BEHAVIOR MANAGEMENT:
SHAPING YOUTH SUCCESS THROUGH COACHING,
MODELING AND TEACHING

Facilitator Guide
The NCYC/NPJS Youth Care Curriculum Series is made up of a collection of modules designed to develop or enhance the skills and knowledge of those working with youth in secure settings. Modules in the series are designed to support individual professionals and the cultures in which they operate to embrace best practices in the field of juvenile justice.

Behavior Management is one training module in this series. Because youth care work is a dynamic process, concepts from other topic areas, which are detailed elsewhere in the series, may be introduced in this module. Youth care workers may benefit from participation in all the training modules in the series.

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Course Description

“What I am today is a reflection of what I have learned, not of my potential.” (Virginia Satire). With an emphasis on relationships, a good behavior management system uses deliberate strategies and techniques to influence youth’s behavior choices. Effective behavior management focuses not only on a youth’s immediate behavior, but on the conditions that came before the behavior and the manner in which youth care worker respond. It is a dynamic process where values, culture, human and physical factors play a role in youth success. More than just having youth follow rules, Behavior Management looks to engage, foster accountability, teach responsibility and reinforce appropriate behavior choices from youth.

Objectives

In this session you will:
1. Use the A-B-C model to explain the process of manipulating the antecedents and consequences to influence youth behavior.
2. Use criteria provided in class to evaluate a daily schedule of activities for values/behaviors – both learned and unlearned.
3. Based on information presented in class, list programmatic strategies for increasing appropriate behavior, decreasing inappropriate behavior and teaching pro-social skills.
4. Use guidelines for effective rule writing to write a sample rule(s) for an assigned topic.
5. Based on a role-play situation of a potential explosive behavior, create the appropriate staff response to diffuse the situation.
Target Audience:
Youth Care Workers – staff providing direct services to youth in a confinement setting and Supervisors (recommended)

Number of Participants:
Minimum 12
Maximum 10-30

Level of training:
Basic

Total Course Time:
Number of training hours (with breaks) 8 hours

Instructional Methods/Techniques
Lecture, small group discussions, large group discussions, role plays, small group activities, examples

Class Preparation
Large room with table groups (4-6 per table)

Requirements, if any:
New hire training
Annual retraining or as needed

Required materials:
1. Printed Facilitators Guide
2. Participant Handbook for each participant
3. PowerPoint slides
4. Flit Chart and stand
5. Flip chart Pad (Post-it type is recommended)
6. Markers (flip chart and dry erase)
7. Masking Tape
8. Laptop or computer
9. Projector or LCD
10. NPJSpeaks Kathy Starkovich Video Segments
   Segment #1: Carlos - 0-6:54
   Segment #2: Zach & What We Bring Matters - 6:55-12:17
   Segment #3: Never Take Any Positive Behavior For Granted - 12:17-18:17
   Segment #4: Self-awareness & Integrity - 18:18-21:55
   Segment #5: Values – We Believe - 21:55-end
Other:

This is an interactive training session with frequent group discussion, small group activities and individual written assignments. The facilitator guide will provide anticipated responses and instructions for structured activities. In order to complete all the input, practice and processing of information, it will be necessary to stick to the timeline provided. Discussion is welcomed but should be guided by the facilitator as needed to accomplish this.

BEFORE the learning event

Agency/program administrators should:

- Attend the beginning of each learning event to tell staff why this topic is important to your program and how they will be expected to use the concepts and skills they are learning in their work. [OPTION: Create a 3- to 5-minute video to be shown to staff at the beginning of each session.]

Facilitator should:

- Review the slides and the participant guide to become familiar with them.
- Review the Appendix for items to support activities. Print any case studies, enough of each for participants.
- Review NPJSpeaks Kathy Starkovich Video Segments
  Segment #1: Carlos - 0:6:54
  Segment #2: Zach & What We Bring Matters - 6:55-12:17
  Segment #3: Never Take Any Positive Behavior For Granted - 12:17-18:17
  Segment #4: Self-awareness & Integrity - 18:18-21:55
  Segment #5: Values – We Believe - 21:55-end
- Prepare a Handout with logistical information including needed ground rules for the participants to be distributed at the beginning of the training session. (See sample Handout in Appendix)
- Trainer should review the Appendix A-C
  o Rule/Expectation Activity prompts (print items, see Appendix A)
  o Role Play Scenarios (print page to handout to groups, see Appendix B)
  o Physical Environment Activity (print photos, see Appendix C)
• Prepare flip chart paper with heading “activity”, “social”, and “material/token”. Write the following focus question on each flip chart sheet: “What activities do you offer at your facility as a reinforcer for appropriate behavior?
• Coordinate with the agency or program administrator to attend the beginning of each learning event, share the importance of this topic to the program and how staff will be expected to use the concepts and skills they are learning in their work. [OPTION: Work with the administrator to create a 3- to 5-minute video to be shown to staff at the beginning of each session.]
• Arrange for a room large enough to hold the expected number of participants at tables of 4-6 people each, with room to move around between the tables and chairs. You will also need a table for materials and a table for the cut-down tool/sheet practice space.
• Model in your facilitation style the kind of empowering strategies youth workers could be using with youth. That is, encourage participants to ask questions and share opinions, even when they are not supportive of the content of this program. Encourage higher-level thinking and evaluation of their own attitudes and beliefs. Recognize risk-taking in trying out new ideas and behaviors. Support their learning efforts.

At the BEGINNING of the learning event Facilitator should:
• Make sure the room is arranged in table groups of 4-6 people and that no seats have their backs to the front of the room so everyone will easily be able to see you and the visuals.
• Arrange for a table for materials, if needed.
• Greet each participant as they arrive and welcome him/her to the workshop
• Pass around a sign-in sheet for names and emails for follow up.

AFTER the learning event Facilitator should:
• Review the feedback forms for any patterns.
Resource List


DO: DISPLAY SLIDE TITLE

OPENING/WELCOME:

SAY: Welcome to the session entitled Behavior Management: Shaping Youth Success through Coaching, Modeling and Teaching. My name is <instructor's name> and I am the <title and agency>. This is an eight hour training, and we will conclude at <indicate the end time>. We will have several scheduled breaks during the session.

NOTE TO TRAINER: Provide other housekeeping items at this time (i.e. location of restrooms, break areas, smoking areas, etc.)

SAY: To start our session, let’s get to know who is in the room. Please state your name, job title, work location/agency and how long you have worked with youth in confinement settings (either at this location or overall).

NOTE TO TRAINER: Alternate introduction if this is a very large group (20+) or the audience is a mix of job types. The trainer can ask people to raise their hands if they are: detention workers, correction workers, teachers, probation officers, facility administrators, court staff, community providers, and others (not mentioned – allowed participants to say what role they have)

DO: Ask a volunteer to begin then work around the room.

COURSE ANTICIPATORY SET:

Defining Behavior Management

SAY: Human behavior is complex. Understanding and managing it can be challenging. One of the reasons we sometimes struggle with the behavior of youth in our facilities is that often times we focus solely on our response without considering what influences the youth’s CHOICE to engage in that behavior. Behavior doesn’t
happen in isolation. In order to understand behavior we have to understand the context in which it occurs.

**SAY:** Before we dive into our study of behavior management, there is one other thing we need to remember as it relates to the behavior of youth in confinement.

