

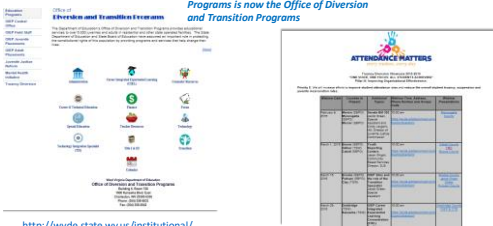
West Virginia DEPARTMENT OF EDUCATION

Why should we Consider PBIS in ODP/Juvenile Centers?

July 19, 2017

What is Office of Diversion and Transition Programs?

*The Office of Institutional Education
Programs is now the Office of Diversion
and Transition Programs*

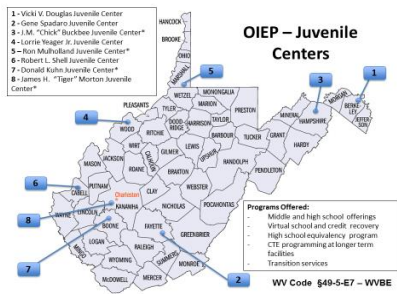


Division and Transition Programs

ATTENDANCE MATTERS

Category	Item	Link
ATTENDANCE MATTERS	Attendance	Attendance
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<http://wvde.state.wv.us/institutional/>



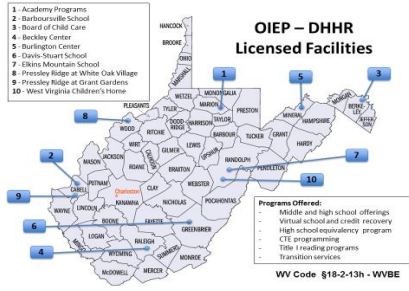
OIEP – Juvenile Centers

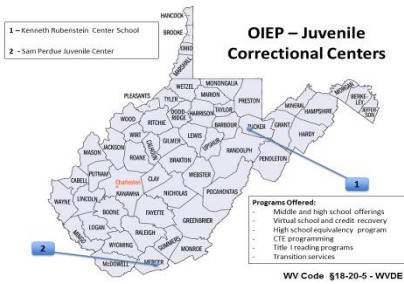
- 1 - Vicki V. Douglas Juvenile Center
- 2 - Gene Spadaro Juvenile Center
- 3 - I.M. "Chick" Backhoe Juvenile Center*
- 4 - Lorrie Yeager Jr. Juvenile Center
- 5 - Ron Mulfordland Juvenile Center*
- 6 - Robert L. Shell Juvenile Center
- 7 - Donald Kohn Juvenile Center*
- 8 - James H. "Tiger" Morton Juvenile Center*

Programs Offered:

- Middle and high school offerings
- Virtual school and credit recovery
- High school equivalency program
- CTE programming at longer term facilities
- Transition services

WV Code §49-5-E7 – WVBE





Why should we Consider PBIS in ODTF Juvenile Centers?

- Significant evidence of efficacy
- The most comprehensive model
- A large array of evidence based models
- The most flexible model
- Applicable across various types of programs

- Clear, consistent, predictable environments for youth and staff
- Focus on skill building and enhancing protective factors
- Responsiveness for your who need more intensive supports
- Immediately relevant behavior data drives local decision making

Why should we Consider PBIS in ODTP Juvenile Centers?



Promise within Georgia

- **Decreases in**
 - Behavioral incidents
 - Severity of incidents
 - 'noise' behaviors
- **Improvements in**
 - Youth actively engaged in programming
 - Staff self-efficacy
 - Positive verbal interactions between staff and youth/ staff and staff



Promise within Georgia

Youth Perspectives

- "It motivates me to do better"
- "Its changed this place – its more positive and staff talk to us better"
- "I like it – staff are now on the same page with what they want from us"
- "FW-PBIS is straight forward – I know what I need to do to get what I want (reinforcers)"
- "No one can take what I have earned from me – I earn it. I get it"
- "Much better than level system – that was so easy to game and the scary guys got everything you earned"
- "Its teaching me how to be successful for when I leave"
- "Its fair"
- "I like to keep one of my raffle tickets on my cot so when I am feeling down it reminds me that they care about me and I can do a good job"

