



**OREGON YOUTH AUTHORITY**  
**Policy Statement**  
**Part II – Youth Services (Facilities)**



*Subject:*

**Behavior Management – Incentives and Reinforcement [Facility]**

*Section – Policy Number:*

**B: Order – 2.0**

*Supersedes:*

**N/A**

*Effective Date:*

**02/19/2010**

*Date of Last Revision:*

**04/11/2016**

**Related Standards and References:**

- [ORS 420A.010](#) (OYA Creation and Duties)
- [ORS 420A.108](#) (Policy regarding rules and dispositions for violations of rules; review of dispositions)
- [OAR 416-470](#) (Prohibited Offender Behaviors and Processing Behavior Violations)
- [ORS 182.515-182.525](#) (Evidence-based programs)
- Performance-based Standards (PbS), *Juvenile Correction and Detention Facilities*; Order; Programming
- [OYA Principles of Effective Intervention](#)
- [OYA policy](#): II-E-1.8 (Case Planning)  
II-B-2.1 (Youth Accountability in OYA Facilities)
- Attachments: [A: Example 1](#) - Positive Behavior Management System  
[B: Example 2](#) - Positive Behavior Management System  
[C: Example 3](#) - Positive Behavior Management System  
[D: Examples](#) of Incentives and Reinforcements

**Related Procedures:**

- [Facility local procedures](#)

**Policy Owner:**

Facility Services Assistant Director

**Approved:**



Colette S. Peters, Director

**I. PURPOSE:**

This policy provides guidelines for OYA facility staff in providing incentives and reinforcement to promote positive youth behavior within OYA facilities.

Negative youth behavior accountability is addressed in OYA policy II-B-2.1 (Youth Accountability in OYA Facilities).

**II. POLICY DEFINITIONS:**

**Aversives:** Events identified as disliked by a youth which, given the opportunity, the youth will try to avoid.

**Behavior Management:** A comprehensive plan that clearly identifies how positive prosocial behavior is promoted and reinforced and how negative behavior is refocused.

**Incentive:** That which is planned prior to a behavior being performed to increase the likelihood that the behavior will happen.

**Reinforcement:** That which is done after a behavior occurs to increase the likelihood the behavior will be repeated.

### III. **POLICY:**

One of the OYA's critical goals is to protect the public by ensuring youth accountability, promoting change, developing and improving skills, and reducing the likelihood that youth will commit future crime. To assist in achieving this goal, the OYA follows the evidenced-based OYA Principles of Effective Intervention. One of these principles is to use cognitive behavioral and social learning approaches in youth treatment services. Following this principle, the OYA uses a youth behavior management system that provides incentives and reinforcements as part of each youth's treatment and case plan.

Each OYA facility living unit follows an overall behavior management system to promote prosocial youth behavior. In addition, each youth within the living unit has individual behavior goals that target specific behaviors using incentives and reinforcements which are meaningful to the youth. Targeted behaviors are directly related to a youth's case plan goals and competency development.

Behavior incentives and reinforcements may be social (e.g., verbal praise, more privileges), tokens (e.g., points or levels earned), tangible (e.g., canteen items, books), or a reduction/removal of an aversive condition (e.g., chores, early bedtime). OYA uses social incentives and reinforcements as the primary method of promoting positive youth behavior.

### IV. **GENERAL STANDARDS:**

- A. Each OYA facility living unit has a documented and posted positive youth behavior management system that incorporates behavior incentives and reinforcements.
- B. The multidisciplinary team (MDT) establishes individual goals to target specific behaviors for each youth in the living unit. The goals must be reviewed and updated as needed. The goals must directly relate to the youth's overall case plan.
- C. A written narrative description of an individual youth's behavior goal progress must be documented in the youth's case plan.
- D. Staff must use positive social behavior incentives and reinforcements as the primary method of promoting behavior change.
- E. Procurement of tangible behavior incentives and reinforcements must be controlled and limited.

1. Each OYA facility has an established procedure to obtain and distribute tangible behavior incentives and reinforcements.
  2. Staff may not use their personal funds to purchase tangible behavior incentives or reinforcements.
- F. Prior to a youth's movement to a new living unit, current unit staff must update receiving unit staff on the youth's behavior progress to ensure similar behavior incentives and reinforcement are continued.
- G. Examples of positive behavior management systems are attached to this policy (see Attachments A, B, and C).
- H. Examples of appropriate positive behavior incentives and reinforcements are attached to this policy (see Attachment D).

