



1F - Coordinating Professional Development Supports in Alternative & Juvenile Justice Settings, Part 1 of 3

Presenters:

*Bethany Sidella, Pennsylvania Training & Technical Assistance Network;
Autumn Kaufman & Samantha Fuesy, The OBSI Project - Outcome Based Science Informed (FL)*

- **Topic:** Juvenile Justice
- **Keywords:** Alternative Settings, Training, Implementation



When Working In Your Team

Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



Strand Overview: Alternative Settings & Juvenile Justice Programs

Part 1 – “Coordinating Professional Development Supports in Alternative & Juvenile Justice Settings”

Presenters: Bethany Sidella, Pennsylvania Training & Technical Assistance Network; Autumn Kaufman & Samantha Fuesy, The OBSI Project - Outcome Based Science Informed (FL)

Part 2 – “Adapting Data Systems to Support the PBIS Framework in Alternative & Juvenile Justice Settings”

Presenters: Kim Wood, Placer County Office of Education (CA); Lindsey Tompkins, San Luis Obispo County Office of Education (CA)

Part 3 – “Establishing Tier 2 Systems & Practices in Settings for Youth with High Needs”

Presenters: Emily Spurlock, Nevada Positive Behavior Support Technical Assistance Center; Melissa Depa & Ashleigh Edwards, Summit View Youth Center (NV)



Learning Objectives



Understand How System Fidelity Data Informs Professional Development Planning



Address Common Challenges to Professional Development found in Alternative Schools and 24-hour Settings, and for Personnel with Varying Backgrounds



Understand the Importance of Coaching to Support Training Priorities

Session Agenda

1. AEDY in PA- Bethany Sidella
2. The OBSI Project- Autumn Kaufman
3. Q&A



Intro-Bethany Sidella

- Resides in Harrisburg, PA with family
- 28 years in education
- Classroom teacher, reading specialist, instructional coach, principal, educational consultant
- Urban/suburban K-12
- Current role- PaTTAN (PA Training & Technical Assistance Network) educational consultant- the training arm for the PA Bureau of Special Education <https://www.pattan.net>



AEDY in Pennsylvania

Alternative Education for Disruptive Youth

- Disciplinary placement programs- placed by school district or charter school
- Both programs and sending districts must have state-approved application
- Placements are temporary with goal of reintegration into home schools
- Approximately 80 programs throughout PA
- Programs must meet PA curriculum standards and graduation requirements [22 Pa. Code Chapter 4. Academic Standards And Assessment](#)
- Programs implement MTSS and positive behavior supports (evidenced in application process)



Delivering Statewide Professional Development

- Background in implementing PBIS as teacher/administrator
- At PaTTAN, responsible for ensuring AEDY programs implement positive behavior frameworks
- Simultaneously supported programs while obtaining independent facilitator status
- Supported by PaTTAN colleagues and Community of Practice



Challenges to Training/Implementation

- Varied skills sets throughout state and within individual programs
- Shift from punitive to tiered support model
- Varied supports and intervention in sending schools
- Statewide training -
 - collected data from programs on positive behavior implementation
 - created a 15 week online blended synchronous/asynchronous course
 - supports programs after the course with quarterly check ins and yearly assessments
- Balance between providing support and maintaining accountability



Moving from Statewide to Program Wide

How do we ensure implementation, not just exposure?

Success depends on FIVE key areas:

1. Leadership Teams
2. Partnerships and shared language
3. Coaching and follow up
4. Seek feedback
5. Data sharing



Leadership Team

- Have a representative from each department/agency
- Set meeting times well in advance
- Create clear meeting agendas- consider a standard protocol
- Plan communication strategies

Tools:

[Building & Refining Your MTSS Team | Popup Practices Season 2](#)

[Vision and Mission Statements | Popup Practices Season 2](#)



MTSS Meeting Agenda

Date:

Program	
In attendance (name and role)	
Other info	

Agenda item	Notes	Action items
Action plan review		
Highlights and challenges		
Artifact review and support: Artifacts may include schoolwide expectations, matrix (school-wide and classroom), team structure, lesson plans, data analysis, discipline procedures, acknowledgements, screening, intervention menu, points sheets		
Plan for next check in		
Assessment timeline/update		
Community of Practice		
Other items		

MTSS Standing Agenda



Partnerships and Common Language

- Partner with education, mental health, probation, child welfare, & community based organizations
- Develop shared goals & common language around youth development & behavior intervention
- Establish a cross-agency PD planning team to align efforts & avoid duplication
- Make universal supports visible and accessible to all stakeholders (signage and access universal supports)

Tools:

[Creating a Behavior Matrix | Popup Practices](#)

[Creating a Classroom Behavior Matrix | Popup Practices](#)

[Adding Teacher Role to the Classroom Matrix | Popup Practices Season 2](#)

[Adding Strategies for Students to the Classroom Matrix](#)



Classroom Expectations	Entering/Exiting	Technology Use	Group Instruction & Counseling	Independent Work	When You Feel Upset/Angry
Be Responsible	• Enter quietly • Get your breakfast from cooler • Homework in bin	• Use for schoolwork • Hold computer with both hands	• Follow teacher & counselor directions	• Place all work in work basket or Google classroom	• Use calming strategy (deep breath, count)
Respect Yourself & Others	• Walk • Keep hands/feet to yourself	• Keep food & drink away from computer	• Listen when others are speaking	• Raise hand if you need help	• Stop, take slow deep breath
Apply Your Best	• Get point sheet upon entry	• Stay on task • Approved sites only	• Participate by listening and/or sharing	• Finish all work • Check for errors	• Ask for break or help
Cooperation With Others	• Sit in your assigned area • Kindly greet others	• Use at your assigned time	• Use kind words • Allow others to share	• Keep quiet and whisper	• Express feelings with I statements
Teacher's Role (Conditions for Learning)	• Greet students • Do now activity and schedule posted	• Post scheduled times • Assist with technology issues	• Model kindness & listening	• Actively supervise • Respond to requests for help	• Ask "how can i help you?" • Teach coping skills

The Zones of Regulation®



BLUE ZONE

Sad
Sick
Tired
Bored



GREEN ZONE

Happy
Calm
Focused
Relaxed



YELLOW ZONE

Frustrated
Worried
Silly
Excited



RED ZONE

Angry
Terrified
Elated
Out of Control

Coaching and Follow up

- Look for internal teacher leaders to coach and mentor.
- Provide time for collaboration, observation.
- Differentiated support and coaching
- Quick and easy access to important content



Tool to track OTRs & Positive reinforcement: Tracking Positive Behavior with Be+

- Set Up Reminders for Specific Behaviors
- Create Alarms on Scheduled Days and Times
- Count the Number of Times Something Happens

PBIS.org

<https://www.youtube.com/watch?v=8EsuaS3WkeM>



12:53

Be⁺



Reminder



Precorrection
Alarm

00:00

Counter



Stats



About

1.2.2

Tool to track OTRs & Positive reinforcement: Tracking Positive Behavior with Be+

12:54



My Reminders

Opportunities to Respond

Unused

5 M

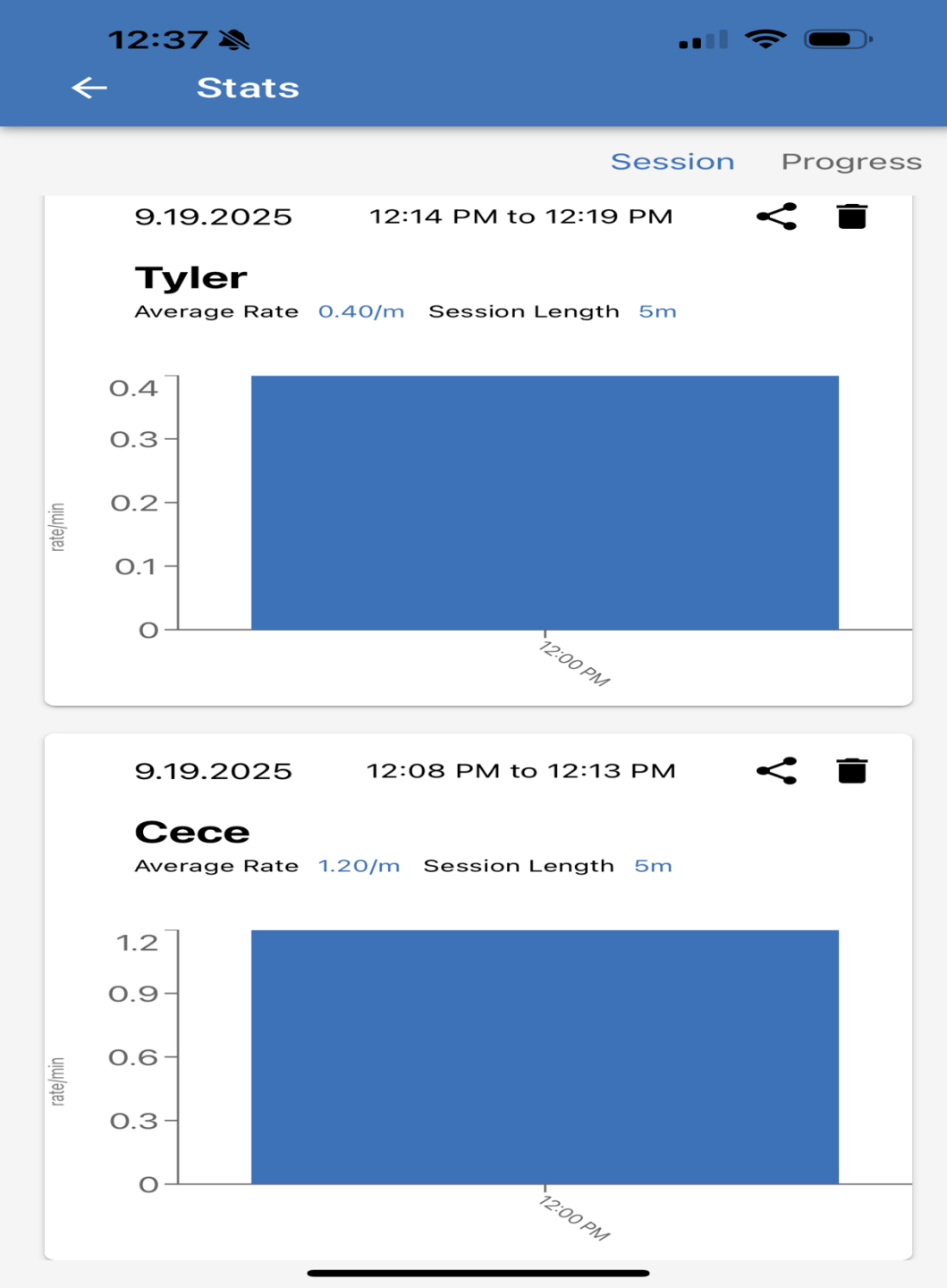


Specific Praise

Unused

5 M





Tool to track OTRs & Positive reinforcement: Tracking Positive Behavior with Be+: Stats

