

Implementation of Facility-Wide PBIS at Manson Youth Institution

Gabriel Fernandez (Gabriel.Fernandez@ct.gov)

Lori Williams (Lori.Williams@ct.gov)

May 2, 2022

Introduction

The Connecticut Department of Correction houses incarcerate youth that are 15-17 years old at the Manson Youth Institution. Research has shown that punitive based systems are not effective at creating long-term behavior change, so, in order to best serve the youth housed at Manson Youth Institution these writers will be implementing an evidence based, facility wide behavior management system that is focused on teaching, modeling, and reinforcing prosocial behaviors. This behavior management system is facility-wide positive behavioral interventions and supports, and puts the most resources into the front end of the system so that the behavioral incidents and the use of consequences will be reduced. With the implementation of this system, these writers hope to improve conditions of confinement, decrease behavioral incidents, decrease the use of force, increase prosocial behaviors, and increase the overall culture at the facility.

Description of the Problem

Correctional facilities often use techniques that are punitive and based on coercion and control. These practices are not as effective in changing behavior as programs that are based on therapeutic philosophies such as counseling and skills training (Lipsey, 2009). Correctional facilities are restrictive environments which often include close supervision, restricted items and activities, and do not support healthy development or provide the environment that is necessary for youth to learn prosocial behaviors (Scheuermann & Nelson, 2019; Sprague et al., 2020). Programs that serve young people need to be able to provide environments that support youth development and provide a sense of safety, trust, and respect so that young people can work towards rehabilitation and the environment is conducive to learning.

Safety, trust, and respect will result from programs that are positive and strength-based rather than focusing on the use of punishment for misbehavior. In programs that focus on punitive measures, young people learn that it is most important to not get caught engaging in negative behaviors. However, when reinforces are utilized to recognize appropriate, prosocial behavior then youth learn that there is internal satisfaction in engaging in these behaviors and the desire to continue these behaviors is driven by that satisfaction (Altschuler, 2008).

Manson Youth Institution (MYI) is a correctional facility within the Connecticut adult criminal justice system that houses young people ages 15-21-years-old. A behavior management system that is a positive, strength-based approach is not the current model at MYI. If a positive, strength-based approach is put into place, it will help to create a more positive culture, decrease the number of behavioral incidents, increase prosocial behaviors, and reduce the use of punitive consequences.

Concept/Plan of Action

Program Justification

Facility-wide positive behavioral interventions and supports (FW-PBIS) is the program that will be implemented at MYI and is an evidence based program that utilizes a positive, strength-based approach. It focuses on preventative measures, such as reinforcing positive behavior, rather than focusing on punishment for negative behavior. By placing the focus on reinforcing positive behaviors, this will help to reduce the number of behavioral incidents and will result in consequences being used less often. Behavior is caused by a delicate interplay

Implementation of Facility-Wide PBIS at Manson Youth Institution

between people and their environments and FW-PBIS uses this understanding and the principles of behaviorism (i.e. utilizing positive reinforcement and stimulus control) to bring about desired behaviors (Dunlap, 2006). All behavior serves a purpose and may help a young person to avoid something, to get attention, to gain a tangible item or an activity, or for internal stimulation (Feinstein, 2003). FW-PBIS places an emphasis on tracking data and uses this data to better understand the purpose of the youths' behavior. When the purpose of behavior is understood then a replacement, more prosocial behavior can be learned.

PBIS was originally created for the education system but, more recently, has been implemented in 24/7 facilities for youth so that there is a consistent behavior management program in place throughout the youths' entire programs. This is known as facility-wide positive behavioral interventions and supports (FW-PBIS) and has been implemented in juvenile justice systems in Illinois, Iowa, Texas, Georgia, Arizona, West Virginia, California, Kentucky, Montana, Illinois, Nevada, and Connecticut (Scheuermann & Nelson, 2019; State of Connecticut Judicial Branch Court Support Services Division, 2015). The programs in the juvenile justice system that have implemented FW-PBIS have had a reduction in the number of major and minor incidents, increased engagement in school and other programming, an improvement in youth-staff relations, increased program completion, a decrease in the use of exclusionary discipline, an increase in staff efficacy, and an overall more positive culture (Fernandez & McClain, 2014; Johnson et al., 2013; Jolivet, Swoszowski, Sanders, et al., 2020; Kimball et al., 2017; Scheuermann & Nelson, 2019).