**V. LOCAL OPERATING PROTOCOL REQUIRED: YES**

Each OYA facility must have a protocol to address procurement of tangible behavior incentives and reinforcements.

## **Attachment A: Example 1 - Positive Behavior Management System**

### **Example 1: Positive Behavioral Management System**

Every facility in OYA has a Positive Behavioral Management System. Although each system is slightly varied, there are more similarities than differences. A Behavioral Management System is based on standard behavior modification principles and is designed as a tool to help manage youth. The system in this example has a token economy based on earning points and spending points.

#### **Earning Points**

The staff member leading an activity may award a youth all or some points for that activity. All the points are awarded when a youth shows meaningful participation in the activity. Partial points are awarded when the youth's behavior approximates the desired behavior. No points are awarded when the youth does not participate in the activity. Points may be earned for demonstrating behaviors in program areas such as:

- Wakeup activities: Getting up, dressing, brushing teeth, etc...
- Room cleanup: Bed is organized, nothing on floor, toilet and sink cleaned
- Breakfast behavior: Eats at assigned table, does not swap food, follows directions
- School behavior: Follows school rules, does not disturb others, and completes assignments
- Recreation/leisure time: Obeys rules of game, participates in activity as instructed
- Lunch behavior: Keeps hands and feet to self, follows directions for service and meal seconds
- Line-up: Lines up properly without correction, quiet during head count
- Bedtime behavior: Knows correct bedtime and observes it, completes necessary tasks prior to bedtime
- Cooperation: Follows staff direction, respectful, does not disrupt activities
- Extra duty: Does not waste time and completes work assignment in a cooperative manner

#### **Level Requirements**

Each level increases privileges and may have a different bedtime. Levels are generally noted by a colored-card level. For example, a white card may be issued upon admission to the unit. It may come with 100 points. In order to move to the next level (pink card), a youth may need to earn 175 points. Maintaining a pink card may mean no more than four behavior restrictions, no room restrictions with a special management plan, no major rules violations. Each card has a variety of incentives and reinforcements depending on the facility's option and rules.

#### **Community Environment**

Our primary goal is to develop a community environment that is prosocial, fosters caring and supportive relationships, presents with high expectations and accountability, provides opportunity for meaningful participation and is safe and secure for both staff members and youth. In order to achieve this type of environment, staff members model relationships that are fair, supportive and authoritative. Staff members assist youth in developing skills that include taking responsibility, using free time productively, maintaining positive attitudes and appropriately relying on staff direction and guidance.

## **Attachment A: Example 1 - Positive Behavior Management System**

OYA chooses to emphasize the motivational model which is designed to develop and encourage a youth's internal desire to change the youth's behavior. That is, youth develop a sense within themselves that changing their behaviors will indeed benefit them. Eventually, this change will also benefit the communities in which they live. We do this by reinforcing, motivating and re-directing youth for taking social responsibility, exhibiting positive citizenship and learning self-discipline. As new skills are internalized, they are rewarded and reinforced through our Positive Behavior Management System.

### **How Do We Determine Level Advancement?**

- Weekly report from primary staff
- Goals/standards for Levels
- Progress in correctional treatment skills groups
- Progress in other treatment activities
- OYA Case Plan (improving competency levels)
- Progress made given his/her abilities
- Behavioral contracts

Positive Behavioral Management Systems interface with the OYA Case Plan and help determine both youth progress and level system designation.

### **Example: Level Three**

#### **A. Standards:**

- 1) Increases competencies in all prior standards
- 2) Thinks of others' feelings
- 3) Routinely demonstrates the ability to anticipate, cope, and modify behaviors when a setback occurs
- 4) Acts as a peer mentor, leader and trainer
- 5) Expands coping skills to better deal with depression, stress and impulsivity

#### **B. Privileges:**

- 1) Weekly phone calls of 30 minutes
- 2) May participate in supervised off-ground activities
- 3) Eligible for preferred jobs
- 4) Allowable room items: 3 personal photos, 3 books magazines, pencil and pen
- 5) Two self-directed privileges approved by Unit Team
- 6) Canteen access on a daily basis
- 7) Bedtime: 10:00 p.m.

