

Positive Behavior Intervention Supports MCF-Red Wing

- ▶ “A trauma-informed juvenile justice approach emphasizes the use of rapport building and collaboration by front-line staff to promote youth engagement and adherence to court mandates, rather than threats or control.”
- ▶ -Branson (2015)

PBIS Committee Members

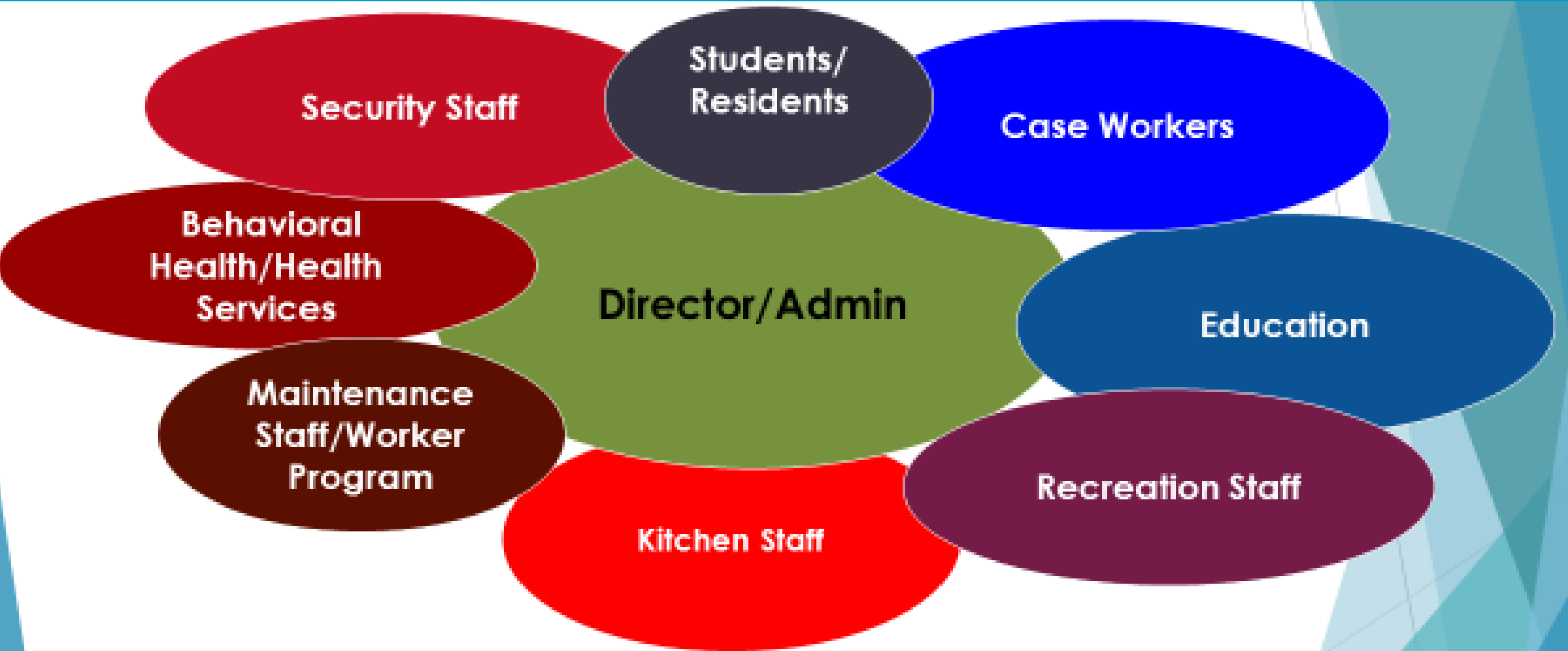
- ▶ Kendra Berg (**Corrections Security Case Worker**)
- ▶ Tim Newhart (**Sergeant**)
- ▶ Heather Burt (**Officer**)
- ▶ Adam Cavanaugh (Special Education Teacher)
- ▶ Kevin Ormsby (**Sergeant**)
- ▶ Barbara Christenson (Education Director)
- ▶ Link Steffen (Special Teacher)
- ▶ Josh Collins (**Officer**)
- ▶ Kevin Vandestouwe (**Sergeant**)
- ▶ Shannon Clow (Psychologist 3)
- ▶ Tammy Wherley (**Associate Warden of Operations**)
- ▶ Alex Holmin (**Sergeant**)
- ▶ Ashlee Newhart (Corrections Teaching Assistant)