Seek Feedback and Share Data

- Administer surveys (staff, student, parent)
- Share survey information and use it for action planning
- Adopt data collection tools
- Utilize a protocol for organizing and reviewing data
- Establish clear processes for sharing insights across teams and agencies

Tools:

[Utilizing the School Climate Survey | Popup Practices Season 2](#)



Data Protocol “Must haves”

- 1) Identify the problem and look for root cause
- 2) Set a goal for change
- 3) Identify a solution and implementation plan
- 4) Implement plan with fidelity
- 5) Monitor and evaluate implementation fidelity and impact
- 6) Decide on next steps

Tool: [Utilizing a Data Protocol | Popup Practices Season 2](#)



Quick Discussion- 3 minutes

1. *How does this apply to your setting? (I.e., residential mental health; residential juvenile justice; alternative day programs.)*
2. *Describe something you can take home from this.*
3. *Consider one short term and one long term action item.*

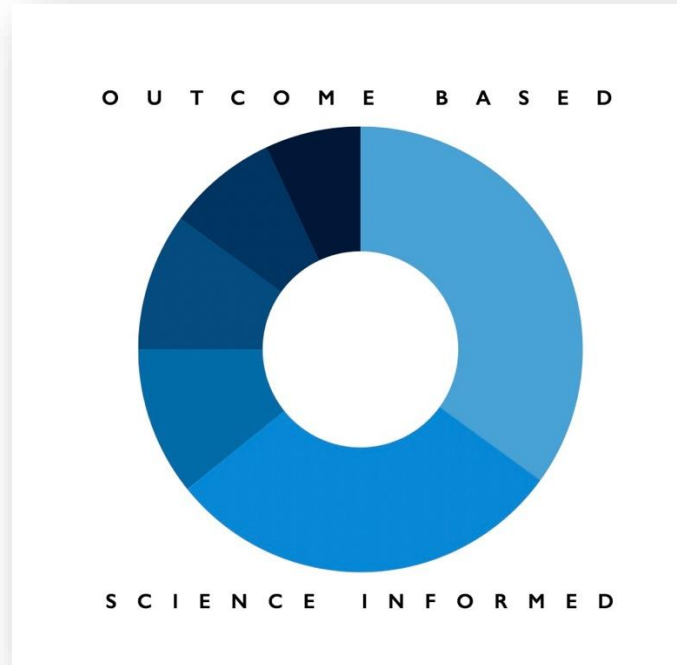


Intros: Autumn, Sam and The OBSI Project



Autumn Kaufman

- Project 12-Ways/12-Ways Canada
- Psychiatric Residential Care
- Virginia Department of Juvenile Justice
- Implementation Science



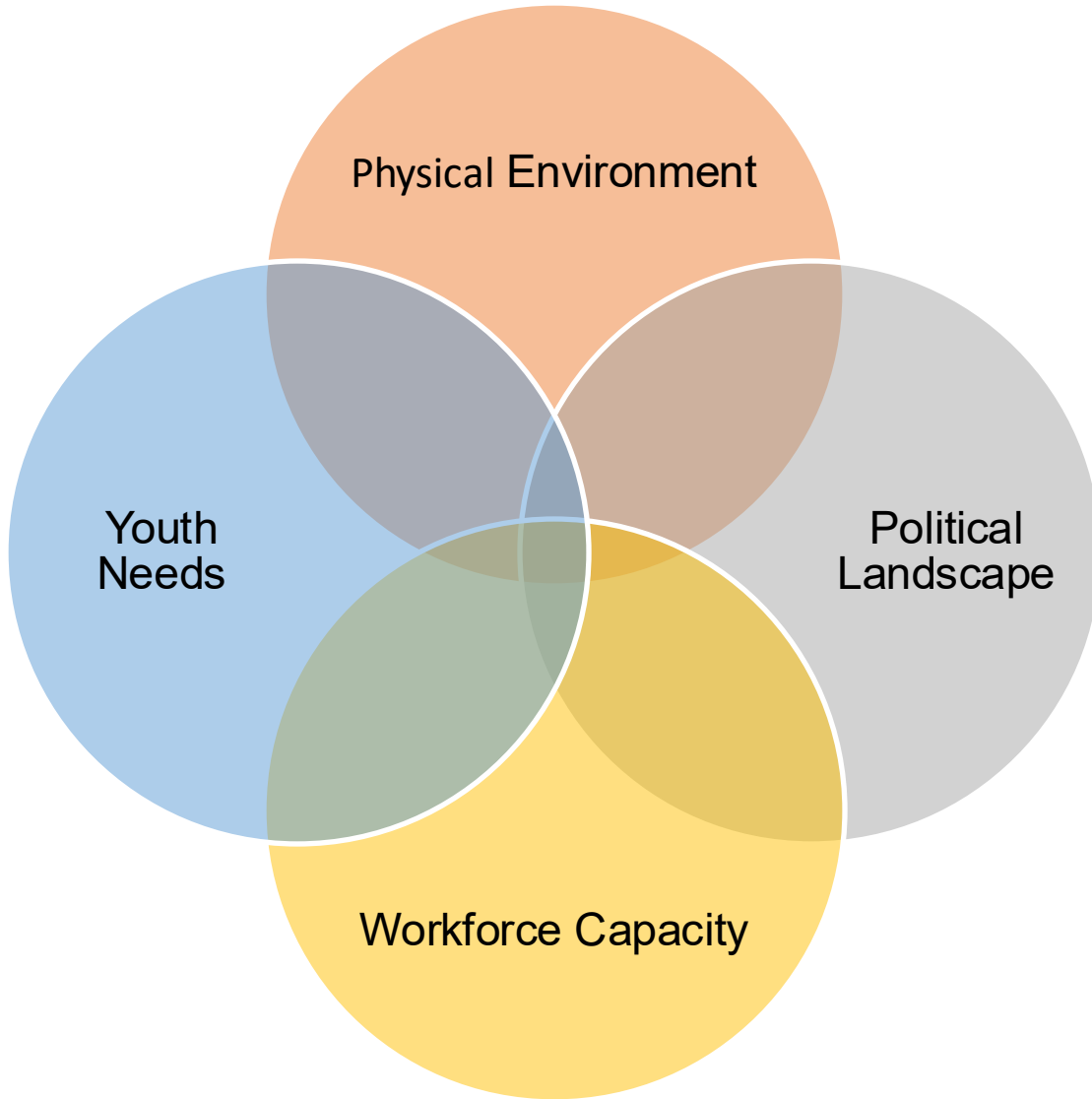
The OBSI Project

- Behavioral Science
- Child Welfare and Juvenile Justice Systems
- Data Driven Systemic Reform
- Precision Teaching
- Coaching and Support



Samantha Fuesy

- Adapt & Transform Behavior
- ABA for Juvenile Justice Impacted Youth
- Advocacy and Funding
- Leadership & Staff Training



Ongoing System Impacts



**Data is not about
adding more to
your plate.**

**Data is making
sure you have the
right things on
your plate.**



– Paul Fleming

First Things First!

- Physical Environment
 - Cleanliness
 - Working Order
- Basic needs met consistently and reliably
 - Staff
 - Residents (food, clothing, shelter, linens, sleep, hygiene items, LMA)
 - Systems to ensure legal compliance
- Access to Required/Necessary Tools
 - Keys
 - Radio
- Intentional Scheduling
- Responsive systems for ongoing monitoring

Advocates, lawmakers appalled by health, safety issues in juvenile services agency report

Ombudsman's report finds youth subjected to pests, unsanitary food practices and unsafe living conditions at Department of Juvenile Services facilities

BY: DANIELLE J. BROWN AND WILLIAM J. FORD - AUGUST 5, 2025 12:45 AM



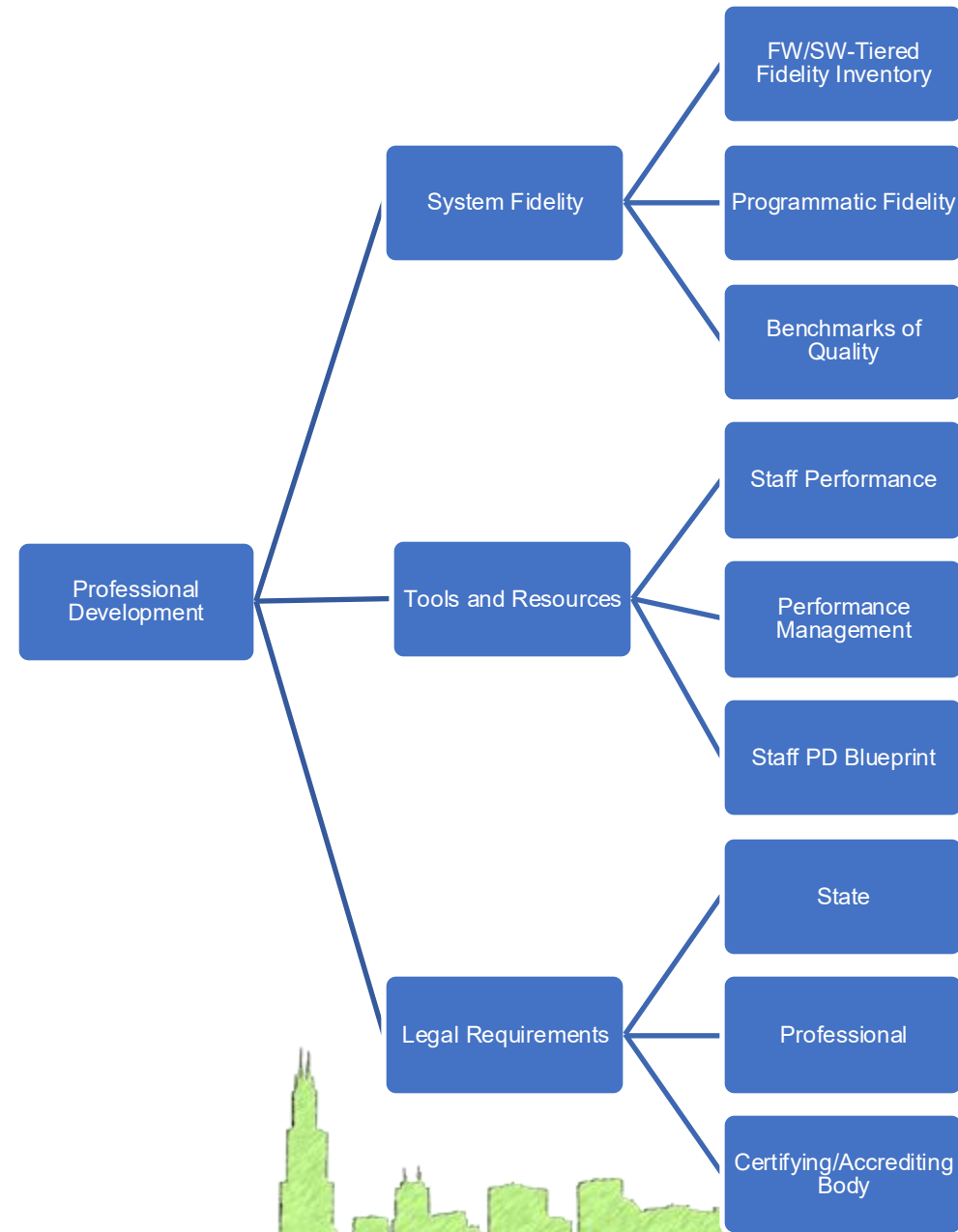
Learning Objective 1: Understand How System Fidelity Data Informs Professional Development Planning



