



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



Subject:

Behavior Management – Behavior Incentives and Reinforcing Behavior

Section – Policy Number:

B: Order – 2.0

Supersedes:

II-B-2.0 (02/10)

Effective Date:

12/21/2018

Date of Last Review/Revision:

None

Related Standards and References:

- [ORS 420A.108](#) (Policy regarding rules and dispositions for violations of rules; review of dispositions)
- [ORS 182.515-182.525](#) (Evidence-based programs)
- Performance-based Standards (PbS), *Juvenile Correction and Detention Facilities*; Order; Programming
- [ORS 182.515-182.525](#) (Evidence-based programs)
- [OAR 416-470](#) (Prohibited Offender Behaviors and Processing Behavior Violations)
- Performance-based Standards (PbS), *Juvenile Correction and Detention Facilities*; Order; Programming
- [OYA policy](#): I-A-11.0 Assessment, Case Planning, and Multidisciplinary Teams
- II-B-2.1 (Behavior Management – Youth Refocus Options)
- [Attachment A](#): Examples of Incentives and Reinforcements

Related Procedures:

- [Local operating protocols](#)

Policy Owner:

Facility Services Assistant Director

Approved:



 Joseph O'Leary, 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 response is addressed in OYA policy II-B-2.1 (Behavior Management – Youth Refocus Options).

II. POLICY DEFINITIONS:

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: A response to a behavior that serves to strengthen or increase the likelihood a youth will repeat that particular behavior. Examples include social praise, tangible items (e.g. gift cards), tokens (e.g. points/levels) or additional privileges.

III. POLICY:

OYA Facility Services strives to create and maintain a culture of Positive Human Development. This culture provides a physically, psychologically, and emotionally safe and secure environment, fosters caring and supportive relationships, provides high expectations and accountability, and encourages meaningful participation and connection to communities – to increase public safety and positive youth outcomes. Positive rapport, reinforcement, and incentives are an integral part of OYA’s youth behavior management strategy.

Each OYA facility living unit follows an overall behavior management strategy to promote developmentally appropriate and prosocial behavior. The strategy focuses on assisting youth in their natural developmental process of learning/doing and attaching/belonging. We believe youth are motivated to learn/do, attach/belong, and we challenge them to learn and apply skills that are age appropriate and tailored to the individual.

In addition, each youth within a 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 must have a documented 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. Staff must use positive social behavior incentives and reinforcements as the primary method of promoting behavior change.
- D. Procurement of tangible behavior incentives and reinforcements must be controlled and limited.

1. Each OYA facility has a local protocol to obtain and distribute tangible behavior incentives and reinforcements for youth.
 2. Staff may not use their personal funds to purchase tangible behavior incentives or reinforcements for youth.
- E. 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.
- F. Examples of appropriate positive behavior incentives and reinforcements are attached to this policy (see Attachment A).

V. LOCAL OPERATING PROTOCOL REQUIRED: YES

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

Attachment A: 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.

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

Attachment A: Examples of Incentives and Reinforcements

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

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

Attachment A: Examples of Incentives and Reinforcements

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 an Aversive Condition

Excuse from chores

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

Later bedtime

Later curfew

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)