

STATE OF SOUTH CAROLINA DEPARTMENT OF JUVENILE JUSTICE
POLICY AND PROCEDURES

Title:	Juvenile Behavior Management – Incentive System and Progressive Discipline	Policy No.:	G-9.19	Page(s):	1 of 11
Authority:	Division of Rehabilitative Services				
Juvenile Justice Code:	n/a				
PbS Related Standard(s):	Order Goal: OS3; and, Programming Goal: PS2				
May 09, 2016 Effective Date		SIGNED/ <i>Sylvia Murray</i> Sylvia Murray Director			

POLICY: The Department of Juvenile Justice (DJJ) will use a formal system of rewards and incentives in juvenile residential facilities that provides for planned therapeutic interventions to reward responsible juvenile behavior, and to discourage negative juvenile behavior. The DJJ philosophy is that adolescents favorably respond to developmentally appropriate rewards and sanctions and DJJ will reinforce responses by rewarding appropriate behavior while giving sanctions for inappropriate behavior. The Department of Juvenile Justice (DJJ) will impose appropriate sanctions to juveniles for conduct and rule violation(s) with the intent and purpose of juveniles changing/improving their behavior and not for the purpose of punishment. Staff will follow a continuum of responses from least restrictive to more restrictive to respond to juvenile misbehavior, as set forth in and consistent with the Juvenile Progressive Discipline Chart (Exhibit G-9.19A). Each juvenile residential facility will implement a juvenile behavior management system that includes components for rewarding positive behavior and discouraging negative behavior. The behavior management systems will be applied fairly and equitably for both rewards and sanctions. The focus will be to acknowledge and support positive behavior and to assist the juvenile to change negative behavior. DJJ will not use isolation or restrictive housing or any other sanctions for purposes of retribution or punishment, but may utilize placement in, or transfers to, more restrictive housing units, where specialized programming, education, and treatment exists in those units, which would benefit the juvenile and ensure a greater degree of safety for other juveniles and/or staff.

INTRODUCTION:

There are eight (8) DJJ systems that include authorized methods used to manage juvenile behavior. They are: (1) rewarding positive behavior, (2) juvenile progressive discipline, (3) Calm/Cooperative/Safe (CCS) Compliance Assessments, (4) determinate sentence good behavior credit, (5) the behavior management level systems, (6) Disciplinary Hearings/Review Board, (7) placement in/reassignment to specialized program housing (to include intensive treatment, resocialization and reorientation units) and (8) isolation/room confinement.

Definitions

1. CCS Compliance (“Calm, Cooperative, Safe”) is a set of standards that will guide DJJ staff to respond appropriately to a juvenile’s behavior and make assessments during or shortly after an offense. CCS Assessment: the process of listening for

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and observing characteristics in a juvenile's behavior. In accordance with Policy G-3.4, Isolation of Youth.

2. Isolation means being confined alone in a room or cell, other than the room or cell in which the juvenile usually sleeps, for cause for 15 minutes or more. In accordance with Policy G-3.4, Isolation of Youth.
3. Room Confinement means being confined alone in a room or cell, in which the juvenile usually sleeps, for cause for 15 minutes or more. In accordance with Policy G-3.4, Isolation of Youth.
4. Progressive Discipline is a continuum of responses from least restrictive to more restrictive to juvenile misbehavior in an effort to change that behavior per this policy.
5. Determinate Sentence Good Behavior Credit is a sentence reduction given to eligible juveniles who received a determinate sentence from the family court and who have maintained favorable behavior. In accordance with Policy G-9.17, Determinate Sentence Good Behavior Credit.
6. Behavior Management Level Systems is the process that the facilities utilize to reward good behavior and discourage negative behavior per this policy.
7. Disciplinary Hearing/Review Board is the process used to determine whether a Level 3 rule violation committed by a juvenile in DJJ's secure residential facilities has occurred and if so, the appropriate sanctions to impose to correct and prevent a reoccurrence of the misbehavior. In accordance with Policy E-1.14, Disciplinary Hearing/Review Board Process.