**DO:** Display Slide 90%

![90-10 Chart](image)

**SAY:** Research indicates that 90% of the behavior observed in a residential setting for youth is normal adolescent behavior. Of equal importance is the fact that the 10% of behavior experienced in the confinement setting that is maladjusted is the result of former learning and is usually the most effective behavior the youth knows at the present time to gain what they want for themselves. While we might think the maladjusted behavior is inappropriate, it has worked successfully for the youth in the past; it is a product of past learning interactions and experiences. The youth will continue to use these old habits until the value of new choices is made clear to them.

**DO:** Display Slide Focus Question

![Focus Question Image](image)
ASK: FOCUS QUESTION: What have been some of your experiences with managing the behavior of youth in confinement? Take a few moments to think about this question. Your experiences may have been positive or negative.

DO: Group draw. Write brief answers on flip chart.

Note to trainer: The participant responses should begin to allow you to assess the groups’ thoughts, feelings, skill level, approach toward behavior management strategies, etc. These responses serve as a type of pre-training assessment. Responses should be about staff’s experiences dealing with managing youth’s behaviors.

SAY: Your responses have certainly highlighted one of our beliefs about behavior management. Effective behavior management is a dynamic process. In other words, “doing” behavior management well means that staff is actively engaged, constantly assessing each situation or behavior when it occurs. An important question that we should ask ourselves is, “Why did this person exhibit this behavior at this time?”

As we move forward through this training, we will be using the following definition for behavior management:

DO: Display Slide – Behavior Management

Behavior Management is …a strategic set of practices used to increase appropriate behaviors, decrease inappropriate behaviors and teach new behavior that is relational and grounded in both the organizational culture and sensitivity to youth culture.

SAY: Behavior management is a strategic set of practices used to increase appropriate behaviors, decrease inappropriate behaviors and teach new behaviors that is relational, and grounded in the organizational culture with sensitivity to youth culture.

DO: Display Slide Behavior Modification Basics
**Behavior Modification Basics**

- When trying to assist someone in changing behavior, we need to do things that will
  1. Increase the probability of positive behavior or
  2. Reduce the probability of negative behavior
  3. Teach new skills

- If we don’t teach and reinforce positive behaviors, more negative behaviors will fill in the space left by the behavior that was reduced or eliminated.

**SAY:** When trying to assist someone in changing behavior, we can do things that will either:

- Increase the probability of a desired/positive/appropriate behavior or
- Reduce the probability of an undesired/negative/inappropriate behavior.

These are the basic principles of behavior modification, the “what” of an effective behavior management system. However, either of these approaches alone is not sufficient to make significant change in behavior. Unless we **teach** and reinforce new positive behaviors, more negative behaviors will fill in the space left by the one behavior that was reduced or eliminated.

All three of these strategies, **1) doing things to increase the probability of positive behavior**, **2) doing things to reduce the probability of negative behavior and 3) teaching and reinforcing new positive behaviors**, are important in implementing an effective behavior management system and will be addressed in this training.

**SAY:** As we go through the session today we will be watching clips from a video that was taped as part of the NPJSpeaks series. The presenter is Kathy Starkovich, a Deputy Director at the DuPage County Department of Probation & Court Services in Wheaton, IL. Kathy has worked with the Department for eighteen years, with a majority of that service provided in a detention setting. Let’s listen as Kathy talks about Carlos, a resident who had a profound impact on her views about behavior management with youth in confinement.

**SHOW: Kathy Starkovich - Video Segment 1 -0-6:54 Carlos**
**Video Segment 1 - Carlos**

**ASK:** What did you hear Kathy say she learned from Carlos about behavior management? *(Possible responses include: How starved our kids are for positive attention from adults, the power of being genuine with youth, how little time it can take to recognize positive behavior from youth, the importance of paying attention to the small things, what adults think are rewarding may not be the same as what the youth find to be rewarding, etc.)*

Did you notice any similarities between your responses to the opening Focus Question and Kathy’s experiences? Have any of you experienced or noticed the same kinds of things about the youth with whom you have worked? What, if any of the things Kathy talked about surprised you? Why? *(Solicit responses from the group.)*

**DO:** *(Refer participants to page 2 in the Participant Guide)*

Display Slide Behavior Management Is

**Behavior Management is**

...a strategic set of practices used to increase appropriate behaviors, decrease inappropriate behaviors and teach new behavior that is relational and grounded in both the organizational culture and sensitivity to youth culture.

**SAY:** Many of the things that Kathy referenced in the first segment of the video are the intangibles of behavior management. **Returning to our definition,** the descriptor words – strategic, relational, grounded in organizational culture and sensitive to youth culture – tell us more than what an effective system is, they give us additional insight into “how” an effective system is implemented.
ACTIVITY

DO: Break class up into four groups and assign one descriptor (strategic, relational, grounded in organizational culture, sensitive to youth culture) to each group and instruct participants to discuss with members of their table group the meaning of the descriptor as it relates to behavior management. For example, what does it mean that behavior management is strategic? Relational? Etc.

Allow participants 5 minutes to discuss in their table groups. At the end of the 5 minutes, ask representatives from each table to summarize their discussion.

Possible responses include:
Strategic: having a plan, an end-point in mind with goals and objectives; recognize baby steps, effort counts; having multiple ways to manage behavior
Relational: relationships with staff matter; relationships help to diffuse difficult situations; residents come to staff they have relationships with in times of crisis, rely on staff they have relationships with to be their voice of reason
Grounded in Organizational Culture: behavior management responses that are aligned to the organization’s vision, mission and values; opportunities provided in the facility that allow for youth to grow and develop
Sensitive to Youth Culture: pro-social skills curricula that use current youth culture as examples (including, hairstyles, tattoos, piercing, etc.), relevant learning examples, restorative justice activities.

SAY: Effective behavior management requires knowledge of what to do as well as the ability to put the knowledge into action in an effective manner – it’s the “what” and the “how” – the theory into practice.

SAY: Before we go any further, let’s take a moment to review the learning objectives for this training:

DO: (Refer participants to page 3 in the Participant Guide)
Display Slide Course Objectives
INSTRUCTIONAL INPUT – Understanding Behavior

The A-B-C Model

SAY: So what is the theory? Behavior Management begins with understanding human behavior, a topic that is so expansive that some people have devoted their lives to it. While we will never fully understand human behavior, we can understand the causes of behavior and what we might do to effect changes in behavior. The A-B-C Approach to Behavior, based on the work of psychologist Albert Ellis, can help us to understand behavior and is at the core of many effective behavior management strategies.

DO:  (Refer participants to page 3 in the Participant Guide)
Display Slide A-B-C Approach to Behavior

Leave slide up while addressing content of the slide with the following:

SAY: In a visual, the A-B-C model looks like this.

ANTECEDENTS are what occurs before the behavior to which we are responding and that may have triggered that behavior. Antecedents include such things as what other people did or said, the emotional state of the young person, for example is he anxious or tired or depressed, the physical environment surrounding the youth at the time of the behavior—is it hot, noisy smelly, dark, etc.

A basic premise for this training is that no behavior occurs in a vacuum. And, while a youth’s behavior may be the most visible part of the equation, there are always things that precede and/or follow the behavior. These pre- and post-behavior influences are as critical for us to pay attention and attend to, as behavior itself, if we want to influence behavior. Managing these antecedents, or triggers, is a proactive way to avoid certain behaviors occurring in the first place.
**BEHAVIOR** is the actual action that occurs in response to the antecedent. Behavior is a “public event,” something we can all see. It is the actions of a person that we can see, not our interpretation of those actions. For example, not making eye contact is the behavior. We often interpret this behavior as being disrespectful. Is this always true or true for everyone? Could this be a response grounded in culture, fear, embarrassment, shame, etc.?

