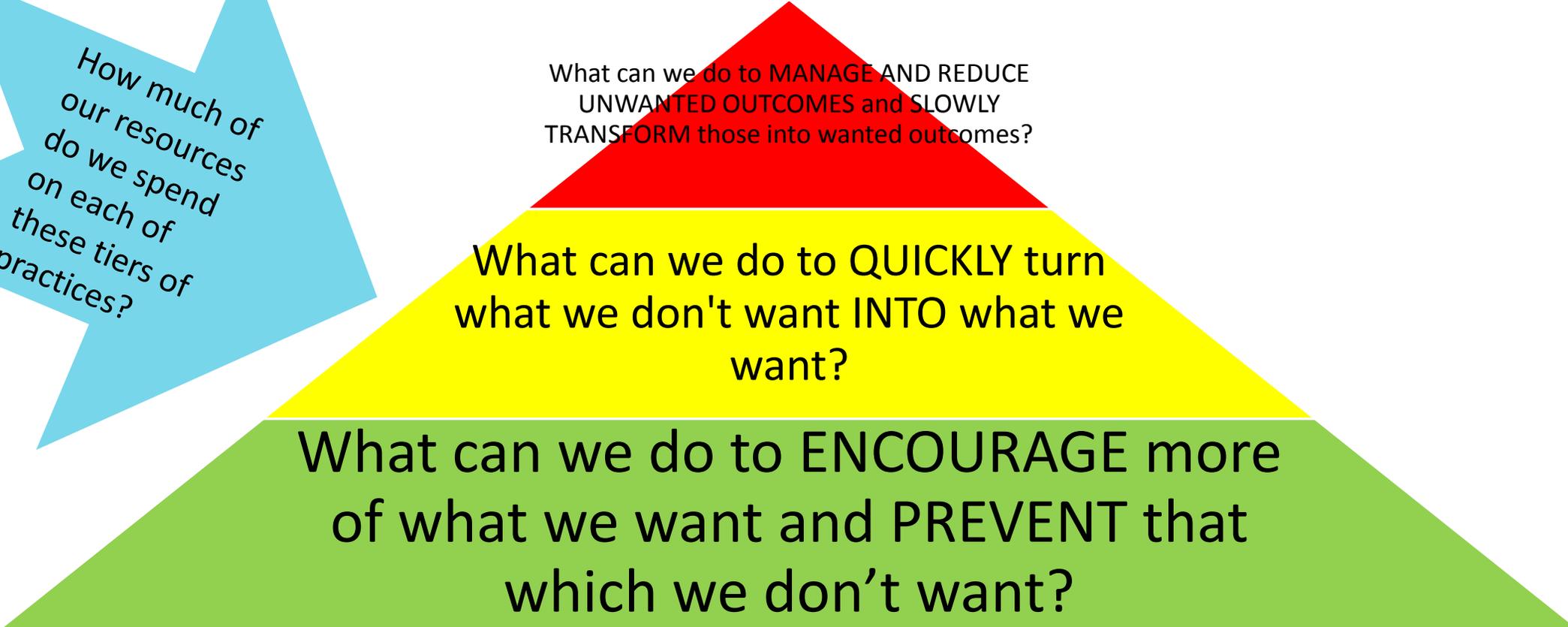
IF WE IMPLEMENT WITH FIDELITY, WE CAN EXPECT

- Reductions in referrals for problem behavior
 - Time and paperwork saved
 - Increased capacity to handle complex student behaviors
- Distributive leadership and teaming
 - Reduced burnout among faculty and staff
 - Enhanced buy-in for staff and faculty training
 - Increased clinical expertise among staff and faculty
 - Increased collaboration
 - A BETTER WORK ENVIRONMENT
- To support youth development of pro-social skills
 - More time for instruction, higher student academic achievement
 - Recognition of pro-social behavior success

The PBIS Triangle in terms of our practices – what we can DO



How much of
our resources
do we spend
on each of
these tiers of
practices?



