

Facility-Wide Practices

Overview

Historically, juvenile correctional facilities have operated under a deficit- or punitive-driven model when addressing the behavioral and academic needs of youth with disabilities. However, we have learned across time that rooting intervention in youth's strengths¹ and building systemic approaches for proactive discipline models (e.g., positive behavioral interventions and supports [PBIS]) yields positive results. In fact, the first principle in guidance from the U.S. Department of Education and the U.S. Department of Justice on providing high-quality education in correctional facilities focuses on building a facility-wide climate that ensures that youth are safe and have access to individualized supports.² Facility-wide practices also can ensure the continuity of services and ultimately create an environment for youth that promotes their well-being and their social-behavioral and educational success. Facility-wide practices are strategies implemented across facility settings (e.g., educational and residential) by all personnel (e.g., administrators, corrections officers and security staff, educators, and related service and other health providers). Professional development, training, and ongoing coaching support should be integrated for the successful implementation of facility-wide practices.³

Key Principles of Practice

The following principles were identified in a review of *Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings*.⁴

Implementation of a Continuum of Academic and Behavioral Supports and Services Individually tailored academic and behavioral supports should be provided to all eligible youth in correctional facilities.⁵ The Individuals with Disabilities Education Act's (IDEA's) Child Find requirement specifies that all students with disabilities in need of special education services must be identified, located, and evaluated.⁶ Therefore, juvenile correctional facilities must have (1) policies to promptly identify youth previously classified as having a disability^{7,8} and (2) a universal screening system in place to screen youth for academic and social-behavioral needs.⁹ A screening tool is part of a multi-tiered system of support (MTSS); after students are screened, those found to be at risk are placed in evidence-based interventions based on their needs, and their progress in such interventions is monitored.¹⁰ Depending on the student's responsiveness, the intensity and nature of the interventions are adjusted.¹¹ Similarly, a tiered behavioral intervention approach such as PBIS¹² should be implemented to address the behavioral needs of the majority of youth, with increasingly intensive intervention being provided for youth with higher needs.¹³ Providing a continuum of services that addresses the integration of academic and behavioral supports is warranted because many youth with disabilities in correctional facilities will have skill deficits in academic content and prosocial skills. MTSS and PBIS frameworks follow a tiered model that begins with universal supports for all youth in a correctional facility; additional supports and interventions are "layered on" as individual youth demonstrate additional need.

Universal (Tier 1)

- Train all facility personnel in PBIS and identify [facility guiding principles](#).
- Implement a data collection system that allows for youths' behavioral occurrences to be documented and monitored. The system should allow for the disaggregation of data by facility setting; referring personnel; and demographic information on youth, including race/ethnicity, gender, and disability.
- Obtain records from home schools to determine present levels of academic and functional performance. However, if such records are not readily available, brief screening tools can be used to determine estimates of performance and minimize time out of instruction.
- Initiate interactions with parents and families and ask for support with records transfer from schools, the justice system, and any other service providers (e.g., health, mental health, and substance abuse).
- Involve youth and their families in goal-setting and decision-making efforts.
- Identify other agencies and services that are currently in place (e.g., substance abuse treatment, health or mental health supports, transition coordinators, and rehabilitation services) or those that may be needed and establish an interagency planning team.
- Use screening tools to assess academic, social-behavioral, or mental health needs.
- Set [clear expectations](#) and establish routines for youth.
- Build meaningful relationships.
- Establish advisories that focus on college- and career-readiness, study skills, time management, and other problem-solving and life skills.¹⁴
- Personalize the learning environment for youth.

Secondary (Tier 2)

- Conduct [diagnostic assessments](#) or [functional behavioral assessments](#) (FBAs) to identify and hypothesize academic or social-behavioral skill deficits and consider how academic deficits may be contributing factors to a youth's behavior.
- Align therapeutic treatment goals with educational and transition goals, including individualized education program (IEP) goals for youth with disabilities.
- Develop small intervention groups to deliver evidence-based interventions that address skill deficits.
- Collect weekly progress monitoring data using a [valid and reliable tool](#).¹⁵
- Identify (or have the student identify) a mentor or an adult advocate.¹⁶
- Provide prompts and precorrection to youth with disabilities prior to transitions or unstructured time.

