



OREGON YOUTH AUTHORITY

Policy Statement

Part II – Youth Services (Facilities)



Subject:

Youth Behavior Management

Section – Policy Number:

B: Order – 2.1

Supersedes:

II-B-2.1 (07/18)

II-B-2.1 (09/16)

II-B-2.1 (02/10)

Effective Date:

03/27/2025

Date Last
Revision/Review:
None

Related Standards and References:

- [ORS 420A.108](#) (Policy regarding rules and dispositions for violations of rules; review of dispositions)
- [OAR 416-470](#) (Youth in Custody Prohibited Behaviors and Processing Behavior Violations)
- [OAR 416-490](#) (Use of Time-out, Isolation, Special Program Placement, Physical Intervention, and Restraint in OYA Facilities)
- [OAR 416-020](#) (Youth in Custody Grievance Process)
- Performance-based Standards (PbS), *Juvenile Correction Facilities*; Order; Justice
- [Fundamental Practices for OYA Living Units](#)
- [OYA Facility Services Fundamental Practices Guide](#)
- [Attachment A: Examples of Youth Behavior Incentives and Reinforcements](#)
- [Attachment B: OYA Youth Behavior Accountability Options Matrix](#)
- [OYA Equity Lens Guide](#)
- [OYA policies](#): I-D-2.1 (Use of Language Services)
II-B-1.1 (Use of Physical Intervention in OYA Facilities)
II-B-1.2 (Use of Time-out, Room-lock Other, Isolation, and Safety Program Placements in OYA Facilities)
II-D-2.2 (Suicide Prevention in OYA Close-custody Facilities)
II-F-1.1 (Youth Grievance Process – Facilities)

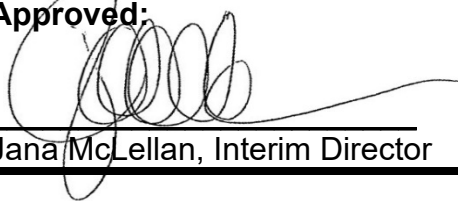
Related Procedures:

- [FAC I-E-4.0](#) Youth Incident Reports (YIR)
- [FAC II-B-1.2\(a\)](#) Individual Safety Plan
- [FAC II-B-1.2\(b\)](#) Community Safety Program

Policy Owner:

Facility Services Assistant Director

Approved:


Jana McLellan, Interim Director

I. PURPOSE:

This policy provides direction for OYA facility staff on how to prevent unsafe behavior and respond to behavior in ways that effectively address skill deficits, focus on skill development, and appropriately redirect behavior to maintain safety within OYA facilities. Included in this policy are incentives and refocus accountability options for youth behavior to ensure the safe and consistent operation of all OYA facilities.

II. POLICY DEFINITIONS:

Accountability option: An authorized response to a youth's negative behavior intended to decrease the frequency of the negative behavior and provide opportunities for the youth to repair any harm that may have been caused.

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

Grievance: A complaint about the substance or application of any rule, policy, or practice affecting a youth; or any decision or action directed toward a youth by OYA, its employees or agents, including but not limited to matters of confinement, discipline, treatment, education, and privileges.

Juvenile Justice Information System (JJIS): An electronic information system developed and maintained by the state through the Oregon Youth Authority (OYA) and administered in partnership with county juvenile departments.

Major behavior violation: Youth behavior that is immediately threatening to life, health, or facility safety, security or good order as determined by agency policy. Major behavior violations are listed in the OYA Behavior Accountability Options Matrix as Level Zero, One and Two behaviors.

Minor behavior violation: Youth behavior that is prohibited and unacceptable within the facility or program but is not immediately threatening to life, health, or facility safety, security or good order. Minor behavior violations are listed in the OYA Behavior Accountability Options Matrix as Level Three behaviors.

Out-of-group: An accountability option used by staff to direct a youth to a designated sitting area, table, desk, or chair away from the youth's peers for a limited time.

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

Safety program: An intensive, youth-specific, time-limited intervention that modifies a youth's activities to focus on developing the youth's emotion regulation and problem-solving skills.

III. POLICY:

OYA strives to create and maintain an equitable and inclusive environment and a culture of Positive Human Development to increase public safety and positive youth outcomes. Staff are required to use the OYA Equity Lens Guide and the OYA Facility Services Fundamental Practices Guide to inform youth behavior management at an individual, unit, and facility level. Data shows youth of color and LGBTQ+ youth are disproportionately represented in the juvenile justice system. While OYA is only one part of that system, it plays a critical role in addressing the historical and systemic inequities it perpetuates. Use of discipline

and restrictive interventions has historically been used disproportionately on youth of color. OYA strives to implement its use in an unbiased, equitable way as described in this policy.