What can we do to **MANAGE AND REDUCE UNWANTED OUTCOMES** and **SLOWLY TRANSFORM** those into wanted outcomes?

What can we do to **QUICKLY** turn what we don't want **INTO** what we want?

What can we do to **ENCOURAGE** more of what we want and **PREVENT** that which we don't want?

How much time do **you** spend?

- Identifying the desired outcomes and then making those happen?
- Identifying undesired outcomes and then preventing those from appearing?
- Quickly turning undesired outcomes into desired outcomes?
- Managing unwanted outcomes which have appeared and persisted?
- SLOWLY treating the effects of those outcomes and addressing their impact on the system?

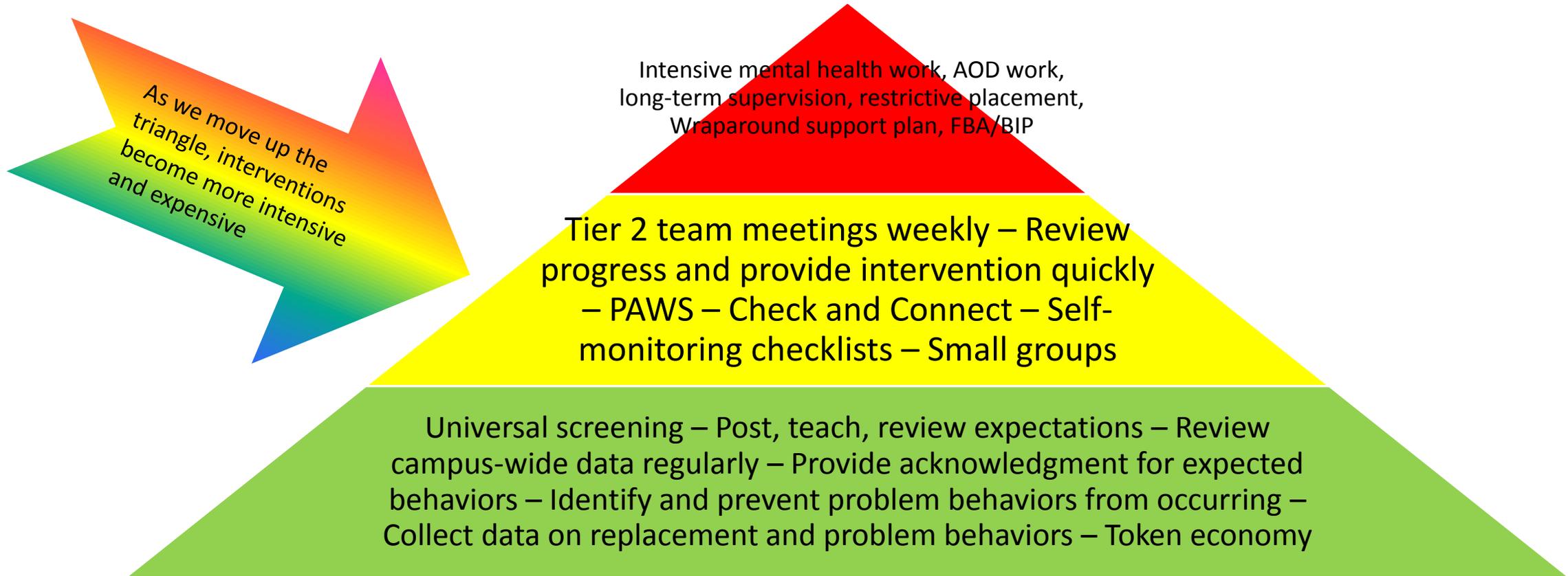
Practices by tiers

Tier	Who gets it	Example
Tier 1	Available to everyone equally.	Cougar Cash (RJ), any on-the-spot privilege or stage privilege.
Tier 2	Those who are not responding to Tier 1 practices can be provided with Tier 2 interventions.	Any short-term (not longer than 10 weeks) program or practice which uses objective data to measure need, participation, and response to intervention, e.g., redirect, mentorship, Check and Connect.
Tier 3	Those who are not responding to Tier 2 interventions can be considered for Tier 3 interventions.	Long-term intensive interventions which also use need, participation, and response data to locate and match youth with services. Example: Phoenix.