*Trainer:* a few additional everyday examples include waking up to the alarm clock; when driving, stopping at red light moving on green light; cuddling a baby when he/she cries.

**CONSEQUENCES**, then, are the outcomes that result after a particular behavior has occurred. All behavior is followed by a consequence. Consequences, positive or negative, always occur. Typically the consequence increases or decreases the probability that the behavior will occur again given the same set of antecedents. If we do not provide or impose consequences when they are needed and allow peers to provide reinforcement for another resident’s inappropriate behavior, we can quickly lose control in our facilities.

*Trainer:* People generally think of consequences as negative. Emphasize that consequences can be positive or negative. An example of a positive consequence is receiving your paycheck each pay period.

**SAY:** While human behavior can be difficult to break down, the A-B-C model helps us look at a young person’s behavior within a context.

**Guided Practice: ACTIVITY**

**SAY:** In the space provide on page 4 in your participant guide or on a piece of scrap paper, and using the A-B-C approach, listen to the following scenario and write down what you believe are the antecedents, the behavior and the consequence in the scenario.

**DO:** Display Slide Leah (keep this slide up while reading the scenario)
Read the following scenario to the participants:

Leah is awaiting word on her release. She is very anxious. She was supposed to have heard something by noon today, and it is already 3:00 p.m. Staff has been unable to make any calls because they are in the windowed office for their shift change meeting. Another resident starts teasing Leah about her release just being a joke and tells her she’s not going anywhere! Leah shouts at the other resident to “Shut up!” and to leave her alone. The other female begins shouting back, and staff comes out of the office to intervene in the dispute.

DO: Advance slide to show image and scenario (re-read if necessary) and allow a few minutes for the participants to write down their responses.

ASK: What were the antecedents in this scenario? (Get two or three responses from the participants. Possible responses include: not having heard anything about her release, staff’s inability to call and find out what was happening, being teased by another resident, etc.).

ASK: What was the behavior? (Get two or three responses from different participants. Possible responses include: telling the other resident to shut up, raising her voice, losing her temper, etc.)

ASK: What was the behavior to which you as a youth care worker in a confinement setting should respond? (Responses should be: the teasing of Leah by the one resident and Leah’s shouting “Shut up!”)

ASK: And what were the consequences? (Get two or three responses from different participants. Possible responses include: the other resident shouting back, staff coming out of the office, any actions staff may take in response to the situation, etc.)

SAY: The A-B-C Model provides us with a way of looking at the interaction between behavior, its triggers, and responses to the behavior. Would or should the staff have responded any differently had they been more aware of the context or the antecedents?
Throughout this training you will be encouraged to look at the concept of influencing and managing behavior. It all starts with the A-B-C’s, and regardless of how sudden a behavior may appear, the reality is that behavior doesn’t just happen.

**DO:** Display Slide A-B-C Approach to Behavior

![The A-B-C Approach to Behavior](image)

Looking again at the visual of the A-B-C Model, behavior is in the middle! There are things that come before, referred to as antecedents, and things that come after, referred to as consequences. Using the A-B-C Model is an effective way to understand why a behavior happens and can assist us in effectively intervening and managing behavior.

**SUMMARY**

As staff we can collect A-B-C data to conduct a functional assessment of a youth’s behavior. Additionally we can look to eliminate antecedents that lead to problem behavior and use positive consequences after appropriate/positive behavior to increase the probability that behavior will be repeated. All of this requires that we be in relationship with the youth we serve. Staff that experience greater success in this area are those staff that understand the importance of developing positive staff/youth relationships.
ANTICIPATORY SET –

Antecedents
The Relational Aspect of Behavior Management

SAY: Let’s take a few moments to hear again from Kathy Starkovich, as she talks about another youth and some staff with whom she has worked.

SHOW: Kathy Starkovich Video Segment Two - 6:55-15:15 (Zach & What We Bring Matters)

ASK: What were some of the things you heard Kathy talking about in this segment of her video presentation? (Possible responses include: Our attitudes can affect what kids do. We need to be proactive. We need to focus on what youth “do” versus what they “are.” Staff presence has an impact. Connection with youth and genuine care for them matters in behavior management, i.e. “What we do as staff matters.” Who am I? Who do I want to be?) Acknowledge responses given.

INSTRUCTIONAL INPUT

A. The Human Environment

DO: Display Slide Human Environment
**SAY:** In the video, Kathy focuses on the relationships we have with the youth in our care, which we identified earlier as a key component in our definition of behavior management and as a critical antecedent in the A-B-C model in most situations.

**Relationships matter in behavior management.** Youth and their behaviors are directly impacted by the relationships they have with caring adults. Youth development experts have long recognized that relationships are essential to working effectively with youth.¹

**SAY:** Relationships also play a significant role in shaping our organizational culture, another key component in our definition of behavior management and a critical antecedent in the A-B-C model. An organization’s culture is made up of two key components; the human environment and the physical environment.

**SAY:** Most of the environment in a confinement setting is of a human nature. This means that the environment and atmosphere of the confinement facility is mainly created by the quality of interactions between youth and staff, and staff and staff. As staff, we have the power to control the quality of these interactions.

There is a great quote by educator Haim G. Ginott. We’ve taken the liberty to replace in the quote the educational references with juvenile justice references, because the message is just as important to the work we do in our facilities, as it is to the work teachers do in a classroom.

**DO:** Display the Slide Ginott quotation and it is on page 4 in the participant guide.

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1. **I CONTROL THE WEATHER…**

   “I’ve come to a frightening conclusion that I am the decisive element in the facility. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a "direct care staff", I possess a tremendous power to make a youth’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated a youth, humanized or dehumanized.”

   Haim G. Ginott

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¹ **Relationships Matter: Strengthening Vulnerable Youth**, A product of the National Healthy Marriage Resource Center, Fairfax, VA.
DISCUSSION

SAY: You really can be a huge influence on the behavior choices of the residents in your units.

ASK: I’d like for all of you to take a moment and think of someone you have worked with whose relationship with the youth has clearly had an effect, positive or negative, on his or her interactions with youth. This could be someone who is able to de-escalate almost any situation, or someone that makes you groan when you know you have to work with them because you know they will set the kids off. *(Allow a minute or two for participants to think about this.)*

DO: Have participants pair up and share about the person they thought of and why that person came to mind. *(Allow 2-3 minutes for this.)*

DO: Without using names, invite anyone who wishes to share about the person they thought of and why that person came to mind. *(One or more individuals will likely share. If not you may provide an example from your own experience.)*

DO: Display Slide "Why are relationships important . . . ?"

ACTIVITY

DO: Have the table groups discuss this question - *Why do you think relationships are important to a behavior management system?* - for 5 minutes. Have group members identify someone to take notes and someone else to report out to the larger group. *(Conduct a round robin to collect responses from the table groups with each group sharing one item from their list. No one should repeat what another group has already said. Acknowledge everyone’s responses.)*

SAY: Let’s look at some of the responses youth care workers from other facilities provided in response to the question "*Why is having a relationship with the kids important to the work you do?*" *(Have participants turn to pages 5-7 in the Participant*
Take a minute at your tables to look at the responses on these handouts and identify any that resonate with you personally.

