



2F - 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)

- **Topic:** Juvenile Justice
- **Keywords:** Alternative Settings, Outcomes, Evaluation



What is your confidence or fluency with adapting PBIS data systems to alternative programs....

1



2



3



1. I have no knowledge of data adaptations
2. I have heard of it data adaptations but not used them
3. I've done some data adaptations
4. I feel confident with data adaptations
5. I am a rockstar at data adaptations let me take the mic

4



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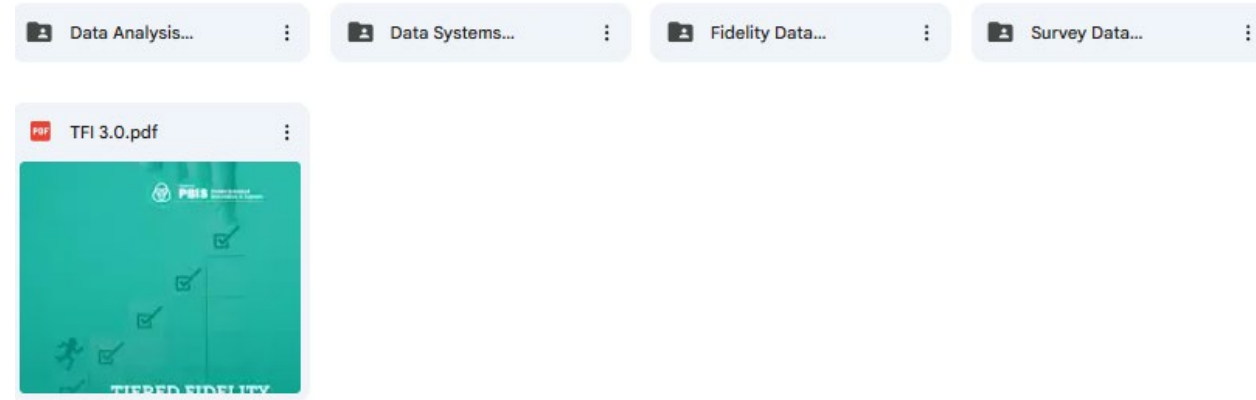


Learning Objectives

1. Understand the importance of **using data for decision making**
2. Understand the **types of data** used to **identify needs** and **monitor progress**
3. Understand how data systems can meet the needs of **alternative and juvenile justice settings** to guide PBIS implementation



Resources- update with PPT



Where is PBIS being implemented?

- Over 25,000 typical schools, all levels
- Alternative disciplinary education programs (school districts)
- Residential mental health programs
- Juvenile justice programs
 - Statewide
 - County programs
 - State-level facilities
 - Probation/parole
- Youth programs in adult correctional systems
- Group treatment homes
- Psychiatric Residential Treatment
- West Virginia
- Mississippi
- California
- Nevada
- Oregon
- Ohio
- Arizona
- Washington
- Virginia
- Pennsylvania
- Kansas

Slide from Dr. Brenda Scheuermann



National PBIS Leadership Forum

Unique challenges of JJ/Alt Ed settings

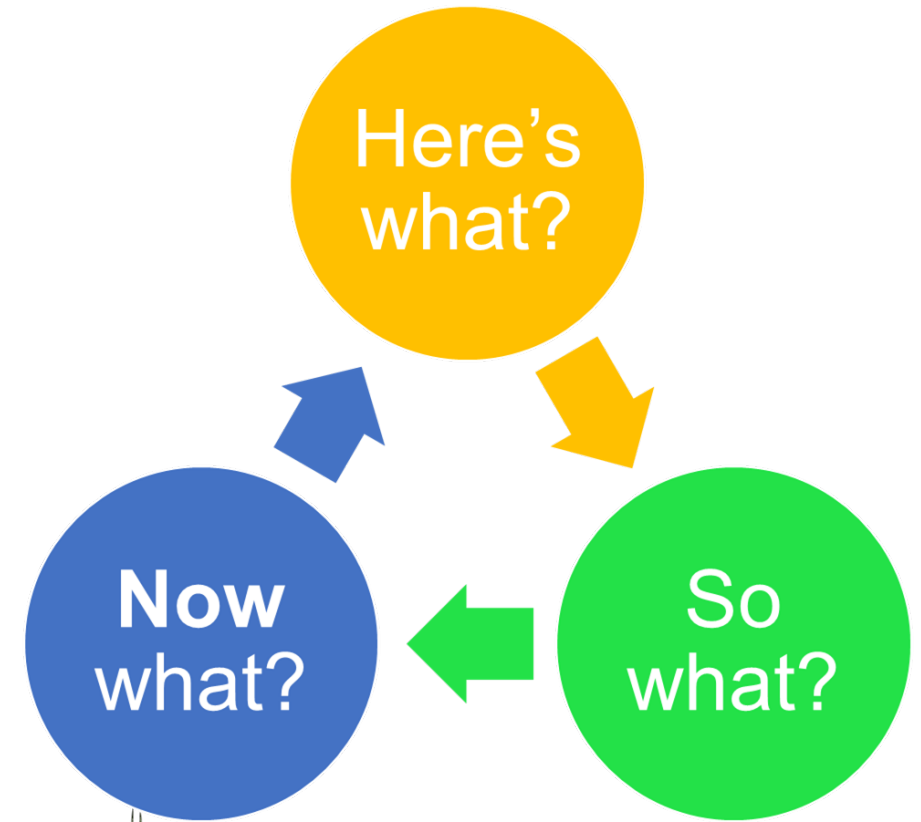
- ❖ Turnover (staff and youth)
- ❖ Shift changes, “ships passing in the night”
- ❖ Interagency involvement, including differing regulations
- ❖ Higher-need population served
- ❖ Long-term youth (in CA up to the age of 25)
- ❖ Drift
- ❖ Buy-in