## Attachment B: Example 2 - Positive Behavior Management System

### Example 2: Positive Behavior Management System

Every facility in OYA has a positive behavioral management system. Although each system is slightly varied, there are more similarities than differences. A behavioral management system is based on standard behavior modification principles and is designed as a tool to help manage youth. The system in this example has a token economy based on earning points and spending points.

#### Weekly Status/Level System Overview

##### Youth Evaluations/Weekly Status

Youth are evaluated twice per day in the following areas:

<b><u>Routines:</u></b> Bunk area neat; chores completed; hygiene; proper attire; on-time for school/activities
<b><u>Medication:</u></b> Follows procedures for receiving, applying and/or refusing medication
<b><u>School Attendance:</u></b> Comes prepared; follows classroom rules and expectations
<b><u>School Participation:</u></b> Completes work as assigned; participates in classroom activities/discussions
<b><u>Treatment Attendance:</u></b> Comes prepared; follows group rules and expectations
<b><u>Treatment Participation:</u></b> Participates in discussion, role plays & provides feedback
<b><u>Target Behavior:</u></b> A Target Behavior determined by youth and the treatment team
<b><u>Community Activities:</u></b> Responsible & safe participation in unit/facility activities, work, chores, recreation
<b><u>Interactions &amp; Problem Solving:</u></b> Effectively interacts with staff and peers. Uses skills to manage emotions and behavior
<b><u>Boundaries &amp; Safety:</u></b> Keeps hands to self, respects physical boundaries, appropriate verbal/body language/gestures

##### Evaluations are based on the following criteria:

- 2 – Meets Expectation (Little or no redirection)
- 1 – Partially Meets Expectation (Some redirection with adequate response)
- 0 – Doesn't Meet Expectation (Frequent redirection with little response)

All evaluations are computed. The Weekly Status is determined by the percentage of points that the youth earned. Each youth has an individual target that is determined by the youth, treatment team and MDT.

##### Weekly Status:

- **On Target** (meets or exceeds individual target) –
  - Earns a week toward next level
  - Special Recreation Activity
  - Top priority for unit radios
  - Personal Canteen/Snack Call during week
- **Progressing** (within 5% of individual target) –
  - Personal Canteen/Snack Call during week
- **Needs Improvement** (did not meet target within 5%) –
  - Two consecutive weeks results in loss of level and/or weeks earned
  - No personal canteen/snack access during the week (\*State snack still provided)
  - No coffee cart purchases

### Levels – Expectations, Privileges and Requirements

#### Level: Orientation/Refocus

- Evaluated weekly until moved to “Engagement” by TM or UC. No minimum/maximum timetable for Orientation/Refocus Level.
  - As an **Orientation** program it is meant as a highly structured orientation to the facility and its routines. The treatment team will engage the youth and assess the youth’s readiness to move to Engagement at least weekly but generally not for more than two weeks.
  - When used as a **Refocus** program:
    - It will likely be accompanied by individual programming and strategies to return to Engaging Level
    - Length of time for refocus will be determined by the treatment team
    - Prior to coming off of Refocus the MDT will need to meet and review case planning and set behavior targets.
- Expectations
  - First 24 hours – Stay on unit (except for clinic)
  - Safe and compliant behavior
  - Attendance in school and treatment activities (when possible)
  - Attendance in all structured unit activities (when possible)
  - Compliance with the screening and assessment process
  - State clothes and hygiene only
  - Shadow chores with youth mentor, as assigned by staff
- Privileges
  - Personal shoes and undergarments only (only what was brought at intake)
  - One 10-minute phone call per week (other than intake phone calls)
  - Unit specific structured activities off of the unit only (no socializing in courtyard)
  - Youth Packages
    - 1 pair of personal shoes (no more than \$100 value)
    - Up to 7 sets of each undergarment (bra, underwear, socks)
- To be earned later – See other Levels: Engagement, Acquisition and Mastery.
  - Incentive store/Canteen
  - Personal hygiene/stationary/etc.
- What is evaluated to get to next Level: Engagement
  - Attend school off unit (after initial 24 hour period)
  - Attend assigned treatment groups
  - Follows medication guidelines/protocol
  - Read and review youth handbook – initialed checklist – signature page signed – Staff signature (who checked with youth)
  - Receive orientation on abuse reporting
  - Participate in assessment/screening process
  - Compliance with safety and security protocols
  - Those on **Refocus** due to behavioral issues must have completed BCA’s, problem solving and unit amends before going to Engagement
  - No isolation or special program placements due to behavior within 72 hours
  - Compliance with rules and expectations
  - Approval of Treatment Team (TM, UC, Primary Staff & Other staff)