The goals for implementing FW-PBIS at MYI are to improve the conditions of confinement and to address the academic, behavioral, social, and the physical needs of the youth served. Currently the school within MYI is utilizing PBIS and these writers will be collaborating with the school to extend PBIS to the rest of the disciplines within the facility for the juvenile population. FW-PBIS will be implemented and will utilize common language, a tiered system of interventions and supports, incentives, and consequences. The different departments within the facility (i.e. school, custody, mental health, addiction services, and religious services) will work together to implement this comprehensive behavior management system.

Description of FW-PBIS

PBIS is a three-tiered system that teaches, models, and reinforces prosocial behaviors (Fernandez & McClain, 2014). Tier I are universal interventions and supports that are put in place for the entire population at the facility and 80%-85% of the youth should be successful with these supports (Jolivet & Nelson, 2010; Jolivet, Swoszowski, Ennis, et al., 2020). These interventions and supports would include things such as the use of motivational interviewing, education, recreation, FW-PBIS, medical, visitation, religious services, restorative practices and more. Tier II interventions and supports should be needed for about 15%-20% of the youth and are more targeted for their needs (Jolivet & Nelson, 2010; Jolivet, Swoszowski, Ennis, et al., 2020). These interventions might include mental health treatment, substance abuse treatment, small groups, check in/check out with a specific staff member, and more. Tier III interventions and supports are individualized interventions and should be needed with about 1%-5% of the youth (Jolivet & Nelson, 2010; Jolivet, Swoszowski, Ennis, et al., 2020). Examples of these interventions include individual support plans, unit change, special staffing assignments, and more.

The youth are taught the expectations and skills that are needed in order to engage in prosocial behaviors. These skills are modeled by the staff members in the facility and when youth display desired behaviors they are reinforced for these behaviors. Reinforces may include

Implementation of Facility-Wide PBIS at Manson Youth Institution

positive statements from staff recognizing their behavior as well as earning points that can later be used to earn incentives. Incentives that youth can earn are used to help build the motivation for exhibiting prosocial behaviors. In correctional facilities, there are limitations as to what can be an incentive due to the need to maintain safety and security at the facility. Tangible items could possibly be stolen from another person or used for gambling which would result in increased antisocial behaviors. For those reasons, incentives that are activity based are more appropriate for this population (Jolivet et al., 2015). Some examples of these include earning time to play video games, watching movies, have a longer recreation time, and having access to different recreational areas.

Implementation Plan

The focus of this project will be on the juvenile units (i.e. I and J cottages) that house the 15-17-year-old youth at MYI. FW-PBIS will be implemented on a smaller scale within the facility to target the juvenile population and used as a pilot program for the larger population.

Aspects of FW-PBIS are currently being implemented at MYI, so this program will focus on bringing together all the current resources, implementing additional interventions and supports, training staff, and adding the incentives that will be offered. An implementation team will be created and will have representation from each of the MYI program areas such as administration, school, custody, health services, and treatment and programming. This team will work to create the specifics of the behavior management system, train other staff members in their respective areas, and be a resource for staff members that need assistance.

A survey was sent out to the youth (see Appendix A) to determine what kind of incentives would be motivating to them and some of the answers that were returned on their surveys and could be implemented at MYI include, access to an incentive lounge with video game systems, having a movie night with snacks, recreation time on the ball field, using the gym for additional recreation time, having the opportunity to get their hair braided by peers in the barbering program, intramural sports, pool table, fitness/weight lifting program. Additional areas identified include staying out later than their regular recreation times, having a job on the unit, being able to watch peers play intramural sports.