Intensive (Tier 3)

- Collect frequent (i.e., daily) progress monitoring data using a [valid and reliable tool](#).
- Schedule for additional intervention time for individual students.
- [Intensify interventions](#) by adapting how content is presented within an evidence-based intervention. Some methods of intensification are as follows:
 - Make the content more explicit.
 - Include cognitive processing strategies, such as positive self-talk, mnemonics, and goal setting.
 - Embed behavioral supports into academic intervention time.
 - Integrate academic supports into behavioral intervention time.
- Begin wraparound planning for individual youth.

Specific Resources for Tiered Academic Supports (Including the Integration of Behavioral Supports for Academic Success)

[Essential Components of RTI—A Closer Look at Response to Intervention](#): This information brief defines response to intervention (RTI), reviews the essential components, and answers frequently asked questions.

[How can we support students academically and behaviorally within incarcerated settings? What does the research say and what are the challenges?](#) This video resource describes several strategies for supporting youth in juvenile justice facilities both academically and behaviorally. The strategies include conducting initial screening for a variety of needs, targeted behavioral and academic needs, and the use of progress monitoring to measure the impact of interventions and adjust services as needed. The video identifies potential barriers to these practices and several other resources that may be helpful.

[MTSS and PBIS](#): This webpage describes MTSS and its relationship to PBIS. It includes a graphic depicting the two models and links to additional resources.

[Multi-Tiered Systems of Support in Residential Juvenile Facilities](#): This archived webinar and associated resources features research and practitioner experts who present the theoretical foundation of facility-wide multi-tiered PBIS, as well as the key aspects of evidence-based best practices, data-driven decision making, lessons learned, and implications for high-quality implementation of tier 1 and tier 2 interventions and supports. Youth from the Grand Mesa Youth Services Center (Grand Junction, Colorado) also share their personal experiences with PBIS in the juvenile justice setting.

[Program Manager's Assessment Toolkit: Measuring Student Academic Performance](#): This toolkit provides an overview of the issues related to academic assessment, tools to track student and facility progress, and tips for program improvement.

[Selecting Appropriate Pre-Posttests](#): This tip sheet is intended for administrators who are choosing a new pre-post assessment for a facility or who are reevaluating their existing testing procedures.

[Supporting Student Achievement through Sound Behavior Management Practices in Schools and Juvenile Justice Facilities: A Spotlight on Positive Behavioral Interventions and Supports \(PBIS\)](#): This issue brief offers an overview of the link between student behavior and traditional discipline responses by schools and how both affect academic achievement. It presents two central arguments: (1) supportive behavior management practices are critical to helping youth achieve academic success while in school and preventing unnecessary justice system involvement, and (2) supportive behavior management also can make a difference for youth already in the justice system.

Specific Resources for Tiered Behavioral Supports

[Alternatives to Traditional School Discipline: The Multi-Tiered Behavioral Health Prevention Framework:](#)

This webinar is part of the Supportive School Discipline Webinar Series. It focuses on the multi-tiered behavioral health prevention framework and how schools and facilities have applied this framework to create supportive discipline policies and practices.

[Juvenile Implementation Features:](#) As part of the PBIS Center's technical assistance website, this resource addresses key features and considerations for implementing PBIS in the juvenile justice setting.

[Implementing Positive Behavior Supports in Juvenile Correction Settings:](#) This webpage describes an Institute of Education Sciences (IES)-funded grant on integrating a positive behavior support (PBS) model into a juvenile justice setting. It includes a detailed description of the study and a list of resources developed as part of the work.

[PBIS as Prevention for High-Risk Youth in Alternative Education, Residential, and Juvenile Justice Settings:](#) This special issue of *Education and Treatment of Children* focuses on the use of PBIS for youth in nontraditional educational settings, including the juvenile justice setting. It shows how key personnel working with youth in these settings can improve student outcomes and increase teacher effectiveness.