How do all of these challenges relate to data systems?



Data: The Foundation of Decision-Making

- PBIS Leadership teams must **strategically select data sources** based on their program context.
 - *Consider other mandates such as facility inspections or Title regulations.*
- **Data-based decision making (DBDM)** processes should be embedded at each Tier from the beginning of implementation.
 - *Plan ahead. Why collect data that you won't use?*



Inter-Agency Data Partnerships

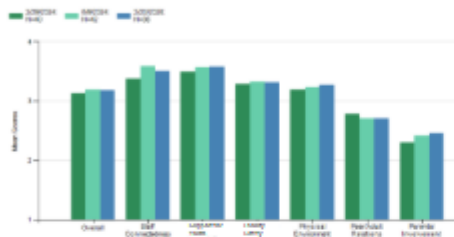
- Alternative facilities often include multiple agencies, each with different reporting and data collection requirements.
- How can agencies work together to reduce redundant data collection and analysis efforts?
 - Relationships and trust
 - Confidentiality across platforms and agencies
 - MOUs/MOAs
- Set up processes for sharing data summaries with partners.
 - Who, when, what, why, and how?
 - 1-page summaries
 - Collaboration meetings



Juvenile Hall 2025 Data Review Summary



Staff Climate Survey Results



The two highest scoring questions:
-Staff in the facility frequently recognize youth for good behavior.
-All youth are treated fairly by the adults within the facility.

PBIS Fidelity of implementation for
Tier I maintained at 87%
Tier II increased from 73% to 96%
Tier III increased from 24% to 41%



Fidelity score is measuring how well we are implementing our behavioral strategies & interventions

13% of youth received 6 or more IRs
14% of youth received 2-5 IRs
72% of youth received 0-1 IRs

When surveyed 100% of our youth received recognition for positive behaviors within the week!

****Remember to remind the youth what you are scanning for so they know what behaviors to repeat.****

Action Plan:

1. Share out our data more with staff
2. Increase caregiver involvement by providing positive behavioral updates
3. Increase backup roles for Tier II/III morning team meetings
4. Utilize Facility-Wide Tiered Fidelity Inventory to more closely reflect/ monitor our implementation

Want more information? Contact: Jennifer Salinas

Minor behavior referrals: 23 youth received 91 minor referrals.

Note: More than 60% of **minor** referrals were attributed to a group of 6 youth who all received between 8-12 minor referrals over the month. The remaining students received between 1-5 minor referrals.

Referrals by Day of Week

Drill Down

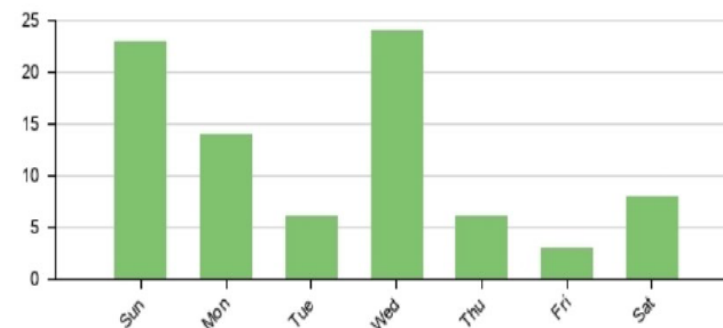


Major behavior referrals: 21 youth received 84 major referrals.

