

# Facility Wide Positive Behavior Interventions and Support (FW-PBIS)



SAN LUIS OBISPO COUNTY  
OFFICE OF EDUCATION  
LEADERSHIP ■ COMMUNITY ■ SERVICE  
JAMES J. BRESCIA, Ed. D., SUPERINTENDENT



# Facility Wide Values

- Critical thinkers, collaborators and communicators
- Socially and emotionally healthy citizens
- Transition-oriented youth
- High School Graduates
- Reduce Recidivism



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Why do we do PBIS?



# PBIS Evidence Based

Bradshaw, C.P., Koth, C.W., Thornton, L.A., & Leaf, P.J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115

Bradshaw, C.P., Koth, C.W., Bevans, K.B., Ialongo, N., & Leaf, P.J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the school climate of middle schools. *Journal of Emotional and Behavioral Disorders, 16*(4), 221-231.

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Horner, R., Sugai, G., & Smith, S. (2005). The impact of school-wide Positive Behavioral Interventions and Supports on youth outcomes: A randomized effectiveness trial. *Journal of Emotional and Behavioral Disorders, 13*(4), 221-231.

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Waasdorp, T., Bradshaw, C.P., & Leaf, P. J. (2012). The impact of school-wide Positive Behavioral Interventions and Supports on Bullying and Peer Rejection: A Randomized Controlled Effectiveness Trial. *Archives of Pediatric Adolescent Medicine. 2012*;166(2):149-156

Bradshaw, Pas, Goldweber, Rosenberg, & Leaf, 2012

Freeman, J., Simonsen, B., McCoach D.B., Sugai, G., Lombardi, A., & Horner, ( submitted) Implementation Effects of School-wide Positive Behavior Interventions and Supports on Academic, Attendance, and Behavior Outcomes in High Schools.

- Builds Protective Factors
- Increases youth engagement in programming
- Increases academic performance
- Increases positive behavior
- Decreases number and times youth are involved in disciplinary incidents
- Decreases the use of crisis interventions
- Reduces aggressive behavior
- Improved staff perception of self-efficacy

# Research-based Principles for Supporting Youth

## Richly reinforce and reward desirable behavior

- Give many opportunities to learn and practice positive behaviors
- Praise and reward desired behaviors
- Show warmth, support and nurturing (even when it's difficult)

## Monitor and be involved

- Stay involved in teens lives
- Monitor daily activities and peer relationships
- Listen to their ideas and concerns

## Structure and guide

- Clear rules and expectations
- Opportunities to engage in positive, prosocial activities
- Guide youth away from troublesome peers
- Limit screen time

## Model and teach

- Provide culturally responsive role models
- Provide instruction in Social and emotional skills

# Proactive vs. Reactive Teaching

## Proactive



- Youth are provided with support to ensure they can perform the expected behavior.
- Opportunity to practice.
- Clear feedback.



## Reactive

- Repeatedly stating to a youth what they are doing wrong.



The fundamental purpose of PBIS is to make facilities and institutions more effective and equitable environments for all youth.



# Facility-wide PBIS



## Individualized, Tier III

Tertiary Prevention: Systems for youth requiring more intensive & individualized supports for academic, social, or mental health services.

## Targeted, Tier II

Secondary Prevention: Systems for targeted or group-based interventions for youth needing additional support beyond the Universal, Tier I system

## Universal, Tier I

Primary Prevention: Facility-wide systems for all youth and all staff in all settings.