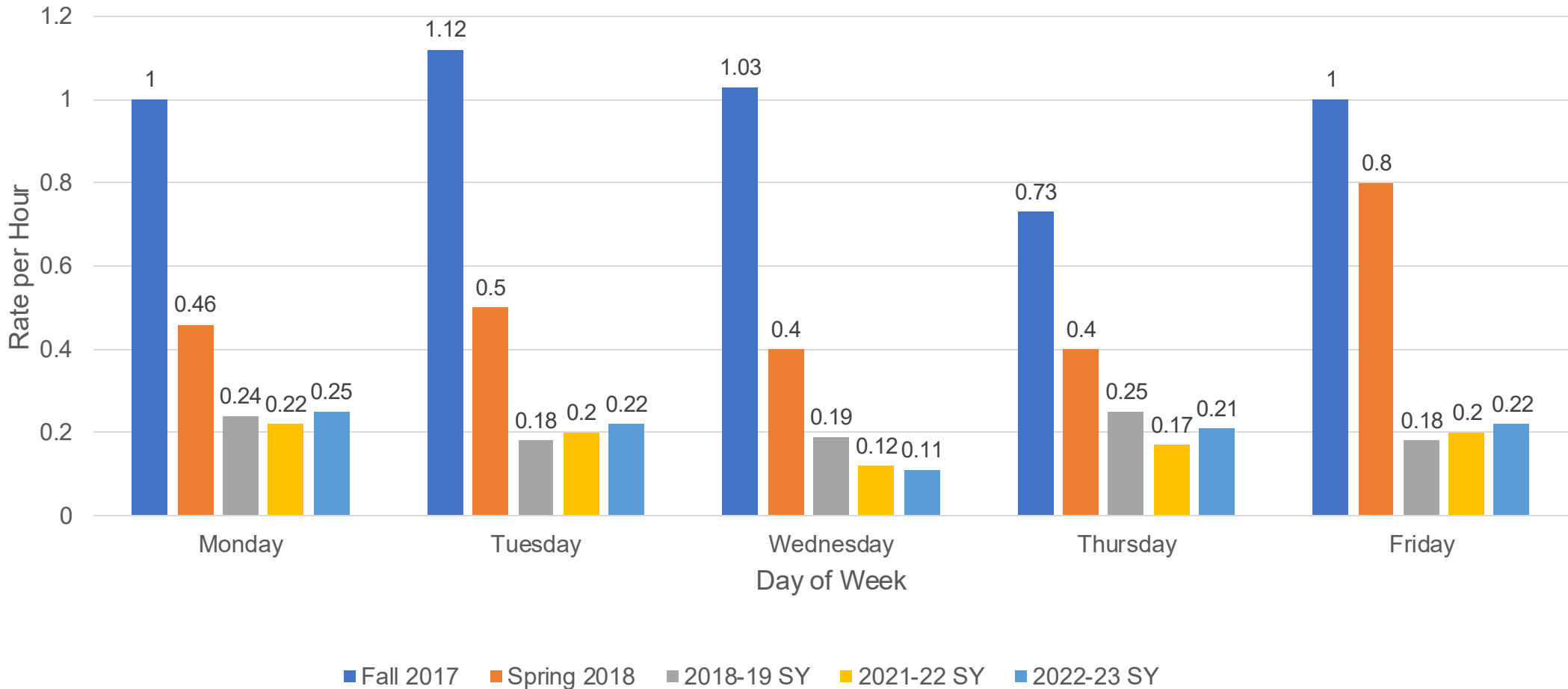
Potential Professional Development Data Sources

Additional Questions to consider:

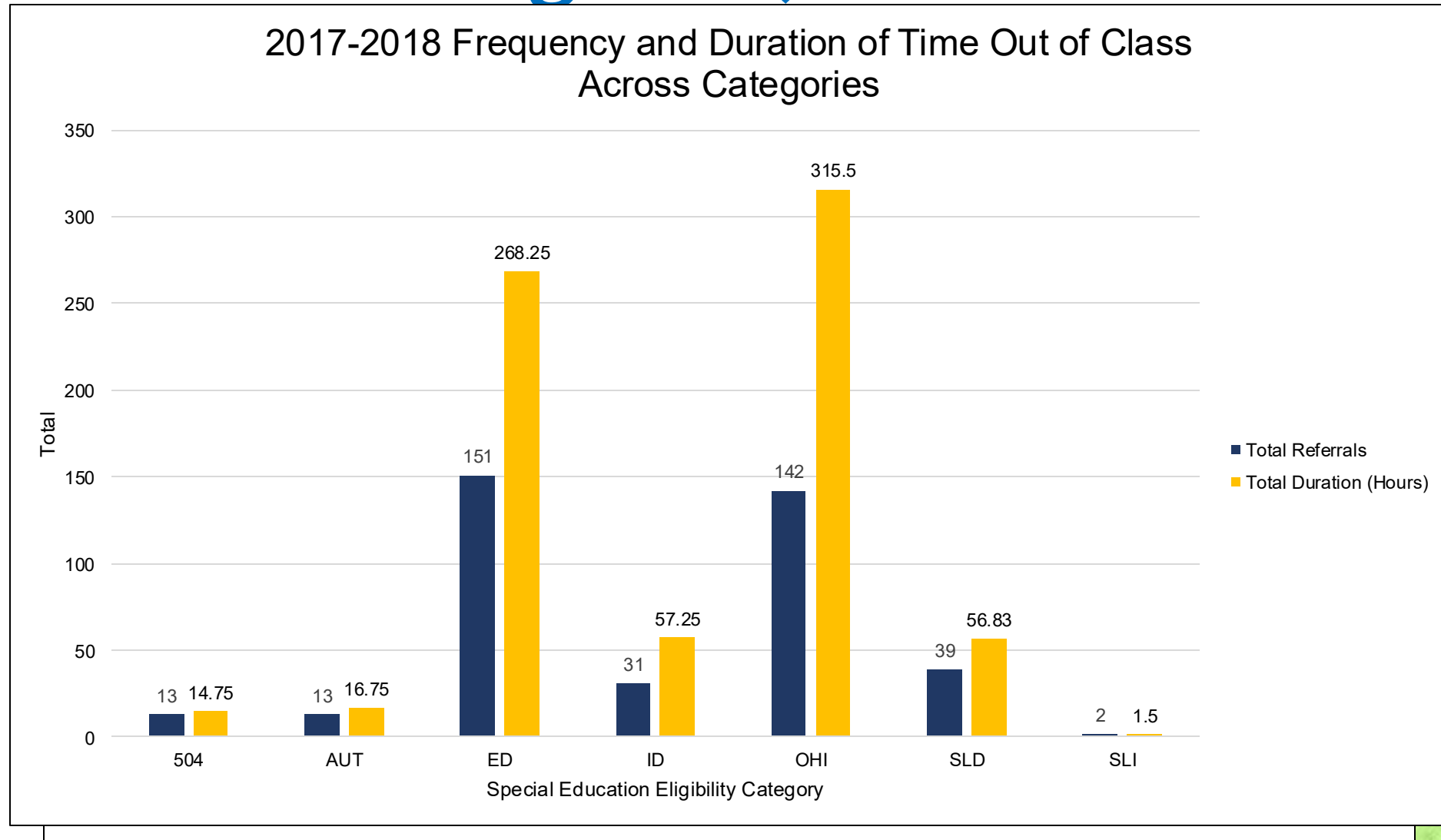
1. Which positions are responsible?
2. Do we have a schedule and assigned position for data collection and entry?
3. Do we have a plan for visual data analysis?
4. How do we bring this into daily use and future planning?

