Welcome to Today’s Supportive School Discipline Webinar Series Event!

Alternatives to Traditional School Discipline: The Multi-Tiered Behavioral Health Prevention Framework

This event will start at 4 p.m., ET
If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.

At the end of the presentation, an event feedback form will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the Webinar, please contact the State Training and Technical Assistance Center at sttac@air.org.
Federal Partners Welcome

Linda Rosen
Member, Supportive School Discipline Working Group
State Representative, U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention
SSD Webinar Series

- Increase awareness and understanding of school disciplinary practices that push youth out of school and many times into the justice system.
- Provide practical examples of alternative approaches that maintain school safety while ensuring academic engagement and success for all students.
Available Technical Assistance

Office of Juvenile Justice and Delinquency Prevention’s State Training and Technical Assistance Center (STTAC)
U.S. Department of Justice
www.juvenilejustice-tta.org

Supportive School Discipline Communities of Practice (SSDCOP)
U.S. Department of Education
http://ssdcop.neglected-delinquent.org

National Center on Safe Supportive Learning Environments (NCSSLE)
U.S. Departments of Education and Health and Human Services
http://safesupportivelearning.ed.gov
Polling Question #1

Which of the following best describes your role?

- School/district administrator
- School/student support staff
- Teacher
- School resource officer
- Probation/parole officer
- Law enforcement
- Judge or court administrator
- Family member
- Youth
- Community stakeholders
Polling Question #2

• Which of the following best describes the primary reason you chose to participate in today’s session?
  ▫ Need a refresher
  ▫ Hear the latest research
  ▫ Hear examples of how other communities are taking positive approaches to discipline
## Agenda

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<td>C. Michael Nelson, Ed.D. and Kristine Jolivette, Ph.D.</td>
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<td>Scaling Up PBIS in Anne Arundel County Public Schools</td>
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<td>3</td>
<td>Audrey Armistad, Ed.D. and Miguel Fernandez, LCSW, CADC</td>
</tr>
</tbody>
</table>
What is the Multi-Tiered Behavioral Health Prevention Framework?

C. Michael Nelson, Ed.D.
Emeritus Professor, Department of Special Education
University of Kentucky

Kristine Jolivette, Ph.D.
Associate Professor, School of Education
Georgia State University
Preview

- Current status, need for a different approach
- School-to-prison pipeline
- Disproportionality of school discipline practices
- Characteristics of youth most at risk and those incarcerated
- Multi-tiered preventive framework across continuum of settings
- Resources
Status of Addressing the Needs of Students with Academic/Behavioral Deficits/Excesses

What we know:
• Not doing as well as we could.
• May be more reactionary than educational/remedial.
• May rely on an uncoordinated set of practices.
• Practices may not be empirically sound.
• Practices may follow a ‘one size fits all’ approach.
• Use of office disciplinary referrals is disproportional across students.
• Much subjectivity in office referrals.
• Pushing youth out of educational environments – both traditional and more restrictive.
• Evidence of a school-to-prison pipeline or discipline gap.
“How’s that [our current discipline practices] workin’ for you?”
School-to-Prison Pipeline/ Discipline Gap

- **What it is:** School policies and practices that push students out of traditional school settings into more restrictive settings, including juvenile justice settings

- **Pathway:**
  - Linked to alternative education placement decisions
  - Linked to reactionary, punitive discipline practices from referring school
Alternative Education

• No common definition
• Lined to continuum of placement options used for disciplinary purposes

Traditional Educational Environments

Alternative Settings

- Alternative education schools
- Day treatment programs
- Disciplinary alternative education placements
- Residential facilities
- Juvenile justice facilities
How Students Enter More Restrictive Educational Placements

Youth Factors:
- Academic Deficits
- Behavioral Deficits/Excesses
- Zero Tolerance Infractions
- Disability Status
- Ethnicity/Race

Other Influences:
- Punitive, Reactionary Discipline Practices
- Referrals By Others
- Discretionary Administrator Decisions
- Mandatory School Policies
Characteristics and Needs of Youth Most At Risk

- Minority Youth (disproportionally African-American)
- High school age, Male
- Educational Disabilities
- Mental Health Diagnosis
- History of Neglect, Abuse
Office of Civil Rights Transformed Civil Rights Data Collection (CRDC, 2009–11)

Disparate Discipline Rates

- Overall Enrollment (sample): 51%
- In-School Suspensions: 39%
- Out-of-School Suspensions (single): 36%
- Out-of-School Suspensions (multiple): 29%
- Expulsions: 33%

- White: 24%
- Hispanic: 23%
- Black: 25%
- Asian/Pacific Islander: 1%
- American Indian: 2%

Overall Enrollment
In-School Suspensions
Out-of-School Suspensions (single)
Out-of-School Suspensions (multiple)
Expulsions
Suspension Data: Students with Disabilities

Students covered under the Individuals with Disabilities Education Act (IDEA) are over twice as likely to receive one or more-out-of-school suspensions.