# Facility-wide Implementation at San Luis Obispo County Juvenile Hall



# 4 main components of PBIS Tier Implemented in Juvenile Hall

3-5 Positively Stated Behavioral Expectations

Acknowledging Expected and Prosocial Behaviors

Continuum of Responses for Inappropriate Behaviors

Requesting Assistance

# 1. 3-5 Positively Stated Behavioral Expectations

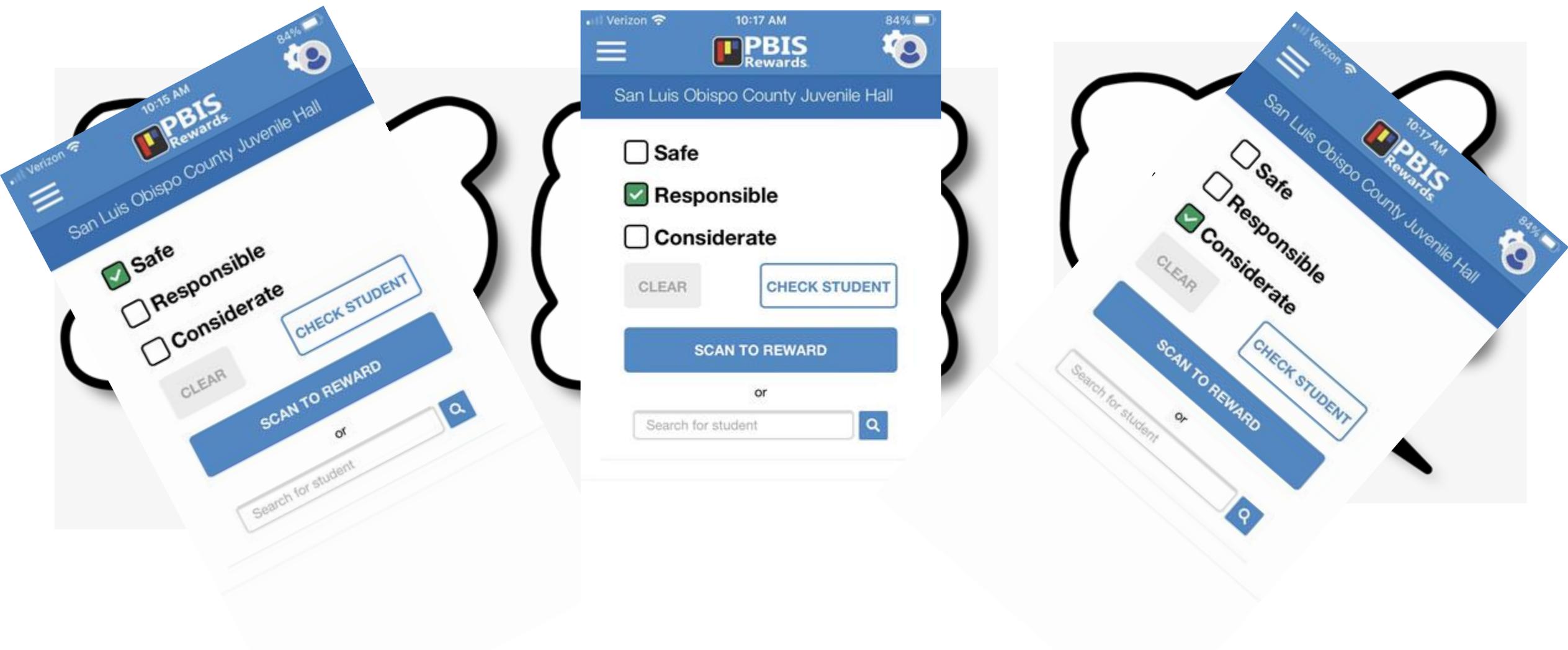


# Appropriate Behavior & Social Competence Skills

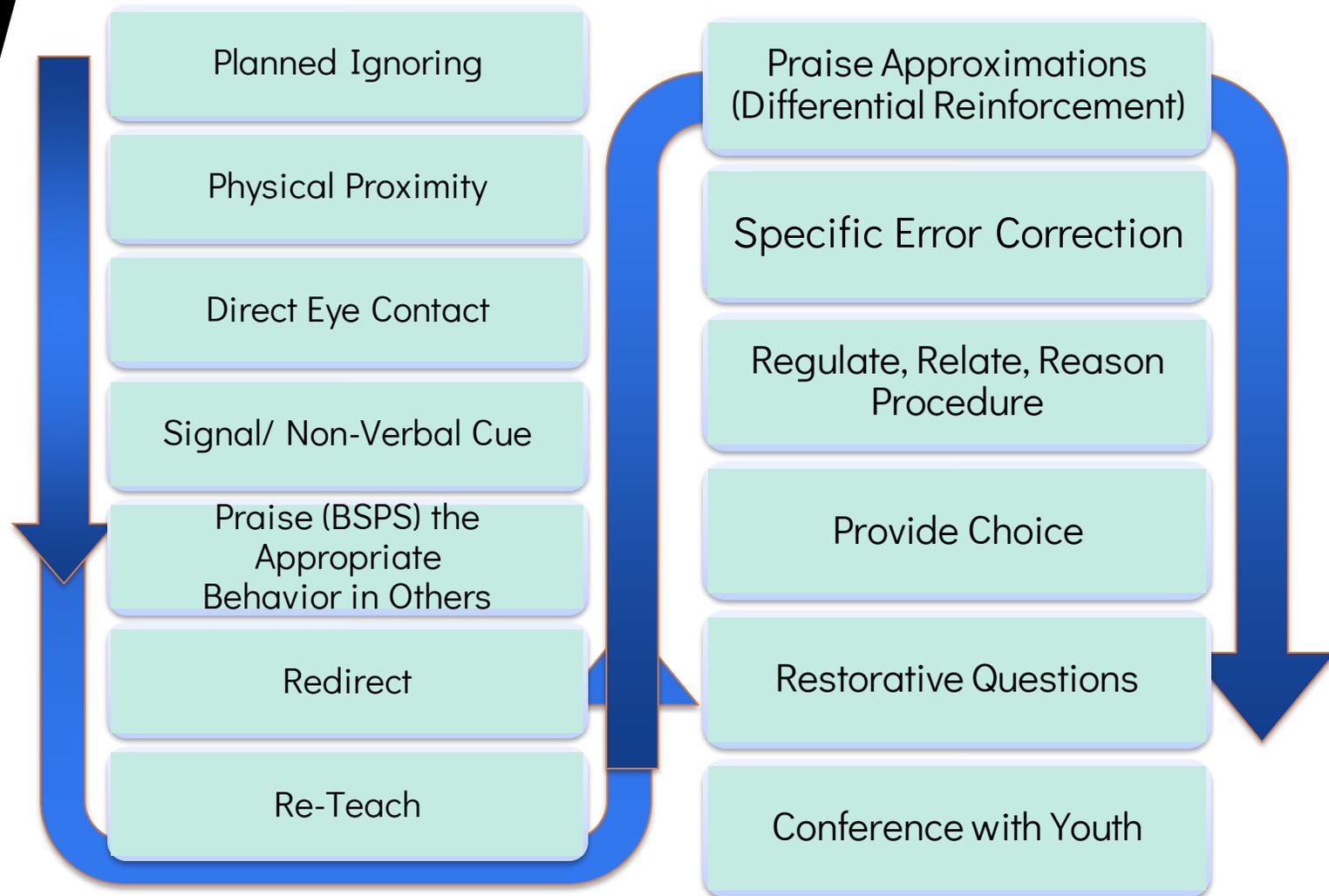
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- Skills that requires direct teaching to youth. There is no assumption that youth will learn social behavior automatically or pick it up as they go through life.
- Common Language: Be Safe, Be Responsible, and Be Considerate are the 3 main PBIS facility expectations.
  - Common Expectations apply to each area of the facility and then are broken down into more specific expectations depending on the area.

## 2. Acknowledging Expected and Prosocial Behaviors



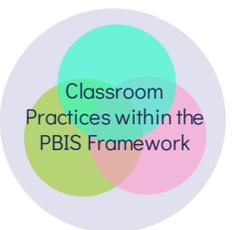
# 3. Continuum of Responses for Inappropriate Behaviors



## 4. Requesting Assistance

When youth need more support problem solving starts by defining a problem with precision

- **WHAT** behaviors are a barrier and how often do they occur?
- **WHERE** are the behaviors most/least likely?
- **WHEN** are the behaviors most/least likely?
- **WHO** is engaging in the behaviors?
- **WHY** do the behaviors keep occurring?