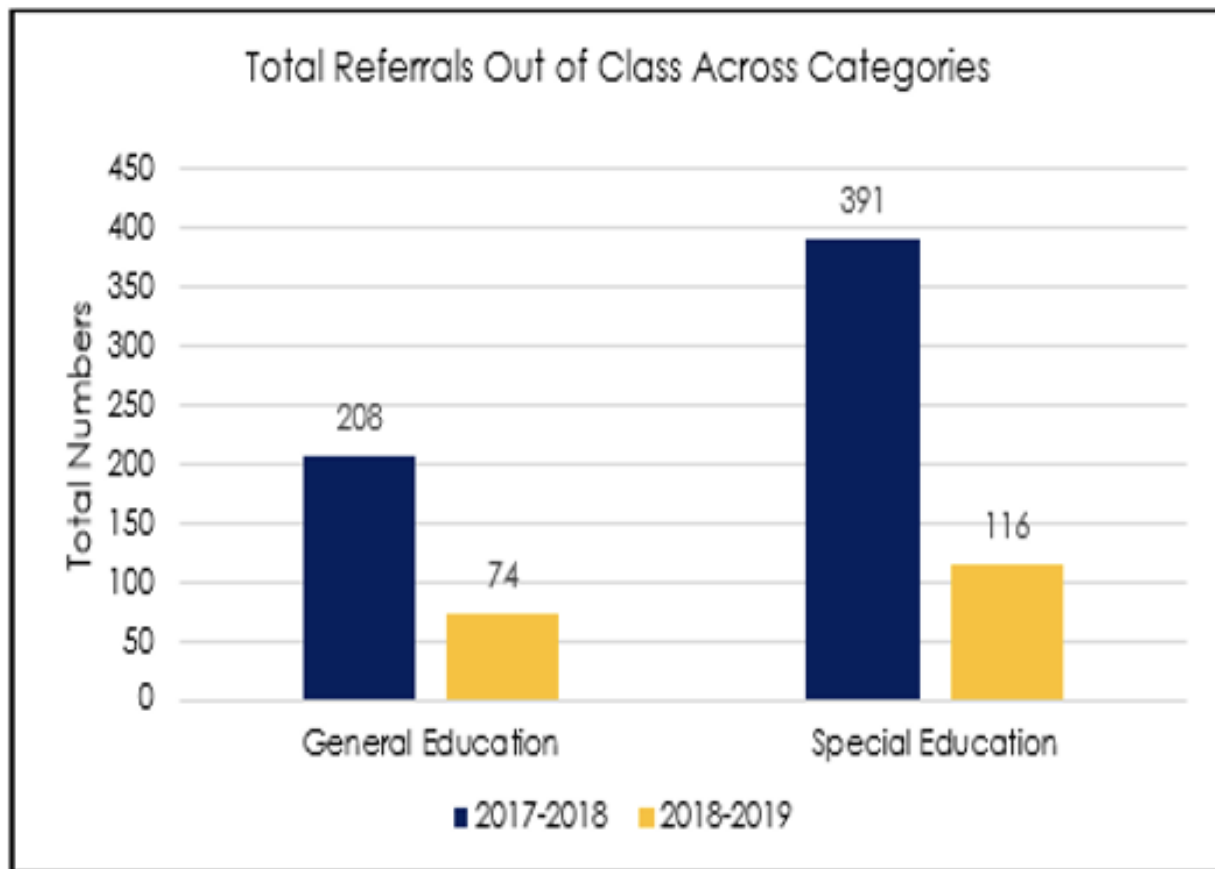


Rate per Hour Removal from Class per Day of Week

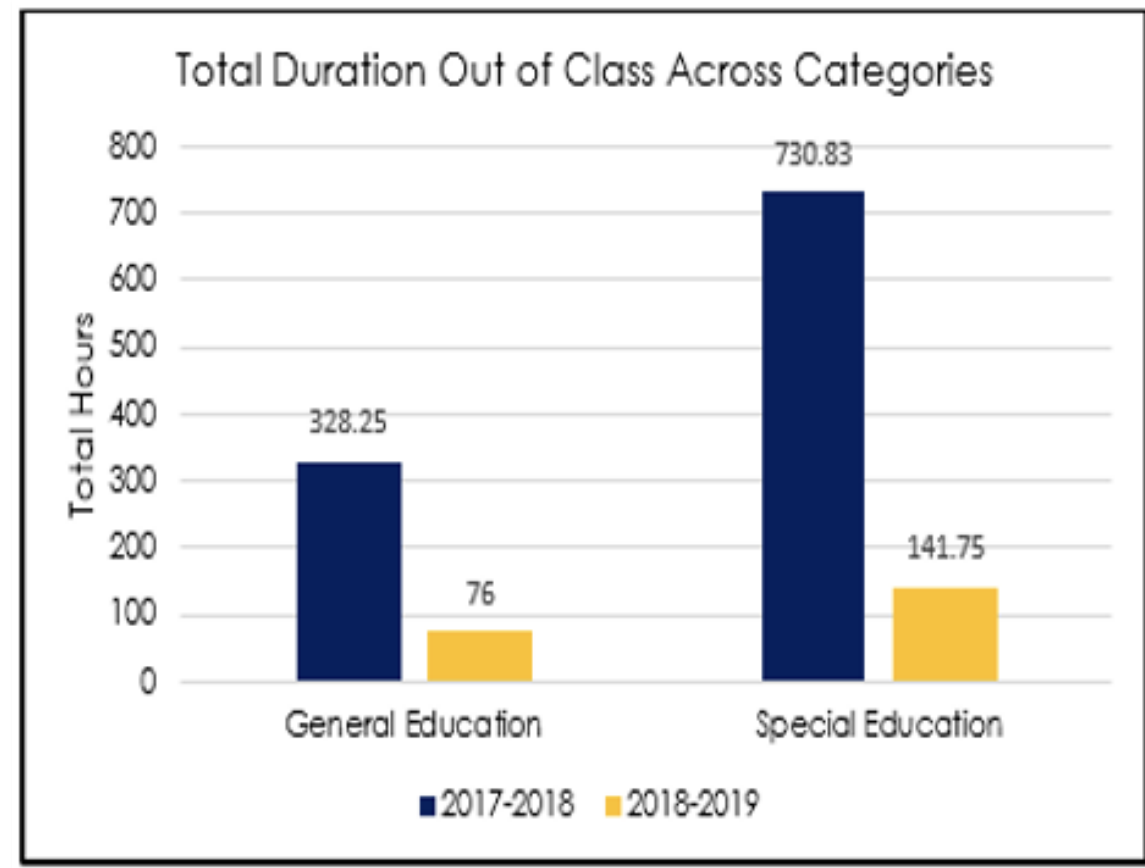


Who was leaving class, and for how long?





70% Decrease
in SPED Referrals Out of Class



81% Decrease
SPED Duration Out of Class

Scaling Daily Tasks to System Fidelity

Classrooms Fidelity Checklists

- Co-Created
 - BAT Coaches
 - Teachers
 - Building Admin
- Established Practices:
 - Foundation, Prevention, Response to Problem Behavior
- Resource and Feedback Tool

Tier 1 Classroom Checklist

Teacher: _____ Date: _____ Obs 1 2 _____ Start Time: _____ End Time: _____

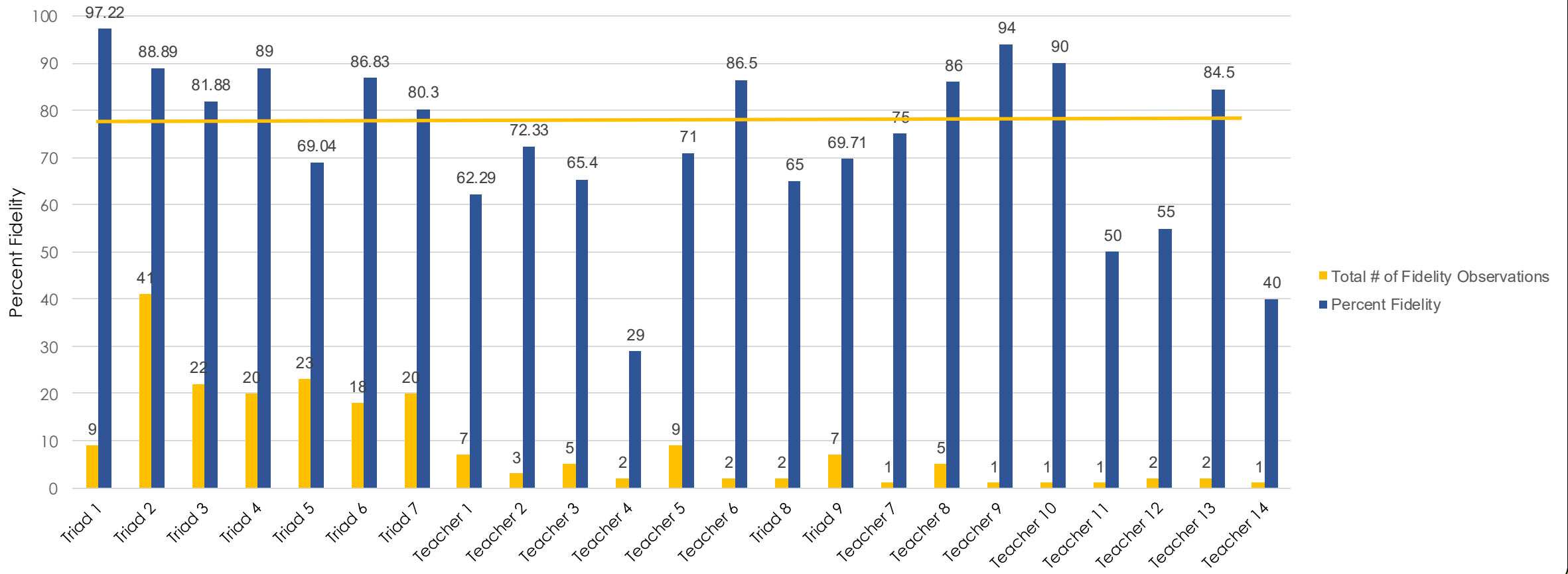
Directions: During a 30-minute observation, record what strategies were observed.

Foundations	Used	Not Used	Opportunity
1. Classroom layout eliminates blind spots, all students can be seen			
2. Safety procedures used (assigned seating, tool control and movement procedures that eliminate crowding)			
3. Cougar Classroom poster clearly visible to everyone in room			
4. Cougar Classroom expectations reviewed and referenced in class			
5. Routines and procedures (arrival dismissal, bathroom, free time, asking questions, turning in work) taught, reviewed using checklists, discussions, praise/acknowledgements, and corrections			
6. Schedule posted with times, visible to everyone in room			
Total Foundations:			
Prevention Practices	Used	Not Used	Opportunity
7. Regularly and positively reinforced expected student behavior (at least 4 positives about behavior to every behavior correction)			
8. Specific praise used ("Thank you for being respectful, I noticed you waited quietly while your peer was talking).			
9. Acknowledgement system used in the classroom (Cougar points)			
10. Teachers positively interact with students when they arrive and depart			
11. Students are supervised; staff scan the space, move around the room			
12. Positive interactions with students unrelated to academics or Bx			
13. Teacher interactions engage students in observable ways (verbal questioning, responding, polling, white board, writing, gesture or response card, peer tutor, etc)			
14. Students presented opportunities for choices by teacher (activity based on student preferences, assignment order, order of tasks)			
15. Teacher used reminders and pre-corrections – provided just before Expected behavior, with clear and specific description of the behavior that is expected			
Total Prevention Practices:			
Response to Problem Behavior	Used	Not Used	Opportunity
16. Classroom managed responses used			
17. Reflection managed responses used			
18. Unit managed responses used			
19. Calm and firm error corrections			
20. Brief error corrections			
Total Response to Problem Behavior:			
Combined Totals			

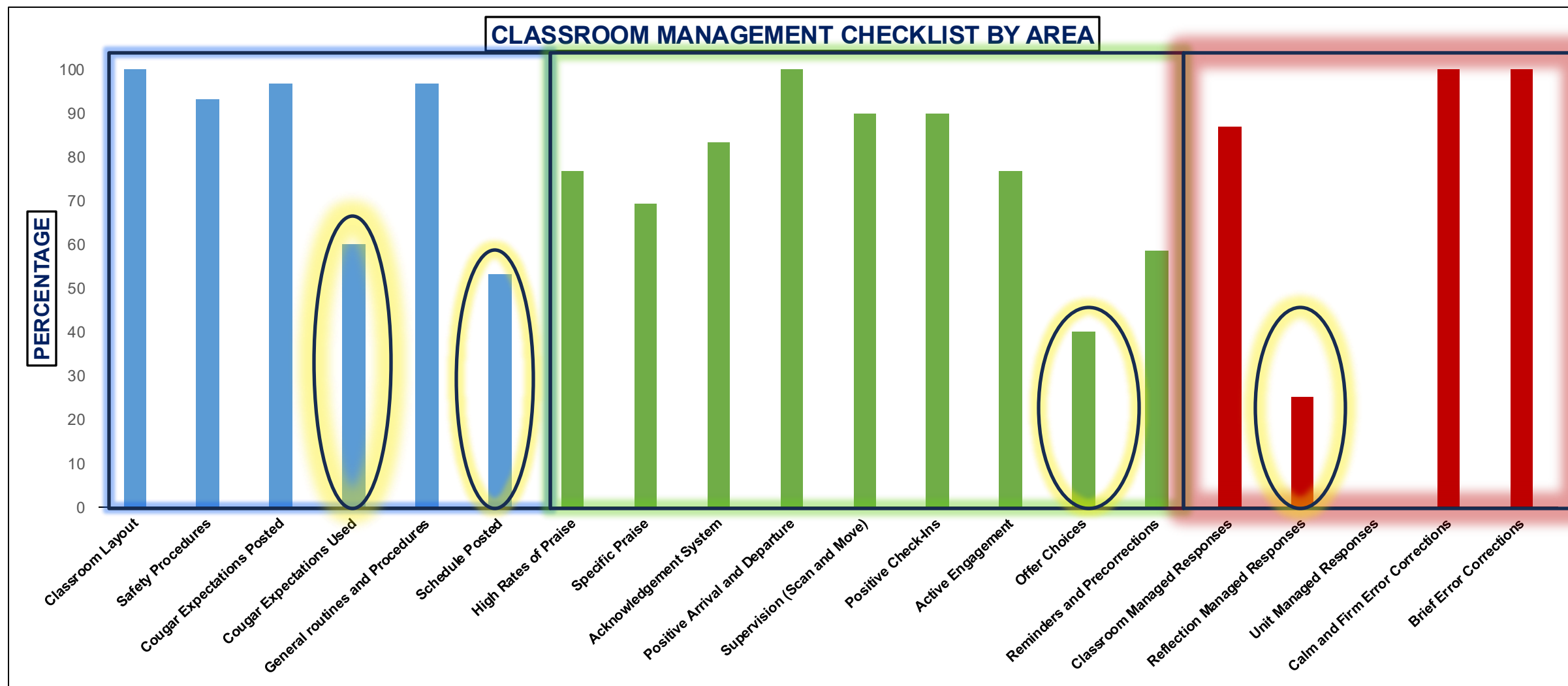
Additional Notes (EOs - # of students, teacher absence, schedule change)