## Attachment B: Example 2 - Positive Behavior Management System

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### Level: Engagement

- Expectations
  - Safe behavior
  - Compliance with staff directives
  - Attendance in school
  - Attendance at treatment groups
  - Unit chores
- Privileges
  - Campus Activities (assigned seating)
  - Courtyard free-time privileges (with unit only)
  - OYA music player use (AM/FM radio supplied by units – checked out/in)
  - Up to 8 personal pictures next to bed
    - Placed on sticky board or shelf
    - Pictures of other youth are not allowed
    - Posters, cut-outs and stickers not allowed
    - Sticky board will remain one layer
  - Make-up: Foundation and lip gloss only (stored in hygiene tote)
  - Personal items
    - Up to 2 soft cover books
    - 1 deck of cards
    - A total combination of up to 10 plastic hair ties, headbands or hair clips
  - Eligible for Canteen/Incentive Store – Maximum \$10 and/or 1000 points once per month – (2<sup>nd</sup> Tuesday of each month)
  - Youth Packages
    - Foundation and lip gloss (no glass)
    - Up to 2 soft cover books
    - 1 deck of playing cards
    - Up to 10 hair ties/headbands/hairclips (plastic only)
    - Up to 8 pictures
- Earned Later – See other Levels: Acquisition, Mastery
  - Courtyard interaction with other units
  - Crotchet hook
  - Facility jobs
  - Personal hygiene products and stationary purchased through Canteen/Incentive Store
- How I can get to next Level: Acquisition
  - 10 weeks of “On Target” status (This could take as long as needed to accrue)
  - Weeks 8,9 & 10 of “On Target” status prior to moving up
  - No unexcused absences from school for 30 days
  - Attendance and participation at all assigned treatment groups
  - No Isolation or special program placements due to behavior for 30 days

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### Level: Acquisition

- Expectations
  - Engagement in treatment groups
  - Engagement and progress in school
  - Appropriate resolution of conflict
  - Helpful to staff and peers
- Privileges
  - All noted in Levels: Engagement, Orientation
  - 1 set of personal matching pajamas

## Attachment B: Example 2 - Positive Behavior Management System

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- 1 personal blanket
  - 1 extra set of personal sandals (flip-flops or shower sandals – max value = \$30)
  - All-campus activities (no assigned seating)
  - OYA crochet hook use (plastic only)
  - Paid facility jobs (graduates only – maintenance, kitchen, recreation, unit laundry)
  - Up to 10 makeup items
  - Eligible for Canteen/Incentive Store – Maximum \$20 or 2000 points once per month – (2<sup>nd</sup> Tuesday of each month)
  - Personal hygiene products (through Canteen/Incentive Store)
  - Stationary (sent in or purchased through Canteen/Incentive Store)
  - Youth Packages:
    - 1 Matching set of Personal Pajamas
    - 1 Personal blanket
    - 1 set of personal sandals (flip-flops, shower sandals – max value = \$30)
    - Up to 10 pieces of makeup
    - Stationary (paper – up to 100 sheets; envelopes – up to 50)
    - Small plastic photo album (25 photos maximum – no metal)
  - How I can get to next Level: Mastery
    - At least 16 weeks of “On Target” status (this could take as long as needed)
    - No unexcused absences from school for 120 days
    - Weeks 13, 14, 15 and 16 of “On Target” status prior to moving up
    - Attendance in all assigned treatment groups
    - No isolation or special program placements due to behavior for 120 days
    - Completion of one cycle of DBT with a final test score of 80% or better
    - Approval of Treatment Team (TM, UC, Primary Staff & Other staff)
- 