## Targeted, Tier II

Secondary Prevention: Systems for targeted or group-based interventions for youth needing additional support beyond the Universal, Tier I system

# Tier II Interventions



Check-in, Check-out (CICO)



Check and Connect



Break Pass



Skills Groups



Mentoring



Self-Monitoring



Behavior Contract

# Individualized, Tier III

Tertiary Prevention: Systems for youth requiring more intensive & individualized supports for academic, social, or mental health services.



# Tier III Interventions



Behavior Intervention Plans



Individualized Youth Plans

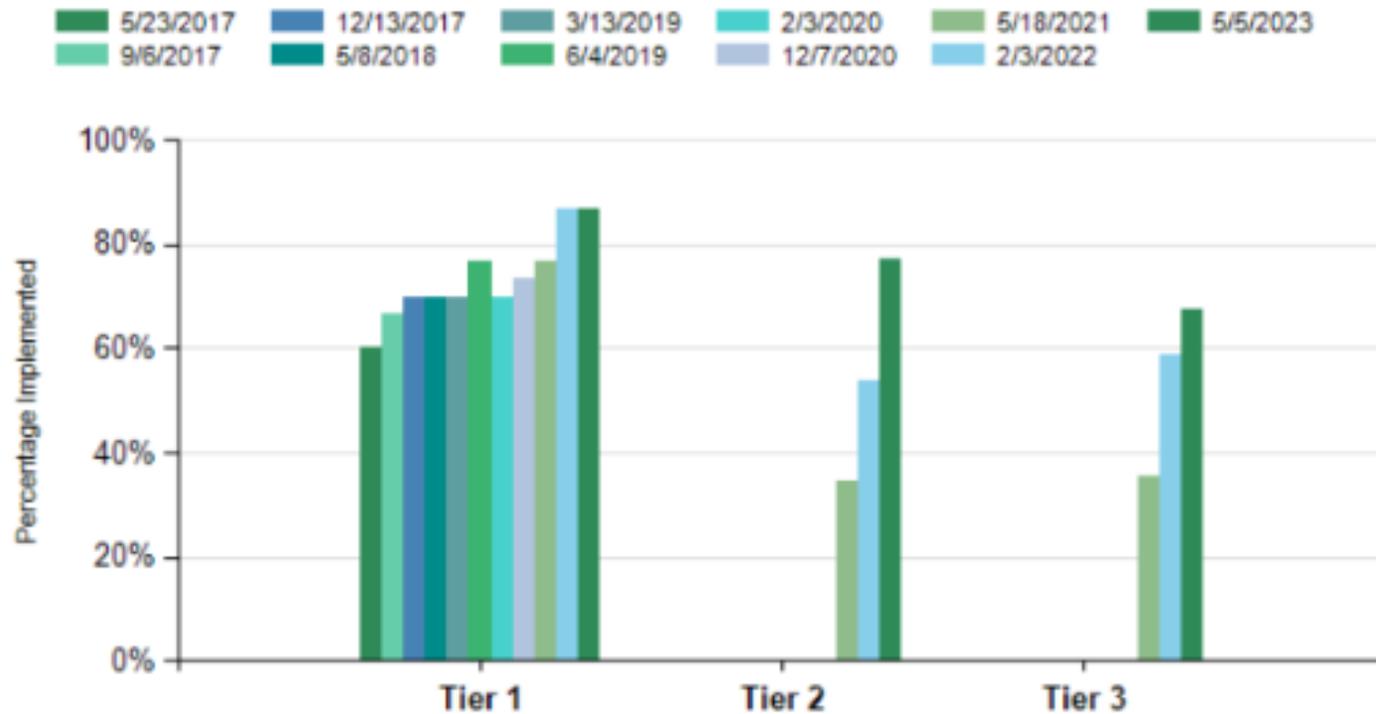


# San Luis Obispo Juvenile Hall Data

# Impact within the facility...

The first year and a half we had a 500% decrease in outside Mental Health referrals at the facility.

