



# Georgia Department of Juvenile Justice

## PBIS: It's For More Than Just Behavior Management

### Presenters:

Christy Doyle, Director of OBHS, MSW, LPD, LCSW

Jen Cannington, Statewide PBIS Administrator, LPC



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“We do not have any relevant financial relationships with any commercial interests.”

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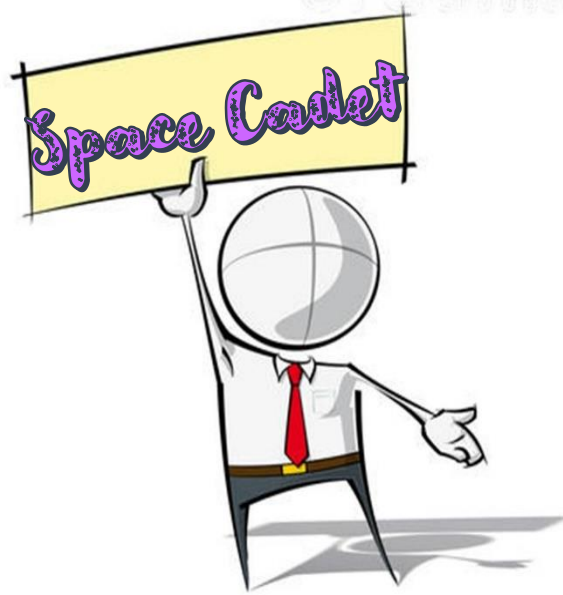
# Learning Objectives:

- Demonstrate an understanding of executive dysfunction
- Discuss the connection between executive dysfunction and mental health issues common to youth in juvenile justice care
- Explore how the PBIS premise and practices correspond to best practices for dealing with executive functioning challenges

# How do we label these behaviors?

- Emotional
- Disorganized
- Unaware of time
- Forgetful
- Doesn't complete tasks
- Loses stuff
- Inability to multitask
- Impulsive
- Doesn't start tasks
- Lacks Focus
- Doesn't follow instructions







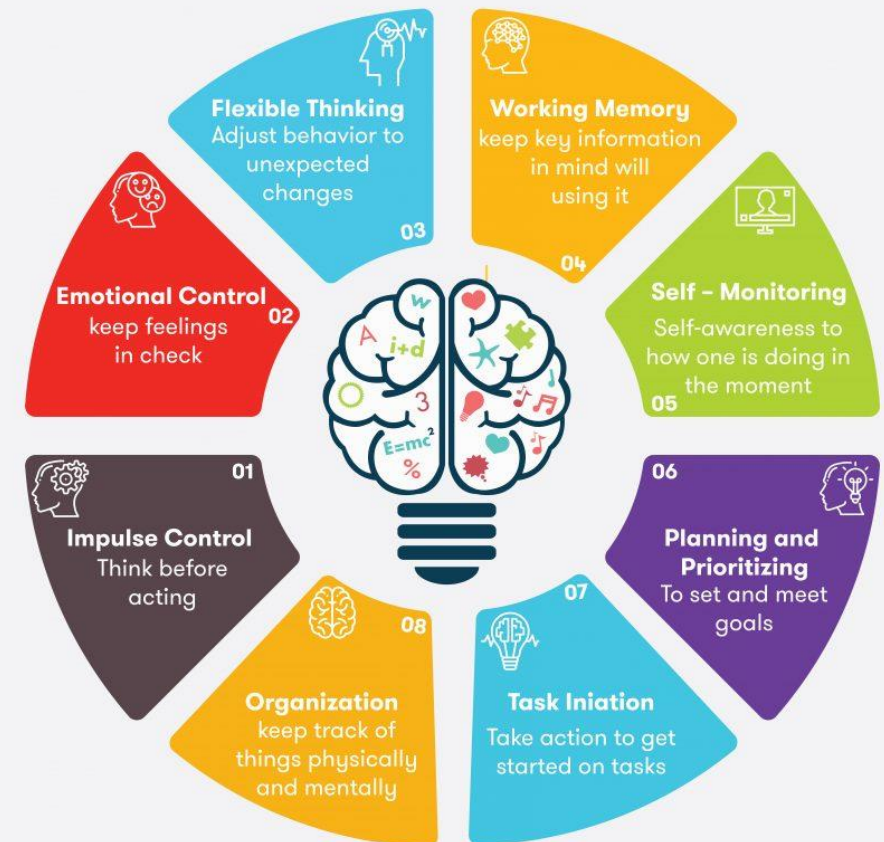
# What is Executive Dysfunction?