Tier 1 Fidelity

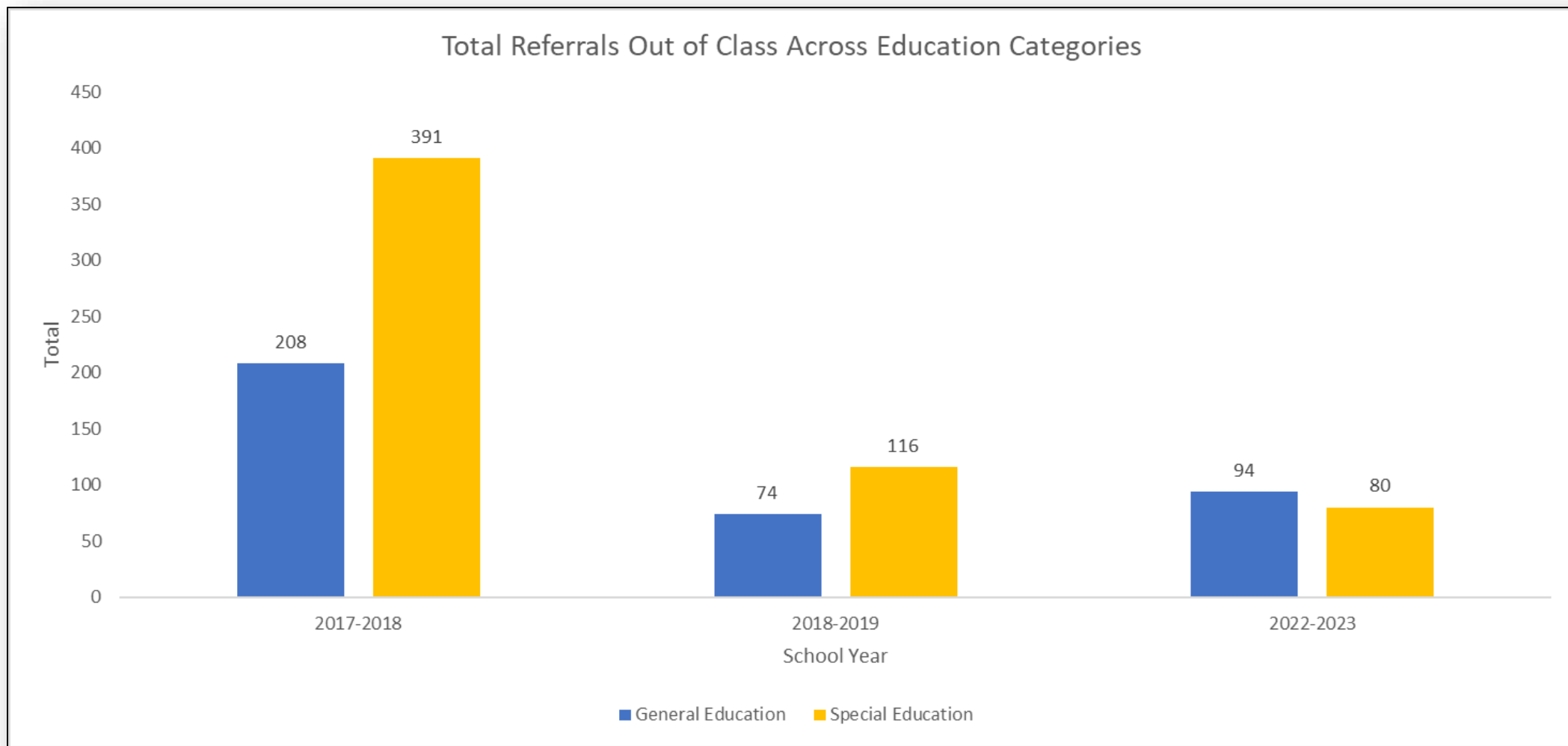
Average Tier 1 Fidelity Score 2018-2019



Classroom Checklist Component Analysis



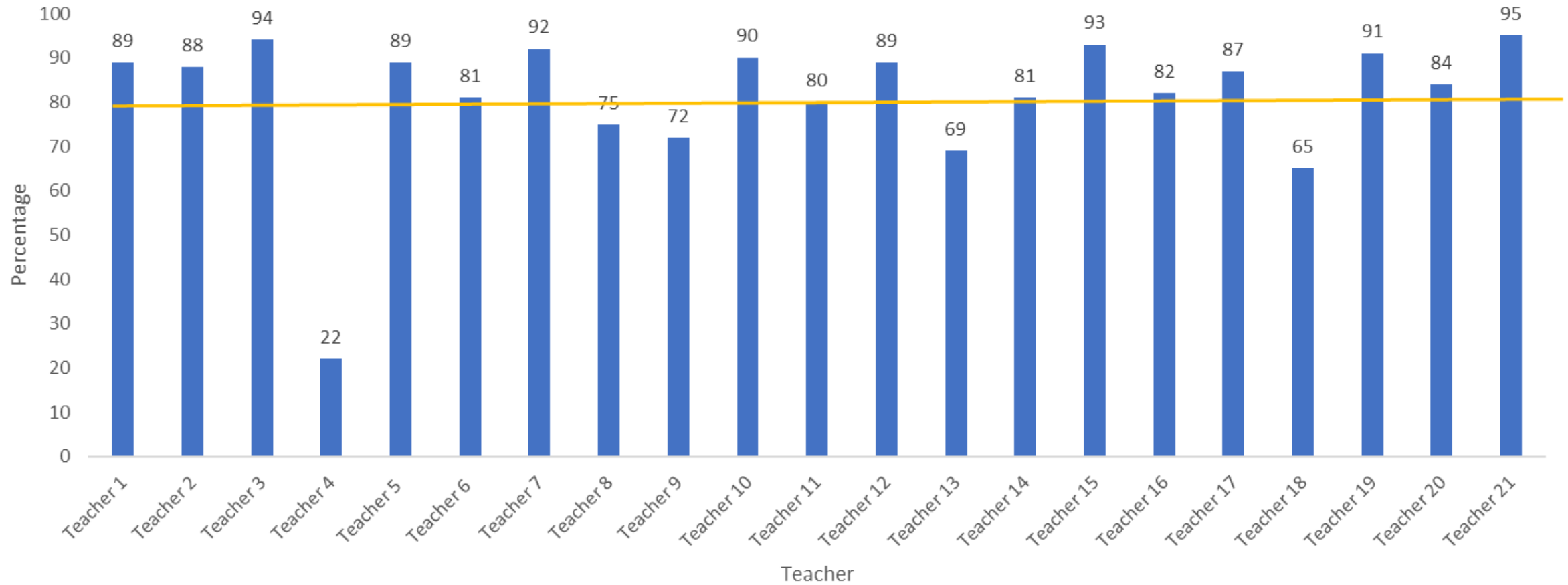
Date	What Occurred? Who, what, when caused your initial thought or emotion?	Initial Thought Describe your first thoughts or emotions after what happened	Change of Course After reflecting and weighing decisions, what did you do?	Result What occurred after reflecting and weighing decisions?
2/17/21 (Example)	RS staff told us it was time to go down	I was angry and wanted to throw something	I took deep breaths and thought of the consequences if I decided to do that	After cooling down, I realized it wasn't that big of a deal
2/17/21	my unit went to the barbershop and when I came back my tray was gone A resident wanted to play when I didn't	I was kinda mad and was about to refuse	I talked to my staff about the situation	my staff got me another tray
2/25/21	Someone was farting at the table I was eating at	I was getting upset and was about to fight	I called my mom	she talked me out of it
2/27/21	I was on the phone and the unit was loud	I was angry and wanted to swing	I got up and moved away	I stayed out of trouble
2/29/21	I was trying to get my quiz unlocked but my teacher was talking to long	I was mad and wanted to cuss someone out	I moved to the phone in the hallway	I didn't start anything
3/3/21		I was angry and wanted to stop working	I asked a person with the same teacher as me to email the teacher	The quiz got unlocked and I kept working



