



**NJDA Center for Research &  
Professional Development**  
Lesson Plan

**COURSE TITLE** Detention Careworker Curriculum – 3<sup>rd</sup> Edition

**MODULE TITLE** Behavior Management

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<b>TIME REQUIREMENT</b>	<b>5 hours, 15 minutes</b>	<b>NUMBER OF PARTICIPANTS</b>	<b>Approximately 30</b>
<b>SPACE REQUIREMENTS</b>	<b>Large classroom with round tables</b>	<b>TARGET POPULATION</b>	<b>Detention careworkers, supervisors, administrators</b>

**PERFORMANCE OBJECTIVES**

After completing this workshop, participants will:

1. Using information presented in class, evaluate behavior management systems based on purpose and principles.
2. Based on Lewin’s Behavior Formula and discussions in class, identify the importance of personality and the physical and human environment in understanding behaviors.
3. Based on criteria provided in class, evaluate a daily schedule of activities for values/behaviors – learned or unlearned.
4. Using the guidelines for effective rule writing, write a sample rule(s) for an assigned topic.
5. Based on information presented in class, list programmatic strategies for increasing appropriate behaviors and decreasing inappropriate behaviors.
6. Given a case study, use positive or negative reinforcement, discipline, or punishment to formulate the appropriate behavior management response.
7. Based on a role-play situation of a potential explosive behavior, create the appropriate staff response to diffuse the situation.

**BARJ CONCEPTS**

Behavior management should emphasize the importance of relationships and responsibility for behavior. These are components of competency development. Practical issues such as activities and opportunities for juveniles to be constructive, restorative and to repair harm can be discussed.

**REENTRY CONCERNS**

With the right incentives and punishments, juveniles can be made to follow basic rules in detention. But an effective behavior management system tries to avoid institutionalizing youth. Detention facility rules should be transferable to the wider community – school, work, home, and neighborhood. Thought and effort should be put into developing self-regulated positive behavior and into focusing on larger concepts of cooperation, respect, kindness, hard work, honesty, etc... which are transferable to family and community.



## INSTRUCTIONAL METHODS/TECHNIQUES

Lecture, small group discussions, large group discussions, role plays, small group activities, examples

## EVALUATION PROCEDURE

Instructor observations, participant feedback, and small group case study

## PRE-TRAINING PREPARATIONS

1. Set up tables for Anticipatory Set Activity on page 6 of Lesson Plan
2. Write topic cards for Guided Practice activity, page 14 of Lesson Plan
3. Candy Bars for Guided Practice activity, page 17 of Lesson Plan
4. Print Chinese Characters on newsprint for Anticipatory Set Activity on page 25 of Lesson Plan

## EQUIPMENT AND SUPPLIES NEEDED

  2   FLIPCHART & STAND

  X   VIDEO PLAYER (OPTIONAL – SEE PAGE 6)

  2   FLIPCHART PADS

       VIDEO TAPE RECORDER WITH CAMERA

  X   SCISSORS (4)

  X   OVERHEAD PROJECTOR OR LCD PROJECTOR

  X   FELT-TIP MARKERS

  X   OTHER (SPECIFY)

  X   MASKING TAPE

Power Point file or overhead transparencies, candy,

manilla folders & labels, bright color paper (4 sheets)

balloons, markers (all colors), pipe cleaners

## PARTICIPANT MATERIALS

TITLE	AMOUNT NEEDED	WHEN DISTRIBUTED
Handouts H-1 through H-26	1/participant	Prior to training

BEHAVIOR MANAGEMENT	TRAINER NOTES
<p>I. INTRODUCTION</p> <p><b>ANTICIPATORY SET</b> (15 minutes)</p> <p><b>Activity: Behavior Management Case Study</b></p> <p><b>Purpose:</b> The purpose of this activity is to provide participants the opportunity to analyze a situation that could have been prevented with proper behavior management. This leads into discussion of the purpose of a behavior management program in a juvenile confinement facility.</p> <p><b>Procedure:</b> Refer participants to page H-1 of participant handouts. Present the case study on H-1 that outlines a situation in which a juvenile's behavior escalated and ultimately resulted in harm to an individual, property, and an escape from the facility.</p> <p>After participants have individually read the case study, instruct them to discuss with the participants at their table the behavior management issues and whether or not those issues were handled in an appropriate manner. Instruct the participants to also discuss ways the situation could have been avoided. Allow the participants 5 minutes for discussion.</p> <p><b>Debriefing:</b> Ask the groups:</p> <ol style="list-style-type: none"> <li>1. What are the behavior management strategies demonstrated in this case study? Suggested responses include: <i>level system, removal from class, lecture, loss of points, isolation, physical restraint, radio for assistance</i></li> <li>2. What worked in terms of behavior management strategies? Suggested responses include: <i>answers will vary, but most often will reflect that not much worked in this case study</i></li> <li>3. What didn't work in terms of behavior management strategies? Suggested responses include: <i>level system – still on lowest level after two weeks, lecture, taking points away, physical restraint, matching his volume level</i></li> <li>4. How would you have handled the situation differently? Suggested responses include: <i>answers will vary</i></li> </ol> <p><b>INSTRUCTIONAL INPUT</b> (20 minutes)</p> <p>Instruct participants: This case study engages us in thought about behavior management systems. What is the purpose? How do they work? Why don't they work?</p>	<p>🕒 35 minutes</p> <p>Display T-2, Case Study 1 and refer participants to page H-1 of the participant handouts.</p>



<b>BEHAVIOR MANAGEMENT</b>	<b>TRAINER NOTES</b>
<p>points are earned (awarded) for inappropriate behaviors. Each day, the youth starts with zero points with the goal to earn the maximum points available based on behaving. It forces a primary emphasis on positive behavior. An earn/non-earn approach is also compatible with a strengths-based strategy. The reasoning is that an earn/non-earn system indicates to youth that the best way to succeed in the institution is through positive behaviors.</p> <p>The goal of this training is to provide you with the tools needed to implement a successful behavior management system that is based in a simple and uncomplicated approach and adheres to these guiding principles.</p> <p><b>Performance Objectives:</b></p> <p>After completing this workshop, participants will:</p> <ol style="list-style-type: none"> <li>1. Using information presented in class, evaluate behavior management systems based on purpose and principles.</li> <li>2. Based on Lewin’s Behavior Formula and discussions in class, identify the importance of personality and the physical and human environment in understanding behaviors.</li> <li>3. Based on criteria provided in class, evaluate a daily schedule of activities for values/behaviors – learned or unlearned.</li> <li>4. Using the guidelines for effective rule writing, write a sample rule(s) for an assigned topic.</li> <li>5. Based on information presented in class, list programmatic strategies for increasing appropriate behaviors and decreasing inappropriate behaviors.</li> <li>6. Given a case study, use positive or negative reinforcement, discipline, or punishment to formulate the appropriate behavior management response.</li> <li>7. Based on a role-play situation of a potential explosive behavior, create the appropriate staff response to diffuse the situation.</li> </ol> <p><b>GUIDED PRACTICE</b></p> <p>No Guided Practice activity required for this information.</p> <p><b>INDEPENDENT PRACTICE</b></p> <p>No Independent Practice activity required for this information.</p>	<p>Display T-5 and T-6, Performance Objectives and refer participants to page H-2 of the participant handouts.</p>