The best way to understand this is to start with understanding what Executive Function is:

- Executive function refers to a set of skills that underlie the capacity to plan ahead and meet goals, display self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions. Executive function skills help our brains prioritize tasks, filter distractions, and control impulses.

<https://developingchild.harvard.edu/resources/what-is-executive-function-and-how-does-it-relate-to-child-development/>

## EXECUTIVE FUNCTIONING



## What is Executive Dysfunction? -Cont.



Therefore, Executive dysfunction is:

- “a brain-based impairment that impacts a person’s ability to analyze, organize, decide, and execute things on time.”

## What is Executive Dysfunction? -Cont.

Part of the challenge in understanding and recognizing Executive Dysfunction is that there is no stand-alone diagnosis for Executive Dysfunction. It is often seen as part of the symptomology of many other diagnoses and not necessarily as a byproduct of other Health and Mental Issues commonly experienced by those in agency.



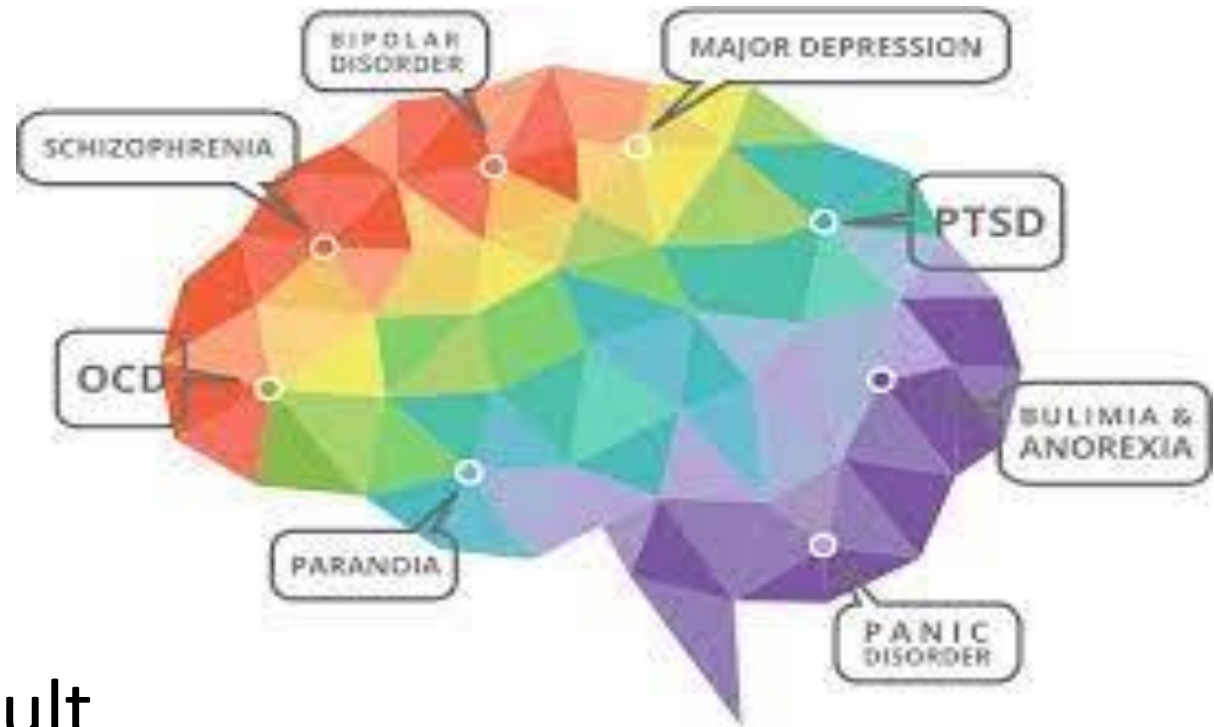


# Executive Dysfunction is commonly related to:

- Trauma and Childhood ACEs
- ADHD
- Depression
- Anxiety
- OCD
- Bipolar Disorder
- Schizophrenia
- Autism

## Executive Dysfunction can also result from Traumatic Brain Injuries

[Medicalnewstoday.com/articles/325402#causes](https://www.medicalnewstoday.com/articles/325402#causes).

