Nevada PBIS Implementation in Non-School Settings

Ashley Greenwald, Ph.D., BCBA-D, LBA
Project Director/Principal Investigator

Keywords: Alternative settings; Juvenile Justice; Behavior analysis; Community
Nevada PBIS

- Nevada Center for Excellence in Disabilities
- College of Education
- University of Nevada, Reno

- 100% grant funded, state and federal
- 18 employees across the state
  - 9 BCBAs & 3 BCBA-Ds
JUVENILE JUSTICE
History

• Facility was shut down in 2014 and re-opened with implementation of PBIS
• Implementing PBIS since 2017
• New superintendent every year

FUN FACT: 5 team members are in attendance at the forum!
Demographics

• State run youth corrections facility
• Maximum security
• 60 beds
• All male
## Expectations

<table>
<thead>
<tr>
<th>All Campus</th>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always walk</td>
<td>Ask &amp; wait for permission to move</td>
<td>Use appropriate and respectful words and tone</td>
</tr>
<tr>
<td></td>
<td>Hands and feet to yourself</td>
<td>Observe all physical boundaries</td>
<td>Follow instructions</td>
</tr>
<tr>
<td></td>
<td>Hands behind your back</td>
<td>Clean up after yourself</td>
<td>Take pride in the campus and equipment</td>
</tr>
<tr>
<td></td>
<td>Report any incidents, threats, harassment, injury, or dangerous</td>
<td>Utilize your coping skills</td>
<td>Respect personal space</td>
</tr>
<tr>
<td></td>
<td>items (contraband, etc.,) to staff</td>
<td>Dress appropriately</td>
<td>Address all staff as “sir” or “ma’am”</td>
</tr>
<tr>
<td></td>
<td>Proper use of equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dining Hall</td>
<td>Take all food items offered</td>
<td>Use appropriate and respectful words and tone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eat only your own food</td>
<td>Follow instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sit at assigned table</td>
<td>Take pride in the campus and equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remain seated until utensil count is complete</td>
<td>Respect personal space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wait in line patiently for your food</td>
<td>Address all staff as “sir” or “ma’am”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All food and drink stays in the dining hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Place trash in proper containers</td>
<td>Use good manners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use good manners</td>
<td>Calm conversation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Campus</th>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always walk</td>
<td>Follow instructions the first time</td>
<td>Positive relationship with staff</td>
</tr>
<tr>
<td></td>
<td>Hands and feet to yourself</td>
<td>Show strong work habits</td>
<td>Positive relationship with peers</td>
</tr>
<tr>
<td></td>
<td>Report any incidents, threats, harassment, injury, or dangerous</td>
<td>Good personal hygiene (self and space)</td>
<td>Recreation: follow rules, show good</td>
</tr>
<tr>
<td></td>
<td>items (contraband, etc.,) to staff</td>
<td>Face reality</td>
<td>sportsmanship</td>
</tr>
<tr>
<td></td>
<td>Use equipment property</td>
<td>Have a positive attitude</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use equipment property</td>
<td>Recognize and address your emotions</td>
<td>Use appropriate and respectful words and tone</td>
</tr>
<tr>
<td>Walkways</td>
<td>Wait in line quietly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hands behind your back</td>
<td>Single file line</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Walk in silence</td>
<td></td>
</tr>
</tbody>
</table>
Responding to Behavior Incidents

Minor Problem Behavior

A Consequence
- Harass, quota or staff
- Kicking, hitting, hanging on doors, windows, walls, or furniture
- Stoning
- Loud/excessive talking/outside
- Lying or willful deceit
- Failure to maintain hygiene
- Failure to have clean/ neat room
- Horseplay in/ to injury
- Exchanging food
- Violation of visiting rules
- Damage/ destroy personal/ others’ property
- Selling, bartering, swapping, transferring, receiving, or disposing of personal property
- Cheating during any activities
- Disruptive off site
- Dress code violation (includes sagging)
- Abuse of equipment or furniture