- CRDC also reveals: 1 out of 8 students in the CRDC sample (12%) has a disability – 4.7 million served by IDEA and over 400,000 are served by Section 504 only. Nearly 18% of them are African-American males.
Referrals to the Juvenile Justice System

Over 70% of students involved in school-related arrests or referred to law enforcement are Hispanic or African-American.

CRDC also reveals:

- Across all districts, African-American students are over 3.5 times more likely to be suspended or expelled than their white peers.
- In districts that reported expulsions under zero-tolerance policies, Hispanic and African American students represent 45% of the student body but 56% of the students expelled under such policies.
This Should Alarm You!

- Majority of Texas middle and high school students suspended or expelled.
- Repeated suspensions predict later involvement in juvenile justice system.
Addressing the Needs of Students with Academic/Behavioral Deficits/Excesses

What Should We Do?

- **Look for alternatives** to traditional school discipline practices that are:
  - Proactive
  - Preventative
  - Based on teaching, modeling, and reinforcing appropriate expected behaviors and skill sets
  - Fairly and equitably applied across all youth
  - Consistent across persons and settings
  - Economical in terms of resources, effort, and teacher/student time spent engaged in instruction
  - Supported by empirical evidence
PBIS Multi-Tiered Framework (Borrowed from Public Health Model)

**Primary (ALL):** Reduce new cases of problem behavior

**Secondary (SOME):** Reduce current cases of problem behavior

**Tertiary (FEW):** Reduce complications, intensity, severity of current cases

- Reduce Harm
- Reverse Harm
- Prevent Harm
Features of PBIS Framework

1. Decisionmaking framework
2. Consistent across staff, locations
3. Proactive – teaches, models, reinforces appropriate behavior
4. Focused on prevention of new problems and reducing frequency/intensity of existing problem behaviors
5. Multi-tiered to address unique youth needs across continuum of behavior
6. Data-driven

Citations: 3, 9, 15
How PBIS and Traditional School Discipline Practices Differ

PBIS

- The values of the school are positive and clearly modeled by staff to students.
- Students are rewarded when they engage in the expected positive behaviors.
- Reducing problem behaviors is based on relevant data used by staff.
- Students with disabilities are identified and provided with services to reduce problem behavior.

Traditional School Discipline

- A handbook is provided and students are punished if they violate rules in handbook.
- More acknowledgement of problem behavior than positive behavior.
- Punishment is based on the handbook, not research.
- Students with disabilities may not receive services they need; often are removed from educational environments.
PBIS Recurring Language/Themes Supporting Youth in Schools

Safety and Security

Positive

Predictable

Consistency and Commonality

PBIS
Decreasing the Disconnect

Don't forget--Do all your homework!

Okay...I'll make sure all the phones work!

STAFF

And don't stay in front of the TV today!

Okay...I'll play in front of the TV all day.

STUDENT

And take out the trash!

Okay...I'll take all your cash.
Universal Tier: PBIS for All Students

Teach and Model

- Create 3-5 positive behavioral expectations for all students and staff unique to setting.

Reinforce

- Create an expectations matrix for all setting environments.
- Create expectations resource guides/protocols.
- Create a reinforcement system for students engaged in expectations and staff who implement plan with fidelity.

Data Decision-Making

- Determine data sources to measure effectiveness.
Universal Tier (School-/Facility-wide) PBIS Evidence

- Reduced discipline referrals and use of in-school suspension/expulsion.
- 18,277 typical elementary, middle, and high schools implementing at the universal tier.
- Randomized controlled trials demonstrate positive results.
- Emerging empirical evidence of effectiveness in alternative education settings:
  - Alternative education program (Connecticut)
  - Residential school (Georgia)
  - Juvenile justice settings (California, Georgia, Illinois, North Carolina, Oregon, Texas)
Second-Tier: PBIS for Some Students

Data Decision-Making

Teach, Model & Reinforce

Data Decision-Making

- Data-based decision rules for movement to secondary-tier
- Student entrance criteria
- Secondary-tier intervention options identified
- Secondary-tier interventions implemented (may be function-based)
- Determine data sources to measure effectiveness
- Develop student exit criteria