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

This policy is aligned with OYA's Fundamental Practices for OYA Living Units, 2, 3, and 5. The expectation is that staff are actively engaged with youth to be able to reinforce and redirect behavior, that the milieu and programming (including incentives and consequences) are developmentally appropriate, and that skills for safe behavior are taught and reinforced regularly on the living unit.

IV. GENERAL STANDARDS:

- A. Behavior management is a continuum of behavioral interventions that include environmental factors, systemic factors (point and level systems, accountability response matrix), everyday staff interactive supervision (proximity to youth, eye contact), verbal de-escalation, and the application of reinforcement and external accountability to teach and maintain prosocial habits, and to discourage anti-social and violent behaviors.
- B. Staff must set clear behavior rules and boundaries. OYA staff must follow established guidelines to incentivize, or dis-incentivize, the youth's behavior. Incentives and accountability options are graduated according to the complexity and frequency of the behavior and the youth's individual developmental needs.
- C. Staff must acknowledge that the period of adolescence is a period of extraordinary growth and potential and that youth learn and grow by trying and often failing. Receiving reinforcement for effort, success, and feedback are vital to behavioral growth.
- D. Staff must make every effort to help youth attach and belong to a community on the living unit and to create healthy supportive relationships from which the desire to learn/do can safely take place.
- E. A balance of support and accountability is required from staff to achieve a developmental approach. Learning and change occur through relationship and feedback. Staff are required to be self-aware, listen to learn and get youth perspective, while setting clear expectations, providing meaningful feedback (both positive and critical), and providing external accountability when necessary.
- F. Staff must use positive social behavior incentives and reinforcements as the primary method of promoting behavior change.

- G. OYA must address youth negative behavior by providing external accountability. Negative behavior must be recognized and corrected as necessary and appropriate, guiding youth to make more responsible choices and to ensure safety for youth and the workforce.

V. SYSTEMS FOR BEHAVIOR REINFORCEMENT

- A. Each OYA facility living unit follows an overall behavior management system to promote youth prosocial behavior. In addition, each youth within the living unit must have individual behavior goals that target specific behaviors using incentives and reinforcements which are meaningful to the youth. Targeted behaviors are directly related to the youth's case plan goals and competency development.
- 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. Procurement of tangible behavior incentives and reinforcements must be controlled and limited.
 - 1. Each OYA facility must have a local operating protocol to obtain and distribute tangible behavior incentives and reinforcements for youth.
 - 2. Staff must not use their personal funds to purchase tangible behavior incentives or reinforcements for youth.
- D. 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. This includes when a youth is transferred from one OYA facility to another.
- E. See Attachment A for examples of appropriate positive behavior incentives and reinforcements.

VI. OYA BEHAVIOR ACCOUNTABILITY OPTIONS MATRIX

- A. OYA facility staff must follow the OYA Behavior Accountability Options Matrix when refocusing a youth for exhibiting a prohibited behavior listed in the matrix.
 - 1. The matrix ensures accountability options are consistent throughout OYA facilities and are proportionate to the severity of the behavior violation.
 - 2. The clarity and specificity of facility rules and the matrix, together with training, reduces discrepancies between staff in interpreting or implementing the matrix.

3. The matrix must be reviewed annually by Facility Services in collaboration with Development Services to ensure the accountability options remain appropriate.
4. When a youth exhibits any of the major behavior violations listed in the matrix, at least one of the listed accountability options must be used.
5. Written guidelines to assist staff in refocusing youth for minor behavior violations are available to staff. Minor behavior violations may be handled informally.
6. Any deviation from the matrix must be authorized by the facility manager in charge, or designated lead staff for substantive reasons and documented in JJIS.
7. Changes to any behavior accountability option assigned must be approved by the facility manager in charge, or designated lead staff. The change must be documented in the youth's case notes.

Changes must only be made at the behavioral level that the original accountability option would have been used.

8. Separate accountability options may be used on a youth for the youth's separate behavior violation acts during one incident.

Exception: Accountability options for separate acts that would result in out-of-group time, or loss of privileges, must be used concurrently.