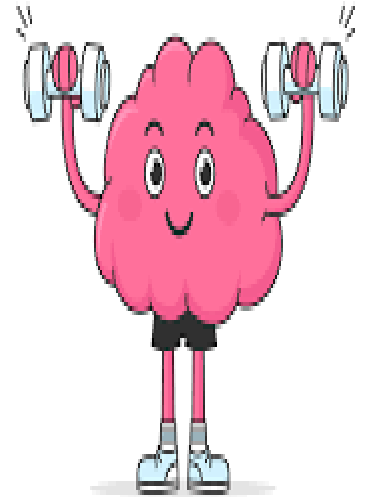


# Strategies to Boost Executive Functioning

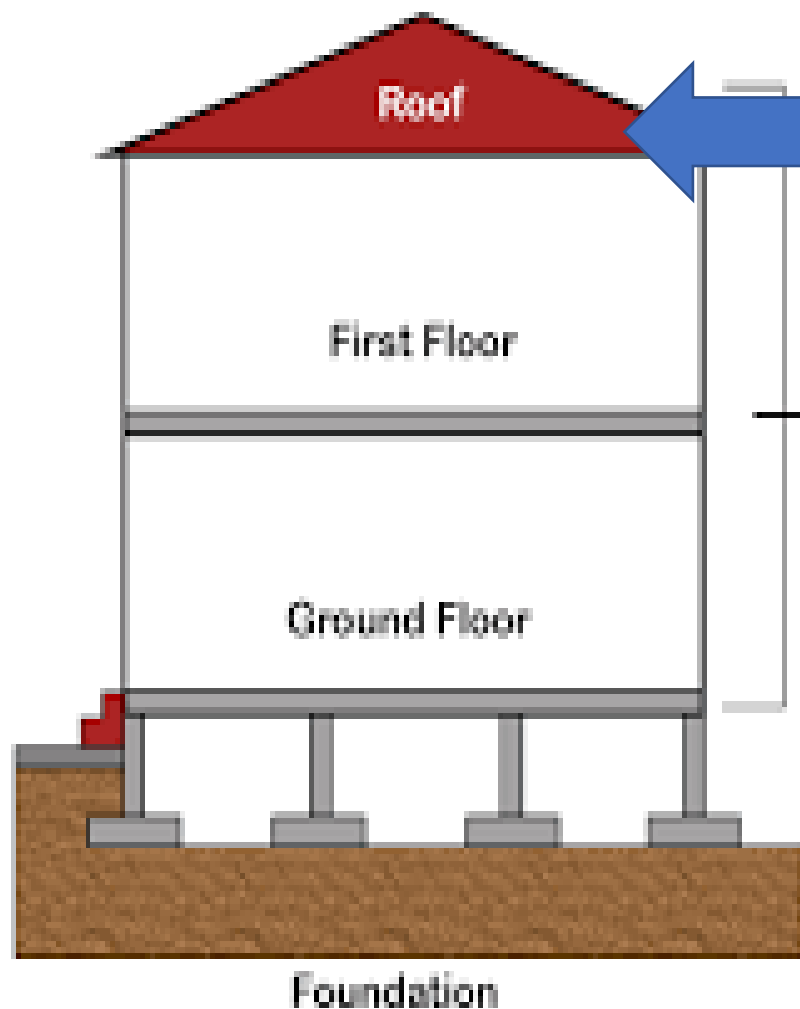
1. Understanding Executive Dysfunction
2. Enforce Accountability
3. Write it Down
4. Make Time External
5. Offer Rewards
6. Make Learning Hands On
7. Stop to Refuel

8. Practice Pep Talks
9. Get Physical
10. Sip on Sugar
11. Show Compassion

[Additudemag.com/slideshows/boost-executive-function/](http://Additudemag.com/slideshows/boost-executive-function/)







Roof

First Floor

Ground Floor

Foundation

→ Superstructure

→ Substructure

Treatment

Education,  
MTSS, SEL

Executive Functions

P  
B  
I  
S

# #1 Understanding Executive Function—Its about education

- PBIS takes the approach that training is important. Staff are trained and retrained quarterly on the key aspects of PBIS.
  - What the expectations are and how to reinforce them
  - De-escalation techniques
  - Behavior as communication
  - Youth Staff Engagement
- Staff teach youth the expectations for identified areas each day throughout the day. Teaching occurs in a multisensory manner using repetition, nuggets, and clear definitions





## #2 Enforce Accountability

- Accountability does not have to be punitive and reactive to be effective.
  - PBIS uses a preventative, proactive approach
  - Behavior criteria are set for many of the events to address identified behavior issues
- Execution is fair and consistent empowering youth to take ownership of their actions vs. staff determining outcomes.



## #3 Write it down

- Posters are used as well as verbal announcements to keep youth informed.
  - Posters are posted in all areas that youth frequent.
  - Posters use pictures as well as words to help communicate.
  - Posters should be colorful and engaging.
  - Youth can be involved in the poster process.