# Facility Fidelity Data of PBIS Implementation



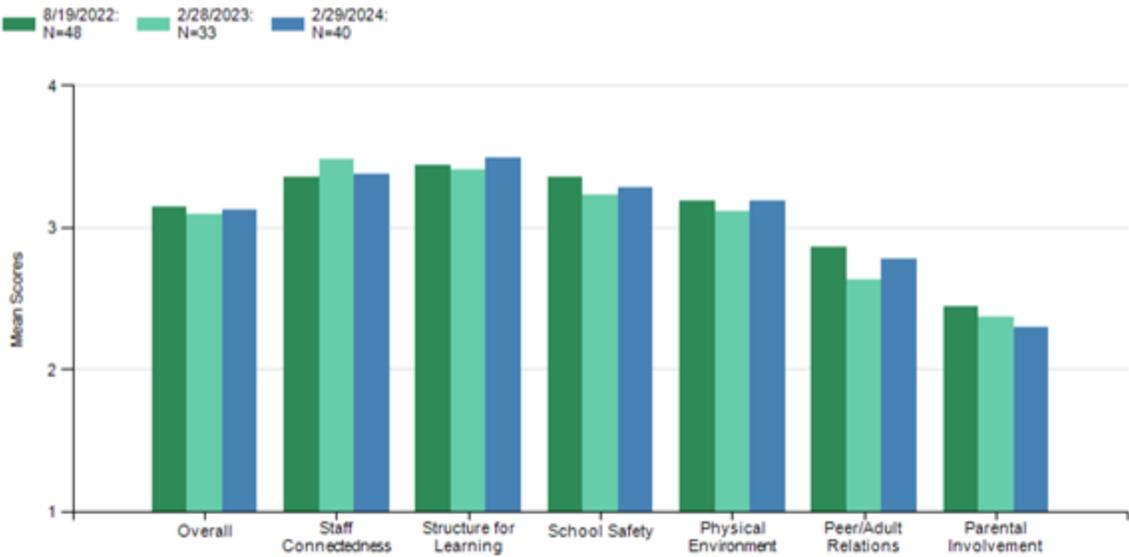
Date Completed	Tier 1	Tier 2	Tier 3
5/23/2017	60%	NA	NA
9/6/2017	67%	NA	NA
12/13/2017	70%	NA	NA
5/8/2018	70%	NA	NA
3/13/2019	70%	NA	NA
6/4/2019	77%	NA	NA
2/3/2020	70%	NA	NA
12/7/2020	73%	NA	NA
5/18/2021	77%	35%	35%
2/3/2022	87%	54%	59%
5/5/2023	87%	77%	68%

# Facility Climate Data-Facility Personnel

## San Luis Obispo County Juvenile Hall

San Luis Obispo, California

School Climate Survey: School Personnel  
 -- Mean Scores By Subscale --  
 San Luis Obispo County Juvenile Hall: 2022 - 2023