Director/Staff Perspectives

- "Best thing this agency has done in my 30 years working here"
- "We are pleasantly surprised – FW-PBIS has changed this place for the better"
- "Staff are commenting on how programming/schedule disruptions are much better this year due to FW-PBIS"
- "FW-PBIS is much easier than what we used to do – our business as usual has changed – and we like it"
- "Now I know how to interact with the youth"
- "I like my job much better – this is a much more positive place"
- "Bullies and all that junk is down since starting FW-PBIS"
- "Youth are now active participants in their programming as they do not receive credit just for showing up anymore"



Promise of PBIS in Secure Care Facilities

- **Improved climate for teaching, learning, living**
- **Less minor behavior: "white noise"**
- **Greater consistency, communication among staff**
- **Better post-incarceration outcomes?**



Stephanie Bond's email

- They have had PBIS at their Slate Canyon facility since 2012. Slate Canyon is a secure detention and long term facility.
- They were asked to be part of a pilot and actually started it through the facility side, not DOE.
- Initially they had a problem b/c it was being controlled by others. She said after the 3rd year they were going to stop it, but took it over as a facility and it has flourished! (so they have actually been doing it for 2 years themselves)
- She said they also had difficulty with getting buy in from staff and are also working on creating a change of culture. This is the first year they have the vast majority of staff buy in. They are trying to continue that with focusing on staff motivation / appreciation, positive language with each other, etc... knowing that will funnel down to the kids.
- They are also a part of Pbs and have found that the two programs help to validate each other and work hand in hand. Their Pbs scores have gotten better since their participation in PBIS. (increase in moral, decrease in incidents).
- They have a committee member who is over data. They use either hand written surveys or survey monkey and give staff and residents surveys twice a year.
- They use a matrix, which she says has been a huge help! (she's going to send me a copy)
- After 3 years they lost their funding for incentives and had to start being creative...did not have a negative effect. In fact – this is when they started to flourish.
- Best Advice: Have Administration on board – especially through the hard times when you think it might now be successful. If they are on board – you will be successful.
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So what's it going to look like?

- Establish the Team
- Develop the Expectations
- Post the Expectations EVERYWHERE...
- Everyone learns them and knows them
- Look at the Data
- Develop guidelines for EVERY environment.



So what's it going to look like?

- Develop an acknowledgment system
- Look at the Data
- Start teaching the Expectations and the guidelines
- Based on the data choose behaviors you want to change and acknowledge
- Look at the Data





DRK'S EXPECTATIONS FOR CPR

EXPECTATION	DETAILS
Medical	<ul style="list-style-type: none"> Take medication as directed Remain five feet away from nurses work area unless given permission otherwise
COMPLIANT	<ul style="list-style-type: none"> Report only factual information Remain silent
POSITIVE	<ul style="list-style-type: none"> Use appropriate language and tone Keep heads and feet to yourself
RESPECTFUL	