Earning Incentives

The youth will have a weekly point card that will track their behavior throughout the week. The youth will carry the point card with them to the different locations they go to in the facility and when they arrive to their location, they will give the point card to the staff member at that location. During the specified time period, the youth will have the opportunity to receive 0-4 points based on his behavior and following the program expectations. The school at MYI already uses this 4-point system and the acronym STAR for the goals of the program. These will be continued and carried over to the rest of the facility. STAR stands for safe behavior, take responsibility, active participant, and respect. A behavior matrix will be created to identify specific behaviors for each of the four goals, that will be the expectations in different aspects of the youths' program (see Appendix C). For example, in the school an example of safe behavior would be to stay in your personal space, take responsibility would be to clean up after yourself, active participant would be to participate in the classroom lesson, and respect would be to listen while others are talking. Input from staff in the different areas of the program is needed in order to identify specific behavioral expectations and complete the behavior matrix.

Preliminarily the unit counselor on first shift has been identified as the staff member that will be in direct communication with the school so that the needed information will be shared between custody and the school. The Unit 2 officer will be responsible for completing

Implementation of Facility-Wide PBIS at Manson Youth Institution

behavioral/point sheets daily while youth are on the unit and forwarding them to the unit counselor. Program staff will be responsible for assessing the youth's behavior during their respective programs that the youth are involved in.

Incentives

Incentive Lounge. There are three wings in each of the cottages at MYI (i.e. A wing, B wing, and C wing). Each wing will have one night to use the incentive lounge from 8-9pm. Youth that meet the criteria from A wing will have access to use the lounge on Monday, B wing will use it on Tuesday, and C wing will use it on Wednesday. Thursday will be used as a make-up day if a wing was unable to use the lounge on their respective night. The incentive lounge will contain video gaming stations, couches, bean bag chairs, an air hockey table, and various board games. The youth will be able to use any equipment they want while in this space.

Movie Night. The youth with the 5 highest point averages from each cottage will be able to attend a movie night on Friday night in their respective cottages. A special meal prepared by the kitchen and/or snacks will be provided for the youth attending movie night. The meal must be consumed while attending the movie night activity and any food that is not consumed will be thrown away and not brought back to a youth's room.

Incentive Recreation in the Gym. Any youth that has not received a 0 or a 1 in that day will be able to attend the incentive recreational time in the gym daily Monday-Friday.

Recreation on the Ball Field. Any youth that has not received a 0 or a 1 in that day will be able to attend recreation on the ball field on Saturday and Sunday.

Potential Barriers

Barriers to implementation and ultimate success of the FW-PBIS may be encountered. Identified barriers by other programs that have implemented FW-PBIS include initial implementation, staff buy-in, youth buy-in, appropriate reinforcements, integrating social emotional learning, and identifying tier 2 and tier 3 strategies (Sanders et al., 2019). During the initial planning and implementation, open communication is needed and all areas of the MYI program need to be represented. The mind shift for correctional staff is going to be difficult. Staff will need to place more emphasis on the positive behaviors and praise rather than negative behaviors and have a more proactive rather than reactive stance when dealing with youth behavior (Sanders et al., 2019). Staff will also need to learn how to teach behavioral expectations to the youth as this is an area they might not have as much experience with in the correctional setting. These areas are going to be targeted during staff training and staff members will be given the tools needed to be confident in their skills. There will also be lead staff members identified that will be part of the implementation team that will be available to assist and coach other staff members when needed.

Youth buy-in to FW-PBIS can be gained by incorporating feedback and suggestions into the development of the program, having staff model behavioral expectations, having consistency of implementation by staff members, and from being oriented to the program when it is implemented or when a youth first arrives to the facility (Sanders et al., 2019). These writers have received feedback from the youth regarding incentives that would be motivating for them to earn. A pamphlet is going to be created that explains the program for the youths so they will have it to reference. The youth will also be oriented to the program during their facility orientation by the unit counselor.

Resources Needed

Resources that will be needed for this program to be implemented include training for staff, an allocated space on the unit for the lounge, equipment, and funding of approximately

Implementation of Facility-Wide PBIS at Manson Youth Institution

\$55,500 (see Appendix B). The equipment will include couches/chairs, play station gaming systems, TVs, TV mounting brackets, wall shelves for the gaming systems, E rated video games, security equipment (video camera), air hockey tables, and painting supplies for murals in the incentive lounge. The maintenance department at MYI will need to help with remodeling the designated space and installation of new security equipment.