B Consequence
- Refusal to obey directives
- Disrespect towards staff
- In unassigned area
- Possession of controlled
- Possession of alcohol
- Theft
- Refusal to participate in school
- Refusal to participate in programming

Major Problem Behavior

C Consequence
- Counterfeiting, production, forgery, or possession of official documents
- Damage/ destroy state property
- Continual kicking/ hanging on room walls or doors
- Horseplay resulting in injury
- Suspension of staff in carrying out official duties
- Offering or giving a bribe
- Gambling
- Tobacco, branding, piercing self or others
- Possession of substances/design/ alcohol
- Selling, bartering, giving or disposing of medicine
- Possession of illegal/ unauthorized substance
- Smoking, possession of tobacco products or materials
- Violation of state/ federal law
- Threat to escape
- Strike, disturbance
- Tampering with locks, doors, safety equipment (includes nightlight, windows)
- Theft of a security related item
- Threatening physical violence
- Violation of internet agreement
- Theft of property

Minor tracking resets each shift

Critical

1. Call Control
2. Secure Area
3. Code is called
4. Control

Initial Major/ Non-Crisis
- Call Control
- Secure area
- Code is called
- Supervisor determines course of action

Initial Major/ Crisis
- Call Control
- Secure area
- Code is called
- Supervisor determines course of action

3 Minors -> Major

Supervisor Notified Incident Report
Tracking Form Level 3 Consequence Investigation

Superintendent Notified Incident Report
Tracking Form Level 3 Consequence Investigation

Tracking Form Level 3 Consequence Investigation
Fidelity

SV TFI (March 2017 - April 2019)
Outcomes

Total Tracking Forms for the month divided by the average monthly population
Addressing Unique Systems Barriers

- Leadership turnover
- Staff turnover
- 24 hour shift staff trainings
- Coaching to build capacity
- Implementation drift
- Staff buy-in
YOUTH PSYCHIATRIC HOSPITAL
History

• Punitive behavior systems
• Very low staff morale
• Downsizing on horizon
• Called in to support systems development and staff morale
• Implementing PBIS since 2018
Demographics

- Only public youth hospital with Residential Treatment Center in Nevada
- 12-bed acute unit for youths who are suicidal or homicidal
- 24 beds for residential treatment for those ages 12-18
- 14-bed unit for youths who are sex offenders with emotional and behavioral issues
- New unit opening 2020!
## Expectations

### At Desert Willow Treatment Center Everyone C.A.R.E.S.

**Vision Statement**

Desert Willow Treatment Center (DWT) is committed to being the premier leader in inpatient psychiatric care demonstrating exemplary mental health treatment in an environment that CARES about the children and families of Nevada.

**Mission Statement**

The mission of Desert Willow Treatment Center is to provide quality, individualized mental health services in a safe and culturally sensitive environment collaborating with caregivers, community, and other providers to ensure that children and families of Nevada may achieve their full human potential.

### Desert Willow Treatment Center Expectations

<table>
<thead>
<tr>
<th>Consistent</th>
<th>Follow Directions</th>
<th>Ask to approach</th>
<th>Walk in line</th>
<th>Participate in all unit activities</th>
<th>Positively Participate</th>
<th>Attend school</th>
<th>Follow Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountable</td>
<td>Maintain Personal Space</td>
<td>Wait for permission to approach</td>
<td>Stay together</td>
<td>Focus on your own treatment</td>
<td>Clean Up</td>
<td>Put equipment away</td>
<td>Use equipment appropriately</td>
</tr>
<tr>
<td>Respectful</td>
<td>Be Considerate of Self &amp; Others</td>
<td>One Person at a Time</td>
<td>Walk quietly</td>
<td>Practice patience</td>
<td>Show Good Sportsmanship</td>
<td>Raise hand and wait to be called on</td>
<td>Raise hand and wait to be called on</td>
</tr>
<tr>
<td>Express in the Positive</td>
<td>Truthful Helpful Inspiring Necessary Kind</td>
<td>Use Appropriate Voice Level</td>
<td>Voice Level 1</td>
<td>Voice Level 9</td>
<td>Voice Level 2</td>
<td>Voice Level 5</td>
<td>Voice Level 2</td>
</tr>
<tr>
<td>Safe</td>
<td>Protect Self Be Mindful of Others</td>
<td>Only staff allowed in nurses station</td>
<td>Walk</td>
<td>Use coping skills</td>
<td>Use things for their intended use</td>
<td>Use coping skills Follow the Activity Rules</td>
<td>Stay seated</td>
</tr>
</tbody>
</table>
### Universal CICO