Note: One youth was responsible for 20 of these **major** referrals (1/4 of all referrals); the remaining youth received between 1-8 major referrals.

Referrals by Day of Week

Drill Down



Examples of Community School data shared with Field Probation officers:

- Rates of attendance, behavior, and prosocial skills for individual students on probation (can also be sorted by assigned officer).
- Distribution/comparison of behaviors for students on probation:

Since January 2025, **six** students on probation have been written up **11 times for major behaviors**:

Attendance percentage	Average behavior referrals per day	Number of referrals total	Total days of attendance
76%	1.11%	50	45
87%	0.54%	56	103
23%	0.33%	5	15
42%	0.33%	15	46
83%	0.29%	7	24
84%	0.28%	33	118
71%	0.20%	2	10
64%	0.14%	1	7
72%	0.03%	3	91
43%	0.03%	1	35
89%	0.02%	2	92

These major and minor behaviors account for about 34% of the total major and minor infractions on campus in that time period. This group of students on probation currently represents approximately 43% of the student body.

Three Main Categories of Data

Outcome

Which metrics will let us know how youth are doing academically, behaviorally, and social-emotionally, so that we can make system-wide changes if needed?

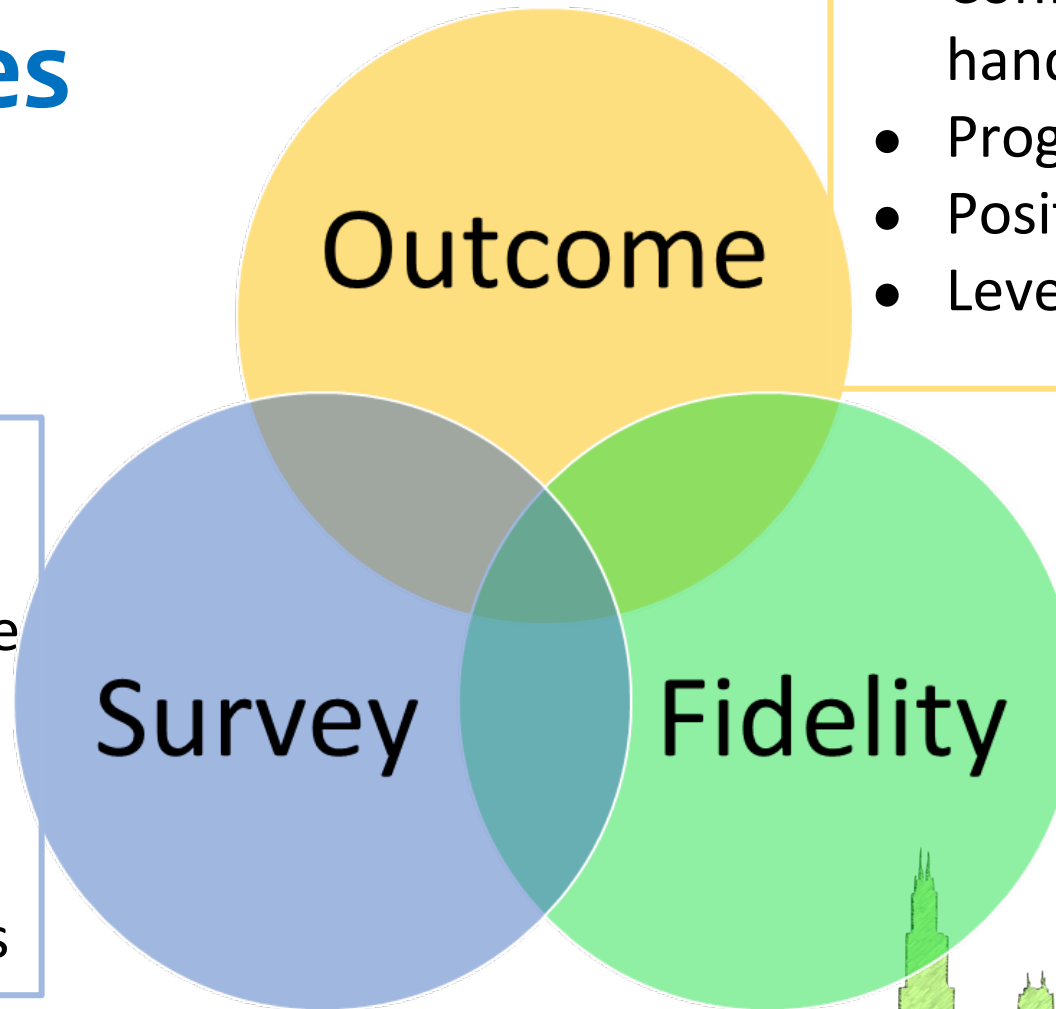
Fidelity

How can we measure whether our systems and practices are being implemented correctly and as intended?