Timeline

These writers have the support of DOC and the administration at the facility to move forward with this program proposal. Steps have already been taken to begin the process of creating the incentive lounge as well as meetings with the school administration to begin collaboration for this project. We are anticipating that this program will be implemented by September 1, 2022.

Steps already taken

1. Gained the support of DOC and administration at MYI to move forward with the plan
2. A space has been designated for the incentive lounge in both I and J cottages and remodeled
3. Security equipment has been installed in the incentive lounges
4. Surveys of desired incentives were handed out to the youth and have been returned to these writers
5. Funding has been secured, items ordered and arriving at the facility for the incentive lounges
6. Implementation team has been identified and first implementation team meeting has been held
7. Training for the implementation team has started
8. Working with national expert, Brenda Scheuremann for training and consultation

Steps still needing to be taken

1. Finalize FW-PBIS details such as a tracking system for the youths' positive behavior, schedule for incentives, behavior matrix
2. Creation of FW-PBIS reference materials
3. Mural designs created with the youth, for the incentive lounge
4. Completion of the program proposal and presented to the administration at MYI – June 2022
5. Revise or submit an addendum to any department of correction administrative directives (2.17) to reflect new responsibilities of staff members
6. Implementation team members will be trained - August 1, 2022
7. Youth will be oriented to the new program - September 1, 2022
8. The lounge will be painted and set-up with the new equipment/furniture - September 1, 2022
9. FW-PBIS completed and implementation will be by September 1, 2022

Implementation of Facility-Wide PBIS at Manson Youth Institution

References

- Altschuler, D. M. (2008, November 20-21). Rehabilitating and reintegrating youth offenders: Are residential and community aftercare colliding worlds and what can be done about it? *Conference on the Rehabilitation of Youth Offenders*, 5, pp. 1-26. Ministry of Community Development.
- Dunlap, G. (2006). The applied behavior analytic heritage of PBS: A dynamic model of action-oriented research. *Journal of Positive Behavior Interventions*, 8(1), 58-60.
- Feinstein, S. (2003). School-wide positive behavior supports. *The Journal of Correctional Education*, 54(4), 163-173.
- Fernandez, M., & McClain, D. (2014). Georgia's juvenile justice system applies new framework to modify youth behavior trends. *Corrections Today*, July/August, 18-19.
- Fernandez, M., McClain, D., Williams, B. B., & Ellison, P. (2015). PBIS in Georgia department of juvenile justice: Data dashboard and radar reports utilized for team data-based decision-making with facility team leader perspectives. *Residential Treatment for Children & Youth*, 32, 334-343.
- Johnson, L. E., Wang, E. W., Gilinsky, N., He, Z., Carpenter, C., Nelson, C. M., & Scheuermann, B. (2013). Youth outcomes following implementation of universal SW-PBIS strategies in a Texas secure juvenile facility. *Education and Treatment of Children*, 36(3), 135-145.
- Jolivet, K., & Nelson, C. M. (2010). Adapting positive behavioral interventions and supports for secure juvenile justice settings: Improving facility-wide behavior. *Behavioral Disorders*, 36(1), 28/42.
- Jolivet, K., Boden, L. J., Sprague, J. R., Ennis, R. P., & Kimball, K. A. (2015). Youth voice matters: Perceptions of facility-wide PBIS implementation in secure residential juvenile facilities. *Residential Treatment for Children & Youth*, 32, 299-320.
- Jolivet, K., Swoszowski, N. C., Ennis, R. P., & Nihles, J. (2020). FW-PBIS tiered fidelity inventory tool for use in 24/7 delivery models in residential and juvenile justice facilities: Process for blending researcher and stakeholder input. *Residential Treatment for Children & Youth*, 37(3), 199-225.
- Jolivet, K., Swoszowski, N. C., Sanders, S., Ennis, R. P., & Sprague, J. R. (2020). Facility-wide positive behavior: Concrete visuals for all staff within juvenile facilities. *Corrections Today*, March/April, 20-26.
- Kimball, K. A., Jolivet, K., & Sprague, J. R. (2017). Agency-stakeholder reflections: Perspectives of state-wide adoption of the PBIS framework in juvenile facilities. *The Journal of Correctional Education*, 68(2), 17-36.
- Lipsey, M. W. (2009). The primary factors that characterize effective interventions with juvenile offenders: A meta-analytic overview. *Victims and Offenders*, 4, 124-147.
- Lopez, A., Williams, J. K., & Newsom, K. (2015). PBIS in Texas juvenile justice department's division of education and state programs: Integrating programs and developing systems for sustained implementation. *Residential Treatment for Children & Youth*, 32, 344-353.
- Sanders, S., Jolivet, K., Royer, D., & Kumm, S. (2019). PBIS forum 18 practice brief: Facility-wide PBIS implementation: Possible barriers and potential solutions for six salient topics as viewed by roundtable participants and facilitators. *PBIS Leadership Forum - Roundtable Dialogue*, 1-11.
- Scheuermann, B. K., & Nelson, C. M. (2019). Sustaining PBIS in secure care for juveniles. *Education and Treatment of Children*, 42(4), 537-556.
- Sprague, J., Jolivet, K., Boden, L. J., & Wang, E. (2020). Implementing facility-wide positive behavior interventions and supports in secure juvenile correction settings: Results of an evaluation study. *Remedial and Special Education*, 4(2), 70-79.
- State of Connecticut Judicial Branch Court Support Services Division. (2015, July 31). *CSSD Chronicle*. Retrieved from https://www.jud.ct.gov/cssd/pub/Chron_073115.pdf