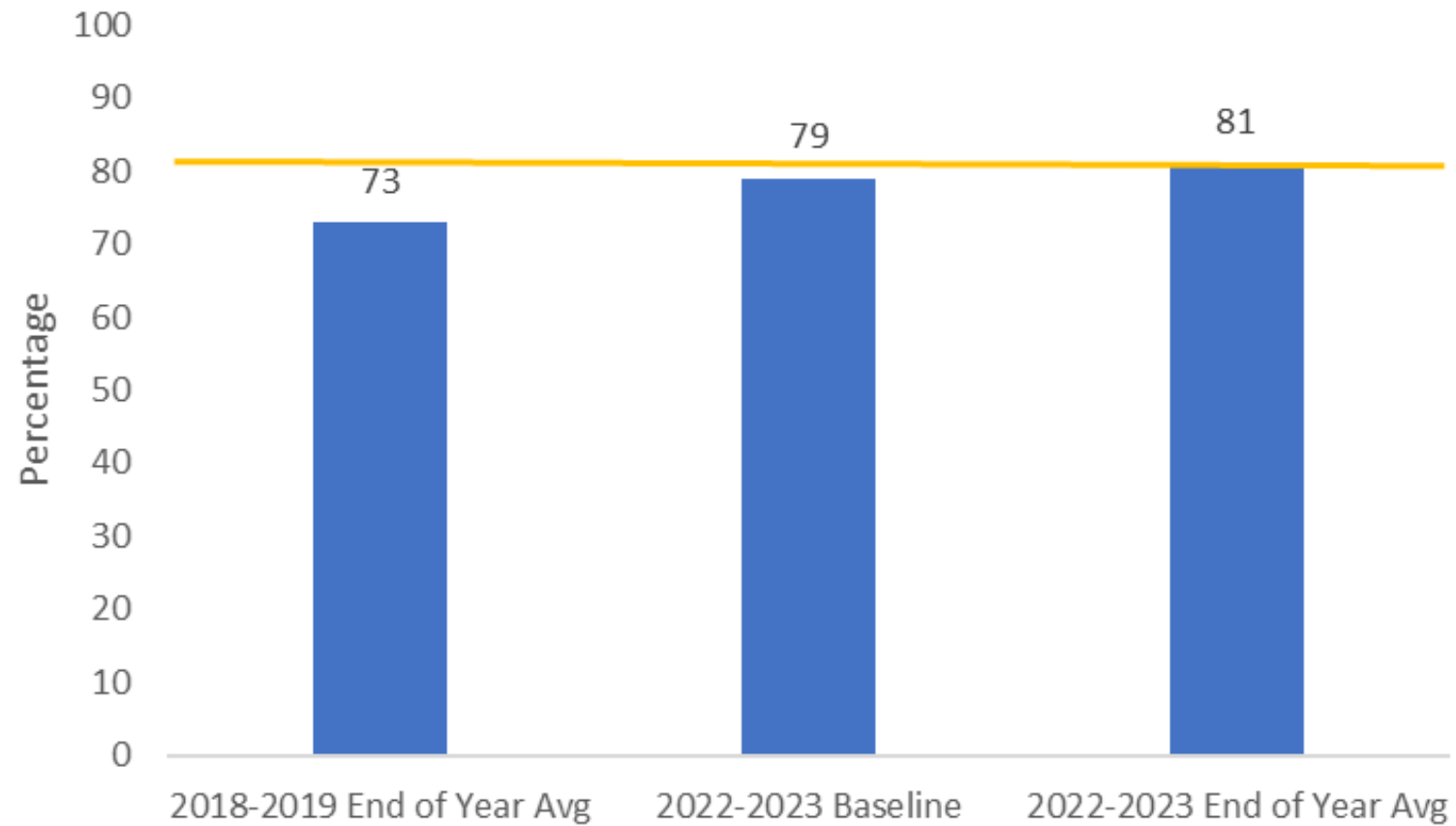
Over the course of implementation, the disproportionality of students receiving Special Education services being referred out of class due to disruptive behavior decreased!

2023-2024 School Year

Percent Average Tier 1 Classroom Fidelity Score



Tier 1 Fidelity Scores Across Years



Quick Discussion (3 minutes)

1. *Identify at least one data source you currently use (or would like to use) that can be tied to a professional development need you have right now.*



Learning Objective #2 Common Challenges to Professional Development Found in Alternative Schools and 24-hour Settings



Professional Development Data Sources

System/Implementation Fidelity

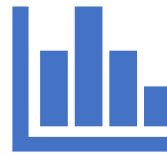


Professional Development Blueprint

Assess current system; solicit staff feedback across positions

Across phases of Implementation:

- *Establish an Effective Professional Development System*
- *Decide on Core Content*
- *Develop Key Skill Sets to Provide Professional Development*
- *Monitor and Evaluate the Professional Development System*



FW-TFI

Use data from subscale scores to pinpoint PD topics

Connect this data to training content while delivering PD;

- Use performance data to determine who attends training

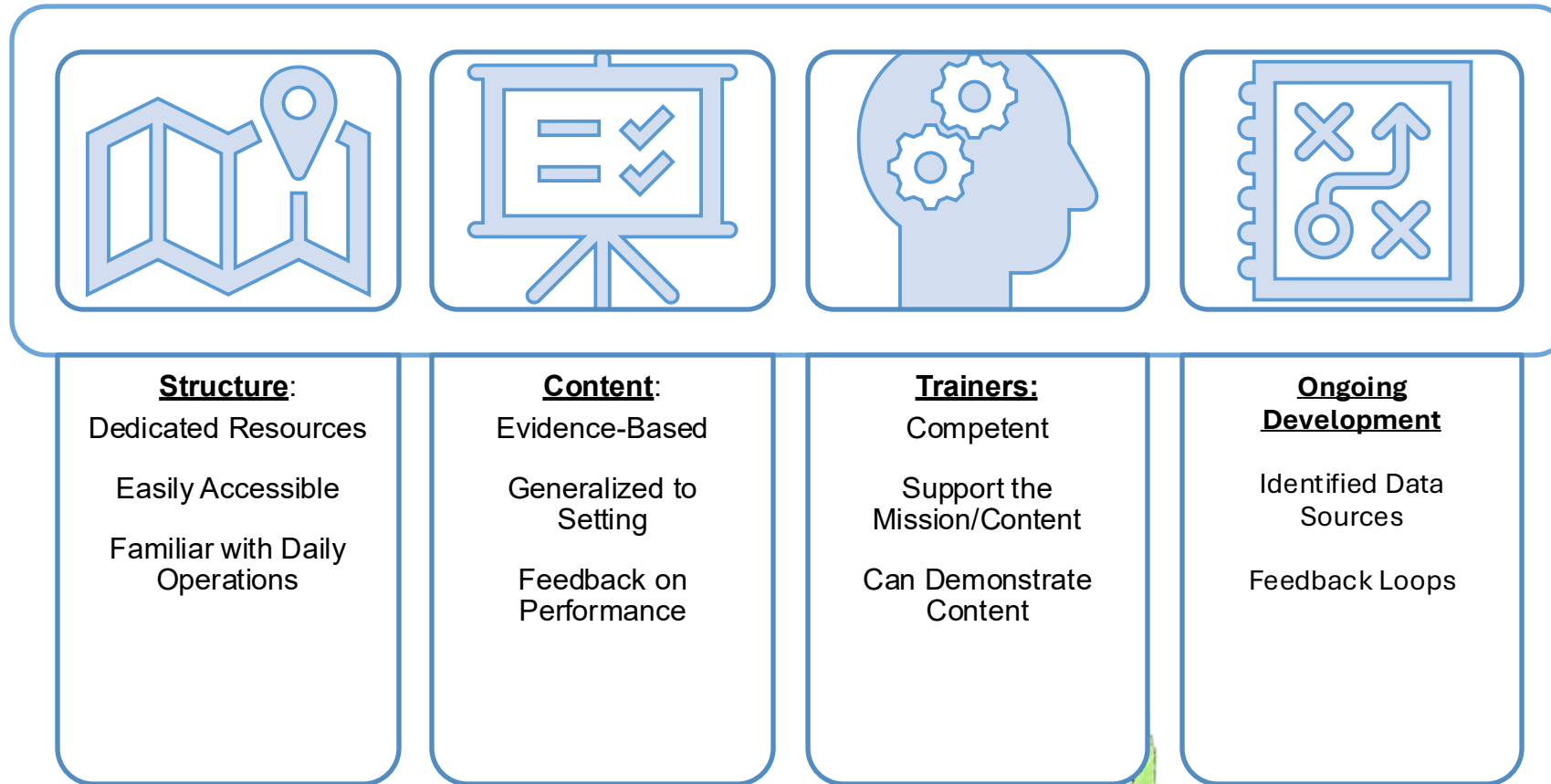


Tiered Implementation Checklist

Identify sequential and concurrent steps

Pinpoint gaps that require training to implement steps

Professional Development/Training Division



Varying Staff Backgrounds (GEDs – PhDs)

Welcome all, reinforce everyone is needed

- Spokes on a wheel
- Impact divisional silos

What is the lowest common denominator everyone must receive?

- How do we scope and sequence for specific groups to meet their daily job duties?

Do EWP/Job Descriptions list duties matched to actual daily requirements

- Include HR!
- How are these duties assessed for fluency?
- This data can inform ongoing PD needs
- Inform whole group training vs individual or targeted small group coaching

Introductory Training

FW-PBIS Basics

- Dedicated trainer who came to the facility
- Everyone who works across facility
 - Larger group, multiple sessions, across all shifts
- Introduction
- What stays the same
- What is new
- Who to go to for support
- What is to come

A poster for Facility-Wide PBIS Training. The title is in large, colorful, blocky letters. Below it, it says 'TWO WEEKS' in yellow, 'TWELVE SESSION OPTIONS' in white, and 'ONE AWESOME TRAINING' in white. A list of dates and times is provided for two columns. At the bottom, it says 'EXPANSION GYM' in yellow, followed by 'Shift staff sign up in muster!' in white. A grey button with a pink border contains the text 'ALL OTHER STAFF SIGN UP HERE!' in white.

**FACILITY-WIDE
PBIS
TRAINING**

**TWO WEEKS
TWELVE SESSION OPTIONS
ONE AWESOME TRAINING**

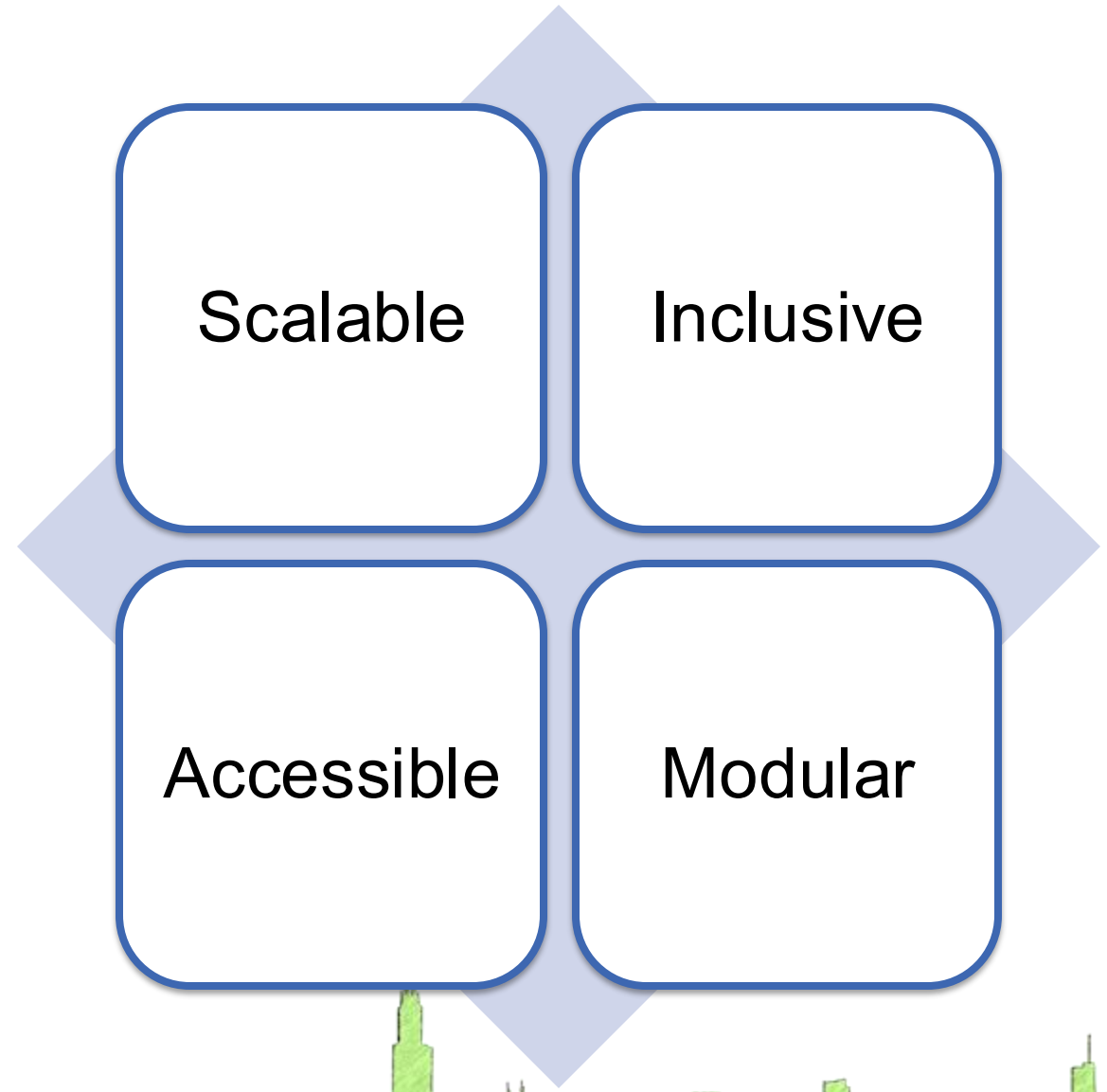
March 20 9a-12p, 1p-4p (DOE)	March 27 9a-12p, 1p-4p
March 21 9a-12p, 3p-6p	March 28 9a-12p, 3p-6p
March 22 9a-12p, 1p-4p	March 29 9a-12p, 1p-4p

EXPANSION GYM

Shift staff sign up in muster!