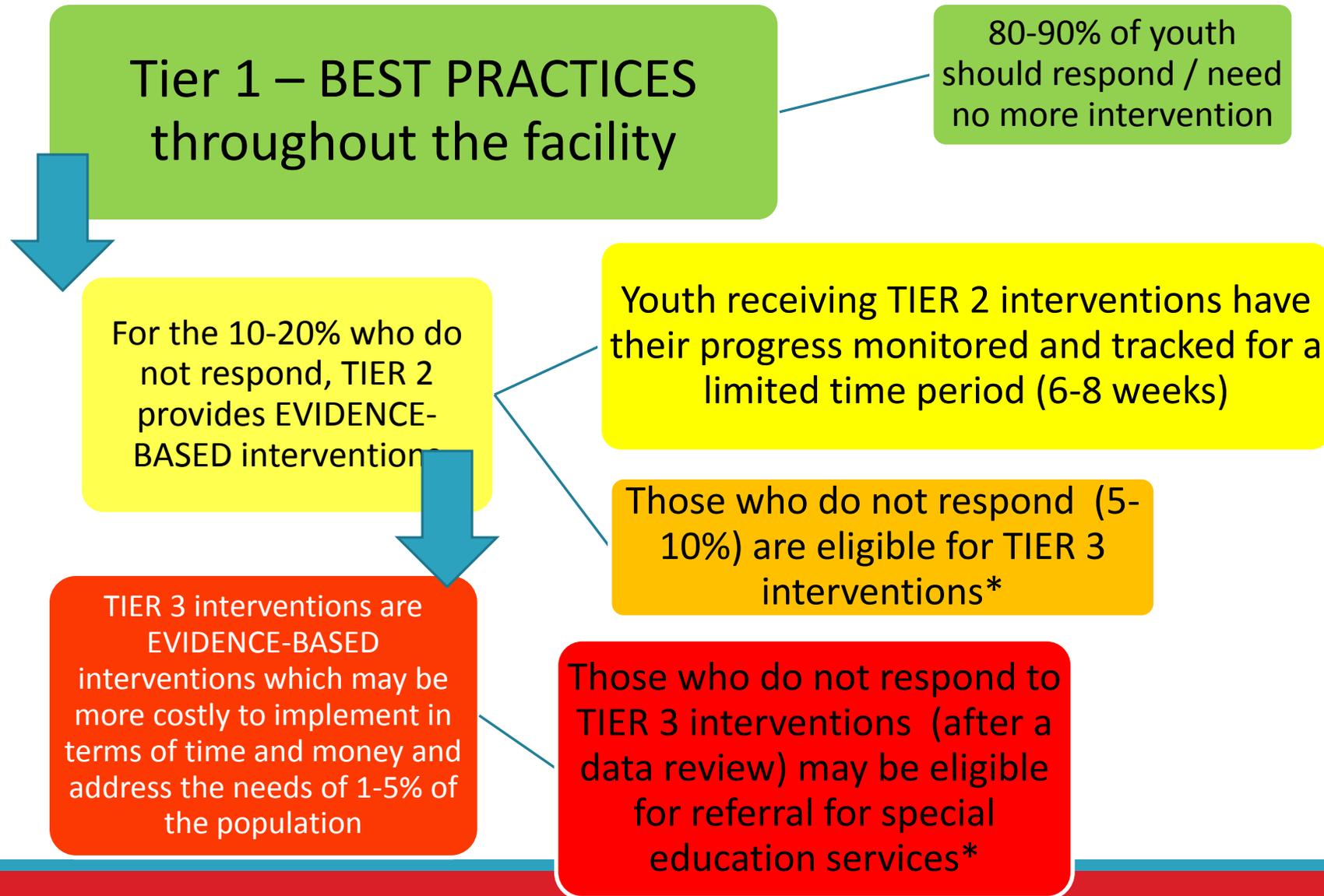
Primary Prevention– Tier 1

- ALL practices are evidence-based, “best practices”
- Facilities decide who is “responding” or “not responding” based on data points they select.
- NOTE:
- In PBIS, TIERS refer to interventions, not youth.
- Tiers of support aren’t placements, they’re the way we describe how the system hosts practices.
- Token economies are a Tier 1, evidence-based practice for encouraging the development of appropriate youth behavior.

The PBIS Triangle in terms of our practices – what we can DO



In practice, this looks like



Steps to implementing PBIS Tier 1 system

1. Develop expectations (outcomes-focused)
2. Align expectations in each setting/area
3. Develop or categorize practices and programs
4. Participate in training
5. Install practices, utilize response system
6. Share results each month; refine system
7. Measure outcomes

How it works

- | |
|--|
| 1. Following directions |