BEHAVIOR MANAGEMENT	TRAINER NOTES
<p data-bbox="110 191 578 226"><b>II. UNDERSTANDING BEHAVIOR</b></p> <p data-bbox="110 268 586 304"><b>ANTICIPATORY SET</b> (10 minutes)</p> <p data-bbox="110 346 570 382"><b>Activity: Training Room Display</b></p> <p data-bbox="110 424 1052 527"><b>Purpose:</b> The purpose of this activity is to demonstrate that behavioral response is a function of a participant’s personality as it interacts with the training environment.</p> <p data-bbox="110 569 1105 709"><b>Procedure:</b> Display two training tables for the participants. On one table set “fun” training supplies, i.e. bright colored paper or folders, color markers, balloons, pipe cleaners, etc. On the other table place traditional training supplies, i.e. manila folders, black markers, labels, etc.</p> <p data-bbox="110 751 1094 892">Instruct the participants: You are coming to an all-day training. When you walk into the room you notice that some of the tables are set like this table and some of the tables are set like this table. Which table would you choose to sit by?</p> <p data-bbox="110 934 1110 970">Ask the participants to make a choice by standing next to their preferred table.</p> <p data-bbox="110 1012 1094 1152"><b>Debriefing:</b> As the participants are standing by their table of choice, ask for volunteers to share with the group why they made the choice they did. Respond to each volunteer by acknowledging whether their response was an “environmental” response or a “personality” response.</p> <p data-bbox="110 1194 1065 1440">Instruct participants: We have just demonstrated a fundamental concept in behavior that both personality and environment affect behavior. Before staff members can interact favorably with a child in the detention setting they must equip themselves with a basic knowledge and understanding of human behavior, such as this concept and establish or clarify their personal philosophy (or understanding) of behavior management.</p> <p data-bbox="110 1482 1117 1661"><b>Alternate activity:</b> The movie, “Sleepers” portrays a negative physical and human environment in a detention setting and shows how environment plays a critical role in the management of behavior in a detention setting. The trainer can show a clip from this movie or ask for personal stories to demonstrate this point as well.</p> <p data-bbox="110 1734 932 1770"><b>INSTRUCTIONAL INPUT/GUIDED PRACTICE</b> (45 minutes)</p> <p data-bbox="110 1822 1049 1892">Instruct the participants: Kurt Lewin (1946) provided us with the fundamental observation that the</p>	<p data-bbox="1149 205 1333 275">🕒 <b>1 hour, 10 minutes</b></p> <p data-bbox="1149 537 1386 606">Set up tables prior to the training.</p> <p data-bbox="1149 1016 1398 1339">Example: “I chose that table because it looked more fun.” - So you made a table choice based on which environment looked more appealing.</p> <p data-bbox="1149 1646 1403 1892">Display T-7, Behavior Formula and refer participants to page H-3 of the participant handouts.</p>

BEHAVIOR MANAGEMENT	TRAINER NOTES
<p>behavior of a person is a function of the interaction of that person’s personality and their present human and physical environment [B = F(P.E.)]. Lewin was born in Germany in 1890, and after receiving his Ph.D. and serving Germany in World War I, came to the U.S. to conduct research. It is here where he developed this theory, which was one of the most influential advancements in psychology in the 20<sup>th</sup> century. B=F(P,E) is often referred to as the Behavior Formula and provides us with insight into why a person behaves the way they do. The claim that we have a choice in our behavior was a new concept at the time. For many years, Sigmund Freud’s work that unconscious urges drive our behavior was the major influence in psychology. So, Lewin’s findings about self-choice in behavior was both controversial and a milestone. It is now widely accepted in the field of psychology.</p> <p>The formula also suggests a plan to maintain or change the present behavior of a person. Behavior is the key word; it is not the detention worker’s job to read the mind of a youth or control a person’s hidden attitudes and thoughts. The goal is simply to observe, assess and influence a youth’s behavior.</p> <p>The second major principle clarified by the behavior formula is that, as staff members, we have great personal influence on residents’ behavior through our interactions with them. However, it is just as important that we “understand” that human behavior is ultimately self-controlled (personality controlled) and is a matter of self-choice.</p> <p>Let’s look at the different components of the Behavior Formula.</p> <p><b>Personality</b></p> <p>A resident’s personality is not something mystical that can not be understood; it simply consists of two parts:</p> <ol style="list-style-type: none"> <li>1. the youth’s learned beliefs, values, motivations, and rationalizations about those beliefs and values (the youth’s cognitive structure)</li> <li>2. a consistent set of learned behavior patterns.</li> </ol> <p>Ask the participants to list values and beliefs that juveniles typically have. Suggested responses include: <i>living in the present, peer approval – “everybody is doing it”, alternative morals or values, mistrust of authority, desire for attention.</i></p> <p>Refer participants to page H-5 of the participant handouts. Also, display T-9, Four Questions on Personality. Instruct the participants to brainstorm in small groups the answers to the four questions printed on the handout. Allow 5 minutes for the discussion time.</p> <p>Once the time has expired, ask participants to report out in a round-robin format. During the sharing period, allow time for discussion and debate</p>	<p>Display T-8, Personality and refer participants to page H-4 of the participant handouts.</p> <p>Display T-9, Four Questions and refer participants to page H-5 of the participant handouts.</p>

BEHAVIOR MANAGEMENT	TRAINER NOTES
<p>amongst the groups.</p> <ol style="list-style-type: none"> <li>1. What determines and/or influences the development of a child's personality? Suggested responses include: <i>Gender, sociocultural, family, genetics, peers, socioeconomic status</i></li> <li>2. What types of adolescent behavior do you typically see in teenagers? Suggested responses include: <i>Sexual behavior, impatience, anger management, lack of self control, low self-esteem and self-image, risk taking behaviors, searching for independence</i></li> <li>3. What is maladjusted behavior? Suggested responses include: <i>The inability to cope; harmful behavior</i></li> <li>4. What do you estimate is the percentage of normal adolescent behavior experienced in a residential setting (versus maladjusted behavior)? Suggested responses include: <i>Researchers found that 90% of behavior in a residential setting is normal adolescent behavior.</i></li> </ol> <p>Ask the participants to think about this statistic, and answer this question,</p> <p>What are some behaviors that are typical adolescent behaviors, but that we do not allow or we attempt to control in our facilities? Suggested responses include: <i>Sexual behavior, anger, lack of self control</i></p> <p>No one is saying that we should allow sexual behavior or fighting spurned on by anger in our facilities. However, this behavior is not abnormal adolescent behavior. The youth's inability to express themselves in these ways compounds the stresses they are already experiencing within the facility.</p> <p>It is valuable to remember that ninety percent of the behavior observed in a detention setting is normal adolescent behavior. However, of equal importance is the fact that the ten percent of behavior experienced in the detention setting that is maladjusted is a result of former learning and reinforcement; and is usually the most effective behavior the juvenile knows (at the present time) – to gain what they want for themselves.</p> <p>In other words, the maladjusted behavior may be inappropriate by our standards, but it has worked successfully for the juvenile in the past; it is a product of past learning interactions and experiences. The teenager will also continue to use these old habits until the value of new choices is clarified.</p> <p><b>Environment</b></p> <p>Personality is only part of the behavior picture. Remember that the formula says that behavior is a function of the interaction of the personality with the</p>	