## #4 Offer rewards

- Tangible/token reinforcers strengthen the social/natural reinforcers that occur.
  - Based on youth development, reinforcement helps to trigger motivation when this is a struggle.
  - It also works within the “get something for it” mindset of our youth.



## #5 Make learning hands on

Events and interventions provide youth an opportunity to learn skills, observe skills in action through modeling and practice prosocial skills. Typically, we work to focus on age-appropriate normalized activities to provide opportunities related to the real world.



## #5 Practice Pep Talks

- The power of positivity
  - What gets the attention, gets repeated.
  - Sets expectations with the belief that youth can and will accomplish them.
  - Builds self confidence.





## #7 Show compassion

- Compassion opens doors
  - Recognizes humanity
  - Creates safe spaces
  - Requires understanding.

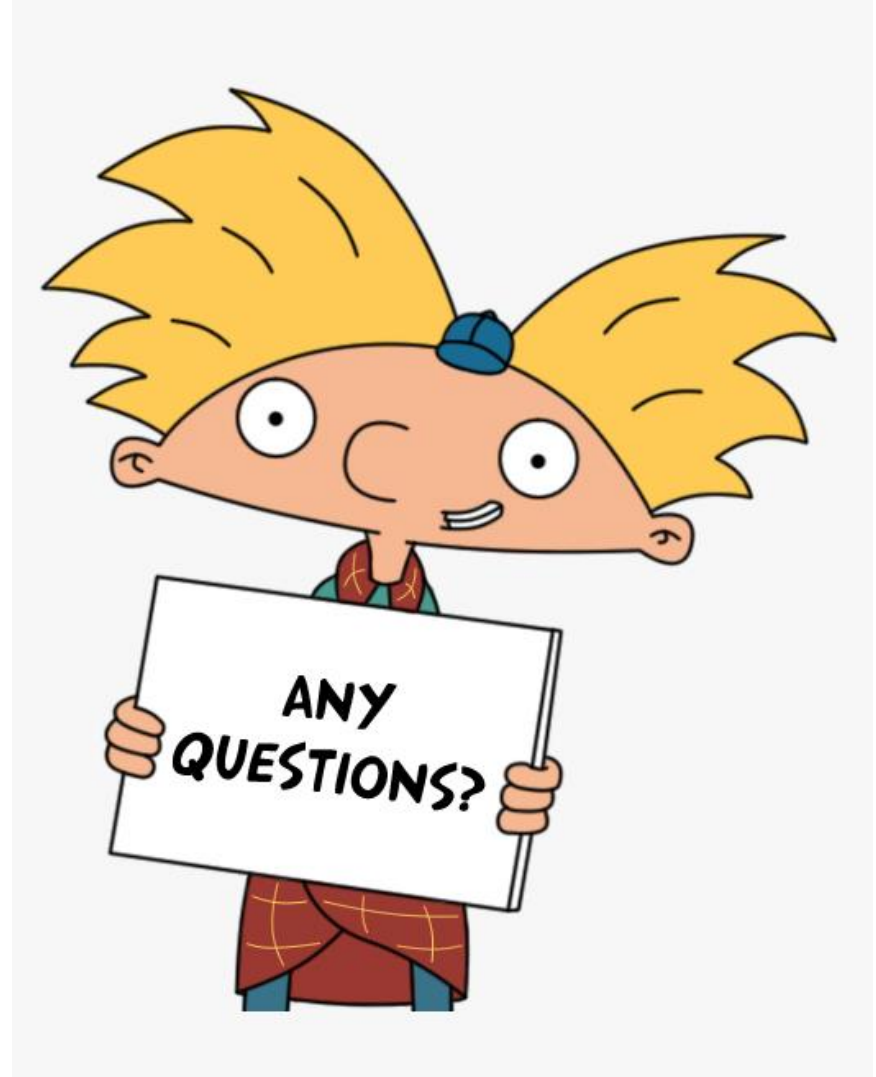


## But what about Executive Dysfunction

- The structure of the PBIS framework helps provide opportunities to stretch and develop executive functioning skills.



Thank you  
for your  
attention and  
participation!



# **Contact Information**

Dr. Christy Doyle, Director of OBHS

[christinedoyle@djj.state.ga.us](mailto:christinedoyle@djj.state.ga.us)

Jen Cannington, Statewide PBIS Administrator

[jennifercannington@djj.state.ga.us](mailto:jennifercannington@djj.state.ga.us)

# References

- <https://developingchild.harvard.edu/resources/what-is-executive-function-and-how-does-it-relate-to-child-development/>
- [medicalnewstoday.com/articles/325402](https://medicalnewstoday.com/articles/325402)
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