Social Validity/ Surveys

How can we measure the perceptions and satisfaction of staff, youth, families, and other partners related to implementation, safety, and youth outcomes?

Example Tier I Data Sources



- Facility/school safety survey
- Facility/school climate survey
- Social validity related to elements of PBIS systems and practices

- Behavior referrals
- Safety and security incidents
- Confinement, separation, or hands-on responses
- Program participation
- Positive/prosocial behaviors
- Level advancement

- PBIS Walkthrough tool
- FW-Tiered Fidelity Inventory
- Fidelity of implementation of specific practices or systems

Adaptations: Data systems

Considerations include:

- modifying/adapting to existing data platforms (e.g., SWIS)
- data entry agreements across collaborating entities
- software and file sharing navigation
- de-identification of student info if needed
- adaptations needed for annual evaluation reports/data, as well as monthly reports



 New

 Find Referral

Referral Type: Administrator-managed (Major) ▼

Student:   

Grade: 

IEP Status: --

Staff:   

Date: 

Time: ▼

Location: 

Behavior:  

Perceived Motivation: ▼

Others Involved: ▼

Action Taken: 

Seclusion / Restraint: ▼

Send To Default Reviewer: ☒ 

**Mouse over each button to view required fields

Save as Complete

Send for Review

Save as Draft

☐ ...and Copy

Notes

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Use	A 7	00007
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Use	A 9	00009
Uni	B 1	000
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+ New

Find Referral

Referral Type: Administrator-managed (Major) v

Consequence

Select... v

Incident Report Non-Confinement

Incident Report Confinement

Reflection Time

School Referral

Select... v

Date: 6/11/25

Time: 1:00 PM v

Notes

Custom Fields

Restorative Practices

Select... v

Consequence

Select... v

Use of Force

Select... v

Wrap Used

Select... v

OC Used

Select... v

Unit/ Location

Select... v

Lo West Unit

Be CVA Unit

Yard

Perceived Moti Visiting

Others In Holding

Action Intake

East Unit

Center Unit

Medical

Send To Default Rev Mental Health

Medical./Mental Health

Gym

Select... v

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☐ ...and Copy

Adapting Existing Categories within Data Systems

Action Taken Key

PRTF North

Therapy Session = Conference with Student

No Self Structure= Community Service (add in notes what the loss was)