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<p>current environment – in this case – it would be the detention environment.</p> <p>There are two components to the environment:</p> <ol style="list-style-type: none"> <li>1. Physical Environment</li> <li>2. Human Environment</li> </ol> <p><b>Activity: Physical and Human Environment Group Teach</b></p> <p><b>Purpose:</b> The purpose of this activity is to have groups learn about the Human and Physical Environment by teaching each other the core concepts.</p> <p><b>Procedure:</b> Setup the exercise by displaying T-10, Environment and briefly distinguish between the Human and Physical environment using the information on the transparency. Instruct the participants that they are going to elaborate on the two environments by teaching each other the major parts of each.</p> <p>Divide the participants into an even number of groups. Assign half of the groups the information on “Human Environment” (H-6) and half of the groups the information on “Physical Environment” (H-7).</p> <p>Instruct participants to discuss the information on their assigned handout and to determine how they will teach the information to another group. Encourage creativity and adding additional examples to the material as they brainstorm. There are designated areas on each handout that will allow them to expound on the ideas already captured. Allow 10 minutes for preparation time.</p> <p>Upon completion of the preparation time, pair groups with different topics. Instruct the groups to teach each other the information about human and physical environment.</p> <p>Allow 5 minutes for each group. When finished, both groups should have a good understanding of both human environment and physical environment.</p> <p><b>Debriefing:</b> At the end, facilitate a brief discussion to check for understanding and to make sure all knowledge was transferred correctly. Use the information below to supplement the handouts.</p> <ul style="list-style-type: none"> <li>▪ <b>The Physical Environment</b></li> </ul> <p>A properly designed physical environment can be very beneficial. A building that is bright, pleasant and clean can help the staff and residents to feel happy, valued, and safe. Modern detention designs include attention to natural light, adequate interior lighting, sound control, adequate room size, heating and</p>	<p>Display T-10, Environment</p> <p>Refer participants to page H-6 and H-7 of the participant handouts for the information on their assigned environment.</p>

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<p>ventilation, color schemes, and adequate space for classrooms, recreation, counseling, visiting, and outdoor activities.</p> <p>Building design 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.</p> <p>A poorly designed building can encourage behavior problems and jeopardize welfare and security, which may require additional staffing and other resources. However, an excellently 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 is only an influence. Excellent programming is more important to positive behavior management.</p> <p>Building design cannot be adequately covered in this discussion of the physical environment; however, the important concept included in the behavior formula is that the physical environment has a continual influence on the detention atmosphere and a constant effect on staff and resident behavior.</p> <p>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 detention 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.</p> <ul style="list-style-type: none"> <li>▪ <b>The Human Environment</b></li> </ul> <p>Environment is not limited to a discussion of physical space. In fact, most of the environment in a detention setting is of a human nature. This means that the environment and atmosphere of the detention facility is mainly created by the program structure and the quality of interactions between resident and staff; and staff and staff. This is one area in 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.</p> <p><b>What are the programmatic components of behavior management?</b></p> <p>Every detention program needs to have a theory of behavior management that is reflected in the behavior management system. This system includes a set of rules, activity components and staff procedures to outline and implement the theoretical structure.</p> <p><b>Rules</b> in a detention 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</p>	

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<p>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. We will cover more on the construction of rules later in this training.</p> <p><b>Activity components</b> are the day to day activities that are provided for each resident. Choice of activity components should also reflect the values of the behavior management program. Time spent in each activity should reflect the value of the activity as it relates to the philosophy of the detention program and each activity should be conducted with attention to the rules and learning theory of the program.</p> <p>Although the nature and scope of daily activities vary, their purpose is three-fold.</p> <ol style="list-style-type: none"> <li>1. Activities as arranged in and through the daily schedule <b>create the backbone of order and organization</b> that every youth recognizes as “structure”.</li> <li>2. Activities <b>combat idle time</b> that can lead to inappropriate behaviors.</li> <li>3. Activities are a way to <b>encourage positive behavior</b> 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.</li> </ol> <p><b>GUIDED PRACTICE</b> (15 minutes)</p> <p>It is important to realize that <b>the behavior formula always works and is always at work.</b> Personalities constantly interact with detention program and daily activity structure which dictate the values and behaviors being learned or unlearned. Programs of excellence are deliberately constructed with careful attention to values, learning theory, behaviors desired (rules) and individual behaviors to be modified. <b>Good behavior is not required – it is taught.</b></p> <p>Refer participants to page H–8 of the participant handouts. Instruct participants to fill in the daily schedule of the residents. For each activity on the schedule, identify the value/behaviors that are being learned or unlearned. Check those activities that you feel promote the facility’s value structure. Allow 10 minutes for the activity.</p> <p>At the conclusion of the 10 minutes, ask volunteers to share any discoveries regarding the structure of the human environment.</p> <p><b>INDEPENDENT PRACTICE</b> No Independent Practice activity required for this information.</p>	<p>Display T–11, Purpose of Activities</p> <p>Refer participants to page H–8 of the participant handouts.</p>