**ANYTIME POINTS MENU**

Anytime Points can be earned by being caught engaging in the Expectations. Anytime Points are up to the discretion of staff and can be earned through the day. You must be a Level 1 or higher to use Anytime Points. Your level may not purchase items from this menu.

<table>
<thead>
<tr>
<th>May Buy</th>
<th>For</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One point on the tracking log.</strong> (This is for points not earned on that reporting period only and the points must be bought back from the staff during Check In/Out and at the discretion of that staff)</td>
<td>2 Anytime Points</td>
</tr>
</tbody>
</table>

| Video game time (15 minutes of game time)                                | Level I = 20 Points  |
| EXTRA VIDEO GAME TIME. Must be on the Level II and above (Maximum is 15 minutes per day) | Level 2 = 15 Points  |
|                                                                      | Level 3 = 10 Points  |
|                                                                      | Level 4 = 5 Points   |

| Extra phone call | 10 points for 5 minutes |
| Extra phone time. (To be used in 5 minute blocks and a maximum of 5 minutes extra per call) | 5 points for 5 minutes |
| 60 minutes of Extra pass time (To be used in only 60 minute blocks and only 60 minutes per week) | 60 minutes for 20 points |

| Extra shower time (Must be used in 5 minute blocks and a maximum of 5 minutes per day) | Level 1 = 10 points |
|                                                                                     | Level 2 = 10 points |
|                                                                                     | Level 3 = 5 points  |
|                                                                                     | Level 4 = 5 points  |

| 30 Minute Later bed time (May only use once per night) | Level 2 = 15 points |
|                                                       | Level 3 = 10 points |
|                                                       | Level 4 = 5 points  |
Responding to Behavior Incidents

<table>
<thead>
<tr>
<th>Date</th>
<th>Code</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/15/18</td>
<td>P1</td>
<td>C 2</td>
</tr>
<tr>
<td>2/16/18</td>
<td>P1</td>
<td>A 2</td>
</tr>
<tr>
<td>2/18/18</td>
<td>P2</td>
<td>R 1</td>
</tr>
<tr>
<td>2/18/18</td>
<td>P1</td>
<td>C 0</td>
</tr>
<tr>
<td>2/18/18</td>
<td>P1</td>
<td>A 2</td>
</tr>
<tr>
<td>2/18/18</td>
<td>P1</td>
<td>E 2</td>
</tr>
<tr>
<td>2/18/18</td>
<td>P3</td>
<td>C 0</td>
</tr>
<tr>
<td>2/18/18</td>
<td>P3</td>
<td>E 0</td>
</tr>
<tr>
<td>2/18/18</td>
<td>P4</td>
<td>C 0</td>
</tr>
<tr>
<td>2/18/18</td>
<td>P4</td>
<td>R 0</td>
</tr>
</tbody>
</table>

- **2/15/18 P1 C 2**: Kept going near the quietroom when a patient was in the quietroom.
- **2/15/18 P1 A 2**: Going into therapist office without permission.
- **2/15/18 P2 R 1**: Rude, limit testing and disruptive during bingo.
- **2/18/18 P1 C 0**: Went into RN station, off task, rude, horseplay.
- **2/18/18 P1 A 2**: Feeding into negativity, antagonizing peer.
- **2/18/18 P1 E 2**: Cursing, my-way thinking.
- **2/18/18 P3 C 0**: Cursing.
- **2/18/18 P3 E 0**: Bickering.
- **2/18/18 P4 C 0**: Cursing.
- **2/18/18 P4 R 0**: Disruptive post bedtime.