Loss of Pass/Outing= Bus Suspension

Loss of PBIS Store= In-School Suspension

Take 5/Take Space= Detention

MPR= Loss of Privilege

7PM Bed= Restitution

Restorative Assignment= Restorative Practice

8PM Bed= Out of School Suspension

PBIP= Individualized Instruction

Teaching Interaction= Request for Additional Support

Place on Precautions= Alternative Placement

Removed from structured activity/milieu= Classroom

Exclusion/Timeout

None= Med Refusal/Self-Harm

If seclusion and/or restraint was used indicate below action taken in SWIS

Location Key

PRTF North

Courtyard- Playground= outdoor area

Appointments= office

Classroom= classroom

Transitions= Hallway/Breezeway

Outings= Special events/field trips

Passes= off campus

Bathroom(s)= Bathroom/restrooms

Transport= Bus

Gym= Gym

Common Area= commons/common area

Kitchen/Dining= cafeteria

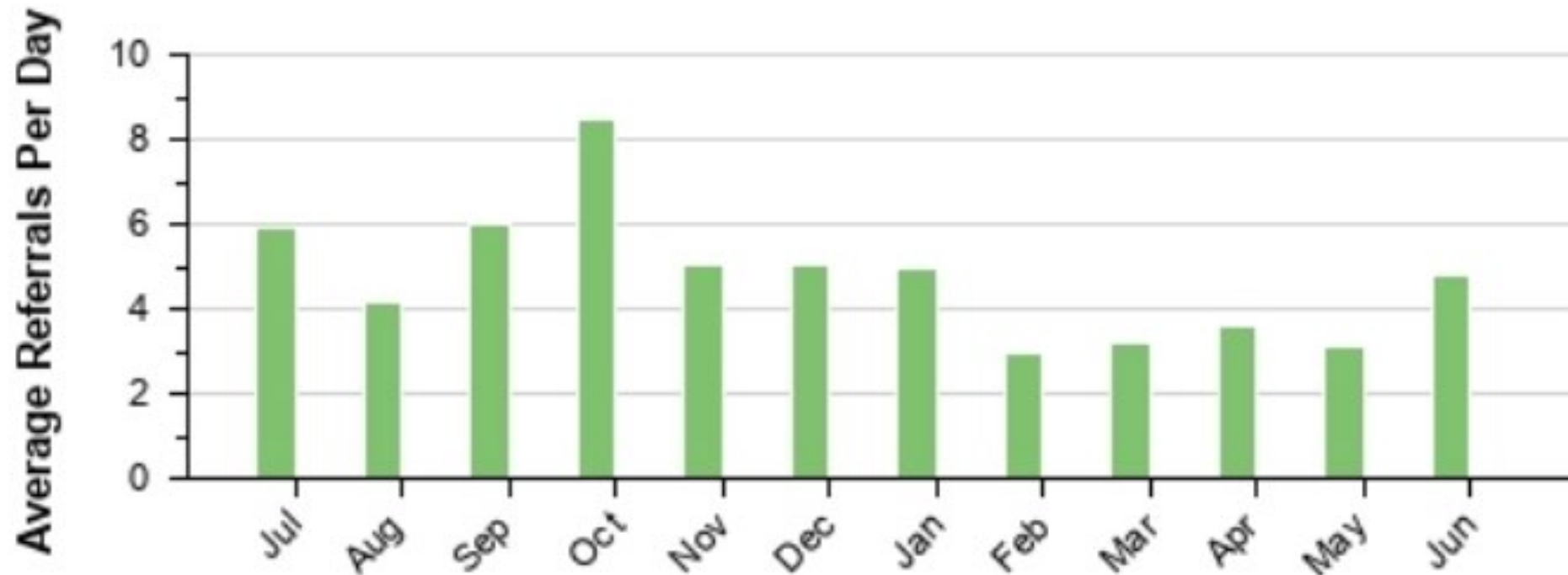
Group Room= Vocational Room

Bedroom(s)= Dormitory



Adaptations: Data calculations

- **Adapting calculations of data** in alternative settings with high turnover requires comparing apples to apples based on enrollment trends.
 - *For a facility with high rates of daily/weekly turnover, why is this data problematic? How could it be improved? What are your current adaptations?*



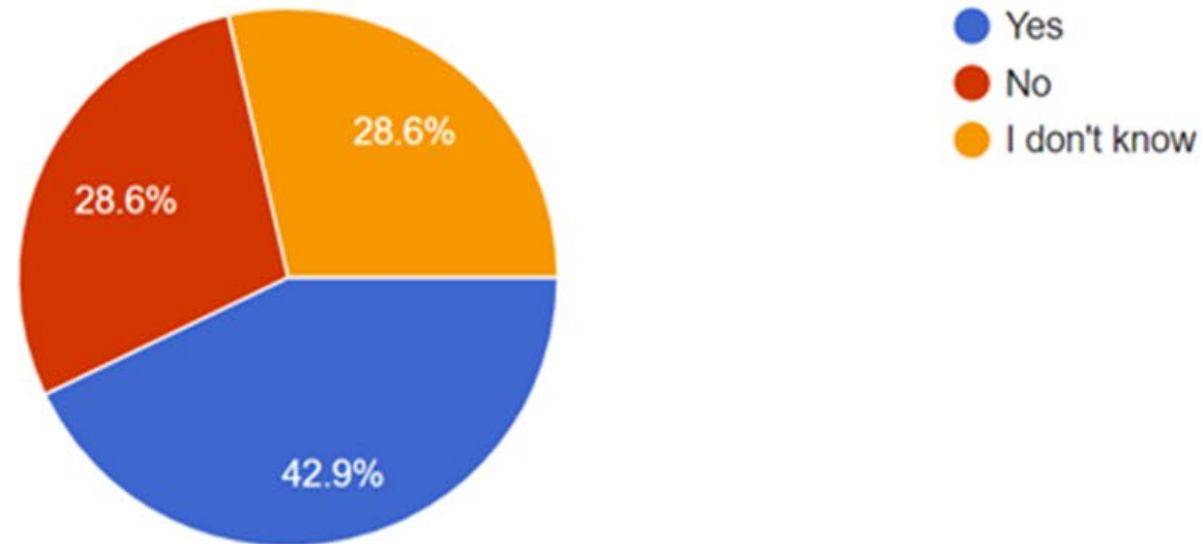
Adaptations: Data Practices

Custom staff surveys can be used to identify areas of need that impact fidelity.