BEHAVIOR MANAGEMENT	TRAINER NOTES
<p>III. CONTROLLING BEHAVIOR</p> <p><b>ANTICIPATORY SET</b> (5 minutes)</p> <p>Display T-12:  It is a maxim in residential programs that effective treatment needs to be preceded by effective control; that no treatment is really possible until the disturbed, delinquent, or disorganized behavior of the client population can be made responsive to staff authority and control.</p> <p>Ask participants to offer responses to the statement. What is it telling them about the importance of an effective behavior management system?  Suggested responses include: <i>an effective behavior management system is necessary before any learning or treatment can occur in the facility, control precedes programs</i></p> <p>The classic tension in correctional programs has been between staff members who advocate safety first versus those who strive to meet the developmental needs of delinquent youth. For years this has been an either-or scenario. This is a false dichotomy. The truth is without safety, effective treatment is impossible; without effective treatment, we cannot safely return a delinquent child to the community. Gold and Osgood (1992) found that the staff members who focused solely on custody were as unsuccessful as those who focused only on treatment. We must have both – because one leads to the other. The most effective personnel were able to integrate both of these essential goals: They held young people accountable for their behavior and were equally attuned to meeting the children’s developmental needs.</p> <p><b>INSTRUCTIONAL INPUT</b> (10 minutes)</p> <p>Instruct the participants:  <b>Control</b> means the ability of the institution to establish order and organization sufficient enough to reduce or eliminate inappropriate and disruptive behaviors within the institution, including residents and staff (Roush, 1989).</p> <p>Control is synonymous with a social order or a set of rules and expectations that guide and direct the action of everyone in the environment. From a behavior management perspective, control represents one half of a competent system, the half that addresses inappropriate behaviors.</p> <p>In our facilities, control is typically established through a well-thought-out set of rules. The golden principle of rule writing is to “write simple rules.” Rules should make sense but they are not common sense; that is, new residents and staff will not automatically “sense” the rules and when they are told of a rule they will not automatically know the meaning of the rule or what will happen if they violate the rule. Consequently, rules should be constructed in the</p>	<p>⌚ 35 minutes</p> <p>Display T-12,  William Dahm  quote</p> <p>Display T-13,  Control  Definition</p>

BEHAVIOR MANAGEMENT	TRAINER NOTES
<p>following manner to facilitate their ability to help in behavior management.</p> <ol style="list-style-type: none"> <li>1. <b>State rules in positive terms whenever possible.</b> That is tell people what you want them to do; not what you do not want them to do. Telling a person 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).</li> <li>2. <b>State the rule concisely.</b> A rule should be short, only one or two sentences.</li> <li>3. <b>Put the rule in writing.</b> The rule is a contract and if it is a good rule it should last for a long period of time without the need for change. However, in the event of a rule change – put the change in writing. Regardless of the situation, anything and everything must be in writing. If it isn’t in writing it doesn’t exist according to the courts.</li> <li>4. <b>Explain the rule.</b> Rules should be in a resident handbook and posted where staff and residents can easily see them. Explanation of the rules should be given to new residents and training classes should be given to new staff. Posters help with explanations and help to remind people of the rules. Complicated rules can have additional explanations or guidelines written for staff but the rule itself should always be stated in one or two sentences. Put the explanations in separate teaching handouts, so that the rules can remain a small list of simple statements. Some research says that something needs to be heard 7 times before we can really learn it – repetition and explanation is key to the long-term retention of a rule.</li> <li>5. <b>Seek input for the rules.</b> At a minimum staff should have input into the meaning of rules. This process will help to clarify the rules for all concerned and clarity will help the rule to be simplified. It also will empower the staff and help them understand their importance to the facility’s operation. Finally, if you involve all the individuals that will enforce the rules, they are more likely to enforce them. Being involved in the process from the beginning establishes “buy-in” for the staff.</li> <li>6. <b>Keep rules to a minimum.</b> Five to eight well written rules can usually cover a complete day of activities and achieve responsible behavior. A long list of rules will never be remembered or consistently enforced. Some detention administrators believe that more rules could conceivably lead to more misbehavior and less rules could actually result in less misbehavior.</li> <li>7. <b>Simplicity is elegance.</b> It is also very hard work. Good rule making and rule writing will usually require three to four hours of effort per rule even under the guidance of a very good facilitator. However, the construction of the rule system, just like the construction and negotiation of any contract, is the key to its success.</li> </ol>	<p>Display T-14, How to Construct Rules that Work. Uncover one at a time.</p> <p>Refer participants to pages H-9 and H-10 the of participant handouts.</p>

## BEHAVIOR MANAGEMENT

## TRAINER NOTES

8. **Get staff commitment to the rules.** The major difficulty in rule achievement is requiring staff to adhere and enforce each rule with the same level of consistency and interpretation. Staff members also have individual value systems and therefore tend to emphasize rules differently. Program rules should always explain the program's value system and that value system should be emphasized by every employee. Inconsistency in interpretation and enforcement will result in resident misbehavior. The basis for good rule enforcement is staff understanding and commitment.
- A good practice to consider: review the policy and procedure manual on a yearly basis and make sure everything is stated clearly, update anything that needs clarification, and determine if all the rules still apply. You should consider the involvement of both staff AND youth in this process.

### GUIDED PRACTICE (20 minutes)

#### Activity: Rule Writing Small Group Assignment

**Purpose:** The purpose of this activity is to give participants an opportunity to practice rule writing and use the skills they have learned about the process.

**Procedure:** Divide the class into four groups of equal size. Distribute newsprint and marker to each group. Have a representative from each group choose a topic card. Once each group receives their assigned topic, instruct the groups to use the skills and guidelines for rule writing to help them write an effective rule(s) for a detention unit.

Give each group 10 minutes to discuss and write the sample rule(s).

**Debriefing:** Each group should place the rule on newsprint and share back with the large group.

As each group displays their rule(s), ask the participants to evaluate the rule using the following questions.

1. Is the rule stated in a positive manner?
2. Is it concisely written?
3. Is the rule simply written?
4. Could a staff support this rule?

### INDEPENDENT PRACTICE

No Independent Practice activity required for this information.

Write topic cards prior to the training. Topics include:  
telephone usage,  
body contact,  
lineup procedures,  
dining room  
procedures, filing  
a grievance, etc.

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<p data-bbox="224 191 634 226">IV. CHANGING BEHAVIORS</p> <p data-bbox="224 268 688 304"><b>ANTICIPATORY SET</b> (5 minutes)</p> <p data-bbox="224 352 1185 422">Remind participants of the two goals of a competent behavior management system:</p> <ol data-bbox="224 449 889 537" style="list-style-type: none"> <li data-bbox="224 449 854 485">1. increase the amount of appropriate behaviors</li> <li data-bbox="224 501 889 537">2. decrease the amount of inappropriate behaviors</li> </ol> <p data-bbox="224 575 1190 753">The most effective behavior management strategy is one of <b>balance and proportionality</b>. Balance between positive and negative sanctions and the use of the ability of one to strengthen the other. Research indicates that effectiveness appears to improve as the emphasis on positive and negative sanctions reach equilibrium.</p> <p data-bbox="224 793 1170 903">Proportionality in that there exists a continuum of sanctions to address the behavior in question. Both balance and proportionality increase the effectiveness of the behavior management system.</p> <p data-bbox="224 940 1219 1050">As we discuss strategies for increasing appropriate behavior and decreasing inappropriate behavior, always remember that balance and proportionality are the guiding principles.</p> <p data-bbox="224 1123 747 1159"><b>INSTRUCTIONAL INPUT</b> (10 minutes)</p> <p data-bbox="224 1201 539 1236">Instruct the participants:</p> <p data-bbox="224 1274 1117 1344"><b>Programmatic Strategies for Increasing Appropriate Behaviors -- Reinforcement</b></p> <p data-bbox="224 1381 1230 1671"><b>Reinforcement</b> refers to the procedure of following a behavior by a consequence (reinforcer) which increases the probability that the behavior that receives reinforcement will be exhibited again in the future. It is crucial to understand that reinforcement accelerates both desirable and undesirable behavior; therefore, only desirable behaviors should be given reinforcers. Reinforcement may consist of either introducing a positive consequence or terminating a negative consequence whenever a specific target behavior occurs.</p> <p data-bbox="224 1711 1219 1890"><b>What is a positive reinforcer?</b> A reinforcer is referred to as a positive reinforcer only if it increases another person's behavior and is also viewed by that person as a reward when presented as a consequence. Positive reinforcement is defined or determined by the receiver in a process very much like the receiving of a present – some presents are loved by the receiver and</p>	<p data-bbox="1253 201 1446 273">⌚ <b>1 hour, 50 minutes</b></p> <p data-bbox="1253 604 1500 714">Display T-15, Effective Behavior Management</p> <p data-bbox="1253 1423 1528 1602">Display T-16, Reinforcement and refer participants to page H-11 of the participant handouts.</p> <p data-bbox="1253 1719 1503 1791">Display T-17 Positive Reinforcer</p>