B. The following general standards apply when staff use accountability options for a youth's negative behavior.

1. Only facility staff may use behavior accountability options.
 - a) The authority to use behavior accountability options for minor behavior violations is ordinarily delegated to the youth's unit staff.
 - b) The authority to use behavior accountability options for major behavior violations is delegated only to members of the unit leadership team or the officer-of-the-day (OD).
2. Staff must act to the degree necessary and within the facility's rules and guidelines to regulate the youth's negative behavior to maintain a safe and orderly environment.
3. Staff must address youth behavior in an impartial and consistent manner.
4. Staff may not use accountability options in an impulsive, arbitrary, or retaliatory way.

5. Staff must not use or allow physical punishment of any kind.
6. Accountability options must never deprive youth of basic living conditions, including food, water, clothing, bedding, or exercise.
7. If it appears during the accountability process that a youth is emotionally unstable or the youth's mental health is at risk, staff must immediately contact a qualified mental health professional (QMHP) to refer for mental health assessment and services.
 - a) If no QMHP is available, staff must contact the OD for further guidance.
 - b) The QMHP or manager must collaboratively work with unit staff to address the youth's mental health issue. A safety program plan may be developed to address the youth's specific needs.
8. When a literacy or language barrier prevents a youth from understanding facility rules or behavior accountability options, a bilingual staff member or interpreter must help the youth achieve understanding (see OYA policy I-D-2.1 Use of Language Services).

C. Notice of Behavior Management Program

1. Staff must inform each youth, in writing, promptly after arrival at the facility of the following:
 - a) The youth's rights and responsibilities;
 - b) The expectations for behavior and conduct;
 - c) Prohibited behavior and conduct;
 - d) The OYA Behavior Accountability Options Matrix used if the youth exhibits a behavior violation;
 - e) The process to access the OYA Reporting Line (formerly "hotline"); and
 - f) Locations of youth grievance and communication forms.
2. A youth may appeal any accountability option used on the youth, or incident report through the youth grievance process described in OAR 416-020 (Youth in Custody Grievance Process).

D. Imposing an accountability option for a youth's negative behavior does not negate or replace staff's requirement to work with the youth on appropriate prosocial behaviors and other components within the youth's case plan.

E. Behavior Violation Incident Reporting and Review

1. Staff must document youth behavior violations as described in OARs 416-470-0030 (Behavior Violation Incident Reports), and 416-470-0040 (Behavior Violation Incident Review).

Major behavior violations must be documented in a JJIS Youth Incident Report (YIR) as delineated in facilitywide procedure [FAC I-E-4.0 Youth Incident Report \(YIR\)](#).

2. If a behavior violation incident is referred to law enforcement for investigation as a possible law violation, facility administration will cooperate with law enforcement to avoid any interference with ongoing law enforcement investigation or pending prosecution.

F. Responding to Non-compliant or Escalated Youth

There will be occasions when incentives and accountability options are not shifting a youth's behaviors and actions. Youth may be non-compliant with rules and expectations. They may also become emotionally escalated, or defensive to staff intervention. In these instances, additional options are available to help support regulation, compliance, and commitment to safety.

1. Staff must consider any cultural differences in expression, known and unknown to them, before addressing a youth's perceived escalated or non-compliant behavior. Staff must self-assess using the below questions.
 - a) Am I accurately interpreting this youth's body language, tone, and volume?
 - b) Are there words or phrases that may be additionally triggering the youth? Or that I may not be interpreting accurately? Or that could be triggering me?
 - c) Are there known or unknown historical traumas that may be influencing the youth's behaviors?
2. Staff must respond to youth using the lowest level interventions necessary to de-escalate the situation and to gain behavioral compliance. Be cautious of repetitive escalated or non-compliant behavior that may be used to manipulate a situation.
3. Staff must be responsible for their own emotional state and behavior, understanding and acknowledging that youth and staff behavior influence each other.
4. Staff must use the methods and techniques trained to by the OYA Training Academy as such listed below.
 - a) Respond to the signs of anxiety or stress.