### Level: Mastery

- Expectations
  - Continuing attendance and engagement in treatment groups
  - Continuing attendance and engagement in school
  - Acts as role model on the living unit
  - Needs very little redirection
- Privileges
  - All noted in previous levels
  - Eligible for highest level of pay for facility jobs (50 cents per hour)
  - Up to 2 pairs of personal pajamas
  - Up to 2 personal blankets
  - Up to 1 set of personal bedding (bottom sheet, top sheet, pillow case)
  - 1 personal pillow
  - 1 pair of personal sunglasses (purchased from Canteen/Incentive Store – worn outside only)
  - 1 additional pair of personal shoes (\$100 max value)
  - Up to 1 personal electronic game (purchased from Canteen/Incentive Store and valued at \$100 or less)
  - 1 personal electric hairstyling tools (hairdryer, curler, flat iron)
  - 2 baths per week during “Late Night” (30 minutes total from fill to cleaning the tub)
  - “Late Night” – Late bedtime (9:45pm)
  - Personal crafts (purchased from canteen)
  - Youth Packages
    - Personal bedding (bottom sheet, top sheet, pillow case)

## **Attachment B: Example 2 - Positive Behavior Management System**

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- Personal electric hairstyling tool (hairdryer, curler, flat iron – 1)
- “DOC Plus” privileges for DOC youth that do not have the option of transferring to a transition program
  - Personal clothing
  - Plastic jewelry
  - Additional phone calls
  - Additional visit periods
  - Enhanced hair services
  - Other privileges on a case-by-case basis

## Attachment C: Example 3 - Positive Behavior Management System

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### Example 3: Positive Behavior Management System

Every facility in OYA has a positive behavioral management system. Although each system is slightly varied, there are more similarities than differences. A behavioral management system is based on standard behavior modification principles and is designed as a tool to help manage youth. The system in this example has a token economy based on earning or losing privileges.

#### Basic Six-level System

All privileges are subject to the discretion of staff based on safety, security, and staffing patterns.

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#### Level 1 (Assessment)

- Privileges:
1. Writing materials
  2. Books/magazines (no more than five)
  3. Playing cards
  4. Board games
  5. Unit art supplies
  6. Goodie call
  7. Personal athletic shoes
  8. Personal slippers
  9. Personal hygiene items
  10. Personal cap
  11. Sunglasses (outside use only)
  12. 7:30 p.m. bedtime
- Work on assigned treatment packet(s)
  - Must pass at least two of the following areas each week in order to advance to Level 2: behavior goals; treatment goals; school.
  - Youth having previously been on Level 1 are required to pass in all 3 areas each week (consecutively).
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#### Level 2

- Criteria:
1. Three weeks (minimum) on Level 1
  2. Must have completed assigned treatment packet(s)
  3. Displays positive attitude and behavior
  4. Current in school
  5. Actively participates in group(s)
  6. Demonstrates investment in treatment and change process
  7. Submitted a level change request
- Must pass all three areas in order to pass weeks and advance to Level 3: behavior goals; treatment goals; school. Passed weeks must be consecutive.

- Privileges:
1. All Level 1 privileges
  2. Pens (Onyx)
  3. Work crew with approval
  4. Weight room in main gym
  5. Personal playing cards

## Attachment C: Example 3 - Positive Behavior Management System

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6. Personal art supplies
  7. 8:00 p.m. bedtime
- Work on assigned treatment packet(s)
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### Level 3

- Criteria:
1. Three weeks (minimum) on Level 2
  2. Must have completed assigned treatment packet(s)
  3. Displays positive attitude and behavior
  4. Current in school
  5. Actively participates in group(s)
  6. Demonstrates investment in treatment and change process
  7. Submitted a level change request
- Must pass all three areas in order to pass weeks and advance to Level 4: behavior goals; treatment goals; school. Passed weeks must be consecutive.

- Privileges:
1. All Level 2 privileges
  2. Game room (from 3:00 p.m. until bedtime)
  3. Campus jobs with diploma or GED
  4. Approved posters or pictures
  5. Audio headset in game room or common area
  6. Weight room in special gym
  7. Canteen one day per week
  8. One watch
  9. Personal plant
  10. Personal bedspread
  11. 8:30 p.m. bedtime
- Work on assigned treatment packet(s)
- 

### Level 4

- Criteria:
1. Four consecutive weeks on Level 3
  2. Must have completed assigned treatment packet(s)
  3. Displays positive attitude and behavior
  4. Current in school
  5. Actively participates in group(s)
  6. Demonstrates investment in treatment and change process
  7. Emphasized treatment issues during one-on-one sessions with primary contact person.
  8. Submitted a level change request
- Must pass all three areas in order to pass weeks and advance to Level 5: behavior goals; treatment goals; school. Passed weeks must be consecutive.