**DO:** Invite participants to share any responses they identified with or to ask any questions they may have about these responses.

**SAY:** Another component of the human environment is the youth culture. Youth culture is the norms, values, and practices that youth share. Youth culture differs from the culture of older generations (the culture of many of the staff). The way youth dress; the vocabulary they use; the music they listen to; their interest and investments in social media and technology all serve to give youth their own culture.

The interaction of the staff relationships and the youth culture make up the human environment.

**SAY:** Building supportive relationships with youth works as an antecedent to minimize inappropriate behavior and as an antecedent and consequence to reinforce appropriate behavior and positive outcomes for youth. Theodore Roosevelt said, “People don’t care how much you know, until they know how much care.” This is certainly true for young people.

**B. Programming**

**DO:** Display Slide “Good Behavior is not required . . . “

**SAY:** Quality, relevant programming also serves as a powerful behavior antecedent and is an area over which we have absolute human control. A poorly designed building could cause problems, but a poorly designed and implemented program is a behavior management disaster. Programs of excellence are deliberately constructed with careful attention to values, learning theory, desired behaviors (rules) and individual behaviors to be modified. **Good behavior is not required – it is taught and expected.**

Every confinement facility program needs to have clear expectations for behaviors that are reflective of the facilities’ values and incorporated into the behavior management
system. This system includes a set of program participation rules or expectations, activity components, and staff procedures to hold youth accountable through the behavior management system.

Establishing rules and expectations and holding youth accountable to following the rules is a typical job expectation for youth care workers and one that often falls into the “easier said than done” category. Rules in a confinement setting are clear definitions of expected behaviors and reflect the facility’s values and behavior theories. The purpose of a rule is to explain to staff and residents the required standard of behavior and the consequences for following or not following the rules. Rules explain acceptable and unacceptable behavior and then function as a contract between the residents and the program staff.

The golden principle of rule writing is to “write simple rules.” Rules should follow these 7 principles to be effective.

**DO:**
Display Slide Rule Writing Principles revealing the rules one at a time using the explanation provided.

![Rule Writing Principles](image)

#1: Seek input for the rules.
At a minimum, staff should have input into making the rules. This process will help to clarify the rules for all concerned, and increase consistency in how they are applied. If you involve the individuals that will apply the rules, they are more likely to enforce them. Being involved in the process from the beginning establishes “buy-in” for the staff. When possible, and for the same reasons – consistency and increased buy-in, consider involving the youth when developing rules for certain activities and programs.

#2: State the rules in positive terms whenever possible.
That is, tell youth what you want them to do, not what you don’t want them to do. Telling a youth not to do something such as, “Don’t ask a question in that manner” –
does not explain to them how you want the question asked. If a rule must be written as a “don’t,” limit the rule to a dangerous behavior (Don’t fight).

**DO:** Display Slide Rule Example

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Which of the following rules demonstrates this principle?

A. No phone calls are allowed on Monday.
B. Phone calls cannot be longer than 5 minutes.
C. Each resident is allowed 3 phone calls per week.
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**SAY:** Which of the following rules demonstrates this principle?

A. No phone calls are allowed on Monday.
B. Phone calls cannot be longer than 5 minutes.
C. **Each resident is allowed 3 phone calls per week.**

**ASK:** How could you restate rules A. and B. positively? *(Acknowledge appropriate responses from the group.)*

**DO:** Display Slide Rule Writing Principles (3)

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Rule Writing Principles
- Seek input for the rules
- State the rules in positive terms whenever possible
- State each rule simply and concisely
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#3: State each rule simply and concisely.
A rule should be short, only one or two sentences, and use words that are easily understood by youth.

**DO:** Display Slide – Which is the best written rule?
ASK: Which is the best written rule?

A. Residents must participate in all classes appropriately. This includes paying attention, doing your work, not bothering other students and treating the teachers with respect.

B. Residents must complete their assigned chores by 9:00 a.m.

C. Those residents who are on Level 1 will go to bed at 8:30 pm; residents who are on Level 2 will go to bed at 9:00 pm, except on weekends when bedtimes may be extended by 30 minutes or 60 minutes at the discretion of the staff for those on higher levels.

ASK: What problems can you identify with the rules state in A. and B.? (Possible responses include: A. Who defines “appropriately?” What is respect to one teacher may be different for other teachers, etc. B. Too confusing; staff discretion undermines consistency, etc.)

DO: Display Slide Rule Writing Principles (4) (Rules 1-3 will immediately appear. Click on slide as ready to discuss each additional rule.)

Rule Writing Principles

- Seek input for the rules
- State the rules in positive terms whenever possible
- State each rule simply and concisely
- Keep the number of rules to a minimum
- Put the rules in writing
- Explain the rules
- Maintain consistent application of the rules

#4: Keep the number of rules to a minimum.
A long list of rules will never be remembered or consistently enforced. It may be helpful to create short lists of rules for different activities or locations during the day, such as in the classroom, in the living unit and in the gym.

#5: Put the rules in writing.  *(Click current slide to display this rule.)*

Rules should be in a resident handbook and posted where staff and residents can easily see them. Posters help to remind staff and youth of the rules. Any rule staff consistently uses must be in writing. If it isn’t in writing it doesn’t exist according to the courts.

#6: Explain the rules.  *(Click current slide to display this rule.)*

Rules should be explained to new and returning residents. Use examples of appropriate behavior so youth understand what’s expected of them. Staff should learn the rules and consequences, and how to use them correctly, during their initial training. Research says that something needs to be heard seven times before we can really learn it – repetition and explanation is key to the long-term retention of a rule.

#7: Maintain consistent application of the rules.  *(Click current slide to display this rule.)*

Getting staff to adhere to and enforce each rule with the same level of consistency and interpretation is difficult. Staff members have individual value systems and therefore tend to emphasize rules differently. Program rules should be based on the program’s value system, which should be clearly understood by every employee. This can be done with regular staff discussions of how to apply each rule and choose appropriate consequences, using specific cases and situations.

You may not be the one creating the rules for your facility or program but you need to take responsibility for applying the rules you have.

**ACTIVITY**

**Purpose:** The purpose of this activity is to give participants an opportunity to practice writing rules and expectations.

**DO:** Follow the Procedures as outlined for this activity:
- Divide participants into groups of equal size (3 or 4 to a group).
- Distribute newsprint and marker to each group.
- Assign each group a topic *(telephone usage, physical contact, lineup procedures, dining room procedures, filing a grievance, recreation activity space, compute use, school expectations, etc.)* Make sure you have identified enough topics that there is one for each group or assign one or two of the topics to two of the groups.
• Once each group receives their topic, instruct them to turn to the Guidelines for Writing Effective Expectations on page 8 in their Participant Guide.
• Instruct them to use the Guidelines for Writing Effective Expectations, to develop expectations related to that topic.
• Give each group 10 minutes to discuss the expectations and to write the topic and expectations they have developed on flipchart paper. When complete have each group display its list on the wall.

**Activity Debriefing:** Review each group’s expectations, and ask the participants to evaluate the expectations using the following questions. *(Do not allow this evaluation to focus on what are the specific rules. The exercise is focused on HOW to write rules, not on what are the rules.)*

1. Are the expectations stated in a positive manner?
2. Are they written concisely?
3. Are they easy to understand?
4. Could a youth care worker support this expectation?