N=Number of respondents

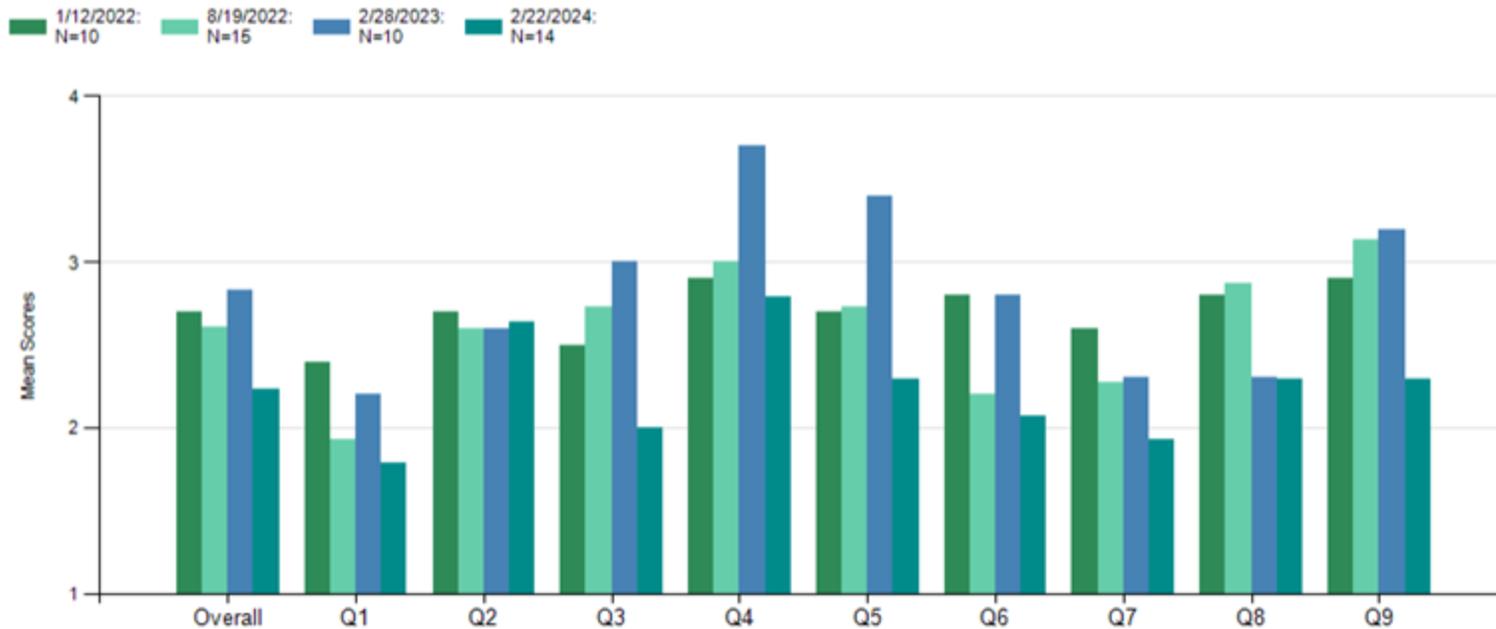
Survey Date	Number of Respondents	Overall	Staff Connectedness	Structure for Learning	School Safety	Physical Environment	Peer/Adult Relations	Parental Involvement
8/19/2022	N=48	3.15	3.35	3.44	3.36	3.19	2.86	2.44
2/28/2023	N=33	3.09	3.48	3.41	3.23	3.11	2.63	2.37
2/29/2024	N=40	3.12	3.38	3.49	3.28	3.19	2.78	2.3

To preserve anonymity, responses will not be shown for groups with N < 5. Their data are included in the other reports.

# Facility Climate Data - Youth

**San Luis Obispo County Juvenile Hall**  
San Luis Obispo, California

School Climate Survey: Secondary (brief version)  
-- Scores By Items --  
San Luis Obispo County Juvenile Hall: 2021 - 2023



N=Number of respondents

Survey Date	Number of Respondents	Overall	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
1/12/2022	N=10	2.7	2.4	2.7	2.5	2.9	2.7	2.8	2.6	2.8	2.9
8/19/2022	N=15	2.61	1.93	2.6	2.73	3	2.73	2.2	2.27	2.87	3.13
2/28/2023	N=10	2.83	2.2	2.6	3	3.7	3.4	2.8	2.3	2.3	3.2
2/22/2024	N=14	2.23	1.79	2.64	2	2.79	2.29	2.07	1.93	2.29	2.29

Q1: I like the hall.

Q2: I feel successful at the hall

Q3: I feel the hall has high standards for achievement.

Q4: The hall has clear expectations for behavior.

Q5: Staff treat me with respect.