“Many of the PBIS practices already exists at RW. We are not reinventing the wheel. What we are doing is more like giving it an alignment. Organizing the present practices into a system wide data driven process.”

Mission Statement

“Our mission as the PBIS team is to promote a positive, safe, and encouraging environment. Positive and respectful behaviors will be recognized as we learn and practice pro-social skills.”

WHO IS INVOLVED?



The key to an effective **PBIS** implementation is an “all-in” mentality among teachers/staff and administrators in the entire facility!

What Red Wing Gains when using PBIS

- ▶ Use of a common language leads to more predictability, consistency and positivity among staff, which leads to a more safe environment
- ▶ Unifies with consistent set of values by having a common set of expectations for all youth and staff
- ▶ Clarifies and reduces need for consequences per facility procedures
- ▶ Fewer behavioral incidents
- ▶ Higher staff satisfaction
- ▶ Data used to make decisions

In short, positive facility climate includes:

- ▶ Safety
- ▶ Respect
- ▶ Learning
- ▶ Involvement
- ▶ Shared Vision
- ▶ Involvement of teachers, students, support staff and families
- ▶ Changing facility wide climate.

At the core of RW's **PBIS** is
the Six C's or what is
called **S**trength for **S**uccess

Minnesota Correctional Facility-Red Wing Strengths for Success*

Competence

Learn and practice new skills.

- ❖ Manage your emotions without using aggressive behavior
- ❖ Participate fully in school
- ❖ Explore your spiritual and cultural beliefs
- ❖ Recognize how you impact others and the environment in which you live
- ❖ Develop work skills and career interests
- ❖ Exercise regularly and eat well

Confidence

Believe you have worth and a positive impact on others.

- ❖ Commit to doing what is right
- ❖ Envision a positive future
- ❖ Believe you can succeed
- ❖ Accept positive feedback
- ❖ Admit when you did not do your best
- ❖ Do not give up on yourself
- ❖ Make self-improvement plans
- ❖ Ask for help
- ❖ Support others in their efforts to succeed

Connection

Actively participate in daily living with others who share your environment and work to keep it safe.

- ❖ Learn about the environment in which you live
- ❖ Gain a sense of belonging to your environment
- ❖ See value in working as a team with others
- ❖ Trust other people
- ❖ Create and maintain healthy relationships

Character

Know who you are and be a positive influence on others.

- ❖ Be someone others can trust
- ❖ Be consistent in your actions
- ❖ Be honest with yourself and others
- ❖ Do what you say you will do
- ❖ Exercise self-control
- ❖ Take accountability
- ❖ Be respectful
- ❖ Hold others accountable for their actions and behaviors

Caring

Act in a way that shows consideration of self, others, and your environment.

- ❖ Listen to others
- ❖ Make compromises
- ❖ Resolve conflict
- ❖ Be kind and fair
- ❖ Use good manners
- ❖ Understand the feelings of others
- ❖ See the value in others

Contribution

Make a difference by actively participating in, and being a leader of, your environment.

- ❖ Accept responsibility for your actions
- ❖ Volunteer your time to help someone or improve the environment in which you live
- ❖ Take a leadership role
- ❖ Advocate for a cause
- ❖ Make meaningful decisions

*Based on the 5Cs of Positive Youth Development as outlined by Richard Lerner in the book *Liberty*. When youth demonstrate skills for the first five strengths, they achieve the sixth C: contribution. With these strengths, Richard Lerner writes youth "will act to sustain for future generations a society marked by social justice, equity, and democracy and a world wherein all young people may thrive."