| 2. Participating in activities |
| 3. Respecting others |
| 4. Being in the right place/right time |
| 5. Accepting consequences |

Staff teach behavioral expectations in each setting:

Teach, model – then, reinforce

Youth are “caught” in the act of behaving appropriately

Some dorm areas have posters to help youth

This is a first step in answering, “What can we do to encourage expected behavior?”

Who is implementing this now?

All facilities in Education

In State Programs, Ron Jackson has started implementing

Cougar Cash token economy

Youth can “purchase” items at the CC store on dorm

- Deodorant
- Hair care items
- Rubber bands for hair
- Hair styling (one day – like higher stage youth)
- Wear or borrow one high-stage item
- Bean bags

SO . . . What affects success?

Communicating expectations effectively

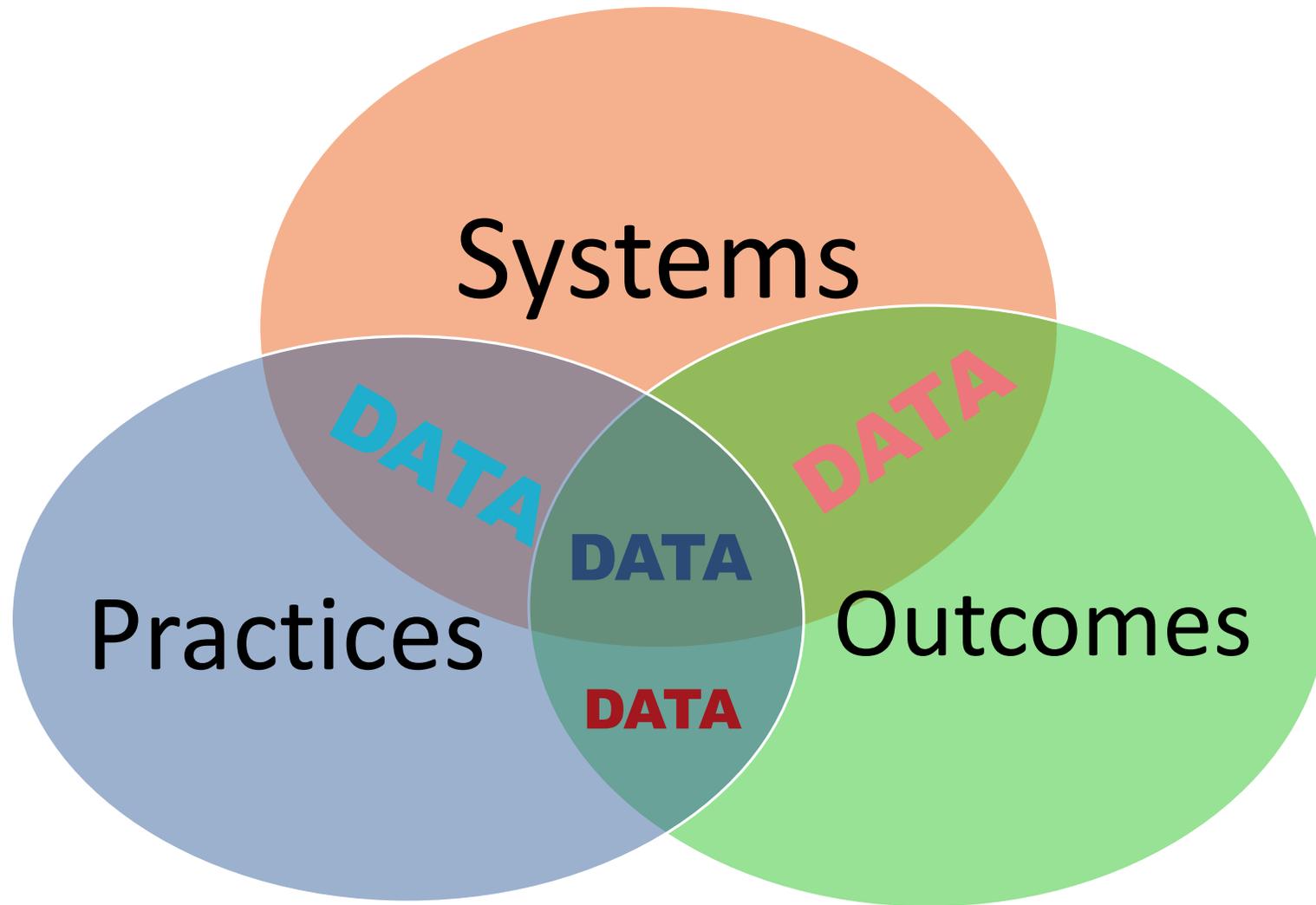
Having a replacement behavior in mind rather than focusing on the target behaviors