Citations
Second-Tier PBIS Evidence

- Smaller percentage of students who need secondary-tier supports.
- “First Steps to Success,” social skills club, opportunities to respond.
- Emerging evidence of effectiveness in alternative education settings:
  - Check in/Check out
  - Check, Connect, Expect
  - Choice-making
  - Behavior-specific praise/praise notes
Tertiary Tier: PBIS for a Few Students

Data Decision-Making

Teach, Model & Reinforce

Data Decision-Making

- Data-based decision rules for movement to tertiary-tier
- Student entrance criteria
- Tertiary-tier intervention options identified
- Tertiary-tier function-based interventions implemented
- Determine data sources to measure if effective
- Student exit criteria
Tertiary Tier PBIS Evidence

- Function-based individual behavior intervention plans
- Wraparound planning
- Emerging evidence of effectiveness in alternative education settings
Adopting/Adapting PBIS Framework

Contextual variables and PBIS
Things that may influence use of multi-tiered prevention frameworks must be taken into account when creating multi-tiered PBIS plans, especially for alternative education settings, residential facilities, and juvenile justice facilities.

• General considerations for these settings:
  ▫ Many staff shift patterns
  ▫ Transient youth populations
  ▫ High staff turnover
  ▫ Missions of safety and security
  ▫ 24/7 delivery model
  ▫ Agency processes
  ▫ Various staff roles/duties
Adopting/Adapting PBIS Framework

Contextual variables and PBIS
Things that may influence use of multi-tiered prevention frameworks must be taken into account when creating multi-tiered PBIS plans, especially for alternative education settings, residential facilities, and juvenile justice facilities.

- **Your setting:**
  - Special population being served
  - Youth length of stay
  - Leadership styles
  - Availability of/access to data
  - Programming priorities
  - Mission
  - Programming structures
  - Complexity of environments
  - Culture
  - Contraband
Questions?

If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.
Scaling Up PBIS in Anne Arundel County Schools

Virginia Dolan, Ed.D., NCSP
Coordinator of Behavioral Support and Interventions
Anne Arundel County (MD) Public Schools
125 Schools

76,300 Students

- American Indian: 3.0%
- African American: 20.6%
- Asian: 3.5%
- Hispanic/Latino: 9.3%
- HI/Pacific Islander: 0.3%
- Two or more Races: 4.9%
- White: 61.1%

FARMS (Free and Reduced Meal Students): 29.5%
In 1998…
In 1999...

“Tough Times — Tough Kids”

Initial Workshop for PBIS

Dr. George Sugai

University of Oregon
Maryland’s Involvement

1 in AACPS
In 2002…

Center for the Prevention of Youth Violence
This past summer....

78 in AACPS
Our Partnerships

• Johns Hopkins Bloomberg School of Public Health’s Center for the Prevention of Youth Violence
• Project Target
• PBIS Plus
• MDS\(^3\)
• Double Check
• Technical Assistance to Schools
  ▫ Coaching Model:
    • Internal coaches assigned in veteran schools
    • External coaches assigned for newly trained schools
• Quarterly district meetings
• State coaches’ meeting twice annually
• Returning teams attend annual summer institute
• Voluntary applications for PBIS Maryland Recognitions
  ▫ Gold
  ▫ Silver
  ▫ Bronze
Growth of PBIS in AACPS (2000 – 2012)
<table>
<thead>
<tr>
<th>Universal</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PBIS</strong></td>
<td>Behavior Support Teams</td>
<td></td>
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<tr>
<td>Learning Labs</td>
<td>Alternative Centers of Education (ACE) Programs</td>
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<tr>
<td>PBIS+</td>
<td>Boys &amp; Girls Club</td>
<td>Bridges Community Development Center</td>
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<td></td>
<td>Decisionmaking Rooms</td>
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<td>Alternative One Program</td>
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<td></td>
<td>Summer School</td>
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<td></td>
<td>Check and Connect</td>
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<tr>
<td><strong>Monarch Academy Public Charter School</strong></td>
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<td>Twilight Schools</td>
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<td><strong>Monarch Global Academy Public Charter School K–8</strong></td>
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<td>Dual Credit/Dual Enrollment</td>
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<tr>
<td><strong>Collaborative Decisionmaking (CDM)</strong></td>
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<td>Pathways Drug Treatment Facility</td>
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<td><strong>Check-in Check-out</strong></td>
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<td>Job Corps</td>
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<td><strong>CAT Centers Exploratory Programs</strong></td>
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<td>Teen Parent Program</td>
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<tr>
<td><strong>Evening Middle Schools</strong></td>
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<td>Middle College High School at Sojourner Douglas College</td>
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<tr>
<td><strong>J. Albert Adams Academy</strong></td>
<td></td>
<td>Evening High Schools</td>
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<tr>
<td><strong>Systemwide Community Resource Initiative</strong></td>
<td></td>
<td>Elluminate Virtual Learning Community</td>
</tr>
<tr>
<td><strong>Expanded School-based Mental Health</strong></td>
<td></td>
<td>Mary E. Moss Academy</td>
</tr>
<tr>
<td><strong>Services provided by Walter Reed Army Medical Center, Villa Maria Health Systems, and the Children’s Guild</strong></td>
<td></td>
<td>Phoenix Academy</td>
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<td>MDS3</td>
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<tr>
<td></td>
<td></td>
<td>Early College High School</td>
</tr>
</tbody>
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Strategic Plan: Indicators Project Management