Different areas on grounds:

- Classroom
- Hallway
- Cottage
- Recreation

How the Six Cs Lessons Plans Work

- ▶ Part of PBIS is teaching desired behaviors
- ▶ The PBIS team has created lesson plans for each of the Cs (Competence, Confidence, Connection, Character, Caring, Contribution)
- ▶ The lessons are taught in the school on a regular basis
- ▶ The residents are awarded points from staff for desired behaviors through the Live School App. (this is how we collect our data)
- ▶ With the points the residents earn they can purchase small items twice a month
- ▶ At certain times PBIS committee creates competitions' amongst the groups to encourage desired behaviors (the winning group earns a bigger prize of some sort)
- ▶ Negative behaviors are tracked as well for future decision making (more data)

Point Tracking App

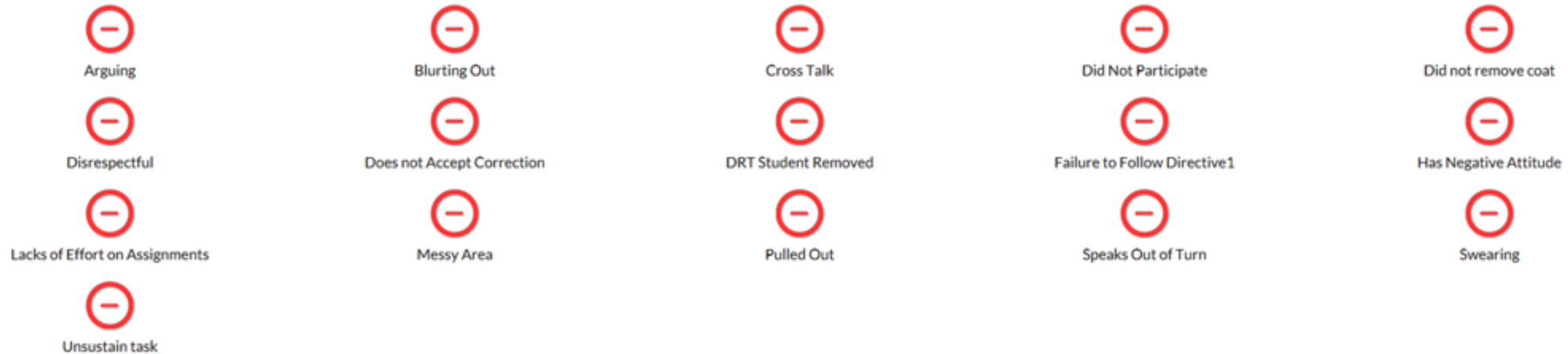


- Track
- Reward
- Improve Behavior

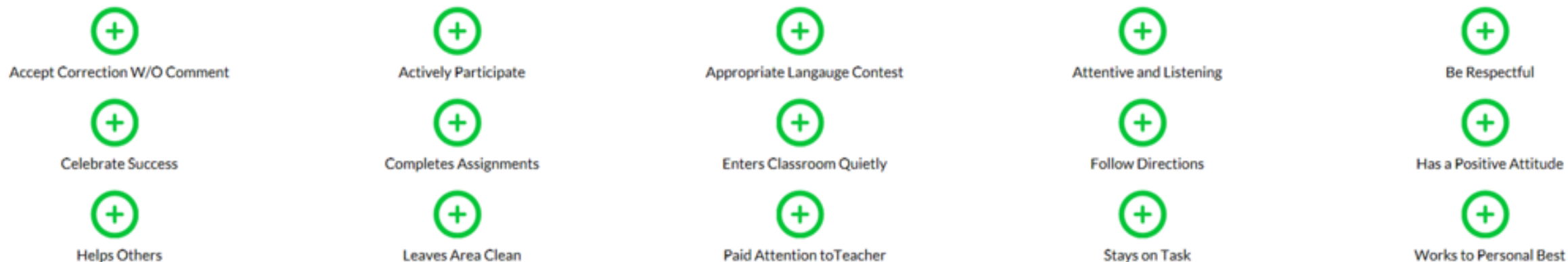
Example page

- ▶ Track both positive and negative behaviors
Positive points are added up to residents accounts