**SAY:** In certain situations, the instructions from staff may need to be more direct in order to help a resident regain rational control or in order for staff to maintain control of a situation.

**ASK:** What are some examples of situations where staff may need to be more direct or directive? *(Responses may include: during an emergency or crisis, e.g., fire, tornado, if there is an injured youth etc., when helping an overly emotional youth who cannot calm down, with youth who are new to the program and do not know what is expected of them, etc.)*

**SAY:** If youth do not understand what we expect of them, it will be difficult for them to meet our expectations.

### C. Schedules and Activities

As noted in the Behavior Management chapter of the 2014 Desktop Guide to Quality Practice for Working With Youth in Confinement, author Dr. Michele Deitch stated, “Many experts believe that a key to preventing violence and managing youth behavior in juvenile secure facilities is daily programming and activities that engage youth at all times of the day. Most violence occurs when youth are idle, as many line staff can testify from experience.”

**ACTIVITY

**DO:** Refer participants to page 9 of the Participant Guide. Instruct participants to fill in the daily schedule of the residents in their program for a non-school day (Saturday, holiday scheduled, etc.). For each activity on the schedule, identify the
values/behaviors that are being taught/learned or unlearned (e.g., fair play, communication skills, team building, hygiene, etc.). Check those activities that you feel promote the facility’s value structure. Allow 10 minutes for the activity.

DO: Display Slide Schedules/Activity Component

SAY: The choice of programs and activities you provide the youth in your facilities reflects your agency’s values, vision and mission. Although the nature and scope of daily activities vary from facility to facility, their purpose is relatively consistent:

1. To create the backbone for order and organization that every youth recognizes as “structure”.
2. To combat idle time that can lead to inappropriate behaviors.
3. To encourage positive behavior, including the release of emotional energy through games and recreation, the opportunity to teach appropriate and pro-social behaviors, and the opportunity to build on a youth’s strengths.

DO: Ask participants to spend a few minutes reviewing their activity document. Have them identify what percent of the activities in the daily schedule teach or support prosocial values and/or behaviors. At the conclusion of 3-5 minutes, invite participants to share any discoveries they made regarding the structure of the human environment in their facilities.
D. The Physical Environment

DO: Display Slide Physical Environment

SAY: Organizational culture is also about the physical environment that surrounds us at work all of the time. It is easy to see how the physical environment is a powerful element that shapes our feelings of satisfaction with our work and our work relationships. The same is true for the youth. The physical environment also influences youth behavior.

A properly designed physical environment can be very beneficial. A building that is bright, pleasant and clean can help the staff and residents feel happy, valued, and safe. Modern facility designs include attention to natural light, adequate interior lighting, sound control, adequate room size, heating and ventilation, color schemes, and adequate space for classrooms, recreation, counseling, visiting, and outdoor activities.

Building design also greatly affects safety and security. Multiple levels, obstructed sight lines, lack of visual and sound monitoring systems create obstacles for maintaining a safe and secure facility. A poorly designed building can encourage behavior problems and jeopardize welfare and security, which may require additional staffing and other resources. However, a well-designed building cannot replace adequate staffing levels or excellent programming.

A building’s design can help or hurt a staff’s goal of managing behavior, but it is only an influence. Excellent programming is more important to positive behavior management.

Controlling the physical environment means more than controlling the design of the building. Many of us will never have the opportunity to design a new building, but all of us have the ability to control the daily use of physical space. Cleanliness, use of equipment and the positioning of furniture are usually under the total control of the staff and are significant aspects of the physical environment and antecedents to youth behavior.
ACTIVITY

Purpose: The purpose of this activity is to demonstrate the behavioral response to the physical environment.

DO: Provide each table group with flip chart paper and a marker. Provide each group with 1 image of a confinement facility (in Appendix). Ask participants to imagine themselves being housed in that environment. Instruct groups to record their responses to the questions that appear on the screen on the flip chart paper.

DO: Display Slide Physical Environment Activity

Imagine YOU are being housed in that environment...
1. What are your initial reactions to the facility?
2. How would you describe the facility?
3. What emotions are invoked for you?
4. How well do you feel you will be treated here?
5. How safe do you feel?
6. What are you worried about?

Give groups 10 minutes to complete the activity. Have groups post the picture and their response sheet around the room.

Before the group reports out, have everyone do a gallery walk to view the other images. Encourage participants to add any reactions to the flip chart sheets as they walk by. Have each group report out on their chart/image. Once all have reported, open the floor for additional feedback.
SAY: Let's move on now to the strategic aspects of behavior management. So far we've discussed the definition of behavior management and a model for understanding human behavior (ABC Model). Referring back to the A-B-C model, both antecedents and consequences, whether positive or negative can be used to influence and change behavior. As noted, we have two goals in terms of influencing behavior: 1.) We want to increase the appropriate behaviors that youth practice and 2.) We want to decrease the inappropriate behaviors exhibited by youth.

A. Strategies to Increase Appropriate Behavior

SAY: Let's hear again from Kathy Starkovich.

SHOW: Kathy Starkovich Video Segment Three - 15:15-18:17 Never Take Any Positive Behavior for Granted

Video Segment 3 – Never Take Any Positive Behavior For Granted
**ASK:** What things did you hear Kathy talk about in this segment of the video?  
(Possible responses include: things could always be worse, build on what’s going well, behavior occurs for a reason, we need to figure out what that reason is, 4:1 praise to consequence ratio (pulling the weeds), whack-a-mole, avoid the urge to use the heavy hammer, be optimistic, start with the small things and reward them, etc. Acknowledge response and move to the next slide and that summarize the video content.)

**DO:** Display Slide Reinforcers

**SAY:** What Kathy talks about here are those things that provide the foundation for any effective behavior management system. **Reward the positive behaviors we want to see repeated.** Remember the 4:1 ratio of rewards to consequences. **Understand that all behavior occurs for a reason, and it is important for us to understand those reasons.** Be optimistic and avoid the urge to punish (“use the heavy hammer”) rather than teach or reward what youth do well. A key concept of behavior modification is that **increasing new and desirable behaviors always has the priority and major focus.**

**DO:** Display Slide Definition of Reinforcement

**SAY:** **Rewarding or Reinforcement** refers to the procedure of following a behavior with a consequence or reinforcer that increases the probability that behavior will occur again in the future given the same set of antecedents.
again in the future. It is crucial to understand that reinforcement will serve to increase both positive and negative behavior. **When we focus on negative behavior, we may be unintentionally reinforcing that behavior; therefore, only desirable behaviors should be reinforced.**

Reinforcement may consist of either introducing a positive consequence, a reward, OR terminating a negative consequence whenever a specific target behavior occurs. Terminating a negative consequence, such as a time out, free time restriction, loss of phone privileges, etc. can be just as powerful in influencing behavior change as providing a positive consequence or reward. Both have the desired outcome of increasing the probability that a behavior will repeat in the future.

**DO:** Display Slide Types of Reinforcers

**SAY:** This graphic represents the four types of reinforcers appropriate for use in a confinement setting.

*Trainer: the images represent material reinforcers, activity reinforcers, social reinforcers and token reinforcers*

**SAY:** Reinforcers are important because they are a key component of the earn/non-earn principle of influencing behavior.

**DO:** Have participants turn to the guidelines on page 10 in the participant manual and review the content of the sheet with the participants. Give them a few minutes to review the list and then ask if there are any questions.