Building new, prosocial behaviors rather than expecting to extinguish old, antisocial ones overnight.

HOW we provide reinforcement and encouragement

Being consistent

Looking at our data and asking, “How can our system support our efforts?”



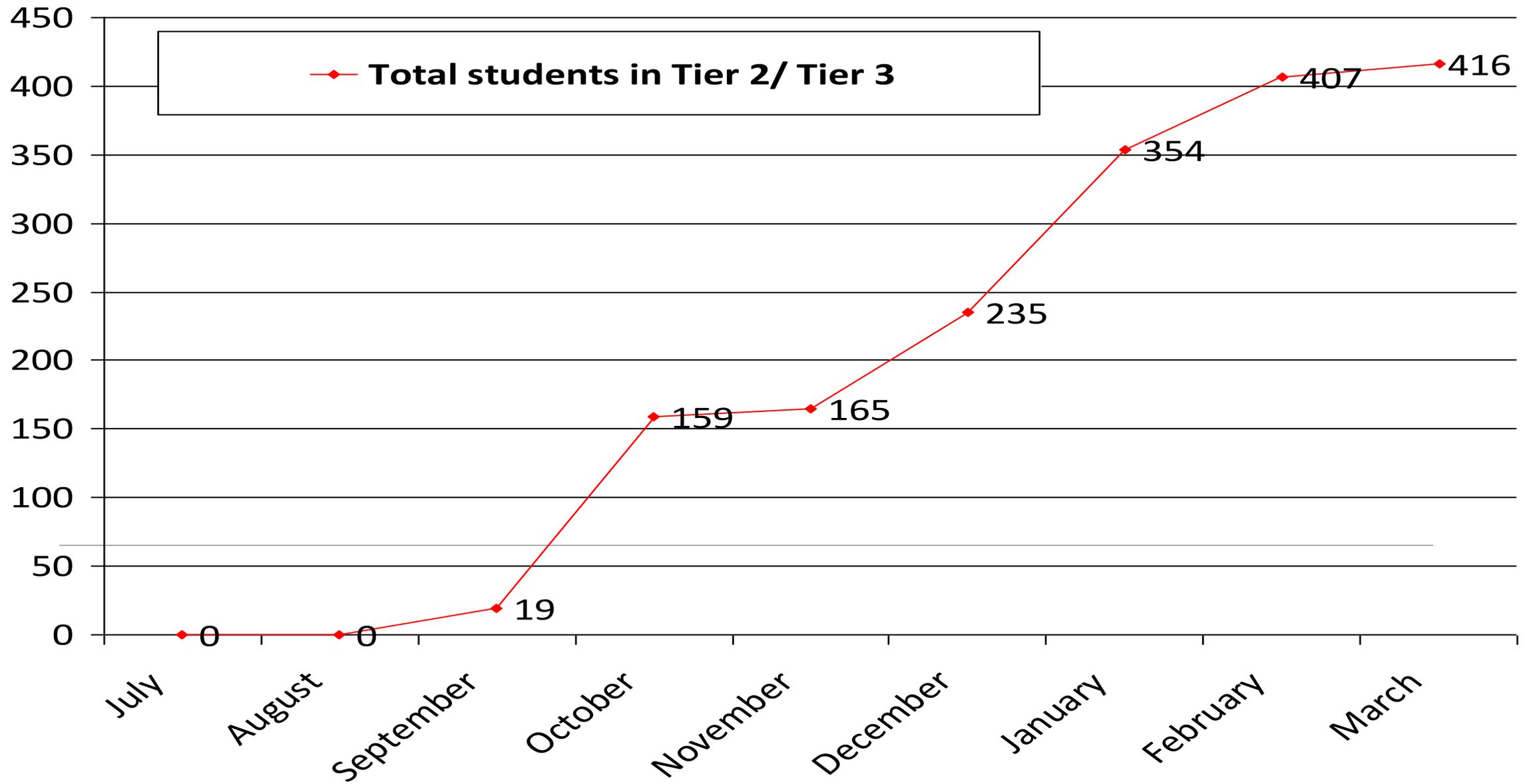
Data-based decisions

Basic data categories – process & outcome

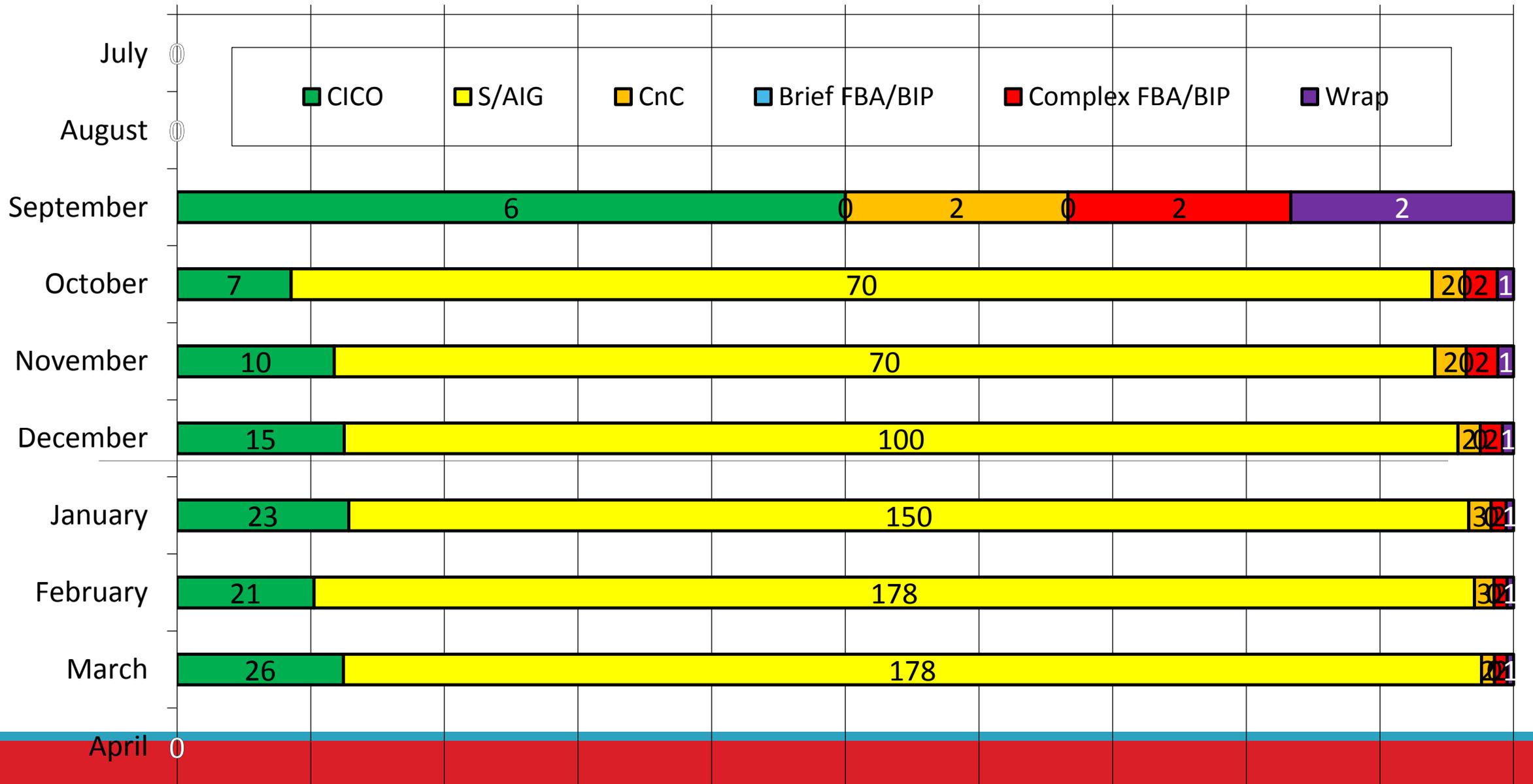
Type of data	Process	Outcome
Incident reports	X	X
Enrolment data (interventions)	X	X
Staff fidelity of practice data	X	X
Rate of success in program completion		X
Graduation rates		X
Cougar Cash data	X	X



- Students being monitored by Secondary Systems Team (CICO, CnC, FBA/BIP)
- Students being monitored by Tertiary Systems Team (Complex FBA/BIP, Wraparound)
- Students being considered for Special Education Testing
- Students with Special Education process in progress (being tested, placement being considered, etc.)