[PBIS for Youth Involved in Juvenile Corrections:](#) This video, developed in collaboration between the PBIS Center and the previously funded National Center on Education, Disability and Juvenile Justice (EDJJ), discusses why PBIS makes sense in a juvenile justice setting, provides steps for implementation, and shares examples of PBIS being used in correctional facilities.

[PBIS for Youth Involved in Juvenile Corrections:](#) This video describes what PBIS is, how PBIS is working in public schools, and why PBIS makes sense. It also shows school examples and interviews with school administrators and teachers.

[What Is Facility-Wide PBIS?](#) This practice brief, developed from a PBIS leadership forum, describes the benefits of a facility-wide PBIS program. It specifically focuses on implementing a program in a juvenile justice facility, along with guiding principles and additional resources for practitioners.

[Positive Behavioral Interventions and Supports Juvenile Case Examples:](#) This webpage presents eight modules, including case studies and accompanying resources, from cases of implementation of PBIS in juvenile justice facilities. The authors include detailed information and data about implementation and impact, as well as perspectives from the youths served in these facilities.

[Positive Behavior Interventions and Supports for Youth At-Risk and Involved in Juvenile Corrections:](#) As part of OSEP's technical assistance website, this webpage describes the why and how of PBIS in the juvenile justice setting with youth. With links to additional resources, including studies, videos, and articles, it shows how PBIS can benefit youth who are troubled.

[Restraint and Seclusion: Resource Document:](#) Produced by the U.S. Department of Education, this document outlines 15 principles for States, schools, and practitioners to consider when developing and evaluating procedures for restraint and seclusion.

[School-wide Positive Behavior Support Implementers' Blueprint and Self-Assessment:](#) This toolkit released by the Office of Special Education Programs (OSEP) guides practitioners in implementing school-wide PBS and helps personnel self-assess their own implementation.

[Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers](#): With an interactive map full of tools and tips, a self-assessment guide, and concrete examples, this guide is designed for practitioners to respond to behavior using evidence-based classroom strategies, helping teachers increase instructional time and decrease disruptive behavior.

[Taking Positive Behavior Support to Scale in Juvenile Justice Settings](#): This PowerPoint presentation discusses what it means to scale PBS within the juvenile justice and public school settings. It also provides positive examples from the field.

Trauma-Informed Care Trauma exposure among youth encompasses many different experiences (e.g., abuse or neglect, community or school violence, domestic violence, natural disasters, the loss of a loved one, physical assault, threats, major accidents, and life-threatening illnesses) and can occur as a single incident or chronically across a long period of time.¹⁷ Children and adolescents with psychiatric illness, including trauma-related issues, are at a greater risk of experiencing academic failure, substance abuse, and involvement with the juvenile justice system.¹⁸ Youth with disabilities and, in particular, youth with emotional and/or behavioral disorders report experiencing abuse and neglect at a higher rate than peers.¹⁹ The comorbidity of trauma-related exposure and disability provides the foundation for facility-wide efforts that are grounded in trauma-informed care. Trauma-related symptoms often can be overlooked or misdiagnosed, and, in some instances, the underlying trauma is left untreated. Correctional facility personnel who are knowledgeable about trauma-related symptoms, as well as intervention approaches, can help support youth who have been exposed to trauma. Specific trauma-related interventions that can be embedded into MTSS or PBIS frameworks may include cognitive behavioral training or other therapeutic approaches that build youths' skills in problem solving and adaptive reasoning.²⁰

Specific Resources

[Treatment Improvement Protocols](#): These resources, produced by the Substance Abuse and Mental Health Services Administration (SAMHSA), clearly define trauma-informed care, the importance of trauma awareness, and an understanding of the impact of trauma on behavioral health services. These protocols provide additional resources for practitioners to find more information, including an extensive literature review.