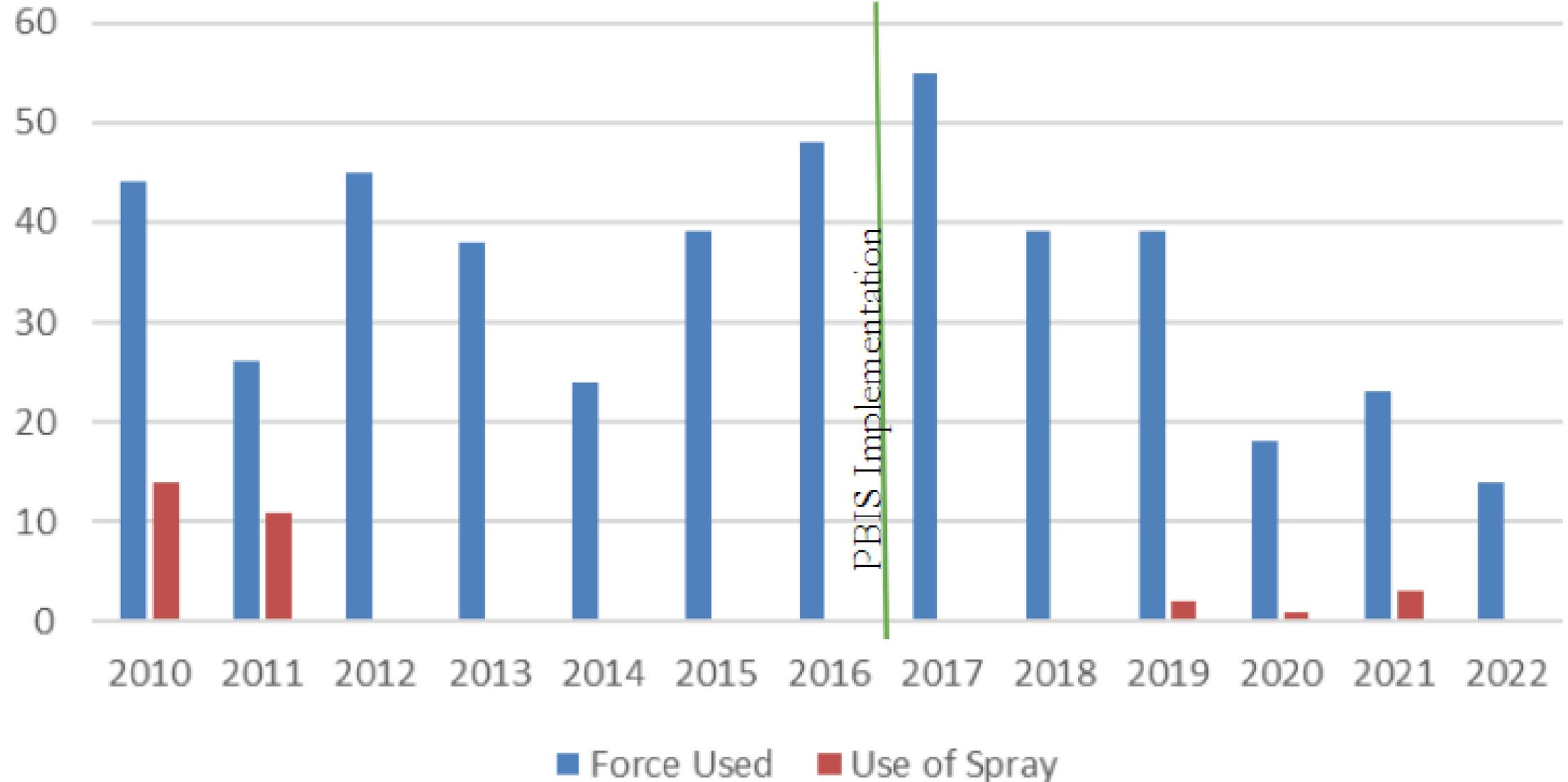
Q6: The behaviors in the hall allow me to focus.

Q7: Youth are frequently recognized for good behavior.

Q8: The hall is a place at which I feel safe.

Q9: I know an adult at hall that I can talk to if I need help.