- Privileges:
1. All Level 3 privileges
  2. Game room (anytime not in school or treatment)
  3. Coffee privilege
  4. Gameboy/game gear

## Attachment C: Example 3 - Positive Behavior Management System

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5. Click pen (black or blue)
  6. Issued white t-shirt or flannel shirt
  7. Personal jersey, shirt, or sweatshirt (no more than two)
  8. Personal electric razor
  9. Two goodie calls per week
  10. Hot chocolate
  11. Use of game room computer after 3:00 p.m. (no more than 30 minutes)
  12. Supervised on patio at staff's discretion (limit: two youth at one time)
  13. Audio headset on patio
  14. Sunday visits on patio or lawn with approval from review committee at staff's discretion
  15. 9:00 p.m. bedtime
- Work on assigned treatment packet(s)
- 

### Level 5

- Criteria:
1. Minimum of six consecutive months residency in the unit
  2. Minimum of eight consecutive weeks on Level 4
  3. Must have completed assigned treatment packet(s)
  4. Displays positive attitude and behavior
  5. Current in school
  6. Actively participates in group(s)
  7. Demonstrates investment in treatment and change process
  8. Emphasized treatment issues during one-on-one sessions with primary contact person.
  9. Submitted a level change request
- Must pass all three areas in order to pass weeks and advance to Level 5: behavior goals; treatment goals; school. Passed weeks must be consecutive.

- Privileges:
1. All Level 4 privileges
  2. Canteen twice per week
  3. Coffee privileges (two cups per day before noon)
  4. Three goodie calls per week
  5. Five-minute showers
  6. Personal shorts (no more than two)
- 

### Level 6

- Criteria:
1. Minimum of eight consecutive passed weeks on Level 5
  2. Must have completed assigned treatment packet(s)
  3. Displays positive attitude and behavior
  4. Current in school
  5. Actively participates in group(s)
  6. Demonstrates investment in treatment and change process
  7. Submitted a level change request

- Privileges:
1. All Level 5 privileges
  2. Four goodie calls per week

### **Attachment C: Example 3 - Positive Behavior Management System**

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3. Personal clothing (limit: two pants, four shirts, four pairs of socks, four pairs of underwear, two shorts, one personal jacket). \*Must sign clothing waiver.
4. Visitation at canteen with committee approval and at staff discretion
5. One extra shower per day
6. May request additional privileges (phone calls, etc)
7. CD player with committee approval
8. 9:15 p.m. bedtime at staff discretion

**Examples of Incentives and Reinforcements**

**Social Incentives (use prior to the behavior)**

Verbal inclusion

Example: "John and Mike will be leading the line move today to practice their teamwork skills. Please cooperate with them."

Verbal comments about specific behaviors

Example: "The sooner the line is quiet, the sooner we can go to dinner."

Verbal gratitude about specific behaviors

Example: "I would really appreciate your help in keeping the dorm tidy."

Verbal noticing of specific behaviors

Example: "Those who remain on silence while medications are distributed will be the first to go outdoors afterwards."

Verbal praise for specific behaviors

Example: "You go girl! You really know how to get that bed made!"

Verbal recognition in front of peers

Example: "Jason is close to being in the top ten – let's help him meet this goal."

Verbal recognition in front of parents, staff, or parole officers

Example: "Jake is continuing to make progress in improving his behavior by refraining from using profanity. I'd like to see this continue in the next quarter."

Taking time to talk

Example: "Lee, if you get your report done by 7:30pm, I would like to spend a few minutes with you so you can show me your art work."

Sharing leisure time

Example: "Those who are on time getting their evening chores done tonight are welcome to join me in a game of cards."

Individual attention

Example: "When you get your thinking report done, let me know and I'll go over it with you."

Assisting with tasks

Example: "Those who get their chores done properly tonight will have their names entered into a hat – I'll pull one name and I will personally do their chores for them tomorrow night."

Attending special events

Example: "When you complete your community service, let me know so I can go to the judge with you for your report out."

Introductions to others

Example: "We are hosting a tour and will be choosing several of you to meet with our guests. Let me know if you are interested in participating."

Teamwork

Example: "Those who receive positive behavior scores this week will be considered for inclusion in the peer mentoring program."

Social Time

Example: "All of those who have clear school conduct this week will be allowed to go to the game room on Friday night."