[Current Issues and New Directions in Creating Trauma-Informed Juvenile Justice Systems, Brief Series](#): The National Child and Traumatic Stress Network presents a series of briefs that address how to create a trauma-informed program within the juvenile justice setting. Topics of interest range from trauma-informed assessment and interventions and family engagement to how to create a cross-collaboration between service providers.

[School Climate Improvement Resource Package](#): This package from the National Center on Safe Supportive Learning Environments can guide educators and practitioners in creating learning environments that are safe, where students feel supported and challenged. Creating a climate of acceptance allows students to engage more fully in the classroom curriculum and exhibit positive behaviors.

[*Strengthening Our Future: Key Elements to Developing a Trauma-Informed Juvenile Justice Diversion Program for Youth With Behavioral Health Conditions*](#): This report was developed by the National Center for Mental Health and Juvenile Justice (NCMHJJ), in partnership with the Technical Assistance Collaborative (TAC), to discuss child trauma in the juvenile justice setting. It describes nine essential elements for creating a trauma-informed juvenile justice diversion program.

[*Trauma-Informed Approach and Trauma-Specific Interventions*](#): This resource highlights SAMHSA's six key principles for implementing a trauma-informed approach that can easily be generalized across multiple settings. In addition, SAMHSA provides brief descriptions on some trauma-informed programs that are commercially available, although they do not specifically endorse any of the programs.

Restorative Justice Restorative justice is an alternative approach to punishment models that focuses on addressing the needs of both the victim and the offender to restore the relationship between the two individuals and the larger community.²¹ Practices that fall in the domain of restorative justice include family group conferences, victim-impact panels, victim-offender mediation, peace circles for sentencing, and community reparative boards. These practices are described in depth in an Office of Juvenile Justice and Delinquency Prevention (OJJDP) report.²² Restorative justice also has the potential to support schools and correctional facilities when responding to offenders who have a disability. Facilities can develop procedures and policies that ensure personnel are engaging in a restorative practice prior to restricting or further detaining youth and communicating how a youth's disability may have impacted his or her actions.²³ [Restorative justice approaches](#) also can be built into MTSS or PBIS frameworks following the tiered model:

- Tier 1 restorative justice approaches to help youth make and develop relationships:
 - Relationship building circles
 - Peace circles to help all youth in a facility identify expectations and agreements
- Tier 2 restorative justice approaches to help youth maintain relationships:
 - Peer court
 - Peer mediation
 - Smaller, intervention group-level peace circles for conflict resolution
- Tier 3 restorative justice approaches to repair harm and relationships:
 - Community teaming structures for reentry and reintegration
 - Family group conferencing
 - Restitution planning

Specific Resources

[*Restorative Justice*](#): This comprehensive literature review focuses on five models of restorative justice, which seeks to proactively respond to the criminal act by bringing together those affected and building relationships and communities.

[*Guide for Implementing a Balanced and Restorative Justice Model*](#): OJJDP developed tips on how to get started with a restorative justice model, the principles of restorative justice, and how to create a balanced approach within the model.

[Youth With Disabilities in the Juvenile Justice System: Prevention and Intervention Strategies](#): The National Center on Secondary Education and Transition prepared this brief, which highlights two models to support youth, with the intention of reducing the number of youth with disabilities in the juvenile justice system.

[Restorative Justice Practice in Special Education: Resolving Conflict and Promoting Equity for Students With Disabilities](#): This archived webinar from the National Center on Dispute Resolution in Special Education (CADRE) features an overview of restorative justice practices in the juvenile justice setting and encouraging examples from the field.

This document was retrieved from a Web-based resource on the topic of juvenile corrections. For more information and additional resources, please visit <http://osepideasthatwork.org/jj>.