Many staff are not sure how the SWIS data is utilized within the program.

Does the Behavior Documentation form capture information that helps you (or facility leadership or the PBIS team) make decisions about how to address behaviors in the facility?

14 responses



Data Practices: Other Considerations

- Frequency of measures (survey, fidelity)
 - Monthly climate surveys
 - More frequent FW-TFI
 - Drilling down data into shorter periods of time if needed
- Separate out different agencies or programs
 - School vs facility
 - Programs or units



Think and Talk Time: 5 minutes

Sit with your program group (e.g., juvenile justice, therapeutic residential, and community day schools/alternative day programs). Select one of the following prompts to discuss:

- How does this apply to your setting? (I.e., residential mental health; residential juvenile justice; alternative day programs.)
- What adaptations are you considering for your outcome data and/or data systems?
- What adaptations are you considering for survey data?
- What adaptations are you considering for your data calculations, based on your enrollment trends?
- Describe something you can take home from this.

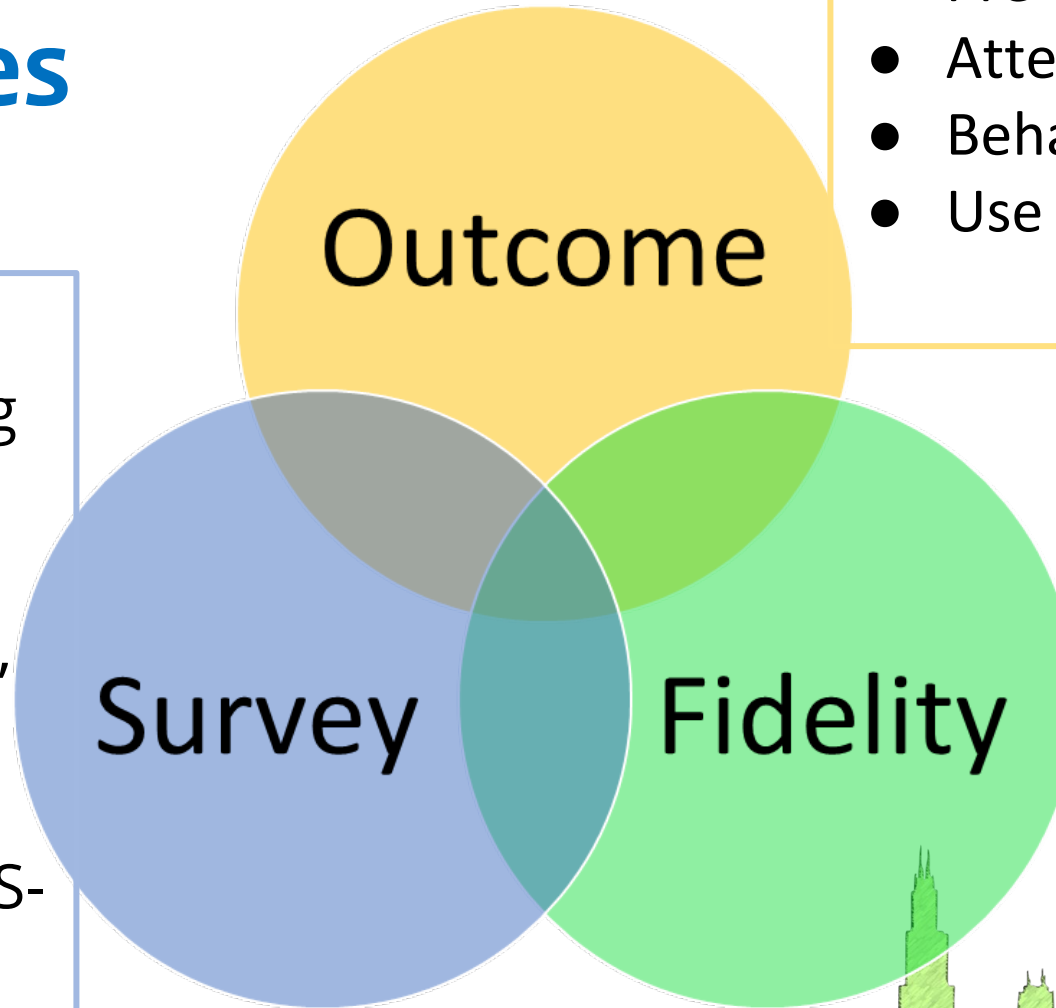
Tier II & III Data

- o Same three categories, different focus
 - **Outcome** (e.g., SMART goals, etc.)
 - **Survey/social validity** (e.g., Treatment Acceptability Rating Forms, interviews about interventions like post-social skills groups, CICO, etc.)
 - **Fidelity** (e.g., fidelity of specific Tier II or III interventions, TFI Tiers II and III, etc.)
- o Align and select data based on **common challenges for JJ/AltEd sites**



Example Tier II & III Data Sources

- Treatment Acceptability Rating Forms
- Interviews about intervention needs, success, or implementation
- SEL screeners (SRSS-IE, CASEL, etc.)



- SMART goals, often related to data already collected at Tier I
- Pre- and post- skill assessments
- Attendance
- Behavior
- Use of prosocial skills

- Plan-specific fidelity checks (e.g., CICO, BIP)
- FW-Tiered Fidelity Inventory Tiers II & III
- Self-rating of fidelity of intervention implementation

Data Decision Rules

- o Ensure we identify youth who are in need of support as early as possible
- o Allow youth to be supported with the correct supports (tier of support provided, intervention matched to need)