Negative Behaviors



Positive Behaviors



Classroom Behaviors

 
Caring

 
Character

 
Competence

 
Confidence

 
Connection


Rodgers 5pts

Hallway Behaviors

 
Caring

 
Character

 
Competence

 
Confidence

 
Connection

Walter Maginnis High School

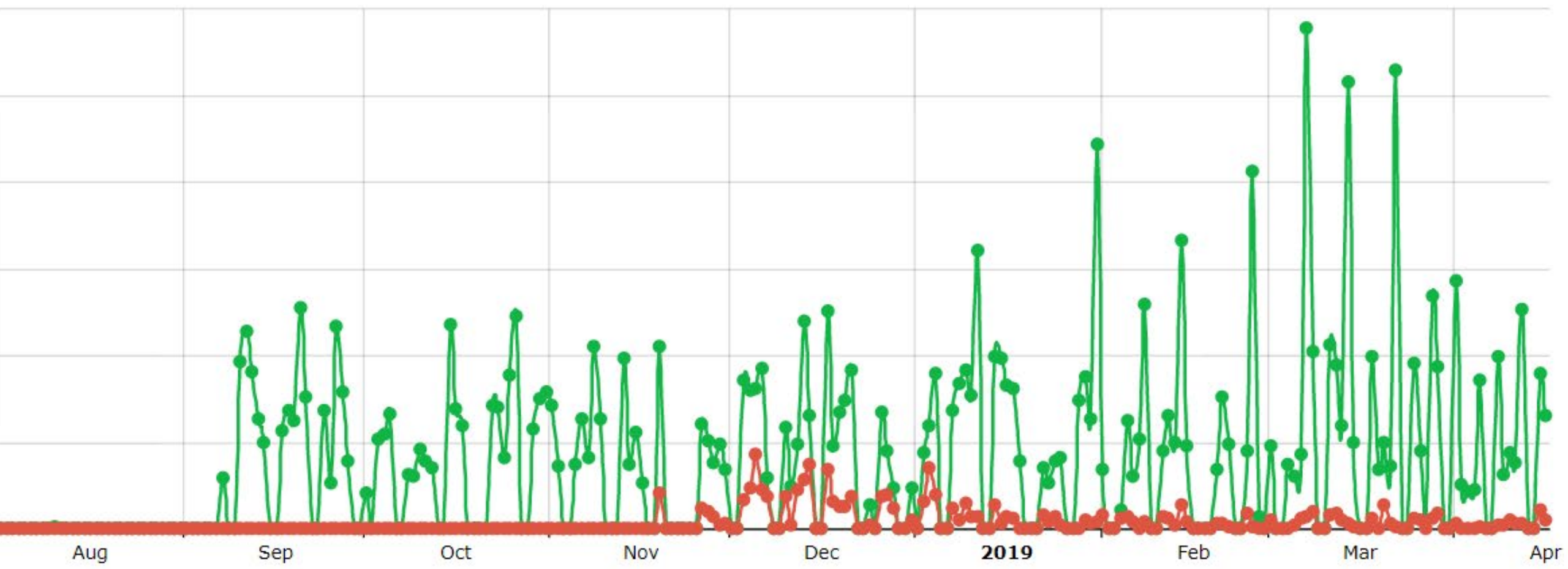
Year to

DEMERITS

RATIO

EARNED

SPENT





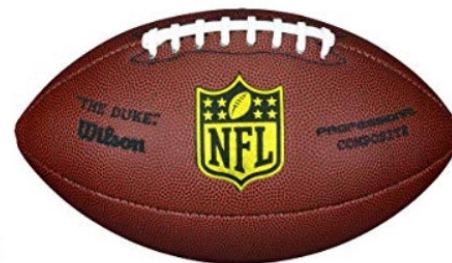
20 POINTS



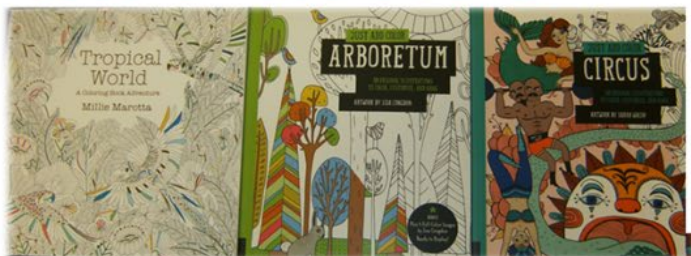
25 POINTS



30 POINTS

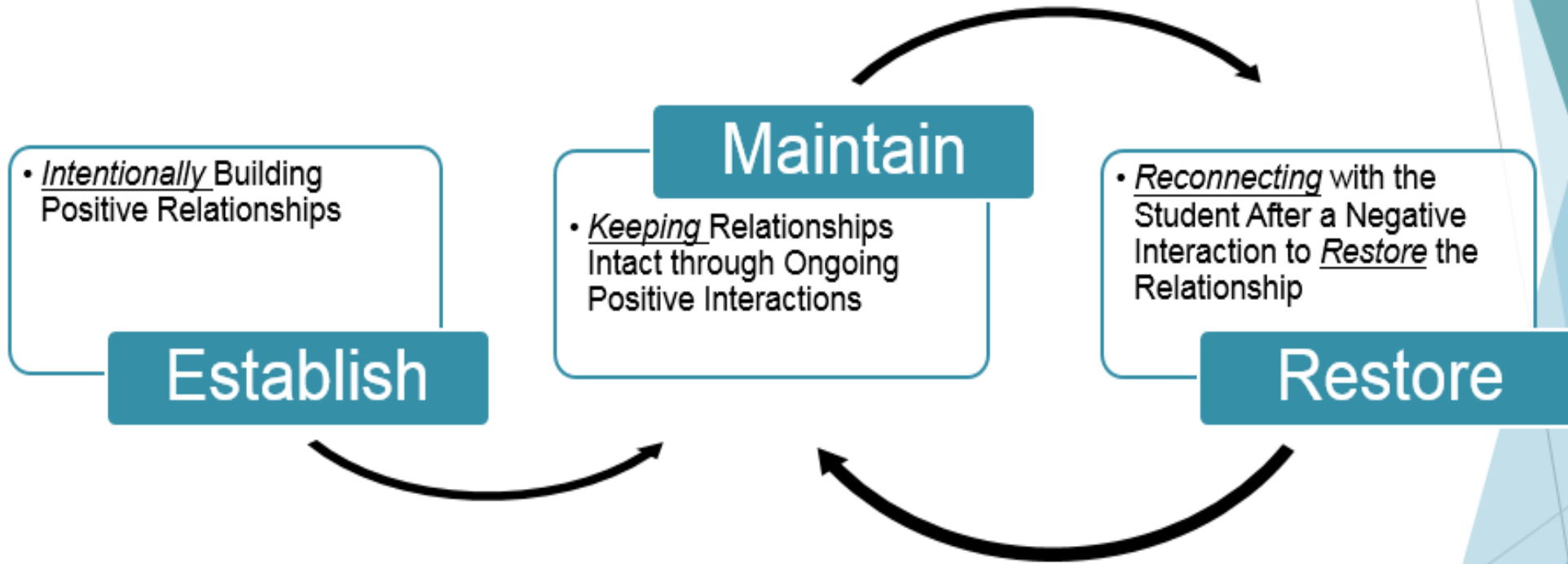


60 POINTS



Establish-Maintain-Restore:

An approach that enables teachers & support staff to reflect on the their relationship status with each student and strategically and intentionally guide their interactions with students



Example: Conflict Resolution Conference (CRC)

Long Term Goals

- ▶ Teach Hallway Expectations
- ▶ Implement in Cottages/Campus Wide
- ▶ Create recognition for staff using PBIS
- ▶ Develop a process for gathering all current academic, behavioral, medical, and mental health
- ▶ Create a communication loop to share intervention information and data with staff