**TYPES OF REINFORCERS**

A **material reinforcer** (*game system, clothing, food*) is any tangible item you give a person following the occurrence of a target behavior you want to strengthen. Material
reinforcers may include such things as food, toys, clothes, jewelry, recreation equipment, or even a new car.

**SAY:** Material reinforcers in confinement facilities are often tied to token systems that allow youth to purchase the materials they desire with tokens or coupons they have earned.

A **token reinforcer** (*coupons, tokens*) is especially powerful, because tokens may be exchanged for any of the other three categories of reinforcers; therefore, tokens are to each individual what they want them to be. Tokens then almost always work as a reinforcer and intervention tool, because individual residents can decide what the token means to them (social, material, or activity reinforcement), and this reduces youth care worker effort in identifying the appropriate reinforcers for each person on a day to day basis. When social, material, or activity reinforcers are exchanged for tokens they are usually called backup reinforcers. Tokens are also very powerful because they are like the real world; almost every group of persons living together has developed a token system in the form of exchangeable money as an easy form of reinforcement and commerce. Consequently, tokens in the form of points or program money are easily understood and readily acceptable to youth in confinement facilities (Griffis, 1972).

An **activity reinforcer** (*gym time, yoga, rec*) is designed to allow the person to engage in an activity which the person enjoys doing.

A **social reinforcer** (*thank you, great job*) can be thought of as any human interaction which follows someone else’s behavior and strengthens it. The most common form of social reinforcement is verbal praise. In addition to verbal praise, social reinforcement consists of anything you do or say to make a person feel good, appreciated, accepted, or important. **It is good practice to use some form of social reinforcer with every other reinforcer – material, activity or token.**

Approval, attention, and recognition, in any form are usually reinforcing. Simply listening to someone and indicating that you have heard and understood what was said can also be reinforcing.

Another form of social reinforcement that is quite effective is feedback. An advantage of feedback is that it enables you to comment quite specifically on behaviors you want to accelerate. Feedback doesn’t always have to be verbal. Letter, report cards, charts, and displays are excellent feedback providers.

**SAY:** The number of reinforcers is limited only by the imagination and the facility budget or ability to obtain donations. Security considerations may govern certain items that are distributed to the youth while in the confinement facility.

**SAY:** There are also rules that govern the use of positive reinforcement. These rules include:
DO: *(Refer participants to page 11 in the Participant Guide)*  
Display Slide Rules for Using Positive Reinforcement

**Six Guidelines for Using Positive Reinforcement**

1. Reinforcement should always be given after the target behavior you want to strengthen is performed or after the rule is followed. This means that reinforcement is never given for promises, only actions; it also means when the rule is followed the person should be rewarded.

2. Do not reinforce undesirable behaviors. Do not give attention or criticism to nuisance behaviors.

3. Reinforce immediately. Social reinforcement can always be provided. Again, it is much easier to give token reinforcement quickly than it is to provide actual material and activity reinforcers.

4. When using activity, material or token reinforcers, always add social reinforcement (praise).

5. Always choose the least disrupting type of reinforcer available to give. The utility of token reinforcement is again apparent.

6. Make the system fair and “make everyone aware.” Reinforcement should be available to everyone on an equal basis and each staff member and resident needs to know the rules and available reinforcers. This is accomplished by following the rule making system described earlier.

**SAY:** One important reminder. Positive reinforcers work only if they are reinforcing to the person receiving them. It doesn't matter if we think something should be reinforcing to youth. We are not the target of the reinforcement. **Our main focus is on extinction or the elimination of negative behavior and on providing positive reinforcement.** Conversations with the youth we serve are a good way to learn what youth in our care find reinforcing.
Activity
Purpose: The purpose of this activity is for participants to expand their list of reinforcement options.

DO: Prior to the activity, hang flip chart paper around the training room in three different stations. Label each station: activity, social, material/token for the different types of reinforcers. Also write the focus question on each flip chart sheet.

Activity: What activities do you offer at your facility as a reinforcer for appropriate behavior?

Divide the class into three teams. Provide each team with a marker. Assign each team to one of the three stations – Activity, Social or Material/Token. Instruct the teams to brainstorm a list of responses to the question at the top of the flip chart page at their assigned station. They will have three minutes.

After three minutes, signal to the teams that time is up. Ask the teams to move in a clock-wise direction to the next station. Instruct the teams to read the question and the responses that were provided by the previous team. They will have an additional two minutes to add their unique responses to the list.

Note to trainer: The teams can agree with the previous responses by just putting a check mark next to the answer that is already written.

After the time is up, ask the teams to move to the next station and repeat the same steps.

Instruct the group to look at all of the responses on all of the lists.

ASK: Did you see any ideas that you thought were really unique, interesting, something you have to try at your facility? (encourage some participants to share their ideas)

SAY: Reinforcement can take the form of verbal praise, awarding points in a token economy, earning levels in a level system, or coupons that you spend at a commissary. Regardless of the type of program you implement at your facility, always remember that you must reward the behaviors that you want to see repeated and in a 4:1 ratio.

B. Strategies for Decreasing Inappropriate Behavior

SAY: Effective behavior management systems also address and correct misbehavior when it occurs. There are three principles that should inform and direct our use of any strategy aimed to decrease inappropriate behavior.

DO: (Refer participants to page 12 in the Participant Guide)
Display Slide Principles of Discipline

Principles of Discipline

- Disinvolvement
- Encouragement
- Logical and Natural Consequences

**SAY:** **Disinvolvement** is about our behavior—how we correct the misbehavior. Disinvolvement is about the need for us to remain emotionally neutral and non-judgmental when confronted with youth misbehavior. Focusing on what the young person did, the actual behavior that occurred, rather than our reaction to that behavior, puts us in a better position to correct and teach new, more appropriate behavior. The lack of an emotional response from us can also be helpful in our efforts to obtain more information from youth about why the misbehavior took place.

When we effectively manage our own behavior, we can also minimize power struggles with youth. (Don’t pick up the rope) If we resort to power to enforce a directive, we lose the respect of youth, reduce our effectiveness as an agent of behavior change, and ultimately compromise the integrity of our program.

**SAY:** **Encouragement** is the cornerstone of a good behavior management system. It creates the foundation for building relationship with residents, affirms the worth and potential for change that we all possess, and says to youth they are valued and accepted just as they are now. Encouragement is about reinforcing both EFFORT and ACCOMPLISHMENT. It is about recognizing the baby steps. It takes effort to change any behavior, e.g., losing weight, quitting smoking, etc. Acknowledging efforts provides encouragement. Again, encouragement is about HOW we positively reinforce desired behavior.

**SAY:** **Logical and Natural Consequences** – As we discussed earlier, **all behavior is followed by a consequence**. Consequences will occur whether we provide them or not, especially reinforcements from other residents for inappropriate behaviors. Staff delivers consequences for the purpose of shaping and changing youth behavior.

Natural consequences occur naturally, hence the name. They are not controlled or manipulated by anyone, they simply happen. When you put your finger in an electric socket, you get a shock. That is an example of negative natural consequences. When you eat right and exercise more, you lose weight. That is an example of a positive natural consequence.
Staff designs logical consequences, and whenever possible consequences that are logically connected to the misbehavior. It is logical because it "fits" or is related to the misbehavior. For example, if a youth abuses his or her phone privileges (refused to end the call when directed to do so, discusses inappropriate topics, etc., they lose some of their phone privileges). This is an example of negative logical consequence. Setting up a reward system for meeting an expectation and giving the reward when the expectation is met is an example of a positive logical consequence.