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some are returned to the store.

It is important to constantly get feedback on whether or not the positive reinforcer is actually reinforcing behavior. If a positive reinforcer that is given out is not liked by the person, then they will not be encouraged. Here are some real examples:

- A facility gave out one movie pass as a reinforcer, but juveniles didn't want to go alone to the movie. So the facility started giving out two passes – one for the juvenile and one for his or her guest.
- A facility gave out food gift certificates to a restaurant the youth did not really like. The facility gathered feedback, and started giving out certificates to restaurants the youth preferred.

**What is a negative reinforcer?** The term “Negative Reinforcement” is probably the most misunderstood term in behavior modification. Many people believe that it means to punish a person or give them a negative consequence. That is not negative reinforcement.

Remember, that reinforcement means to increase or accelerate the behavior. Therefore, negative reinforcement means to increase a desirable behavior by removing a “negative” consequence that was already in place.

A good example of the use of the negative reinforcer is when a parent removes a child from being “temporarily grounded” for not doing his homework. The family has placed a rule in effect that if you don't do your homework you will have to stay inside the house and be grounded. The parent in an effort to make the child do the homework presents a temporary negative condition – “grounding” (a punishment). But when the child decides to do his/her homework the negative event is removed and consequently the probability that the child will do his/her homework on time tomorrow is increased (reinforced).

Many people are placed in negative situations not as punishment, but simply as a matter of everyday events and they perform or increase desired behaviors to have these situations removed. A second common example is when we are hired into a new job. Oftentimes, we are automatically placed on probation and told that if we do a good job, our probationary status will be removed. We were not placed on probation for bad behavior, we weren't even employed – we were just placed in a negative position at the beginning of our employment status. Consequently, we perform to a desirable standard to have the negative situation removed. Furthermore, when we have performed the desirable behaviors and our negative probationary status has been removed, we feel rewarded and consequently we are likely to continue to perform at a desirable standard of behavior in our jobs. We have responded to negative reinforcement.

Display T-18, Negative Reinforcer and refer participants to page H-12 of the participant handouts.

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<p><b>GUIDED PRACTICE</b> (30 minutes)</p> <p><b>Activity: Kinds of Reinforcers</b></p> <p><b>Purpose:</b> The purpose of this activity is so participants can learn about the four types of positive reinforcers.</p> <p><b>Procedure:</b> Instruct participants: There are four kinds of positive reinforcers. In this next activity, you will learn about one of the types and then teach your peers.</p> <p>Establish the four existing groups as “study groups”. Give each member of the group one of four different candy bars such as Baby Ruth, Snickers, Three Musketeers, and Milky Way.</p> <p>Each person should have a candy bar, and each study group should have all four candy bars represented. With a larger group, distribute multiple versions of the same candy bar and have multiple representatives going to other tables.</p> <p>Once the candy bars are distributed, refer the groups to the handouts H–13 through H–16. Assign Group One the material reinforcers, Group Two the activity reinforcers, Group Three the social reinforcers and Group Four the token reinforcers.</p> <p>Allow 5-10 minutes to review the material, determine what they are going to teach, and generate additional examples of this type of reinforcer. Once time has expired, mix the groups up into their “learning groups” by sending all like candy bars to one table. Give each group time to learn and discuss the different types of reinforcers.</p> <p><b>Debriefing:</b> Once all the groups are done teaching, have participants share their experiences of the activity and any interesting observations or comments shared during the interaction.</p> <p>Below is a summary of each type of reinforcer in case more detail is needed or the participants need more information on a particular reinforcer.</p> <p><b>Types Of Reinforcers</b></p> <p>The list of possible reinforcers is infinite and it is different for everyone. However, it’s useful to consider four types of reinforcers:</p> <ul style="list-style-type: none"> <li>▪ material reinforcer</li> <li>▪ activity reinforcer</li> <li>▪ social reinforcer</li> </ul>	<p>Distribute candy bars. You also could use other candy, like gum or hard candy.</p> <p>Display T–19, Four Types of Reinforcers and refer participants to page H–12 of the participant handouts.</p> <p>Refer participants to pages H–13 through H–16 of the participant handouts.</p> <p>Display T–20 through T–23 as needed.</p>

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- token reinforcer

A material reinforcer 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.

An activity reinforcer is designed to allow the person to engage in an activity which the person enjoys doing.

A social reinforcer 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 which 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.

We must be cautious of feedback in the form of criticism. Criticism is especially likely to reinforce unwanted behavior. Unfortunately, criticism is often used during busy times (when it seems that only individuals exhibiting inappropriate or annoying behaviors get noticed). Focusing attention on residents only when they are exhibiting inappropriate behaviors will actually reinforce and strengthen these undesirable behaviors. Conversely, appropriate or desirable behaviors which are ignored are simultaneously weakened; therefore, a good rule of thumb is to ignore the negative and reinforce the positive.