PROCEDURAL GUIDELINES:

A. Behavior Incentive System

The Behavior Incentive System (BIS) will be based on behavior and treatment goals and will determine the rewards and incentives associated with behavior. Although behavior is a component of the DJJ classification system, the Behavior Incentive System does not determine a juvenile's custody level, supervision level, or placement. Each residential facility will have a written behavior level system that will allow a juvenile to earn an increase in incentives for positive behaviors and a loss of incentives for negative behaviors.

1. The incentive system will be simple to understand and will be explained to juveniles during orientation. It is expected that juveniles understand that behaving appropriately will result in incentives and behaving inappropriately will result in

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losing them. It is important that this system be objective and not subjective and that each juvenile understands that they control their incentives by controlling their actions.

2. Incentives will be in writing and applied fairly. Juveniles residing in different units that are on the same level will receive the same rewards and incentives.
3. The Unit Manager/Captain of Security, Program Manager, and Level System Coordinator will ensure that rewards and incentives described in the written incentive system are actually provided. Earned rewards must be provided to the juveniles in a timely manner.
4. The incentive system will include:
 - a. The minimum requirements necessary for advancement in the system.
 - b. Actions and behavior that will earn increases in incentives.
 - c. Actions and behavior that will result in reduction of incentives.
 - d. A description of specific incentives, including recreation [in addition to the minimum requirement of one (1) hour per weekday and up to two (2) hours per weekend day large muscle development], personal property, juvenile paid jobs, and supervised trips.
5. Only documented behavior will be acknowledged in the incentive system. Event Reports, and Behavior Reports are examples of documented behavior.
6. Juvenile behavior while participating in recreational, religious, and volunteer activities will be considered in the incentive system. Behavior and progress during clinical treatment programs, educational classes, and any other appropriate programs will be considered in the incentive system. Any staff working with juveniles will report behavior and progress in treatment, education and other programs using a method approved by the Level System Coordinator.
7. Other factors that can influence earned incentives include:
 - a. Volunteerism and community services project participation.
 - b. Special Services (e.g., Student Council, Peer Mediation, JROTC Command, Leadership Roles).
 - c. Behavior while participating in activities and groups (e.g., Work Programs, organized sports, religious activities, etc.).

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- d. The type and number of positive and negative Behavior Reports (Level 1 or 2 Rule Violations) received during the level system evaluation period.
- e. The type and number of documented (Level 3 and founded) Rule Violations.
8. A staff member will be designated at each facility to be responsible to calculate and monitor juveniles' earned incentives.
9. The Level System Coordinator will ensure that appropriate staff members are notified of the status of juveniles to ensure that the incentives are appropriately awarded.

B. Juvenile Behavior Systems

1. Rewarding positive behavior
 - a. Rewarding positive behavior is looking for opportunities to immediately reinforce positive behaviors as a juvenile demonstrates them. These reinforcements should be documented by the staff person who witnesses the positive behavior through a Juvenile Positive Behavior Report (Form G-9.19B) and submitted to the appropriate personnel by the end of the shift. The Shift Supervisor will document the approved reward(s) on the Behavior System Log (Form G-9.19D) immediately. Some reinforcements will need to have prior approval from the Unit Team or Shift Supervisor before being rewarded.
 - b. These positive behaviors may be something as small as cleaning up a dirty living area without being directed or as large as a juvenile expressing empathy to another juvenile's distress. Positive behaviors will change as the juvenile progresses through their treatment and the facilities' incentive system.
 - c. Examples of reinforcements for positive behavior:
 - Positive Behavior Reports
 - Youth of the Week
 - Written recognition
 - Written peer recognition
 - Posted recognitions on bulletin board
 - Certificates
 - Phone time as approved by Social Worker
 - Freebies (such as greeting cards, sample shampoos, art supplies,