ALL OTHER STAFF SIGN UP HERE!

Varying Staff Backgrounds + 24/7/365 Shifts



STATEWIDE FACILITY PBIS EVALUATION

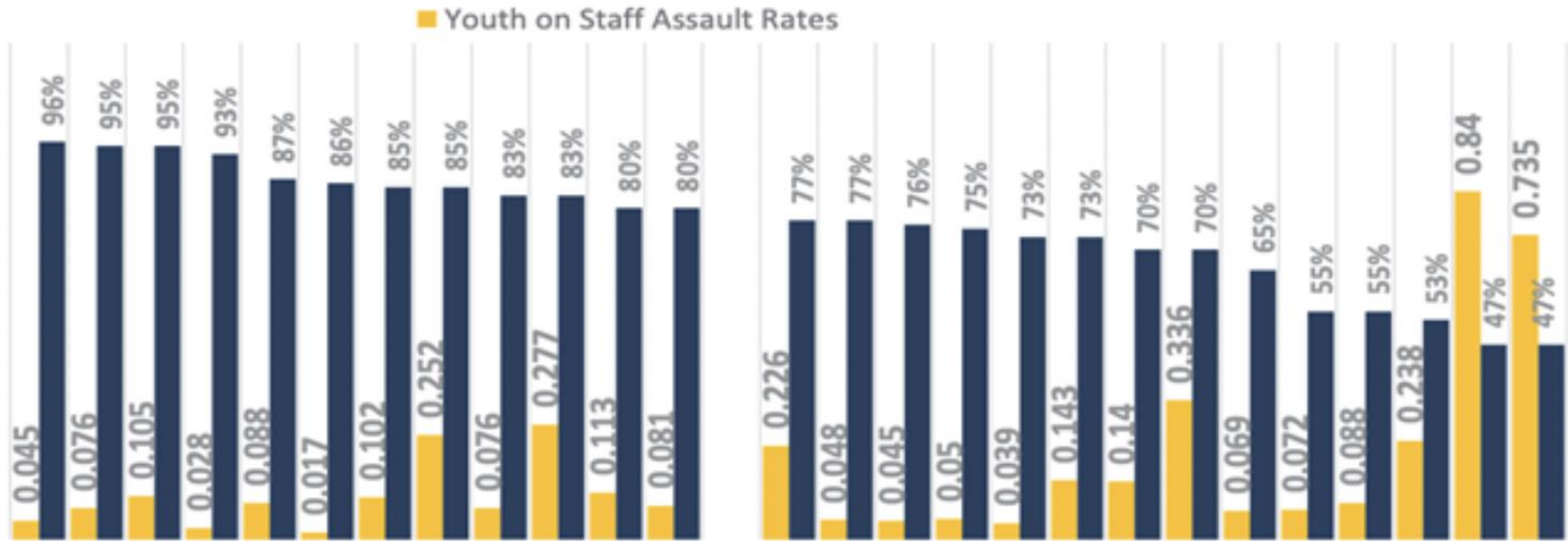


FIGURE 3 State wide facility evaluation tool (FET) vs. serious incident reports of youth on staff assault rates in secure facilities.

Structure and Phasing

Phase	What to Do
Assess Needs	Use surveys or brief focus groups across roles and shifts to identify training gaps (Blueprint + TFI)
Create Tiered Modules	Tier 1: Required for all (FW-PBIS basics). Tier 2: Role-specific (shift commanders, unit supervisors, principal, etc.).
Launch in Waves	Stagger training deadlines to avoid shift disruption. Track completion using a simple LMS or manual checklists.
Evaluate + Reinforce	Use brief post-training assessments and periodic reinforcement (via supervisors, muster meetings, QR codes in break rooms).



Quick Discussion (3 minutes)

- *Take the identified data source and professional development from your previous quick discussion and pinpoint some of the variables to consider for training in a 24/7/365 or alternative setting.*

- Or -

- *How might you use some of the blended learning components (modules, microlearning, etc) as part of your professional development?*



Learning Objective #3

Understand the Importance of Coaching to Support Training Priorities





Bridges the training to application gap

Coaching is Critical

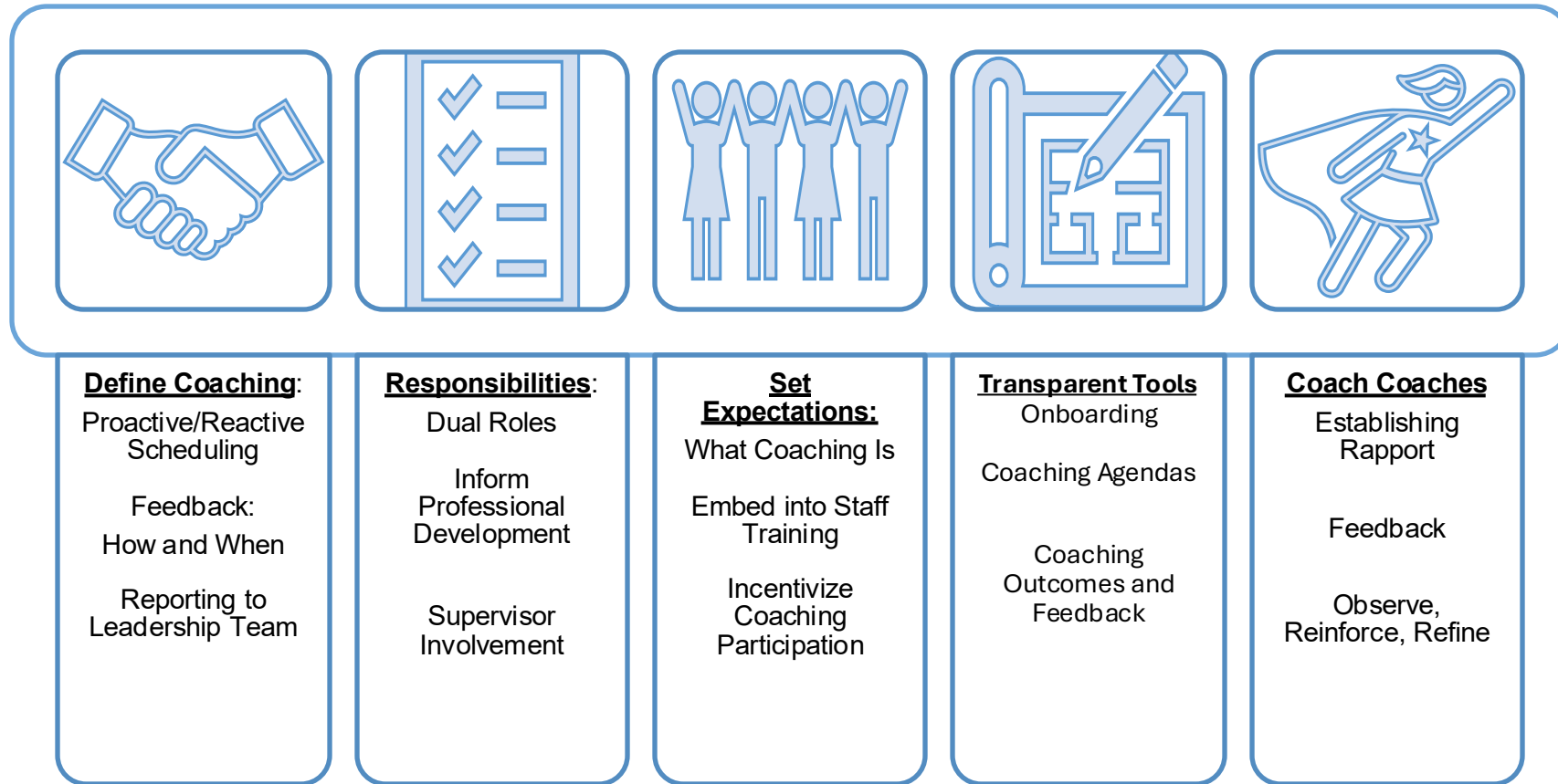
Outcomes % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom			
Training Components	Concept Understanding	Skill Attainment	Application/ Problem Solving
Theory and Discussion	10%	5%	0%
.+ Demonstration in Training	30%	20%	0%
..+ Practice and Feedback in Training	60%	60%	5%
...+ Coaching	95%	95%	95%

(FPG Child Development Institute).

Coaching Responsibilities

- Establish Relationships and Trust
- Facilitate collaboration and problem-solving
- Use the right data to make decisions
- Provide evidence-based information and strategies
- Model the way
- Provide technical assistance
- Evaluate the impact of coaching activities to staff and youth outcomes

Coaching Supports



Coaching Tools



Onboarding

Partner Preference Assessment

- Items, activities, colors, food
- How and when to receive praise
- How and when to receive feedback
- Areas of Strength
- Areas to be Developed

Coach Menu



Coaching Sessions

Session Agendas

Fidelity Checklists

Staff and Youth Feedback

Feedback to Supervisors



Coaching Follow-Up

Data Analysis

Decision Tree

Problem Solving

Performance Support

Intentional Schedule + Teaching Behavioral Expectations

Known requirement within TIC and TFI

- Universal acknowledgement system across facility
- Consistently teach behavioral expectations

Is there a vehicle for delivery?