# Use of Force and Use of Spray per Year



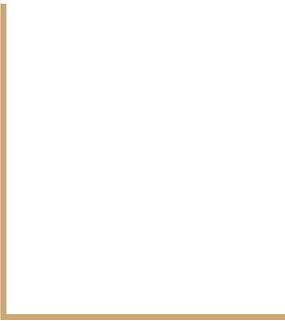
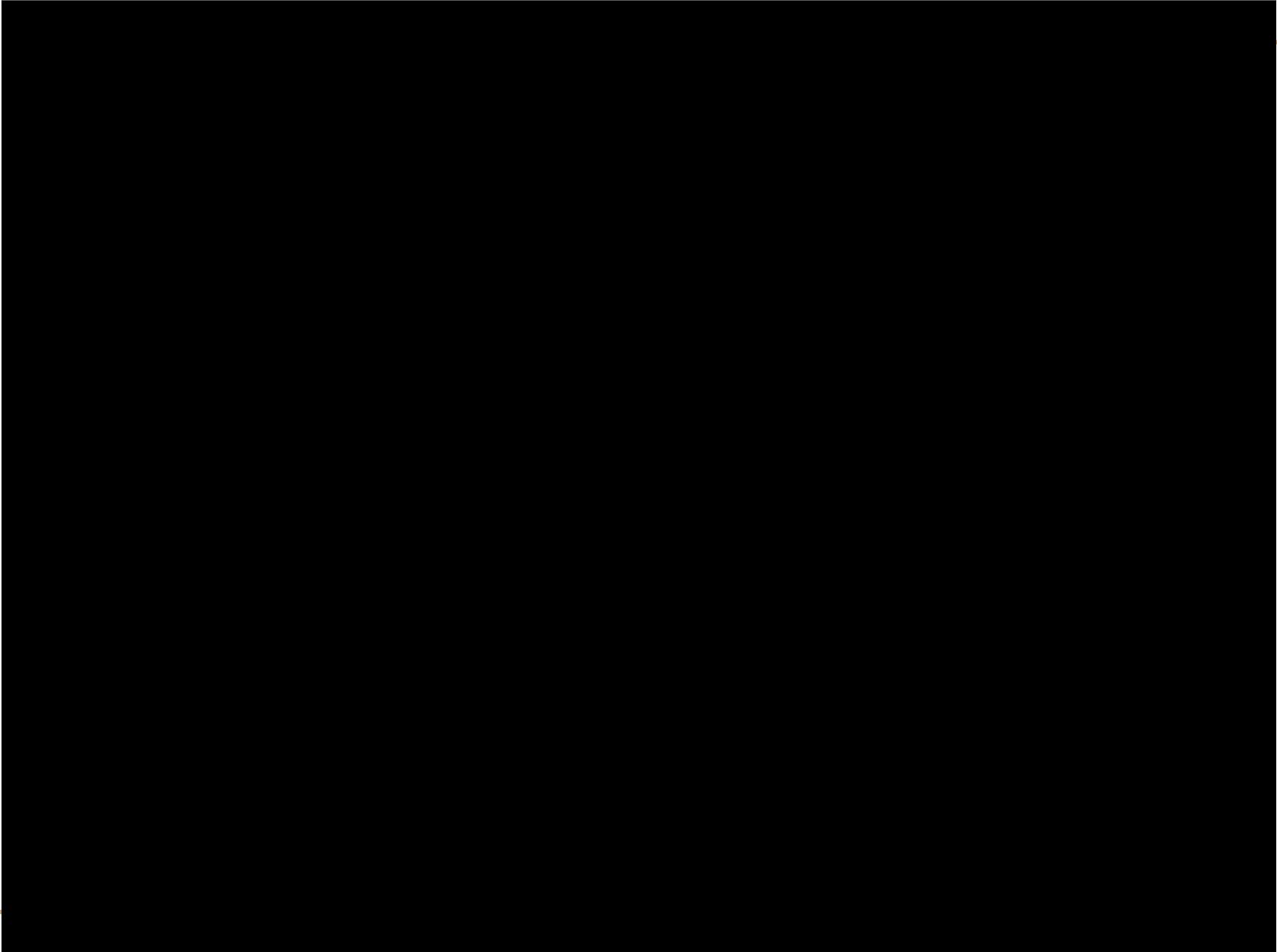
# UOF, OC SPRAY, WRAP

YEAR	UOF	OC SPRAY	WRAP
2016	48	15	6
2017	55	8	8
2018	39	9	1
2019	39	5	5
2020	18	1	0
2021	23	4	0
2022	14	0	0
2023	13	2	0
2024 (to date)	2	0	0

# Juvenile Hall PBIS Timeline- Where we are now...



Questions??



# References

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- Laura A. Riffel, Ph.D(2007) Positive Interventions and Effective Strategies: PIES II. Retrieved from: <https://www.tnvoices.org/wp-content/uploads/2020/10/Mini-Modules-Session-3.pdf>
- San Luis Obispo Juvenile Hall Training Materials