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- paperbacks, etc.)
 - Access to video games, TV, musical instruments
 - Choice of seating during meals
 - Choice of unit chores
 - Watching special videos or shows
 - Courtyard time
 - Access to multipurpose rooms
 - Longer showers
 - Excuse from chores
 - Later bedtime
- 2. Progressive discipline addresses minor (Level 1), medium (Level 2), and maximum (Level 3) Rule Violation(s) and sanctions for those rule violations outlined in the Juvenile Progressive Discipline Chart (Exhibit G-9.19A). The sanctions imposed are to be directly targeted to address the juvenile's specific inappropriate behavior with the intent and purpose of prompting the juvenile to comply with rules. Sanction(s) will be imposed fairly and equitably, and staff will practice imposing the same level of sanction(s) for the same types of violation(s). Multiple sanctions may be given when appropriate to the situation (e.g., loss of privilege, written letter of apology, referral to clinician, and work/chore assignment). The following list is to be used as a guide.
 - a. Level 1 Rule Violation(s): All staff are authorized to apply sanctions for minor misbehavior:
 - 1) Staff will exercise discretion in deciding whether or not to document Level 1 Rule Violation(s). Minor behavior can be addressed within the unit/facility and does not require documentation. All staff may choose and impose one or more of the sanctions listed for Level 1 Rule Violation(s) in the Juvenile Progressive Discipline Chart (Exhibit G-9.19A) and will be responsible for carrying out those sanctions.
 - 2) Minor behavior of a more significant level can be documented on a Juvenile Negative Behavior Report (Form G-9.19C). The form must be fully completed and submitted to the appropriate personnel by the end of shift. The Shift Supervisor will document the approved sanction(s) on the Behavior System Log (Form G-9.19D) immediately. These reports will be considered for classification, parole, and treatment planning decisions.
 - b. Level 2 Rule Violation(s): Level 2 Rule Violation(s) are behavior that has increased in severity or repetitiveness. The Unit and/or Shift Supervisor may address the matter with the juvenile without imposing sanctions or,

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after determining that a Level 2 Rule Violation has occurred, issue and enforce sanctions consistent with those allowed in the Juvenile Progressive Discipline Chart (Exhibit G-9.19A). Level 2 Rule Violation(s) must be documented on a Juvenile Negative Behavior Report (G-9.19C). The form must be fully completed and submitted to the appropriate personnel by the end of the shift. The Shift Supervisor will document the approved sanction(s) on the Behavior System Log (Form G-9.19D) immediately. The Unit Manager/Captain of Security will review the Juvenile Negative Behavior Report (G-9.19C) and talk with the juvenile about the rule violation(s) by the next business day, at which time the juvenile will be given the opportunity to explain/speak about the incident from his/her perspective. These reports will be considered for classification, parole, and treatment planning decisions.

- c. Level 3 Rule Violation(s): A juvenile will be referred for a Disciplinary Hearing/Review Board when a serious offense as defined by the Juvenile Progressive Discipline Chart (Exhibit G-9.19A) occurs. This will be documented on a Juvenile Negative Behavior Report (G-9.19C). It must be fully completed and submitted to the appropriate personnel by the end of the shift. The process will proceed as directed by the Disciplinary Hearing/Review Board Process Policy, E-1.14. In accordance with the CCS Compliance principles, the Shift Supervisor may place a juvenile in restrictive room confinement or temporarily place in isolation, according to Isolation of Youth Policy, G-3.4 or the Shift Supervisor may determine to leave the juvenile in his/her assigned area/living unit, and refer the matter for a Disciplinary Hearing/Review Board. The Shift Supervisor can also issue Level 1 and 2 sanctions at this time consistent with the Juvenile Progressive Discipline Chart (Exhibit G-9.19A). The sanctions given must be documented on the Juvenile Negative Behavior Report form (G-9.19C). The Shift Supervisor will document any approved Level 1 or Level 2 sanction(s) on the Behavior System Log (Form G-9.19D) immediately. Sanctions by the Shift Supervisor will be taken into consideration by the Disciplinary Hearing Officer/Review Board following a Disciplinary Hearing/Review Board when additional sanctions may be imposed. Any sanction(s) issued by the Disciplinary Hearing Panel/Review Board shall be documented by the Shift Supervisor on the Behavior System Log (Form G-9.19D).