- (1) Using an empathetic supportive approach – Meeting youth where they are at and through listening to learn and getting perspective. Using open-ended questions such as “is everything okay?” and “can you tell me what’s going on for you right now?”
 - (2) Responding to signs of defensiveness and non-compliance.
 - b) Use a direct approach with clear expectations, feedback, and application of consequences when necessary. This may present in a variety of ways. Below are some most common.
 - (1) Questioning: Provide clear and direct answers when the youth is truly seeking information. If questioning transitions into challenging, attempt to downplay the challenge and stick to the original topic. Do not engage in a power struggle.
 - (2) Refusal: Youth is unwilling to cooperate or follow instructions.
 - (i) Respond to the youth’s behavior with statements such as “when you lower your voice, then I will be able to address your concerns.”
 - (ii) Offer simple and reasonable choices for the youth to make.
 - (iii) Recognize that the logical and rational part of the brain is not being used as much as the emotional brain and allow time to process the choice while being firm but not confrontational (e.g., don’t say, “Do it or else!”).
- 5. A third-party intervention may be used in the instances listed below.
 - a) If the above strategies are ineffective or the youth displays verbal or non-verbal threatening behavior.
 - b) A neutral staff not involved in the incident may engage in the same crisis intervention strategies.
- 6. Off-unit time-out

If the third-party intervention is ineffective, staff may allow a youth to access off-unit spaces to re-regulate such as outside areas, classrooms, or programming areas. (See OYA policy II-B-1.2 Use of Time-out, Room-lock Other, Isolation, and Safety Programs in OYA Facilities.)

7. Open door room placement (See OYA policy II-B-1.2 Use of Time-out, Room-lock Other, Isolation, and Safety Programs in OYA Facilities.)

A time-out in an open-door room, either the youth's own room or a multipurpose room, requires these additional measures:

- a) Staff must keep the door open to allow the youth an opportunity to emotionally regulate and display compliant behavior; and
- b) Staff must monitor the youth every 15 minutes and document observations on OYA form YA 4400 (Visual Observation Log).

VII. LOCAL OPERATING PROTOCOL REQUIRED: YES

Each OYA facility must have a protocol to address procurement of tangible behavior 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 artwork."

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

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."

Attachment A: Examples of Youth Behavior Incentives and Reinforcements

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 recognition by staff and/or peers

Posted recognitions on bulletin board/reader 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

Excused from chores

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

Later bedtime or curfew

Reduce accountability option (sanction) time

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

Early termination of imposed accountability option (sanction)

Attachment B: OYA Youth Behavior Accountability Options Matrix

Oregon Youth Authority Youth Behavior Accountability Options	
Aiding another youth to commit or attempting to commit any of the prohibited behaviors listed in the matrix are considered the same as engaging in the behavior itself and an appropriate accountability option must be used. Downgrades (or equivalent) that are tied to an individual unit's Behavior Management System are separate and not considered as an Accountability Option in the Matrix.	
Level Zero Prohibited Behaviors (major behavior violations)***	Accountability Options (Manager/MDT Discretion)
Staff Assault with Serious Injury (or attempt thereof): Any instance in which a youth instigates a physical conflict with a staff member resulting in serious injury to the staff member. Examples of serious injury include, but are not limited to, a break in skin requiring suture, bruising accompanied by swelling or extreme pain, broken bones, internal injury; any injury requiring medical treatment beyond first aid.	✓ Administrative Case Review (ACR) referral for transfer to Department of Corrections (DOC) (DOC youth only) ✓ Community Safety Protocol referral (CSP) ✓ Individual Safety Plan referral (ISP) ✓ Loss of privilege or program level* up to and including full program restart
Youth Assault with Serious Injury (or attempt thereof): Any instance in which a youth instigates a physical conflict with another youth resulting in serious injury to the victim youth. Examples of serious injury include, but are not limited to, a break in skin requiring suture, bruising accompanied by swelling or extreme pain, broken bones, internal injury; any injury requiring medical treatment beyond routine first aid.	
Sexual Assault: An aggressive or nonconsensual action towards others of a sexual nature.	
Level One Prohibited Behaviors (major behavior violations)***	Accountability Options (Manager/MDT Discretion)
Youth Assault: Any instance in which a youth intentionally instigates a physical conflict with another youth.	✓ Administrative Case Review (ACR) referral for transfer to Department of Corrections (DOC) (DOC youth only) ✓ Community Safety Protocol referral (CSP) for repeated, violent events ✓ Individual Safety Plan referral (ISP) ✓ Loss of privilege or program level* up to and including full program restart ✓ Temporary loss of privilege(s)** (up to 7 days)
Staff Assault: Any instance in which a youth instigates a physical conflict with a staff member.	
Inciting, Instigating, or Participating in a Major Group Disturbance: Any instance in which one or more youth create or incite a threat to the safety and security of the milieu. Examples include one or more youth making threats to assault staff or other youth, refusal to quiet down with repeated warnings, or refusal to be removed without assistance.	
Major Fight Between Peers: Any instance in which two or more youth mutually instigate a fight between each other where physical contact occurs.	
Participating in an Escape or Unauthorized Absence (or attempt thereof): Any instance in which a youth participates in the unlawful departure from a youth correction facility or from custody while being transported, or failure to return to a youth correction facility while on leave in the community (may include the possession of items that may aid in an escape).	
<div>*The least restrictive loss of privilege or program level to positively impact the youth's future behavior.</div> <div>**Temporary loss of privileges may not include more than four hours of out-of-group time.</div> <div>***In some circumstances, the situation may warrant a report to the Oregon State Police.</div>	
<div><i>There may be situations with Level One violations where the incident merits the more extensive accountability options used for Level Zero violations.</i></div> <div><i>In any situation where the appropriate incident level is in question, the OD must be contacted immediately to guide the level of intervention.</i></div> <div><i>Any Level Zero or One behavior violations may result in referral to law enforcement as potential law violations.</i></div>	