SAY: WHAT we do in response to undesirable behavior is also important. Even with all of our efforts at coaching, modeling, teaching, and reinforcing the positive behaviors we want and expect, inappropriate behavior will occur. There are programmatic strategies that can be utilized to decrease inappropriate behavior. These are five common techniques used in confinement facilities to discourage inappropriate behaviors. This is a not a comprehensive list, as there are other interventions available.

DO: (Refer participants to page 13 in the Participant Guide) Display Slide Strategies to Decreasing Inappropriate Behaviors

1. Ignoring
As staff, you always want to choose the least intrusive intervention necessary to change or influence the behavior. Therefore, if you can ignore an inappropriate behavior and the behavior ceases, that is your first choice of intervention. Keep in mind that there are times when attention paid to minor inappropriate behaviors is actually viewed by the youth as reinforcing, thus increasing the probability that the behavior will occur again in the future.

2. Time Out
The term “time out” means “time out from positive reinforcement.” When using time out, one can either remove the individual from the positive reinforcement situation or remove the reinforcing situation from the individual. For example, if a youth on the unit is angry and upset, taking the other youth to the gym or a classroom or taking the youth who is upset to the classroom while staff works to calm the youth down. Keep in mind: if the
youth is being removed from a situation he or she does not want to be a part of anyway, this method would not be effective.

3. **Token Economy System – Response Cost**
Many confinement facilities have now incorporated token economy systems to use as their behavior management structure, often in the form of point sheets and/or level systems. This has proven to be effective for some youth, particularly when the token reinforcers can be exchanged for other reinforcers that matter to the particular resident.

4. **Behavior Plan**
The use of individualized behavior plans has proven to be very effective in confinement facilities. Behavior Plans are a creative method for youth to work on controlling their behavior through insights to their own responses/triggers and the development of control strategies.

5. **Failure to Earn (Loss of Privileges)**
Many residents look forward to activities that they enjoy and often take them for granted.

If a young person’s behavior is poor and he or she has not responded to other consequences, they may then fail to earn some of the privileges that are available to them in the program. Some common ones are:

- loss of gym/recreation
- discipline trays (eat in their room)
- loss of token store
- loss of room items
- loss of TV/movie privileges

**Room Confinement**
**SAY:** There is one more possible response a youth care worker has that requires discussion in the context of behavior management, and that is room confinement or the use of isolation. Room confinement is any time we separate a youth from the other residents during non-sleeping hours by placing them alone in a locked room. This is **not** the same as a “time out,” which we have already discussed.

**Room confinement should only be used as a last resort as a safety procedure invoked to protect the residents and staff in the facility.**

Room confinement and isolation of youth in confinement facilities is psychologically, developmentally, and physically damaging and can result in long-term problems and even suicide and should only be used following strict adherence to documented guidelines related to safety, medical and mental health.
The use of room confinement should be for as short a time as possible. Once the young person no longer poses a threat, the room confinement should be ended, and the youth should be returned to programming with whatever consequences are appropriate and needed to address the youth’s inappropriate behavior choices prior to the room confinement.

**SUMMARY**

**SAY:** Remember - reinforcement is any consequence that follows a behavior that increases or accelerates the frequency of that behavior. The number of reinforcers is infinite, and reinforcers fall into the four categories of material, activity, social, and token. A confinement program must ensure that any re-inforcer offered can actually be given and that the re-inforcer is easily accessible to the staff person who will be responsible for issuing it. Extinction strategies or strategies to discourage inappropriate behavior are also an important part of any behavior management system. However, when implemented in the manner designed, the need to use extinction strategies should diminish as the use of reinforcers and rewards start to increase the repetition of appropriate behaviors.

**SAY:** Let’s hear again from Kathy Starkovich, as she closes out her discussion of relationships in behavior management.

**SHOW:** Kathy Starkovich Video Segment 4 - 18:18- 21:55 Self-Awareness and Integrity

**ASK:** What things did you hear Kathy talk about this time? *(Possible responses include: staff is human; we have to have control over ourselves, goal of kids behavior might be to get a reaction from us—don’t pick up the rope, don’t lose face by letting kids know how to push our buttons, integrity—if you don’t model what you teach, you’re teaching something else, it’s okay to admit when we make mistakes, staff can give youth a re-inforcer in the middle of addressing negative behavior, etc.)*
Trainer Note: If no one mentions the fact that Pierre awarded a coupon to the youth (for not arguing with staff about the consequence) in the process of addressing a prior negative behavior, the trainer should point this out. Within the context of addressing a behavior problem, youth can also display positive behavioral choices that should be recognized. We should seek to identify both and recognize both EFFORT and accomplishment, which builds through a series of baby steps (effort).

SAY: It is important for us to remember that youth are always watching us, and because of that, what we do in response to every situation is matters.

C. Teaching New Behaviors – Modeling, Coaching and Evidence-Based Practice

DO: (Refer participants to page 14 in the Participant Guide)
Display Slide Teaching New Behaviors

INSTRUCTIONAL INPUT

Modeling
SAY: Before we can teach youth new behaviors, we need to develop positive relationships with them. Young people listen to everything we say; they watch everything we do. They look closely to see if we will not only “talk the talk” but “walk the walk.” Modeling is all about walking the walk.

Most behaviors are learned by observation and modeling. At some time you have probably heard the phrase, “Children learn what they live,” which is based on the behavior modeling that takes place in their homes.

ASK: How many times have you heard yourself say something that sounds just like your parents? Is anyone willing to share an example of when you might have done this and what you might have said? (Take responses from the group.)

SAY: Behavior modeling is powerful, and it can just as easily be negative as it can be
positive. We cannot, through our actions say to youth, “Do as I say, not as I do.”

**SAY:** In our last video segment, Kathy was referring to modeling when she talked about our need for self-awareness and having control over one’s self when a youth is attempting to push our buttons. Our responses in those situations are especially important, and they are powerful teaching tools. When we “pick up the rope” we are reinforcing the youth’s negative behavior choice. When we respond in a calm, professional manner with self-awareness and self-control, we teach making a positive behavior choice.

**SAY:** Kathy talked about Pierre. Pierre made a mistake in issuing a consequence to a youth in confinement. Pierre had a choice—he could walk away and go back to doing his job, and likely no one would have questioned his decision-making—or he could accept responsibility and acknowledge, both to his supervisor and the youth that he had made a mistake. By acknowledging the fact that given the circumstances he had issued an inappropriate consequence, Pierre was taking responsibility for his actions and modeling integrity.

Remember, “If you don’t model what you teach, you’re teaching something else.” *(From the video.)*

**Coaching**

**Activity**

**SAY:** Turn to page 15 in your Participant Guide, COACHING - WHAT IS IT? and follow the directions there. Take five minutes to work on this on your own. When you have finished, share with a partner your list of characteristics of a great coach and how you see yourself coaching youth in your role as a youth care worker.

**DO:** Invite participants to share with the group how they see themselves as youth care workers coaching youth in confinement.

**SAY:** A UCLA Sports Laboratory survey of youth involved in sports found that the number one reason youth said they continue to participate in sports is “positive coach support.” Youth in confinement, just like youth involved in sports, need “positive coach support” particularly when we ask them to try on new behaviors, take risks and stay engaged despite failures.