- o Help us ensure access to tiers of support is proportionate (to make sure that our Tier II and III supports don't become overwhelmed)
- o Reduce the hallway hijack for student support



Data Decision Making Rules		
Information Source & Data	Team Member Reporting on Data	Decision Rules for considering a youth for Tier II Intervention
Incident Reports	JSO IIIs/ Education Staff	Non-Confinement • 2 or more in a week Confinement • 1 in a week monitor • 2 or more in a week
Mental Health Checks	County Behavioral Health	2 or more additional check ins in a week
Medical Visits	Medical Staff	3 or more in a week
Self-Separation	JSO IIIs	2 or more in a week
Self-Harm Behavior	JSO IIIs	1 instance
Informational	JSO IIIs	1 Informational
School Work Completion	Educational Staff	Less than 70% work completion



Data Decision Rules for Advanced Tiers

E n t r a n c e C r i t e r i a	Based on this year's Fall 2025 enrollments of 60 students	5% (Tier 3) = 3 students 15% (Tier 2) = 9 students (inclusive of tier 3 as well) All students meeting at risk criteria will: • Have a BSTM to evaluate appropriate interventions
	Tier 2	Any student with: • 4 BIRs in 2 different periods • 1 (formerly 2) or more physical restraints in a school year • Request for assistance completed by the teacher/case manager For new students/ newly enrolled in DESTINY, the student must have been in attendance for at least one month prior to being included in the data analysis - unless the teacher sees a need and completes a referral. *Aug/Sept BCBA Triage service: BCBA will be available for 2 consults in each classroom. This can be done through an email to the DESTINY BCBA. A formal request for BCBA services form will be completed after 2 visits and checking with admin and AT team if student/classroom should be referred for Tier 3. *BCBA will support BIP implementation, TRIP review, and fidelity.
	Tier 3	Any students: • In Tier 2 intervention for 2 BSTMs without improvement - decision made by 3rd BSTM • Students with 2 (formerly 4) or more restraints in a school year • Students with 10 (formerly 15) or more BIR's in 1 data period (exclude Period 1) • Students referred by the teacher. • BCBA supports - Kelsey referral to BCBA ○ Teacher request for BCBA consult through Admin