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Oregon Youth Authority Youth Behavior Accountability Options	
Aiding another youth to commit or attempting to commit any of the prohibited behaviors listed in the matrix are considered the same as engaging in the behavior itself and an appropriate accountability option must be used. Downgrades (or equivalent) that are tied to an individual unit's Behavior Management System are separate and not considered as an Accountability Option in the Matrix.	
Level Two Prohibited Behaviors (major behavior violations)***	Accountability Options (Manager's Discretion)
Planning Aggressive Behaviors on Staff: Conveying to others intent to harm staff, taking action or steps to tell others how to assault staff, or taking steps to plan a staff assault.	<ul style="list-style-type: none">✓ Individual Safety Plan referral (ISP) - for repeated behaviors only✓ Loss of privilege or program level (full program restart only after repeated behaviors and other failed interventions)*✓ Temporary loss of privilege(s)** (up to 5 days)✓ Restricted access to some areas of the facility (up to 30 days), but must not include placing the youth alone in a locked room✓ Up to 3 Level Three Accountability Options (except additional temporary loss of privileges)
Sexually Acting Out: Consensual or nonconsensual actions toward others for the purpose of or implying sexual gratification. May include participation in behaviors involving sexual touch, frottage, or showing others parts of one's body.	
Harassing Behavior Toward Peers: Repeated verbal comments, gestures, or actions of a derogatory or offensive nature by one youth directed toward another. May include repeated and unwelcome sexual advances or requests for sexual favors.	
Possession of Contraband That Can Harm Self or Others: Any instance where a youth has on their person or in their belongings (locker, bed area) items that are considered contraband by facility definition and for the purpose of causing harm to self or others. Includes having prohibited substances in urine, blood, or other body parts as found through any authorized screening process such as urinalysis, breathalyzer, or oral swabs.	
Willfully Destroying or Damaging Property: Intentionally causing destruction of others' belongings or facility property.	
Medication Abuse or Misuse: Acquiring, possessing, or hoarding medications contrary to the physician's or medical staff's orders and facility contraband policy.	Accountability Options (All Staff Discretion) <ul style="list-style-type: none">✓ All level 3 Repetitive Behavior options pending manager review
Intimidation Towards Staff: Acting in a manner that is intended to intimidate staff to respond differently or not respond to the youth. Examples include posturing, self-detailing and passive-aggressive behaviors.	
Verbally Threatening Behavior Towards Staff: Any instance when a youth tells a staff member that the youth intends to or will harm the staff member.	
Not Following Directives That Jeopardizes Safety or Security: Youth refusal to follow staff instruction resulting in the compromise of safety and security of others.	
Verbal Altercation Between Peers: Any instance in which two or more youth mutually instigate aggressive behavior between each other where physical contact does not occur.	
Theft: Any instance when a youth takes, without permission, any item(s) that does not belong to that youth for any period of time.	
<p>*The least restrictive loss of privilege or program level to positively impact the youth's future behavior.</p> <p>**Temporary loss of privileges may not include more than four hours of out-of-group time.</p> <p>***In some circumstances, the situation may warrant a report to the Oregon State Police.</p>	
<p><i>There may be situations with Level Two violations where the incident merits the more extensive accountability options used for Level One or Zero violations.</i></p> <p><i>In any situation where the appropriate incident level is in question, the OD should be contacted immediately to guide the level of intervention.</i></p>	