A token reinforcer 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 staff 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 have developed a token system in the form of

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<p>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 detention (Griffis, 1972). Consequently, it is easily seen that the number of reinforcers is limited only by imagination and budget or ability to obtain donations. Security considerations may govern certain items that are distributed to the youth while in detention. The only difficulty may lie in determining what is reinforcing for a particular resident; again the advantages and utility of using a token system of reinforcement is easily seen.</p> <p><b>INSTRUCTIONAL INPUT</b> (10 minutes)</p> <p>Explain to the participants that there are rules – identifying when where and how – which govern the use of positive reinforcement. These rules include:</p> <p><b>Six Rules for Using Positive Reinforcement</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Do not reinforce undesirable behaviors. Do not give attention or criticism to nuisance behaviors.</li> <li>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.</li> <li>4. When using activity, material or token reinforcers, always add social reinforcement (praise).</li> <li>5. Always choose the least disrupting type of reinforcer available to give. The utility of token reinforcement is again apparent.</li> <li>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.</li> </ol> <p><b>Summary Of Positive Reinforcement</b></p> <p>Remember: Reinforcement is any consequence that follows a behavior that increases or accelerates the frequency of that behavior. The number of reinforcers is infinite, but reinforcers fall into the four categories of material, activity, social, and token. A detention program must be sure that any reinforcer offered can actually be given and that the reinforcer is easily accessible to the staff person who will be responsible for issuing it. If a chosen reinforcer is not available when the target behavior occurs, the</p>	<p>Display T-24, Six Rule and refer participants to page H-17 of the participant handouts.</p>

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<p>effectiveness of that reinforcer will be greatly diminished, if effective at all. Therefore, token reinforcement systems have great utility in increasing appropriate behavior in detention settings.</p> <p><b>Programmatic Strategies for Decreasing Undesirable Behavior – Discipline, Punishment and Behavior Management</b></p> <p><b>ANTICIPATORY SET</b> (10 minutes)</p> <p>Ask the participants if anyone has a story of how they decreased a child’s undesirable behavior. Try to secure examples of both punishment and discipline as defined below.</p> <p>There has been much discussion and controversy within juvenile justice about behavior management strategies, punishment, discipline, physical restraint systems, and chemical restraints that control behavior. If control means the ability to eliminate dangerous and inappropriate behaviors from the institutional setting, strong punishers like those mentioned have the power to suppress inappropriate behaviors effectively. However, misuse of those punishments is associated with litigation and other problems. It is important both to understand the terms and to have functional knowledge of how to use these strategies to decrease inappropriate behaviors.</p> <p>A <b>behavior management system</b> is the total system a program uses to describe, define, and manage resident behavior. It includes rule making, personal interaction strategies, procedures for increasing behavior, procedures for decreasing behavior, and may even include procedures for creating and maintaining new behaviors. In the detention setting a behavior management system includes written, verbal and physical interventions to manage resident behavior.</p> <p><b>Punishment</b> and <b>Discipline</b> are components of a behavior management system. It is always important to remember that <b>balance</b> – between positive and negative consequences, between increasing appropriate behaviors and decreasing inappropriate behaviors – is the key to an effective behavior management system.</p> <p><b>INSTRUCTIONAL INPUT</b> (25 minutes)</p> <p><b>Terminology</b></p> <p>Ask the participants the following questions. Record their responses on newsprint. What does the term discipline mean to you? What does the term punishment mean to you?</p>	<p>Display T-25, Programmatic Strategies for Decreasing...</p>

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<p><b>Discipline</b></p> <p>The term discipline has been used positively by some to describe the teaching of new behavior and negatively by some to mean only techniques for dealing with unwanted behavior. The term is acceptable if both definitions are included. It is important to highlight that in work with juveniles any behavior management system should also emphasize teaching new behavior.</p> <p><b>Punishment</b></p> <p>Punishment refers to the procedure of following a behavior by a consequence (a punisher) which decreases the probability that the behavior will be performed in the future. The only way to determine whether a consequence is a punisher is to observe its effect on the behavior that is targeted. If the behavior does not occur as often as when the punisher is used, we have found an effective punisher.</p> <p>We are now going to compare punishment with reinforcement. We can identify similarities between the two: 1) both interventions have an effect on the frequency of behavior; and 2) both punishment and reinforcement should be given after the behavior occurs. However, there are key differences between reinforcement and punishment. Reinforcement incorporates a teaching component whereas punishment does not. Another important difference is that reinforcement increases or maintains behavior, while punishment decreases behavior.</p> <p>It is important to realize that the same exact consequence could function as a punisher to one person and as a reinforcer to another person. For example, being offered the consequence of going on a six mile hike may be reinforcing to one person and viewed as a punishment by some one else.</p> <p>There are two kinds of punishers used in the modification of behavior:</p> <ol style="list-style-type: none"> <li>1. <u>The presentation of aversive events.</u> That is, after a behavior has been exhibited, an aversive event such as a restriction or a fine may be applied to reduce the behavior.</li> <li>2. <u>The removal of positive events.</u> That is, a time out from reinforcement. This is the removal of all positive reinforcers for the exhibited behavior for a certain period of time. The only purpose of the removal is to decrease the unwanted behavior.</li> </ol> <p>There are six common punishment/discipline techniques used in detention settings:</p> <ol style="list-style-type: none"> <li>1. <b>Time Out</b></li> </ol> <p>The term “time out” means “time out from positive reinforcement.” When</p>	<p>Display T–26, Discipline, and refer participants to page H–18 of the participant handouts.</p> <p>Display T–27, Punishment, and refer participants to page H–18 of the participant handouts.</p> <p>Display T–28, Punishment vs. Reinforcement, and refer participants to page H–18 of the participant handouts.</p> <p>Display T–29, Two Types of Punishers, and refer participants to page H–19 of participant handouts.</p> <p>Display T–30, Punishment / Discipline Techniques, and refer participants to pages H–20 and H–21 of participant handouts.</p>

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using time out one can either remove the individual from the positive reinforcement situation or remove the reinforcing situation from the individual. Keep in mind: if the youth is being removed from a situation they do not want to be a part of anyway, this method would not be effective.

What steps should a staff member go through to carry out the time out procedure?

- Time out requires a clearly defined inappropriate behavior and a clearly defined violation of a rule. Staff should clearly state the violation and/or inappropriate behavior when sending the resident to Time Out.
- A warning in advance. This is usually done through the establishment of the rule and the additional use of the limit setting procedure.
- A set period of time. The time should be short enough to allow the person to go back to the reinforcing situation they came from, and yet long enough to impress the person with the idea of punishment. Three to seven minutes is usually all it takes to get the person's attention and to establish new learning. The largest failure in the use of time out is to extend "time out" past the useful learning curve.
- Time out also requires the use of a specific place, removed from possible reinforcements. This includes social reinforcement, such as attention. This may be as simple as having a person turn their chair away from the group or as elaborate as the use of time out room.
- Removal from a Time Out often requires the resident to state the inappropriate behavior and what the appropriate behavior should have been to replace it

### 2. Seclusion/Isolation

A very important cautionary note: The use of seclusion in a detention setting does not usually meet the time out criteria.

Seclusion is a safety procedure invoked to protect the staff and residents in the detention facility. At times, the seclusion room is reinforcing to the person put there; consequently, it is not "time out from reinforcement" and does not always work to reduce undesirable behavior. This is especially true when seclusion rooms are located near other residents or when the resident in seclusion receives a lot of staff attention. This is not a comment on the appropriateness of the use of seclusion; seclusion must sometimes be used.

This note is simply a clarification that seclusion does not always work as a procedure to reduce inappropriate behavior (Roth, 1987).