SETTING	COMPLIANT	POSITIVE	RESPECTFUL
CLASSROOM	<ul style="list-style-type: none"> Attend, participate in all classes Be on task and give permission to leave Keep hands and feet to yourself 	<ul style="list-style-type: none"> Use kind words Do what your teacher (staff) asks immediately Use courteous, respectful, appropriate 	<ul style="list-style-type: none"> Never show head to speak Never and not loudly Never use hands, feet, or body to speak Never use inappropriate behavior, being
DINING HALL	<ul style="list-style-type: none"> Keep quiet Keep hands and feet to yourself Remain seated until called to by staff 	<ul style="list-style-type: none"> Use only to those at your table Use proper language 	<ul style="list-style-type: none"> Use appropriate language and tone Use words to speak Use the food table to use those tables
GYM	<ul style="list-style-type: none"> Attend, participate in all classes Be on task and give permission to leave Keep hands and feet to yourself Be in line when the line starts Remain silent or speak only when changing clothes 	<ul style="list-style-type: none"> Use kind words Do what the teacher (staff) asks immediately Use courteous, respectful, appropriate Remain silent when teacher not with you speaking 	<ul style="list-style-type: none"> Never show head to speak Never and not loudly, loudly Never use hands, feet, or body to speak Never use inappropriate behavior, being
HALLWAY	<ul style="list-style-type: none"> Walk with hands behind your back 	<ul style="list-style-type: none"> Walk with proper spacing between you and the next person 	<ul style="list-style-type: none"> Remain silent
MEDICAL	<ul style="list-style-type: none"> Attend, participate in all classes Be on task and give permission to leave Keep hands and feet to yourself 	<ul style="list-style-type: none"> Report any health information Remain silent 	<ul style="list-style-type: none"> Use appropriate language and tone Never show head and feet to yourself
OFFICE	<ul style="list-style-type: none"> Attend, participate in all classes Be on task and give permission to leave Keep hands and feet to yourself 	<ul style="list-style-type: none"> Use kind words Report factual information Speak quietly, clearly, and speak to him 	<ul style="list-style-type: none"> Remain silent Use appropriate language and tone Never show head and feet to yourself
OUTDOOR REC.	<ul style="list-style-type: none"> Attend, participate in all classes Be on task and give permission to leave Keep hands and feet to yourself Be in line when the line starts Remain silent or speak only when changing clothes 	<ul style="list-style-type: none"> Use kind words Do what the teacher (staff) asks immediately Use courteous, respectful, appropriate Remain silent when teacher not with you speaking 	<ul style="list-style-type: none"> Never show head to speak Never and not loudly, loudly Never use hands, feet, or body to speak Never use inappropriate behavior, being
POD	<ul style="list-style-type: none"> Keep hands and feet to yourself Be on task and give permission to leave 	<ul style="list-style-type: none"> Use courtesy 	<ul style="list-style-type: none"> Use appropriate language and tone
RESTROOM	<ul style="list-style-type: none"> Use and dispose of appropriate, appropriate 	<ul style="list-style-type: none"> Use kind words 	<ul style="list-style-type: none"> Use appropriate language and tone
TREATMENT OFFICE	<ul style="list-style-type: none"> Attend, participate in all classes Be on task and give permission to leave Keep hands and feet to yourself 	<ul style="list-style-type: none"> Use kind words Report factual information Speak quietly, clearly, and speak to him 	<ul style="list-style-type: none"> Remain silent Use appropriate language and tone Never show head and feet to yourself
VISITATION	<ul style="list-style-type: none"> Ask for permission to get out the door Keep hands and feet to yourself Remain silent or speak only when 	<ul style="list-style-type: none"> Use appropriate language 	<ul style="list-style-type: none"> Use only to those at your table

Donald R. Kuhn Expectations

West Virginian Children's Home



KITCHEN	
EXPECTATION	GUIDELINE
WORKERS	<ul style="list-style-type: none"> Complete job assigned Assist others until kitchen is clean Use equipment as intended
VALUABLE	<ul style="list-style-type: none"> Use good manner Use kind words Verbalize you wants and needs Hands and feet to your self
CAPABLE	<ul style="list-style-type: none"> Use hand sanitizer appropriately Three in a line Wait behind black line
HONEST	

WE

ARE



West Virginian Children's Home Guidelines

Setting	Workers	Valuable	Capable	Honest
Kitchen	Complete assigned job Assist others until kitchen is clean Use equipment as intended	Use good manners Verbalize wants and needs with kind words Hands, feet and objects to yourself	Use hand Sanitizer appropriately Three in a line Wait behind black line	Keep kitchen equipment and supplies in kitchen
Dimming Hall	Enter and exit quietly Speak softly when given permission Speak to only to those at your table	Pick up after yourself Raise your hand to speak to staff Hands, feet and objects to yourself	Go directly to you seat Stand quietly until called to get your food	Have appropriate conversations
Laundry	Complete assigned task Speak in a soft voice when permitted	Fold laundry with respect to owners Keep hands, feet and objects to yourself	Stay on task Use equipment safely	Take only your clothing
Garage	Comply the first time asked	Clean up equipment Keep hands feet and objects to yourself	Complete task as directed	Use equipment safely and as designed



Questions?

- If you would like a copy of this power point please email me

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