Attachment B: OYA Youth Behavior Accountability Options Matrix

Oregon Youth Authority Youth Behavior Accountability Options		
Aiding another youth to commit or attempting to commit any of the prohibited behaviors listed in the matrix are considered the same as engaging in the behavior itself and an appropriate accountability option must be used. Downgrades (or equivalent) that are tied to an individual unit's Behavior Management System are separate and not considered as an Accountability Option in the Matrix.		
Level Three Prohibited Behaviors (minor behavior violations)	Isolated or Sporadic Behavior Accountability Options (Minimum one - Maximum two)	Repetitive Behavior Accountability Options (Minimum one - Maximum three)
	(Staff discretion)	(Staff discretion)
Verbally Threatening Behavior Towards Peers: Repetitive behavior that is perceived as threatening or potentially encouraging unsafe conditions on the living unit.	<ul style="list-style-type: none"> ✓ Warning ✓ Work Assignment ✓ Written Assignment ✓ Oral Assignment ✓ Temporary Loss of Privilege*(s) (up to 24 hours) may include but are not limited to: <ul style="list-style-type: none"> o Viewing television; o Playing video games; o Additional participation in general recreation or gym, or specific recreation activities (e.g., full court basketball); o Additional phone calls; o Access to areas of the living unit or facility; and o Access to free movement within the living unit (assigned seat, ask to move), but must not include placing the youth alone in a locked room. ✓ Conflict Resolution ✓ Confiscation of Property Involved in Violation ✓ Early Bedtime ✓ Early Wakeup 	<ul style="list-style-type: none"> ✓ Work Assignment ✓ Written Assignment ✓ Oral Assignment ✓ Temporary Loss of Privilege(s)* (up to 72 hours) may include but are not limited to: <ul style="list-style-type: none"> o Viewing television; o Playing video games; o Additional participation in general recreation or gym, or specific recreation activities (e.g., full court basketball); o Additional phone calls; o Access to areas of the living unit or facility; and o Access to free movement within the living unit (assigned seat, ask to move), but must not include placing the youth alone in a locked room. ✓ Conflict Resolution ✓ Confiscation of Property Involved in Violation ✓ Early Bedtime ✓ Early Wakeup ✓ Out-of-group Time (up to 4 hours)
Failure to Report Threats to Safety or Security: Knowing of a plan that may harm or disrupt others and not reporting it to staff.		
Intimidation Toward Peers: Speech or physical gestures that are interpreted by others as threatening.		
Dorm Disturbance: Repetitive behavior that creates disorder in the living unit (dorm) during bedtime hours and interferes with the ability of other residents to adequately rest.		
Untruthful to Staff: Either intentionally misleading staff or omitting the truth with intent or the perception to deceive.		
Not Following Directives: Refusing to follow a direction given by staff.		
Obscene or Derogatory Remarks or Gestures: Speech or gestures that are perceived as inappropriate, harmful or disrespectful toward a person.		
Bathroom Violations: Misuse of the bathroom; being in the bathroom without permission or with other people when not supervised.		
Possession of Any Nuisance Contraband on Unit/Facility List: Possession of contraband items on self, in one's locker, or in one's belongings.		
Disrespectful to Others: To interact or treat others without respect or regard, or with contempt or rudeness.		
Argues When Given Instructions: Arguing without purpose. Continuing to debate after directed to stop. This does not include asking questions about instructions.		
Dress Code Violations: Not following the established dress codes. Wearing another's clothes. Wearing clothing in an inappropriate manner or that has inappropriate content.		
Not Respecting Personal Space of Others: Breaking boundaries with others without permission. Example: Giving a side hug without permission.		
Food in Dorm or Other Unauthorized Area: Having food or drink in the dorm, or any other unauthorized location.		
Trading or Lending of Personal Property: Giving, trading, or lending personal property to others. This also includes receiving another's personal property.		
Damaging or Misusing State Property: Purposefully damaging state property or using it for unintended purposes.		

Attachment B: OYA Youth Behavior Accountability Options Matrix

Horseplay: Acting in a seemingly playful way that distracts from the order and potential safety of the unit or facility operations.	✓ Out-of-group Time (up to 2 hours)	
Abuse of Privileges: Not using privileges in their approved or intended way.		
School Refusal: Refusing to attend school or participate in class resulting in a school refusal referral from the school district.		
Program Refusal: Refusing to attend or participate in scheduled treatment or program groups or unscheduled program or treatment activities as directed by staff.		
* Temporary loss of privileges may not include more than the determined hours of out-of-group time listed for minor behavior violations.		