Seclusion typically would only be used to halt a behavior that is potentially dangerous to the resident or others in the area, or as a consequence to a

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<p>behavior that clearly has a major disruptive effect on the detention structure. Punishment procedures are commonly used on such behaviors as fighting and stealing.</p> <p><b>3. Writing Discipline</b></p> <p>The use of written work <b>may</b> be beneficial for some residents if they possess the ability to read and write at an adequate level although it is not recommended. The use of sentences is an example of over correction. (i.e., I will not swear at the teacher-and have them write it 150 times)</p> <p>Another example of written work is the use of essays – write a 500 word essay on “Why I should not swear at the teacher”. Again, they must possess the ability to read and write, but also the ability to reason and cognitively process their actions. It is also important to think of balance and proportionality here.</p> <p><b>4. Token Economy System – Response Cost (Fines)</b></p> <p>Many detention homes have now incorporated token economy systems to use as their rule and behavior management structure, often in the form of point sheets and/or level systems. Many facilities may argue that the use of token economy rule systems may be the single most powerful tool introduced into juvenile detention in this century.</p> <p>Within the token economy programs, some systems utilize fines, where, a resident would have to pay a substantial amount of tokens for misbehavior, or the breaking of property. 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; i.e., the breaking of a room window would be a 150 point fine. They could not exchange any tokens for any other reinforcers, until the fine was first paid off.</p> <p>However, there are negative aspects to using a fine system in juvenile facilities. First, the number of behaviors that can be fined tends to expand. Second, eventually the intensity of the fines will increase as well. These two phenomena often lead to a scenario where youth have lost all of their points and are “in the hole”, owing the institution points. This may seem unreasonably harsh to the youth, so they may have the attitude that they have nothing else to lose and act negatively.</p> <p><b>5. Behavior Plan</b></p> <p>The use of individualized behavior plans has proven to be very effective in detention settings. Behavior Plans are a creative method for residents to work on controlling their behavior. Examples of behavior plans include:</p>	

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<ul style="list-style-type: none"> <li>▪ desk isolation: a resident must sit alone, at a desk, facing a wall, until their behavior improves</li> <li>▪ point restriction: staff place a resident on this plan, setting a limit of points/tokens they can fail to earn, once they have reached that limit, they are then isolated/secluded for the remaining part of that day</li> </ul> <p><b>6. Loss of Privileges</b></p> <p>Many residents look forward to activities that they enjoy and often take them for granted.</p> <p>If their behavior is poor and they have not responded to other techniques they may then fail to earn some of the privileges that are given them. Some common ones are:</p> <ul style="list-style-type: none"> <li>▪ loss of gym/recreation</li> <li>▪ discipline trays (eat in their room)</li> <li>▪ loss of token store</li> <li>▪ loss of room items</li> <li>▪ loss of TV privileges</li> </ul> <p><b>GUIDED PRACTICE</b> (20 minutes)</p> <p><b>Activity: Case Studies</b></p> <p><b>Purpose:</b> The purpose of this activity is to provide participants an opportunity to practice the skills they learned about behavior management.</p> <p><b>Procedure:</b> Instruct the participants to read Case Study 2 and/or 3 in their handouts. Give them 5-10 minutes to discuss the situation and some possible behavior management techniques to implement in this situation. Once time has expired, go around to each group and get some suggestions on some next steps in the case study situations.</p> <p><b>Debriefing:</b> Questions to ask:</p> <ol style="list-style-type: none"> <li>1. What is happening in the case study?</li> <li>2. What behaviors can be deemed inappropriate and/or against the rules in the case study?</li> <li>3. What are potential reinforcement options in this situation?</li> <li>4. What are potential punishment options in this situation?</li> </ol>	<p>Refer participants to pages H-22 and H-23 of the participant handouts.</p> <p>If time is limited, assign 1 case study to half of the class.</p>

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<p data-bbox="224 191 613 226"><b>INDEPENDENT PRACTICE</b></p> <p data-bbox="224 268 1024 304">No Independent Practice activity required for this information.</p>	



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### V. DEFUSING EXPLOSIVE BEHAVIOR

#### ANTICIPATORY SET (10 minutes)

Display the Chinese characters for the word “crisis” on newsprint.



Instruct the participants:

In the Chinese language, the word “crisis” includes the character for the word “danger” plus the character for the word “opportunity.” Without a doubt, behavior crisis moments are times of danger. But they are also dynamic opportunities to facilitate growth and change in the residents with whom you work. In other words, when youth feel that the present limitations of their knowledge and behavior have created a dangerous situation, the detention and corrections staff member is presented with an opportunity to teach new information and learning.

Ask a participant to provide an example of a time when a behavior crisis moment turned into an incredible learning moment for the resident.

#### INSTRUCTIONAL INPUT (30 minutes)

Instruct the participants:

Refer participants to page H-24 of participant handouts for a note-taking guide.

When we think of a behavior crisis, we probably think of the moment when a resident releases a great deal of verbal or physical energy, such as yelling and swearing or hitting and kicking. But almost every crisis begins long before that moment. The ability to identify the initial stages of a crisis long before the climax or the explosion point is a child careworkers greatest behavior management tool.

Crisis management models focus on the “pre-crisis behavior” stages because

⌚ 1 hour, 5 minutes

Display the Chinese characters for the word “crisis”. See patterns at the end of the lesson plan.

Refer participants to page H-24 of the participant handouts.

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<p>how staff respond to these stages has an effect on the outcome. For many situations – that effect is preventive in nature. These models include:</p> <ol style="list-style-type: none"> <li data-bbox="228 275 1224 491">1. <b>Nonviolent Crisis Intervention</b> – The CPI Crisis Development Model<sup>®</sup> (Caraulia and Steiger, 1997) identifies two stages of crisis development which occur prior to the youth acting out – the anxiety behavior level and the defensive behavior level. The earlier staff effectively intervene in the crisis development, the greater the opportunity to head off a potential crisis situation.</li> <li data-bbox="228 512 1224 835">2. <b>A-B-C Formula</b> (Kazdin, 1975) – In order to manage behavior the A-B-C formula states that there must be a description of the observable <u>antecedents</u>, a description of the <u>behavior</u> itself, and a description of the <u>consequences</u> of the behavior. Antecedents are defined as internal or external correlate or trigger of acting-out behaviors. Antecedents can be a thought process, emotion, or event. Antecedents can be verbal or non-verbal. Regardless of the type of antecedent, the key for detention careworkers is whether or not they recognize and respond to a youth’s antecedents of misbehavior.</li> <li data-bbox="228 856 1224 1180">3. <b>Stress Model</b> – The first phases of the Stress Model include the Triggering Phase and the Escalation Phase. The Triggering Phase is signaled by the first abnormal behavior or change in behavior in response to an event – internal or external – that upsets the youth and causes the youth to become agitated. In the Escalation Phase the youth becomes more and more upset or agitated and begins to disrupt the environment. As with the other models, the earlier the Careworker can intervene in these phases, the greater the opportunity for success in averting a potential crisis situation.</li> </ol> <p>Prevention strategies are important for control within the facility. Equally important is the response of the child careworker after the behavior crisis moment. All research points to the recovery from a behavior crisis – the point where the youth is most vulnerable - as the optimum opportunity to promote learning from the crisis. Each of the aforementioned models also focuses on after-the-crisis response.</p> <ol style="list-style-type: none"> <li data-bbox="228 1457 1224 1709">1. <b>Non-violent Crisis Intervention</b> The final phase of the CPI Crisis Development Model<sup>®</sup> is Tension Reduction. During the development of a behavior crisis there is a tremendous build-up and expenditure of energy. Eventually, however, everyone calms down. The Tension Reduction occurs on both a physical and an emotional level as the youth begins to regain rational control. This is the point of that teachable moment (Caraulia and Steiger, 1997).</li> <li data-bbox="228 1730 1224 1904">2. <b>A-B-C Formula</b> The final step in the A-B-C Formula is Consequences. Consequences, both positive or negative follow the behavior and either increase or decrease the likelihood of the behavior occurring again. Consequences were covered in depth in an earlier section of this lesson plan.</li> </ol>	<p>Display T-31, Crisis Management Models</p>