- No. Need a consistent daily schedule and behavioral expectation lessons

Component Analysis of Tier 1 observations

- Majority of units lacking specific time to teaching behavioral expectations, or know how to teach a skill = training and coaching
- Across units (Responsibility rests with Housing Unit Coordinator)
 - Facility did not have a universal schedule
 - This resulted in conflicting scheduled between school, housing units, medical staff, and therapists
 - Identified Exemplars! Peer to Peer Learning Labs during scheduled meeting times

Professional Development Data Sources and Coaching Opportunities

Fidelity Checklists

- Tier 1 Practices across settings
- Intentional Schedule
- Teaching Behavioral Expectations
- Chargeable Offenses

Component Analysis

- Across Checklist Items
- Across Shifts
- Across Locations
- Across Divisions
- Across Trainers



Scaling Daily Tasks to System Fidelity

Day to Day Operations Across Locations

- Ensuring Tier 1 practices are utilized
 - Unit Tier 1 Fidelity Checklist
 - Classroom Tier 1 Fidelity Checklist
- Use Behavioral Expectations Matrix Locations

Observer: _____ Date: _____

Directions: During an observation, the staff utilized the evidence-based practice the weighted amount for that section residents can be seen). If a prompt was observed due to lack of opportunity, this tool is designed to be conducted from staff with what you observe.

Each response is provided with a "weight" of to implement correctly, and can be used for co

Tier 1 practices

Prevention Practices	Used	Notes
*code N/A if there was no occurrence due to lack of opportunity		
7. The Unit Intentional Schedule is observed being followed as it is reflected to the residents. *note if the intentional schedule is not visible to residents and/or not up to date, this area cannot be marked as "used". Weight rank: 4		
8. All unit staff present are observed engaging with the residents during whatever activity is listed within the Unit Intentional Schedule. Weight rank: 4		
9. At least 1 expectation is reviewed before starting each activity. This can be as simple as the Staff stating, "Alright fellas, remember today to move only with permission", or "Someone tell me 1 expectation for safety during Rec" Weight rank: 3		
10. Brief positive check-ins with at least two residents between arrival & departure (what are you working on, how are you doing, what's going on, are you ok), not including redirections. Weight rank: 3		
11. Utilizes the 4:1 ratio. Provides 4 feedback statements for what the resident is doing well for every 1 corrective feedback statement. (e.g., if staff provide 1 redirection during the observation period, 4 other statements about what the resident is doing well are also observed) using behavior specific praise. Weight rank: 2		
12. Staff provide residents with enough time to rate themselves before the staff provide their points if the activity allows for a Match Point. Weight rank: 3		
13. Staff fill out the resident's point card in the presence of the resident. (This is where observer's need to stay until the opportunity to observe transition occurs). Weight rank: 5		
14. Staff fill out the resident's point card before moving on to the next scheduled activity. Weight rank: 3		
15. Resident's provided explanation of point total and feedback regarding why they earned what they earned. (e.g., "10 for you today, I saw you putting in that effort") Weight rank: 3		
16. If residents transition to new area within the building, the residents are greeted upon arrival (e.g., "How are you today?"). *Greeting as they exit room for morning counts Weight rank: 2		
17. Residents are supervised (scanning the entire space, moving around the room approx. every 15 mins). *unless a resident is on a status requiring more frequent checks Weight rank: 4		
18. If a Resident has lost their card and requests a new one, one is provided to them and is marked to show the new starting activity of point earning. Weight rank: 3		
Prevention Practices	/54	Fidelity %

Calculate fidelity percentage by adding the total weight scores coded and dividing it by the total number of possible weighted scores (i.e., 50). For example, if the number of weighted codes observed were 34 the calculation would be 34/50= 68%.

Coaching vs. Performance Management Skill, Will, Resources.... all 3?

PDC-HS

Performance Diagnosis

Employee's Name: _____ Interviewer: _____
 Describe Performance Concern: _____

Instructions: Answer the questions below about the employee in general. The problem should be operationalized with an asterisk (*) should be answered only after the information is gathered.

TRAINING

1	☐ Yes ☐ No	Has the employee received formal applicable training methods?
2*	☐ Yes ☐ No	Can the employee accurately describe the task performed?*
3	☐ Yes ☐ No	Is there evidence that the employee has performed this task in the past?
4*	☐ Yes ☐ No ☐ N/A	If the task needs to be completed at a faster or slower appropriate speed?*

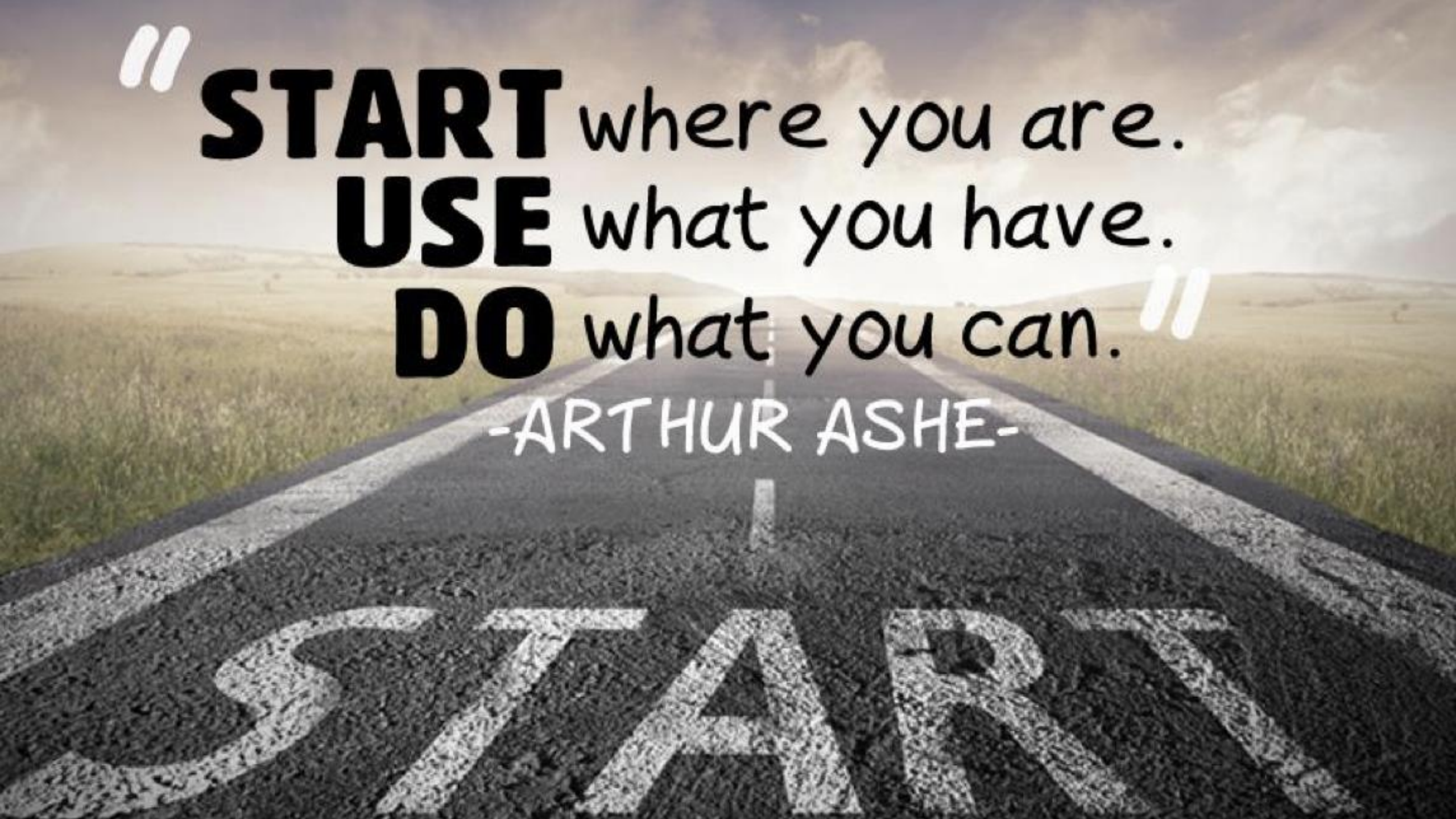
TASK CLARIFICATION & PROMPTING

1	☐ Yes ☐ No	Has the employee been informed of the task?
2*	☐ Yes ☐ No	Can the employee state the purpose of the task?
3*	☐ Yes ☐ No	Is a job aid (e.g., a checklist, data sheet, etc.) available for the task area?
4	☐ Yes ☐ No	Is the employee ever verbally, textually, or visually prompted?
5	☐ Yes ☐ No	Is the task being performed in an environment that is free of distractions (e.g., not noisy or crowded)?

RESOURCES, MATERIALS, & PROCESSES

1	☐ Yes ☐ No	Are there sufficient numbers of training materials (e.g., teaching stimuli, etc.) available for the task?
2*	☐ Yes ☐ No ☐ N/A	If materials are required for task completion, are they readily available? If not, list materials below and indicate if they are available or not. Item 1: _____ Item 2: _____ Item 3: _____

INTERVENTION PLANNING			
Instructions: Each item scored as NO on the PDC-HS should be considered as an opportunity for intervention with priority given to areas in which multiple items are endorsed. Interventions may be implemented concurrently or consecutively, with the latter option being preferred for settings in which staff resources are limited. Sample interventions and illustrative literature citations for each area are provided below.			
Area	Item #	Sample Intervention(s)	Literature Citations
Training	1, 2, 3, 4	Behavioral skills training (i.e., instructions, modeling, rehearsal, feedback)	- Barnes, Dunning, & Reifel (2011) - Nabeyama & Sturmeny (2010)
		Improved personnel selection	Gatewood, Feild, & Barrick (2008)
Task Clarification & Prompting	1, 2	Task clarification & checklists	- Cunningham & Austin (2007) - Gravina, VanWagner, & Austin (2008) - Bacon, Fulton, & Malott (1982)
		Prompts	- May, Austin, & Dymond (2011) - Petscher & Bailey (2006)
	5	Change/alter task location	Green, Reid, Passante, & Canipe (2008)
Resources, Materials, & Processes	1	Adjust staffing	Strouse, Carroll-Hernandez, Sherman, & Sheldon (2003)
	2, 3, 4	Improve access to (2), redesign (3), or reorganize (4) task materials	Casella, Wilder, Neidert, Rey, Compton & Chong (2010)
	5, 6	Reassess task process and personnel	- Diener, McGee, & Miguel (2009) - McGee & Diener (2010)
Performance Consequences, Effort, & Competition	1	Increased supervisor presence	- Brackett, Reid, & Green (2007) - Mozingo, Smith, Riordan, Reiss, & Bailey (2006)
	2	Performance feedback	- Arco (2006) - Green, Rollyson, Passante, & Reid (2002)
	3	Regularly highlight task outcomes	Methot, Williams, Cummings, & Bradshaw (1996)
	4	Reduce task effort	Casella, Wilder, Neidert, Rey, Compton, & Chong (2010)
	5	Reduce aversive task properties	Green, Reid, Passante, & Canipe (2008)

A photograph of a paved road stretching into the distance, flanked by green grassy fields. The word "START" is painted in large white letters on the road surface in the foreground. The sky is filled with soft, white clouds. Overlaid on the image is a quote in a mix of bold sans-serif and handwritten fonts.

"START where you are.
USE what you have.
DO what you can."
-ARTHUR ASHE-

Questions?

Thank You!

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