Endnotes

1. Barton, W. H., & Butts, J. A. (2008). *Building on strength: Positive youth development in juvenile justice programs*. Chicago, IL: University of Chicago, Chapin Hall Center for Children. Retrieved from <http://www.yapinc.org/Portals/0/Documents/Resources/Chapin%20Hall%20Report-YAP%20Mention.pdf>
2. U.S. Department of Education, & U.S. Department of Justice. (2014). *Guiding principles for providing high-quality education in juvenile justice secure care settings*. Washington, DC: Authors. Retrieved from <http://www2.ed.gov/policy/gen/guid/correctional-education/guiding-principles.pdf>
3. Mathur, S., Griller-Clark, H., & Schoenfeld, N. (2009). Professional development: A capacity-building model for juvenile correctional education. *The Journal of Correctional Education*, 60(2), 164–185.
4. U.S. Department of Education & U.S. Department of Justice (2014).
5. Gonsoulin, S., Darwin, M. J., & Read, N. W. (2012). *Providing individually tailored academic and behavioral support services for youth in the juvenile justice and child welfare systems*. Washington, DC: National Evaluation and Technical Assistance Center for Children and Youth Who Are Neglected, Delinquent, or At-Risk. Retrieved from http://www.neglected-delinquent.org/sites/default/files/docs/NDTAC_PracticeGuide_IndividualSrvcs.pdf
6. Gagnon, J. C., Read, N. W., & Gonsoulin, S. (2015). *Key considerations in providing a free appropriate public education for youth with disabilities in juvenile justice secure care facilities*. Washington, DC: The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth. Retrieved from http://www.neglected-delinquent.org/sites/default/files/NDTAC_Issue_Brief_FAPE_12_15.pdf
7. Ibid.
8. Tulman, J. B. (2003). Disability and delinquency: How failures to identify, accommodate, and serve youth with education-related disabilities leads to their disproportionate representation in the delinquency system. *Whittier Journal of Child and Family Advocacy*, 3(3), 3–76. Retrieved from <http://www.edji.org/Publications/RXessay1-00.pdf>
9. Wexler, J. (2014, August). *Ask the expert*. Washington, DC: National Center on Intensive Intervention. Retrieved from <http://www.intensiveintervention.org/video-resource/how-can-we-support-students-academically-and-behaviorally-within-incarcerated>
10. Gagnon, Read, & Gonsoulin (2015).
11. Ibid.
12. Kimball, K. (2015). *What is facility-wide PBIS (FW-PBIS)?* (PBIS Forum 15 Practice Brief). Washington, DC: U.S. Department of Education, Office of Special Education Programs, PBIS Leadership Forum. Retrieved from https://www.pbis.org/Common/Cms/files/Forum15_Presentations/RDQ_14_Brief_-_Juvenile_Justice.pdf
13. Gonsoulin, Darwin, & Read (2012).
14. Conley, D. T. (2010). *College and career ready: Helping all students succeed beyond high school*. San Francisco, CA: Jossey Bass.
15. National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth. (2006). *Mentoring toolkit: Resources for developing programs for incarcerated youth*. Washington, DC: Author. Retrieved from <http://www.neglected-delinquent.org/resource/mentoring-toolkit-resources-developing-programs-incarcerated-youth>

16. Ibid.
17. National Child Traumatic Stress Initiative. (2015). *Understanding child trauma*. Washington, DC: Substance Abuse and Mental Health Services Administration. Retrieved from http://www.samhsa.gov/sites/default/files/programs_campaigns/nctsi/nctsi-infographic-full.pdf
18. Child Mind Institute. (2015). *Children's mental health report*. Washington, DC: Author. Retrieved from http://www.speakupforkids.org/ChildrensMentalHealthReport_052015.pdf
19. Gagnon, J. C., & Barber, B.R. (2014). Instructional Practice Guide for teaching Reading and Mathematics in Juvenile Correctional schools. *Journal of Correctional Education*, 65(3), 5–23.
20. Ibid.
21. Stenhjem, P. (2005). Youth with disabilities in the juvenile justice system: Prevention and intervention strategies. *Examining Current Challenges in Secondary Education and Transition*, 4(1). Retrieved from <http://www.ncset.org/publications/viewdesc.asp?id=1929>
22. Development Services Group Inc. (2010). *Restorative justice: Literature review*. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. Retrieved from http://www.ojjdp.gov/mpg/litreviews/Restorative_Justice.pdf
23. Stenhjem (2005).