Coaching is about teaching and re-teaching. Repetition helps us retain information. Regular review of behavioral expectations in our facilities is a good example.

**ASK:** Is it enough for us to have youth simply read a resident manual upon admission, or will we need to review that information and our behavioral expectations of youth on a periodic basis?

Coaching is about helping young people expect more of themselves; to see other
possible futures than the one they are experiencing now. As leadership expert John C. Maxwell says in his book *Failing Forward* (2000), "Sooner or later we get just what we expect." Through coaching we teach youth to expect more from and for themselves.

**Coaching involves treating youth with respect**, avoiding put-downs, sarcasm and ridicule. It means having realistic and reasonable expectations of youth and reminding them that rarely do we succeed all the time when we try something new. For many youth in confinement, the behavioral expectations we have for them will be new and different. For some, it may be the first time anyone has had positive expectations of them.

**Evidence-Based Practice**

**SAY:** In recent years a great deal of emphasis has placed on the use of evidence-based practice in the development and implementation of interventions and programs for justice-involved youth. This is due to a growing body of research on what works in reducing delinquent behaviors.

The evidence-based movement is relatively new having begun in the 1990s primarily in the field of medicine. Evidence-based practices have been subjected to research that is grounded in scientific methods, such as the use of control or comparison groups, conducted on multiple program across a number of sites, and evaluated for an extended period of time.

Evidence-based curricula, such as Thinking for a Change, Aggression Replacement Training or ART, Moral Reconation Training (MRT), and others, may be used effectively in longer-term confinement facilities. However, these curricula often require the teaching of successive sessions over an extended period of time. This makes the use of such evidence-based curricula challenging in a short-term juvenile detention program.

The Office of Juvenile Justice and Delinquency Prevention has on its website a Model Programs Guide that provides information about evidence-based juvenile justice and youth prevention, intervention, and reentry programs. The Models Program Guide provides information for practitioners about what works, what is promising, and what does not work in juvenile justice. The OJJDP Model Programs Guide is available by going to [http://www.ojjdp.gov/mpg/](http://www.ojjdp.gov/mpg/).

**Summary Teaching New Behaviors – Modeling, Coaching and Evidence-Based Practice**

Coaching, modeling and teaching provide opportunities to help youth develop important life skills such as how to communicate effectively, appropriate anger management, goal setting, problem-solving, etc.
Teaching, coaching and modeling new and pro-social skills can have a positive impact on a youth’s behavior and progress in the facility and serve as a way to assist youth in preparing for a successful return to home, school and the community.

**ACTIVITY: Resident Role-plays**

**Purpose:** The purpose of this activity is for participants to have the opportunity to evaluate situations and identify appropriate staff response. Here you will have an opportunity to put the A-B-C Approach to Behavior into action. Refer participants to page 3 in the Participant Guide to review the A-B-C Approach to Behavior.

**Procedure:** Form groups of three with each person having a role: staff, youth and role play observer. At the conclusion of each role-play, the observer will provide feedback on the staff response followed by additional feedback from the role players. The discussion should focus on the staff response. Be specific. For example: it is not enough to say that the staff would be supportive. Discuss in detail what the staff person said and did during the role play. Refer participants to pages 16-18 of Participant Guide for the role play discussion questions.

**Trainer Note:** Complete as many of the scenarios as you have time for or until you think the participants have demonstrated the desired learning.

**Sample role-play scenarios:**

- Historically, the youth’s mother is unreliable and does not show up for visits. Today is visitation day. The youth is anxiously waiting for a visit from her mother. She is watching other peers receive visits and continually ask staff if her mother is here.

- Resident is in the classroom. The work the teacher has given him is way beyond his capabilities. The teacher has said that in order to earn all of his school points he must complete the entire assignment with 80% accuracy. There are 10 other students in the classroom – all who need the teachers help. The resident’s weekend pass is dependent upon him having a successful week and moving up a level.

- Residents are watching T.V. in the day room. Through the glass the resident can see a new intake. The resident recognizes the new intake as a member of a rival gang. The resident and this new intake have had several face-offs, exchanged threats, and even got into a fight at the football game. The resident becomes very agitated – not knowing whether to establish his territory or just worry about continuing to do what needs to be done to get out.

At the end of the discussion time, ask for groups to share their responses.
SUMMARY AND CLOSE

Today we have clarified that the inappropriate, maladjusted behavior of youth is a product of past learning and experiences that have worked for the youth in the past; therefore, they will not automatically change their behavior when they enter the confinement setting. Instead, they will continue to use their old habits until the value of new behavior choices is established.

As we have discussed, behavior is a product of a person’s current personality, which is grounded in learned behavior, interacting with the present confinement environment. The environment is composed of the physical facility and program structures and personal interactions. All elements of the confinement environment need a great amount of forethought and planning to achieve a positive atmosphere and positive behavior on the part of both staff and youth.

It is impossible to interact with a young person’s personality and not cause change. Consequently, the result of all interactions in confinement is both behavior change and personality development. Positive behavior change and personal growth must be a major focus of all programmatic and personal strategies in a confinement setting. In those facilities that are more long-term, treatment and other interventions can also impact behavior change and personality development.

Let’s hear one more time from our subject matter expert, Kathy Starkovich.

SHOW: Kathy Starkovich Video Segment 5 - 21:55-End  Values – We Believe

SAY: Kathy leaves us with three very important things to consider as we leave this training today. They are:

• Who are you? Who do you want to be?
  o Have you thought about this, particularly in the context of the work you do with youth?
• Our values matter.
  o Do you believe youth are capable of change?
Do you walk the walk?

- How do you contribute to the community in your facility?
  - “Act as if what you do matters, because it does!”

SAY: Thank you for participating in today’s session. We are interested in your feedback and encourage you to complete the evaluation form before you leave.

**Trainer:** add any other closing remarks, housekeep etc. as needed.
Rules/Expectations Prompt (cut paper into strip and provide one prompt per table group)

Telephone usage

Physical contact

Line up procedures

Dining room procedures

Filing a grievance

Recreation activity space

School Expectation
APPENDIX B

Resident Role-play scenarios:

- Historically, the youth’s mother is unreliable and does not show up for visits. Today is visitation day. The youth is anxiously waiting for a visit from her mother. She is watching other peers receive visits and continually ask staff if her mother is here.

- Resident is in the classroom. The work the teacher has given him is way beyond his capabilities. The teacher has said that in order to earn all of his school points he must complete the entire assignment with 80% accuracy. There are 10 other students in the classroom – all who need the teachers help. The resident’s weekend pass is dependent upon him having a successful week and moving up a level.

- Residents are watching T.V. in the day room. Through the glass the resident can see a new intake. The resident recognizes the new intake as a member of a rival gang. The resident and this new intake have had several face-offs, exchanged threats, and even got into a fight at the football game. The resident becomes very agitated – not knowing whether to establish his territory or just worry about continuing to do what needs to be done to get out.
APPENDIX C

Photographs for the Physical Environment Activity (10 images)

Print images of juvenile facilities ("good" environments and "bad" environments).
- Size 8x11 or larger in
- Color
- Landscape page orientation
- Print one image per page
- RECOMMEND: laminate each photo for ongoing use with the curriculum

Trainer: use a balance of “good” and “bad” environment images for this activity.