C. Behavior principles

Management of negative behavior will be administered quickly, fairly, and consistently. Specific consequences consistent with the Juvenile Progressive Discipline Chart (Exhibit G-9.19A) will be individualized, considering developmental and emotional differences in

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adolescents, and will target the juvenile's specific behavior. Any disciplinary actions addressing behavioral management will include these principles:

1. The negative behavior is immediately addressed by the witnessing staff member, or otherwise addressed as soon as possible.
2. Clinical staff will counsel with the juvenile to discuss the choices the juvenile made and the alternate appropriate choices the juvenile could have made in the situation. The juvenile's assigned Social Worker will meet with the juvenile as soon as possible, but no later than two (2) business days following notification of a behavioral incident. Among other things, Clinical staff should guide the juvenile to accept responsibility for his/her actions, develop empathy, and show remorse. The treatment plan will be updated as needed to assist the juvenile to prevent repeating the negative behavior.
3. The juvenile should be required to make appropriate reparations through the disciplinary process.
4. DJJ will practice behavior strategies and interventions utilizing the least restrictive intervention necessary for the juvenile to change his/her behavior, before progressing to more restrictive alternate sanctions. Staff will use progressive discipline to informally resolve minor juvenile inappropriate behavior and as an alternative to placement in restrictive room/unit reassignment. DJJ supports the following types of behavior management techniques:
 - a. Active Listening is a structured form of listening and responding that focuses the attention on the speaker.
 - 1) Purpose: The proper use of active listening results in getting the juvenile to de-escalate, open up, avoid misunderstanding, resolve conflict, and build rapport and trust.
 - 2) The listener must take care to attend to the speaker fully, and then repeat, in the listener's own words, what he or she thinks the speaker has said. The listener does not have to agree with the speaker. He or she must simply state what they think the speaker said. This enables the speaker to find out whether the listener really understood. If the listener did not, the speaker can explain some more.
 - 3) The listener is encouraged to interpret the speaker's words in terms of feelings. Thus, instead of just repeating what happened, the active listener might gather that the speaker felt angry or frustrated or confused when a particular event happened. Then the speaker

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can go beyond confirming that the listener understood what happened, but can indicate that he or she also understood the speaker's response to it. Active listening involves listening with all senses.

- 4) Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening.
- b. Redirection is when staff uses verbal instruction and minimal physical contact to relocate a juvenile that is not behaviorally or emotionally out of control.
- 1) Purpose: Staff may use redirection to assist, guide, and redirect a juvenile from a negative and/or escalating situation.
 - 2) If it becomes evident that staff's use of verbal redirection and/or physical contact to assist, guide, or redirect him/her is aversive or the juvenile is physically resisting, staff will refrain from further redirection efforts. If a juvenile appears to be further agitated from verbal redirection and/or physical contact to assist, guide, or redirect him/her, staff will refrain from further redirection efforts. In such instances, staff will employ efforts to de-escalate and calm the juvenile. An alternate behavior management method will be attempted, or the staff member will seek assistance from another staff member to talk with the juvenile and try to get compliance.
 - 3) Procedures
 - A) Methods taught in DJJ Training to properly direct and escort a juvenile's movement will be used.
 - B) The juvenile's freedom of movement or access to his/her own body is not restricted.
- c. Separation is when staff takes a juvenile away from his/her peers in a quiet area/location for no more than 15 minutes to provide the juvenile the opportunity to regain self-control. The juvenile must be placed in an area where a staff member can hear or see the juvenile, e.g., in a staff member's office, in a chair in the hallway close to a staff member/staff member's office. Separation is not placing a juvenile in isolation/seclusion in a locked or unlocked room or area without supervision. Younger adolescents and those with diagnosed behavior disorders (attention deficit,

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hyperactive) may not be able to successfully complete separation. A work detail may be more appropriate for these type juveniles.