- Students who were tested and did not qualify for Special Education
- Students suspended on one occasion
- Students suspended on two or more separate occasions
- Students placed (or at risk of being placed) in separate setting or "Safe School" (alternative to suspension program)
- Students in Special Education setting, out-of-home school
- Students in "short-term" restrictive placement in clinical setting (hospitalization)
- Students with expulsion hearing in progress
- Students expelled
- Students with IEPs expelled



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



How will we know PBIS is working?

We'll see higher rates of appropriate behavior

Majors and minor incidents should decrease

We will start using our data to drill down and locate problem areas

We will have more options for changing our approach with youth.

Discipline data – reviewed monthly

Big 5 data points –

Incidents per day, each month

1. By problem behavior
2. By location
3. By time
4. By student
5. By referring staff

Current issues

“Unique staff names” in CCS – 225 data

- See handout

Data entry lag time

- Makes it difficult for facilities to see relevant data on actionable schedule
- How can we solve this?

To recap

Punishment is **EXPENSIVE** – and often we can't provide a **STRONG** enough punishment for the behaviors we are trying to extinguish.

In a PBIS system, we teach, encourage, and reward expected behaviors first, then look for the students who don't respond.

We ask, “what can we do to encourage **WHAT WE WANT** and discourage what we don't want?”

Help us understand how we can help get data we need for PBIS system entered securely and quickly.



Questions?

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Can't wait?

Text me:

520-481-7773

messaging rates will apply!