Eliminating the Achievement Gap (ETAG)

Multi-tiered Systems of Support
Eliminating the Achievement Gap
Action Management Plan

Culture & Leadership
- Leadership Practices
  - Self-Reflection Tool for Leaders
  - Elementary School Scheduling Options
- Equity Practices
  - Protocol for Implementing Equitable Practices
  - Classroom Practices Checklist for Equity
  - Guide for Equitable Practices merged w/ T&L Practice Guide
- Equity Teams & Cultural Proficiency
  - Equity Liaison: Duties & Responsibilities
  - Equity Teams: Membership, Selection Process, & Functions
  - Equity Audit
  - Cultural Proficiency Professional Development Plan

Structures
- Data
  - Definition of the Achievement Gap & Dissemination of Data
  - Student Performance Report Card
  - Student Data Directory
  - Language Arts/English & Math Articulation
- Systems
  - Integrated Framework to Eliminate the Achievement Gap
  - Network of Influence
  - Eliminating the Achievement Gap Articulation & Data Alignment
- Practices
  - Identification of Schools Making Progress at ETAG
  - AACPS Program Index
  - Best Practices merged w/ T&L Practice Guide
Outcomes
For 2011–12, AACPS saved...

843 days of instruction

1070 days of administrative time

Using 35 minutes of instruction lost/gained and 45 minutes of administrative time lost/gained
Six year gains in student referrals...
35% Students Referred (unduplicated)
39% African-American Students Referred
20% Hispanic/Latino Students Referred
55% Referrals for All Students
60% Referrals for African-American Students
18% Referrals for Hispanic/Latino Students
36% Referrals for FARMS Students
HS Indicators 8 & 9 - Referrals

By 2016-17, 80% of all secondary students in each student group will receive fewer than 2 referrals and 95% of all secondary students in each student group will receive fewer than 6 referrals.

Goal #9

Goal #8

<table>
<thead>
<tr>
<th>Title</th>
<th>&lt;2 referrals</th>
<th>&lt;6 referrals</th>
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</thead>
<tbody>
<tr>
<td>All Students</td>
<td>96%</td>
<td>99%</td>
</tr>
<tr>
<td>Asian</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>White</td>
<td>99%</td>
<td>99%</td>
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<tr>
<td>Special Ed</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>ESOL</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>FARMS</td>
<td>93%</td>
<td>98%</td>
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12/31/12
HS Indicator 10 - Suspensions
By 2016-17 90% of all secondary students in each student group will not be suspended from school.

Goal #10

Title

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>All Students</td>
<td>95%</td>
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<tr>
<td>Asian</td>
<td>100%</td>
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<tr>
<td>Black or African American</td>
<td>90%</td>
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<td>Hispanic</td>
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<td>Special Ed</td>
<td>93%</td>
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<td>ESOL</td>
<td>97%</td>
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<tr>
<td>FARMS</td>
<td>92%</td>
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</table>
High School

Goal 8

60% 65% 70% 75% 80% 85% 90% 95% 100%

- All Students
- FARMS Af Am/Black
- FARMS Asian
- FARMS Hispanic/Latino
- FARMS Multi-Racial
- FARMS White
- FARMS ELL
- FARMS Special Ed

Legend:
- Blue: Grade 9
- Red: Grade 10
- Green: Grade 11
- Purple: Grade 12
Goal 10