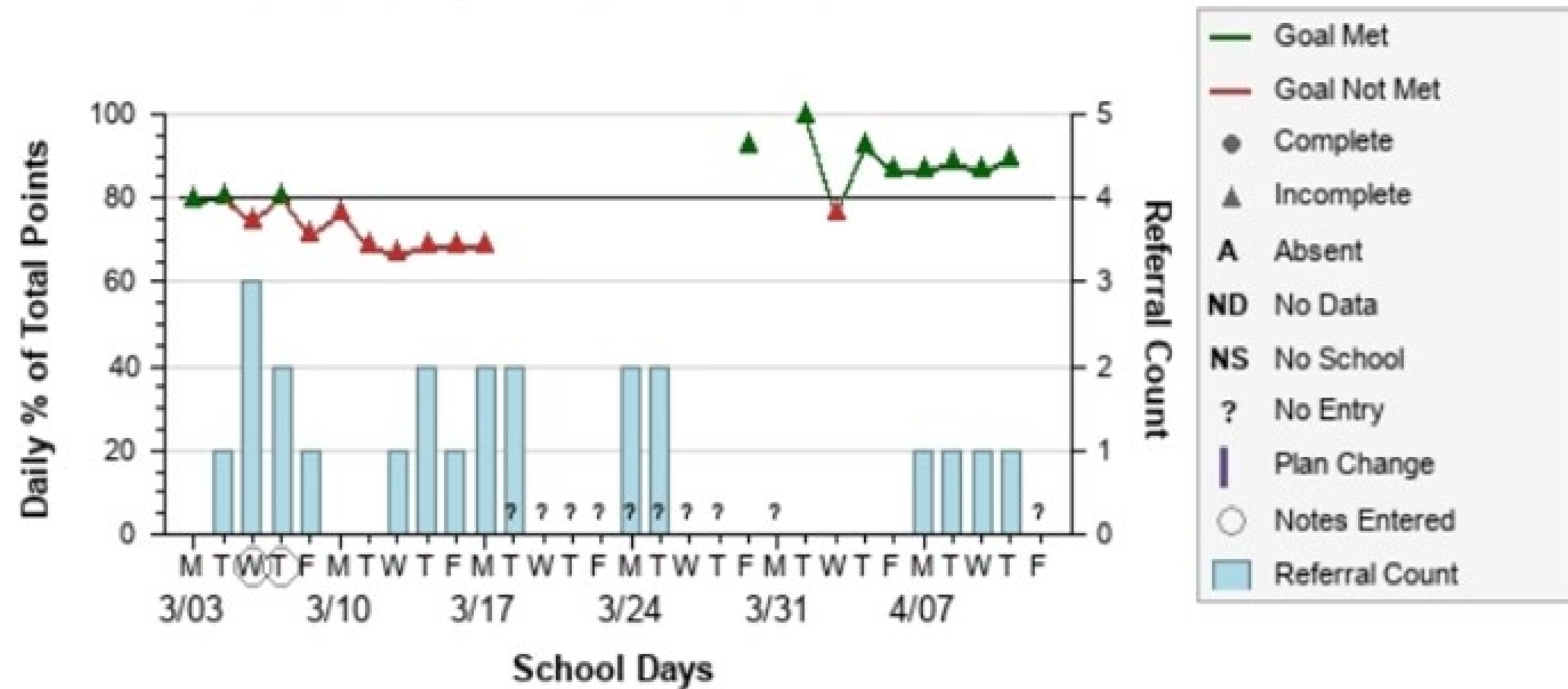
Progress Monitoring

- Formal progress monitoring may need to occur more frequently.
- Progress monitoring goals may also benefit from shared ownership and monitoring with larger support teams (E.g., wraparound, probation, mental health agency, public health, education etc.)

“Don’t implement an intervention if you aren’t going to measure whether it’s working.”



CICO Progress Monitoring Considerations



Think and Talk Time: 5 minutes

Sit with your program group (e.g., juvenile justice, therapeutic residential, and community day schools/alternative day programs). Select one of the following prompts to discuss:

- How does this apply to your setting? (I.e., residential mental health; residential juvenile justice; alternative day programs.)
- Describe something you can take home from this.
- What adaptations are you considering for your data-based decision making rules?
- What adaptations are you considering for intervention progress monitoring?



Summary

- PBIS data systems and practices are conceptually the same across traditional and alternative settings. However, they are impacted by the unique context of JJ/Alt Ed settings.
- Carefully-selected adaptations can effectively mitigate potential obstacles in these settings.
- This session covered examples of adaptations to Outcome, Survey, and Fidelity data; what are other examples that participants can share?
- Share your next steps with respect to data adaptations or considerations in your unique environment.
- Now, please re-rate yourself on the next slide....



NOW... what is your confidence or fluency with adapting PBIS data systems to alternative programs....

1



2



3



1. I have no knowledge of data adaptations
2. I am ready to explore some adationtions at my site
3. I'm feeling more confident to try some adaptations
4. I feel **more** confident with data adaptations
5. I am **still** a rockstar at data adaptations let me take the mic

4



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10/22

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

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