Implementation of Facility-Wide PBIS at Manson Youth Institution

Appendix A

I & J Incentive Survey

You can put your name on this form if you want to, but you don't have to. We are looking to give more opportunities for you to earn incentives for your positive behavior here at MYI. Please fill out this survey and return it to Captain Fernandez so that we know what incentives you would like to be able to earn.

Check all that you would like the opportunity to earn, and please add others that you can think of but are not on this list:

- Access to a video game lounge
- Movie night
- Recreation time on the ball field
- Time to play air hockey
- Time to play board games
- Extra recreation time in the gym

Other suggestions:

1. _____
2. _____
3. _____
4. _____

Implementation of Facility-Wide PBIS at Manson Youth Institution

Appendix B

Budget for Supplies

Vendor	Items	Price
School Specialty	Mural Supplies	\$300
Sherwin Williams	Chalkboard paint, brushes, painters tape	\$200
Amazon	Projectors, component shelves, chess, cards, air hockey tables, bean bag chairs, area rugs	\$2,600
Best Buy	Gaming consoles, gaming controllers and charging stations, TVs, wall mount for TVs, video games	\$9,700
ModuForm	Furniture	\$16,200
Maintenance Department	Remodel of space – remove kitchen equipment, fix floors, install electrical, cap off pipes, install border to hide piping	\$8,000
Environmental Systems Corporation	Security equipment	\$8,500
Brenda Scheuermann, National Expert	Training and consultation	\$10,000
TOTAL		\$55,500

Implementation of Facility-Wide PBIS at Manson Youth Institution

**PURCHASE REQUISITION FORM
PLEASE PRINT LEGIBLY**

CORE PO /
REQ.#: _____

BUYER: _____

FILL IN AS MUCH INFORMATION AS POSSIBLE OF THE SECTION BELOW

Suggested Vendor: School Specialty, Inc

Sales Rep:

Vendor Address: W 6316 Design Drive

Phone #: 888.388.3224

City: Greenville

Fax #:

State, Zip Code: WI, 54942

Vendor ID # / FEIN #:

ITEM #	DESCRIPTION	QUANTITY	UM	UNIT PRICE	
410850	Royal Brush Jumbo Assorted Trim Paint Brush Set, Assorted Color, Set of 4	2		\$12.97	\$25.94
404684	Royal Brush Soft Grip Bottom Flat Golden Taklon Fiber Paint Brush Set, Assorted Size, Set of 5	2		\$17.24	\$34.48
402548	Royal Brush Golden Taklon Paint Brushes, Assorted Sizes, Set of 3	2		\$5.62	\$11.24
223824	Chroma Acrylic Essential Set, Assorted Primary Colors, Half Gallon, Set of 6	1		\$108.74	\$108.74
1465492	Chroma Acrylic Essential, Half Gallon, Magenta	1		\$20.47	\$20.47
424804	Chromacryl Acrylic Essentials, Half Gallon, Purple	1		\$20.47	\$20.47
424802	Chroma Acrylic Essential, Half Gallon, Orange	1		\$20.47	\$20.47
1465493	Chroma Acrylic Essential, Half Gallon, Green Deep	1		\$20.47	\$20.47
424806	Chroma Acrylic Essential, Half Gallon, Black	1		\$20.47	\$20.47
1465497	Chroma Acrylic Essential, Half Gallon, Block Out White	1		\$20.47	\$20.47
		TOTAL>		\$303.22	

Justification for Purchase (REQUIRED FIELD)

The above items are needed to complete murals for the lounge in both I and J Cottages at MYI.

Date Required:

 ***Please
 Print*****

Requester:

Requester Phone:

Date:

Department / Unit:

Contract #:

Expiration Date:

Implementation of Facility-Wide PBIS at Manson Youth Institution

PURCHASE REQUISITION FORM						
PLEASE PRINT LEGIBLY						
CORE PO / REQ.#: _____			BUYER: _____			
FILL IN AS MUCH INFORMATION AS POSSIBLE OF THE SECTION BELOW						
Suggested Vendor: Sherwin Williams			Sales Rep:			
Vendor Address:			Phone #:			
City:			Fax #:			
State, Zip Code:			Vendor ID # / FEIN #:			
ITEM #	DESCRIPTION	QUANTIT Y	UM	UNIT PRICE		
K05223000	Krylon Chalkboard Paint Brush On	8		\$14.29	\$114.32	
144152830	Purdy Clearcut Elite Glide - 3in. Brush	2		\$17.49	\$34.98	
150530	FrogTape Multi-Surface Painter's Tape	2		\$10.89	\$21.78	
		TOTAL> >>>>>			\$171.08	
Justification for Purchase (REQUIRED FIELD)						
The above items are needed to complete murals for the lounge in both I and J Cottages at MYI.						
					Date Required:	
*****Please Print*****						
Requester:		Requester Phone:			Date:	
Department / Unit:			Contract #:		Expiration Date:	
Authorized Signature (Dept. Head):			Fiscal Approval Signature:			
Funding source to be completed by Business Office: OE _____ Petty Cash _____ Other						
Account: _____						
FUND	DEPARTMEN T	SID	PROGRAM	ACCOU NT	PROJECT	FISCAL YEAR

Implementation of Facility-Wide PBIS at Manson Youth Institution

Implementation of Facility-Wide PBIS at Manson Youth Institution

Appendix C

Behavior Matrix

	S	T	A	R
	Safe behavior	Take responsibility	Active participant	Respect
Unit				
School	<ul style="list-style-type: none"> ▪ Stay in your personal space ▪ Follow school rules 	<ul style="list-style-type: none"> ▪ Clean up after yourself ▪ Help others that are struggling ▪ Be proud of your accomplishments 	<ul style="list-style-type: none"> ▪ Attend all classes ▪ Be an active participant ▪ Work cooperatively 	<ul style="list-style-type: none"> ▪ Use appropriate language ▪ Listen while others are speaking ▪ Raise your hand to speak
Transitions	<ul style="list-style-type: none"> ▪ Walk quietly ▪ Walk in single file ▪ Hands at your side 	<ul style="list-style-type: none"> ▪ Follow staff directions ▪ Go directly to your destination ▪ Have your ID displayed ▪ Have a pass 	<ul style="list-style-type: none"> ▪ Follow directions 	<ul style="list-style-type: none"> ▪ Keep your hands to yourself ▪ Hold doors for others
Programs				
Recreation				