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<p>3. <b>Stress Model</b> The final phase of the Stress Model is Recovery from the Crisis. The goal should always be to intervene in crisis in a way that is beneficial to the youth. The Recovery Phase is opportunity to help the youth learn and grow from the experience.</p> <p><b>What to look for: Resident Pre-Crisis Behaviors</b></p> <p>Instruct the participants: One of the most noticeable pre-crisis behaviors for youth is <b>anxiety</b>. Anxiety is an increase in behavior which involves a non-directed or misdirected expenditure of energy. For the most part, the resident is accomplishing nothing with this behavior except burning up “nervous energy.”</p> <p>Ask participants to identify signs of anxiety in youth. Suggested responses include: <i>pacing, drumming the fingers, fidgeting, wringing the hands, rocking, playing with an object</i></p> <p>Remind participants that although there are usually outward signs of anxiety, in some anxiety cases, a noticeable change in behavior means that a usually outgoing person becomes very quiet and withdrawn.</p> <p>A second pre-crisis behavior for youth is <b>defensiveness</b>. A person who becomes defensive is beginning to lose rational control. Individuals who have become defensive are usually very successful in pushing the buttons of staff members so that the staff also becomes defensive.</p> <p>Ask participants to identify signs of defensiveness in youth. Suggested responses include: <i>questioning authority, noncompliance, yelling, name calling, making threats</i></p> <p>Ask participants: What other pre-crisis behaviors do youth in your facilities exhibit? Suggested responses include: <i>annoying, manipulative, conning</i></p> <p>For each response ask participants to identify the signs of that behavior.</p> <p><b>How to respond: staff response to pre-crisis behaviors</b></p> <p>Instruct the participants: Staff members reveal their behavior management philosophies through the choice of response to behaviors. Staff responses which are most effective in diffusing pre-crisis behaviors include:</p> <ul style="list-style-type: none"> <li>▪ <b>Supportive</b> A supportive response is one that acknowledges, and takes seriously, the concerns of the anxious person. A supportive response incorporates active and reflective listening skills. A supportive response can be non-verbal, as in a word of reassurance, a smile, or an offer to help.</li> </ul>	<p>Display T-32, Staff Response . . .</p>

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<ul style="list-style-type: none"> <li>▪ <b>Directive</b> A directive response means giving the resident simple clear instructions. A directive response is designed to help a resident regain rational control.</li> <li>▪ <b>Limit Setting</b> Limit setting is an assertive staff behavior to assist the resident to regain control. In order for limit setting to be effective it must adhere to three elements: <ol style="list-style-type: none"> <li>1. <b>A limit must be clear</b> –When it is time to set limits, issue the directive clearly, explain the legitimate consequence at the same time, and wait for compliance. Do not mix other counseling or control techniques.</li> <li>2. <b>A limit must be concise</b> – Closely associated with clarity is conciseness. Limits should be set in one or two sentences.</li> <li>3. <b>A limit must be enforceable or “doable”</b> – This statement means that a limit must be something that the child careworker is allowed to do. Limits should only be set to keep safety needs and prescribed rules from being violated; once set, limits should always be enforced.</li> </ol> </li> </ul> <p><b>GUIDED PRACTICE</b> (20 minutes)</p> <p><b>Activity: Resident Role-plays</b></p> <p><b>Purpose:</b> The purpose of this activity is for participants to have the opportunity to evaluate situations and identify appropriate staff response.</p> <p><b>Procedure:</b> Choose a participant volunteer(s) to participate with you in resident role-plays. At the conclusion of each role-play instruct participants to discuss the appropriate staff response in their small groups. Instruct them to be specific. For example: it is not enough to say that the staff would be supportive. The group must decide exactly how and what the staff would say. Refer participants to page H-25 of participant handouts for a discussion guide.</p> <p>At the end of the discussion time, ask for groups to share their responses.</p> <p><b>Sample role-play scenarios:</b></p> <ul style="list-style-type: none"> <li>▪ Resident is awaiting word on his release. He is very anxious. He was supposed to have heard something by noon and it is already 3:00. Because of shift change staff has been unwilling to make any calls. Another resident starts teasing him about his release just being a joke. He’s not going anywhere.</li> <li>▪ 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</li> </ul>	<p>Provide volunteer participant(s) role-play description(s) prior to this section.</p> <p>Refer participants to page H-25 of the participant handouts.</p> <p>Complete as many of the scenarios as you have time for or until you think the participants have demonstrated learning.</p> <p>Create your own scenarios.</p>

<b>BEHAVIOR MANAGEMENT</b>	<b>TRAINER NOTES</b>
<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>INDEPENDENT PRACTICE</b> (5 minutes)</p> <p>Instruct participants:  Today we have clarified that the maladjusted behavior of juveniles is a product of past learning interactions and experiences and it has worked for them in the past; therefore, they will not automatically change their behavior when they enter the detention setting, instead they will continue to use their old habits until the value of new behavior choices is established.</p> <p>As we have discussed, a behavior is a product of a person’s current learned personality interacting with the present detention environment. The environment is composed of the physical facility and program structures and personal interactions. All elements of the detention environment need a great amount of forethought and planning to achieve a positive atmosphere and positive behavior on the part of both staff and residents.</p> <p>The stated purpose of detention interactions is behavior management, not treatment; however, it is impossible to interact with a child’s personality and not cause change. Consequently, the result of all interactions in detention is both behavior change and personality development. Therefore, positive behavior change and personal growth must be the major focus of all programmatic and personal strategies.</p> <p>Ask participants to:  Consider how they might have a more positive impact on youth behavior at their facility. What concepts from the training could you incorporate in your interactions with youth? What concepts from the training could your facility incorporate to improve the behavior management system? Refer participants to page H-26 of participant handouts to record their responses.</p>	<p>Refer participants to page H-26 of the participant handouts.</p>

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