- 1) Purpose: Staff may use separation if staff deems that a period of time away from others will assist a juvenile in the management of his/her anger. This period of time is intended to provide a short cooling off period to enable the juvenile to regain his/her composure.
 - 2) Contraindications: Separation will not be used to manage a juvenile's behavior if the juvenile is known to have a physical or mental health condition that must be closely monitored.
 - 3) Procedures
 - A) Separation periods may be initiated by staff or upon the juvenile's request for separation.
 - B) A juvenile that is disrupting will be asked to accompany staff to an area away from his/her peers to allow him/her the opportunity to regain his/her composure and to avoid further incident.
 - C) A juvenile that feels that he/she is becoming agitated and/or angry may request a separation period to assist him/her in managing problematic behavior. However, juveniles will not be able to utilize separation periods to avoid completing daily tasks or other therapeutic activities. When a juvenile requests a separation, staff will allow the juvenile separation as soon as possible after the request is made.
 - D) When the juvenile is calm, staff will discuss the circumstances leading up to the use of separation with the juvenile to determine the source of the juvenile's behavior. Appropriate action will be taken to address the juvenile's concerns.
 - E) In the event the juvenile is unable to calm down after the 15 minute period of time, the Shift Supervisor may be requested to assist in the matter.
- D. All juveniles will be informed of the facility's incentive systems and progressive discipline during juvenile orientation. Determinate Sentence Good Behavior Credit System (DJJ Policy G-9.17) and Disciplinary Hearing/Review Board Process (DJJ Policy

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E-1.14), are processes used in conjunction with progressive discipline. DJJ staff will be trained in behavior management and progressive discipline as part of the facility's on-the-job training.

- E. Behavior management encompasses the juvenile, security staff, health services staff, education staff, clinical staff (social workers, psychologists, psychiatrists and chaplains), activity therapists, parents, volunteers, and any other persons that can affect a juvenile's behavior. It is everyone's responsibility to set the standards and expectations for behavior and take appropriate action to assist a juvenile in managing his/her own behavior.
- F. The following practices will NOT BE DONE for the purpose of punishment or retribution:
1. Taking foods, snacks or drinks from a juvenile provided by food service.
 2. Mechanical, physical, or medication restraint.
 3. Forced administration of medication.
 4. Physical force.
 5. Isolating, secluding, or otherwise confining a juvenile to any locked, unlocked, or enclosed area and/or leaving the juvenile unsupervised in any locked room, holding cell or area not designed and equipped to be used for extended or overnight confinement.
 6. Mass punishment (group punishment for an offense by one juvenile).
 7. Placement of a juvenile in a physical position (standing, placed on knees/stomach, arms behind head).
 8. Taking juvenile's property (other than privilege/earned property that may be temporarily taken for behavior management purposes).
 9. Taking juvenile's visitation privileges.
 10. Depriving the juvenile of receiving educational services.
 11. Administration of consequences by a peer.
 12. Corporal punishment.
 13. Verbal abuse.

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14. Denial of elements of the juvenile's treatment plan.
15. Assignment of excessive exercise or excessive work.
16. Deprivation of meals, sleep, bedding, clothing, medical attention, or minimum required recreation.
17. Taking a juvenile out of doors in extreme weather or at night or without appropriate clothing for weather conditions.
18. Changing of indoor environmental factors (heat/cold).
19. Denial of shelter.

RELATED FORMS AND ATTACHMENTS:

Exhibit G-9.19A, Juvenile Progressive Discipline Chart
Form G-9.19B, Juvenile Positive Behavior Report
Form G-9.19C, Juvenile Negative Behavior Report
Form G-9.19D, Behavior System Log

REFERENCED POLICIES:

G-3.4, Isolation of Youth
G-9.17, Determinate Sentence Good Behavior Credit System
E-1.14, Disciplinary Hearing/Review Board Process

SCOPE:

This policy applies to all direct service staff in juvenile residential facilities.

LOCAL PROCEDURAL GUIDE:

Not required.

TRAINING REQUIREMENT:

Employees providing direct service to juveniles are required to review this policy within 30 calendar days of its publication.