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### Teaching Flowchart

**Minor**
- 1st Occurrence
  - Reduction
  - Teaching interaction

**Major**
- 1st Occurrence
  - Reduction
  - Staff notified
  - Can only earn 2 points in that expectation area

**Critical**
- 1st Occurrence
  - Reduction
  - Staff notified
  - Can only earn 1 point in that expectation area

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**Nevada PBIS Technical Assistance Center**
**College of Education**
**University of Nevada, Reno/0285**
**Reno, NV 89557-0502**

18
Fidelity

TFI Score

Baseline 8/1/2017 | Feb-18 | Aug-18 | Apr-19

Goal
Outcomes

RTC Target Behaviors By Month

Refusal to Participate  NFI  Disrespect  Inappropriate Language  Arguing  Poor Boundaries  Off Task  Physical Agg  Verbal Agg  Loud

December  January  February  March  April  May  June  July
Addressing Unique Systems Barriers

• Differing philosophical backgrounds
• Transiency of population makes it challenging to review data
• Defining practices at Tier 2/3
YOUTH PAROLE
History

- High rates of recidivism
- High rates of AWOL
- Desire to carry supports from facilities to home environments
- Desire to increase family engagement
- Implementing PBIS since 2019
Demographics

- Parole office North (Reno) and South (Las Vegas)
- Approximately 190 youth on parole
- About 10% of youth on house arrest
- Youth live in their home communities and have regular contact with parole officers
Family Day at the Reno Youth Parole Bureau

Join us for an information and feedback session.

When: 2/15/18 5pm-6pm
Where: Youth Parole Bureau

Snacks will be provided!
We hope to see you there!
Outcomes

• The snacks have been helpful in being able to have longer conversations with the youth. When they are sitting in my office and have a snack they don't seem like they are in such a hurry to just get up and leave. Thank has been helpful.

• This program has played a significant role in increasing the youth's willingness to engage with Parole and openly communicate with supervising Officer. The youth walk out of the office with a smile and look forward to returning for the following visit.

• I am surprised at how much of a difference the program has helped improve on-time and regular weekly check-ins for my parole kids. Thank you!!

• It is a simple gesture that changes the dynamic of meetings to a more comfortable atmosphere.
Addressing Unique Systems Barriers

- Youth are not in a facility so oversight and control over environment is minimal
- Large population around entire state
- Resistance to change existing practices, especially around data entry and analysis
- VERY large data base makes decision making challenging
Join us at our Nevada APBS Conference!

Nevada Association for Positive Behavior Support Annual Conference
December 9-10, 2019   Reno, Nevada
THANK YOU!

Ashley Greenwald, Ph.D., BCBA-D, LBA
Project Director/Principal Investigator
agreenwald@unr.edu
775-784-8218
A8 - Extending the Reach of PBIS to Novel Environments

**Exemplars:**
- Ashley Greenwald, University of Nevada Reno
- Shiralee Poad, University of Melbourne (AUS)

**Lead Presenter:**
- Brenda Scheuermann, Texas State University, National PBIS TA Center
WHEN WORKING IN YOUR TEAM

Consider 5 Questions

1. How does this compare to our priorities?
2. Who would do this work?
3. Where would this work live (e.g., responsibility)?
4. What should we stop doing to make room for this work?
5. How will we assess whether it's (a) implemented well and (b) working?
PBIS in Novel Environments

- Disciplinary alternative education settings
- Juvenile justice settings
- Residential mental health treatment settings
- Other residential settings
- Adult correctional settings
For more information about PBIS, or PBIS applied in alternative settings

Brenda@txstate.edu

PBIS.org
Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) **Mobile App:** click on “session evaluation” under the session description.

2) **Online:** click on the link located next to the downloadable session materials posted at http://www.pbis.org/presentations/chicago-forum-19

3) **QR Code:** Scan the code here (or in your program book) and chose your session from the dropdown Menu.