High School

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<thead>
<tr>
<th>Category</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>All Students</td>
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<tr>
<td>FARMS Af Am/Black</td>
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<tr>
<td>FARMS Asian</td>
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<tr>
<td>FARMS Hispanic/Latino</td>
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<tr>
<td>FARMS Multi-Racial</td>
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<tr>
<td>FARMS White</td>
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<td>FARMS ELL</td>
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<tr>
<td>FARMS Special Ed</td>
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Academic Impact
The increase in the percentage of students scoring MSA proficient or advanced was greater for **PBIS students** than for **non-PBIS students**.
Impact

Resources allocated to PBIS initiatives
- FTE position (upgraded to administrator 2012)
- 2003 budget for 20 schools—$80,000
- 2012 budget for 78 schools—$80,000

Partnerships offset some costs:
Technology Software (SWIS) | Professional Development | Materials of Instruction
Impact: Sustainability

- Included in our Strategic Plan
- Assistant principals and teachers are team leader and coaches
- Cost Benefit
- State Recognitions
  - 69% (52) Gold
Impact: Distinct Initiatives

- Eliminating the Achievement Gap for instruction & discipline
- ETAG Action Management Team
Lessons Learned
Lesson

Need to understand multi-component, multi-tiered logic upfront
Lesson

Continually refreshing:

- New leadership
- New staff
- New teacher training
Lesson

Use teachers in leadership roles
Lesson

Increase visibility in the district, media, community
Lesson

Highlight Success
Lesson

Align...

Multi-tiered systems of support logic = District initiatives
Lesson

No magic, quick solution
Questions?

If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.
Adapting PBIS in Georgia’s Juvenile Justice Facilities

Audrey Armistad, Ed.D.
Associate Superintendent of Educational Services
Georgia Department of Juvenile Justice

Miguel Fernandez, LCSW, CADC
Assistant Deputy Commissioner
Georgia Department of Juvenile Justice
The Need for PBIS

- Power struggles between youth and staff and a need to “change the dialogue”
- Staff not specifying or modeling expected behaviors
- Lack of consistency in managing youth behaviors by different disciplines in the facility
- Facility culture and behavior management system primarily focused on negative consequences with little to no positive reinforcement
- A need to improve the facility environment/climate
The Need for PBIS (continued)

- Previous behavior management program was ineffective:
  - Based on a token economy
  - Point cards used ineffectively and easily manipulated by youth
  - Accounting of points was cumbersome and complicated
  - Candy and supplies were only incentives, which in turn were used as currency
  - Limited range of possible incentives outside of snacks
Overview of Department of Juvenile Justice (DJJ) Facilities

- 27 secure facilities in Georgia:
  - 7 Youth Development Campuses (YDCs)
  - 20 Regional Youth Detention Centers (RYDCs)

- Facility Capacities:
  - 80–200 beds in YDCs
  - 30–200 beds in RYDCs

- Approximately 1,900 youth in detention on a given day
Implementation Variables to Consider

- Maintaining safety and security
- All disciplines in the facility need to be onboard (i.e. education, mental health, counseling, medical, security, Administration, etc.)
- Needed to develop an approved menu of reinforcement items
- Maintaining some consequences to address negative behaviors
- We developed a process and committee that will determine what support the youth needs
Our Teams

• **Transition Team** - For youth at the Primary (Universal) level in PBIS. To assign/coordinate services and review of services.

• **Focused Team** – A problem solving meeting to address the needs and behaviors of youth on Special Management Plans for Behaviors of Concern, Behavior Contacts or youth who are at-Risk -- i.e., PBIS Secondary (At-Risk) and Tertiary (High-Risk)
PBIS Review

A Transition Team determines which PBIS Tier is most appropriate for each youth:

- Developed the “PBIS Radar Report,” which includes a roster of all youth and information about behavioral indicators over the past week
- Referral by review of PBIS Radar Report Includes:
  - Serious Incident Reports
  - Disciplinary Reports
  - Alternative Education Placement Model (AEPM)
PBIS Review (continued)

• Youth who have any behavioral indicators are considered to be in the “Red Zone”:
  ▫ Are considered for placement in the secondary or tertiary tier, depending on the frequency, severity and persistence of the behavior.
• Team reviews youth in the Red Zone each week and considers whether the youth needs to move to another tier for increased support and/or behavioral interventions.
Where We Are Now

- All staff have been trained.
- Teams have developed their Facility Wide PBIS Plans and are implementing throughout the state.
- Regional Administrators are being trained on monitoring fidelity to PBIS Framework.
- Facilities are being trained on how to analyze incident and behavioral data at local level.
- Facility-wide Evaluation Tools (FETs) will be conducted in March and June to track progress of PBIS program at each site.
Questions?

If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.
Resources