Leisure Time Activities

Example: Announcing that specific behaviors will result in allowing available activities such as: ping pong, card games, board games, art activities, swimming, outdoor walks, fishing, gym time, volleyball, shopping, etc.

## **Attachment D: Examples of Incentives and Reinforcements**

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### Phone Calls

Example: "Extra phone calls will be given to those of you who meet your individual target goals this week."

### Free Time

Example: "If the noise level stays low, the group will have free time for half an hour."

### Celebrations

Example: "We are deep cleaning the dorm this Saturday. Those who participate with a positive attitude will get to go to the game room for pizza in the evening."

### Extend Bedtime/Curfew

Example: "Mark – if you continue to report on time this next week and have negative UAs, I will allow you to extend your curfew on the weekends for another hour."

## **Social Reinforcements (use after the behavior)**

### Verbal inclusion

Example: "Since you have demonstrated that you do a great job on thinking reports, would you take the lead in sharing yours with the group today?"

### Verbal comments about specific behaviors

Example: "You really were on task in Spanish class today."

### Verbal gratitude about specific behaviors

Example: "Thanks for picking that litter up."

### Verbal noticing of specific behavior

Example: "I noticed that you helped set up lunch."

### Verbal praise for specific behaviors

Example: "Great job Alicia! You met every goal of your parole agreement this week."

### Verbal recognition in front of peers

Example: "I want to thank Chris for his great work designing and setting up the bulletin board."

### Verbal recognition in front of parents, staff, or parole officers

Example: "Joe has been in the top ten all week and has especially excelled at getting along with his peers."

### Taking time to talk

Example: "Let's sit and talk. I'd like to check in with you on how you are doing."

### Sharing leisure time

Example: "I have a few minutes. Would you like to play a game of cards?"

### Individual attention

Example: "Can you show me what you've been working on?"

### Assisting with tasks

Example: "I see you are on floor duty today. Let me grab a broom and help you for a few minutes."

### Attending special events

Example: "I'll be at the assembly today to see you receive your math award."

### Introductions to others

Example: "Senator Smith, I want to introduce you to Steve who will tell you about our program."

### Teamwork

Example: "Since you both have been keeping such good boundaries lately, I think you two can work together on this project."

### Social Time

## **Attachment D: Examples of Incentives and Reinforcements**

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Example: “Jeremy – you can pick a peer and have the group room for an hour because you were so patient waiting for me to get to your request.”

### **Leisure Time Activities**

Example: Allowing those who have demonstrated specific behaviors to engage in available activities such as: ping pong, card games, board games, art activities, swimming, outdoor walks, fishing, gym time, volleyball, shopping, etc.

### **Phone Calls**

Example: “Cheryl – you have been very cooperative today. Would you like to have an extra quick phone call home?”

### **Free Time**

Example: “Jessica – I noticed that you got your chores done quickly this morning. How about this afternoon you take free time instead of helping with the chores?”

### **Celebrations**

Example: “The A group did an outstanding job on their kitchen duty. In honor of this, we are having music and soda tonight.”

### **Extend Bedtime/Curfew**

Example: “Carly, you have been helping the new girl all day, so you can have a late night tonight.”

## **Token Reinforcements**

Points earned

Inclusion in top ten

Youth of the Week

Ability to purchase items with token economy awards

Levels earned

Written Attaboy/girl recognition

Written peer recognition

Posted recognitions on bulletin board

## **Tangible and Privilege Reinforcements**

Certificates

Canteen credit

Candy/food/drink treats

Phone time/phone cards

Freebies (such as greeting cards, sample shampoos, art supplies, paperbacks, etc.)

Allowing access to video games, music CDs, TV, musical instruments

Allowing personal clothing or bedding

Allowing additional personal hygiene items

Allowing bed assignment changes

Allowing choice of seating during meals

Allowing choice of unit chores

Late nights

Watching special videos

Access to multipurpose rooms

Longer showers

## **Reduction/Removal of Aversives**

Excuse from chores

Earn-off programs to end refocus options (sanctions) early

Later bedtime

Later curfew

## **Attachment D: Examples of Incentives and Reinforcements**

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Reduce refocus option (sanction) time

Decrease restrictions (if on silence, allow talking; if restricted from visiting with peers, allow visiting)

Early termination of imposed refocus option (sanction)